

DRAFT – March 12, 2024

This Framework for Effective Teaching is intended to provide guidelines for instructors in the College of Sciences as they endeavor to become increasingly effective teachers. The framework is not intended to be a comprehensive listing of effective practices. For any given dimension, there will be ample opportunity for faculty to indicate other guidelines they think should be counted in their favor. There are no expectations that any one faculty member will follow every guideline listed. The objective in the creation of the framework was to be inclusive in defining effective teaching and to honor the many pedagogical approaches used by our faculty.

The framework is composed of four **Categories**: 1) Course Design and Teaching Practices (pages 2-5); 2) Contributions to Student Success (pages 5-6); 3) Mentoring and Advising of Students Conducting Research (pages 7-8); 4) Continuous Self-Assessment and Professional Growth (page 9)

Each category contains two or more **Dimensions** such as “teaching practices and methodologies” or “self-assessment.” Each dimension has at least two **guidelines** or suggested means by which effective teaching can be demonstrated. There is NO expectation that all guidelines associated with a given benchmark will be followed. The benchmark for which most guidelines are incorporated is representative of the faculty member in each dimension.

There are three possible **Benchmarks** for each dimension.

- 1) **Developing** – This benchmark indicates that *expectations have not been met* and that improvement is needed with respect to a given dimension. We expect a small percentage of faculty will be developing at the point of promotion.
- 2) **Proficient** – This benchmark indicates that expectations have been met regarding a given dimension and that the faculty’s approach to teaching is appropriately professional and effective. The faculty’s teaching meets the standards for promotion. We expect most faculty to achieve this benchmark.
- 3) **Outstanding** – This benchmark indicates that the faculty’s has *exceeded expectations* with respect to a given dimension. Faculty members who meet many of the guidelines in this category are exemplary teachers. We anticipate a small percentage of faculty to achieve this benchmark.

Categories	Course Design and Teaching Practices	Contributions to Student Success	Mentoring and Advising of Students Conducting Research	Continuous Self-Assessment and Professional Growth	
Dimensions	<div style="display: flex; flex-wrap: wrap;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Integration of campus policies and resources for teaching</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Teaching practices and methodologies</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Assessment and provision of feedback</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Course goals and content</div> </div>	<div style="display: flex; flex-wrap: wrap;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Instructor interactions with students</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Fostering whole-person development in students</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Fostering a supportive learning environment</div> </div>	<div style="display: flex; flex-wrap: wrap;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Mentoring of undergraduate student researchers</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Mentoring of graduate student researchers</div> </div>	<div style="display: flex; flex-wrap: wrap;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Self-assessment and consideration of feedback</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Professional growth</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Involvement in teaching, service, scholarship, or community</div> </div>	
Guidelines	34 total	14 total	10 total	8 total	
Guidelines are suggested means by which effective teaching can be demonstrated. There is NO expectation that all guidelines associated with a given benchmark will be followed. The benchmark for which most guidelines are incorporated is representative of the faculty member in each dimension.					
Benchmarks	<div style="background-color: #d9ead3; padding: 5px; display: inline-block;">Developing</div> Does not meet expectations	<div style="background-color: #d9ead3; padding: 5px; display: inline-block;">Proficient</div> Meets expectations Promotion worthy	<div style="background-color: #d9ead3; padding: 5px; display: inline-block;">Outstanding</div> Exceeds expectations		

