

Contributions to Student Success			
A minimum of Professional ranking in “Fostering a Supportive Learning Environment” and “Instructor Interaction with Students” criteria is required for a positive teaching effectiveness evaluation for purposes of promotion. Special attention should be given to these categories during formative assessment and mentoring.			
Fostering a supportive learning environment	In Development	Professional	Expert
1. Class climate: respect and inclusivity	<i>NOT</i> promoted among all students	Promoted among all students	Actively cultivated among all students
2. Class climate: student motivation and self-efficacy	Discouraged	Encouraged	Fostered, along with student self-efficacy and ownership of learning
3. Instructor accessibility and interaction skills	Consistently negative reports with no indication of reflection or attempt to improve	Consistently adequate reports with indication of reflection and/or attempt to improve	Consistently positive reports or indication of significant reflection and/or attempt to improve
4. Addressing student concerns	Inadequate evidence of effort	Adequate evidence of effort	Strong evidence of significant effort
5. Learning materials	Few to none provided; those provided are largely inaccessible	Provision of adequate, mostly accessible learning materials	Many are provided along with indication of how they should be used; highly accessible
6. Processes related to late assignments, absences, etc.	Missing, unclear, unreasonable, or in conflict with Institute policies	Present, clear, reasonable, and coherent with institute policies	Present, clear, reasonable, coherent with institute policies, and designed to support students
7. Application of student feedback	Inadequate evidence that feedback is considered or used	Adequate evidence that some feedback is considered or used	Ample evidence of instructor use of student feedback to improve student experience
8. Teaching and learning assistants	Inadequate monitoring to reinforce a suitable class climate	Adequate monitoring to reinforce a suitable class climate	Ample monitoring that facilitates a positive class climate
9. Culturally sensitive instructional strategies	Inadequate evidence that thought is given to or attempt is made to employ	Instructor considers and attempts to employ	Instructor employs strategies tailored to the class
10. Inclusive language and behavior	Instructor fails to model and makes no apparent effort to model	Instructor effort at modeling is apparent	Instructor models for all students and assistants associated with class
Interacting with students	In Development	Professional	Expert
1. Instructor communication	Inadequate evidence of effort to effectively communicate	Adequate evidence of effort to effectively communicate	Ample evidence of effective communication
2. Instructor transparency regarding success in the course	Inadequate evidence of effort to effectively communicate	Adequate evidence of effort to effectively communicate	Ample evidence of effective communication
Fostering whole-person development in students	In Development	Professional	Expert
1. Contributions to student professional or personal development	Little or no instructor contribution	Contributions reasonable for rank or position	Participation in many activities or otherwise significant contribution
2. Support of student health and well-being	None or openly disparages	Instructor supports through classroom or course-relevant activities outside-of-class	Instructor supports through significant classroom efforts or several course-relevant activities outside-of-class
Course Design and Teaching Practices			
<i>Designations “inappropriate” and “adequate” should be considered in the context of how most faculty in the same discipline would evaluate the criterion.</i>			
Course goals and content	In Development	Professional	Expert
1. Articulation of course goals	Missing, unclear, or inappropriate	Present, clear, and appropriate	Present, clear, appropriate, and of high quality
2. Appropriateness of course materials	Outdated and inappropriate to support course learning objectives	Current and support course learning objectives	Current, include well-integrated topics of range and depth to meet learning objectives
3. Range of topics	Inappropriate	Appropriate	Appropriate and engaging

4. Diversity of perspectives	Inadequate with no apparent effort at acknowledging	Some reflection of in course materials of or apparent effort to acknowledge	Reflected in course materials in a way that promotes critical reflection or inclusiveness for a broad array of students
5. Course structures	Do not support course goals or student success	Appropriate supports course goals and student success	Supports course goals and promotes student success
6. Course expectations	No communication of what they are or how to meet them	Communicated with some indication of how to meet them	Clearly defined along with skills needed to meet them successfully
7. Course syllabus	Missing key components needed for student success	Overview provided of components needed for student success	Components needed for student success are clearly defined and schedule of activities is provided
Teaching practices and methodologies	In Development	Professional	Expert
1. Course planning and organization	Inadequate	Obvious effort and clear organization	Attention to integration of content across the course is obvious
2. Teaching practices	Poorly executed; demonstrate little development over time	Executed with professionalism; development over time	Executed with expertise; significant development over time
3. Opportunities to practice critical skills	Insufficient opportunity for students	Opportunities for students provided	Students provided with numerous opportunities both in and out of class
4. Level of assessments and assignments	Inappropriate or poorly aligned with course goals	Appropriately challenging and aligned with course goals	Appropriately challenging and aligned with course goals; meaningful for students
5. Engagement of students during class periods	Inadequate evidence of effort	Evidence of consistent instructor effort	Evidence of significant and consistent instructor effort
6. Opportunities for students to engage in course	Minimal	Sufficient	Numerous
7. Design and execution of activities and assessments	Poor	Thoughtful	Varied; permit students to demonstrate knowledge through multiple modalities
8. Content delivery	Incoherent or at an inappropriate level	Consistently coherent and at an appropriate level	Consistently high-quality and at an appropriate level for students
9. Assessment of student learning during class time	Absent	Consistent	Near daily and used to guide the student learning experience
10. Predictability of course routines and structures	Inadequately supported by instructor communications and syllabus	Established by instructor communication and syllabus	Clearly outlined by instructor communications and syllabus
11. Distracting/disrespectful behavior of students	Permitted or promoted	Not permitted or promoted	Prohibited; instructor promotes sense of belonging and community
12. Course records	Incomplete, inaccurate, or missing	Largely complete and accurate	Complete, accurate, and transparent
13. Use of established and relevant course materials	Not utilized	Utilized	Development of custom course materials (OER textbooks, etc.)
Assessment and provision feedback	In Development	Professional	Expert
1. Instructor attention to student learning and understanding	Inadequate evidence	Reasonable evidence	Significant evidence
2. Clear standards for assessment	Lack of description and standards	Clear description and implementation	Clear description and implementation that connects to learning objectives
3. Assessment of student learning outcomes	Indicates that students do not meet	Indicates that students do meet	Indicates that students meet and/or exceed
4. Universal design	Inadequate evidence of consideration or application	Adequate evidence of consideration or application	Evidence of effective incorporation

