**UCAPT Optional Teaching Dossier Guide**

***\*\*Note this guide is a suggested template only. It does not need to be followed directly.***

***Please refer to your AAU RTP criteria for further direction.***

*“Education is a seamless web, and if we hope to have centres of excellence in research,*

*we must have excellence in the classroom. It is the scholarship of teaching that keeps*

*the flame of scholarship alive”. (Ernest Boyer, 1995)*

This guide is intended to be as comprehensive as possible, to provide you with a wide range of options for documenting your teaching. You should not feel obliged to include in your documentation every item described in the guide. Furthermore, if a particular activity has not been listed but you think it is relevant to your teaching responsibilities, you should include it.

There is a common perception that teaching is not easily evaluated, whereas research achievements are fairly easy to assess. This guide is designed to counteract that perception by providing suggestions for faculty who wish to provide the University Committee on Academic Promotion and Tenure (UCAPT) with more substantial evidence of their teaching accomplishments than is conveyed by traditional means, such as student ratings of teaching. Undoubtedly, documenting teaching requires significant effort and planning, and the inclusion of a teaching dossier in a UCAPT file is entirely voluntary. The act of not submitting a dossier will not be viewed negatively. On the other hand, if you do submit one, you may increase your chances that your teaching will get the credit it deserves.

The teaching dossier (or portfolio as it is called in the US and Australia) is a Canadian creation. It has its genesis in the 1985 CAUT publication “The CAUT Guide to the Teaching Dossier: Its Preparation and Use” written by Bruce Shore, Chris Knapper, and others. It is now widely used in Canada, the US, Australia, the UK, and several countries in Europe. At McGill University, for example, the teaching dossier is a mandatory component of a tenure/permanence and promotion application.

The most effective teaching dossiers are concise, focused and brief, a limit of 5-15 pages is recommended by UCAPT. Supporting documentation should be included in Appendices, with a summary provided at the end of the dossier, and individual items referenced within the dossier. Appendices are in addition to your 5–15-page limit and should be available to UCAPT and your AAU Renewal, Tenure and Promotion Committee. Please note that teaching criteria differ across AAUs, and that your dossier is intended to make a case that demonstrates that you have met the standards for your AAU with regard to RTP. Please feel free to contact the Centre for Teaching and Learning for assistance.

**A. TEACHING APPROACH**

**1. Teaching Philosophy**

Write a brief narrative describing your teaching philosophy and your learning goals for students. In formulating your statement, you might find it helpful to ask yourself the following questions: How do I think students learn in my subject area? What do I want students to know, to do, and to feel about my subject area? How do I go about facilitating this learning?

Examples of statements of learning objectives from specific course descriptions might be included as an appendix.

**2. Teaching Practices**

Outline your teaching approaches and the steps you have taken to evaluate your effectiveness. Include descriptions of any innovations you have introduced in the classroom, as they illustrate a scholarly approach to teaching.

The following questions may stimulate thought and help you to describe your teaching practices:

* How do I motivate students to learn? How do I help students achieve the learning goals? [examples might include lectures, small group discussions, group work, teamwork, problem solving, inquiry methods, critical thinking pedagogy, feminist pedagogy, project-based approaches, student presentations].
* How do I ensure clear communication in all contexts?
* What do I do to evaluate student learning?
* What materials, resources or technologies have I designed that best illustrate my approach?
* How do I promote diversity and inclusivity in (and beyond) the classroom? What arrangements have I made to accommodate students' special needs? [Include a description of any provisions you may have made to improve the classroom climate, or your teaching methods, in order to ensure free and open participation and comfort for all your students regardless of gender, race, class, sexual orientation, or disability of any kind.]
* How do I promote students’ academic pursuits and stimulate interest in continued study of the discipline?
* How often and under what circumstances am I available to my students?

**3. Teaching Development**

* The following questions may help you describe the steps you take to develop your teaching:
* How have I responded to unexpected circumstances (for example, conflict between students, racist, homophobic, or pejorative remarks, in a course?)
* How do I monitor and assess my teaching? [examples might include peer feedback, ongoing student feedback, videotaping a class, descriptions of changes resulting from feedback] How do I incorporate the feedback into my planning?
* What seminars, workshops and conferences on teaching and learning have I attended? How have they improved or informed my teaching?

**B. SUMMARY OF TEACHING CONTRIBUTIONS**

This section **supplements** the tables required for the UCAPT form by allowing you to detail the full range of your teaching contributions. It provides a context for assessing your contributions and should not duplicate information already provided in the UCAPT form.

**1. Teaching Assignment**

* How would I describe the organizational features of my teaching assignment to someone outside my AAU? Include for example: number of TAs, lab hours, training provided to assistants and/or sessional instructors *etc.*
* What courses have I developed or substantially revised?

**2. Student Supervision**

Supervision differs from classroom teaching in a number of respects, *e.g.* it is typically done on a one-to-one basis, there is no set curriculum, and it can be extremely time consuming. To allow for an assessment of the extent of your contribution in this area, you might wish to provide data describing the normal supervisory practices in your AAU.