**Course Design and Teaching Practices**

Dimension / Benchmark	Developing	Proficient	Outstanding
<b>Integration of campus policies and resources for teaching</b>	Provides information on institutional facilities or equipment that facilitates completion of course assignments and/or objectives	Provides information on institutional facilities or equipment that facilitate completion of course assignments and/or objectives	Ensures students have access to the institutional facilities and equipment that facilitate completion of course assignments and/or objectives
	Uses little to no technologies to engage students (e.g. organized posting materials, examinations, communications with students)	Makes adequate use of approved technologies to engage students (e.g. organized posting materials, examinations, communications with students)	Effectively uses approved technologies to engage students (e.g. organized posting materials, examinations, communications with students)
	Does not provide a list or show awareness of campus resources beyond course-specific resources (e.g. office hours) to support learners outside of class time	Provides a list of campus resources beyond course-specific resources (e.g. office hours) to support learners outside of class time	Shows an awareness of campus resources beyond course-specific resources (e.g. office hours) to support learners outside of class time
	Fails to adhere to Institute policies, rules, and regulations, such as the policy on Final Instructional Class Days and Reading Periods, and the confidentiality policies of FERPA	Strives to adhere to Institute policies, rules, and regulations, such as the policy on Final Instructional Class Days and Reading Periods, and the confidentiality policies of FERPA and takes corrective action when inadvertently failing to adhere	Consistently adheres to formal Institute policies, rules and regulations, such as the policy on Final Instructional Class Days and Reading Periods, and the confidentiality policies of FERPA
	Provides few or no office hours to meet with students outside of the usual classroom times	Provides office hours to meet with students outside of the usual classroom times	Demonstrates how to receive and schedule office hours or other appointments and may offer supplemental exam review sessions
	Absences are frequent, unplanned, and not coordinated with the unit Chair or their designate	Absences are minimized to the extent possible, planned to the extent possible, and coordinated with the unit Chair or their designate	Absences are coordinated with the unit Chair or their designate with appropriate substitute/accommodating coverage of the material and emergency notification of students is prioritized

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Dimension / Benchmark	Developing	Proficient	Outstanding
<p><b>Teaching practices and methodologies</b></p> <p><i>See Appendix C for examples of student engagement in a course or class period</i></p>	Courses are poorly planned or organized	Courses are well-planned and organized	Courses are well-planned and organized with attention to integration of content across the course
	Teaching practices are poorly executed and show little instructor development over time	Teaching practices are executed with professionalism and demonstrate instructor development over time	Teaching practices are executed with expertise and/or demonstrate significant instructor development over time
	Students are provided with insufficient opportunities to practice critical skills embedded in course goals	Students are provided with opportunities to practice skills embedded in course goals	Students are provided with numerous opportunities both in and out of class to practice skills embedded in course goals
	Assessments, assignments, or activities are at inappropriate difficulty level, poorly aligned with course goals, or poorly designed or executed	Assessments, assignments, or activities are appropriately challenging, aligned with course goals, and designed and executed in a thoughtful manner	Assessments, assignments, or activities are appropriately challenging, aligned with course goals, demonstrate effort to make them meaningful to students, and are varied and allow students to demonstrate knowledge through multiple modalities
	There is little to no evidence of instructor effort to engage students during class periods	There is evidence of consistent instructor effort to engage students during class periods	There is evidence of consistent and significant instructor effort to engage students during class periods
	There are minimal opportunities for students to engage in the course	Sufficient opportunities are provided for students to engage in the course	Numerous opportunities are provided for students to engage in the course
	Content is not delivered coherently and/or at a level appropriate for students	Content delivery is consistently coherent and at an appropriate for students	Content delivery is of consistently high quality and at an appropriate for students
	Student learning during class time is not assessed	Student learning during class time is regularly assessed	Student learning during class time is assessed on a nearly daily basis and data is used to guide the learning experience in class
	Course syllabus, instructor communications, and class activities do not establish predictable routines and structure	Course syllabus, instructor communications, and class activities establish some routines and structure	Course syllabus, instructor communications, and class activities establish clear routines and structure
	Instructor permits or promotes distracting/disrespectful behaviors among students in class	Instructor does not permit or promote distracting/disrespectful behaviors among students in class	Instructor does not permit distracting/disrespectful behaviors among students in class and actively promotes and supports behaviors that foster sense of community and belonging and/or employs inclusive, evidence-based, or innovative methods to support student learning
	Course records of student grades and assessments are incomplete, inaccurate, or non-existent	Course records of student grades and assessments are largely complete and accurate	Course records of student grades and assessments are complete, accurate, and transparent

