



# Evidencing your Teaching for Promotion, Tenure, and Awards

Centre for Excellence in Learning and Teaching | Diane P. Janes

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Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc. Our region also extends into the territories of the St'át'imc, Nlaka'pamux, Nuxalk, Tâilhqot'in, Dakelh, and Syilx peoples.

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# Commitment to Diversity, Inclusion, and Anti-Oppression

Racism is dehumanizing.

The Centre for Excellence in Learning and Teaching is committed to being anti-racist by working toward eradicating racism, discrimination and bigotry in education.

We are learning and unlearning and actively working to do better.

# Welcome! A quick question!

Write 3 metaphors for **leading/teaching** that come into your mind

Turn to a neighbour and discuss

What were your words?



# Overview

This workshop will explore dimensions of teaching using an Educational Leadership Mapping (ELM) tool that will help to evidence and support your teaching skills beyond course evaluations.

# Learning Outcomes

By the end of this session, you will be able to:

- Describe what educational leadership means from a TRU perspective
- Use the Educational Leadership Mapping (ELM) framework to identify and list your own educational leadership activities and associated evidence
- Establish “impact” of your educational leadership using a five-question impact framework
- Generate ways to compile your educational leadership activities and impact evidence in your teaching portfolio



What does Educational Leadership mean to you? |



# Educational Leadership means having an impact beyond one's classroom.

*A description of professional development in the pedagogical area. Here one might describe steps taken to improve one's own teaching and how each activity has directly impacted one's own teaching, such as:*

- *Participating in seminars, workshops, or professional meetings concerned with the improvement of teaching;*
- *Presenting or publishing articles, commentaries or reviews related to teaching;*
- *Receiving instructional development grants;*
- *Use of instructional innovations and evaluating their effectiveness;*
- *Evidence of special assistance given to colleagues in the area of improvement of teaching (e.g. through a Mentorship program), or activities connected with the training and orientation of teaching assistant; and*
- *Analysis of course evaluation data that demonstrates a reflective scholarly teacher.*

[TRUFA Collective Agreement](#)

Article 6- Appendix 1 (p.56)

# Principles and Essential Features of Standards Documents

Achieving tenure or promotion depends on documented evidence with respect to effective teaching. For example, the presentation of a teaching portfolio as described in the Collective Agreement should form part of the Tenure and Promotion Portfolio. Teaching effectiveness is an expression of competence in teaching and requires at the most basic level that faculty members keep current in their respective disciplines and thus contribute to the transfer of knowledge and skills reflecting the latest developments in their area of expertise. For the purpose of promotion, particular emphasis should be placed on faculty members' documented contributions to teaching innovation and on their demonstrated ability to assist students in reaching their educational goals. Student success should be recognized provided that a faculty member presents documented evidence of such success, e.g., demonstrating that the faculty member has a history of mentoring students with outcomes related to that mentoring. The supervision of undergraduate and graduate students can also be an important component of teaching duties for both bipartite and tripartite faculty and, if applicable, should be fully recognized for tenure and promotion consideration.

For tripartite faculty for whom student supervision is linked to their research obligations, the effectiveness of their supervision of student research projects should be assessed both in terms of their role as sole supervisor or head of a supervisory team, and in terms of TRU's institutional goal of integrating teaching with research. For bipartite faculty who may participate in a supervisory team headed by a tripartite faculty member, the effectiveness of their supervisory duties should be assessed in terms of their ability to transfer knowledge and assist students in reaching their goals. Serving as an external examiner or co-supervisor of graduate students at other universities should also be recognized for the purpose of tenure and promotion. The PTFSC acknowledges that effective teaching is connected to faculty members' research, scholarly and creative work, professional work and service.

What aspect of your work in teaching and learning are you most proud of?

Do you have documented evidence of the impact of that work?

# The ELM Framework

Forms of enactment

Leader (*influence*)



Manager (*enable*)



Practitioner (*do*)



Activities to facilitate and support learning  
(*deliver*)



Course / program design / development  
(*design*)



Scholarly reflection, professional growth  
(*develop*)



Scholarship and public dissemination  
(*disseminate*)

Dimensions of teaching



a place of mind  
THE UNIVERSITY OF BRITISH COLUMBIA

# Dimensions of Teaching

- 1. Delivery.** This refers to the broad range of activities that support and facilitate learning, including the time spent interacting with students in class, out of class, in office hours, seminars etc. The key feature is that activities that fall within this dimension are directly observable by students.
- 2. Design.** The design and development of opportunities for learning: Development and design of modules, courses, program and curricula. Generally, not observable directly by students, but vital to the coherence of the educational offerings they receive.
- 3. Development.** The personal and professional growth from engaging in a process of reflective and scholarly teaching. This is part of an on-going process by which we understand, reflect on, and modify our approaches or attitudes to teaching based on interactions with colleagues, collaboration with other experts, from experience and reflection and from staying current with our disciplinary practices.
- 4. Dissemination.** The combined elements of scholarship and dissemination, making public the processes and outcomes of our reflective enquiry, experimentation and evaluation of teaching and learning innovations, activities and approaches.



