Introduction
These guidelines have been developed to complement and support the latest Faculty Framework Agreement of October 2008 (particularly sections 13.0 regarding evaluation of members, 15.0 regarding reappointments, 16.0 regarding tenure and 18.0 regarding all forms of promotion including to teaching professor).1 They are designed to include the latest developments in teaching assessment and to be consistent with the best practices in higher education in Canada, while tailoring these to the specific UVic context. The goal is to complement existing academic policies and approaches by providing greater clarity to everyone involved in the assessment process and hence to promote fairness and transparency in matters of teaching assessment campus-wide. The guidelines were developed specifically in response to requests for assistance from individual faculty from a wide range of academic units, as well as from Chairs and Deans (particularly those involved in thinking about the assessment of colleagues in later stages of the Senior Instructor stream). They are in no way intended to be prescriptive but rather to support individual faculties as they develop their own discipline-appropriate approaches to assessment and/or Faculty Evaluation Policies. Ideally an individual department or faculty would discuss the document and generate their own list of ideas and examples that would be appropriate in their specific academic context. The examples listed here are simply intended to be illustrative and suggestive of the range of possibilities that might be considered. Above all it is hoped this document would support formative professional development opportunities for colleagues, by providing a framework for discussion around departmental/faculty expectations for teaching effectiveness and future development at different career stages.

1. Outlining teaching-related requirements for faculty career progression
In general there are broadly speaking two career tracks for faculty members at UVic: i) the “tenure track” where the progression moves from assistant professor to associate professor to professor and ii) the “senior instructor track” where the progression moves from senior instructor to continuing senior instructor to teaching professor. Per the Framework Agreement (Section 13) progression requires the following in terms of teaching (with particular articles referenced at the end of each section) as summarized in Table 1.

Table 1: Teaching-related assessment criteria from the Framework Agreement at all career levels in both the Senior Instructor and Tenure Track streams at UVic

<table>
<thead>
<tr>
<th>Senior Instructor Stream</th>
<th>Teaching-Related Requirements and FA reference</th>
<th>Tenure Track Stream</th>
<th>Teaching-Related Requirements and FA reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Criteria for</td>
<td>In general the Senior Instructor stream is evaluated on the basis</td>
<td>General Criteria for</td>
<td>In general the tenure track stream is evaluated on the basis of:</td>
</tr>
</tbody>
</table>

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1 The entire Faculty Framework Agreement can be found at [http://web.uvic.ca/vpac/framework-2008/Revised%20Framework%20Agreement_July%202009%20with%20link.pdf](http://web.uvic.ca/vpac/framework-2008/Revised%20Framework%20Agreement_July%202009%20with%20link.pdf)
<table>
<thead>
<tr>
<th>Overall Assessment of:</th>
<th>a) Teaching effectiveness b) Other Contributions (Ref: 13.2.1)</th>
<th>Overall Assessment</th>
<th>a) Teaching effectiveness b) Scholarly and professional achievements c) Other Contributions (Ref: 13.1.1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Instructor</td>
<td><strong>Reappointment (Yr 3)</strong> Meets or exceeds the written expectations of the department and continues to demonstrate superior teaching effectiveness (Ref: 15.2.3)</td>
<td>Assistant Professor</td>
<td><strong>Reappointment (Yr 3)</strong> Teaching effectiveness since being appointed to the University (Ref: 15.1.2) <strong>Tenured Assistant Professor</strong> Teaching effectiveness at or above a level of quality appropriate to the Faculty Member’s experience and with a commitment to the importance of excellence in teaching (Ref: 16.3.1)</td>
</tr>
<tr>
<td>Continuing Senior Instructor (second reappointment)</td>
<td><strong>Continuing SI status requires…</strong> a) Expectations for attaining reappointment and continuing status as specified by the department (or faculty in the case of non-departmental faculties) b) Two recent peer reviews of teaching to be included in the dossier (Ref: 15.2.4.5)</td>
<td>Associate Professor</td>
<td><strong>Tenured Associate Professor requires…</strong> b) Teaching effectiveness at or above a level of quality appropriate to the Faculty Member’s experience and with a commitment to excellence in teaching c) Capacity for continued development with regard to… teaching… (Ref: 16.3.3)</td>
</tr>
<tr>
<td>Teaching Professor</td>
<td>To become a <strong>Teaching Professor</strong>, a Senior Instructor must have the appropriate academic credentials or evidence of appropriate professional achievement and must demonstrate: (a) a record of outstanding achievement in teaching; (b) scholarship related to teaching that has attained national or international recognition; and (c) service and professional activities that further the goals of the University and the Senior Instructor’s discipline (Ref: 18.3.2)</td>
<td>Professor</td>
<td><strong>Tenured Professor requires…</strong> a) scholarship that has made a substantial contribution to the academic discipline b) teaching effectiveness at or above a level of quality appropriate to the Faculty Member’s experience and with a continuing commitment to excellence in teaching; c) a record of service and professional activities that further the goals of the University and the Faculty Member’s academic discipline d) outstanding achievements with regard to either i) teaching, or ii) scholarship that has attained recognition at a national or international level. (Ref: 16.3.4.)</td>
</tr>
</tbody>
</table>
Defining potential assessment measures and providing examples of teaching effectiveness at different career stages at UVic

