This framework is composed of four **Categories**. Each category contains two or more **Dimensions.** Each dimension has at least two **Guidelines** from which faculty may choose to showcase their teaching effectiveness.

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*

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