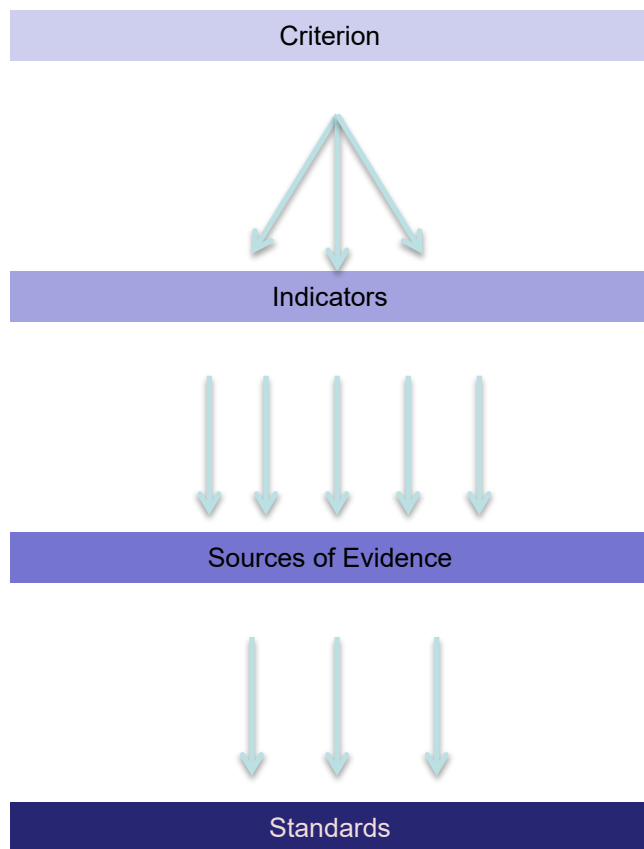


University of Windsor Evaluation Frameworks: Overview

The Frameworks provide a model for identifying criteria, indicators, sources of evidence for the development of standards.



For each **critterion**, the Framework provides indicators (elements of practice) and sources of evidence that can be used to demonstrate that an individual academic meets that criterion. This approach can help both proponents and committees organize their discussions and decision making more systematically.

Generally speaking, **indicators** are intended to be illustrative – instructors can demonstrate their effectiveness through different combinations of those indicators, using different types of **evidence**. Departments can make some indicators mandatory or optional. The research indicators also include disciplinary variations gathered from UWindsor promotion and tenure documents, which you may wish to consider.

Each criterion also requires **standards** – a minimum performance threshold for a given level of appointment. Typically these are descriptors, sometimes but not invariably including quantitative determinants (e.g. a minimum mean SET score for a given set of items). The intention is that standards should NOT rely solely on SET data, but should be assessed using a range of evidence. Some departments prefer to use a more rubric like approach indicating for example competent, good, and excellent levels of performance and then identifying performance standards for each stage of the RPT process.

The Framework¹ proposes six research criteria and seven teaching criteria derived from faculty work at other universities, review of what is in our existing criteria, and a review of approaches at a variety of Canadian, American, and Australian universities. They are intended for dialogue, adaptation and revision.

¹ The Teaching Framework's criteria were developed through faculty collaboration at numerous Australian universities, across numerous disciplines (Chalmers, 2015) and were adapted for use by departments at the University of Windsor. If you would like to see how other universities and instructors have used their versions of these materials, please visit <http://uniteachingcriteria.edu.au/framework/about/use/>. The Research Framework was developed through consultation with Denise Chalmers and through further review of Canadian and American examples.

Research Criteria

- **Criterion 1:** Expertise in research or creative area, relevant methodologies and effective and ethical project management
- **Criterion 2:** A record of high quality refereed publications, juried creative activity or other demonstrated scholarly outputs
- **Criterion 3:** Evidence of independent and original contributions to research or creative activity which have an impact on the field of expertise.
- **Criterion 4:** Capacity building through income generation, collaboration development and infrastructure development strategies
- **Criterion 5:** Demonstrated ability to attract and successfully mentor and train students in research
- **Criterion 6:** Influence on and contributions to the academic and broader national/international community

Teaching Criteria

- **Criterion 1:** Design and planning of learning activities
- **Criterion 2:** Instructional methods
- **Criterion 3:** Assessment and feedback to students
- **Criterion 4:** Developing effective environments, student support, and guidance
- **Criterion 5:** Integration of scholarship, research and professional activities in support of learning
- **Criterion 6:** Improvement-oriented self-assessment and continuing professional development
- **Criterion 7:** Professional and personal effectiveness

Service Criteria

- **Criterion 1:** Service and leadership contributions to and engagement with the institution, its mission, and its evolution
- **Criterion 2:** Contributions to and engagement with the Community: Community activities, organizations or publics at large involving professional skills and knowledge or creating links between scholarship and programs in the university and those in the community
- **Criterion 3:** Service to and engagement with one's professional or disciplinary societies and/or to recognized practitioners in the field