University of Windsor Teaching Evaluation Framework

For each criterion, the Framework provides:
a definition, **possible indicators**, **potential sources of evidence**, and associated **University Committee on Academic Promotion and Tenure** (**UCAPT) report categories**.

Criterion 1: Design and planning of learning activities

Planning, development and preparation of learning activities, learning resources and materials for a course, course or degree program; including coordination, involvement or leadership in curriculum design and development

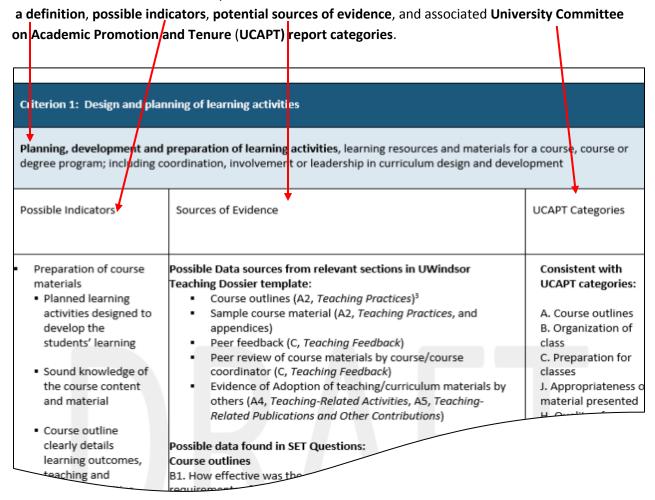| Possible Indicators	Sources of Evidence	UCAPT Categories

• Preparation of course materials
  ▪ Planned learning activities designed to develop the students' learning
 	
  ▪ Sound knowledge of the course content and material
 	
  ▪ Course outline clearly details learning outcomes, teaching and
	Possible Data sources from relevant sections in UWindsor Teaching Dossier template:
	  ▪ Course outlines (A2, *Teaching Practices*)[3]
	  ▪ Sample course material (A2, *Teaching Practices*, and appendices)
	  ▪ Peer feedback (C, *Teaching Feedback*)
	  ▪ Peer review of course materials by course/course coordinator (C, *Teaching Feedback*)
	  ▪ Evidence of Adoption of teaching/curriculum materials by others (A4, *Teaching-Related Activities*, A5, *Teaching-Related Publications and Other Contributions*)
	
	Possible data found in SET Questions:
	Course outlines
	B1. How effective was the
	requirement
		Consistent with UCAPT categories:
		
		A. Course outlines
		B. Organization of class
		C. Preparation for classes
		J. Appropriateness of material presented

The criteria are all revisable, removable, adaptable, and reworkable, depending on your department's determination of what is important to decision making regarding the effectiveness and impact of instructors' teaching. These criteria have been suggested because they capture much of the range of effective teaching based on current understandings of effective pedagogy at Windsor, in Ontario, and internationally. In most cases, the proponent can determine what specific evidence to include in a submission package to make their case: however, departments may choose to make some forms of evidence mandatory.

The purpose of the criteria document is to make clear what the criteria are, what kinds of indicators reflect that someone would have met those criteria, and the kinds of evidence that can be used to demonstrate that indicators have been met.

Criterion 1: Design and planning of learning activities

Planning, development and preparation of learning activities, learning resources and materials for a course, course or degree program; including coordination, involvement or leadership in curriculum design and development

Possible Indicators	Sources of Evidence	UCAPT Categories
- Preparation of course materials - Planned learning activities designed to develop the students' learning - Sound knowledge of the course content and material - Course outline clearly details learning outcomes, teaching and learning activities and assessment	**Possible Data sources from relevant sections in UWindsor Teaching Dossier template**: - Course outlines (A2, *Teaching Practices*)[1] - Sample course material (A2, *Teaching Practices*, and appendices) - Peer feedback (C, *Teaching Feedback*) - Peer review of course materials by course/course coordinator (C, *Teaching Feedback*) - Evidence of Adoption of teaching/curriculum materials by others (A4, *Teaching-Related Activities*, A5, *Teaching-Related Publications and Other Contributions*) **Possible data found in SET Questions:** **Course outlines** B1. How effective was the course outline in communicating goals and requirements of the course? Learning outcomes alignment B2. How consistently did the stated course goals match what was being taught in the course? **Organization of class** A1. Presented material in an organized, well-planned manner B3. How appropriate was the course format for the subject matter? **Course materials** B8. How well did the instructional materials (readings, audio-visual materials, etc.) facilitate your learning? B9. How well did the instructional activities (lectures, labs, tutorials, practica, field trips, etc.) facilitate your learning?	**Consistent with UCAPT categories:** A. Course outlines B. Organization of class C. Preparation for classes J. Appropriateness of material presented H. Quality of instructional materials I. Competency in course subject matter

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[1] Alphanumerics refer to the section in which this question is taking up in the 5-page teaching dossier brief. Relevant samples and documentary evidence may be contained in appendices to these sections as per the Teaching Dossier Guidelines.

