

9 Appendix - Indicators and Evidence of Teaching Excellence for Schools

9.1 Shaikh Ahmad Hassan School of Law (SAHSOL)

The following table contains indicators to measure effective teaching that have University-wide consensus. This document provides details on the evidence that faculty at the Shaikh Ahmad Hassan of Law may provide against these indicators to showcase effective, and good teaching. It is to be noted that the list of evidence is neither prescriptive nor exhaustive. Each faculty member may be able to demonstrate their effectiveness in each of the criteria in a variety of different ways. Faculty members are not required to meet every single indicator listed under each criterion and various sources of evidence may be used under more than one criterion. The indicators and evidence is meant to act as an overarching guideline on what to look for when evaluating teaching.

Criterion 1: Design and planning of learning activities		
Indicators	Planning, development and preparation of learning activities, learning resources and materials, for a unit, course or degree program; including coordination, involvement or leadership in curriculum design and development.	
<ul style="list-style-type: none"> ▪ Deep knowledge of the discipline area ▪ Well planned learning activities designed to develop the students learning ▪ Thorough knowledge of the unit material and its contribution in the course ▪ Effective and appropriate use of learning technologies ▪ Effective unit/course coordination 	Evidence for Effective Teaching	Evidence for Good Teaching
	<ul style="list-style-type: none"> ▪ Teaching philosophy statement ▪ List of courses convened ▪ Course evaluations including feedback (apply z scores to student evaluations for meaningful comparisons) ▪ Course material <ul style="list-style-type: none"> ○ An innovative teaching activity or approach ○ Course outline ○ Lesson plan ○ Grading rubric ▪ Letter of support from colleagues ▪ Description of mentorship provided or sought ▪ Publications related to teaching 	The same evidence may be used to determine when teaching is considered to be good, in the sense of being better than effective.
Criterion 2: Teaching and supporting student learning		
Indicators	Quality teaching, including lecturing, classroom, on-line, field, work-based, studio, laboratory, workshop, undergraduate and postgraduate teaching, and supervision of student research.	
	Evidence for Effective Teaching	Evidence for Good Teaching

<ul style="list-style-type: none"> ▪ Student centered approach to teaching ▪ A range of teaching is undertaken (i.e., different levels/mode) ▪ Effective collaborative teaching approaches ▪ Regular peer review of various dimensions of teaching by a colleague ▪ Teaching techniques are successful in enhancing student learning ▪ Furthering LUMS commitment to diversity and inclusivity 	<ul style="list-style-type: none"> ▪ Teaching philosophy statement ▪ List of courses convened ▪ List of students supervised (1-1) ▪ Course material <ul style="list-style-type: none"> ○ An innovative teaching activity or approach ○ Where applicable, clinical or hands-on component incorporated into course material ○ Course outline ○ Lesson plan ○ Grading rubrics ▪ Documentation to show systematic monitoring of student learning outcomes. ▪ Student feedback collected over the course of the semester in relation to learning activities used ▪ Considered accommodations for students with learning or other disability ▪ Maintenance of an inclusive classroom environment ▪ Letter of support from colleagues ▪ Letter of support from students ▪ Participation/Presentation in teaching workshops 	<p>The same evidence may be used to determine when teaching is considered to be good, in the sense of being better than effective.</p>
Criterion 3: Assessment and giving feedback to students on their learning		
Indicators	Design and execution of assessment tasks that are aligned with student learning outcomes and the provision of appropriate and timely feedback.	
<ul style="list-style-type: none"> • Assessment tasks are well designed to assess the intended learning outcomes/objectives. • Providing students clear guidelines and criteria on assessment 	<p style="text-align: center;">Evidence for Effective Teaching</p> <ul style="list-style-type: none"> ▪ Course evaluations including feedback (apply z scores to student evaluations for meaningful comparisons) ▪ Course material <ul style="list-style-type: none"> ○ An innovative teaching activity or approach ○ Course outline 	<p style="text-align: center;">Evidence for Good Teaching</p> <p>The same evidence may be used to determine when teaching is considered to be good, in the sense of being better than effective.</p>

<ul style="list-style-type: none"> • Provision of appropriate, clear and timely feedback. • Variety of assessment items used. 	<ul style="list-style-type: none"> ○ Lesson plan ○ Grading rubrics ○ Variety of formative and summative assessments, designed to provide something for every type of learner ▪ Deliberate alignment of assignments with learning objectives ▪ Constructive feedback on assignments ▪ Letter of support from colleagues ▪ Letter(s)/feedback from TAs ▪ Participation/Presentation in teaching workshops ▪ Recognition for trainings of professionals and stakeholders outside the Law School 	
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Criterion 4: Developing effective learning environments, student support and guidance		
Indicators	Activities related to the creation of an engaging learning environment for students. Including supporting transition, the development of learning communities and strategies that account for and encourage student equity and diversity.	
<ul style="list-style-type: none"> ▪ Creates effective learning environments (in classroom/ online/work placement etc.) ▪ Directs students to appropriate support and services and follows up to determine outcomes e.g. language and study skills or counselling ▪ Demonstrates respect and requires students to demonstrate respect for others. 	Evidence for Effective Teaching	Evidence for Good Teaching
	<ul style="list-style-type: none"> ▪ Teaching philosophy statement ▪ List of courses convened ▪ List of students supervised (1-1) ▪ Course evaluations including feedback (apply z scores to student evaluations for meaningful comparisons) ▪ Course material <ul style="list-style-type: none"> ○ An innovative teaching activity or approach ○ Course outline ○ Lesson plan ○ Grading rubric ▪ Feedback provided to students through regularly conducted office hours and meetings. 	<p>The same evidence may be used to determine when teaching is considered to be good, in the sense of being better than effective.</p>

<ul style="list-style-type: none"> ▪ Engages students in consideration of core values, ethical and professional practices at LUMS. ▪ Supporting and guiding students (academic & non-academic advising) ▪ Providing mentorship, guidance and academic supervision ▪ Initiative or innovation in supporting students and creating supportive, engaging learning environments ▪ Contribute to the development of a diverse and inclusive learning community at LUMS 	<ul style="list-style-type: none"> ▪ Feedback elicited from students throughout the semester on development of a supportive learning environment in the course. ▪ Letter of support from colleagues ▪ Letter from chair ▪ Recognition for trainings of professionals and stakeholders outside the Law School ▪ Publications related to teaching ▪ Workshops Conducted 	
Criterion 5: Integration of scholarship, research, and professional activities with teaching and in support of student learning		
Indicators		
<ul style="list-style-type: none"> ▪ Teaching and learning research incorporated into teaching practice: Teaching and learning research is applied into teaching practice (this is about how you're consuming/using research) <p style="text-align: center;">And/ or</p>	Evidence for Effective Teaching	Evidence for Good Teaching
	<ul style="list-style-type: none"> ▪ List of students supervised (1-1) ▪ Feedback provided to students ▪ Research publications with students ▪ Description of mentorship provided or sought ▪ Letter of support from students ▪ Letter from chair ▪ Letter(s) from committees ▪ Teaching award (nomination or recipient) 	<p>The same evidence may be used to determine when teaching is considered to be good, in the sense of being better than effective.</p>

<ul style="list-style-type: none"> ▪ Inclusion of discipline-based research in the curriculum and engagement of students in pedagogically sound research <p style="text-align: center;">And/or</p> ▪ Incorporation of professional, industry and work-based practice and experiences into teaching practice and the curriculum. 	<ul style="list-style-type: none"> ▪ Recognition for trainings of professionals and stakeholders outside the Law School ▪ Industry recognition in field of work ▪ Community impact in field of work ▪ Awards and citations for learning materials ▪ Letters of invitation or thanks 	
Criterion 6: Evaluation of practice and continuing professional development		
Indicators		
<ul style="list-style-type: none"> ▪ Systematic participation in teaching related professional development activities ▪ Self-reflection and evaluation leading to changes in teaching practice and student outcomes ▪ Student and peer feedback is used to enhance teaching practice 	Evidence for Effective Teaching	Evidence for Good Teaching

<ul style="list-style-type: none"> ▪ Demonstrates progress towards the majority of professional qualities by: <ul style="list-style-type: none"> ○ Taking ownership and management of teaching role ○ Demonstrating effective preparation and prioritisation ○ Demonstrating commitment to continuing professional development in discipline and teaching and learning ○ Responding positively to opportunities and new approaches ○ Communicating effectively in both formal and informal contexts ○ Application of professional ethical practices in work and in teaching contexts ▪ Demonstrates progress towards developing personal qualities of: <ul style="list-style-type: none"> ○ Approaching teaching with enthusiasm, passion and confidence ○ Demonstrating resilience and 	<ul style="list-style-type: none"> ▪ List of students supervised (1-1) ▪ Feedback provided to students ▪ Letter of support from colleagues ▪ Description of mentorship provided or sought ▪ Letter(s) from committees ▪ Participation/Presentation in teaching workshops ▪ Teaching award (nomination or recipient) ▪ Publications related to teaching ▪ Service in the curriculum committees ▪ Workshops Conducted 	<p>The same evidence may be used to determine when teaching is considered to be good, in the sense of being better than effective.</p>
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<p>perseverance in the face of obstacles</p> <ul style="list-style-type: none">○ Demonstrating time management of self and work to ensure others are not delayed in their work○ Demonstrating self-reflective evaluation of practices and relationships○ Demonstrating commitment and interest in students and their learning		
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9.2 Mushtaq Ahmed Gurmani School of Humanities and Social Sciences

