



Memorandum of Understanding: Teaching Start-Up Program

The purpose of this Memorandum of Understanding (MOU) is to outline the agreement between a department and the Dean of Science Office (including Skylight, Science Centre for Learning and Teaching) regarding paired teaching for incoming faculty members.

1. Summary: Teaching Start-Up for Tenure-Track Faculty

- a) **Goal:** Provide each incoming tenure-track faculty member in the Faculty of Science early support in implementing evidence-informed teaching that supports academic success, engagement, inclusion, equity, and retention.
- b) **Model:** Paired teaching, in which an incoming tenure-track faculty member collaboratively teaches an existing well-structured course with a faculty member experienced in evidence-based pedagogy (see [Holland et al., 2018](#)).

2. Roles and Responsibilities

a) Departments will:

- Identify a faculty member to serve as the main contact for all paired teaching;
 - We recommend choosing the person the Science Education Specialist (SES) reports to (i.e., the faculty supervisor), or someone responsible for teaching assignments.
- Identify appropriate faculty members for teaching pairs;
 - The established faculty member should have experience in research-informed teaching practices that promote inclusion, academic success, and student belonging and wellbeing.
 - The new faculty member is in any rank of the research or educational leadership stream. It is best if the new faculty member participates in the Teaching Start-Up program during their first UBC teaching assignment.
- Identify an appropriate course;
 - The selected course should provide the new faculty member with sufficient experience and support in research-informed pedagogy. You should prioritize choosing a suitable course rather than a course the faculty member is likely to be assigned to teach in the future. We welcome discussions about what to consider when choosing a suitable course and pair.
- Communicate with newly hired faculty about participation in the Teaching Start-Up program as early as possible;
 - This includes sending offer letters articulating the Teaching Start-Up arrangement.
- Agree that some SES time will be allocated to supporting pairs;
- Provide full teaching credit to both members of the pair;
- Backfill the other course section not being taught by one of the pair members.



b) Paired faculty members will:

- Agree to fully participate in the teaching collaboration;
 - Faculty are expected to fully share teaching responsibilities, which includes dividing classroom instruction as equally as possible, on an alternating basis, throughout the term. Both instructors are expected to regularly attend and engage in class sessions being taught by their counterpart. Instructors will have regular discussions with an SES or other support person throughout the term. The experienced instructor will serve as a mentor for the new instructor while remaining open to continually developing the course pedagogy and learning from the fresh perspective of the newer instructor.
- Agree to fully participate in other activities associated with the program.
 - The program has carefully planned activities to support the collaboration and teaching development of the pair. These activities are intentionally designed as to avoid overburdening faculty members' time. This typically includes pre- and post-term meetings, orientation and wrap-up sessions, classroom observations, and regular written reflections throughout the term. We are happy to discuss the program and activities involved in greater detail if there are any questions or concerns. Participants in the program typically report that the time commitment (including their part of the course teaching load and participating in support activities) is greater than a 0.5 course load, but less than a 1.0 course load.

c) Skylight will:

- Provide training to the SES to support teaching pairs, and arrange alternative support for units without an SES;
- Contribute to the administration of the program;
- Facilitate overall program activities, including developing resources, implementing professional development workshops for pairs, and organizing meetings.
- Provide support to evaluate the effectiveness of the Teaching Start-Up program.

d) The Dean of Science Office will:

- Provide 0.5 course release (\$5,250.00) to share the cost of backfilling a course section.

3. Course Information

Department: _____ **Teaching term:** _____

Course to be pair taught: _____

- This course uses evidence-based techniques.
- This course has learning goals, assessments, and activities aligned with one another.
- The Science Education Specialist (SES) will support the pair, or other support arrangements have been made.
- Both members of the pair will receive full teaching credit for this course and be listed as instructors of record (including being evaluated via Student Experience of Instruction course surveys).



Brief rationale for course selection (course structure, pedagogies used, etc.):

Helpful information to include here would be:

- Specific pedagogies (e.g., worksheets, clickers, small group work, etc.), and student assessment (e.g., pre-class prep, in-class work, exams, alternative assessments, etc.).
- Whether the course was revised with support from an SES/Skylight, how recently, and whether the experienced instructor was involved in revisions, etc.
- What is the composition of the student population (e.g., majors, first-years, varied, etc.)? How big is the course?
- Have there been any changes in the course to support equity, inclusion, or the integration of Indigenous ways of knowing?

These are suggestions and you do not need to include all this information. We are happy to consult with you if you require assistance.

4. Contacts and Signatures

Departmental contact for paired teaching: _____

SES or other support person: _____

	Name	Signature	Date
Member of Pair:	_____	_____	_____
Member of Pair:	_____	_____	_____
Department Head:	_____	_____	_____
Skylight Director:	_____	_____	_____
Dean or Designate:	_____	_____	_____