

## Application for Earned Course Reduction to pursue an Educational Leadership Project

Teaching stream faculty members with permanent status (other than Continuing Lecturers) are eligible to apply for Earned Course Reductions as described in Policy 76.4.B. Such course reductions provide opportunities for teaching stream faculty to pursue Educational Leadership projects. The granting of such reductions is contingent on provision of an application that describes the project, including a feasible work plan. As outlined in Policy 76.4.B.i, the approval of the Educational Leadership project will be made by the faculty member's Chair/Director and Dean, and will be based on the quality and feasibility of the tasks or the project which the faculty member intends to carry out. According to Policy 76.4.B.i, "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." The impact of the activities undertaken during the project are considered for purposes of assessing the faculty member's teaching during their next performance review, at which time a report on the project's results must be provided.

Applicant Name: \_\_\_\_\_

Number of earned course reductions sought: \_\_\_ 1 \_\_\_ 2 \_\_\_ 3

Term(s) for which reduction is/are sought:

Year 1: \_\_\_\_\_ Number of reductions sought: \_\_\_\_\_ Fall \_\_\_ Winter \_\_\_ Spring

*If applicable:* Year 2: \_\_\_ \_\_\_ Number of reductions sought: \_\_\_\_\_ Fall \_\_\_ Winter \_\_\_ Spring

**Briefly describe previous projects undertaken for and impact of earned course reductions**

### **Proposed Project details**

Refer to the attached document for guidelines.

Describe the Educational Leadership project you intend to undertake in the time made available by the course reduction. Include any planned collaborators and, where appropriate, a timeline of activities.

Describe the anticipated impact of the project.

Approved

\_\_\_\_\_  
Chair/Director Designate

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean or Designate

\_\_\_\_\_  
Date

## What is Educational Leadership

This appendix is designed to facilitate discussions and assessments of Educational Leadership (EdL) activities. It is not a required part of performance review materials, teaching dossiers, or applications for permanence/tenure. It should:

- Differentiate between EdL, Service, and other aspects of Teaching
- Be a resource for describing EdL:
  - for earned course reduction
  - when reporting EdL activities for performance reviews
- Serve as a starting point for thinking about the potential impact of EdL activities

### *Teaching Effectiveness Framework*

The University of Waterloo's [Teaching Effectiveness Framework](#) is based on multiple consultations with Waterloo students and faculty. It identifies aspects of effective teaching that are valued by Waterloo, including the following items. Activities in all these areas can range from those influencing an instructor's own courses and supervisory activities to those influencing a single academic program to activities that affect a Faculty, the University, or instruction more broadly still.

- **Design** - The creation and maintenance of well-structured course content and activities, learning materials, assessments, courses, and program curricula.
- **Implementation** - The many aspects of effectively delivering learning experiences to students that are appropriate to the mode of delivery of the teaching activity in question: lectures, discussions, in person activities, asynchronous course delivery, providing feedback, etc.
- **Learning Experience** - The creation and maintenance of an environment conducive to learning for all students involved in a teaching activity including, inter alia, fostering student interest and enthusiasm, effective and welcoming interactions with students, and effective and timely provision of formative and summative feedback, and responses to inquiries.
- **Professional Developments** - Effective participation in activities designed to improve one's own teaching or to raise the quality of teaching and learning within one's department or more broadly.

View Waterloo's [Teaching Effectiveness Framework](#) for more details.

## **Educational leadership**

The University of Waterloo's policy framework distinguishes Educational Leadership based on the *level* of a teaching activity's *impact*. Activities that fall within the category of "teaching activity" for performance review and consideration for permanence/tenure *ranging from being an effective teacher in one's own classroom to having a national or global impact on teaching*. Educational Leadership activities are a subset of these activities that have a broader impact than the students one reaches by being a teacher in one's assigned teaching, supervision, and by being an appropriately active colleague and participant in the maintenance of academic programs (e.g., by being a member of a department's curriculum committee).