Teaching Evaluation Criteria	Indicators	Evidence
<p>1. Design and planning of learning activities</p> <p>Planning, development and preparation of learning activities, learning resources and materials, for a unit, course or degree program; including coordination, involvement or leadership in curriculum design and development.</p>	<ul style="list-style-type: none"> • Deep knowledge of the discipline area • Well planned learning activities designed to develop the students learning • Thorough knowledge of the unit material and its contribution in the course • Effective and appropriate use of learning technologies • Effective unit /course/ program coordination or reviews 	<p>Teaching Philosophy [which is part of the Teaching Statement]</p> <p>Letter from Director of ARC in HSS/Chair in Econ</p> <p>Peer review of course outline</p> <p>Letter from Stream Coordinator/Chair</p>
<p>2. Teaching and supporting student learning</p> <p>Quality teaching, including lecturing, classroom, on-line, field, work-based, studio, laboratory, workshop, undergraduate and postgraduate teaching, and supervision of student research.</p>	<ul style="list-style-type: none"> • Student centered approach to teaching • A range of teaching is undertaken (i.e., different levels/mode) • Effective collaborative teaching approaches • Regular peer review of various dimensions of teaching by a colleague • Teaching techniques are successful in enhancing student learning • Furthering LUMS commitment to diversity and inclusivity 	<p>Teaching statement</p> <p>Peer Review</p> <p>In class observation</p> <p>Letters from Stream Coordinator/Chair</p>
<p>3. Assessment and giving feedback to students on their learning</p> <p>Design and execution of assessment tasks that</p>	<ul style="list-style-type: none"> • Assessment tasks are well designed to assess the intended learning outcomes/objectives • Providing students clear guidelines and criteria on assessment 	<p>Letter From Stream Coordinator/Chair</p> <p>Student Evaluation</p>

<p>are aligned with student learning outcomes and the provision of appropriate and timely feedback.</p>	<ul style="list-style-type: none"> • Provision of appropriate, clear and timely feedback • Variety of assessment items used 	
<p>4. Developing effective learning environments, student support and guidance Activities related to the creation of an engaging learning environment for students. Including; supporting transition, the development of learning communities and strategies that account for and encourage student equity and diversity.</p>	<ul style="list-style-type: none"> • Creates effective learning environments (in classroom/ online/work placement etc.) • Directs students to appropriate support and services and follows up to determine outcomes e.g. language and study skills or counselling • Demonstrates respect and requires students to demonstrate respect for others • Engages students in consideration of core values, ethical and professional practices at LUMS • Supporting and guiding students (academic & non-academic advising) • Providing mentorship, guidance and academic supervision • Initiative or innovation in supporting students and creating supportive, engaging learning environments • Contribute to the development of a diverse and inclusive learning community at LUMS 	<p>Teaching Statement [Teaching Philosophy] Letters from Colleagues, Stream Coordinator/Chair</p>
<p>5. Integration of scholarship, research and professional</p>	<p>a. Teaching and learning research incorporated into teaching practice- Teaching and learning research is</p>	<p>Teaching Statement</p>

<p>activities with teaching and in support of student learning</p>	<p>applied into teaching practice (this is about how you're consuming/using research) And/ or b. Inclusion of discipline-based research in the curriculum and engagement of students in pedagogically sound discipline-based research- Conducting teaching and learning research on own practice And/or c. Incorporation of professional, industry and work-based practice and experiences into teaching practice and the curriculum.</p>	
<p>6. Evaluation of practice and continuing professional development</p>	<ul style="list-style-type: none"> • Systematic participation in teaching related professional development activities • Self-reflection and evaluation leading to changes in teaching practice and student outcomes • Student and peer feedback is used to enhance teaching practice • Demonstrates progress towards the majority of the professional qualities by: • Taking ownership and management of teaching role • Demonstrating effective preparation and prioritisation • Demonstrating commitment to continuing professional development in discipline and teaching and learning • Responding positively to opportunities and new approaches 	<p>Teaching Statement Peer Review Student feedback Letter from Stream Coordinator/Chair</p>

	<ul style="list-style-type: none"> • Communicating effectively in both formal and informal contexts • Application of professional ethical practices in work and in teaching contexts • Approaching teaching with enthusiasm, passion and confidence • Demonstrating resilience and perseverance in the face of obstacles • Demonstrating time management of self and work to ensure others are not delayed in their work • Demonstrating self-reflective evaluation of practices and relationships • Demonstrating commitment and interest in students and their learning 	
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9.2.1 Guidelines for Teaching Statement

A teaching statement is a description of the candidate’s general approach to teaching and the rationale behind it. This should include statements about the candidate’s current overall responsibilities, the type of courses taught, courses they would like the opportunity to teach/develop; what their teaching ‘looks’ like; why they do it that way; how well it works, any particular teaching innovations employed in class, the values that inform their teaching and how those values manifest themselves in the classroom, teaching and assessment methods used and purposes for them, and the candidate’s own perceptions of their teaching strengths, limitations, and plans for ongoing professional development.

Candidates should also include in the teaching statement documents related to quality teaching/evidence of student learning (former students who have gone on to graduate work, won academic awards, contributed to research etc.). If possible, scores and student comments may be highlighted that are consistent with teaching methodology or philosophy as mention in the teaching statement.

Moreover, any examples of educational leadership (workshops on teaching, learning or assessment that is done by the candidate for colleagues or teaching materials that is shared by the

candidate with others), guest lectures, teaching awards and administrative/committee work (curriculum committees etc.) should also be included.

Finally, the candidates may outline the steps taken to evaluate and/or improve their teaching, listing any workshops, sessions, or certification that is specific to the development of teaching. Explain how the aforementioned professional training has influenced your teaching. List any presentations, or research publications on teaching within your discipline. Also mention your specific contributions to the curriculum and pedagogical development at the stream/school level. Any presentations, research or publications on teaching should also be included to facilitate the reviewers.

9.2.2 Guidelines for Designing Course Outlines (Disciplinary Level and Departmental Level)

Designing a course is crucial to effective teaching. A good course not only requires internal coherence, clear objectives, grading instruments in line with course objectives, relevant readings well distributed over the semester but also how well the course fits in with the other courses in the established curriculum. It is essential that courses offered strengthen the existing curriculum or begin to open up new pathways that are seen as a future focus.

1. All course outlines should address the following:
 - How does the course fit with the overall curriculum of the program? New courses are welcome but should strengthen the existing program rather than be stand alone courses.
 - Does it fill existing gaps in the curriculum?
 - Does it serve other streams and programs within HSS? (cross listing)
 - Is it pitched at the appropriate level?
 - How does the course quality compare to similar courses taught abroad?
 - Are recent/up to date sources used?
 - If course objectives are identified in the outline, are suitable learning components used to measure those objectives?
2. Generally, courses are distinguished between ‘breadth level courses’ which tend to introduce disciplines or sub disciplines; and ‘depth level courses’ which are a more in depth look at particular topics.

Broadly speaking, breadth level courses are pitched at 100 or 200 levels.

- They do not have pre-requisites.

- In some areas, faculty use textbooks while in others the course outline is made from different sources with a view to introduce the subject to the students.
- It is important to see whether the courses and the readings introduce the subject in a meaningful way.
- As a general understanding, breadth level courses are not writing intensive courses. Unless faculty and streams think otherwise, courses at 200 level need not have heavy writing components.
- It is expected that the readings are neither too difficult nor too easy.
- It is crucial that the workload and instruments are well distributed over the semester. [Depending on the areas, reading per class may vary. There needs to be sufficient reasons where the reading per session is more or less than what is the normal expectation.]

Courses at 300 or 400 levels are generally considered to be depth level course. The following may be helpful in deciding the merits of higher-level course.

- Where does a particular 300 or 400 level course fit in the curriculum?
 - Is it an elective or a core for the major/minor?
 - Depth level courses are expected to build up on existing courses.
 - Generally, courses at 300 or 400 hundred levels are theory based or writing intensive with at least a requirement of an essay or 3000 words.
 - Readings are more complex and demanding than in breadth courses. It is important that students engage with the original sources as much as possible.
 - Secondary sources should be included to help engage the students with the original one.
3. Grading instruments include tests, quizzes, midterm, final, essays and assignments etc. Instruments adopted by instructors need to be consistent with type of course they are teaching as well as with learning objectives mentioned in the course outline. [Unless there is a pressing reason, the weightage of any single instrument should not exceed than 45%.]

9.2.3 Guidelines for Reviewing In-Class Teaching

Peer review serves many functions in the process of evaluating faculty, courses, or entire programs.

- Enables teaching to be a community endeavour.
- Peer review allows for less exclusive reliance on student evaluations.
- Greater faculty experimentation and rigor.
- Allows for both formative and summative evaluation.
- Improves faculty approaches to teaching.

Peer Reviewers:

In selecting reviewers, one must be mindful of several criteria.

Institutional Experience. It helps if reviewers are highly familiar with the department or program, school, and institutional goals, and particularly the processes of peer review itself and the criteria that form the basis of the assessment.

Integrity. Peer reviews also function best when reviewers have commitments to integrity, fair-mindedness, privacy, and understanding the reasoning behind the teaching choices of the person under review.

Trust. Peer reviewers, especially in formative reviews, work collaboratively with the faculty under review to establish a clear process of evaluation and reporting, therefore peer reviewers who can establish trust are particularly effective.

Mentorship. Those under review are particularly vulnerable and often anxious, therefore reviewers who have grace and tact in the process of assessment, can offer feedback with integrity and support, and who can help advise on strategies for faculty development will be most helpful.

Thorough and Practical. Peer reviewers should be able to provide summary reports that clearly and thoroughly represent all phases of the process, and that make recommendations that are specific and practical.

In-class Peer Review

The goal of the class observations is to collect a sample of information about the in-class practices of teaching and learning. They typically include two to four class visits to gain reliable data.

What to observe? The goal is to create a thorough inventory of instructor and student practices that define the teaching and learning environment. These may vary widely across discipline and teachers and can be drawn from a broad array of pedagogies, depending on learning goals. This said, there are several categories of instructor and student practices to note during the observation(s).

- Content knowledge
- Use of instructional materials
- Clear and Effective Class organization
- Presentation form and substance

- Teacher-Student interactions
- Student Engagement

Content knowledge

- Appropriateness of the content
- Provided appropriate context and background
- Mastery of class content
- Openness and Inclusivity

Appropriateness of instructional materials

- Content that is appropriate to student experience, knowledge
- Handouts and other materials are thorough and facilitated learning
- Audio/visual materials/use of board effective

Clear and effective class organization

- Appropriateness of Pedagogy
- Logical sequence
- Appropriate pace for student understanding
- Summary
- Varied methods for engagement, which may include...

