

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.

	In Development	Professional	Expert
Fostering a supportive learning environment	<ol style="list-style-type: none"> 1. Class climate does not promote respect or inclusiveness among all students 2. Class climate discourages student motivation or self-efficacy 3. Consistently negative student reports of teacher accessibility/availability or interaction skills <i>and no indication of reflection on or effort to improve</i> 4. Little evidence of reflection on or attempt to address concerns voiced by students 5. Instructor 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) 6. 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 the average faculty member 7. Inadequate evidence that instructor articulates lessons learned through student feedback 8. The instructor does not reinforce a suitable class climate via training and monitoring teaching assistants, learning assistants, etc. if they are present in the course 9. The instructor 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 10. The instructor does not model inclusive language and behavior or appear to attempt to do so 	<ol style="list-style-type: none"> 1. Class climate is inclusive and promotes respect 2. Class climate encourages student motivation 3. Consistently adequate student ratings of teacher accessibility/availability or interaction skills with some indication of reflection on or effort to improve 4. Adequate effort at reflection on or addressing concerns voiced by students 5. Instructor 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) 6. 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 the average faculty member 7. Adequate evidence that instructor articulates some lessons learned through student feedback 8. Where applicable, the instructor reinforces a suitable class climate via training and monitoring teaching assistants, learning assistants, etc. 9. The instructor gives thought to and makes attempt to employ instructional strategies are culturally sensitive 10. Instructor models makes apparent effort to use inclusive language and behavior 	<ol style="list-style-type: none"> 1. A class climate that is respectful, open, and inclusive is actively fostered; promotes both student-student and student-teacher dialogue. 2. Climate fosters motivation, self-efficacy, ownership of learning 3. Consistently positive student ratings of teacher accessibility/availability or interaction skills or significant indication of reflection on or effort to improve 4. Significant effort at reflection on or addressing concerns voiced by students 5. Instructor 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) 6. The process for requesting alternative arrangements/flexibility (e.g. absences; make-up, drop, or late policies; grade disputes) is clearly outlined and designed to support students 7. Ample evidence that instructor is responsive to student feedback. 8. Where applicable, the instructor reinforces a positive class climate via training and monitoring teaching assistants, learning assistants, etc. 9. Instructional strategies are culturally sensitive and tailored to the students in the class 10. Instructor models inclusive language and behavior

Interacting with students	<ol style="list-style-type: none"> 1. Little or no evidence that instructor endeavors to communicate with students effectively 2. 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. 	<ol style="list-style-type: none"> 1. Adequate evidence that instructor endeavors to communicate with students effectively or there is indication of reflection on or effort to improve communication with students 2. 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. 	<ol style="list-style-type: none"> 1. 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 2. 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.
Fostering whole-person development in students <i>See Appendix A for examples of activities in this category</i>	<ol style="list-style-type: none"> 1. The instructor does not participate in or otherwise contribute to activities that aid in student professional or personal development 2. The instructor does not support or openly disparages student health and well-being 	<ol style="list-style-type: none"> 1. The instructor participates in or otherwise contributes to activities that aid in student professional or personal development at a level that is reasonable for their position and rank 2. The instructor supports student health and well-being through efforts in the classroom OR course-relevant outside-of-class activities (e.g., review sessions or extra office hours leading up to exams) 	<ol style="list-style-type: none"> 1. The instructor participates in many activities that aid in or otherwise significantly contributes to student professional or personal development 2. The instructor supports student health and well-being through significant efforts in the classroom OR several course-relevant outside-of-class activities (e.g., review sessions or extra office hours leading up to exams)
Course Design and Teaching Practices			
Course goals and content <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 would evaluate the criterion.</i>	<ol style="list-style-type: none"> 1. Course goals are not articulated, are unclear or inappropriate 2. Content and materials are outdated or inappropriate to meet the course learning objectives 3. Content does not reflect diverse perspectives or make any effort to acknowledge lack of diversity in perspective. 4. Course structure does not support course goals or student success in the course 5. Course expectations and how to meet them are poorly communicated or missing 6. A syllabus is provided, but is missing key components such as goals, objectives, and policies needed for student success 	<ol style="list-style-type: none"> 1. Course goals are clearly articulated and appropriate 2. Content is current and appropriate to meet the course learning objectives 3. Course materials reflect some diversity in perspectives or the instructor attempts to address lack of diversity in perspective. 4. Course structure appropriately supports course goals or student success in the course 5. Course expectations are outlined along with some indication of how to meet them 6. 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. 	<ol style="list-style-type: none"> 1. Course goals are well-articulated, appropriate, and of high quality 2. Content includes well-integrated topics of appropriate range and depth to meet the course learning objectives. 3. Course materials reflect diverse perspectives and promote critical reflection on these diverse perspectives or inclusiveness for a broad array of students 4. Course structure support course goals and promotes student success in the course 5. Course expectations are clearly defined, and the instructor communicates the skills needed to succeed in the course 6. 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

