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Our Framework for Effective Teaching is intended to aid College of Sciences instructors as they endeavor to become increasingly effective teachers. By demonstrating proficient or outstanding performance in each overall category, instructors will be able to:

1. Design clear, goal-oriented courses with well-structured content and aligned assessments.
2. Communicate expectations and policies effectively.
3. Utilize institutional resources and technologies to support and enhance student learning.
4. Implement inclusive and engaging teaching practices that promote equitable learning.
5. Provide meaningful, timely feedback and use assessments to guide instruction and improve learning outcomes.
6. Foster a supportive and motivating classroom environment that encourages student ownership of learning and self-efficacy.
7. Maintain open, effective communication with students.
8. Engage in continuous self-assessment and reflection to improve teaching effectiveness.
9. Participate in professional development and collaborate with colleagues to enhance teaching practices.
10. Contribute to the broader teaching community through service, scholarship, and sharing pedagogical innovations.

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 2-4);
- 2) Contributions to Student Success (page 5);
- 4) Continuous Self-Assessment and Professional Growth (page 6)

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.

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Course Design and Teaching Practices

Dimension/Benchmark	Developing	Proficient	Outstanding
Integration of campus policies and resources for teaching	Does NOT provide information on institutional resources ¹ required for or that facilitates success in the course	Provides information and facilitates access to institutional resources ¹ required for or that facilitates success in the course	
	Does NOT use Institute approved technology ² to inform or engage students	Uses Institute approved technology ² but not in a manner that facilitates student success.	Uses Institute approved technology ² in an organized manner that facilitates student success.
	Does NOT provide a list or show awareness of campus resources ³ to support learners outside of class time	Provides a list of campus resources ³ to support learners outside of class time	
	Does NOT provide consistent 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	Provides office hours to meet with students outside of the usual classroom times, explains what they are used for, and promotes use.

Dimension / Benchmark	Developing	Proficient	Outstanding
Course goals and content	Course goals are not articulated or are ill-defined	Course goals are clearly articulated	
	Course structure ⁴ does not support course goals or student success	Instructor can articulate how course structure ⁴ is intended to facilitate achievement of student learning objectives and student success.	Instructor can articulate how course structure ⁴ is intended to facilitate achievement of student learning objectives and student success AND can point to evidence to support the efficacy of the design ⁵
	The instructor does NOT make clear their expectations for students as members of the learning community ⁶	The instructor makes clear their expectations for students as members of the learning community ⁶	The instructor makes clear their expectations for students as members of the learning community ⁶ AND elucidates how they facilitate student success
	A syllabus is not provided, OR the syllabus is missing key components ⁷ OR policies listed conflict with Institute policies.	The syllabus or other course communications/materials provide(s) key components ⁷ and Institute policies	The syllabus or other course communications/materials provide(s) key components ⁷ and policies AS WELL AS prerequisite courses/skills, clear explanation of policies, and a schedule of activities

Course Design and Teaching Practices

Dimension / Benchmark	Developing	Proficient	Outstanding
Teaching practices and methodologies <i>See Appendix C for examples of student engagement in a course or class period</i>	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	Teaching practices are adequately executed with professionalism ⁸	Teaching practices are executed with expertise ⁸
	Instructor does NOT provide evidence ⁹ of development in their teaching practices over time	Instructor provides evidence ⁹ of development in their teaching practices over time	Instructor provides evidence of significant ¹⁰ development in their teaching practices over time
	Students are provided with insufficient opportunities to practice critical skills embedded in course goals ¹¹	Students are provided with opportunities to practice skills embedded in course goals ¹¹	Students are provided with numerous opportunities to practice skills embedded in course goals ¹¹
	Assessments, assignments, or activities are at inappropriate difficulty level, poorly aligned with course goals, or poorly designed or executed	When the instructor has autonomy over assessments/assignments/activities, they are appropriately challenging in the context of the course level and instructor's stated learning objectives, aligned with course goals, and designed and executed in a thoughtful manner (all as assessed by a subject-matter expert).	
	There is no evidence of instructor effort to engage students during class periods	There is evidence of instructor effort to engage students during class periods	There is evidence of thoughtful, frequent, and persistent effort to engage students during class periods.
	Content is NOT delivered coherently	Content is delivered coherently	Content is delivered coherently and with fluency
	Content is NOT delivered at an appropriate level ¹²	Content is delivered at an appropriate level ¹²	
	Student learning is not assessed	Student learning is regularly assessed	Student learning is regularly assessed, and data is used to guide the learning experience.
	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 routines and structure in all major areas of the course ¹³

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Course Design and Teaching Practices

