# UT TEACHING FRAMEWORK

## FOR RECOGNISING AND REWARDING TEACHING ACHIEVEMENTS

(based on the Career Framework of Ruth Graham)

## GO TO:

→ **TEACHER**

→ **ASSISTANT PROFESSOR**

→ **ASSOCIATE PROFESSOR**

→ **ASSOCIATE PROFESSOR**
FOCUS PROFILE ON IMPACT-DRIVEN EDUCATION

→ **FULL PROFESSOR**

→ **FULL PROFESSOR**
FOCUS PROFILE ON IMPACT-DRIVEN EDUCATION

UNIVERSITY OF TWENTE.

# UT TEACHING FRAMEWORK

OVERVIEW

## TEACHER

**TEACHER 4** EFFECTIVE TEACHER

**TEACHER 3** EFFECTIVE TEACHER

**TEACHER 2** SKILLED & COLLEGIAL TEACHER

**TEACHER 1** SCHOLARLY TEACHER OR INSTITUTIONAL LEADER

## ASSISTANT PROFESSOR

**ASSIST. PROF. 2** EFFECTIVE TEACHER

**ASSIST. PROF. 1** SKILLED & COLLEGIAL TEACHER

## ASSOCIATE PROFESSOR

**ASSOC. PROF. 2** SKILLED & COLLEGIAL TEACHER

**ASSOC. PROF. 1** SKILLED & COLLEGIAL TEACHER

# ASSOCIATE PROFESSOR

FOCUS PROFILE ON IMPACT-DRIVEN EDUCATION

**ASSOC. PROF. 2** 3A SCHOLARLY TEACHER OR BOTTOM SCOPE 3B INSTITUTIONAL LEADER

**ASSOC. PROF. 1** 3B INSTITUTIONAL LEADER IN TEACHING & LEARNING

## FULL PROFESSOR

**PROFESSOR 2** SKILLED & COLLEGIAL TEACHER

**PROFESSOR 1** SKILLED & COLLEGIAL TEACHER

# FULL PROFESSOR

FOCUS PROFILE ON IMPACT-DRIVEN EDUCATION

**PROFESSOR 2** TOP OF SCOPE INSTITUTIONAL LEADER OR NATIONAL AND GLOBAL LEADER

# UT TEACHING FRAMEWORK

OVERVIEW

## EFFECTIVE TEACHER

ATTITUDE DELIVERY

| CRITERIA OF UNIVERSITY TEACHING ACHIEVEMENTS | EXAMPLES OF EVIDENCES | ELABORATION |
|---|---|---|
| **1.** is focused on student learning and activating students, demonstrates a **student-centred** approach, and has professional and inclusive interactions with students | UTQ, course guide, module manual, course material, online Learning Management System (Canvas) screenshots, assignments, practicals, video-recordings, student evaluation | (a) inspiring and presenting: is able to educate in an entertaining and engaging way; (b) is available to students during and outside of teaching sessions; (c) demonstrates a passion for education; (d) uses student-centred teaching methods; distinguishes between students according to previous education, culture, background and/or learning style; (e) is aware of their own status as a role model. |
| **2.** offers a well-defined teaching philosophy with **a reflective and analytical approach** to continuously improve teaching and learning practice | professional development by means of courses, seminars, conferences; self-reflection on teaching competence; reports with arguments for choices made in course/module design (based on evaluation results); peer feedback; minutes of student (BSc/MSC/PhD/PDEng) discussion sessions | (a) demonstrates a readiness to learn and actively elicits student feedback with a view to continuous improvement; (b) establishes relationships with other elements of the programme and professional practice; (c) works on their own professionalisation as a teacher and actively develops teaching skills; (d) continues to challenge themselves and students to develop new insights and skills using a range of teaching methods; (e) participates in teacher training courses for professionalisation; (f) demonstrates the ability to arrive at new insights, applications and methods within given frameworks. |
| **3.** demonstrates the **relationship of own subject to other elements of the course**, the curriculum and field of occupation | instruments to diagnose students' progression, assessment instruments and examples of given feedback (mails, reports), assignments, practicals | (a) is able to make choices founded on evidence-based views of education and/or educational theories, and to substantiate these choices; (b) develops and applies a specific system of their own choosing when designing education; (c) is committed to improving educational performance within their own study units; (d) ensures connections between learning objectives, content and assessment. |
| **4.** inspires and motivates students as innovators, **independent** learners and critical thinkers | feedback given by students; positive evaluations on education design and execution, acknowledgements in thesis reports , reflection on role of supervising students (BSc/MSc/PhD/ PDEng) | (a) encourages students to take responsibility for their own learning processes and holds them accountable in this regard; (b) gives students constructive feedback without prompting feelings of insecurity. |
| **5.** engages in horizon-scanning across their subject or profession to ensure that students' knowledge and skills reflect the **cutting-edge of their discipline** | documents/reports/minutes with arguments for choices made in course/module design | (a) is familiar with national and international developments in their own field and in the business community and integrates them into their own teaching; (b) has a regional and/or national network of people from the same field and can play a role in organising company visits, internships and guest lectures. |