Presentation Form and Substance

- Clarity of explanation
- Eye contact
- Listened effectively
- Defined difficult terms, concepts, principles
- Use of examples
- Varied explanations for difficult material
- Used humour appropriately

Teacher-Student Interactions

- Answered students effectively
- Responsive to student communications
- Warm and welcoming rapport

- Enthusiasm
- Use of student names
- Encouraging of questions
- Encouraging of discussion
- Group discussions
- Student-led discussions
- Debates
- Problem solving

9.2.4 Faculty Promotion and Tenure

The document below lays out the standards expected from faculty if they are to be considered for tenure at the School of Humanities and Social Sciences. The document is divided into two broad sections detailing standards of competence that all faculty are meant to attain and standards of excellence that determine the route to tenure. Tenure can be attained via two routes – a research intensive route and a teaching intensive route¹. Those on the research intensive route need to show excellence in research and competence in teaching and service. Those on the teaching intensive route need to show excellence in teaching and competence in research and service. The research intensive track typically² requires 6 years of teaching experience at the Assistant Professor level. If the candidate is applying for promotion on a teaching intensive track at least 6-8 years of teaching experience would need to be shown. Promotion to Professor typically requires at a minimum 6 years of teaching and research experience at the Associate Professor Level.

The two routes allow the School to build on the different strengths of faculty. The standards therefore allow the SAPTC to recommend that a candidate be moved from a research intensive to a teaching intensive track at the time of mid term or full term review if the candidates' teaching is excellent.

STANDARDS

The Dean and Faculty of the School of Humanities and Social Sciences have the following expectations from **all** faculty members that can broadly be categorized with respect to:

¹ This is separate from the teaching track appointments which are term appointments for faculty who are only involved in teaching.

² In exceptional cases, where for example research is outstanding, the promotion process can be initiated earlier.

TEACHING

- The successful completion of the required course load per year, usually determined by the candidate, the program coordinator, and the head of department.
- Over six years, the candidate should have demonstrated an ability to teach courses ranging from the 100-level to the 300 or 400-levels. In other words, they should range from introductory or core courses to more advanced courses coming from the candidate's own academic interests and research.
- The candidate's course enrollments should not be abnormally low as compared to colleagues teaching comparable courses in the same discipline.
- Ideally, the candidate should have four to five courses in their course portfolio that are updated and modified on a regular basis³. These courses should have reflected the candidate's ability and interest to innovate and explore new pedagogies in the classroom, but also to incorporate more current scholarship in an area in dynamic syllabi.
- The teaching evaluations should at the very least have been consistently satisfactory over the six years (3.5-3.75+ on the current scale).

Excellence in Teaching:

The Teaching matrix developed by the university may serve as a guide in making a case for competence/excellence in teaching. It is important to clarify that the six criteria mentioned in the document are broad indicators for quality teaching. They are neither exhaustive nor prescriptive. They are not only helpful to the candidates in highlighting their teaching credentials but are also helpful to the members of DPTC and SAPTC in evaluating the teaching portfolio. The indicators are:

1. Design and planning of learning activities
2. Teaching and supporting student learning
3. Assessment and giving feedback to students on their learning
4. Developing effective learning environments, student support and guidance.
5. Integration of scholarship, research and professional activities with teaching and in support of student learning
6. Evaluation of practice and continuing professional development

Evidence in support of the six criteria could come from the candidate [Teaching Statement], students [Evaluation], peers [Class Observation], Stream Coordinators, The Chair and the Dean. Please see Appendix I for evidence in support of the indicators.

³ In circumstances where the department has stipulated a different obligation from the faculty member this requirement would be adjusted. For example where the faculty member has been asked to teach a particular core course at the expense of electives.

RESEARCH

- The candidate should be able to demonstrate through various activities that they are active and current contributors in their field and are able to incorporate the latest research into their classroom teaching.
- Over the six years, the candidate should have published at least a part of their dissertation research in the form of journal articles, or a monograph.
- In addition to this, the candidate should also have diversified their research interests, and developed new areas of inquiry that have been shared with an academic audience at LUMS, if not outside of the University.
- At the minimum, the candidate should have participated in local conferences in the roles of chair, discussant, and presenter.

EXCELLENCE IN RESEARCH

There are several ways of defining excellence in research. The elaborations below try to be as encompassing as possible:

- Traditionally, a candidate should have published his or her dissertation research either in a single-author monograph from an established scholarly press, or this research should have appeared (or is forthcoming) as a series of journal articles.
- In addition to the development of doctoral research, the candidate should also have identified and begun to make inroads into other areas of interest through papers-in-progress and conference presentations.
- The candidate should have secured competitive university travel and research grants.
- Besides regularly presenting his or her research at LUMS, the candidate should be presenting his or her research at leading academic conferences and workshops, and have a scholarly network outside of his or her former graduate program who can attest to the importance of his or her contribution to the body of knowledge.
- It is expected that an excellent research candidate would have convened or co-convened at least one academic conference, workshop, or a scholarly speaker series.
- However, research is no longer limited to these traditional terms and can also include major creative projects such as the publication of a novel, or the production of a film. It can include curatorial projects, documentaries, a series of essays in prestigious non-academic journals that carry international merit. In some cases, it can even include a dance performance, or an exhibition of the candidate's own work.

SERVICE

- The candidate should be an active and regular member of University and departmental level committees. This would entail sitting on a minimum of two committees per academic year. (Certain committees such as the Faculty Council or Disciplinary Committee may be allowed, in consultation with the Chair to count as two). This service requirement can also be met through taking on the role of a program coordinator or department chair; launching a new program going from the planning stages, seeing it through the requisite university bodies, and then to steering it in its initial stages, being part of and actively contributing to research centers, being regularly and actively involved in drafting or substantially revising university-level policies that impact the quality of the University experience for students and faculty in a substantial way.
- The candidate should have been regular in their academic advising of students assigned to be their advisees, regular in their appointments and time commitments to students and colleagues, and punctual in submitting letters of recommendation for students.
- A candidate can also be considered on the basis of service to the country, and on the basis of service to the community that has brought credit to the University.

However, in order for a candidate to be considered for tenure, they must have demonstrated **excellence** in the areas of research (research intensive) or teaching (teaching intensive).

9.3 Suleman Dawood School of Business (SDSB)

Preamble

The Suleman Dawood School of Business at LUMS has a currently operational tenure and promotion standards document which defines guidelines for minimum thresholds for promotion and tenure in terms of three pillars - research, teaching and service. The document outlines the criteria for measuring two performance levels for each pillar- good and very good.

In the current promotion & tenure document, teaching is evaluated primarily on the basis of student evaluation scores. LUMS is heading towards widening the parameters on which teaching is evaluated and set up a task force to discuss various criteria and indicators to do this. The indicators and evidence are meant to act as a framework on what to look for when evaluating teaching.

We believe that teaching effectiveness is broadly covered by the indicators. These indicators serve as guidelines for the faculty to demonstrate effectiveness in their teaching. Measuring teaching effectiveness in a more holistic manner is a relatively new concept for LUMS. At SDSB we feel that creating a culture around excellence in teaching will take time and require further development of appropriate support systems. There are likely to be challenges in implementing the proposed document and identifying these will also be an ongoing process. With this in mind, we feel that the current document should initially try to measure only two levels-good and very good. As teaching & learning and support mechanisms evolve over time a third level of excellence may be added. Conceptually the suggested two levels would be required to demonstrate good feedback on teaching for the first level and demonstrating responding and making changes based on feedback and measuring effectiveness of changes for the second level. Having two levels is also consistent with SDSB's current promotion and tenure document.

The proposed framework was shared with wider faculty by the Dean via email (August 3, 2021) and was subsequently discussed at a meeting of the SDSB Research & Teaching committee for their input on August 24th, 2021. Feedback from the committee is documented below

- There need to be parameters which cover international visibility/ recognition in the areas of teaching & learning
- The final document should include appropriate evidential, school specific measures of student learning and should be student centric
- Peer evaluations should be used in a developmental context rather than an evaluative one
- Different sources of evidence should be given different weights-e.g., student feedback may be considered a better source than self/ peer feedback
- To make student feedback more meaningful and relevant we need to make them feel included and heard in the process as partners.
- Alignment of student evaluation questionnaires with the corresponding criteria is essential

- faculty members be given the flexibility to add evaluation questions of their choice (from a carefully designed question bank) to align student feedback with faculty objectives
- LLI/University support in training peer evaluators and faculty evaluating dossiers

There was agreement on the principles on which the two levels are based but there was also consensus that detailed evidential measures needed to be objective and required much wider debate. These school specific measures of evidence will be detailed once the overarching document is approved at the university level and returned to the schools relevant committee.

