



Teaching Dossiers: A Kaleidoscope of Divergent Reflection

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Workshop Activities

1. Why are we evaluating teaching?
2. What are we evaluating?
3. What are the challenges in moving from a formative tool to both a formative and summative tool?

Strategies to Better Support and Assess Teaching Dossiers

1. **Assessment:** What can be done to help multiple groups more effectively and fairly assess teaching dossiers?
2. **Production, Time, and Investment:** How can we demystify the process of teaching dossier development so that faculty feel that it is doable?
3. **Support:** What programs or initiatives could be developed and/or offered – and by whom – to help faculty develop effective teaching dossiers?
4. **Value:** What can be done to help multiple groups, with varying beliefs, expectations, and requirements, see teaching dossiers as a useful, effective evaluative tool?

Resources and UWindsor TD Support Materials

Teaching Evaluation: *A Feasibility Study*

The following excerpts are from a feasibility study on teaching evaluation presented to the Ministry of Training, Colleges, and Universities in 2014. The full report can be found at: <http://www1.uwindsor.ca/ctl/provincial-innovation-fund-reports>

Wright, A., Hamilton, B., Mighty, J., Muirhead, B., & Scott, J. (2014). *The Ontario universities' teaching evaluation toolkit: A feasibility study*. Report to the Ministry of Training, Colleges and Universities – Productivity and Innovation Fund Program. University of Windsor: Windsor, ON.

Multi-Faceted Evaluation

The vast preponderance of research on effective practice in teaching evaluation indicates that multi-faceted evaluation is more effective than student ratings of instruction alone (Arreola, 2007; Berk, 2009, 2013; Buller, 2012; Ghedin & Aquario, 2008; Hassna & Raza, 2011; McLean et al., 2008; Weschke & Canipe, 2010; Zakrajsek, 2006), particularly for summative decision-making. Multiple types and sources of evidence, and multiple instances of single forms of evidence, are especially critical because of the breadth and complexity of educational practice.

First, no one group of individuals (students, peers, instructor) can respond with accuracy to the range of questions and practices involved in effective teaching (Berk, 2014). It is well established that students, for example, are not knowledgeable enough to assess the currency or relevance of course topics and readings, instructor competence within the discipline, or course purpose (Table 1 [see Full Report, p. 15]). Peers are not in a position to review an instructor's rapport with students across the wide range of settings where instructors and students interact (emails, office hours, labs), or to understand how students perceive the instructor. Instructors are generally likely to have blind spots about their own practices (Centra, 2000).

Further, every source of data related to such a system has limitations, potential for bias, potential for manipulation (Centra, 1977), but also potential benefits. As Berk (2014) puts it: "Each source can provide unique information, but...also is fallible, usually in ways that are different from the other sources....What should you do? Draw on three or more different sources of evidence. The strengths of each source can buffer the weaknesses of the other sources, thereby converging on a decision about teaching effectiveness that is more accurate, reliable, equitable, and comprehensive than one based on any single source...this notion of triangulation is derived from a compensatory model of decision-making" (p. 88).

Teaching is messy practice: classrooms are complex human systems (Doll, 1993) and the actual effectiveness of teaching, its capacity to foster student learning, is not easily untangled from context, convention, and audience. Complex systems tend not to lend themselves to the generation of reliable, reproducible evidence (Stermann, 2006), or to the ready and direct uptake of the implications of evidence. It is therefore necessary to approach the challenge of evaluation through the collection of multiple types of data, a fundamental collective commitment to critical inquiry, and by examining issues from multiple perspectives.

A multi-faceted approach also has a better chance at teasing out the contextual and structural factors that impact teaching performance. Many aspects of teaching practice are not individually determined, but are shaped by the value system, reward structures, practices, decision-making, and regulatory environments of the broader institution (Hénard & Roseveare, 2012; Sterman, 2006; Arreola, 2007). In some cases, and without absolving individuals of

responsibility for their actions, teaching quality improvement may require a broader focus in order to better see the systemic levers and tensions involved in current practice (Hénard & Roseveare, 2012). As Sachs (2012) puts it, multi-faceted data and evaluative practice allow for the exploration of “how structures, policies and practices are aligned and how they contribute to teaching quality” (p. 6).