# EFFECTIVE TEACHER

ATTITUDE **DELIVERY**

| CRITERIA OF UNIVERSITY TEACHING ACHIEVEMENTS | EXAMPLES OF EVIDENCES | ELABORATION |
|---|---|---|
| **1.** plans, organises and delivers a range of teaching and learning experiences, tailored to the **specific needs of the programme, students and intended learning outcomes,** students achieve good results and are able to apply what they have learned; | course guide, module manual, course material, assignments, documents with arguments for choices made in the design, evaluation results and passing rates | (a) the teacher uses active teaching methods and provides supporting arguments for this choice; (b) designs teaching effectively and efficiently. |
| **2.** provides **assessment and feedback** that foster student engagement and independent learning | procedure for giving assessment and feedback, examples of assessments and given feedback , Examples of feedback to (BSc/MSc/PhD/PDEng) thesis work | (a) makes a responsible selection from possible assessment methods and opportunities for feedback. |
| **3.** responds in **a timely and professional** manner to individual student learning needs | evaluation results (formal and informal) | |
| **4.** coordinates and manages courses **effectively**, including appropriate use of **technology** and the development of relevant supporting materials | screenshots of online Learning Management System (Canvas), course guide, module manual | (a) prepares the course thoroughly and well in advance, and makes it available on Blackboard; (b) ensures that the material is up to date. |
| **5.** appreciates programme objectives, institutional quality assurance (QA) processes and, where relevant, the **standards set by professional bodies** | course file / module file (vakdossier) | (a) the teacher is aware of the teaching model as it applies within the programme and the agreements made in this regard; (b) the teacher evaluates course quality with reference to various sources and takes action as required. |

# SKILLED & COLLEGIAL TEACHER

SKILLS COLLABORATION

| CRITERIA OF UNIVERSITY TEACHING ACHIEVEMENTS | EXAMPLES OF EVIDENCES | ELABORATION |
|---|---|---|
| **1.** offers students a **holistic view** of their programme and discipline | UTQ and SUTQ, SUEQ; course material, video recording; course evaluation results | (a) outlines the importance of the subject matter and takes account of the relevant context; (b) is aware of their own status as a role model and knows how to fulfil that role to influence student attitudes, behaviour and motivation; (c) makes connections between learning objectives, content, learning resources, method and assessment. |
| **2.** demonstrates skill, experience and creativity with a **range of pedagogies** | course material for different target groups, reflection on different approaches to stimulate different (BsSc/MSc/PhD/PDEng) candidates | (a) knowledge of general and subject-specific teaching methodology; (b) application of teaching methodology within the context of their own subject; (c) distinguishing between students on the basis of previous education, culture, background and/or learning style. |
| **3.** demonstrates the appropriate use of **evidence-informed approaches** to enhance student learning | documents with arguments for choices made in course design | (a) is able to apply a wide variety of teaching methods and utilise other people's evidence-based teaching experiences. |
| **4.** delivers **successful innovations** in course design, delivery and/or content | course file; participates in innovation projects of education (e.g. module team, consultation on curricular courses, operating in an existing or a new programme) | identifies opportunities for innovation and is open to implementing innovations in their own discipline; proposes improvements; constantly works towards state-of-the-art approaches in both teaching methods and subject matter. |

# SKILLED & COLLEGIAL TEACHER

SKILLS **COLLABORATION**

| CRITERIA OF UNIVERSITY TEACHING ACHIEVEMENTS | EXAMPLES OF EVIDENCES | ELABORATION |
|---|---|---|
| 1. **inspires and supports colleagues** to develop and improve their teaching, including use of **information technologies** and module materials | programmes and reports of educational conferences, seminars and lunch meetings for colleagues | provides input for and actively participates in discussions at education days, seminars and lunch meetings with colleagues, and actively exchanges learning resources. |
| 2. **contributes to a collegial and collaborative educational culture** across departmental teaching staff, for example, through leadership of peer support activities or support for curricular reform activities | minutes of programme and other committees related to education; (initiatives to) grants or subsidies for education innovation or improvement (like Comenius); Teaching & Learning Fellowship;reflection on differences in supervision of (BSc/MSc/PhD/PDEng) candidiates between teachers | is able to design education in collaboration with a team (e.g. module team); is loyal to colleagues; is appreciated and consulted by colleagues. |
| 3. participates in an **exchange of teaching experiences and ideas** with colleagues and the wider higher education community | minutes of programme committee and other committees related to education; participation in committees (like accreditation, exam committee); visible in education (e.g. education improvement, quality assurance), active member (UT) Teaching Community | maintains active lines of communication with peers, managers and various coordinators; engages in discussion with colleagues about teaching; is consulted and valued by peers as a senior lecturer and mentor. |
| 4. proactively monitors the student teaching and learning experience and responds in a timely and professional manner to **concerns about course design, content and delivery (at programme, year or module level)** | minutes of programme committee and other committees related to education; participation in committees (like accreditation, exam committee); visible in education (e.g. education improvement, quality assurance). | (a) using student progress and results as a basis, is able to draw conclusions that lead to suggestions for improvements to the teaching and study programme; (b) plays an active role in recruiting interns and providing guest lectures. |