5. Quality of student learning	Assessment indicates lack of quality learning and no effort has been made to address this	Assessment that supports quality of learning is sufficient to support success in the course	Assessment that supports quality of learning is sufficient to support success in other contexts
6. Assessment informs teaching	Assessment is not used	Assessment is occasionally used	Assessment is consistently used
7. Assessment alignment with learning outcomes	Poor; grade calculation does not represent learning outcomes	Adequate; course grades are reflective of student achievement of learning outcomes	Excellent; course grades are reflective of student achievement of learning outcomes
8. Instructor provision of feedback	Inadequate or not timely	Adequate and timely; constructive	Consistently constructive and timely
9. Instructions for assignments	Unclear or inadequate	Clearly articulated	Clearly articulated and accompanied by rationale
10. Clarity of information regarding assignment assessment	Inadequate	Adequate for students to know where they stand at any point in the term	Excellent; students can easily track grades throughout the term
11. Information on determination of overall course grades	Missing or inadequate	Adequate for students	
Integration of campus policies and resources for teaching	In Development	Professional	Expert
1. Information on resources to facilitate successful completion of course	Missing or inadequate	Provided	Provided; instructor ensures student access
2. Use of technology to engage students (including use of LMS)	Little or none	Adequate use of approved technologies	Effective use of approved technologies
3. Provision of campus resources to support students	Missing	Provided	Access to support resources facilitated and feasibility of access for resources required for course assignment ensured
4. Adherence to Institute policies, rules, and regulations	Failure to adhere	Strives to adhere; takes corrective action when inadvertent violations occur	Consistent adherence to policies
5. Provision of office hours	Few or none provided	Regularly provided	Regularly provided and promoted
6. Instructor absences	Frequent, unplanned, and uncoordinated	Minimized, planned, and coordinated to the extent possible	Minimized, planned, coordinated, and adequate coverage provided
Continuous Self-Assessment and Professional Growth			
Self-assessment	In Development	Professional	Expert
1. Self-reflection around teaching and student outcomes	Limited	Demonstration of reflection on more than one aspect of teaching	Demonstration of significant reflection on many aspects of teaching
2. Identification of teaching strengths and weaknesses	Limited reflection and identification	Consistent with teaching practices with evidence to support	Consistent with teaching practices with evidence to support and evidence of attempt to address weaknesses
Consideration of feedback	In Development	Professional	Expert
Collection and implementation of feedback	Limited solicitation, reflection, or attempt at implementation	Ample solicitation from limited sources, reflection, and attempt at implementation	Significant solicitation from more than one source, reflection, and evidence of implementation
Involvement in teaching service, scholarship, or community	In Development	Professional	Expert
1. Positive contributions to teaching and learning culture in School or Institution	Little or none	Some evidence	Ample evidence
2. Interaction with teaching communities	Little or none	Some engagement	Regular engagement
3. Dissemination of teaching practices and results	None	Some sharing; limited to a small group within the discipline	Sharing with multiple audiences
Professional Growth	In Development	Professional	Expert

1. Engagement with professional development opportunities	Infrequent	Occasional	Frequent
2. Reflection on and implementation of professional development	No evidence	Evidence of reflection and implementation	Evidence of significant reflection and implementation
Mentoring and Advising of Students Conducting Research This (optional) category can be selected only by faculty members who actively advise undergraduate and/or graduate students in research.			
Mentoring of undergraduate student researchers	In Development	Professional	Expert
1. Inclusion of undergraduate students in research program	Sporadic	Regularly makes some effort	Regularly makes dedicated effort
2. Provides undergraduate students with the opportunity to present research	No provision	Regularly	Regularly
3. Provides career advice to undergraduate students	No provision	Regularly	Regularly makes dedicated effort
4. Undergraduate students research deliverables	Missing	Missing	Students regularly included on publications, presentations, etc.
5. Financial support for undergraduate researchers	Not provided	Not provided	Regularly provided or assist students in obtaining
Mentoring of graduate student researchers	In Development	Professional	Expert
1. Inclusion of graduate students in research program	Sporadic	Regular; students provided some opportunities to work on state-of-the-art research activities	Regular; students provided significant opportunities to work on state-of-the-art research activities
2. Graduate students receive feedback on their research	Irregularly or to a limited extent	Regularly	Regularly; feedback is constructive and includes suggestions for means of improvement
3. Support of graduate student in pursuing opportunities for career building	Missing	Regularly provided	High quality opportunities are promoted
4. Timeliness of graduate student degree program	Inappropriate	Appropriate	Faculty member is actively involved in keeping students on track
5. Networking opportunities for graduate students	No provision	Limited provision	Regular provision; opportunities are promoted