<p>Teaching practices and methodologies</p> <p><i>See Appendix C for examples of student engagement in a course or class period</i></p>	<ol style="list-style-type: none"> 1. Courses are poorly planned or organized 2. Teaching practices are poorly executed and show little instructor development over time 3. Students are provided with insufficient opportunities to practice critical skills embedded in course goals 4. Assessments, assignments, or activities are at inappropriate difficulty level, poorly aligned with course goals, or poorly designed or executed 5. There is little to no evidence of instructor effort to engage students during class periods 6. There are minimal opportunities for students to engage in the course 7. Content is not delivered coherently and/or at a level appropriate for students 8. Student learning during class time is not assessed 9. Course syllabus, instructor communications, and class activities do not establish predictable routines and structure 10. Instructor permits or promotes distracting/disrespectful behaviors among students in class 11. Course records are incomplete, inaccurate, or non-existent 	<ol style="list-style-type: none"> 1. Courses are well-planned and organized 2. Teaching practices are executed with professionalism and demonstrate instructor development over time 3. Students are provided with opportunities to practice skills embedded in course goals 4. Assessments, assignments, or activities are appropriately challenging, aligned with course goals, and designed and executed in a thoughtful manner 5. There is evidence of consistent instructor effort to engage students during class periods 6. Sufficient opportunities are provided for students to engagement in the course 7. Content delivery is consistently coherent and at an appropriate for students 8. Student learning during class time is regularly assessed 9. Course syllabus, instructor communications, and class activities establish some routines and structure 10. Instructor does not permit or promote distracting/disrespectful behaviors among students in class 11. Course records are largely complete and accurate 	<ol style="list-style-type: none"> 1. Courses are well-planned and organized with attention to integration of content across the course 2. Teaching practices are executed with expertise and/or demonstrate significant instructor development over time 3. Students are provided with numerous opportunities both in and out of class to practice skills embedded in course goals 4. 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. 5. There is evidence of consistent and significant instructor effort to engage students during class periods 6. Numerous opportunities are provided for students to engagement in the course 7. Content delivery is of consistently high quality and at an appropriate for students 8. Student learning during class time is assessed on a nearly daily basis and data is used to guide the learning experience in class 9. Course syllabus, instructor communications, and class activities establish clear routines and structure 10. 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 11. Course records are complete, accurate, and transparent
<p>Assessment and provision feedback</p>	<ol style="list-style-type: none"> 1. Inadequate evidence of instructor attention to student learning or understanding 2. Assessment is not described or analyzed with clear standards 3. Assessment does not indicate that students meet appropriate learning outcomes 4. Little or no evidence of efforts made to design courses that reflect the principles of universal design to minimize inequities 	<ol style="list-style-type: none"> 1. Reasonable evidence of instructor attention to student understanding 2. Assessment is described and analyzed with clear standards 3. Assessment indicates that students meet appropriate learning outcomes 4. Efforts are made to design courses that reflect the principles of universal design to minimize inequities; instructor reflects on impact 	<ol style="list-style-type: none"> 1. Significant evidence of instructor attention to student understanding 2. Assessment is described and analyzed with clear standards that connected to program, curriculum, or professional expectations and learning objectives 3. Assessment indicates that students meet and exceed appropriate learning outcomes

