Standards and Criteria

I. Welcoming, Inclusive Learning Environment

1. Course design and observable teaching practices promote mutual respect & a sense of belonging.
2. Course design and observable teaching practices provide opportunities for the sharing of diverse perspectives and opportunities for contributions from all class members.
3. Course design and observable teaching practices follow Universal Design of Learning (UDL) criteria for inclusiveness and accessibility.
4. Demonstrable effort made to include and indicate diversity of thought and authorship as pertinent for course learning outcomes.
5. Instructor validates students' contributions through words or actions (encouragement, praise, body language)

II. Content Expertise

1. Demonstrates competence in the subject matter being taught and incorporates current discipline-specific practices and knowledge into courses as appropriate.
2. Materials are evidence-based and/or directly pertinent to course outcomes and at a level appropriate for learning.

III. Learning Outcomes & Assessment

1. Learning outcomes are measurable, clearly stated in terms understandable to students, and aligned with demonstrable skills that guide unit, module, or chapter-level activities and material selection.
2. Assignments and assessments provide direct evidence of learning appropriately aligned with the stated learning outcomes.
3. Assignments and assessments are effectively structured to allow for practice of course learning outcomes and foster student engagement.
4. Grading practices are equitable, consistent and transparent including varied assessments of learning as appropriate (UDL guidelines, see Standard I).
5. Students receive evaluation and access to their grades regularly throughout the course.

IV. Engagement & Feedback

1. Syllabus/course information directs students to pertinent academic and health support resources.
2. Effectively uses (in ways appropriate to class size and structure), high-impact and/or evidence-based activities to scaffold learning, improve understanding, promote creative and/or critical thinking and support long-term retention of content.
3. Course assignments and in-class activities provide opportunities for feedback aligned with course learning objectives.
4. Students receive supportive feedback that includes actionable detail, arrives in time to improve subsequent performance and is integrated routinely in the course.

Standards and Criteria

V. Course Structure

1. Instructor interleaves course concepts, making connections with previous topics and other courses in the major/field.
2. Course materials are made available to students in a clear, consistent, and efficient manner (i.e. students find online materials easily navigable and accessible).
3. Course technology supports the attainment of learning outcomes and is implemented equitably and efficiently
4. Instructor invites students to bring themselves, their experiences and their communities into the classroom.

VI. Delivery

1. Instructor distributes or co-creates with the class clear community standards that guide work ethic and interaction across course modalities.
2. The instructor makes the pedagogy of the course, the learning design, apparent to the students, helping them understand how to undertake the work and why it is important to do so.
3. Instructor communicates a sense of enthusiasm toward the content in ways appropriate to the course modality.
4. Instructor reveals hidden assumptions (academic conventions) and unexpressed expectations to students through methods such as the TILT framework.
5. Instructor presents complex or abstract concepts clearly, using examples to connect concepts to student experiences.
6. Instructor effectively facilitates learning interactions, whether in live sessions or asynchronous environments, adjusting structures, pacing, and supports to maintain attention, engagement, and psychological safety.
7. Learning activities are intentionally designed to make effective use of the course modality for attention, engagement, and learning.

VII. Professional Development

1. Strives to broaden and deepen current knowledge related to course content
2. Demonstrates self-reflection on pedagogical practices and commitment to improvement of teaching
3. Engages in professional development activities to support and improve teaching
4. Uses course assessment data (achievement of student learning outcomes) and feedback from peers, students, and colleagues to improve teaching.

VIII. Professional Standards

1. Available to students outside the class time (as appropriate)
2. Syllabi conform to university/college expectations, with institutional policies being clearly stated
3. Course is consistent with university/college/professional body standards and reflects quality assurance practices (as relevant)
4. Promotes high standards of professionalism
5. Provides careful safety supervision (as relevant for courses with labs)
6. Allocates sufficient clean up time (as relevant for courses with labs)

Building an Ideal System

"Ideally, faculty evaluation programs and professional enrichment programs should work hand in hand. If some aspect of faculty performance is to be evaluated, then there should exist resources or opportunities that enable faculty to gain or enhance their skills necessary for that performance (Arreola, page xxi)."

Arreola, R. 2000. Developing a Comprehensive Faculty Evaluation System: A Handbook for College Faculty and Administrators on Designing and Operating a Comprehensive Faculty Evaluation System. 2 ed. Bolton, MA: Anker Publishing Company.

History

- Originally created by University Faculty Assembly Academic Affairs Committee (UFA AAC) create d the TEF.
- 5 National frameworks reviewed along with UNE department, school and college documents pertaining to peer review, student evaluation and RPT.
- Faculty at UNE surveyed (91 responded)
- Ratified by UFA, October 2021
- Revised by CETL, December 2025, presented to college faculty assemblies for feedback, Spring 2026
- Resubmitted by AAC to UFA, May 2026
- Re-ratified by UFA, August 19, 2026

Applying the TEF

A) Set *one* goal in *one* standard of the Teaching Effectiveness Framework in order to go in-depth in your chosen standard.

1. Draft a Teaching Goal
2. Align Goal with a TEF Standard
3. Draft a Professional Development Plan
    1. Engage in Professional Development Aligned with a Standard
    2. Investigate Resources and Opportunities to Meet the Standard
4. Determine an Assessment Plan
5. Collect & Analyze Evidence
6. Reflect & Evaluate Your Progress

Teaching Effectiveness Framework (2026)



TEF Ecosystem

A Teaching Effectiveness Framework is best understood as an ecosystem. All eight standards are always present, but not always equally visible. Different environments, disciplines, course formats, and levels, bring different elements to the foreground. Healthy teaching is not about maximizing every element at once, but about maintaining balance and responsiveness over time. At the same time, a healthy ecosystem reflects appropriate "biodiversity." All eight standards remain in play, even if some are more prominent in a given context. Faculty make intentional choices based on their discipline, modality, and students. For that reason, the framework should be interpreted holistically. It is not a checklist and no single element should be used in isolation to judge teaching effectiveness. The TEF should be used in conversation with the faculty member about the choices made.

Why a TEF?

An institutional commitment to quality teaching requires that teaching effectiveness be clearly defined.

- Framework of pedagogical competencies helps focus and develop teaching practice
- Highlights evidence-based teaching practices & the science of learning
- Aligns and broadens professional development for coverage of all areas
- Creates a demonstrable set of criteria for requesting resources and support
- Guides development of a systemic, equitable faculty evaluation system