*Undergraduate Supervision*

* Honours thesis supervision, indicate whether supervisor or committee member.
* Supervision of undergraduate independent study and/or directed readings.
* Supervision of a research practicum, athletic coaching, field placement supervision and coaching in the performing arts, *etc.*

*Graduate Supervision*

* Ph.D. thesis supervision, indicate whether supervisor or committee member.
* Masters thesis supervision, indicate whether supervisor or committee member.
* Supervision of graduate independent study or directed readings.

**3. Teaching Awards or Nominations**

Document all teaching awards you have received. Nominations for awards may also be included as they provide an indication of your reputation as a teacher. Where possible, provide information regarding the nature of the award (how many are given, the adjudication procedure, *etc.*).

**4. Teaching-Related Activities**

There are a variety of activities which do not take place in the classroom, but which do provide important support for teaching within an AAU. Include here activities, which may contribute to strengthening teaching, and have **not** been listed in other areas of your dossier or on your UCAPT form.

* Membership on Senate, AAU and other committees related to teaching and learning (*e.g.,* the President’s Action Plan working groups).
* Provision of teaching development for teaching assistants and/or faculty members. List workshops, seminars or lectures on teaching and learning that you have presented.
* Provision of consultation and/or observing colleagues’ teaching as part of formal or informal evaluation of teaching effectiveness.
* Development of teaching resources (include description, where relevant, of the use that has been made of your teaching materials by instructors in other AAU’s or universities).
* Establishment, adjudication or administration of awards or honours for student achievement.
* Involvement in retreats, curriculum review and/or program reviews for your own AAU or for other teaching units.
* Development of widely used course evaluations or other assessment instruments.

**5. Teaching-Related Publications and Other Professional Contributions**

The following items document your achievements in developing the theory and practice of teaching.

* Curriculum Materials: List all published and unpublished curriculum materials, textbooks, workbooks, case studies, lab manuals and other classroom materials, which you have developed.
* Research and Professional Contributions: List books (including chapters in books, edited books, and special issues of journals); articles (indicate whether refereed, solicited, or non-refereed); papers in conference proceedings (indicate whether refereed or non-refereed); bibliographies; newsletters; unpublished conference papers, workshop presentations, and unpublished professional reports.
* Funding: List internal and external research grants and teaching development grants and/or fellowships received.

**C. TEACHING FEEDBACK**

Include evaluations of your teaching that have been conducted outside of SPT, SET and SOST scores, for example:

* Unsolicited signed letters from students, TAs and/or colleagues
* Peer evaluations based on visits to the classroom
* Other appropriate material

**D. APPENDICES**

List all supporting documentation provided to your AAU Committee. This material is not included in your **5-15 page limit**.

**E. REFERENCES**

O’Neil, Carol and Wright, Alan (1992). *Recording Teaching Accomplishments: A Dalhousie Guide to the Teaching Dossier.* Dalhousie University Office of Instructional Development and Technology, Halifax.

Ross, Dorene et al (1995). *Guidelines for Portfolio Preparation: implications from an analysis of teaching portfolios at the University of Florida.* Innovative Higher Education 20 (1), 45-62.

Seldin, Peter and Associates (1993). *Successful Use of Teaching Portfolios.* Anker Publishing, Bolton, MA.

Shore, Bruce M., et al (revised 1986, reprinted 1991). *The CAUT Guide to The Teaching Dossier. Its Preparation and Use.* Canadian Association of University Teachers, Ottawa, Ontario.

*Teaching Documentation Guide,* (1993). Senate Committee on Teaching and Learning, York University, Toronto.

*Teaching Dossier: A Guide,* (1996). University Teaching Services, University of Alberta, Edmonton, Alberta.

*Teaching Dossier Preparation: A Guide for Faculty Members at the University of British Columbia.* http://www.cstudies.ubc.ca/facdev/services/dossier.html#supp

Urbach, Floyd, (1992). *Developing a Teaching Portfolio.* College Teaching 40 (2), 71-74.

Weeks, Patricia (1998). *The Teaching Portfolio: a professional development tool.* International Journal of Academic Development, 3(1), 70-74.

**NAME:**

**AAU:**

**UCAPT Optional Teaching Dossier form**

* Please complete sections in the recommended space, if possible.
* Use Arial font size 11
* Delete any sections that do not apply to your case
* MAXIMUM – 5-15 pages in total

**A. TEACHING APPROACH**

**1. Teaching Philosophy** (Suggested length 1-2 pages)

 *[Insert typing here]*

**2. Teaching Practices** (Suggested length 1-2 pages)

 *[Insert typing here]*

**3. Teaching Development** (Suggested length 1-2 pages)

  *[Insert typing here]*

**B. SUMMARY OF TEACHING CONTRIBUTIONS**

**1. Teaching Assignment**

 [*Insert typing here]*

**2. Student Supervision**

 [*Insert typing here]*

**3. Teaching Awards or Nominations**

  *[Insert typing here]*

**4. Teaching-Related Activities**

 [*Insert typing here]*

1. **Teaching-Related Publications and Other Professional Contributions**

 [Insert typing here]

**C. TEACHING FEEDBACK**

 *[Insert typing here]*

**D. APPENDICES**

List all supporting documentation provided to your AAU Committee. This material is not included in your **5–15-page limit**.

 *[Insert typing here]*