# Forms of Enactment

Forms of enactment



**Leadership.** The leadership of teaching and learning: embedding notions of enhancement, innovation and change, with impact that extends beyond one’s own classroom. The activities undertaken to lead, influence and support others to innovate, enhance or change their practice or approach in any of these areas of teaching.

**Management.** The enabling of teaching and learning: the creation organizational conditions and execution of processes to support learning and teaching. There is a strong overlap with management and service contributions in the area of teaching (“doing things right”) and contributions to the work of a group, team or combined effort.

**Practice.** The practice of teaching and learning: what is done as part of the work of the individual.

# The map is intended to be:

- A conversation starter (about educational leadership, how it differs from service etc.).
- A planning tool (to support annual review, pathways towards promotion and tenure).
- A framework for building professional development activities around.
- A starting point for thinking about what the impact of educational leadership has been, and how that is evidenced.

# Examples

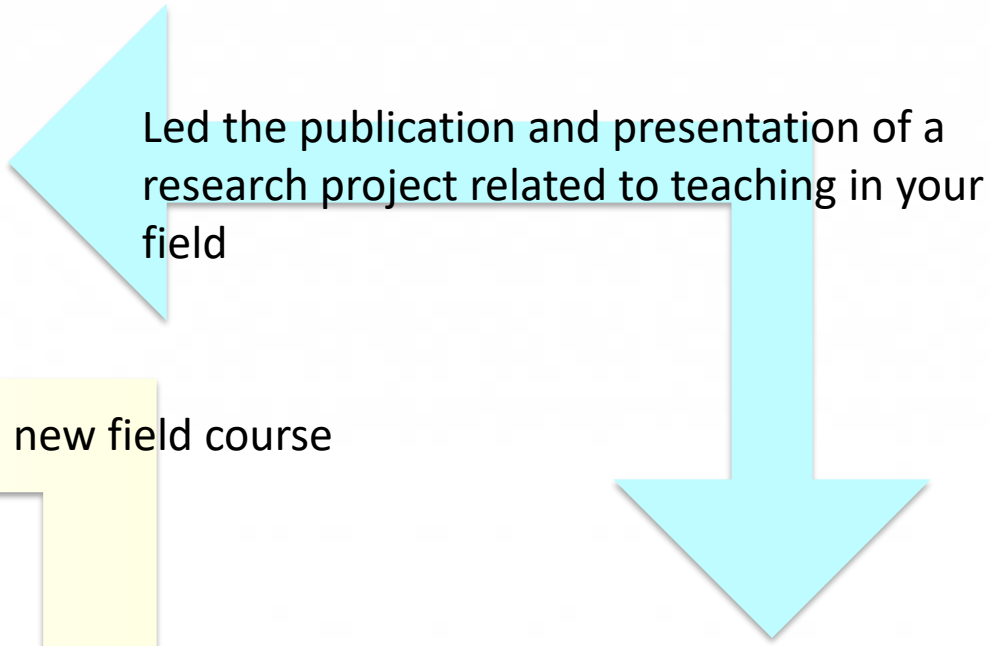
- Participated on a curriculum committee
- Designed and proposed a new field course
- Published an article with a student about an undergraduate research project related to teaching
- Served as department chair
- Co-chairing the Teaching Practices Colloquium Committee
- Received an OER development grant



# Mapping Discussion

- Think of elements that could be placed on the map.
- Working alone, begin to fill out the map in front of you
- Then in pairs, share your work and look to see if anything might need to be moved about
- Consider the various ways that you demonstrate the dimensions of teaching as well as forms of enactment.

Forms of enactment



Activities to facilitate and support learning (*deliver*)

Course / program design / development (*design*)

Scholarly reflection, professional growth (*develop*)

Scholarship and public dissemination (*disseminate*)

Dimensions of teaching



# Moving from Lists to Impact

How has your activity made a difference?

## People

Practice  
(colleagues & the discipline)

Student success  
(learning, program outcomes,  
engagement, well-being)

## Products

Curriculum  
(course/ program offerings,  
accreditation)

Literature  
(scholarly, wider publishing,  
media)

## Processes

Priorities  
(departmental/ faculty  
institutional)

Capacity  
(provision of support for  
teaching and learning  
activities)

# Evidence of Impact

- What might evidence of impact look like for you or your peers?
- Individually, then in groups of 2, discuss what you would consider as evidence of impact.
- In groups of 4, compile a list of what you would consider as evidence of impact?

# Pulling it Together

The map is a tool to help you place your activities and reflect on your professional role.

Sharing how, when, and where your work has influenced or made a difference for others demonstrates the impact of your educational leadership.

## Educational leadership in 5 questions

1. What did you do?
2. What are the outputs from doing it?
3. What impact has it had on people, processes and products?
4. How do you know?
5. How is it documented and referenced throughout your CV and teaching dossier?

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Teachers use themselves as bridges over which they invite their students to cross;

then, having facilitated their crossing joyfully collapse, encouraging them to create bridges of their own.

Nikos Kazantzakis



# References & Resources

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