Proposed School Level Criteria & Evidence for Teaching for SDSB

A. Teaching Evaluation Criteria and Indicators

Teaching Evaluation Criteria	Indicators	Good	Very Good
<p>1. Design and planning of learning activities</p> <p>Planning, development and preparation of learning activities, learning resources and materials, for a unit, course or degree program; including coordination, involvement or leadership in curriculum design and development.</p>	<ul style="list-style-type: none"> • Deep knowledge of the discipline area • Well planned learning activities designed to develop the students learning • Thorough knowledge of the unit material and its contribution in the course • Effective and appropriate use of learning technologies • Effective unit /course/ program coordination or reviews 	<p>Any of the forms of evidence may be used to demonstrate a process of self-evaluation and/ or good feedback from self, students, peers or other colleagues</p>	<p>Any of the forms of evidence may be used to demonstrate a process of self-reflection and making changes based on feedback from self, students, peers or other colleagues and measuring effectiveness of changes</p>

<p>2. Teaching and supporting student learning</p> <p>Quality teaching, including; lecturing, classroom, on-line, field, work-based, studio, laboratory, workshop, undergraduate and postgraduate teaching, and supervision of student research.</p>	<ul style="list-style-type: none"> • Student centered approach to teaching • A range of teaching is undertaken (i.e., different levels/mode) • Effective collaborative teaching approaches • Regular peer review of various dimensions of teaching by a colleague • Teaching techniques are successful in enhancing student learning • Furthering LUMS commitment to diversity and inclusivity 		
<p>3. Assessment and giving feedback to students on their learning</p> <p>Design and execution of assessment tasks that are aligned with student learning outcomes and the provision of appropriate and timely feedback.</p>	<ul style="list-style-type: none"> • Assessment tasks are well designed to assess the intended learning outcomes/objectives • Providing students clear guidelines and criteria on assessment • Provision of appropriate, clear 		

	<p>and timely feedback</p> <ul style="list-style-type: none"> • Variety of assessment items used 		
<p>4. Developing effective learning environments, student support and guidance</p> <p>Activities related to the creation of an engaging learning environment for students. Including; supporting transition, the development of learning communities and strategies that account for and encourage student equity and diversity.</p>	<ul style="list-style-type: none"> • Creates effective learning environments (in classroom/ online/work placement etc.) • Directs students to appropriate support and services and follows up to determine outcomes e.g. language and study skills or counselling • Demonstrates respect and requires students to demonstrate respect for others • Engages students in consideration of core values, ethical and professional practices at LUMS • Supporting and guiding students (academic & non-academic advising) • Providing mentorship, guidance and 		

	<p>academic supervision</p> <ul style="list-style-type: none"> • Initiative or innovation in supporting students and creating supportive, engaging learning environments • Contribute to the development of a diverse and inclusive learning community at LUMS 		
<p>5. Integration of scholarship, research and professional activities with teaching and in support of student learning</p>	<p>a. Teaching and learning research incorporated into teaching practice- Teaching and learning research is applied into teaching practice (this is about how you're consuming/using research)</p> <p>And/ or</p> <p>b. Inclusion of discipline-based research in the curriculum and engagement of students in pedagogically sound discipline-based research- Conducting teaching and</p>		

	<p>learning research on own practice And/or c. Incorporation of professional, industry and work-based practice and experiences into teaching practice and the curriculum.</p>		
<p>6. Evaluation of practice and continuing professional development</p>	<ul style="list-style-type: none"> • Systematic participation in teaching related professional development activities • Self-reflection and evaluation leading to changes in teaching practice and student outcomes • Student and peer feedback is used to enhance teaching practice • Demonstrates progress towards the majority of the professional qualities by: • Taking ownership and management of teaching role • Demonstrating effective preparation and prioritisation 		

	<ul style="list-style-type: none"> • Demonstrating commitment to continuing professional development in discipline and teaching and learning • Responding positively to opportunities and new approaches • Communicating effectively in both formal and informal contexts • Application of professional ethical practices in work and in teaching contexts • Approaching teaching with enthusiasm, passion and confidence • Demonstrating resilience and perseverance in the face of obstacles • Demonstrating time management of self and work to ensure others are not delayed in their work • Demonstrating self-reflective evaluation of 		
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	<p>practices and relationships</p> <ul style="list-style-type: none"> • Demonstrating commitment and interest in students and their learning 		
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B. Potential Sources of Evidence:

The list of evidence is neither prescriptive nor exhaustive. Each faculty member may be able to demonstrate their effectiveness in each of the criteria in a variety of different ways. Faculty members are not required to meet every single indicator listed under each criterion and various sources of evidence may be used under more than one criterion. **We strongly recommend that faculty members be given the flexibility to add evaluation questions of their choice (from an approved question bank) to align student feedback with faculty objectives.**

1. Unit/course outline and materials

- An innovative teaching activity or approach
- Course outline
- Course webpage
- Lesson plan
- Grading rubric

2. Report from unit and/or course coordinator

3. Student surveys and feedback to students on response/outcomes

4. Student feedback from focus groups

5. Expert peer review on course/program materials and innovation

6. External peer recognition and/or review on impact of curriculum, discipline or innovation

7. Details of mentoring and support sought / given from/to colleagues

11. Feedback on mentoring sought or given

12. Letter from Chair of curriculum committee on contribution

13. Awards and citations for learning materials

14. Teaching philosophy statement

15. List of courses convened

16. List of students supervised (1-1)
17. Research publications with students
18. Letter of support from former students (should no longer be in apposition where faculty has influence)
19. Letter(s)/feedback from TAs (who are no longer students at LUMS)
20. Participation/Presentation in teaching workshops
21. Teaching award (nomination or recipient)
22. Publications related to teaching
23. Service in the curriculum committees
24. Workshops Conducted
25. Examples of student work/ theses
26. Postgraduate student grades and time to completion
27. Systematic monitoring of student learning outcomes
28. Peer review and personal responses to the review and practices
29. Adoption of innovation by others
30. Impact of innovation/initiative within university or wider
31. Recognition from university national and international peers
32. Letters of invitation or thanks
33. Examples of innovative assessment tasks
34. Examples of standards of student learning
35. Data evidencing impact of assessment innovation
36. Feedback from students and peers relating to roles e.g. student advisor or leader in learning communities
37. Details of grants and awards (successful and unsuccessful) and outcomes
38. Details of conferences and presentations
39. Copies of publications and details of contribution and impact

9.4 Syed Babar Ali School of Science and Engineering (SBASSE)

In the Spring and Summer of 2021, a taskforce on teaching at the university level was formed with representation from all five schools at LUMS. This taskforce was assigned the task of addressing the question: What is the role of teaching effectiveness and teaching excellence in our tenure and promotion system?

The taskforce met and discussed at length over the past few months and has agreed on a [six criteria](#) matrix and a list of indicators as measures of effective teaching at LUMS. The revision proposed by them maintains one system of tenure and promotion that requires faculty to demonstrate their effectiveness in research, teaching and service. Candidates will have to show that they meet the bar in two areas and excel in one to earn tenure and promotion at LUMS.

The five schools have the autonomy to define what acceptable performance is and what constitutes excellence. It is in this spirit that the SBASSE reps in the taskforce have come up with this document which lists “Indicators” against the six criteria along with the “Evidences” listed in the last column; the descriptions of which can be found at the end of the document.

NOTE:

1. The following list of indicators or evidences is by no means exhaustive. The candidate may collect other types of evidences to include in their dossier just as they may list other indicators to meet any of the six criteria below. These indicators are meant to serve as a guideline for faculty to demonstrate their effectiveness in teaching.
2. This document lists six criteria which can be applied university-wide and encompass various possible indicators for excellence in teaching broadly construed. We understand that depending on the discipline, all of the six may not be fully or even partially applicable.
3. “Meeting the bar” may mean fulfilling many of these indicators from all or some of the six criteria.
4. “Excellence in teaching” may mean fulfilling most indicators from all or some of the six criteria.
5. Lastly, this document is not meant to suggest that ALL of these indicators or evidences need to be met to prove (for the candidate) or ascertain (for the reviewer) effectiveness in teaching. This list should be considered as suggestive of what indicators and evidences may comprise the dossier for those who wish to propose they excel in teaching at the time of evaluation.

A. Teaching Evaluation Criteria and Indicators (not listed in order of importance)

Teaching Evaluation Criteria	Indicators	Potential Evidence
1. Design and planning of	<ul style="list-style-type: none"> • Deep knowledge of the discipline area 	1, 2, 4, 5, 8, 17

<p>learning activities</p>	<ul style="list-style-type: none"> • Well planned learning activities designed to develop the students learning • Thorough knowledge of the course material and its contribution/ applications in the discipline area • Effective and appropriate use of learning technologies • Effective course/ program coordination 	
<p>2. Teaching and supporting student learning</p>	<ul style="list-style-type: none"> • Student centered approach to teaching • A range of teaching is undertaken • Effective collaborative teaching approaches • Regular peer review of various dimensions of teaching by a colleague • Use of different teaching techniques to enhance student learning • Furthering LUMS commitment to diversity and inclusivity 	<p>1, 2, 3, 5, 8, 10, 14</p>
<p>3. Assessment and giving feedback to students on their learning</p>	<ul style="list-style-type: none"> • Assessment tasks are well designed to assess the intended learning outcomes/objectives • Providing students clear guidelines and criteria on assessment • Provision of appropriate, clear and timely feedback • Variety of assessment items used 	<p>4, 5, 8, 11, 14, 16</p>

<p>4. Developing effective learning environments, student support and guidance</p>	<ul style="list-style-type: none"> • Creates effective learning environments (in classroom/online/work placement etc.) • Directs students to appropriate support and services and follows up to determine outcomes e.g. language and study skills or counselling • Demonstrates respect and requires students to demonstrate respect for others • Engages students in consideration of core values, ethical and professional practices at LUMS • Supporting and guiding students (academic & non-academic advising) • Providing mentorship, guidance and academic supervision • Initiative or innovation in supporting students and creating supportive, engaging learning environments • Contribute to the development of a diverse and inclusive learning community at LUMS 	<p>1, 3, 4, 5, 6, 8, 12, 16, 17, 19</p>
<p>5. Integration of scholarship, research and professional activities with teaching and in support of student learning</p>	<ul style="list-style-type: none"> • Teaching and learning research incorporated into teaching practice • Inclusion of discipline-based research in the curriculum and engagement of students in pedagogically sound discipline-based research • Incorporation of professional, industry and work-based practice and experiences into teaching practice and the curriculum 	<p>3, 6, 7, 9, 10, 12, 13, 15, 16</p>

	<ul style="list-style-type: none"> • Teaching and learning research is applied to teaching practice (this is about how you're consuming/using existing pedagogical research). • Conducting teaching and learning research on one's own teaching practice 	
<p>6. Evaluation of practice and continuing professional development</p>	<ul style="list-style-type: none"> • Systematic participation in teaching related professional development activities • Self-reflection and evaluation leading to changes in teaching practice and student outcomes • Student and peer feedback is used to enhance teaching practice • Demonstrates progress towards the majority of the professional qualities by: <ul style="list-style-type: none"> - Taking ownership and management of teaching role - Demonstrating effective preparation and prioritisation - Demonstrating commitment to continuing professional development in discipline and teaching and learning - Responding positively to opportunities and new approaches - Communicating effectively in both formal and informal contexts - Application of professional ethical practices in work and in teaching contexts • Demonstrates progress towards developing personal qualities of: 	<p>3, 6, 8, 9, 13, 14, 15, 17, 18, 19</p>

	<ul style="list-style-type: none"> - Approaching teaching with enthusiasm, passion and confidence - Demonstrating resilience and perseverance in the face of obstacles - Demonstrating time management of self and work to ensure others are not delayed in their work - Demonstrating self-reflective evaluation of practices and relationships - Demonstrating commitment and interest in students and their learning 	
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B. List of Evidence

This list is not by any means exhaustive. It is only meant to suggest sample evidences to match the above listed indicators. The following evidences are not listed in order of importance.

