THE ANNUAL TEACHING ACTIVITY REPORT
(sometimes referred to as the 'Short-Form Teaching Dossier')

TEACHING DOSSIER PREPARATION FOR SALARY ADJUSTMENT PURPOSES
A GUIDE FOR REGULAR FACULTY MEMBERS

Developed by the UVic Learning and Teaching Centre (2004)

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 As a cumulative and historical document, it is essential to career processes such as reappointment, tenure and promotion, nomination for teaching awards, application for teaching development grants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.

In January 2001, the Framework Agreement (http://web.uvic.ca/vpac/framework.htm), negotiated by the UVic Faculty Association and the University, came into effect. One of the significant features of the Framework Agreement is the obligation for faculty members to document their teaching activities, in each year of their appointment, in a 'short-form' teaching dossier. An annual ‘short-form’ teaching dossier or teaching activity report is required of all those in the UVic teaching community who hold a regular academic appointment and includes tenured or tenure-track Assistant, Associate, and full Professors, and Senior Instructors.

WHAT IS THE SHORT-FORM TEACHING DOSSIER?

Beginning in 2002 for purposes of the annual salary adjustments, the Framework Agreement requires documentation of your teaching contributions “for the three years preceding March 31st of the year in which the review is made. Where a Member has held an appointment at the University for fewer than three years, the period of review shall be the time since the date of appointment.” (Framework Agreement, Section 73.4.4.1) This guide will help you to construct this shorter version of your teaching dossier that you will update each year.

For those of you who currently do not have a teaching dossier or are new faculty members, this short-form version will form the basis of your more extensive, cumulative teaching dossier that represents your contributions over the total period in which you teach in higher education.

With each yearly update, for the salary adjustment process, your cumulative teaching dossier will expand. The short-form version is simply an extraction of your teaching contributions, for the current three-year period, from the more complete and comprehensive cumulative document.

What SHOULD the Short-form 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 (Framework Agreement, Section 73.4.5.1). We suggest that you use your Faculty’s Evaluation in conjunction with this general resource. If these two documents should differ on any point, please be guided by the Evaluation Policy of the Faculty in which you hold your appointment. Faculties have determined that the teaching dossier for the purposes of salary review is to be succinct and have specified the maximum
number of pages. These maximum lengths vary from two to eight pages. Refer to your Faculty Evaluation Policy for the maximum length of your short-form dossier.

A typical short-form-teaching dossier will have five main sections:

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
   - Student ratings of teaching
   - Peer evaluations
   - Self-evaluation
   - Other solicited and unsolicited feedback

**HOW SHOULD I PROCEED?**

Preparing the short-form 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 Generic Goals of a University Education [http://web.uvic.ca/univsec/PP.html](http://web.uvic.ca/univsec/PP.html) as approved by Senate, March 1999

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 short-form 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 use bar charts to illustrate student ratings of instruction over the three-year period.
• The Framework Agreement (73.4.5.1c) states that the teaching dossier “shall include complete aggregated statistical results of student evaluations for the period of review.... however, there shall be no obligation to include anecdotal or subjective student comments.”

• If you choose to use student comments on your teaching, the Framework Agreement (13.7.3) states, “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 http://web.uvic.ca/univsec/foiindex.html or contact the University Secretary at 8100.

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:


Personnel in the Learning and Teaching Centre are available for individual consultation on the preparation of your short-form and cumulative teaching dossier.

We are also available to conduct a workshop for any academic unit on the preparation of the teaching dossier and on the evaluation of this document.

Please telephone us at 8571 or email us at ltc@uvic.ca

Generic Goals of a University Education (approved by Senate March 1999)

A. Higher Learning
   Higher learning develops comprehension and appreciation of human knowledge and creative expression in their diverse manifestations and cultural contexts. Such development takes place both within and across specific disciplines.

B. Habits of Thought
   Higher learning encourages habits of analytical, critical and strategic thought. These habits are characterized by respect for facts, by ethical awareness and by wise judgement in human affairs.

C. Discovery and Creativity
   Higher learning stimulates discovery and creativity in scholarly, scientific, artistic and professional activity. This stimulus drives the acquisition of knowledge and its dissemination to others.

D. Forms of Communication
   Transmission of knowledge to others assumes lucid and coherent communication, in both traditional and innovative forms, in an atmosphere of mutual respect. Modes of expression may include the written, oral, auditory, visual and digital.

E. Extended Learning
Learning is the work of a lifetime. University education generates the desire for further growth while providing a field of intellectual and practical opportunities for later fulfilment.

**Seven Principles of Good Practice in Undergraduate Education**

**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.