THE TEACHING ACTIVITY REPORT
TEACHING DOSSIER PREPARATION
GUIDE FOR REGULAR FACULTY MEMBERS

Updated by the UVic Learning and Teaching Centre (2016)

INTRODUCTION

The teaching dossier is generally defined as a comprehensive summary of teaching activities, contributions to student learning and teaching achievements. Similar to the curriculum vita, it is a vehicle for presenting faculty members' contributions to the scholarly work of the university. If updated regularly, it becomes a cumulative record of your contributions to student learning. As a cumulative and historical document, it is essential to career processes such as reappointment, tenure and promotion, nomination for teaching awards, application for teaching development grants and application to academic and administrative positions, both internal and external to UVic.

What SHOULD the Teaching Dossier Contain?

Each Faculty has a formal Evaluation Policy that describes the format and essential content to be used by a Faculty Member in preparing the teaching dossier for evaluation of Teaching Effectiveness (Collective Agreement, 2015-2019).

Evaluation of Teaching Performance

19.6 Teaching performance requires the evaluation of all of a Faculty Member's methods and forms of teaching and student supervision that are described and evaluated in accordance with the evaluation policy of the Faculty and of the Department in which the Faculty Member holds an appointment. Teaching performance includes contributions to the Department's or Faculty's teaching program and to scholarship related to teaching as described in the evaluation policy of each Faculty and in any relevant departmental policies. Scholarship related to teaching includes, but is not limited to, the following:

19.6.1 scholarly works relating to teaching, curriculum development or learning in a discipline in which such works would not normally form part of the Member's scholarly and professional achievement;

19.6.2 presentations and addresses related to teaching, curriculum development or learning in a discipline in which such activities would not normally form part of the Member's scholarly and professional achievement; and

19.6.3 contributions related to the unit's teaching program in the form of curriculum development, course design or other contributions that advance the Unit's ability to meet its teaching responsibilities.

19.7 The evaluation of teaching performance will be conducted on the basis of a Faculty Member's teaching dossier that, in addition to course experience surveys, may include such items as peer reviews, class visit reports, reviews of syllabi and examinations, evidence of innovative teaching, evidence of contribution to the Department's or Faculty's teaching program, teaching awards, and scholarship related to teaching. There must be no obligation to include anecdotal or subjective student comments. Evaluation of teaching performance must not be based solely on student evaluation scores and must consider all materials in the teaching dossier.

We suggest that you use your Faculty's Evaluation Policy in conjunction with this general resource. **If these two documents should differ on any point, <u>please be guided by the Evaluation Policy of the Faculty</u> in which you hold your appointment.** Refer to your Faculty Evaluation Policy for the maximum length of your dossier.

A typical teaching dossier will have five main sections:
1. Summary of Teaching Responsibilities
2. Approach to Teaching
3. Efforts to Improve Teaching
4. Contributions to Improvement of Teaching and Student Learning
5. Assessment of Teaching

In each of these sections, we propose the following for inclusion. This is only a list of examples and is not exhaustive or prescriptive**.**
1. Summary of Teaching Responsibilities
    - Courses taught - indicate student numbers, number of TAs and their roles
    - Supervision of graduate students and honours students
    - Membership on graduate student or honours student supervisory committees
    - Directed studies
    - Student advising
    - Involvement in cooperative education work-terms & assessment of work-term reports
    - Supervision of teaching or research practica
    - Supervision of artistic projects and performance
2. Approach to Teaching
    - Teaching statement or philosophy of teaching
    - Goals for teaching in the next academic year
3. Efforts to improve your teaching
    - Courses/workshops/seminars/lectures taken at the Learning and Teaching Centre or elsewhere
    - Educational Technology workshops taken from Learning Systems or elsewhere
    - Attendance at learning and teaching events external to UVic

- Documented changes in response to professional development
- Consultations with peers
- Consultations with Learning and Teaching Centre personnel
- Documented changes in response to consultations
- Documented changes to courses in response to student ratings of instruction