	B10. How reasonable was the level of difficulty of the course material? B11. How reasonable was the volume of the work required in the course?	

Criterion 2: Instructional methods

Quality teaching, including; lecturing, classroom, on-line, field, work-based, studio, laboratory, workshop, undergraduate and postgraduate teaching, and supervision of student research

Possible Indicators	Data Sources	UCAPT Categories

▪ Learning-centred approach to teaching
▪ Demonstrates an understanding of specific aspects of effective teaching and learning support methods
▪ Clarity of communication and explanation
▪ Stimulation of interest
▪ Encouragement of appropriate student-faculty interaction
▪ Encouragement of appropriate student-student interaction
▪ Supports students to develop and demonstrate the intended learning outcomes
	Possible data sources from relevant sections in UWindsor Teaching Dossier template:
	  ▪ Teaching statement or philosophy (A1, *Teaching Philosophy*)
	  ▪ Teaching practices summary (A2, *Teaching Practices*)
	  ▪ Sample course activities and/or lessons (A2, *Teaching Practices, Appendices*)
	  ▪ Peer review of course materials by course/course coordinator (C, *Teaching Feedback*)Peer review of classroom teaching by colleague (C, *Teaching Feedback*)
	  ▪ Student comments (C, *Teaching Feedback*)
	  ▪ Teaching awards or nominations (B3, *Teaching Awards or Nominations*)
	
	Relevant SET Questions
	A1. Presented material in an organized, informed manner
	A2. used instructional time well
	A3. explained content clearly with appropriate use of examples
	A4. was a clear and effective speaker
	A5. communicated enthusiasm and interest in the course material
	A6. stimulated your interest in the subject and motivated your learning
	A7. attended to students' questions and answered them clearly and effectively
	A8. was open to students' comments and suggestions
	A9. was sensitive to students' difficulties
	
	B13/B14. Your level of enthusiasm for taking this course at the time of initial registration/at the conclusion of the course
		D. Clarity of Communication
		
		E. Ability to stimulate student interest
		
		F. Responsiveness to student questions and suggestions
		
		H. Quality of Instructional Materials
		
		**
		
		(i) effectiveness in promoting students' academic pursuits and stimulating interest in continued study of discipline

Criterion 3: Assessment and feedback to students		
Design and execution of assessment tasks that are aligned with student learning outcomes and the provision of appropriate and timely feedback		
Possible Indicators	Sources of Evidence	UCAPT Categories
- Quality of assessment tools - Clarity - Alignment with learning outcomes - Appropriate level of difficulty - Timely feedback is provided to students - Constructive feedback is provided to students	**Possible data sources from relevant sections in UWindsor Teaching Dossier template**: - Teaching statement/philosophy (A1, *Teaching Philosophy*) - Teaching practices (A2, *Teaching Practices*) - Course outlines (showing alignment) (A2, *Teaching Practices*, appendices) - Sample assessments (A2, *Teaching Practices*, appendices) - Tools used in marking (e.g. rubrics) (A2, *Teaching Practices*, appendices) - Peer review of assessments and student work (C, *Teaching Feedback*) - Peer review of assessments and student work by course/course coordinator (C, *Teaching Feedback*) - Sample feedback/ comments to students (A2, *Teaching Practices*, appendices) - Development of assessment tools used by others (B4, *Teaching-Related Activities*) **SET Questions** B4. How well did the methods of evaluation (e.g., papers, participation, assignments, tests) reflect the subject matter B5. How fair was the grading of work? B6. How timely was the grading of student work? B7. How helpful were comments and feedback on student work?	Quality of evaluation procedures

Criterion 4: Developing effective environments, student support, and guidance

Activities related to the creation of an engaging learning environment for students. Including; supporting transition, and the development of learning communities that account for and encourage equity and diversity.

