DALHOUSIE UNIVERSITY *Inspiring Minds*	*Policy Sponsor:* Senate	*Approval Date:* Senate: June 14, 2021 Board of Governors: June 22, 2021
Holistic Evaluation of Teaching Policy	*Responsible Unit:* Office of the Provost and VP Academic	*Revisions:*

A. **Background & Purpose:**

Dalhousie University's evaluation of teaching should reflect a holistic approach that ensures all evaluation of teaching takes into account multiple sources of evidence of teaching excellence, including:

1. Evidence of effectiveness from students;
2. Evidence of effectiveness from peers; and,
3. Evidence of effectiveness from self.

There is significant discussion about holistic educational practices in the literature on teaching and learning in higher education, including related to the evaluation of teaching. That literature reinforces the importance of ensuring that holistic approaches to evaluating teaching incorporate principles of equity, diversity, inclusivity and accessibility, and enable and facilitate diverse perspectives on course design, pedagogy, and assessment in line with effective and inclusive teaching and learning practices.

Evidence of effectiveness from students includes the formal end-of-term feedback process for students (as per the Senate Student Feedback on Learning Experiences Policy), but can also include other forms of feedback and evidence from students of the effectiveness of teaching and learning. This can include, but is not limited to, evidence of the attainment of student learning outcomes (including representative assessments completed by students), evidence of effective mentorship, feedback from alumni of particular courses or programs, teaching awards received from students, and other forms of formative or informal feedback curated by an instructor.

Evidence of effectiveness from peers requires the formal peer review of teaching. This can include, but is not limited to, peer observations of teaching or peer review of teaching materials (including assessments and syllabi) by peers from inside or outside of the department or Faculty of the instructor within Dalhousie, peer review of teaching materials by appropriate experts from outside of Dalhousie, invitations from peers to present on teaching and learning, teaching awards received from peers, and other forms of formative or informal feedback from peers curated by an instructor.

Evidence of effectiveness from self can include, but is not limited to, a teaching philosophy statement, evidence of engagement in teaching and learning professional development, examples of effective course and assessment design, educational service or leadership, and evidence of research and

evaluation on teaching and learning (including peer-reviewed research and scholarship on teaching and learning).

At points where Dalhousie University undertakes a substantive review of teaching effectiveness (including appointment, reappointment, tenure and promotion[1]), evidence of teaching effectiveness should be submitted as part of a comprehensive, reflective teaching dossier.

B. **Application:** This policy applies to the evaluation of teaching for all full-time and part-time faculty and instructors across the University.

C. **Definitions:**

1. In this Policy:

a. "Dean" for the purposes of this policy, this includes the academic unit head of each Faculty, including in the Director of the College of Sustainability;

b. "Faculty" means all Academic Units led by Deans, plus any other academic units where instructors hold primary academic appointments (such as the College of Sustainability).

c. "Instructor" means any faculty member (including part-time and contract faculty members) who take on substantial responsibility for teaching a course;

d. "Student" means any individual officially registered in a Dalhousie course offiered (as per the Senate approved Definition of a Dalhousie Student).

e. "Student Learning Experience Questionnaire" (SLEQ) means the formal institutional feedback on teaching by students governed by the Senate Student Feedback on Learning Experiences Policy.

f. "Teaching Dossier" means a curated, reflective summary of the evidence of an instructor's major teaching accomplishments and strengths.

D. Policy:

1. The primary purpose of the evaluation of teaching at Dalhousie is the developmental support for instructors, with the aim of improving teaching and learning across the campus. A holistic approach to the evaluation of teaching will also play an important role in the review of teaching effectiveness at appointment, reappointment, tenure and promotion.

2. The evaluation of instructors' effectiveness in teaching and learning, for both formative and summative purposes, must reflect a holistic evaluation process that incorporates evidence of effectiveness from students, from peers and from self.
    1.1 The core instrument for the evaluation of teaching and learning must be a reflective teaching dossier that brings together multiple sources of evidence about teaching effectiveness.

[1] *For positions under the jurisdiction of an existing collective agreement, appointment, reappointment, tenure and promotion processes are governed by the provisions of the collective agreement.*

1.2 The dossier must incorporate:
    1.2.1 Evidence from Peers
    1.2.2 Evidence from Students
    1.2.3 Evidence from Self

3. Each Faculty must develop their own procedures for how they will enact these components – evidence from peers, students and self – within their context, particularly related to the peer review of teaching, and how this policy will be reflected in the processes of appointments, re-appointments, tenure and promotion.

4. The Faculty procedures should address principles of equity, inclusivity, diversity and accessibility, and the procedures developed under this policy should enable and facilitate diverse perspectives on course design, pedagogy, and assessment in line with effective and inclusive teaching and learning practices.

5. The Faculty procedures developed under this policy must be approved by their Faculty Council and subsequently approved by Senate Learning and Teaching Committee.

6. The institution will continue to administer a formal end-of-term feedback process for students, as per the Senate Student Feedback on Learning Experiences Policy.

7. A copy of the Faculty procedures for the holistic evaluation of teaching will be placed on file with the Office of the Provost and VP Academic, Academic Staff Relations in HR, and the Dalhousie Faculty Association.

8. These procedures must be communicated clearly to all faculty members in the Faculty annually, and evidence of this communication should be shared with the Office of the Provost and VP Academic (for purposes of reporting to SLTC), the Dalhousie Faculty Association and Human Resources Academic Staff Relations.

9. Each Faculty shall conduct a review of effectiveness of the holistic evaluation procedures developed by the Faculty every five years.

10. Senate Learning and Teaching Committee will receive an annual report on the application of the holistic evaluation of teaching policy from the Office of the Provost and VP Academic. SLTC will also review this policy as needed. This review must occur at least once every five year period.

E. <u>Administrative Structure</u>:

1. <u>Authority</u>: This policy falls under the authority of Senate.

2. <u>Office of the Provost and VP Academic</u>: The Office of the Provost and VP Academic is responsible for:

    a. Ensuring that each Faculty has a process in place that ensures complicance with the holistic evaluation of teaching policy;
    b. Monitoring the compliance with this policy and assisting Deans in ensuring compliance within each Faculty;
    c. Providing an annual update to SLTC concerning compliance with the Policy.

3. Dean: The Dean is responsible for:

    a. Ensuring that their Faculty has a procedure developed for how the holistic evaluation of teaching will be supported in their Faculty, in particular related to the peer review of teaching.
    b. Ensuring that all instructors being evaluated within their academic unit are in compliance with the policy.

4. Senate Learning and Teaching Committee: The Senate Learning and Teaching Committee is responsible for:

    a. Ensuring that the policy is communicated to all Instructors annually;
    b. Receiving an annual report from the Provost and VP Academic regarding their application of the holistic evaluation policy;
    c. Reviewing and updating the Policy.

5. Centre for Learning and Teaching: The Centre for Learning and Teaching is responsible for:

    a. Implementing the Student Feedback on Learning Experiences Policy (as per that policy's requirments);
    b. Supporting each Faculty in the development, implementation and on-going review of their Faculty procedures for the holistic evaluation of teaching, including peer review of teaching processes;
    c. Supporting the development of faculty members' individual teaching dossiers;
    d. Supporting Faculties with the development and training of peer reviewers and/or committee members who must assess the holistic evaluation of teaching for appointment, re-appointment, tenure and promotion