

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**
WITH EMPHASIS ON EDUCATION

→ **FULL PROFESSOR**

→ **FULL PROFESSOR**
WITH EMPHASIS ON EDUCATION

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

WITH EMPHASIS ON EDUCATION



ASSOC. PROF. 2

3A SCHOLARLY TEACHER OR BOTTOM SCOPE 3B INSTITUTIONAL LEADER

Research criteria, one level below, see UFO profile UD1



ASSOC. PROF. 1

3B INSTITUTIONAL LEADER IN TEACHING & LEARNING

Research criteria, one level below, see UFO profile UHD2

UT TEACHING FRAMEWORK

OVERVIEW

FULL PROFESSOR

PROFESSOR 2 SKILLED & COLLEGIAL TEACHER

PROFESSOR 1 SKILLED & COLLEGIAL TEACHER

FULL PROFESSOR

WITH EMPHASIS ON EDUCATION



PROFESSOR 2

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

Research criteria, one level below, see UFO UHD1

EFFECTIVE TEACHER

ATTITUDE

DELIVERY

CRITERIA OF UNIVERSITY TEACHING ACHIEVEMENTS

1. is focused on student learning and activating students, demonstrates a **student-centred** approach, and has professional and inclusive interactions with students

2. offers a well-defined teaching philosophy with a **reflective and analytical approach** to continuously improve teaching and learning practice

3. demonstrates the **relationship of own subject to other elements of the course**, the curriculum and field of occupation

4. inspires and motivates students as innovators, **independent** learners and critical thinkers

5. engages in horizon-scanning across their subject or profession to ensure that students' knowledge and skills reflect the **cutting-edge of their discipline**

EXAMPLES OF EVIDENCES

UTQ, course guide, module manual, course material, online Learning Management System (Canvas) screenshots, assignments, practicals, video-recordings, student evaluation

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

instruments to diagnose students' progression, assessment instruments and examples of given feedback (mails, reports), assignments, practicals

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)

documents/reports/minutes with arguments for choices made in course/module design

ELABORATION

(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.

(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.

(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.

(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.

(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

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;
2. provides **assessment and feedback** that foster student engagement and independent learning
3. responds in a **timely and professional** manner to individual student learning needs
4. coordinates and manages courses **effectively**, including appropriate use of **technology** and the development of relevant supporting materials
5. appreciates programme objectives, institutional quality assurance (QA) processes and, where relevant, the **standards set by professional bodies**

EXAMPLES OF EVIDENCES

course guide, module manual, course material, assignments, documents with arguments for choices made in the design, evaluation results and passing rates

procedure for giving assessment and feedback, examples of assessments and given feedback , Examples of feedback to (BSc/MSc/PhD/PDEng) thesis work

evaluation results (formal and informal)

screenshots of online Learning Management System (Canvas), course guide, module manual

course file / module file (vakdossier)

ELABORATION

- (a) the teacher uses active teaching methods and provides supporting arguments for this choice;
(b) designs teaching effectively and efficiently.
- (a) makes a responsible selection from possible assessment methods and opportunities for feedback.
- (a) prepares the course thoroughly and well in advance, and makes it available on Blackboard;
(b) ensures that the material is up to date.
- (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

1. offers students a **holistic view** of their programme and discipline
2. demonstrates skill, experience and creativity with a **range of pedagogies**
3. demonstrates the appropriate use of **evidence-informed approaches** to enhance student learning
4. delivers **successful innovations** in course design, delivery and/or content

EXAMPLES OF EVIDENCES

UTQ and SUTQ, SUEQ; course material, video recording; course evaluation results

course material for different target groups, reflection on different approaches to stimulate different (BsSc/MSc/PhD/PDEng) candidates

documents with arguments for choices made in course design

course file; participates in innovation projects of education (e.g. module team, consultation on curricular courses, operating in an existing or a new programme)

ELABORATION

(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.

(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.

(a) is able to apply a wide variety of teaching methods and utilise other people's evidence-based teaching experiences.

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

1. **inspires and supports colleagues** to develop and improve their teaching, including use of **information technologies** and module materials
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
3. participates in an **exchange of teaching experiences and ideas** with colleagues and the wider higher education community
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)**

EXAMPLES OF EVIDENCES

programmes and reports of educational conferences, seminars and lunch meetings for colleagues

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) candidates between teachers

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

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).

ELABORATION

provides input for and actively participates in discussions at education days, seminars and lunch meetings with colleagues, and actively exchanges learning resources.

is able to design education in collaboration with a team (e.g. module team); is loyal to colleagues; is appreciated and consulted by colleagues.

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.

(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

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
2. **advances pedagogical knowledge** through theoretical, empirical, and/or translational **research** within field of expertise
3. demonstrates an appropriate and conscientious **application** of evidence-informed approaches to advance student learning within their own teaching practice
4. **inspires, informs and supports peers**, within and beyond their own institution, to adopt evidence-informed approaches to their teaching practice
5. is **recognised** for expertise in teaching, learning and supporting the development of active communities of practice within and beyond the institution

EXAMPLES OF EVIDENCES

SUTQ, SUEQ; contributions to discussions about higher education in journals, papers and other documents

educational research reports, posters, articles in journals

documents with arguments for educational change and research concerning own courses

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

awards; links to websites; invitations as a speaker for educational conferences and seminars; programmes and reports of these meetings

ELABORATION

actively maintains links with the professional group, competence profile, curriculum, course of learning, learning objectives, content, learning resources, teaching method, assessment and feedback.

3B INSTITUTIONAL LEADER IN TEACHING AND LEARNING

CRITERIA OF UNIVERSITY TEACHING ACHIEVEMENTS

1. demonstrates **leadership** with respect to advancing an **inclusive and supportive culture of excellence** in teaching and learning across the institution
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
3. leads the development, management and review of school and institutional teaching and learning strategies, including major **QA and accreditation processes**
4. strengthens and contributes to national dialogues in teaching and learning, advancing **cooperation and partnership outside their institution** and informing practice elsewhere

EXAMPLES OF EVIDENCES

ELP, annual reports, policy documents, mentoring colleagues in their supervision of (BSc/MSc/PhD/PDEng) candidates for example as promotor with co-promoters

overviews of evaluation results; management info; progression and passing rates

self-evaluation report; annual report of exam committee; accreditation report; acts as an projectleader in an (UT) Teaching Community

links to websites; letters of intent; collaboration agreements; press coverage; reports of collaborations

ELABORATION

4 NATIONAL AND GLOBAL LEADER IN TEACHING AND LEARNING

CRITERIA OF UNIVERSITY TEACHING ACHIEVEMENTS

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

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**)

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

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.

EXAMPLES OF EVIDENCES

reports and passing rates data on institutional level; ELP

(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

proposals for educational change; reports; evaluation results; accreditation reports; annual report of exam committee; approval of fellowships; ELP; education grants

(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