Dimension / Benchmark	Developing	Proficient	Outstanding
Assessment and provision feedback	There is no evidence that the instructor pays attention to student learning or understanding throughout the semester	There is evidence that the instructor pays attention to student learning and understanding throughout the semester and considers intervention when these do not meet expectations	
	The instructor does NOT provide criteria for assessment or provide examples by which students can understand expectations for assessment	The instructor provides criteria for assessment or provides examples by which students can understand expectations for assessment	The instructor provides criteria for assessment or provides examples by which students can understand expectations for assessment and connects them to program, curriculum, or professional expectations or course learning objectives.
	No evidence of consideration of or efforts made to design and deliver course components in ways that benefit all students and minimize inequities ¹⁴	Instructor indicates awareness of the need to design course components in ways that benefit all students and minimize inequities	There is evidence of multiple efforts to design or deliver course components in ways that advantage all students and minimize inequities, and the instructor demonstrates reflection on the efficacy of these efforts.
	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 ¹⁵
	Assessment is not used to inform teaching ¹⁶	Student assessment is used in determining whether specific content should be reviewed within a given class or whether changes should be made in future iterations of the course ¹⁶	Student assessment is used to inform both teaching and learning objectives ¹⁶
	Normative grading is used.	Normative grading is NOT used	
	Clear instructions for assignments are NOT provided	Easy to understand instructions for assignments are provided	
	Inadequate information regarding assessment of assignments is provided	Adequate information regarding assessment of assignments is provided	Easy to understand instructions are provided AND the purpose for assignments/assignment types is articulated
	Adequate information on the determination of overall course grades is NOT provided.	The syllabus provides information regarding the determination of overall course grades	The syllabus provides information regarding the determination of overall course grades in a manner such that most students can readily determine their status in the class throughout the semester.

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Contributions to Student Success

Dimension / Benchmark	Developing	Proficient	Outstanding
Instructor Interactions with students	There is NO evidence that the instructor endeavors to communicate effectively with students	There is evidence that the instructor endeavors to communicate with students effectively OR reflects on how to improve communication with students	There is evidence that the instructor endeavors to communicate with students effectively OR reflects on how to improve communication with students AND carefully considers modalities of communication/uses multiple modalities to reach more students
	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 ¹⁷	Supports student health and well-being through significant efforts in the classroom OR several course-relevant outside-of class activities ¹⁷

Dimension / Benchmark	Developing	Proficient	Outstanding
Fostering a Supportive Environment	Class climate is demotivating for students or promotes a sense that students have no control over the situation and cannot succeed	Class climate is one that encourages and motivates students and fosters a sense of student self-efficacy and ownership of learning ¹⁸	
	Consistently negative student reports of teacher accessibility/availability ¹⁹ <i>and no indication of reflection on or effort to improve communication with students</i>	Consistently adequate student ratings of teacher accessibility/availability ¹⁹ with some indication of reflection on or effort to improve	Consistently positive student ratings of teacher accessibility/availability ¹⁹ or significant indication of reflection on or effort to improve
	The process for requesting alternative arrangements/flexibility ²⁰ is absent, unclear, in conflict with institute policies, or is unduly harsh ²¹	The process for requesting alternative arrangements/flexibility ²⁰ and is reasonable ²¹	
	The course materials, observation content or practices, or guided conversation content employ language or actions that are exclusionary or harmful to specific demographic groups ²²	The course materials, observation content or practices, or guided conversation employ NO language or actions that are exclusionary or harmful to specific demographic groups	The course materials, observation content or practices, or guided conversation make use of inclusive language and examples ²³

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Continuous Self-Assessment and Professional Growth

Dimension / Benchmark	Developing	Proficient	Outstanding
Self-assessment and consideration of feedback	Does not engage in self-assessment or reflection around teaching and student outcomes	Demonstrates self-assessment or reflection around multiple aspects of teaching ²⁸	Demonstrates a high level of self-assessment or reflection around multiple aspects of teaching ²⁸ and can articulate how this has influenced their teaching philosophy
	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
	Conducts or makes no effort at self-assessment and gives no consideration to CIOS data or comments	Reliant on baseline CIOS data as the form of feedback collected	Supplements baseline CIOS data with data collected during the term and considered multiple data sources across time.

Dimension / Benchmark	Developing	Proficient	Outstanding
Professional growth	Does not engage with colleagues regarding teaching and learning or with any professional development activities	Engages with colleagues to share ideas and gather opinions regarding teaching and learning activities.	Engages in formal teaching and learning professional development activities as a leader or participant ²⁹
	Does not reflect on or implement lessons learned from professional development activities (attends in a performative manner)	Articulates ideas gleaned, lessons learned, activities implemented, etc. from engagement with colleagues regarding teaching and learning.	Articulates ideas gleaned, lessons learned, activities implemented, etc. from engagement with formal professional development activities focused on teaching and learning.

Dimension / Benchmark	Developing	Proficient	Outstanding
Involvement in teaching service, scholarship, or community	NO evidence of contribution to teaching and learning culture in a sub-discipline, the School, or the Institution ³⁰	Evidence of contribution to teaching and learning culture in a sub-discipline, the School, or the Institution	Evidence of consistently strong contribution to teaching and learning culture in a sub-discipline, the School, or the Institution and demonstration of scope of impact ³¹
Involvement in teaching service, scholarship, or community	Practices and results of teaching are not shared with others	Has shared teaching practices or results; limited to a small group within the discipline, formally or informally	Presentations or publications to share practices or results of teaching with multiple audiences or grant applications related to teaching