Dimension / Benchmark	Developing	Proficient	Outstanding
<b>Assessment and provision feedback</b>	Inadequate evidence of instructor attention to student learning or understanding	Reasonable evidence of instructor attention to student understanding	Significant evidence of instructor attention to student understanding
	Assessment is not described or analyzed with clear standards	Assessment is described and analyzed with clear standards	Assessment is described and analyzed with clear standards that connected to program, curriculum, or professional expectations and learning objectives
	Assessment does not indicate that students meet appropriate learning outcomes	Assessment indicates that students meet appropriate learning outcomes	Assessment indicates that students meet and exceed appropriate learning outcomes
	Little or no evidence of efforts made to design courses that reflect the principles of universal design to minimize inequities	Efforts are made to design courses that reflect the principles of universal design to minimize inequities; instructor reflects on impact	Courses are designed that effectively incorporate the principles of universal design to minimize inequities; instructor reflects on impact
	Assessment suggests the quality of learning is insufficient to support success in other contexts <i>and there is no clear evidence of instructor attempt to address this</i>	Assessment suggests the quality of learning sufficient to support success in the course	Assessment suggests the quality of learning supports success in other contexts (e.g., subsequent courses or relevant non-classroom venues)
	Student assessment is not used to inform teaching	Student assessment is occasionally used to inform teaching	Student assessment is consistently used to inform teaching
	Assessment tools are poorly aligned with learning outcome or course grades are calculated in such a way that learning outcomes are not adequately represented	Course grades are reflective of student achievement or assessments; grades are <i>not</i> assigned with the goal of achieving a pre-determined number or percentage of each letter grade or in a manner that pits students against one another	Course grades are reflective of student achievement or assessments; grades are <i>not</i> assigned with the goal of achieving a pre-determined number or percentage of each letter grade or in a manner that pits students against one another
	Provides little to no constructive feedback on graded materials	Provides some constructive feedback on graded materials in a timely fashion	Consistently provides constructive feedback on graded materials in a timely fashion
	Does not provide clear instructions for assignments	Provides clear instructions for assignments	Provides clear instructions and rationale for assignments
	Provides inadequate information regarding assessment of assignments	Provides adequate information regarding assessment of assignments	Provides ample information regarding assessment of assignments
Provides inadequate information on the determination of overall course grades	Provides adequate information on the determination of overall course grades	Provides adequate information on the determination of overall course grades and proactively communicates it	

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Dimension / Benchmark	Developing	Proficient	Outstanding
<b>Course goals and content</b>  <i>See Appendix B for clarification regarding and examples of course structure, and appropriate syllabus content</i>  <i>The designations “inappropriate” and “appropriate” should be considered in the context of how most faculty in the same discipline or teaching the same size or type of classes would evaluate the criterion.</i>	Course goals are not articulated, are unclear or inappropriate	Course goals are clearly articulated and appropriate	Course goals are well-articulated, appropriate, and of high quality
	Content and materials are outdated or inappropriate to meet the course learning objectives	Content is current and appropriate to meet the course learning objectives	Content includes well-integrated topics of appropriate range and depth to meet the course learning objectives
	Content does not reflect diverse perspectives or make any effort to acknowledge lack of diversity in perspective	Course materials reflect some diversity in perspectives, or the instructor attempts to address lack of diversity in perspective	Course materials reflect diverse perspectives and promote critical reflection them or on inclusiveness for a broad array of students
	Course structure does not support course goals or student success in the course	Course structure appropriately supports course goals or student success in the course	Course structure support course goals and promotes student success in the course
	Course expectations and how to meet them are poorly communicated or missing	Course expectations are outlined along with some indication of how to meet them	Course expectations are clearly defined, and the instructor communicates the skills needed to succeed in the course
	A syllabus is provided, but is missing key components such as goals, objectives, and policies needed for student success	The syllabus provides an overview of the course and includes course goals, evaluation criteria, institute policies, and a list of topics covered in the course.	The syllabus provides an overview of the course and include course goals, prerequisites, evaluation criteria, institute policies, clear explanation of application of policies to the course, and a clear schedule of activities

