

 Holistic Evaluation of Teaching Policy	Senate	Senate: June 14, 2021 Board of Governors: June 22, 2021
	Office of the Provost and VP Academic	

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. 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 Dalhousie. Evidence of effectiveness from self can include, but is not limited to, a teaching portfolio, 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 promotion¹), 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 offered (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

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

3. Dean: The Dean is responsible for:

a.