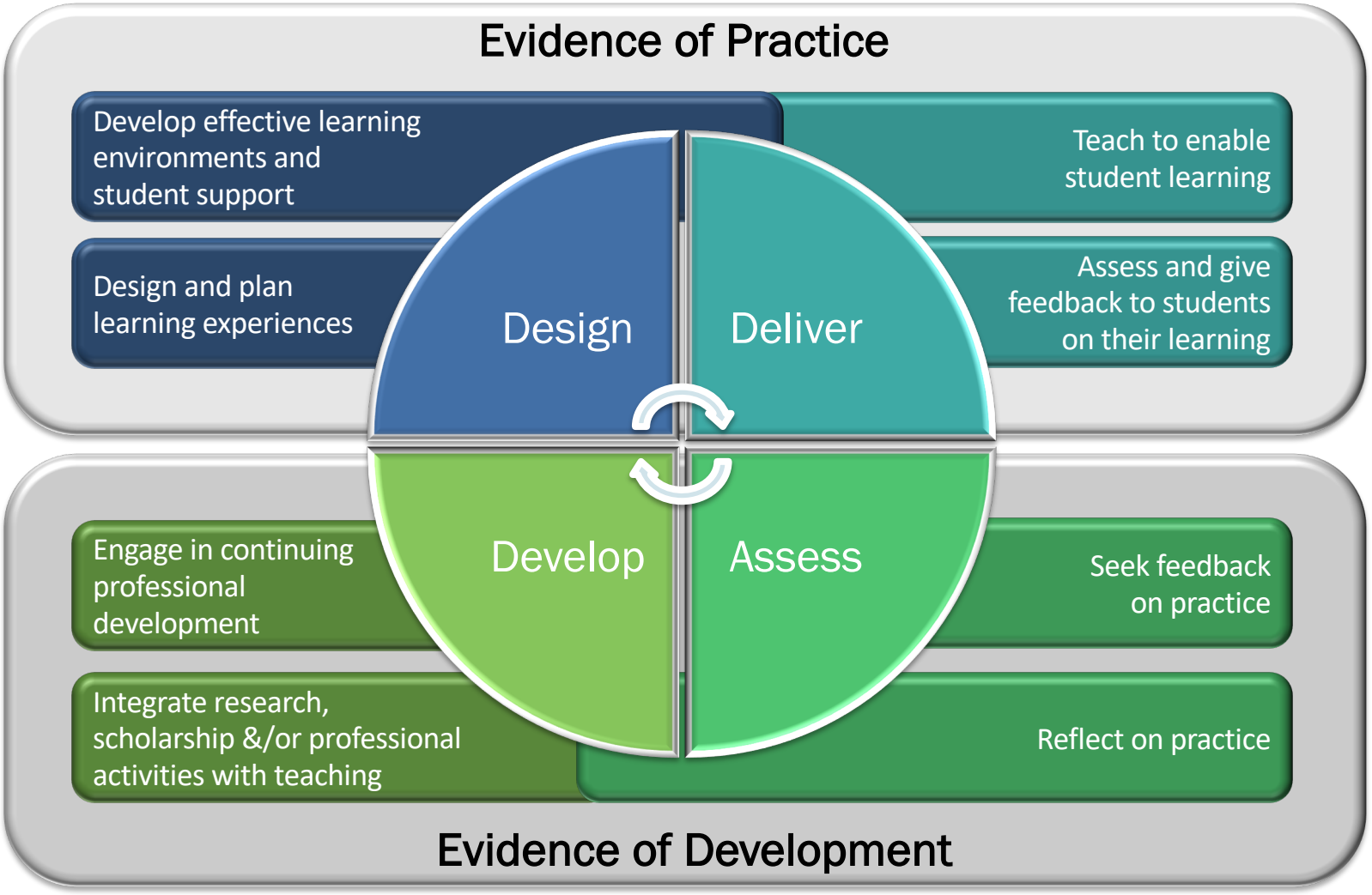
University of Saskatchewan Teaching Quality Framework



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This project drew from Chalmers, D., et. al., (2014). Australian University Teaching Criteria and Standards Project. Final Report. Office for Learning and Teaching, Department of Education. Sydney: NSW. CC-BY-SA 4.0

Design

Design and plan learning experiences (or systems of learning experiences)

Standards:

- **Mastery of subject area(s) or disciplines**
- **Thorough preparation of classes**
- Organization of class/course, preparation for classes
- Willingness to try different or new teaching methods and technologies
- Incorporation of teaching innovations into teaching pedagogy
- Teaching innovation in curricular design
- Extent to which scholarly work is brought into the classroom

This might look like:

- Alignment of quality learning outcomes, teaching strategies and assessment
- Knowledge of the student learning process
- Creation of learning resources to support student learning
- Use of technology to support student learning
- Content expertise

You might draw this type of evidence from:

Annotated and peer reviewed:

- Syllabi
- Assessments (essay questions, project briefings, exams)

Peers

- Learning Resources (slides, quizzes, videos, handouts, activity sheets)
- Evidence of adoption of techniques/approaches by others
- Recognition from university, national or international peers

Design & Deliver

Develop effective learning environments and student support

Standards:

- **Willingness to respond to students' questions and concerns**
- Ability to stimulate student's interest
- Availability for students outside of class time
- Adequacy of support and direction provided to graduate students
- Fairness in dealing with students

This might look like:

- Provision of quality student support (including graduate supervision)
- Availability to students
- Creating an inclusive learning environment (students feel valued and able to contribute and engage)
- Connecting students to appropriate supports and services as appropriate
- Supporting students with diverse backgrounds and perspectives equitably
- Appropriately dealing with issues in student conduct (academic and non-academic)