**Contributions to Student Success**

Dimension / Benchmark	Developing	Proficient	Outstanding
<b>Instructor Interactions with students</b>	Little or no evidence that instructor endeavors to communicate with students effectively	Adequate evidence that instructor endeavors to communicate with students effectively or there is indication of reflection on or effort to improve communication with students	Ample evidence that instructor endeavors to communicate with students effectively or there is significant indication of reflection on or effort to improve communication with students
	Little or no evidence that instructor attempts to be transparent with students regarding what it takes to be successful in the course, motivations for course structure or assignments, etc.	Adequate evidence that instructor attempts to be transparent with students regarding what it takes to be successful in the course, motivations for course structure or assignments, etc.	Ample evidence that instructor attempts to be transparent with students regarding what it takes to be successful in the course, motivations for course structure or assignments, etc.

Dimension / Benchmark	Developing	Proficient	Outstanding
<b>Fostering whole-person development in students</b>  <i>See Appendix A for examples of activities in this category</i>	Does not participate in or otherwise contribute to activities that aid in student professional or personal development	Participates in or otherwise contributes to activities that aid in students’ professional or personal development at a level that is reasonable for their position or rank	Participates in many activities that aid in or otherwise significantly contribute to student professional or personal development
	Does not support or openly disparages student health and well-being	Supports student health and well-being through efforts in the classroom OR course-relevant outside-of class activities (e.g., organizing or holding review sessions or extra office hours leading up to an exam)	Supports student health and well-being through significant efforts in the classroom OR several course-relevant outside-of class activities (e.g., organizing or holding review sessions or extra office hours leading up to an exam)

Dimension / Benchmark	Developing	Proficient	Outstanding
<b>Fostering a supportive learning environment</b>	Class climate does not promote respect or inclusiveness among all students	Class climate is inclusive and promotes respect	A class climate that is respectful, open, and inclusive is actively fostered; promotes both student-student and student-teacher dialogue
	Class climate discourages student motivation or self-efficacy	Class climate encourages student motivation	Climate fosters motivation, self-efficacy, ownership of learning
	Consistently negative student reports of teacher accessibility/availability or interaction skills <i>and no indication of reflection on or effort to improve</i>	Consistently adequate student ratings of teacher accessibility/availability or interaction skills with some indication of reflection on or effort to improve	Consistently positive student ratings of teacher accessibility/availability or interaction skills or significant indication of reflection on or effort to improve
	Little evidence of reflection on or attempt to address concerns voiced by students	Adequate effort at reflection on or addressing concerns voiced by students	Significant effort at reflection on or addressing concerns voiced by students
	Provides little to no learning materials or provides materials that are largely inaccessible to students (not ADA formatted and inappropriate for level, e.g. syllabus screen-reader inaccessible/no alternative formats)	Provides adequate learning materials that are mostly accessible (in ADA formats and somewhat appropriate for level, e.g. syllabus screen-reader accessible/in alternative formats)	Provides different types learning materials and indicates how and why they may be used. Materials highly accessible (ADA formats and appropriate for level, e.g. syllabus screen-reader accessible/in alternative formats)
	The process for requesting alternative arrangements/flexibility (e.g. absences; make-up, drop, or late policies; grade disputes) is absent, unclear, in conflict with institute policies, or could be considered as unduly harsh by most faculty members conforming to discipline or course size standards	The process for requesting alternative arrangements/flexibility (e.g. absences; make-up, drop, or late policies; grade disputes) is clear, coherent with institute policies, and would be considered reasonable by most faculty members conforming to discipline or course size standards	The process for requesting alternative arrangements/flexibility (e.g. absences; make-up, drop, or late policies; grade disputes) is clearly outlined and would be considered most faculty members conforming to discipline or course size standards as designed to support students
	Inadequate evidence that instructor articulates lessons learned through student feedback	Adequate evident that the instructor articulates some lessons learned though student feedback or significant reflects on them.	Ample evidence that instructor is responsive to student feedback.
	Does not reinforce a suitable class climate via training and monitoring teaching assistants, learning assistants, etc. if they are present in the course	Where applicable, reinforces a suitable class climate via training and monitoring teaching assistants, learning assistants, etc.	Where applicable, reinforces a positive class climate via training and monitoring teaching assistants, learning assistants, etc.
	Appears to give no thought to or make any attempt to employ instructional strategies are culturally sensitive or employs instructional strategies that are culturally insensitive	Gives thought to and makes attempt to employ instructional strategies are culturally sensitive	Instructional strategies are culturally sensitive and tailored to the students in the class
Does not model inclusive language and behavior or appear to attempt to do so	Makes apparent effort to use inclusive language and behavior	Models inclusive language and behavior	

