

UNIVERSITY OF WATERLOO GUIDELINES FOR EXTERNAL REFEREES

Teaching Stream

Established:	May 13, 2025
Revised:	N/A
Supersedes:	N/A
Responsible/Originating Department:	Office of Vice-President, Academic and Provost
Executive Contact:	Associate Vice-President, Faculty, Planning and Policy
Related Policies, Guidelines & Procedures:	1. Policy 77 – Tenure and Promotion 2. Framework for Teaching Effectiveness

External assessments of the quality and significance of the candidate's performance in teaching and/or educational leadership (as defined in Policy 77 for promotion to Professor, Teaching Stream) are an important component of the review process for permanence and promotion at the University of Waterloo. At the University of Waterloo, teaching is assessed with reference to the [Framework for Teaching Effectiveness](#), including the Addendum. ***For promotion to Professor, Teaching Stream, substantial accomplishments in Educational Leadership, which is defined as activities that “have a substantial positive impact on the quality of teaching and learning beyond the individual faculty member’s courses, the programs in which they teach, or on the students that they supervise,” is an expectation.*** In your response, we also ask that you briefly comment on each of the questions listed below. In addition, please feel free to refer to any other matters which you believe may assist the University in arriving at a decision. Please be as specific as possible in your response.

1. Please advise immediately if there is a conflict of interest, or if you are otherwise unable to provide an objective assessment. A conflict of interest is a conflict between a person's duties and responsibilities regarding the review process, and that person's private, professional, business or public interests. There may be a real, perceived, or potential conflict of interest when:

- The referee and the candidate are or have been in a marital, familial, sexual, or financial/business relationship.
- The referee or the candidate is the PI of a currently funded research or teaching initiative that includes the other.
- The referee and the candidate currently have a joint funding application under review.
- The referee and the candidate are close collaborators on a research or teaching initiative, regardless of funding.
- The referee and the candidate have co-taught or co-published in the last six years.
- The referee and the candidate currently have a co-authored publication under review, or are planning to co-publish in the near future.
- The referee or the candidate was the Masters, PhD, other terminal degree, or postdoctoral supervisor of the other.

A conflict of interest may be deemed to exist or perceived as such when:

- The referee and the candidate have had long-standing scientific or personal differences.
- The referee feels for any reason unable to provide an impartial review of the application. We

also invite you to refer to the definition of Conflict of Interest published by the [Federal Research Funding Organizations](#) and the [University of Waterloo's Policy 69 – Conflict of Interest](#).

2. Were you aware of any of the candidate's teaching activities and/or educational leadership before now?

3. For applications for permanence and promotion to Associate Professor and on the basis of the information available to you, how would you compare the candidate as an educator relative to other faculty members with comparable background and at a similar stage in professional development? How would you assess the candidate's recent work, especially while at the University of Waterloo, and the general trajectory of their teaching performance?
4. For applications for promotion to Professor, Teaching Stream, how would you characterize the candidate's record of Educational Leadership for someone at their career stage, recognizing that while Educational Leadership is valued in the assessment of every faculty member's effectiveness, a "high order of achievement" in Educational Leadership is expected for promotion to Professor, Teaching Stream? Is there evidence that the candidate's pedagogical activities have had an effect on learners outside their courses, the programs in which they teach, and the students they supervise?
5. Can you discuss any contributions the candidate has made to the development of teaching, pedagogy, curriculum, or educational leadership at the University of Waterloo or beyond, e.g., through activities in learned societies, conferences, textbook development, innovative curriculum development, governmental commissions, education leadership roles? In your opinion how significant have these activities been from the standpoint of promoting teaching?
6. To what degree is the candidate's pedagogy engaging and effective? To your knowledge, how much impact has it had on student learning outcomes? Very high? Average? Modest? Low?
7. Assuming that the candidate satisfactorily meets other criteria, is the teaching as revealed by both the quantity and the quality such that you would recommend them for permanence/promotion based on the criteria laid out in Policy 77 of the University of Waterloo and the Teaching Effectiveness Framework (including the Addendum)? Please provide rationale or context for your assessment.