Finally, the use of multiple data sources is critical to the credibility of teaching evaluation practice in universities. As numerous studies indicate, there is a widespread perception of the insufficiency of current teaching evaluation practices in universities and of an over-reliance on single source data from SRIs (Gravestock, 2011). These perceptions serve as opportunities for instructors and others to dismiss the implications of feedback. As Sterman (2006) demonstrates, resistance to policy change is a deep-seated challenge in complex systems, and perceptions that the data are insufficient for the decisions made with them exacerbates resistance: “Unless able to assess the reliability of evidence about complex issues on their own, and frequently excluded from the policy process, citizen noncompliance, and active resistance grow” (p. 506).

Recommended data sets vary, but may include:

- SRI data; peer observations (Berk, 2009; Chism, 2007; Devanas, 2006; Weschke & Canipe, 2010);
- peer review of course documentation, including course outlines, assignments, course handouts, etc. (Arreola, 2007; Devanas, 2006);
- self-evaluations which focus on reflective teaching orientation and focus (e.g., Teaching Perspectives Inventory, Pratt, 1998);
- self-evaluations which enable instructors to compare what they believe they are doing with what students perceive them to be doing (e.g., CLASSE; Ouimet & Smallwood, 2005);
- video recordings for review (e.g., Performance Assessment for California Teachers, n.d.);
- samples of student work;
- student focus group data;
- curriculum materials; and
- student performance data (Pratt, 1997).

Multi-dimensional data is fundamental to effective teaching evaluation: teaching dossiers are the most effective way to thoughtfully and systematically integrate and represent those data.

Wright et al., 2014, p. 15-17

Teaching Dossiers

According to the Canadian Association of University Teachers (2007), a “teaching dossier is a summary of an academic’s major teaching accomplishments and strengths. It is to an academic’s teaching what lists of publications, grants, and academic honours are to research,” (p. 2). Teaching dossiers consist of a range of quantitative and qualitative data, often including a record of teaching responsibilities, SRI data, written feedback and comments from students, supervision responsibilities, a teaching philosophy, descriptions of pedagogical approaches employed across a broad range of contexts, peer observation reports, records of innovative practices and their impact, evidence of involvement with curriculum renewal or design, and student work samples (Wright & O’Neill, 1995).

As Seldin (1991) points out, teaching dossiers serve a dual purpose: 1) allowing for the collection and representation of hard evidence of teaching effectiveness for decision-making and evaluative purposes; and 2) providing an effective framework to facilitate reflection about areas of teaching that need improvement. The teaching dossier is also directly relatable to the tripartite requirements of the promotion and tenure process (i.e., teaching, research, and service), which may serve to increase faculty buy-in. However, institutional emphasis on each requirement varies; therefore, a flexible model that is comprehensive yet adaptable would have the most utility. There are many

possible technological avenues that might be pursued in establishing a more integrated approach to dossier-based evidence and data collection: this is an area for further research and evaluation.

C A S E S T U D Y

Teaching Dossiers: A Balanced and Supportive Approach to Faculty Engagement at the University of Windsor*

The teaching dossier is a useful evaluative framework: it employs multiple data sources to enable formative, reflective, and dynamic evaluation, consistent with the complex nature of teaching. The dossier offers an opportunity to develop a sophisticated awareness of how individual teaching philosophies are situated in relation to student learning and outcomes, and to elucidate pedagogical choices and performance. While some institutions mandate dossier completion, Dr. Wright advocates a voluntary approach with strong cultural mechanisms incentivizing participation, in particular emphasizing the value of gradual, consultative approaches to shifting practice in this area.

There is a role for a central authority in establishing some consistency in practice: however, a degree of flexibility is critical to reflective practice. The University of Windsor has an optional teaching dossier process for promotion and tenure decisions, and offers a well-delineated guide to the development of the dossier with a number of required components, allowing for both flexibility and greater consistency among dossiers.

Formal introduction, support, and enticement are essential to the establishment of a strong teaching dossier development tradition. The University's Centre for Teaching and Learning provides ongoing support for dossier development, as well as an annual and over-subscribed one-week intensive Teaching Dossier Academy (TDA), which aims to enable every participant to leave the week with a rough draft of the dossier in hand. Participants take TDA for a range of reasons, from those who are seeking their first university positions, to those undertaking the process for professional growth, to those preparing for promotion and tenure, to those taking their first steps towards the submission of external teaching award applications. There is also a TDA stream for educational developers, for whom the dossier is generally a critical professional document. Successful features of TDA include mentoring from an educational developer, peer consultation, small groups, and reflection on practice. There is broad faculty uptake and anecdotal feedback is positive. Approximately 20% of Academy enrolment is external to the University. The TDA is often a gateway to greater involvement with instructional improvement on campus: participants enroll in order to complete their documentation for promotion or tenure, but the reflective process inspires greater overall engagement with teaching improvement.