Evidence of educational leadership requires consideration of impact, where we can distinguish scale (how big an improvement will result?) and scope (how many students will be impacted?), and the role of a faculty member in the change (leadership vs other contributions). In describing the impact of an EdL activity, it can be useful to consider the following potential areas of impact:

### **Impact on people**

- Teaching practices (e.g., dissemination of resources, development of software supporting teaching and learning)
- Students (e.g. learning, achievement of outcomes, engagement, well-being)

### **Impact on processes**

- Approaches and priorities (e.g., approaches to teaching and learning; development of guidelines, procedures, policies; department/Faculty/program/institutional priorities)
- Support for teaching and learning networks (e.g., creating/providing workshops, seminars, communities of practice, training/mentorship, celebrations, awards)

### **Impact on products**

- Curriculum (e.g. creation/renewal of courses, programs, degree pathways/options, accreditation requirements, modality of delivery (online/blended), engagement with community partners)
- Literature (e.g. publications, presentations, conference proceedings, workshops, invited keynotes, media/news coverage)

## **Assessing Educational Leadership**

Activities that can reasonably be categorized in the table below are appropriately categorized as "teaching" rather than (or in addition to) "service" for purposes of assessment of teaching.

It is possible to be an *effective teacher* (see "collegial teacher" and, usually, "effective teacher" in the table, below) who contributes to student learning by contributing in various ways to each of the dimensions identified in the Teaching Effectiveness Framework while having an effect primarily on the students one teaches or supervises. Institutional and National/Global leadership activities (see top two rows of table, in dark blue) are considered EdL. Activities at the "collegial teacher" level (light blue) can count as evidence of EdL but do so only when they have substantial scope (e.g., they affect many students because of the size of the program) and scale (e.g., they involve a major modification to how a program is designed or delivered and not typical the ongoing program maintenance.) Generally speaking, activities in the Effective Teacher category are not EdL.

<b>Scope of impact</b>	<b>National/Global Leadership: International Impact</b>				
	<b>Institutional Leader: University/Faculty Impact</b>				
	<b>Collegial Teacher: Department/program impact</b>				
	<b>Effective Teacher Classroom impact</b>				
		<b>Design</b>	<b>Implementation</b>	<b>Learning Experience</b>	<b>Professional Development</b>
<b>Aspects of teaching effectiveness</b>					

### Examples of EdL Projects

The following examples may be helpful for assessing the impact of Educational activities. Note that the examples in this table are intended to be illustrative only: they are not exhaustive, are not intended as limitations on the sorts of projects that may be appropriate EdL contributions, and the boundaries between the different categories are not meant to be restrictive; projects that involve more than one category are encouraged.

<b>Scope of impact</b>	<b>National/Global Leadership: International Impact</b>	Substantial role in national or international pedagogical projects. These might be within a discipline ("rethinking the humanities PhD") or more general (National Task Force on Gen-AI and Pedagogy)			Scholarship of Teaching and Learning (SoTL) publication in high impact national or international journal/conference
	<b>Institutional Leader: University/Faculty Impact</b>	Leadership role in project that affects curriculum in multiple units; curriculum redesign for a large department or School	Leadership role in project that affects relevant teaching practices in multiple units (e.g., leading an institutional project impacting teaching)	Leadership role in a project that results in relevant changes to teaching practices in multiple units	Conduct peer reviews of teaching  Share SoTL via publication in lower impact journal or at regional conference
	<b>Collegial Teacher: Department/program impact</b>	Lead program curriculum redesign (e.g., around Indigenization and Anti-Racism, or to take account of CEE information from students and employers, etc.)	Mentor department colleagues	Lead activities designed to impact students within department or program  Mentoring students beyond classes/supervision	Present UW Teaching Learning Conference  Facilitate CTE workshop
	<b>Effective Teacher</b>	Design/Redesign course to better meet student needs	Implement instructional strategies learned at workshops, from mentors.	Hold office hours;  Effectively manage discussions of difficult topics in classes	Attend CTE workshops  Demonstrate willingness to experiment with evidence-based approaches to improve pedagogy, adapt to changing circumstances.
		<b>Design</b>	<b>Implementation</b>	<b>Learning Experience</b>	<b>Professional Development</b>
<b>Aspects of teaching effectiveness</b>					