# 3A SCHOLARLY TEACHER

| CRITERIA OF UNIVERSITY TEACHING ACHIEVEMENTS | EXAMPLES OF EVIDENCES | ELABORATION |
|---|---|---|
| **1.** demonstrates an **extensive knowledge** of a range of pedagogical approaches and a **critical** approach to evaluating the evidence and its relevance to their teaching | SUTQ, SUEQ; contributions to discussions about higher education in journals, papers and other documents | |
| **2. advances pedagogical knowledge** through theoretical, empirical, and/or translational **research** within field of expertise | educational research reports, posters, articles in journals | |
| **3.** demonstrates an appropriate and conscientious **application** of evidence-informed approaches to advance student learning within their own teaching practice | documents with arguments for educational change and research concerning own courses | actively maintains links with the professional group, competence profile, curriculum, course of learning, learning objectives, content, learning resources, teaching method, assessment and feedback. |
| **4. inspires, informs and supports peers,** within and beyond their own institution, to adopt evidence-informed approaches to their teaching practice | minutes of meetings; articles in scientific journals; works to achieve educational improvement at programme, faculty or UT level (e.g. Programme Committee, cluster consultations within the faculty, domain consultations within the research institute, participation in UT-wide activities focused on education and educational expertise), active participation in innovation projects of (UT) Teaching Community | |
| **5.** is **recognised** for expertise in teaching, learning and supporting the development of active communities of practice within and beyond the institution | awards; links to websites; invitations as a speaker for educational conferences and seminars; programmes and reports of these meetings | |

# 3B INSTITUTIONAL LEADER IN TEACHING AND LEARNING

| CRITERIA OF UNIVERSITY TEACHING ACHIEVEMENTS | EXAMPLES OF EVIDENCES | ELABORATION |
|---|---|---|
| **1.** demonstrates **leadership** with respect to advancing an **inclusive and supportive culture of excellence** in teaching and learning across the institution | ELP, annual reports, policy documents, mentoring colleagues in their supervision of (BSc/MSc/ PhD/PDEng) candidates for example as promotor with co-promotors | |
| **2.** plays a leading role in driving educational innovation, reform and/or support, within or outside the curriculum, that has a **sustained and positive impact** on student learning and/ or engagement | overviews of evaluation results; management info; progression and passing rates | |
| **3.** leads the development, management and review of school and institutional teaching and learning strategies, including major **QA and accreditation processes** | self-evaluation report; annual report of exam committee; accreditation report; acts as an projectleader in an (UT) Teaching Community | |
| **4.** strengthens and contributes to national dialogues in teaching and learning, advancing **cooperation and partnership outside their institution** and informing practice elsewhere | links to websites; letters of intent; collaboration agreements; press coverage; reports of collaborations | |

# 4 NATIONAL AND GLOBAL LEADER IN TEACHING AND LEARNING

| | CRITERIA OF UNIVERSITY TEACHING ACHIEVEMENTS | EXAMPLES OF EVIDENCES |
|---|---|---|
| VISION | **1.** has a clear vision on educational development related to (a) innovation of study programmes **on national** level, b) **passing and progression rates** on national level | reports and passing rates data on institutional level; ELP |
| AUTHORITY | **2.** is **recognised as an national authority** in research and/or design in teaching and learning, influencing practice **with high impact** across their field of expertise and/or the higher education sector **(interdisciplinary focus)** | (a) publications, citations, research grants and income; (b) keynote speaker on national conferences on teaching and learning; (c) is member of national organisation committees and special interest groups on education;(d) national press coverage; (e) awards, prizes; (f) editor/reviewer educational journals |
| EXPERTISE AND QUALITY | **3.** (a) is **responsible** for the internal and external coherence and the implementation of the teaching and the educational quality and quality of assurance on **national** level; (b) **implements enthusiastically and successfully (evidence based)** educational innovations **between** study programme(s); (c) is able to **solve** complex problems and to **design** educational innovations in curricula on national level; (d) is able to **generate** finances from **national** fellowships | proposals for educational change; reports; evaluation results; accreditation reports; annual report of exam committee; approval of fellowships; ELP; education grants |
| LEADERSHIP | **4.** (a) **Is recognised** as a leader in the institutional context; (b) has a track record in investing in personal leadership and has a clear vision on the further development of the required leadership within the institute; (c )strengthens and contributes to **institutional and national dialogues** in teaching and learning, advancing cooperation and **partnership inside and outside** their institution and informing practice elsewhere. | (a) chairing groups that are responsible for international educational change programmes; (b) consulting and/or chairing groups that are responsible for educational change on international level; ELP |