One area that is particularly challenging is ensuring that administrators and promotion and tenure committees are well-equipped to parse teaching dossiers and render decisions. Locally defined criteria are key, but systematic processes providing a range of criteria to capture diversity and context are also important.

Academic administrators at all levels can have an impact on the adoption and development of effective evaluative practices. Raising awareness and dialogue among these groups is critical to improving practice. Like all evaluation practices teaching dossiers work best when there is buy-in, and buy-in requires intrinsic and extrinsic rewards: in order for teaching dossiers to become fully integrated into institutional practice, their benefits at the individual and collective levels must be much better understood.

* Comments are based on an interview with Dr. Alan Wright, Vice-Provost, Teaching and Learning, University of Windsor. Dr. Wright has more than 25 years of experience with the teaching dossier movement and has published extensively in the area.

Wright et al., 2014, p. 24-25

Table 8: Reviewing the Most Common Elements of Teaching Dossiers at 16 Ontario Institutions

Categories/Approach	Mandatory	Recommended	Optional	Total
Teaching Philosophy	13%	81%	-	94%
Teaching Practices	13%	81%	6%	100%
Teaching/Professional Development	19%	69%	13%	100%
Self-Evaluation of Teaching and Student Learning	13%	75%	-	88%
<i>Contributions</i>				
Curriculum Vitae	13%	6%	-	19%
Teaching assignment(s)	31%	69%	-	100%
Student supervision	25%	56%	6%	88%
Teaching awards or nominations	6%	69%	13%	88%
Teaching-related activities	13%	69%	6%	88%
Teaching-related publications	13%	75%	-	88%
Curriculum/programme development/revision	19%	56%	13%	88%
Grants	13%	50%	6%	69%
Course syllabi	25%	38%	-	63%
New course proposals	-	19%	6%	25%
Colleague mentoring	-	31%	13%	44%
Community outreach	-	19%	13%	31%
Future plans for developing teaching skills and/or future contributions to teaching	6%	38%	13%	56%
Invitations to teach or contribute curriculum to other institutions or departments	6%	25%	6%	38%
Academic advising	6%	19%	13%	38%
Independent study/reading course supervision	-	25%	-	25%
Committee membership	6%	56%	13%	75%
Introducing/use of technology	-	38%	-	38%
Teaching materials	13%	69%	6%	88%
Teaching workload	6%	6%	-	13%
Availability to students	-	6%	-	6%
Identification of student difficulties and encouragement of student participation	-	25%	-	25%
Developing successful internship programme(s)	-	6%	-	6%
Using general support services to improve teaching	-	25%	-	25%
Other kinds of invitations such as a media interviews	-	13%	-	13%

Categories/Approach	Mandatory	Recommended	Optional	Total
<i>Feedback</i>				
Unsolicited letters from students, and colleagues	6%	69%	13%	88%
Solicited letters from students, alumni, and employers of former students	13%	50%	-	63%
Reports from employers of students (e.g., in a work-study or cooperative programme)	-	13%	-	13%
Peer evaluations based on visits to the classroom	6%	56%	6%	69%
Colleague evaluations based on analysis of course documents and materials	6%	44%	6%	56%
Student evaluations of teaching	38%	50%	-	88%
Exchanging course materials with a colleague from another institution	-	6%	-	6%
Conducting research on one's own teaching	-	13%	-	13%
Involvement in an association or society concerned with the improvement of teaching (e.g., STLHE)	-	19%	-	19%
Interview data collected from students	-	6%	-	6%
Written comments from those who teach courses for which a particular course is a prerequisite	-	13%	-	13%
Statements from colleagues from other institutions	-	25%	-	25%
Requests for or acknowledgement of advice received by a committee on teaching	-	13%	-	13%
Documentary evidence of the effect of courses on student career choice	-	19%	-	19%
Statement about teaching achievements from administrators	-	19%	-	19%
Alumni ratings or other graduate feedback	-	13%	-	13%
<i>Appendices</i>				
Annual reports	6%	-	-	6%
Multiple course summary	-	25%	-	25%
Course evaluation reports from the institution	19%	56%	6%	81%
Samples of other evaluations completed by students (e.g., formative/summative examinations)	6%	63%	13%	81%
Examples of student achievement	-	63%	13%	75%
Student test scores	-	25%	6%	31%
Course(s) status (required/elective)	-	19%	-	19%
A record of students who select and succeed in advanced courses of study in the field	-	31%	6%	38%
A record of students who elect another course with the same instructor	-	13%	-	13%