Possible Indicators	Sources of Evidence	UCAPT categories
- Creates effective learning environments (in classroom/ online/work placement etc.) - Directs students to appropriate support and services - Demonstrates respect and requires students to demonstrate respect for others - Availability for consultation (e.g. email, online, face-to-face or telephone)	**Possible data sources from relevant sections in UWindsor Teaching Dossier template**: - Teaching statement/philosophy (A1, *Teaching Philosophy*) - Teaching practices summary (A2, *Teaching Practices*) - Teaching Development (A3, *Teaching Development*) - Course outlines and early course materials or welcomes including LMS use (A2, *Teaching Practices*, Appendices) - Peer observation of class (C, *Teaching Feedback*) - Sample feedback/ comments to and from students (A2, *Teaching Practices,* Appendices; C, *Teaching Feedback*) **SET Questions** A8. Was open to students' comments and suggestions A9. Was sensitive to student difficulties A10. Was approachable for additional help A11. Was accessible to students for individual consultation B12. The value of the overall learning experience was	F. Responsiveness to students' questions and suggestions K Availability to students L Availability and effectiveness as a student counsellor

Criterion 5: Integration of scholarship, research and professional activities in support of learning		
1: Teaching and learning research incorporated into teaching practice		
Possible Indicators	Sources of Evidence	UCAPT categories
▪ 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) ▪ Incorporates teaching and learning scholarship into teaching practice and curriculum development	**Possible data sources from relevant sections in UWindsor Teaching Dossier template**: ▪ Teaching Development (A3, *Teaching Development*) ▪ Generated record of CTL workshop and course engagement from CTL registration data base (A3, *Teaching Development*, Appendix) ▪ Excerpts from course/course materials demonstrating incorporation of current T & L research into teaching activities (A3, *Teaching Development,* Appendix) ▪ Copies of publications and details of contribution and impact (B5, *Teaching-Related Publications and other Professional contributions*) ▪ References and letters from peers (C, *Teaching Feedback*) ▪ Impact of projects, grants and other initiatives for the university or (inter)nationally (B4*, Teaching-Related Activities*; B5, *Teaching-Related Publications and Other Professional Contributions*) Selected CV ▪ Details of grants and awards (successful and unsuccessful) and outcomes (B5, *Teaching-Related Publications and Other Professional Contributions*) ▪ Details of conferences and presentations (B5, *Teaching-Related Publications and Other Professional Contributions*)	

2: Inclusion of discipline-based research in the curriculum and engagement of students in pedagogically sound discipline based research		
Possible Indicators	Sources of Evidence	
▪ 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	**Possible data sources from relevant sections in UWindsor Teaching Dossier template:** ▪ Excerpts from course/course materials demonstrating the incorporation of current disciplinary research or the inclusion of research-oriented tasks (A2*, Teaching Practices*, appendices) ▪ Student participation in conferences, presentation of papers and/or publishing (B2, *Student Supervision*) ▪ Peer review of curriculum & teaching materials (C, *Teaching Feedback*) **CV Summary** ▪ Involvement in undergraduate/graduate supervision with evidence of successful completion (as appropriate) (B2, *Student Supervision*) ▪ Receipt of prizes or awards by students supervised (as appropriate) (B2, *Student Supervision*)	J) Competency in course subject matter
3: Incorporation of professional, industry and work-based practice and experiences into teaching practice and the curriculum		
Possible Indicators	Indicative Evidence	
▪ Use of authentic case studies, integration of industry experience and/or partnerships in	**Possible data sources from relevant sections in UWindsor Teaching Dossier template:** ▪ Excerpts from Course/Course materials demonstrating the integration of case studies and/or industry experience (A2, *Teaching Practices*) ▪ Feedback from students on experience (C,	

teaching	*Teaching Feedback*) ▪ Extent of participation by students, industry (A2, *Teaching Practices*) ▪ Letters or surveys of industry satisfaction on preparation of students for practice (C, *Teaching Feedback*, Appendices) ▪ Peer review of professional /authentic experience (C, Appendices) ▪ Invitations to work with industry, letters of support from industry (A2, *Teaching Practices*, Appendices) ▪ Feedback from industry partners indicating alignment between industry requirements and learning outcomes (C, Appendices) ▪ Feedback from industry partners indicating the efficacy of programs in preparing graduates for professional practice (C, Appendices)	

