

# Scholarly Activity: Scholarship of Teaching – Promotion Guidelines

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## **Scholarship of Teaching Defined**

- As defined by the [International Society for the Scholarship of Teaching and Learning](#), “The Scholarship of Teaching and Learning (SoTL) is “scholarly inquiry into student learning which advances the practice of teaching by making research findings public.”
- As defined by the 2020 [SAC Guide to Reappointment, Tenure, and Promotion Procedures at UBC](#), “scholarship of teaching makes a broader contribution to the improvement of teaching and learning beyond one’s own teaching responsibilities.”
- Scholarship of Teaching is different from Scholarly Teaching.

## **Taken from the 2020 SAC Guide to Reappointment, Promotion and Tenure: Scholarly Activity**

3.1.1 Under the Agreement, **scholarly activity** "means research of quality and significance, or, in appropriate fields, distinguished, creative or professional work of a scholarly nature; and the dissemination of the results of that scholarly activity.”

3.1.2 Judgment of scholarly activity is based mainly on the quality and significance of an individual’s contribution.

3.1.3 Evidence of scholarly activity varies among the disciplines. The Agreement gives consideration to different pathways to academic and scholarly excellence. Diverse substantive contributions to knowledge and methods of dissemination, as recognized within the field of inquiry, will be valued (see Article 4.03). Scholarly activity can take three forms: (1) traditional scholarship; (2) scholarship of teaching; and/or (3) professional contributions. Cases can be based on one or a combination of these forms but the form of scholarly activity should be determined in advance in discussion between the Head and the candidate so that appropriate referees are chosen and appropriate criteria are applied at all stages of the review.

## **Scholarship of Teaching**

3.1.7 Under Scholarly Activity (Article 4.03 of the Agreement) and the definition of “Scholarly Activity”, scholarship of teaching ranks equally with scholarly research. The following notes are offered in order to assist in assembling the evidence concerning the scholarship of teaching.

3.1.8 Scholarship of teaching is not synonymous with excellent teaching. Rather, scholarship of teaching makes a broader contribution to the improvement of teaching and learning beyond one’s own teaching responsibilities.

3.1.9 For scholarship of teaching, scholarly activity may be evidenced by factors such as:

- originality or innovation,
- demonstrable impact in a particular field or discipline,
- peer reviews of scholarly contributions to teaching,
- dissemination in the public domain, or,
- substantial and sustained use by others.
- For example, textbooks and curriculum reform that changed academic understanding or made a significant contribution to the way in which a discipline or field is taught might constitute useful evidence of the scholarship of teaching, whereas textbooks or curriculum revision of a routine nature would not (Article 4.03(a)).

3.1.10 It must be demonstrated that an individual is a leader, or possesses outstanding stature or expertise, in the scholarship of teaching.

3.1.11 Evidence of assessment of the significance and impact of a candidate's scholarship of teaching is essential. External peer evaluation is particularly important.

3.1.12 Work that is published without peer review that makes a significant contribution should be specifically evaluated by the external referees.