Note: this table reflects the enormous complexity of teaching responsibility at Ontario university. This must be taken into account in any robust teaching evaluation programme.

University of Windsor's Teaching Dossier Academy

- Brochure
- June 2016 Schedule
- June 2016 Resource Binder Table of Contents



Past Teaching Dossier Academy Participants and Staff

Academy Schedule

Academy Registration and Fees

Registration
Enrolment for the Academy is limited. In order to ensure a balance of University of Windsor teaching professors and graduate students, and external faculty, we will hold applications for a period of time before sending out absolute confirmations.

Dates and registration information can be found at: ctl.uwindsor.ca/tda.

Fees
There is no charge for members of the University of Windsor academic community.

The discounted fee for Oakland University faculty and for full-time graduate students from institutions other than the University of Windsor is currently \$169.50, including HST (CDN or US funds).

The fee for faculty from other institutions is currently \$282.50, including HST (CDN or US funds).

Academy Schedule

First day
8:30 am Registration
9:00 am - 12:00 pm Introductory workshop *Your Teaching Portfolio: First Steps*
12:00 - 1:00 pm Academy luncheon (catered)

First day afternoon and second day
Individual writing as well as consultation appointments with mentors

Third day
9:00 am - 12:00 pm Workshop *Building Your Teaching Profile*

Third day afternoon and fourth day
Individual writing and revision as well as consultation appointments with mentors

Fifth day
Morning: Drop-in session and dossier completion
1:00 - 3:00 pm Academy closing reception and presentation of certificates of completion.



The Teaching Dossier Academy
Five days to build your teaching portfolio



Presented by the
Centre for Teaching and Learning
University of Windsor
Windsor, Ontario, Canada



University of Windsor

ctl.uwindsor.ca/tda

The Teaching Dossier Academy

An invitation to participate from the Vice-Provost

The University of Windsor is pleased to invite college and university professors of all ranks and years of experience to the **Teaching Dossier Academy**, in Windsor, Ontario, Canada. The Academy is designed to provide background information, workshops, peer consultation, and extensive expert individual consultation to support the development of participants' professional teaching portfolios over a period of five days.

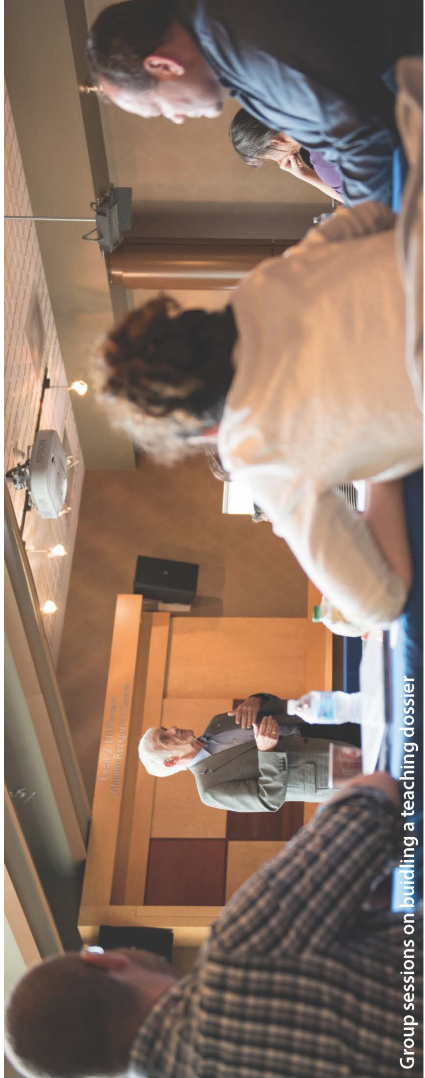
Organizers of the Academy will guide higher education teachers through the process of gathering materials and selecting items to include in their dossiers, as well as articulating teaching methods and philosophies.