Criterion 6: Improvement-oriented self-assessment and continuing professional development		
Possible Indicators	Indicative Evidence	
▪ Engages in professional development activities related to teaching and learning ▪ Participation in teaching related professional development ▪ Self-evaluation leading to	**Possible data sources from relevant sections in UWindsor Teaching Dossier template:** ▪ Teaching statement/philosophy and teaching practices -- examples of the impact of the change in practice, evidence of reflective practice ((A1, *Teaching Philosophy*; A2, *Teaching Practices*) ▪ Generated record of CTL workshop and course engagement from CTL registration data base (A3, *Teaching Development,* Appendices) ▪ Student surveys, comments and feedback (C, *Teaching Feedback*) ▪ Evidence of changes in student, peer evaluation (A3, *Teaching Development*)	

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http://www1.uwindsor.ca/provost/renewal-promotion-and-tenure-rpt-research-and-teaching-evaluation-frameworks

| changes in teaching practice | ▪ Details of leadership roles in teaching and learning related activities(B4, *Teaching-Related Activities*; B5, *Teaching-Related Publications and Other Professional Contributions*)
▪ Details of contribution to the professional development, mentoring of others, and outcomes (B4, *Teaching-Related Activities*; B5, *Teaching-Related Publications and Other Professional Contributions*)

CV Summary
▪ Professional development undertaken, duration, changes made as a consequence (A3, *Teaching Development*)
▪ Examples of leadership contribution in professional development and evaluation (A4, *Teaching-Related Activities*; A5, *Teaching-Related Publications and Other Professional Contributions*)

SET Questions
A8. Was open to students' comments and suggestions

A9. Was sensitive to students' difficulties | |

Criterion 7: Professional and personal effectiveness		
Possible Indicators	Indicative Evidence	UPCAPT CATEGORIES
Professional Qualities ▪ Is aware of and consciously developing professional qualities of: • Taking ownership and	**Possible data sources from relevant sections in UWindsor Teaching Dossier template:** ▪ Collaborative teaching and learning grants, publications (*B5, Teaching-Related Publications and other*	

management of teaching role • Demonstrating effective preparation and prioritisation • Demonstrating commitment to continuing professional development in discipline and T & L • 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 **Personal qualities** ▪ Is aware of and consciously developing personal qualities of: • 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	*Professional Contributions*) ▪ Details of mentoring roles and outcomes (B4, *Teaching-Related Activities*) ▪ Feedback from staff mentored (B4, *Teaching-Related Activities*, Appendices; C, *Teaching Feedback*) ▪ Details of leadership roles and confirmation of contributions from peers (B4, *Teaching-Related Activities*) ▪ Letters of reference and/or thanks (C, *Teaching Feedback*, Appendices) ▪ Industry/professional awards (B3, *Teaching Awards or Nominations*) **CV Summary:** ▪ Professional development undertaken, including CTL (A3, *Teaching Development*) **AAU Head Evaluation** • the candidate's effectiveness in promoting students' academic pursuits and stimulating interest in continued study of the discipline (A2, *Teaching Practices*) ▪ the candidate's day-to-day availability to students; and the "demands" placed on him/her by students and the candidate's willingness to assist students outside of formal class hours (A2, *Teaching Practices*) • statement regarding any investigated student complaints, unusual patterns of withdrawal from candidate's classes (A3, *Teaching Development*) **SET Questions** A5. Communicated enthusiasm and interest in the course material	I.B) AAU Head's Evaluation

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	A6. stimulated interest in the subject matter and motivated learning B6 How timely was the grading of student work? B13/14. Your level of enthusiasm for taking this course at the time of initial registration/at the conclusion of the course	

Contextual Factors:

When reading the framework, it is worth keeping in mind that contextual factors are critical to a clear understanding of an instructor's practice and instructional profile. Instructors should be encouraged to includes such a statement int heir submissions. Possible factors to consider:

1. Teaching Assignment (Much of this can be found in section B1 of the University of Windsor Teaching Dossier template)

- How would I describe the organizational features of my teaching assignment to someone outside my AAU? Include for example: number of TAs, lab hours, training provided to assistants and/or sessional instructors etc.
- What courses have I developed or substantially revised – how many new courses over what period of time?
- Class sizes
- What levels of teaching am I engaged with?
- To what degree have the courses I've taught been within my areas of core expertise?
- How many departments am I teaching in?
- Mix of online/face-to-face; required/options; large/small enrolment
- Factors such as experiential learning
- Courses that are of an unusual nature in their programs