In order to determine, therefore, if a faculty colleague has reached the appropriate standard, we must first define as a community what “effective teaching” requires at different career stages. In general, per the Faculty Agreement (Section 13.1.2)

Teaching Effectiveness
Teaching effectiveness means the effectiveness of all of a Faculty Member’s methods and forms of teaching and student supervision that are described and evaluated in accordance with the Evaluation Policy of the Faculty in which the Faculty Member holds an appointment. Teaching effectiveness includes contributions to the Departmental or Faculty’s teaching program and to scholarship related to teaching as described in the Evaluation Policy of each Faculty. Scholarship related to teaching includes, but is not limited to, the following:

i) scholarly works relating to teaching, curriculum development or learning in a discipline in which such works would not normally form part of the Member’s Scholarly and Professional Achievement;

ii) presentations and addresses related to teaching, curriculum development or learning in a discipline in which such activities would not normally form part of the Member’s Scholarly and Professional Achievement; and

iii) contributions related to the Unit’s teaching program in the form of curriculum development, course design or other contributions that advance the Unit’s ability to meet its teaching responsibilities.

Clearly the bar for effectiveness moves as one progresses through one’s career; what is expected of an incoming Assistant Professor or Senior Instructor would be quite different from someone coming up for reappointment or for promotion to Professor or Teaching Professor. This concept is captured in the Framework Agreement in Section 13.5.1

Higher Expectations of Performance with Promotion and Experience
Higher standards of quality in performance are expected when a Faculty Member is promoted from one rank to another and with the number of years in rank

In what follows we have tried to identify some likely examples of common elements at each level to provide greater clarity.

i. Effective teaching
Effective teaching for all instructional staff including both Senior Instructors (SIs) and tenure track Assistant Professors (as well as all subsequent levels) generally can be characterized as manifesting a basic knowledge and application of the craft. It should:

- Be based on a mastery of the subject area
- Give evidence of skill at communicating, particularly conveying the structure of individual classes, the course and the program/discipline to students
- Stimulate, challenge and develop the intellectual capacity of students, including their critical thinking skills
- Be accompanied by reasonable accessibility for students and TAs to the instructor
- Be sensitive to students’ differing learning needs
- Include out-of-class mentoring of undergraduate students and (where applicable) graduate students
- Be based on a coherent approach to/philosophy of teaching that is then reflected in the teaching practice
Use methods of evaluation commensurate with the educational goals and provide regular feedback to students
Where appropriate, use technology to enrich teaching
Include basic class management such as accurately reporting grades on time, keeping records, tracking student progress, etc.
Where applicable (in certain appointments such as some SI appointments) include running educational programs such as one-on-one tutoring, maintaining labs and tutoring students in their use, coordinating sections, training TAs, etc.
Result in measurable learning outcomes (broadly defined)
Be in compliance with, and promote, relevant university and professional codes of conduct regarding academic integrity and professional behavior

