**Summary Document: University of Windsor Teaching Framework**

**Criteria and Indicators Only**

This document provides the University of Windsor Teaching Framework criteria and indicators in summary to illustrate an alternative format: for proponents and department heads, versions that includes possible sources of evidence may be more useful, but departments are free to adapt the Framework documents as appropriate to their contexts and cultures.

**Criterion 1: Design and planning of learning activities**

Planning, development and preparation of learning activities, learning resources and materials for courses or degree program; including coordination, involvement or leadership in curriculum design and development. Indicators departments may wish to consider include:

* Preparation of course materials
* Learning activities designed to develop the students’ learning
* Soundness of knowledge of the course content and material
* Course outlines which clearly details learning outcomes, teaching and learning activities and assessment

**Criterion 2: Instructional methods**

High quality teaching, for example including; lecturing, classroom, on-line, field, work-based, studio, laboratory, workshop, undergraduate and postgraduate teaching, and supervision of student research. Indicators departments may wish to consider include;

* Evidence of a learning-centred approach to teaching
* Demonstrated understanding of specific aspects of effective teaching and learning support methods
* Clarity of communication and explanation
* Stimulation of student interest
* Encouragement of appropriate student-faculty interaction
* Encouragement of appropriate student-student interaction
* Support of students to develop and demonstrate the intended learning outcomes

**Criterion 3: Assessment and feedback to students**

Design and execution of assessment tasks that align with intended learning outcomes, and the provision of appropriate and timely feedback. Indicators departments may wish to consider include:

* Quality, clarity, and appropriateness of level of assessment tools
* Alignment with learning outcomes
* Timely feedback is provided to students
* Constructive feedback is provided to students

**Criterion 4: Developing effective and supportive environments for students.** Activities related to the creation of an engaging learning environment for students. This might include supporting transition, and accounting for and encouraging equity and diversity in learning environments. Indicators departments may wish to consider include:

* Creation of effective learning environments (in classroom/ online/work placement etc.)
* Direction of students to appropriate support and services
* Respect for students and fostering student respect for others
* Availability for consultation (e.g. email, online, face-to-face or telephone)

**Criterion 5: Integration of scholarship, research and professional activities in support of learning.** Three components have been identified for departmental consideration:

***1: Teaching and learning research is incorporated into teaching practice. Possible indicators:***

* Engagement in professional development related to teaching and learning (including engagement in teaching and learning scholarship related to discipline and/or participation in teaching and learning conferences/ forums)
* Incorporation of teaching and learning scholarship into teaching practice and curriculum development

*2****: Inclusion of discipline-based research in the curriculum and engagement of students in pedagogically sound discipline based research***

* Use of current disciplinary research in curriculum and teaching activities
* Develops learning activities/course/ course work that supports student engagement in research
* Develops student understanding of the research culture and research skills of the discipline

***3: Incorporation of professional, industry and work-based practice and experiences into teaching practice and the curriculum***

* Use of authentic case studies, integration of industry experience and/or partnerships in teaching

**Criterion 6: Improvement-oriented self-assessment and continuing professional development. Indicators might include:**

* Engagement in professional development activities related to teaching and learning
* Self-evaluation leading to changes in teaching practice

**Criterion 7 Professional and personal effectiveness. Indicators might include:**

* Taking ownership and management of teaching role
* Demonstrating effective preparation and prioritization
* Responding positively to opportunities and new approaches
* Communicating effectively in both formal and informal contexts
* Application of professional ethical practices in work and in teaching contexts
* Approaching teaching with enthusiasm, passion and confidence
* Demonstrating resilience and perseverance in the face of obstacles
* Demonstrating time management of self and work to ensure others are not delayed in their work
* Demonstrating self-reflective evaluation of practices and relationships
* Demonstrating commitment and interest in students and their learning