1. Teaching philosophy statement
 - Methodology and philosophy about teaching and student learning
 - Discussion on short- and long-term goals
 - Supervision and mentorship philosophy
 - Reflection on comments and feedback from students and peers

2. List of courses convened
 - overview of courses taught - title, description, enrollment, graduate/undergraduate, required/elective; practical or lab based teaching
 - Details of courses, workshops, and activities designed and delivered to peers (e.g., number of attendees, level of involvement, goal, whether it was departmental, faculty, university-wide, regional, national or international).

3. List of students supervised (1-1)
 - List of undergraduate and graduate students/post-doctoral scholars formally/informally supervised or mentored.

- Roles/responsibilities supervision and mentoring outside of a course (e.g., students seeking advice, job searches, graduate applications, community activities, student club activities, reference letters, etc.)

- 4. Course evaluations by students including feedback
 - Summative Student ratings of instruction or other course evaluation data (qualitative and quantitative)
 - Formal Faculty feedback/evaluation form data (e.g. student comments).

- 5. Course material
 - An innovative teaching activity or approach
 - Course outline
 - Course webpage
 - Lesson plan
 - Grading rubric
 - Any other documentation of course materials that reflect teaching and learning research
 - Teaching notes, textbook manuscripts, lab manuals, slides etc.

- 6. Feedback provided to students
 - Examples of feedback provided to individual student

- 7. Research publications with students
 - Demonstrates engagement of the students in the research area
 - Publications or presentations related to the subject area or scholarship in teaching and learning

- 8. Letter of support from colleagues
 - Letters of support from peers who served as co-supervisors

- 9. Description of mentorship sought
 - Description of mentorship sought out from peers (e.g., discussing teaching approaches, reviewing and sharing course outlines, course materials, etc.)
 - Reflections on your mentorship and supervision and other evidence (i.e., evidence from students and colleagues). How these strategies and supporting material link back to your supervision philosophy, what they say about your strengths and accomplishments, what you have learned and how you will continue to grow and improve.

- 10. Letter of support from students
 - Letters of support demonstrating being accessible to supervised students and talk about regular monitoring and feedback for supervisees
 - Letter of support related to teaching

- Letter of support related to research/Sproj/Thesis supervision
 - Letter of support from mentees
11. Letter(s)/feedback from TAs
12. Letter from the Chair
- Letter of support that speak to potential contributions in terms of educational leadership and impact.
13. Letter(s) from committees
- Letters of recommendations from Dean/Conveners of committees
14. Participation/Presentation in teaching workshops
- Documentation of participation in teaching and learning workshops, courses (credit or non-credit), programs
 - Teaching and learning workshop participation and evaluation data, including qualitative comments.
15. Teaching award (nomination or recipient)
16. Publications related to teaching
- Presentations/publications on supervision or mentoring
 - Peer-reviewed publications related to teaching and learning
17. Service in the curriculum committees
- Listing involvement (Participation, presentation) in curriculum/program committees and contributions
 - Description of contributions to teaching and learning committees, working groups, task forces/curriculum committees at various levels, including leadership roles
18. Workshops Conducted
- Description of initiatives developed and or led to help enable other instructors' growth as educators (e.g. workshops, reading groups, journal clubs).
 - Workshop conducted for training/mentoring of the students
19. Mentorship of peers, TAs, staff and students
- Description of formal or informal mentorship of peers, teaching assistants or other members of instructional teams.
 - Member editorial boards for peer review journals or member mentorship, and communities of practice

- Description of mentorship provided to peers or colleagues (e.g., discussing teaching approaches, reviewing and sharing course outlines, course materials, etc.).
- Requests to review course materials, give mentorship feedback/advice on teaching activities.

9.5 Syed Ahsan Ali and Syed Maratib Ali School of Education

Syed Ahsan Ali and Syed Maratib Ali School of Education (SoE) has initiated framing of tenure and promotion standards. A committee has been set up to facilitate the process. In its first ever meeting on February 04, 2021, the committee deliberated and resolved that comprehensive standards will guide rigorous evaluations of tenure dossiers at SoE. The committee further deliberated and resolved that since SoE aims to have an impact on the quality of teaching, learning, and educational leadership, Teaching Track (TT) makes strong relevance in SOE settings. SOE is also logically placed to develop a robust TT for tenure because many of its programmatic offerings constitute the overarching aims of elevating the status of teaching and educational leadership in Pakistan and beyond. In that sense, SOE needs to model what strong practice in teaching and educational leadership looks like for other educational institutions (schools, colleges, universities) to take lessons from. This draft is an initial mapping of standards of excellence in both teaching and research tracks at SoE.

TENURE AT SoE

At SoE, tenure may be secured following a **teaching intensive route or a research intensive route**⁴. While a very high degree of competence and performance is generally expected in all three areas i.e., teaching, research, and service at SoE, securing tenure through research or teaching route will require excellence in research or teaching respectively. The research intensive and teaching intensive tracks typically⁵ require 6 years of teaching experience at the Assistant Professor level. Promotion to Professor typically requires a minimum 6 years of teaching and research experience at the Associate Professor Level.

The Dean and Faculty of the SoE have the following general expectations from **all** faculty members seeking tenure either through TT or RT track.

TEACHING STANDARDS

- The successful completion of the required course load per year, usually determined by the candidate, the program coordinator, and the department chair.

⁴ This is separate from the teaching track appointments which are term appointments for faculty who are only involved in teaching.

⁵ In exceptional cases, where for example research is outstanding, the promotion process can be initiated earlier.

- Over six years, the candidate should have demonstrated an ability to teach courses ranging from the 100-level to the 300 or 400-levels. In other words, they should range from introductory or core courses to more advanced courses coming from the candidate's own academic interests and research.
- The candidate's course enrollments should not be abnormally low as compared to colleagues teaching comparable courses in the same discipline.
- Ideally, the candidate should have four to five courses in their course portfolio that are updated and modified on a regular basis⁶. These courses should have reflected the candidate's ability and interest to innovate and explore new pedagogies in the classroom, but also to incorporate more current scholarship in an area in dynamic syllabi.
- The teaching evaluations should at the very least have been consistently satisfactory over the six years (3.5-3.75+ on the current scale).
- For professorship it is expected that the above conditions are maintained over the period following the granting of tenure at the Associate Professor level.

RESEARCH

- The candidate should be able to demonstrate through various activities that they are active and current contributors in their field and are able to incorporate the latest research into their classroom teaching.
- Over the six years, the candidate should have published at least a part of their dissertation research in the form of journal articles, or a monograph.
- In addition to this, the candidate should also have diversified their research interests, and developed new areas of inquiry that have been shared with an academic audience at LUMS, if not outside of the University. This could mean arranging a brownbag talk on a project that the faculty candidate has just initiated or has picked up a research strand already established.
- At the minimum, the candidate should have participated in local conferences in the roles of chair, discussant, and/or presenter.

SERVICE

- The candidate has rendered active service to the School and the University in different roles that impact the quality of experience for students and faculty in a substantial way. This could include sitting on committees, departmental, center or program chairs, setting up of programs (including contribution in content development), contributions in research centers, and drafting school and university level policies. A combination of these and other related activities and roles, as

⁶ In circumstances where the department has stipulated a different obligation from the faculty member this requirement would be adjusted. For example where the faculty member has been asked to teach a particular core course at the expense of electives.

determined and agreed to by the candidate and Dean/Chair of the school/department, will become the composite performance under this category of service.

- The candidate has shown a high degree of commitment to provide academic advising to advisees. This is reflected in their commitments to advisees, submitting letters of recommendations for students, providing assistance to colleagues as and when needed;
- A candidate can also be considered on the basis of service to the field, country, and on the basis of service to the community that has brought credit to the University.

EXCELLENCE IN RESEARCH

There are several ways of defining excellence in research. The elaborations below try to be as encompassing as possible:

- Traditionally, a candidate should have published his or her dissertation research either in a single-author monograph from an established scholarly press, or this research should have appeared (or is forthcoming) as a series of journal articles. Typically, a monograph from an established scholarly press – or, at a minimum, three peer-reviewed articles in relevant journals with the candidate as sole or first author – would be required to indicate ‘excellence.’ For a professorship, the corresponding criterion would be 2 monographs or 6 – 8 articles.
- In addition to the development of doctoral research, the candidate should also have identified and begun to make inroads into other areas of interest through papers-in-progress and conference presentations.
- The candidate should have secured competitive university travel and research grants.
- Besides regularly presenting his or her research at LUMS, the candidate should be presenting his or her research at leading academic conferences and workshops, and have a scholarly network outside of his or her former graduate program who can attest to the importance of his or her contribution to the body of knowledge.
- It is expected that an excellent research candidate would have convened or co-convened at least one academic conference, workshop, or a scholarly speaker series.
- However, research is no longer limited to these traditional terms and can also include major creative projects such as the publication of a novel, or the production of a film. It can include curatorial projects, documentaries, a series of essays in prestigious non-academic journals that carry international merit. In some cases, it can even include a dance performance, or an exhibition of the candidate’s own work.
- Scholarly output also includes books and chapters in outlets of high repute.