ii. Superior teaching effectiveness and commitment to excellence in teaching
At the Continuing SI or tenured Associate Professor level superior teaching effectiveness and commitment to excellence in teaching are generally demonstrated where there is additionally a scholarly approach to teaching. For someone who has been teaching for a relatively short time (less than 7 years—so at the tenured assistant professor or senior instructor reappointment level), some of the following would start to be evident (as evidence of future potential for commitment to excellence in teaching and capacity for future development) in addition to the items specified for effectiveness above. Specifically for tenure in the tenure track stream, we would expect 2-3 of the following by the time of tenure and/or promotion to Associate Professor (usually year 7) and 4-5 of the following by the time someone comes up for Professor as evidence of continuing commitment to excellence in teaching (usually around year 11). In contrast, in the Senior Instructor stream, where colleagues specialize in pedagogy in their discipline, we would expect 4-5 of the following by the time a colleague comes up for consideration for Continuing Senior Instructor (usually year 7).

- Demonstrating consistently outstanding classroom teaching
- Winning/being nominated for a Faculty teaching award or similar
- Developing significant new courses or undertaking curricular reform, program design, or redesign
- Undertaking successful enhancements in the teaching domain including new and innovative teaching processes, materials and forms of evaluation, as well as effective use of technology including new media
- Publishing textbooks, websites or IT courseware that enhance learning
- Demonstrating understanding of pedagogical theory as it pertains to/informs teaching practice in the discipline
- Developing and implementing innovative educational programming and assessment in support of the curriculum
- Obtaining grant funding (whether internal or external) for a teaching project
- Mentoring colleagues on teaching enhancement
- Being part of a community of teachers who participate in collegial peer review (both giving and receiving feedback in a formative way)
- Undertaking classroom research and/or scholarship of teaching and learning
- Participating in educational conferences such as the STLHE annual conference or the main educational conferences relevant to the discipline
• Presenting and publishing papers in educational journals and/or the main journals in the discipline that have an educational focus
• Working with colleagues at cognate institutions, to enhance pedagogy in the discipline
• In the case of the tenure stream, a successful record of graduate teaching and regular graduate student mentorship

iii. Outstanding achievement in teaching and scholarship related to teaching that has attained national/international recognition

Someone being considered for the designation of Teaching Professor in the Senior Instructor stream (someone who has been teaching more than 11 years and specializes in pedagogy in his/her discipline) or someone coming up for tenured professor in the tenure track stream on the basis of outstanding achievements in teaching (per d,i)—as opposed to scholarship—likely demonstrates achievement well beyond the two categories above. Here one is looking for broader educational leadership sustained over a long period of time, with a combination of some of at least three of the following:

• Having a significant impact on teaching outside one’s own discipline across Canada/internationally.
• Regularly undertaking classroom research and/or scholarship of teaching and learning
• Demonstrating leadership in Scholarship of Teaching and Learning across the university
• Taking a significant leadership role in supporting teaching and learning related initiatives university-wide such as: chairing and writing the report for a taskforce on student success, drafting university policy documents for Senate consideration, writing the terms of reference for a new student-support unit, heading up major interdisciplinary initiatives dedicated to student learning enhancement that support the Strategic Plan of the University, etc.
• Having a significant advisory role with the Learning and Teaching Centre
• Taking leadership roles such as organizing/serving on program committees for educational conferences such as the STLHE annual conference or the main educational conferences relevant to the discipline
• Regularly presenting and publishing papers in educational journals and/or the main journals in the discipline that have an educational focus
• Serving on editorial boards or doing pro bono officer work such as serving on executive committees or boards for educationally focused organizations and advocacy groups
• Being invited to speak regularly concerning major innovations/research in teaching both in and outside the discipline
• Winning a university-wide teaching award
• Being an STLHE 3M teaching fellow or winning an academic disciplinary teaching award or similar
• Being cited by one’s own disciplinary/professional organization as an educational leader
• Having influenced the careers and intellectual scholarly development of a number of prominent scholars/professionals in the field or related fields (being clearly identified as the influential “parent” of a sub-group of scholars)
• Advocating for broader educational initiatives, government or community planning beyond one’s own field, including influencing policy changes. Also, could include advocacy for particular groups’ access to education such as students with disabilities.
• Obtaining major grant funding for the development of new educational programs or instructional materials
Developing major non-profit partnerships with industry, NGOs or government for educational service provision
Developing major outreach programs on behalf of the university

3. Data for the assessment of teaching effectiveness: Best practices in teaching dossiers and peer review

Teaching at UVic encompasses a wide range of activities, not just classroom practice. It can include mentoring of students (much of which takes place outside of the classroom) and the development of educational programming, as well as any broader community outcomes. It is important to triangulate data from a variety of sources (including the candidate, students and peers). As is now considered best practice in North America UVic uses the teaching dossier as the main means of achieving this goal at all levels. More details and resources are given below.

