

Application for Earned Course Reduction

Teaching Stream Faculty - Teaching and Learning / Educational Leadership Project

Purpose and interpretation

Earned course reductions are intended to enable projects or activities with the potential to improve teaching and learning at the University of Waterloo or more generally. Applicants should describe the proposed teaching and learning work, its relationship to educational leadership (if applicable), and how it aligns with one or more dimensions of the University of Waterloo Teaching Effectiveness Framework: Design, Implementation, Learning Experience, and Professional Development. This form is not intended to restrict applications only to formal leadership roles or to require every proposal to meet the promotion-to-Professor, Teaching Stream standard for educational leadership.

Implementation

The Chair and the Dean will be responsible for the approval of an earned course reduction. Where a Chair is considering not approving a reduction, they will first provide the member with feedback on the proposal and an opportunity to revise and resubmit. Proposals will also include a feasible work plan and should be submitted to the Chair at least 4 months prior to the beginning of the expected term in which the reduction would occur. As with sabbaticals, approval of future earned course reductions is contingent on satisfactory progress made with previous earned course reductions. Activities carried out during the time given by the earned course reduction will be considered for the purposes of the faculty member's next performance review.

1. Applicant information

Applicant name	
Department / School	
Faculty	
Number of earned course reductions requested	☐ 1 ☐ 2 ☐ 3 If you are planning on utilizing 3 earned course reduction credits in a single term, please discuss with your Chair/Director the feasibility of moving service responsibilities to other/subsequent terms

Requested term(s) and allocation of earned course reduction(s)	Year 1: ☐ Fall ☐ Winter ☐ Spring ☐
	(if needed) Year 2: ☐ Fall ☐ Winter ☐ Spring ☐

2. Previous earned course reductions

Briefly summarize any previous earned course reduction projects, outputs, progress, and impact. If this is the first application, write "Not applicable."

3. Project category or categories

☐ Curriculum, course, program, pathway, or accreditation development	☐ Scholarship of Teaching and Learning or teaching-related research
☐ Teaching resources, OER, textbook, modules, software, or shared materials	☐ Pedagogical innovation or implementation of evidence-informed practice
☐ Assessment, evaluation, feedback, or quality enhancement initiative	☐ Mentorship or teaching development of colleagues, TAs, or graduate students
☐ Professional development or capacity-building for teaching and learning	☐ Community of practice, partnership, network, outreach, or knowledge mobilization
☐ Policy, process, governance, or educational systems change	☐ Other (<i>please elaborate</i>):

4. Alignment with the Teaching Effectiveness Framework

Check the TEF dimension(s) most relevant to the proposed work and explain the alignment in the project summary.

Relevant TEF dimension(s)

☐ Design - course content, learning materials, assessments, courses, or curricula
☐ Implementation - delivery of learning experiences, instructional strategies, feedback, or modalities
☐ Learning Experience - learning environment, student engagement, inclusion, belonging, feedback, or student support
☐ Professional Development - scholarly teaching, continuous improvement, innovations, mentorship, SoTL, or leadership

5. Project summary and rationale

Describe the project/activity, the teaching and learning need addressed, the intended outcome(s), and the impact associated with the work.

6. Approval

Chair/Director or designate signature:	
Date:	
Dean or designate signature:	
Date:	

Project examples

Project type	Examples of acceptable focus
Curriculum and program development	Major course, curriculum, program, pathway, or accreditation renewal, especially where the work informs shared educational structures or practices.
SoTL and teaching-related research	Systematic inquiry into teaching and learning, including project design, ethics preparation, data collection/analysis, dissemination, grant applications, conference presentations, or publications.
Teaching resources and knowledge mobilization	Textbooks, OER, digital modules, software, shared assessment banks, guides, or resources intended for use or adaptation by other instructors, programs, or units.
Pedagogical innovation and implementation	Development, piloting, evaluation, and sharing of evidence-informed teaching, assessment, feedback, inclusive teaching, online/blended, experiential, or work-integrated learning practices.
Professional development and mentorship	TA training, graduate-student instructor training, new-instructor support, peer review of teaching, workshops, communities of practice, or mentorship structures.
Assessment and evaluation leadership	Program-level assessment methods, multi-section assessment design, learning outcome mapping, rubrics, quality enhancement processes, or evaluation tools that support broader decision-making.
Formal leadership, policy, process, and networks	Teaching-related policy/process change, committees or roles that produce educational improvement, cross-unit initiatives, community partnerships, outreach, or knowledge-sharing networks.

Reference sources

- University of Waterloo Policy 76 - Faculty Appointments, section 4.B Course Reduction.
- University of Waterloo Framework for Teaching Effectiveness and Addendum.
- FAUW Teaching Stream Faculty Committee, Educational Leadership guide.