4. Contributions to Teaching and Student Learning
   - Program and course design or redesign
   - Development of teaching resources including links to web-based material
   - Implementation of innovative teaching practices
   - Use of innovative assessment practices
   - Teaching activities that have contributed to awards, employment and post graduate opportunities for students
   - Activities to support excellence in teaching in your academic unit or faculty
   - Involvement in committees to improve or support student learning including curriculum committees
   - Research on teaching and learning and publications documenting this research
   - Mentoring of other faculty members
   - Presentations given at the Learning and Teaching Centre or elsewhere
   - Nomination for, or recipient of, a teaching award
   - Learning and Teaching Development Grant recipient

5. Assessment of Teaching
   - Course Experience Surveys
   - Student ratings of teaching
   - Peer evaluations
   - Self-evaluation
   - Review of syllabi and examinations
   - Evidence of innovative teaching
   - Other solicited and unsolicited feedback

HOW SHOULD I PROCEED?

Preparing the teaching dossier is a four-part process.

1. **Read** and **discuss** with your Chair or peers the following policy documents. These documents will help you to determine the expectations and priorities of your academic unit and the university concerning teaching.
   - Your Faculty Evaluation Policy
   - Your academic unit Mission Statement
   - The University Strategic Plan
   - University of Victoria Learning Outcomes as approved by Senate, May, 2, 2014

2. **Document** teaching contributions and **collect** evidence.
   - Start to collect relevant material from the onset of every teaching assignment.
   - Date and annotate all materials to keep track of their source.
   - Rather than trying to decide what to keep or discard, at this point, you should keep anything that might be useful and, if necessary, ask for permission from the originators to use the material (e.g. a student paper, a letter of support, etc.).
   - Keep a copy of all teaching related documents including course outlines, assignments, examinations, etc.

3. **Develop** or **update** your teaching statement and annual teaching goals.
   - The teaching statement is usually discipline-related and explicates your beliefs and values about the processes of learning, teaching, and assessment. (Please see the Learning and Teaching website for resources to guide you in the development of your teaching philosophy).
   - The teaching statement will provide a context so that the reader will understand your rationale for the structure of your course, your teaching methods, the forms of evaluation, etc.
   - Teaching goals are usually determined at the beginning of an academic year and can be specific to a course or courses.
   - Teaching goals are specific outcomes consistent with your teaching statement. For example, you may state that you regard learning as a collaborative activity and therefore one of your teaching goals could be to include group projects in a particular course that in the past has required students to complete assignments on their own.

4. **Summarize** and **present** your teaching activities, contributions, and teaching assessment, and organize the evidence.
   - Succinctly summarize information wherever feasible, but retain original documents for reference.
   - The actual evidence for your teaching accomplishments can be organized, indexed and kept in the appendices section of your cumulative Teaching Dossier binder. This evidence is not submitted with the dossier but is available upon request.
   - Include reference to your best work, your students' best work, or the innovations that have had the greatest demonstrable impact on student learning.
   - Ensure that any documentation you include is consistent with your teaching statement.
   - To show either an improvement in teaching or consistency in performance, you may wish to use bar charts to illustrate student ratings of instruction over the three-year period.

- In accordance with the [Collective Agreement](), 2015-2019:

<u>Student Evaluations of Teaching Performance</u>

19.22   Evidence of teaching performance will include complete aggregated statistical results of all course experience surveys administered during the period of review, in accordance with the evaluation policy of the Faculty in which the Faculty Member holds an appointment, or the Faculty in which the course is offered, and any relevant Department policies; however, anecdotal or subjective student comments will be included only if the Faculty Member chooses to include them.

19.23   In addition to the data specified in section <u>19.22</u>, evidence of teaching performance may include complete aggregated statistical results of all teaching evaluation questionnaires administered by the Faculty Member in a course during the period of review; however, the Faculty Member is not obliged to submit or include anecdotal or subjective student comments.