**Mentoring and Advising of Students Conducting Research**

Dimension / Benchmark	Developing	Proficient	Outstanding
<b>Mentoring of undergraduate student researchers</b>	Sporadically includes undergraduate students in their research program by assigning them meaningful tasks appropriate for their level of knowledge and by, e.g., by inviting them to their group seminar or mentoring them during dedicated one-on-one meetings	Regularly makes some effort to include undergraduate students in their research program by assigning them meaningful tasks appropriate for their level of knowledge and by, e.g., inviting them to their group seminar or mentoring them during dedicated one-on-one meetings	Regularly makes a dedicated effort to include undergraduate students in their research program by assigning them meaningful tasks appropriate for their level of knowledge and by, e.g., inviting them to their group seminar or mentoring them during dedicated one-on-one meetings
	Does not engage in any of the other activities listed for “proficient” or “expert” level	Regularly provides the undergraduate students with opportunities to present their research during on-campus conferences (e.g., GT Undergraduate Research Symposium)	Proactively provides the undergraduate students with opportunities to present their research during on-campus conferences (e.g., GT Undergraduate Research Symposium)
		Provides career advice to undergraduate students by, e.g., discussing potential opportunities for graduate programs in their desired field of interest	Actively provides career advice to undergraduate students by, e.g., by promoting opportunities for graduate programs in their desired field of interest
			Regularly includes undergraduate students in meaningful, state-of-the-art research activities that lead to, e.g., contributions to peer-reviewed publications, patents, or other deliverables appropriate for the discipline (with the undergraduate being listed as a co-author/co-contributor, when appropriate) and/or external scientific conferences
			Regularly provides financial support for highly proficient undergraduate researchers (e.g., by including meaningful undergraduate contributions in their proposals submitted to federal agencies) or supports undergraduate researchers in applying to GT-internal funding (e.g., PURA Salary Award)