In particular, the incorporation of student evaluations of teaching into the dossier (now accomplished at UVic through the standard Course Experience Survey results) is discussed separately. In addition, advice is often sought on how to conduct peer review that contributes constructively to a faculty member’s professional development.

i. The Teaching Dossier

Given these stated parameters, decisions concerning teaching effectiveness at any stage should be based (per the Faculty Agreement) on the teaching dossier document, which is to be presented to the Chair of the Department (or Dean in the case of a non-departmentalized faculty). Each faculty member should maintain an ongoing file of teaching materials, which should be used to update the teaching dossier.

Best practice is that the Teaching Activity Report (also known as the “short form teaching dossier” at UVic) should be updated annually for the purposes of merit etc. (per the Framework Agreement Section 13.7), whereas the full teaching dossier should only be updated and presented for major career moments such as tenure and promotion decisions, promotion to teaching professor, and so on. Please see http://www.ltc.uvic.ca/servicesprograms/teachingdossiers.php for more information and definitions of the differences between full teaching dossiers and an annual teaching activity report, as well as faculty templates for the latter.

In terms of content, as stated in the Faculty Agreement Section 13.1.2.a) (p.33)

The evaluation of teaching effectiveness shall be conducted on the basis of a Faculty Member’s teaching dossier that, in addition to teaching evaluations, may include such items as peer reviews, class visits, reviews of syllabi and examinations, evidence of innovative teaching, evidence of contribution to the Departmental or Faculty’s teaching program, teaching awards, and scholarship related to teaching.

Therefore, generally, it is useful to initially keep any document that demonstrates teaching effectiveness, particularly if it reflects growth, change and future potential on the part of the candidate. From this, items then can be selected and collated for the dossier as appropriate. A well-organized dossier contains a table of contents and an organizing narrative which guides the reader through the documents. See Creating a Teaching Dossier: A Guide prepared by the Learning and Teaching Centre and available online at http://www.ltc.uvic.ca/servicesprograms/teachassess.php.

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2 Draft available and awaiting feedback on these guidelines.
Some examples of the type of documents to include in a full teaching dossier and the way they might be organized are given in the following Table 2. Please note that the Table indicates the range and scope of possible achievements, rather than suggesting candidates should meet all of them. The list of items in this table is not intended to be definitive, comprehensive or binding; it is designed to illustrate possible differences in effectiveness at the different career stages. Items marked by an asterisk (*) are suggested specifically in the policies (see above). Others are suggestions.
### Table 2: Sample teaching dossier content with content examples

<table>
<thead>
<tr>
<th>1. Table of Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Organizing narrative (2-5 pages)</td>
</tr>
<tr>
<td>(contains teaching philosophy and goals/approach to teaching, and includes claims to teaching effectiveness, specific examples of methods and references all items contained in the appendices)</td>
</tr>
<tr>
<td>3. Appendices (supporting documents)</td>
</tr>
</tbody>
</table>

#### Teaching effectiveness
- Generally < 7 years
- Generally expected at all levels, including SIs and Assistant Professors

<table>
<thead>
<tr>
<th>Superior teaching effectiveness and Commitment to excellence in teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Generally 7-11 years</td>
</tr>
<tr>
<td>- Generally expected for: Associate Professors (2-3 at tenure; 4-5 by year 11) and Continuing SIs (4-5 by year 7)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outstanding achievement in teaching &amp; scholarship of teaching w/ national/international recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Generally 11 years +</td>
</tr>
<tr>
<td>- 2-3 required for Teaching Professors or Professors on the basis of teaching</td>
</tr>
</tbody>
</table>