Evaluating Research

- Research is primarily evaluated externally through the candidate’s work being reviewed by experts

in the field. These reviewers are selected as per the Tenure policy and letters are solicited. The entire dossier is then reviewed by the SAPTC, Chair, Dean and Vice Chancellor.

EXCELLENCE IN TEACHING

Faculty candidates will develop a Teaching Portfolio (TP) (See Appendix I for guidelines) that showcases evidence on the full spectrum of teaching (undergraduate and graduate levels, supervision of capstones, field-based teaching) quality. A key component of the TP will be evaluations based on peer review of teaching quality (See Appendix II for guidelines on peer review.) The following seven criteria (laid down in more detail in Appendix III) will be the basis for tenure and promotions through teaching track.

<ol style="list-style-type: none"> 1. Design and planning of learning activities 2. Teaching and supporting student learning 3. Assessment and giving feedback to students on their learning 4. Developing effective learning environments, student support and guidance 	<ol style="list-style-type: none"> 5. Integration of scholarship, research and professional activities with teaching and in support of student learning 6. Evaluation of practice and continuing professional development 7. Professional and personal effectiveness
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The teaching excellence matrix (Appendix III) is not prescriptive or exhaustive in evidence on teaching quality. The matrix acts as a guide for faculty candidates to highlight the criteria and contributions in which they have particular strengths. It will be in that sense artwork for faculty candidate to showcase performance in ways that ‘excellence’ is reflected in TP through varied and valid evidence of their teaching performance.

Evaluating Teaching

At least three ratings of 4 and above in the last four end-of-year evaluations with no evaluation less than 3.5 during the period preceding tenure application will be required to consider for tenure through teaching track.

PROCEDURES AND GUIDELINES FOR SUBMITTING AND PROCESSING OF THE DOSSIER

LUMS guidelines on preparation and processing of dossiers will be followed for internal and external review processes in both teaching and research track tenure applications. Given below is

a summary of the steps involved (For details, please read LUMS Appointment and Promotion Policy.)

Contents of the Dossier

To be provided by the candidate

- Cover Letter
- In the case of teaching track, Teaching Portfolio (See Appendix 9.5.1 for guidelines on portfolio)
- Updated CV

To be Solicited by the Teaching Committee

- Letters from Directors, Chairs, Deans, Students
- Letter from the Convener of the Academic Course Review Committee
- In case of Teaching Track, peer reviews of in class teaching (See Appendix II for peer review guidelines)
- Any other required document

Step-by-Step Procedure

- 1- Candidate submits the dossier
- 2- The Tenure Committee
 - Invites letters from Stream Director
 - Invites letters from convener ARC
 - Deliberates on the dossier and the letters from Stream Director and Convener ARC
 - Minutes of Tenure Committee deliberation goes to DPTC
- 3- DPTC deliberates on the case and submits its report to the Chair
- 4- The Chair evaluates the process before sending the dossier to SAPTC
- 5- SAPTC sends its deliberations to the Dean.
- 6- The Dean serves as an independent reviewer of the entire process and submits his report to the VC for further action.
- 7- VC submits the dossier to the MC
- 8- MC decides in its meeting whether tenure be granted or denied.
- 9- The VC informs the candidate about the decision.

9.5.1 Guidelines on Developing Teaching Portfolio

Faculty candidates will showcase their excellence in teaching by developing a Teaching Portfolio (TP) as part of their dossiers. For each candidate, TP should be an ongoing journey with gradual evaluation and goal-setting based on feedback from peers, reflective practice, and

Dean/Supervisor feedback. The SOE's Peer Observation Process is designed to support such evaluations and ongoing development of practice. In that sense, developing a teaching portfolio will be akin to craft work by the candidate with the clear markers of performance (reflected through verifiable evidence as proposed above).

Teaching Portfolio should have the following components and evidence:

Biographical overview (1-2 pages)

This section should broadly situate your dossier in an academic and scholarly context. This may include your teaching profile (courses taught and wish to teach) and your teaching responsibilities. Furthermore, here should be the opportunity to reflect upon teaching strengths, areas that s/he is planning to work on etc.

Teaching Philosophy/Statement (1-2 pages)

This should be an opportunity for the candidate to show what their teaching looks like, and why they teach how they do. It should express the philosophies or frameworks and the beliefs or values that guide teaching practice. It should give examples of how beliefs and values are enacted through teaching and approaches to supporting learning and assessments. It is also common to outline plans for ongoing professional growth and development as a teacher.

Teaching responsibilities/activities

This section provides information about an instructor's current and projected future teaching profile. It should discuss information about instructional settings, course development, student demographics, course development, student mentorship, roles on committee work (e.g., graduate, curriculum, etc.), workshop facilitation (for peers), teaching materials shared with peers, guest lectures etc. The faculty member is encouraged to reflect upon unusual or peculiar circumstances during the length of a course, how they were managed/resolved, and what some of the big insights from that experience might have been. This will facilitate the review committee to have more context to why faculty coursework may have been evaluated/scored the way it was by peers or students.

- Include any specific contributions to curriculum and pedagogical development at the stream/school level.
- Any presentations, research or publications on teaching should also be included to facilitate the reviewers.
- The course outline section content needs more specific additions particularly focusing on aligning objectives, assessment, and instruction.

Evidence of Teaching Effectiveness

Here is the opportunity for instructors to showcase their teaching effectiveness by using evidence on products of teaching, and evidence on student learning. Examples of evidence can be found in **Appendix III**. Importantly, evidence needs to be contextualized with information and reflections that helps to communicate its relevance, and how they are indicative of “effectiveness” to the reader.

Research and Scholarship

- List any presentations, research, grants, and publications on teaching within your discipline.

Professional Development

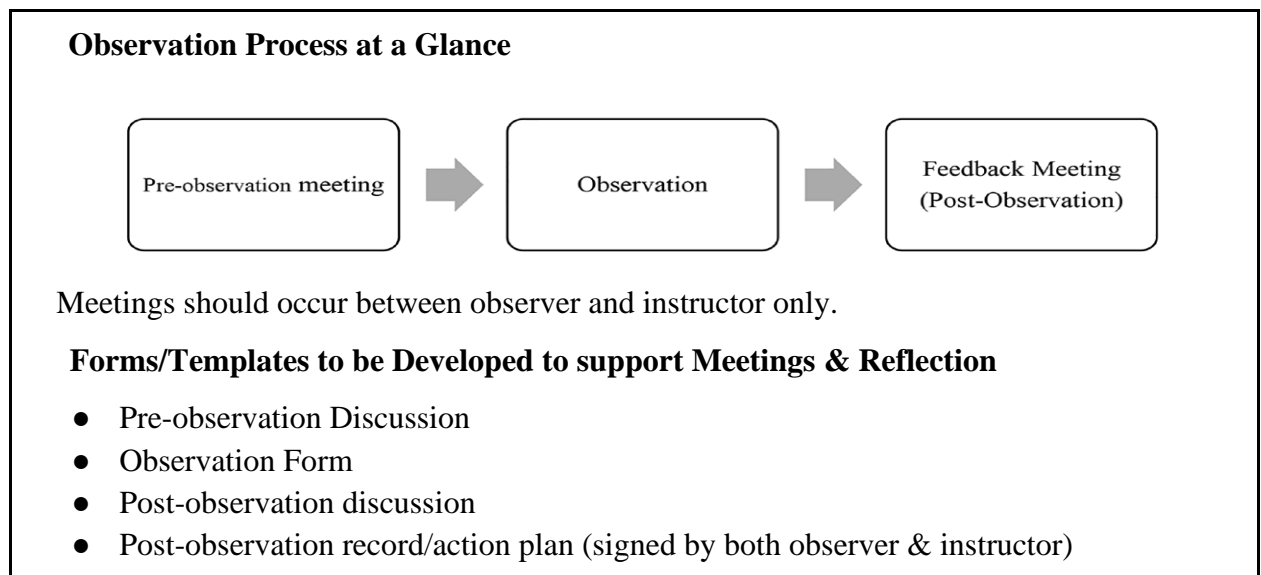
Outlines the steps you have taken to evaluate and/or improve your teaching

- List any workshops, sessions, or certification that is specific to the development of teaching
- Identify at least one key learning/skill development that resulted from the activity

9.5.2 Guidelines on Peer Observation Process

(DRAFT IDEAS- Process to be further developed & piloted in SOE)

In an effort to support ongoing development of teaching and midterm, tenure and promotion reviews, the SOE is developing a peer-observation process that includes both formative and summative evaluations of teaching.



1. Formative Observations

Formative observations can be conducted by a person chosen by the instructor being observed. Peer observation is a formative exercise, to provide suggestions to help instructors to improve. Ideally, these evaluations should be confidential and remain the property of the instructor who is being observed. This allows them the space to try new approaches, techniques without fear of being penalized. The confidential process also gives the observer the freedom to be direct and honest in their advice.

Suggested documents to go into the Faculty Member's Portfolio

A record of the observation/action plan with signatures and the faculty response or reflection on the comments received during the observations. It is recommended that the reflection on these responses is what will be evaluated in the Portfolio.

2. Summative Observations

Summative evaluators should be elected or appointed. Summative evaluators should be colleagues of equal or greater rank in a department or discipline the same as or similar to that of the teacher being evaluated. To ensure sufficient reliability, a summative evaluation should be the collaborative product of a committee of at least two evaluators. To be fully effective, summative evaluation should not occur on its own, but should instead alternate with an ongoing program of formative evaluation.

The written assessment of class observations is discussed with the instructor by the evaluator. The written assessment is signed by the evaluator and instructor and submitted to the department head with a copy to the instructor.

3. Observation Frequency

Formative and summative evaluations should occur at prescribed intervals that the instructor knows in advance, most likely as part of mandatory reviews for contract renewal, review for tenure, and post-tenure reviews.

Assistant Professors

Those with teaching appointments should ideally have at least three observations conducted before promotion and tenure, with one of them occurring before reappointment. Each of the reviews should be conducted in a separate academic year.

Associate Professors

The observation and evaluation period should be aligned with post tenure review with a minimum of two observations prior to promotion to full Professor. Peer review of Professors should be aligned with the post tenure review.

