

Faculty Assessment Guidelines for Teaching Stream Professorships

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Preamble:

This document serves as a guideline for performance assessment criteria for promotion to the ranks and titles of Associate Professor and Professor, Teaching Stream with a focus on guidelines for assessment of teaching. These guidelines are meant to complement the criteria for tenure and promotion outlined in Policy 77 – Tenure and Promotion for Faculty Members.

Policy 77 – Tenure and Promotion for Faculty Members, outlines performance assessment for Teaching and Service:

“Assessment of Teaching

University teaching involves much more than “classroom performance”. As described in the University’s [Framework for Teaching Effectiveness](#), teaching includes many dimensions, including Design, Implementation, Learning Experience, and Professional Development. It is normal that different dimensions are emphasized at different times in a teaching career. Hence, it is important to develop a fair assessment of effectiveness across the candidate's full spectrum of teaching activities. A holistic assessment of teaching effectiveness includes examining these various dimensions, as relevant, and using appropriate instruments in each case.

Teaching effectiveness should be assessed broadly using evidence gathered from multiple sources, often including self-reflection from the faculty member (often via a teaching dossier, annual/biannual performance reports, etc.), peer reviews of teaching, student course perception survey data and comments, evaluations of graduate supervision (where applicable), and possibly other sources. The opinions of former students can also be of value if solicited on a systematic basis.

Assessment of Service

Candidates for tenure/permanence or promotion shall provide information on their service activities in sufficient detail to allow the DTPPC to assess its quantity and quality. Where necessary, the DTPPC should obtain statements from those who have personally observed the candidate's service contributions both internal and external to the University. In the case of those positions with higher than typical assignment of duties for service (i.e. weighting of 40% or more), it is especially important to ensure sufficient evidence to evaluate the quality and quantity of service activity of a tenure/permanence or promotion candidate. Some service activities, such as chairing a curriculum committee or editing a professional society journal, may also provide indirect evidence for scholarship or teaching.”

**Teaching Professors with a non-zero weighting in Scholarship shall be assessed as per Policy 77 in this category.*

1. Promotion from Assistant Professor to Associate Professor, Teaching Stream – with Permanence

Standards for Promotion - Policy 77:

“The standards to which faculty members strive for the granting of permanence and promotion on the Teaching Stream are broadly parallel to those on the Tenure Stream, but with important differences that reflect the different roles that faculty members on the two streams serve.

The expectations for the granting of permanence are: a record as a strong teacher committed to academic and pedagogical excellence; and a record of satisfactory professional, university or community service. While the default weights for a Teaching Stream faculty member are 80% Teaching and 20% Service, there are Teaching Stream faculty members with lower Teaching weights due to a higher service load. For Teaching Stream faculty members with a service weighting of at least 40%, expectations for Service are higher than “Satisfactory” and increase as the weighting increases, because of the prominence of this part of their roles. Notwithstanding this higher service weight, as Teaching Stream faculty members, the expectation is still that a record as a strong teacher is maintained, regardless of their Teaching weight, recognizing that those with less than 80% Teaching may have less opportunity to demonstrate the quality of their teaching as those with 80% Teaching.”

Teaching Assessment Guidelines for Promotion to Associate Professor, Teaching Stream – with permanence

▪ Teaching Excellence:

It is expected that candidates can demonstrate exemplary practices in teaching. Teaching excellence also refers to the ability to create an exceptional learning environment through engaging in pedagogical practices designed to maximize student learning. Excellent teachers engage in inclusive practices, scholarly teaching and ongoing reflection of their own teaching practice.

Candidates can demonstrate that they engage in professional development to further improve their teaching.

▪ Educational Innovation:

It is expected that candidates contribute to the development or the creation of more effective teaching and learning practices and strategies, and show their willingness to sharing these with their colleagues. Candidates ought to be able to demonstrate, in a range

of innovative and creative ways, their commitment to student learning, including through relevant committee work, such as serving on their unit's curriculum committees.

2. Promotion from Associate Professor to Professor, Teaching Stream

Consideration for promotion to Professor, Teaching Stream - Policy 77:

“In principle, a permanent Associate Professor, Teaching Stream, may apply in any year for promotion; however, it is unusual for such a promotion to occur prior to five years of full-time service in the rank of Associate Professor, Teaching Stream. If an application for promotion is unsuccessful, the candidate becomes eligible to reapply two years thereafter.

Promotion to the rank of Professor, Teaching Stream recognizes a high order of achievement in teaching and educational leadership by permanent Associate Professors, Teaching Stream, together with at least satisfactory performance in service. (Associate Professors, Teaching Stream with service weightings at least 40% must demonstrate at least strong service.)

A continuous record of strong teaching and of impact beyond the classroom via educational leadership activities is essential for promotion to Professor, Teaching Stream. The candidate's record is to be judged in comparison with the records of faculty members recently promoted at UW and other universities of comparable standing. Promotion to Professor, Teaching Stream is not an assured step in the career of a faculty member, and some will not attain this rank.”

Teaching Assessment Guidelines for Promotion to Professor, Teaching Stream

To be considered for promotion to Professor, Teaching Stream, candidates are expected to have a substantial positive impact either across the institution or at the national and/or international level on the quality of teaching and learning reaching beyond the individual faculty member's courses, the programs in which they teach, and the students that they supervise.

Candidates are expected to demonstrate excellence in:

- **Educational Leadership:**

Educational leadership at this level refers to initiatives that lead to significant transformation in teaching and learning with significant impact across the institution and/or at the national and/or international level. Examples of activities considered to be educational leadership include, but are not limited to:

- Development of teaching resources, such as textbooks, open educational resources, or digital modules used by instructors within the institution, externally, or both;



- Where applicable, outstanding record of active engagement in the scholarship of teaching and learning with broad recognition in the form of publications, conference presentations, peer reviews of projects;
- Outstanding record of demonstrated leadership in the development of new programs and new educational pathways for students with significant impact;
- Successful and influential performance of teaching leadership roles at the University level;
- Significant external educational leadership roles.

▪ **Teaching Excellence:**

It is expected that candidates have demonstrated exemplary practices in teaching over the course of their teaching career. Teaching excellence also refers to the ability to create an exceptional learning environment through engaging in pedagogical practices designed to maximize student learning. Excellent teachers engage in inclusive practices, scholarly teaching and ongoing reflection of their own teaching practice.

▪ **Educational Innovation:**

It is expected that candidates contribute to the development or the creation of more effective teaching and learning practices and strategies, and show their willingness to share these with their colleagues. Candidates ought to be able to demonstrate, in a range of innovative and creative ways, their commitment to student learning that goes beyond their own unit and faculty, including through relevant committee work.