The Academy will accommodate doctoral students as they articulate their teaching identities, early-career faculty seeking to establish their teaching profiles, tenure-track teachers required to prepare or re-write their dossiers for formal evaluation procedures, instructors preparing materials for teaching awards, and teachers at all career stages who wish to enhance their pedagogical practice through reflection and peer dialogue.

I invite you to participate in a stimulating week of professional growth, one which promises to help you describe, in one succinct and cogent narrative, your aims, activities, and accomplishments as a college or university instructor. If you have any questions or concerns, please write to me directly at awright@uwindsor.ca.



Alan Wright, PhD
Vice-Provost, Teaching and Learning



Group sessions on building a teaching dossier

Academy Staff

The Academy will be facilitated by an energetic and highly competent team, which will offer a balance of group sessions, individual writing and dossier compilation time, and private consultations.

Academy Director

Alan Wright, Vice-Provost, Teaching and Learning
Alan has 20 years' experience in teaching dossier development as an author and mentor. He has presented workshops on the subject from coast to coast in Canada as well as at many institutions in the US and overseas.

Academy Mentors

The Academy's supportive mentors have experience working with faculty to develop, refine, and review teaching dossiers for award applications, job searches, tenure and promotion, and grant applications. For a list of this year's mentors, visit cleo.uwindsor.ca/workshops/51.

Participant Comments

Graduates of the Teaching Dossier Academy assessed the experience and its outcomes as follows:

Initially it seemed like a daunting task. I was clueless at first! But under the expert guidance of the mentors, I was able to produce my very first dossier.

I thought the dossier was like a resume, but it is so much more. I am very thankful for going through this workshop.

It helped me to put together information about my teaching that I did not think was there. I came up with a final product which is a work in progress.

It was stimulating. It motivated me to start working on my dossier for the first time in my life.

It was a very supportive environment. All the mentors went out of their way to help us progress with our dossiers. Well done!

Teaching Dossier Academy Schedule

June 6 – June 10, 2016

Monday, June 6, 2016, 9:00am-1:30pm (McPherson Lounge, Alumni Hall)

9:00am Registration

9:30am-12:30pm Introductory Workshop

12:30-1:30pm Academy Luncheon (catered)

Monday afternoon and all day Tuesday

Individual writing

Consultation and appointments with mentors

Mentoring group may choose to meet

Wednesday, June 8, 2016, 9:00am-12:00pm (McPherson Lounge, Alumni Hall)

9:00am-12:00pm Workshop

Wednesday afternoon and all day Thursday

Individual writing

Consultation and appointments with mentors

Mentoring group may choose to meet

Friday, June 10, 2016

Friday morning: Final re-writes and opportunity to exchange and see other dossiers

Lambton Tower 2103 will be available for sharing and showing different kinds of dossiers

1:00-2:30pm McPherson Lounge, Alumni Hall: Certificates of Completion

Dossier completed – bring a paper copy of your completed draft as your ticket for completion

Opportunity to see drafts

Academy closing reception and presentation of certificates of completion by Dr. Douglas Kneale, Provost

Pictures

Light refreshments will be served!

The Teaching Dossier Academy Resource Binder
June 2016
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2016 Mentors and Participants List

Tab 1: Teaching Dossier Academy Workshop Slides

1. (To be populated during the week)

Tab 2: Teaching Dossier Academy Worksheets

1. (To be populated during the week)

Tab 3: What are Teaching Dossiers?

1. Notes on C-R-E-D-I-B-L-E Teaching Portfolios (Alan Wright, 2005)
2. Optional UCAPT Teaching Dossier Guide (University of Windsor)
3. The Teaching Portfolio (Matthew Kaplan, 1998)

Tab 4: How Should I Write My Teaching Philosophy?