9.5.2 Teaching Criteria & Examples of Evidence

1. Design and planning of learning activities [Planning, development and preparation of learning activities, learning resources and materials, for a unit, course or degree program; including coordination, involvement or leadership in curriculum design and development.]		
Assistant Professor	Associate Professor	Professor (E)
<ul style="list-style-type: none"> ▪ Deep knowledge of the discipline area ▪ Well planned learning activities designed to develop the students learning ▪ Scholarly/informed approach to learning design ▪ Thorough knowledge of the unit material and its contribution in the course ▪ Effective and appropriate use of learning technologies ▪ Effective unit/course coordination ▪ Effective preparation and management of teaching teams 	<p>Meets the requirements for Assistant Professor and</p> <ul style="list-style-type: none"> ▪ Deep knowledge of the discipline area ▪ Innovation in the design of teaching, including use of learning technologies ▪ Effective preparation and management of tutors and teaching teams ▪ Leadership in curriculum development and design. ▪ Development of significant curriculum materials ▪ Benchmarking of a unit or course against similar units/courses ▪ Leadership in effective curriculum development at a program level ▪ External expert peer review of unit/course materials /curriculum/initiative/ curriculum ▪ Adoption of learning materials by other universities 	<p>Meets the requirements for A/P and</p> <ul style="list-style-type: none"> ▪ Leadership role and impact in curriculum design and review, planning and/or development at a (inter) national level ▪ Contribution to the teaching or curriculum and/or discipline at a national level ▪ Leadership in mentoring and supporting colleagues in planning and designing learning activities and curriculum ▪ Awards /external recognition for Curriculum contribution ▪ Significant curriculum or disciplinary contribution through published student learning materials/textbooks

Indicators in **Bold** up to **Assistant Professor** should be considered as **minimum standards**. Indicators in **Bold above** Assistant Professor should be considered as key signals to build a case for promotion where the contribution is in Teaching. The indicators not in bold are to illustrate other activities and evidence that can be used to demonstrate achievement

Evidence from Self

- Teaching philosophy statement. One to two pages describing what you believe about teaching and student learning, why you hold these beliefs, and brief highlights of how you put them into practice.
- List of teaching roles and responsibilities (overview of courses taught --title, description, enrolment, graduate/undergraduate, required/elective; practice; clinical teaching).
- Selected course materials such as: a description of an innovative teaching activity or approach (i.e.: inquiry-based, experiential learning); an informal survey designed to collect feedback on a novel teaching activity; a lesson plan for an interactive class; an excerpt from a course outline; an assignment description; a grading rubric; a learning resource and/or materials.
- Short and long-term teaching goals.

Evidence from Students

- Summative Student ratings of instruction/USRI or other course evaluation data (qualitative and quantitative).
- Intentional formative/midterm feedback collected from students.
- Formal Faculty feedback/evaluation form data (e.g. student comments).
- Teaching awards received from student bodies (e.g. Student Union Teaching Awards).
- Selective and purposeful informal feedback from learners that speak directly to specific teaching practices and/or impact.
- Letters of support from former students (no longer teaching or in a supervisory relationship).

Evidence from Colleagues/Peers

- Teaching observation documents (e.g. peer observations)
- Letters of support from colleagues.
- Teaching awards (title, description, nomination process, and criteria of award).
- Invitations to teach.

2. Teaching and supporting student learning

[Quality teaching, including; lecturing, classroom, on-line, field, work-based, studio, laboratory, workshop, undergraduate and postgraduate teaching, and supervision of student research.]

Assistant Professor	Associate Professor A/P	Professor (P)
<ul style="list-style-type: none"> ▪ Student-centered approach to teaching ▪ A range of teaching is undertaken (i.e. different levels/mode) 	<p>Meets the requirements for Assistant Professor and</p> <ul style="list-style-type: none"> ▪ Evidence of systematic and integrated development of teaching practices informed by scholarship/research 	<p>Meets the requirements for A/P and</p> <ul style="list-style-type: none"> ▪ Peer recognition of quality teaching e.g. invitations to teach at other universities or awarded a faculty and/or university teaching award.

<ul style="list-style-type: none"> ▪ Effective collaborative teaching approaches ▪ Regular peer review of various dimensions of teaching by a colleague ▪ Evidence of innovation/ creativity in teaching ▪ Quality of student learning is monitored ▪ A scholarly approach to teaching ▪ Effective supervision of honours/postgraduate students to completion 	<ul style="list-style-type: none"> ▪ Leadership and innovation in teaching practices and supporting students is recognized at a university, disciplinary or national level ▪ Leadership in supporting colleagues' in their teaching through peer support and review ▪ Teaching techniques are successful in enhancing student learning ▪ Effective supervision of postgraduate students to completion ▪ Quality of student learning is systematically monitored ▪ Innovation and creativity in teaching 	<ul style="list-style-type: none"> ▪ Evidence of successful, strategic leadership and innovation in enhancing quality teaching practices and supporting student learning at the university, disciplinary, or (inter)national level ▪ Leadership in academic practice in the university, discipline or (inter)nationally ▪ Establishes effective organisational policies/strategies that promote and support others to deliver high quality teaching and support student learning (e.g. through mentoring/ coaching)
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Indicators in **Bold** up to **Assistant Professor** should be considered as **minimum standards**. Indicators in **Bold above** Assistant Professor should be considered as key signals to build a case for promotion where the contribution is in Teaching. The indicators not in bold are to illustrate other activities and evidence that can be used to demonstrate achievement

Evidence from Self

- Teaching philosophy statement, including a discussion on short and long term goals
- List of teaching roles and responsibilities
- Selected course materials such as: a description of an innovative teaching activity or approach (i.e.: inquiry-based, experiential learning); an informal survey designed to collect feedback on a novel teaching activity; a lesson plan for an interactive class; an excerpt from a course outline; an assignment description; a grading rubric; a learning resource and/or materials.
- Examples of student work/ theses

Evidence from Students

- Summative Student ratings of instruction/USRI or other course evaluation data (qualitative and quantitative).
- Intentional formative/midterm feedback collected from students.
- Formal faculty feedback/evaluation form data (e.g. student comments).
- Teaching awards received from student bodies (e.g. Student Union Teaching Awards).
- Selective and purposeful informal feedback from learners that speak directly to specific teaching practices and/or impact.
- Letters of support from former students (no longer teaching or in a supervisory relationship).

Evidence from Colleagues/Peers <ul style="list-style-type: none"> - Teaching observation documents (e.g. peer observations) - Letters of support from colleagues. - Peer review and personal responses to the review and practices - Teaching awards (title, description, nomination process, and criteria of award). - Invitations to teach. 		
3. Assessment and giving feedback to students on their learning [Design and execution of assessment tasks that are aligned with student learning outcomes and the provision of appropriate and timely feedback.]		
Assistant Professor	Associate Professor A/P	Professor (P)
<ul style="list-style-type: none"> ▪ Assessment tasks are well designed to assess the intended learning outcomes ▪ Supports students to develop and demonstrate the intended learning outcomes ▪ A variety of assessment tasks are used ▪ Provides students with clear assessment criteria ▪ Provides students with timely and consequential feedback ▪ Innovation in assessment in units/degree programs 	Meets the requirements for Assistant Professor and <ul style="list-style-type: none"> ▪ Innovation in assessment in units/degree programs ▪ Monitors and changes assessment practices to improve student learning outcomes ▪ Monitors the quality of student learning outcomes (including English language proficiency) ▪ Successful coordination, support, supervision and management of assessment, standards and feedback to students ▪ Successful engagement and demonstration of appropriate knowledge of effective assessment practices ▪ Assessment and grading of postgraduate theses and projects 	Meets the requirements for A/P and <ul style="list-style-type: none"> ▪ Establishes effective organizational policies and/or strategies in the support, supervision and management of assessment, standards and feedback for students ▪ Successful leadership/mentoring of individuals and/or teams leading to enhanced assessment, standards and moderation ▪ Provides leadership in the moderation, planning and delivery of course and degree assessment
Indicators in Bold up to Assistant Professor should be considered as minimum standards . Indicators in Bold above Assistant Professor should be considered as key signals to build a case for promotion where the contribution is in Teaching. The indicators not in bold are to illustrate other activities and evidence that can be used to demonstrate achievement		
<ul style="list-style-type: none"> - Unit/Course outline with assessment tasks and marking criteria - Student surveys and feedback to students on response/outcomes - Extracts from a number of units/courses showing variety of assessment tasks - Feedback from course coordinator on assessment tasks and student outcomes. - Examples of innovative assessment tasks 		

<ul style="list-style-type: none"> - Use of learning analytics - Peer review of course assessment and response to review 		
<p>4. Developing effective learning environments, student support and guidance [Activities related to the creation of an engaging learning environment for students. Including; supporting transition, the development of learning communities and strategies that account for and encourage student equity and diversity.]</p>		
Assistant Professor	Associate Professor (A/P)	Professor (P)
<ul style="list-style-type: none"> ▪ Creates effective learning environments (in classroom/ online/work placement etc.) ▪ Directs students to appropriate support and services and follows up to determine outcomes e.g. language and study skills or counselling ▪ Demonstrates respect and requires students to demonstrate respect for others ▪ Serves as a student advisor ▪ Initiative or innovation in supporting students and creating supportive, engaging learning environments 	<p>Meets the requirements for Assistant Professor and</p> <ul style="list-style-type: none"> ▪ Serves as a student advisor ▪ Leads effective organisational policies and/or strategies for supporting students and developing engaging learning environments ▪ Demonstrates effective practice in developing learning communities ▪ Initiative or innovation in supporting students and the creation of engaging learning environments ▪ Demonstrates understanding and effective practice (in curriculum and teaching) in embedding principles of cultural diversity, equality, indigenous culture and traditions, support for students with special needs, and support for students in transition (e.g. 1st year, postgrad) 	<p>Meets the requirements for A/P and</p> <ul style="list-style-type: none"> ▪ Successful mentoring of individuals and/or teams to support student diversity, student transition and learning communities ▪ Initiative or innovation in supporting students and the creation of engaging learning environments ▪ Leadership role in promoting effective practices (in curriculum and teaching) that embed principles of cultural diversity, equality, indigenous culture and traditions, support for students with special needs, and support for students in transition (e.g. 1st year, postgrad)
<p>Indicators in Bold up to Assistant Professor should be considered as minimum standards. Indicators in Bold above Assistant Professor should be considered as key signals to build a case for promotion where the contribution is in Teaching. The indicators not in bold are to illustrate other activities and evidence that can be used to demonstrate achievement</p>		
<p>Supervision- Evidence from Self</p> <ul style="list-style-type: none"> - Details of role and engagement in learning communities (formal or informal) - Extent and participation in innovation for student engagement - Reports evaluating the effectiveness of targeted student support interventions on student retention and progression 		

- Feedback from students and peers relating to roles e.g. student advisor or leader in learning communities
- List of undergraduate and graduate students and post-doctoral scholars formally supervised or mentored and a description of roles/responsibilities.
- Description of mentorship provided *for* peers or [sought out from] (e.g., discussing teaching approaches, reviewing and sharing course outlines, course materials, etc.).
- Presentations/publications on supervision or mentoring.
- Support to students for presentations and publications (scholarship); joint work with students.
- Self-developed mentorship/supervision structures, frameworks, or processes.