19.24   A Faculty Member may choose to include anecdotal or subjective comments by students or former students in her or his teaching dossier. Where such comments are included that have been collected as part of a survey of students in a course, all the comments from that course must be included in the Faculty Member's teaching dossier.

- When using student comments or letters from students or colleagues, remember that while persons' opinions expressed about your teaching are your personal information, you should protect the privacy of the author by submitting the comment anonymously, in the case of course evaluations, or only with the consent of the signatory, in the case of letters. For further details on this issue, please refer to the [Freedom of Information and Protection of Privacy Act]() guidelines or contact the University Secretary at Local 8100.

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The Learning and Teaching Centre has consulted the following publications and we wish to acknowledge the contribution of these works to the development of this guide:

Day, Rene, Robbernecht, Paul, and Roed, Bente (1996) *Teaching Dossier: A Guide*. University Teaching Services, University of Alberta, Edmonton, Alberta.
Judson, Barbara. (2000) *The Teaching Dossier Kit.* UVic Learning and Teaching Centre.
O'Neil, C., & Wright, A. (1998). *Recording teaching accomplishment: A Dalhousie guide to the teaching dossier*. Halifax, NS: Office of Instructional Development and Technology, Dalhousie University.
Shore, Bruce et al. (1992) *The CAUT Guide to the Teaching Dossier: Its Preparation and Use*. University of Guelph Teaching Support Services. *The Teaching Dossier.*

Personnel in the Learning and Teaching Centre are available for individual consultation on the preparation of your teaching dossier.
Please telephone us at Local 8571 or email us at [ltc@uvic.ca]()

University of Victoria Learning Outcomes as approved by Senate, May, 2, 2014

Society requires that people with diverse backgrounds come together and work toward resolving complex environmental, ethical, scientific and social problems. In addition to substantive content knowledge in students' specific fields of study, all students at the University of Victoria are encouraged to take advantage of opportunities they will be given to achieve the following learning outcomes.

Intellectual, academic and practical skills in:
- Inquiry, analysis, and problem solving
- Critical, innovative, and creative thinking
- Effective written, visual, and oral communication
- Numerical literacy
- Critical evaluation of qualitative and quantitative information
- Critical management of information, including in digital environments
- Collaboration and the ability to work in teams

Personal and social responsibility capacities:
- Informed civic engagement and understanding – from local to global
- Intercultural knowledge and sensitivity
- Ethical and professional reasoning and action
- Life-long learning

These outcomes are achieved through:
- Academic and co-curricular programs of the highest quality
- Integration of research and teaching across the curriculum
- Practice and support of relevant skills through progressively more challenging problems, assignments, projects, and standards for performance
- Opportunities for research, experiential, and work-integrated learning
- Active engagement with diverse communities, societal issues and meaningful intellectual challenges

Faculties, units and programs will interpret these outcomes in ways that are discipline-specific, using the university-wide learning outcomes as guide posts for developing program-specific and course-specific learning outcomes. Students in different programs will therefore achieve these outcomes in different ways according to the appropriate standards of their respective fields of study.

Seven Principles of Good Practice in Undergraduate Education
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Good Practice:
1. **Encourages Contact Between Students and Faculty**
   Frequent student-faculty contact in and out of classes is the most important factor in student motivation, and retention. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. **Fosters Cooperation Among Students**
   Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

3. **Encourages Active Learning**
   Learning is not a spectator sport. Students must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

4. **Gives Prompt Feedback**
   Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement.

5. **Emphasizes Time on Task**
   Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike.

6. **Communicates High Expectations**
   Expecting students to perform well becomes a self-fulfilling prophecy particularly when teachers and institutions hold high expectations for themselves and make extra efforts.

7. **Respects Diverse Talents and Ways of Learning**
   There are many roads to learning. People bring different talents and styles of learning to university. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

Chickering, A. and Z. Gamson (1991). Seven Principles for Good Practice in Undergraduate Education, Jossey-Bass.