You might draw this type of evidence from:

Students	• Student learning experience questionnaire outcomes • Student and alumni testimonials • Other forms of student feedback (formative, focus groups)
Peers	• Peer testimonials • Peer teaching observation outcomes • Evidence of adoption of techniques/approaches by others • Recognition from university, national or international peers
Other	• Evidence of change in practice (within and after a course) based on student feedback

Deliver

Teach and support student learning

Standards:

- **Effective communication with students**
- organization of class/course
- appropriateness of material presented (i.e. volume, level, currency)
- clarity of communication
- ability to stimulate students' interest
- responsiveness to students' questions and concerns
- willingness to try different or new teaching methods and technologies
- incorporation of teaching innovations into teaching pedagogy

This might look like:

- effective facilitation of learning experiences
- clarity of content and learning process
- encouraging active participation of students
- explaining concepts in a way that students can understand
- helping students that encounter difficulty
- knowledge and use of a range of teaching activities and resources (including learning technology)
- utilizing a diversity of examples and resources (from different cultures, countries and contexts)

You might draw this type of evidence from:

Students	• Student learning experience questionnaire outcomes • Other forms of student feedback (formative, focus groups) • Student testimonials
Alumni	• Alumni testimonials
Peers	• Peer and/or co-teacher testimonials • Peer teaching observation • Adoption of techniques/approaches by others • Recognition from university, national or international peers
Other	• Assessments of student achievement of learning outcomes • Student grade distribution • Graduate student time to completion • Examples of student work/theses (as evidence of student learning) • Evidence of change in practice based on assessment outcomes

Deliver

Assessment and feedback to students on their learning

Standards:

- **Exhibit fairness in student evaluation**
- Fairness and adequacy of evaluation of students' performance

This might look like:

- Support for students in developing and demonstrating the intended learning outcomes for the course (through, for example, staged formative and/or summative assessment activities)
- Clearly stated assessment requirements and criteria
- Provision of constructive and timely feedback
- Design of assessment activities closely linked to course objectives
- Design of assessment tasks that build cumulatively toward learning outcomes
- Using student self and peer assessment approaches to support learning

You might draw this type of evidence from:

Students	• Student learning experience questionnaire outcomes • Other forms of student feedback (formative, focus groups)
Peers	• Peer reviews of course assessment tasks and marking criteria • Peer reviews of student assessments that include your feedback
Other	• Examples of student work that demonstrate achievement of learning outcomes • Examples of innovative assessment tasks • Data/evaluation evidencing impact of assessment approach/innovation (e.g. SoTL) • Adoption of techniques/approaches by others • Recognition from university, national or international peers

Evaluate & Develop

Evaluation and reflection on practice

Standards:

- **Continued commitment to improving/enhancing their teaching performance and to remedy problems identified with their teaching**
- Willingness to try different or new teaching methods and technologies
- Teaching innovation in curricular design
- Incorporation of teaching innovations into teaching pedagogy

This might look like:

- Systematic collection of feedback from students on teaching practice
- Regular collection of feedback from peers on teaching practice
- Regular informal discussions with peers on teaching practices and approaches
- Self evaluation of teaching practice including reflection on practice in the context of student and peer evaluation
- Discussing rationale for teaching approaches with students as related to how they support learning
- Providing information to students on actions taken (or not) in light of their feedback, including rationale

You might draw this type of evidence from:

Students	• Evidence of collecting student learning experience questionnaire outcomes • Evidence of collecting other forms of student feedback (formative, focus groups) • Continued improvement and/or average or above average student feedback on teaching (SLEQ scores as compared to similar courses, focus groups, formative feedback)
Peers	• Evidence of engagement in peer review of teaching (as reviewee and reviewer) • Evidence of learning from conversations with peers
Other	• Teaching portfolio – demonstrating (self) reflective practice • Summaries of SoTL outcomes and/or publications • Applications for teaching awards/grants

Develop

Continuing Professional Development

Standards:

- **Continued extension of knowledge in their field(s) or discipline(s), with respect to classes, currency of the material and new teaching methods**

This might look like:

- Participation in professional development activities and events
- Undertaking evidence informed teaching strategies, assessment or curricular renewal or development
- Creation or adaptation of learning and teaching resources

You might draw this type of evidence from:

Other

- List of professional development undertaken with changes made in design and/or delivery resulting from participation noted
- Examples of learning resources created/adapted
- Examples of teaching strategies, assessment or curricula modified or developed with rationale for approach
- Examples of leadership of professional development for peers (including peer feedback, if appropriate)

Develop

Integration of scholarship, research &/or professional activities with teaching

Standards:

- **Continued extension of knowledge in their field(s) or discipline(s), with respect to classes, currency of the material and new teaching methods**
- **Continued commitment to improving/enhancing their teaching performance and to remedy problems identified with their teaching**
- Extent to which scholarly work is brought into the classroom
- Incorporation of teaching innovations into teaching pedagogy

This might look like:

- Inclusion of appropriate discipline based research in the curriculum
- Undertaking evidence informed teaching strategies, assessment or curricular renewal or development
- Contribution to teaching and learning within or beyond your discipline

You might draw this type of evidence from:

Students	• Student learning experience questionnaire outcomes particularly related to impact of research experiences and use of research in the curriculum • Student and alumni testimonials • Other forms of student feedback (formative, focus groups)
Peers	Annotated and peer reviewed: • Syllabi/course materials/assessments demonstrating incorporation of current disciplinary research • Syllabi/course materials/assessments demonstrating incorporation of approaches based on T&L research • Peer testimonials
Other	• An annotated list of one's publications with details on the connection of each to one's teaching • Recognition from university, national or international peers