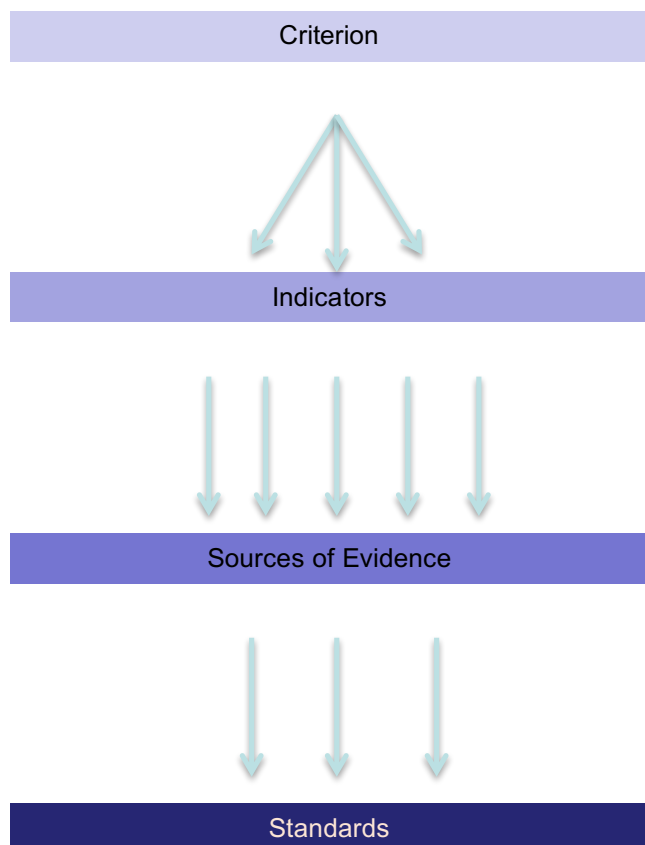
1. Writing Your Teaching Philosophy: Some Guiding Questions (Alan Wright, 2010)
2. Writing a Teaching Philosophy (Erika Kustra, Dale Roy, and Paola Borin, 2007)
3. Teaching Statements are Bunk (Kevin D. Haggerty, 2010)
4. Philosophy of Teaching Statements: Examples and Tips on How to Write a Teaching Philosophy Statement (Faculty Focus Report, Various Authors, 2009)
5. Writing a Statement of Teaching Philosophy for the Academic Job Search (Chris O’Neal, Deborah Meizlish, and Matthew Kaplan, 2007)

Tab 5: How Should I Select Evidence?

1. Teaching Dossier: A Guide (Rene Day, Paul Robberecht, Bente Roed, 2003)
2. Choosing Items for Your Teaching Dossier (Canadian Association of University Teachers, 1986)
3. Teaching Responsibilities Workshop (Eileen Herteis, 2014)
4. Student Evaluations/Overall Presentation (Erika Kustra and Paola Borin, 2007)
5. Two Ways to Represent SET Scores (Jessica Raffoul, 2013)

University of Windsor Evaluation Frameworks: Overview

The Frameworks provide a model for identifying criteria, indicators, sources of evidence for the development of standards.



For each **criterion**, the Framework provides indicators (elements of practice) and sources of evidence that can be used to demonstrate that an individual academic meets that criterion. This approach can help both proponents and committees organize their discussions and decision making more systematically.

Generally speaking, **indicators** are intended to be illustrative – instructors can demonstrate their effectiveness through different combinations of those indicators, using different types of **evidence**. Departments can make some indicators mandatory or optional. The research indicators also include disciplinary variations gathered from UWindsor promotion and tenure documents, which you may wish to consider.

Each criterion also requires **standards** – a minimum performance threshold for a given level of appointment. Typically these are descriptors, sometimes but not invariably including quantitative determinants (e.g. a minimum mean SET score for a given set of items). The intention is that standards should NOT rely solely on SET data, but should be assessed using a range of evidence. Some departments prefer to use a more rubric like approach indicating for example competent, good, and excellent levels of performance and then identifying performance standards for each stage of the RPT process.

The Framework¹ proposes six research criteria and seven teaching criteria derived from faculty work at other universities, review of what is in our existing criteria, and a review of approaches at a variety of Canadian, American, and Australian universities. They are intended for dialogue, adaptation and revision.

¹ The Teaching Framework's criteria were developed through faculty collaboration at numerous Australian universities, across numerous disciplines (Chalmers, 2015) and were adapted for use by departments at the University of Windsor. If you would like to see how other universities and instructors have used their versions of these materials, please visit <http://uniteachingcriteria.edu.au/framework/about/use/>. The Research Framework was developed through consultation with Denise Chalmers and through further review of Canadian and American examples.