Dimension / Benchmark	Developing	Proficient	Outstanding
<b>Mentoring of graduate student researchers</b>	Sporadically includes graduate students in their group and provides them with opportunities to work on state-of-the-art research activities	Regularly includes graduate students in their group and provides them with some opportunities to work on state-of-the-art research activities	Regularly includes graduate students in their research group and provides them with significant opportunities to work on state-of-the-art research activities
	Provides an environment for graduate students where they obtain some feedback on their research, e.g., through dedicated one-on-one meetings or interactions with other group members	Provides an environment for graduate students where they regularly obtain feedback on their research, e.g., through dedicated one-on-one meetings or interactions with other group members	Provides an environment for graduate students where they regularly obtain significant and constructive feedback and suggestions for means of improvement on their research, e.g., through dedicated one-on-one meetings or interactions with other group members
	Does not engage in any of the other activities listed for “proficient” or “expert” level	Regularly supports the graduate students in pursuing opportunities to build a career in academia (e.g., through participation in conferences, workshops, summer schools, or meaningful teaching assignments at GT) or outside the academic world (e.g., through internships, as appropriate for the discipline)	Regularly supports the graduate students in pursuing opportunities to build a career in academia (e.g., through participation in conferences, workshops, summer schools, or meaningful teaching assignments at GT) or outside of the academic world (e.g., through internships, as appropriate for the discipline)
		Continuously ensures that the student graduates on time scales reasonable for the discipline. If problems are encountered, the faculty member proactively works with the student on mitigation strategies and points them toward available resources (e.g., GT counseling department)	Continuously ensures that the student graduates on time scales reasonable for the discipline. If problems are encountered, the faculty member proactively works with the student on mitigation strategies and points them toward available resources (e.g., GT counseling department)
			Continuously provides the students with opportunities to work on deliverables (peer-reviewed journal papers, patent applications, artifacts), as appropriate for the discipline



**Continuous Self-Assessment and Professional Growth**

Dimension / Benchmark	Developing	Proficient	Outstanding
<b>Self-assessment and consideration of feedback</b>	Demonstrates a limited amount of self-assessment or reflection around teaching and student outcomes	Demonstrates self-assessment or reflection around multiple aspects of teaching (delivery of content, assessment, course structure, course policies, etc.)	Demonstrates a high level of self-assessment or reflection around multiple aspects of teaching
	Does not identify strengths and weaknesses, considers too narrow of a focus, or does not provide evidence to sufficiently support reflection	Strengths and weaknesses consistent with teaching practices are described along with evidence that sufficiently supports the assertion	Strengths and weaknesses consistent with teaching practices are described along with evidence that sufficiently supports the assertion and attempts at addressing weaknesses
	No evidence of the collection of feedback or how it is implemented <i>OR</i> infrequent solicitation and consideration of changes based on feedback about teaching	Ample evidence of the collection of feedback or how it is implemented <i>OR</i> solicitation and consideration of changes based on feedback about teaching. Sources and/or perspectives of feedback are limited (e.g., end-of-term student feedback only or a single peer observer)	Significant evidence of consistent reflection on multiple sources or perspectives of feedback. “Multiple” could refer to the collection of student feedback 2-3 times throughout the term, more than one peer providing feedback, etc.

Dimension / Benchmark	Developing	Proficient	Outstanding
<b>Professional growth</b>	Does not engage or engages infrequently with professional development opportunities (e.g., workshops, conferences) <i>OR</i>	Engages occasionally with professional development opportunities (e.g., workshops, conferences)	Engages frequently with professional development opportunities (e.g., workshops, conferences)
	Does not reflect on or implement lessons learned from professional development activities	Demonstrates reflection on the merits of incorporation of concepts from professional development into own teaching.	Demonstrates significant reflection on the merits of incorporation of concepts from professional development into own teaching.

Dimension / Benchmark	Developing	Proficient	Outstanding
<b>Involvement in teaching service, scholarship, or community</b>	Little or no evidence of positive contributions to teaching and learning culture in department or institution (e.g., curriculum committees, program assessment, co-curricular activities or externally)	Some evidence of positive contributions to teaching and learning culture in department or institution <i>or</i> externally (e.g., curriculum committees, program assessment, co-curricular activities or externally)	Ample evidence of consistently positive contributions to teaching and learning culture in department or institution or externally (e.g., curriculum committees, program assessment, co-curricular activities or externally)
	Little or no interaction with teaching communities	Some engagement with peers regarding teaching	Regular engagement with peers regarding teaching (e.g., teaching-related presentations or workshops, peer review of teaching)
	Practices and results of teaching are not shared with others	Has shared teaching practices or results; limited to a small group within the discipline (e.g., presentation, workshop, essay)	Presentations or publications to share practices or results of teaching with multiple audiences or grant applications related to teaching