

Georgia Tech College of Sciences TEAM Committee
June 24, 2025

College of Sciences Guidelines for Effective Teaching Summary

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, student support resources, and office hours
Course goals and content	Appropriateness and articulation of course goals; course content and materials, course structure and expectations; syllabus content and clarity
Teaching practices and methodologies	Course planning and organization; execution and development over time of teaching practices; assessments/assignments/activities and alignment with course goals; engagement of students, coherence and level of content delivery; assessment of student learning
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
Contributions to Student Success	
Dimension	Criteria Summary
Instructor interaction with students	Instructor communication and transparency with students
Fostering a supportive learning environment	Class climate; instructor accessibility; policies on absences, late assignments, etc.; avoidance of language or actions that are exclusionary or harmful to specific demographic groups
Continuous Self-Assessment and Professional Growth	
Dimension	Criteria Summary
Self-assessment and consideration of feedback	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.) in either a formal or an informal manner
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