Purpose

The College of Sciences is committed to supporting our faculty in all aspects of their work, including teaching. The CoS Teaching Effectiveness, Advocacy, and Mentoring (TEAM) committee plays a crucial role in this endeavor. Our primary focus is to collaborate with CoS schools, providing constructive feedback and mentoring to ensure that faculty members' "teaching stories" are both comprehensive and compelling.

Our innovative assessment approach aims to establish clear criteria for evaluation while allowing faculty members a broader range of opportunities to showcase their teaching effectiveness. We recognize that faculty implement various teaching strategies beyond what was previously assessed, and our new approach acknowledges these diverse methods.

The TEAM committee's mission is to conduct a holistic evaluation that provides ample opportunities for faculty to demonstrate their teaching philosophy and practices. We deeply appreciate the time, thought, and effort that educators invest in their roles. Our framework for effective teaching seeks to clarify the attributes that contribute to exceptional teaching and offers practical guidelines for achieving them. While not exhaustive, these guidelines provide valuable insights into effective teaching practices.

For specific examples of how these guidelines can be put into practice, please refer to the expanded version of our framework.

Implementation

The evaluation process incorporates student evaluation, peer feedback, and your own thoughts on teaching.
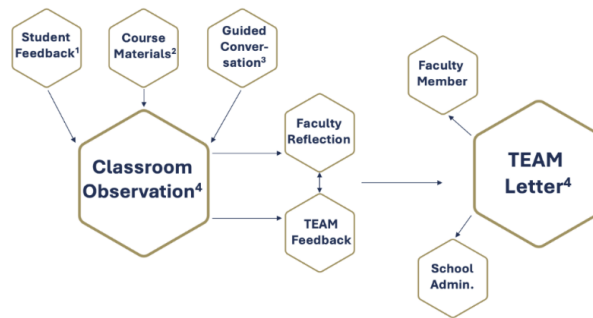
1. CIOS "teaching effectiveness" scores required, but we will review any categories or other student feedback you'd like
2. Course syllabi and select assignments required, but we will review any materials you'd like
3. Using a template of questions that you will have time to review prior to conversation
4. Minimum of two TEAM members, one of whom is from your School

To ensure the best context for the observation, we ask that you provide student evaluations of your teaching, including CIOS scores and any comments you'd like to share. Additionally, please select relevant course materials. Before our guided conversation about your teaching, you'll have an opportunity to debrief the observation. We'll incorporate all data into a comprehensive review, identifying categories of strength and themes in your teaching. This information will serve as the basis for a letter accompanying your promotion packet. Transparency is a priority, and you'll receive the final letter two weeks before the submission deadline for your materials

Criteria

Course Design and Teaching Practices	
Dimension	**Criteria Summary**
Integration of campus policies and resources for teaching	Implementation of campus facilities, technologies, policies, and student support resources; class absences (by the instructor); office hours
Teaching practices and methodologies	Course planning and organization; assessments, assignments, and activities; effort to engage students during class, content delivery, upkeep of student grades, and behavior of students during class.
Assessment and provision of feedback	Attention to student learning; assessment criteria and standards; alignment of assessments with learning objectives; instructions for and feedback on assessments; provision of adequate information regarding student grades in the course
Course goals and content	Appropriateness and articulation of course goals; course content and materials, course structure and expectations; effort to reflect diverse perspectives on content
Contributions to Student Success	
Dimension	**Criteria Summary**
Fostering a supportive learning environment	Respect, inclusivity, and promotion of self-efficacy in the class climate; instructor accessibility; reflection on and communication regarding student feedback; accessibility of course materials; attempts to demonstrate culturally sensitive and inclusive behaviors; policies on absences, late assignments, etc.
Instructor interaction with students	Instructor communication and transparency with students
Fostering whole-person development in students	Instructor support of student health and well-being; instructor support of students' professional or personal development
Mentoring and Advising of Students Conducting Research	
Dimension	**Criteria Summary**
Mentoring undergraduate student researchers	Meaningful integration of undergraduate researchers into the lab; support of students presenting research; provision of career advice; assistance with funding
Mentoring graduate student researchers	Meaningful integration of graduate researchers into the lab; provision of regular and constructive feedback; support for career development; ensuring timely graduation; provision of opportunities to work on deliverables
Continuous Self-Assessment and Professional Growth	
Dimension	**Criteria Summary**
Self-assessment and consideration of feedback	Documentation and quality of self-assessment; evidence-based identification of strengths and weaknesses; collection and reflection on feedback from multiple sources
Professional growth	Engagement in and reflection on professional development focused on teaching (workshops, seminars, conferences, etc.)
Involvement in teaching service, scholarship, or community	Contributions to or interaction with teaching communities (school, college, institute, or external levels); sharing practices and results about teaching

Faculty can select guidelines from three different **Benchmarks** for each dimension. *We anticipate that faculty will adopt more guidelines in the Proficient and Outstanding benchmarks than the Developing benchmark. Faculty members will have multiple opportunities in the evaluation process to indicate and show support for criteria they believe they have met*