Research Criteria

- **Criterion 1:** Expertise in research or creative area, relevant methodologies and effective and ethical project management
- **Criterion 2:** A record of high quality refereed publications, juried creative activity or other demonstrated scholarly outputs
- **Criterion 3:** Evidence of independent and original contributions to research or creative activity which have an impact on the field of expertise.
- **Criterion 4:** Capacity building through income generation, collaboration development and infrastructure development strategies
- **Criterion 5:** Demonstrated ability to attract and successfully mentor and train students in research
- **Criterion 6:** Influence on and contributions to the academic and broader national/international community

Teaching Criteria

- **Criterion 1:** Design and planning of learning activities
- **Criterion 2:** Instructional methods
- **Criterion 3:** Assessment and feedback to students
- **Criterion 4:** Developing effective environments, student support, and guidance
- **Criterion 5:** Integration of scholarship, research and professional activities in support of learning
- **Criterion 6:** Improvement-oriented self-assessment and continuing professional development
- **Criterion 7:** Professional and personal effectiveness

Summary Document: University of Windsor Renewal, Tenure, and Promotion Criteria Framework Criteria and Indicators Only

This document provides the University of Windsor RTP Framework criteria and indicators in summary, to illustrate an alternative format: for proponents and department heads, versions that includes possible sources of evidence may be more useful, but departments are free to adapt the Framework documents as appropriate to their contexts and cultures.

Teaching Criteria

Criterion 1: Design and planning of learning activities

Planning, development and preparation of learning activities, learning resources and materials for courses or degree program; including coordination, involvement or leadership in curriculum design and development. Indicators departments may wish to consider include:

- Preparation of course materials
- Learning activities designed to develop the students' learning
- Soundness of knowledge of the course content and material
- Course outlines which clearly details learning outcomes, teaching and learning activities and assessment

Criterion 2: Instructional methods

High quality teaching, for example including; lecturing, classroom, on-line, field, work-based, studio, laboratory, workshop, undergraduate and postgraduate teaching, and supervision of student research.

Indicators departments may wish to consider include;

- Evidence of a learning-centred approach to teaching
- Demonstrated understanding of specific aspects of effective teaching and learning support methods
- Clarity of communication and explanation
- Stimulation of student interest
- Encouragement of appropriate student-faculty interaction
- Encouragement of appropriate student-student interaction
- Support of students to develop and demonstrate the intended learning outcomes

Criterion 3: Assessment and feedback to students

Design and execution of assessment tasks that align with intended learning outcomes, and the provision of appropriate and timely feedback. Indicators departments may wish to consider include:

- Quality, clarity, and appropriateness of level of assessment tools
- Alignment with learning outcomes
- Timely feedback is provided to students
- Constructive feedback is provided to students

Criterion 4: Developing effective and supportive environments for students. Activities related to the creation of an engaging learning environment for students. This might include supporting transition, and accounting for and encouraging equity and diversity in learning environments. Indicators departments may wish to consider include:

- Creation of effective learning environments (in classroom/ online/work placement etc.)
- Direction of students to appropriate support and services
- Respect for students and fostering student respect for others
- Availability for consultation (e.g. email, online, face-to-face or telephone)

Criterion 5: Integration of scholarship, research and professional activities in support of learning.

Three components have been identified for departmental consideration:

1: Teaching and learning research is incorporated into teaching practice. Possible indicators:

- Engagement in professional development related to teaching and learning (including engagement in teaching and learning scholarship related to discipline and/or participation in teaching and learning conferences/ forums)
- Incorporation of teaching and learning scholarship into teaching practice and curriculum development

2: Inclusion of discipline-based research in the curriculum and engagement of students in pedagogically sound discipline based research

- Use of current disciplinary research in curriculum and teaching activities
- Develops learning activities/course/ course work that supports student engagement in research
- Develops student understanding of the research culture and research skills of the discipline

3: Incorporation of professional, industry and work-based practice and experiences into teaching practice and the curriculum

- Use of authentic case studies, integration of industry experience and/or partnerships in teaching

Criterion 6: Improvement-oriented self-assessment and continuing professional development.

Indicators might include:

- Engagement in professional development activities related to teaching and learning
- Self-evaluation leading to changes in teaching practice

Criterion 7: Professional and personal effectiveness. Indicators might include:

- Taking ownership and management of teaching role
- Demonstrating effective preparation and prioritization
- 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 practices and relationships
- Demonstrating commitment and interest in students and their learning

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