	<ol style="list-style-type: none"> 5. 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> 6. Student assessment is not used to inform teaching 7. Assessment tools are poorly aligned with learning outcome or course grades are calculated in such a way that learning outcomes are not adequately represented 8. Instructor provides little to no constructive feedback on graded materials 9. Instructor does not provide clear instructions for assignments 10. Instructor provides inadequate information regarding assessment of assignments 11. Instructor provides inadequate information on the determination of overall course grades 	<ol style="list-style-type: none"> 5. Assessment suggests the quality of learning is sufficient to support success in the course 6. Student assessment is occasionally used to inform teaching 7. 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 8. Instructors provide some constructive feedback on graded materials in a timely fashion 9. Instructors provides clear instructions for assignments 10. Instructor provides adequate information regarding assessment of assignments 11. Instructor provides adequate information on the determination of overall course grades 	<ol style="list-style-type: none"> 4. Courses are designed that effectively incorporate the principles of universal design to minimize inequities; instructor reflects on impact 5. Assessment suggests the quality of learning supports success in other contexts (e.g., subsequent courses or relevant non-classroom venues) 6. Student assessment is consistently used to inform teaching 7. 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 8. Instructor consistently provides constructive feedback on graded materials in a timely fashion 9. Instructors provides clear instructions and rationale for assignments 10. Instructor provides ample information regarding assessment of assignments 11. Instructor provides adequate information on the determination of overall course grades and proactively communicates it
Integration of campus policies and resources for teaching	<ol style="list-style-type: none"> 1. Instructor does not provide students with information on institutional facilities or equipment that facilitates completion of course assignments and/or objectives 2. The instructor uses little to no technologies to engage students (e.g. organized posting materials, examinations, communications with students) 3. The instructor 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 4. The instructor 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. 5. The instructor provides few or no office hours to meet with students outside of the usual classroom times. 	<ol style="list-style-type: none"> 1. Instructor provides students with information on institutional facilities or equipment that facilitate completion of course assignments and/or objectives 2. The instructor makes adequate use of approved technologies to engage students (e.g. organized posting materials, examinations, communications with students) 3. The instructor provides a list of campus resources beyond course-specific resources (e.g. office hours) to support learners outside of class time 4. The instructor 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. 5. The instructor provides office hours to meet with students outside of the usual classroom times. 	<ol style="list-style-type: none"> 1. Instructor ensures students have access to the institutional facilities and equipment that facilitate completion of course assignments and/or objectives 2. The instructor effectively uses approved technologies to engage students (e.g. organized posting materials, examinations, communications with students) 3. The instructor shows an awareness of campus resources beyond course-specific resources (e.g. office hours) to support learners outside of class time 4. The instructor 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. 5. The instructor demonstrates how to receive and schedule office hours or other appointments and may offer supplemental exam review sessions.