Supervision – Evidence from Students

- Informal unsolicited student or peer feedback
- Letters of support from former students (no longer teaching or in a supervisory relationship).
- Information about student activities and achievements related to your supervision and mentoring (e.g., job placement, graduate school admission, events organized, presentations made).

Evidence from Colleagues/Peers

- Feedback from peers or students mentored
- Letters of support from colleagues.
- List and description of awards received for mentorship and supervision.
- Requests to review course materials, give mentorship feedback/advice on teaching activities.
- Requests from broader community to mentor for specific teaching and learning resources and/or support.

5. Integration of scholarship, research and professional activities with teaching and in support of student learning

Assistant Professor	Associate Professor (A/P)	Professor (P)
<ul style="list-style-type: none"> ▪ Incorporates teaching and learning scholarship into teaching practice and curriculum development ▪ Applications for teaching grants that have a clear theoretical and scholarly basis (successful or unsuccessful) ▪ Peer review of teaching materials 	<p>Meets the requirements for Assistant Professor and</p> <ul style="list-style-type: none"> ▪ Mentors and supports junior colleagues in teaching and learning scholarship ▪ Engages in teaching and learning scholarship that demonstrates research-informed and/or contemporary teaching within or across disciplines ▪ Successful application for awards, grants or 	<p>Meets the requirements for A/P and</p> <ul style="list-style-type: none"> ▪ A sustained and successful contribution to the research and/or literature on scholarly practice and theory in teaching ▪ Successful mentoring of others (individuals and/or teams) in the scholarship of teaching and learning ▪ (Inter)national peer recognition of contribution to scholarship of teaching and learning in discipline, sector, or institution

<p>and curricula that demonstrate engagement with the teaching/research nexus</p> <ul style="list-style-type: none"> ▪ Contribution, co-authorship or authorship of publications, presentations or workshops on teaching and learning ▪ Contribution and systematic participation in professional development or disciplinary engagement in the scholarship of teaching and learning 	<p>competitive funding related to teaching and learning (as an individual or team member)</p> <ul style="list-style-type: none"> ▪ Contributes to professional development or disciplinary engagement in the scholarship of teaching and learning at a national level (as an individual or team member) 	<ul style="list-style-type: none"> ▪ Authorship/co-authorship and systematic publication relevant to teaching and learning ▪ Successful application for awards, grants or competitive funding related to teaching and learning (as an individual or team member/leader) <p>Leadership and contribution at (inter)national level in professional development or disciplinary engagement in the scholarship of teaching and learning.</p>
<p>Indicators in Bold up to Assistant Professor should be considered as minimum standards. Indicators in Bold above Assistant Professor should be considered as key signals to build a case for promotion where the contribution is in Teaching. The indicators not in bold are to illustrate other activities and evidence that can be used to demonstrate achievement</p>		
<ul style="list-style-type: none"> - Excerpts from unit/course materials demonstrating incorporation of current T & L research into teaching activities - Details of grants and awards (successful and unsuccessful) and outcomes - Details of conferences and presentations - Copies of publications and details of contribution and impact - Evidence of student work involving research and field immersive components - References and letters from peers - Details of mentoring roles and outcomes - Details of leadership roles and contribution confirmation by peers - Impact of projects, grants and other initiatives for the university or (inter)nationally - Recognition as an external assessor or expert 		
<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	
<ul style="list-style-type: none"> - 		
<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ▪ 	
<p>Evidence from Self</p>		

- Excerpts from unit/course materials demonstrating the incorporation of current disciplinary research, case studies, and/or industry experience.
- Self-reflective comments or artifacts that connect choices within one’s teaching practice to findings in discipline based education research (DBER) and/or SoTL literature.
- Documentation of course materials that reflect teaching and learning research.
- Description of teaching and learning research projects and/or teaching and learning grants received, connecting these to teaching and learning literature and one’s professional development.
- Listing involvement (participation, presentation) in non-peer reviewed events where teaching and learning research ideas are discussed with colleagues.
- List and description of teaching and learning grants received.
- List and description collaborative partnerships and research projects initiated.
- Future goals related to teaching and learning research, scholarship, and inquiry.

Evidence from Students:

- Summary of quantitative and/or qualitative data collected as part of a systematic inquiry to inform one’s teaching.
- Themes in student data and feedback that characterize students’ learning experiences.
- Description and documentation of ethical research/scholarly/inquiry strategies for providing a variety of student feedback and data on their learning (e.g. focus groups, surveys, setting up students as representatives to provide a formal lens to provide feedback).
- Selective and purposeful informal feedback from students who have been involved in scholarly teaching projects (e.g. peer mentors; TAs or research assistants hired to work on development projects).
- Letters of support from former students (no longer teaching or in a supervisory relationship) commenting on how their involvement in scholarly teaching project experiences has affected their learning and growth.

Evidence from Colleagues/Peers:

- Peer-reviewed publications and presentations related to inquiry and scholarship in teaching and learning (e.g. SoTL, DBER).
- Invitation to speak on teaching and learning research topic.
- Letters from colleagues/peers that speak to your contributions related to inquiry, research and scholarship in teaching and learning.

Industry-specific

- Invitations to work with industry, letters of support from industry
- Feedback from industry partners indicating alignment between industry requirements and learning outcomes
- Utilization of industry/service feedback wherever relevant in the course

6. Evaluation of practice and continuing professional development		
Assistant Professor	Associate Professor (A/P)	Professor (P)
<ul style="list-style-type: none"> ▪ Participation in teaching related professional 	<ul style="list-style-type: none"> Meets the requirements for Assistant Professor and 	<ul style="list-style-type: none"> Meets the requirements for A/P and

<p>development activities</p> <ul style="list-style-type: none"> ▪ Membership of disciplinary teaching network (internal, eg T & L network, external) ▪ Attendance, participation in teaching and learning related conferences. ▪ Self-evaluation leading to changes in teaching practice and student outcomes ▪ Student and peer feedback is used to enhance teaching practice 	<ul style="list-style-type: none"> ▪ Contribution and participation in professional development activities in university, discipline, faculty ▪ Mentoring and peer review of colleagues in teaching ▪ Presentation at (peer reviewed) teaching and learning related conferences ▪ Successful achievement in roles such as mentor, peer reviewer, etc. 	<ul style="list-style-type: none"> ▪ Leadership and contribution in the provision of professional development of others ▪ Mentoring and peer review of colleagues in teaching ▪ Evidence of a sustained and successful commitment to and engagement in CPD related to academic, institutional and/or other professional practice at institutional, (inter)national level ▪ Contributes to and/or leads professional development courses ▪ Successful achievement in roles such as mentor, peer reviewer, Chair of committees etc. ▪ Establishing effective organizational policies and/or strategies in supporting and promoting others (e.g. through mentoring, coaching) in evaluation of teaching ▪ National impact and peer recognition
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Indicators in **Bold** up to **Assistant Professor** should be considered as **minimum standards**. Indicators in **Bold above** Assistant Professor should be considered as key signals to build a case for promotion where the contribution is in Teaching. The indicators not in bold are to illustrate other activities and evidence that can be used to demonstrate achievement

Evidence From Self:

- Documentation of participation in teaching and learning workshops, courses (credit or non-credit), programs, mentorship, and communities of practice
- Products or documents related to professional learning activities (e.g. outcomes from a community of practice)
- Details of courses, workshops, and activities designed and delivered to peers (e.g number of attendees, level of involvement, goal, whether it was departmental, faculty, universitywide, regional, national or international).
- Reflection on why you engaged in professional learning, what you learned and how you incorporated this into your teaching practice, and how these learnings have influenced your beliefs about teaching and learning.
- Reflection aligning professional development activities with evidence from students.
- Semester/annual reflective memo. Reflection on learning, strengths and areas for growth.
- Professional development goals (short and longterm).

- Description of engagement in institutional processes and strategy/planning sessions related to teaching and learning.
 - Description of contributions to teaching and learning committees, working groups, task forces at various levels, including leadership roles.
- Evidence From Students:**
- Student comments that relate to practices that you implemented from professional learning activities.
 - Letters of support from former students that speak to your educational leadership activities (no longer teaching or in a supervisory relationship).
- Evidence From Colleagues/Peers:**
- Peer comments that relate to practices that you implemented from professional learning activities.
 - Letters of support from colleagues (e.g. reflections on what they have learned from you).
 - Documents and feedback from peer teaching observations.
 - Letters of support from colleagues, senior administrators or collaborators that speak to your educational leadership contributions and impact.

7.		
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*Some of tools (e.g., student course evaluations) in the above matrix are already in place. Where there exist none, e.g., peer observation (See guidelines on peer observation above in section 9.5.2), the committee will solicit help from the wider faculty at SoE to develop the tools.