1. CV (approved faculty format) includes list of courses taught/teaching assignments over UVic career*
2. Summary of student quantitative evaluations*
3. Summary of student qualitative evaluations (organized according to claims made in the narrative)
4. Sample syllabi (course outlines)*
5. Sample class or program outline/handouts*
6. Sample test/exam/PPT/assignment/case study/other materials, as appropriate*
7. Before and after student work samples showing development of critical thinking skills
8. List of undergrad/grad students for whom candidate has been supervisor/reader/committee member (if applicable)
9. Out-of-class professional work and student mentoring (broadly defined)
10. Pedagogical/professional development efforts (e.g. workshops attended)

1. Unsolicited letters from students who went on to X university/profession
2. Documentation of mentoring other faculty
3. Reports from peer review of materials and/or class visits by colleagues*
4. Grant application proposal for program/teaching enhancement (such as a Learning and Teaching Grant)
5. Classroom research*
6. Outline of “before and after” restructuring of the undergraduate program in X
7. Proposal for new University program in X*
8. CD/DVD or other record of IT Courseware developed
9. Evidence of integration of Coop and/or Community-Based Research learning outcomes into course goals or assignments.
10. Other evidence of innovative teaching approaches
11. List of local faculty teaching awards received/for which nominated*
12. Professional development assistance (workshops and lectures given)
13. Scholarly works relating to teaching, curriculum development or learning in a discipline in which such works would not normally form part of the Member’s Scholarly and Professional Achievement e.g. Article on pedagogical issues in the discipline published in Journal; Undergraduate textbook published *
14. Presentations and addresses related to teaching, curriculum development or learning in a discipline in which such activities would not normally form part of the Member’s Scholarly and Professional Achievement*
15. Contributions related to the Unit’s teaching program in the form of curriculum development, course design or other contributions that advance the Unit’s ability to meet its teaching responsibilities*
16. Other Scholarship of Teaching and Learning activities*

1. STLHE/industry/professional society teaching award (nomination/award)
2. UVic Hickman or Sherwin Teaching Award (nomination/award)*
3. Relevant community or NGO awards
4. Letters of students who went on to transform X university/profession
5. Letters from community/industry/academic leaders who have been influenced by the candidate
6. National newspaper article or other media reports regarding educational role in the X community
7. International keynote address on X
8. Draft for governmental policy document on X
9. NGO publications on X
ii. The Course Experience Survey as a source of student evaluation data and best practices regarding contextualizing CES data in the broader assessment process

A separate background piece has been prepared that outlines best practices in the use of student evaluation data at UVic including in teaching dossiers, entitled “Using the New Course Experience Survey to Assess and Improve Teaching at UVic: A Manual of Best Practices.” The manual also includes a table (Appendix D) that details specific resources available to assist instructors at UVic that are linked to individual CES items. For the latest version please see http://www.ltc.uvic.ca/initiatives/CES.php.

iii. Suggested Peer Review Process

UVic’s Framework Agreement also refers (13.1.2.a) specifically to the possibility of using peer review and or classroom visits as a source of evidence for teaching effectiveness and these are required for appointment to Continuing Senior Instructor (15.2.4.5). Several colleagues have asked for assistance in this regard. The American Association of Higher Education (AAHE) studied the peer review method of evaluation for well over a decade in the 80s and 90s, conducting pilots across North America. Structured peer review is generally considered a fairer way to conduct in-class observations than observations conducted in the absence of clear criteria. The following steps are recommended:

1. The reviewer and candidate meet ahead of the in-class observation to review the syllabus and establish the instructor’s goals. A set of criteria (based on the goals) should be agreed upon.
2. The reviewer then visits the class (with the instructor’s permission) and makes notes based on the criteria established.
3. A debriefing meeting should occur at which the reviewer and instructor discuss strengths and weaknesses regarding achievement of the goals. This might have outcomes for possible syllabus or assignment revisions, provision of materials to students, class management, etc. It might also include the mutual sharing of ideas between the two colleagues, depending on the original parameters.
4. This process should be repeated the following term or year (as applicable).
5. The reviewer then writes a brief report to the Chair indicating observations of the candidate’s growth and development seen over the intervening period.

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