	6. Absences are frequent, unplanned, and not coordinated with the unit Chair or their designate	6. Absences are minimized to the extent possible, planned to the extent possible, and coordinated with the unit Chair or their designate	6. 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.
Continuous Self-Assessment and Professional Growth			
Self- assessment	1. Demonstrates a limited amount of self-assessment or reflection around teaching and student outcomes. 2. Does not identify strengths and weaknesses, considers too narrow of a focus, or does not provide evidence to sufficiently support reflection.	1. Demonstrates self-assessment or reflection around multiple aspects of teaching (delivery of content, assessment, course structure, course policies, etc.). 2. Strengths and weaknesses consistent with teaching practices are described along with evidence that sufficiently supports the assertion.	1. Demonstrates a high level of self-assessment or reflection around multiple aspects of teaching. 2. Strengths and weaknesses consistent with teaching practices are described along with evidence that sufficiently supports the assertion and attempts at addressing weaknesses.
Consideration of feedback	1. 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.	1. 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 of feedback are limited (<i>e.g.</i> , student or peer but not both)	3. Significant evidence of consistent reflection on multiple sources of feedback (student, peer, etc.)
Involvement in teaching service, scholarship, or community	1. Little or no evidence of positive contributions to teaching and learning culture in department or institution (<i>e.g.</i> , curriculum committees, program assessment, co-curricular activities or externally) 2. Little or no interaction with teaching communities 3. Practices and results of teaching are not shared with others	1. Some evidence of positive contributions to teaching and learning culture in department or institution or externally 2. Some engagement with peers regarding teaching 3. Has shared teaching practices or results; limited to a small group within the discipline (<i>e.g.</i> , presentation, workshop, essay)	1. Ample evidence of consistently positive contributions to teaching and learning culture in department or institution or externally 2. Regular engagement with peers regarding teaching (<i>e.g.</i> , teaching-related presentations or workshops, peer review of teaching) 3. Presentations or publications to share practices or results of teaching with multiple audiences or grant applications related to teaching
Professional growth	1. Does not engage or engages infrequently with professional development opportunities (<i>e.g.</i> , workshops, conferences) <i>OR</i> 2. Does not reflect on or implement lessons learned from professional development activities	1. Engages occasionally with professional development opportunities (<i>e.g.</i> , workshops, conferences) 2. Demonstrates reflection on the merits of incorporation of concepts from professional development into own teaching	1. Engages frequently with professional development opportunities 2. Demonstrates significant reflection on the merits of incorporation of concepts from professional development into own teaching
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	<ol style="list-style-type: none"> 1. Faculty member 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 2. The faculty member does not engage in any of the other activities listed for “proficient” or “expert” level 	<ol style="list-style-type: none"> 1. Faculty member 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 2. Faculty member regularly provides the undergraduate students with opportunities to present their research during on-campus conferences (e.g., GT Undergraduate Research Symposium) 3. Faculty member provides career advice to undergraduate students by, e.g., discussing potential opportunities for graduate programs in their desired field of interest 	<ol style="list-style-type: none"> 1. Faculty member 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 2. Faculty member regularly provides undergraduate students with opportunities to present their research during on-campus (e.g., GT Undergraduate Research Symposium) 3. Faculty member actively provides career advice to undergraduate students by, e.g., by promoting opportunities for graduate programs in their desired field of interest 4. Faculty member 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 5. Faculty member 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)
Mentoring of graduate student researchers	<ol style="list-style-type: none"> 1. Faculty member sporadically includes graduate students in their group and provides them with opportunities to work on state-of-the-art research activities 2. Faculty member 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 3. Faculty member does not engage in any of the other activities listed for “proficient” or “expert” level 	<ol style="list-style-type: none"> 1. Faculty member regularly includes graduate students in their group and provides them with some opportunities to work on state-of-the-art research activities 2. Faculty member 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 3. Faculty member 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 	<ol style="list-style-type: none"> 1. Faculty member regularly includes graduate students in their research group and provides them with significant opportunities to work on state-of-the-art research activities 2. Faculty member 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 3. Faculty member regularly supports the graduate students in pursuing opportunities to build a career in academia (e.g., through

		<p>outside the academic world (e.g., through internships, as appropriate for the discipline)</p> <p>4. Faculty member continuously makes efforts to ensure that the student will graduate 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).</p>	<p>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)</p> <p>4. Faculty member continuously makes efforts to ensure that the student will graduate 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).</p> <p>5. Faculty member continuously provides the students with opportunities to work on deliverables (peer-reviewed journal papers, patent applications, artifacts), as appropriate for the discipline</p>
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