Evidencing your Teaching for Promotion, Tenure, and Awards

Centre for Excellence in Learning and Teaching | Catharine Dishke Hondzel | June 10 2021

Overview

This workshop will explore dimensions of teaching using an Educational Leadership Mapping (ELM)tool that will help to evidence and support your teaching skills beyond course evaluations.

Learning Outcomes

By the end of this session, you will be able to:

- Describe what educational leadership means from a TRU perspective

- Use the Educational Leadership Mapping (ELM) framework to identify and list your own educational leadership activities and associated evidence

- Establish "impact" of your educational leadership using a five question impact framework

- Generate ways to compile your educational leadership activities and impact evidence in your teaching portfolio

Educational Leadership means having an impact beyond one's classroom.

A description of professional development in the pedagogical area. Here one might describe steps taken to improve one's own teaching and how each activity has directly impacted one's own teaching, such as:

- *Participating in seminars, workshops, or professional meetings concerned with the improvement of teaching;*

- *Presenting or publishing articles, commentaries or reviews related to teaching;*

- *Receiving instructional development grants;*

- *Use of instructional innovations and evaluating their effectiveness;*

- *Evidence of special assistance given to colleagues in the area of improvement of teaching (e.g. through a Mentorship program), or activities connected with the training and orientation of teaching assistant; and*

- *Analysis of course evaluation data that demonstrates a reflective scholarly teacher.*

TRUFA Collective Agreement
Article 6- Appendix 1 (p.56)

Principles and Essential Features of Standards Documents

Achieving tenure or promotion depends on documented evidence with respect to effective teaching. For example, the presentation of a teaching portfolio as described in the Collective Agreement should form part of the Tenure and Promotion Portfolio. Teaching effectiveness is an expression of competence in teaching and requires at the most basic level that faculty members keep current in their respective disciplines and thus contribute to the transfer of knowledge and skills reflecting the latest developments in their area of expertise. For the purpose of promotion, particular emphasis should be placed on faculty members' documented contributions to teaching innovation and on their demonstrated ability to assist students in reaching their educational goals. Student success should be recognized provided that a faculty member presents documented evidence of such success, e.g., demonstrating that the faculty member has a history of mentoring students with outcomes related to that mentoring. The supervision of undergraduate and graduate students can also be an important component of teaching duties for both bipartite and tripartite faculty and, if applicable, should be fully recognized for tenure and promotion consideration.

For tripartite faculty for whom student supervision is linked to their research obligations, the effectiveness of their supervision of student research projects should be assessed both in terms of their role as sole supervisor or head of a supervisory team, and in terms of TRU's institutional goal of integrating teaching with research. For bipartite faculty who may participate in a supervisory team headed by a tripartite faculty member, the effectiveness of their supervisory duties should be assessed in terms of their ability to transfer knowledge and assist students in reaching their goals. Serving as an external examiner or co-supervisor of graduate students at other universities should also be recognized for the purpose of tenure and promotion. The PTFSC acknowledges that effective teaching is connected to faculty members' research, scholarly and creative work, professional work and service.

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What aspect of your work in teaching and learning are you most proud of?

Do you have documented evidence of the impact of that work?

The ELM Framework

Forms of enactment

Leader (*influence*)

Manager (*enable*)

Practitioner (*do*)

Activities to facilitate and support learning (*deliver*)

Course / program design / development (*design*)

Scholarly reflection, professional growth (*develop*)

Scholarship and public dissemination (*disseminate*)

Dimensions of teaching

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Dimensions of Teaching

1. **Delivery**. This refers to the broad range of activities that support and facilitate learning, including the time spent interacting with students in class, out of class, in office hours, seminars etc. The key feature is that activities that fall within this dimension are directly observable by students.

2. **Design**. The design and development of opportunities for learning: Development and design of modules, courses, program and curricula. Generally not observable directly by students, but vital to the coherence of the educational offerings they receive.

3. **Development**. The personal and professional growth from engaging in a process of reflective and scholarly teaching. This is part of an on-going process by which we understand, reflect on, and modify our approaches or attitudes to teaching based on interactions with colleagues, collaboration with other experts, from experience and reflection and from staying current with our disciplinary practices.

4. **Dissemination**. The combined elements of scholarship and dissemination, making public the processes and outcomes of our reflective enquiry, experimentation and evaluation of teaching and learning innovations, activities and approaches.

Activities to facilitate and support learning *(deliver)*

Course / program design / development *(design)*

Scholarly reflection, professional growth *(develop)*

Scholarship and public dissemination *(disseminate)*

Forms of Enactment

Forms of enactment

Leader (*influence*)

Manager (*enable*)

Practitioner (*do*)

Leadership. The leadership of teaching and learning: embedding notions of enhancement, innovation and change, with impact that extends beyond one's own classroom. The activities undertaken to lead, influence and support others to innovate, enhance or change their practice or approach in any of these areas of teaching.

Management. The enabling of teaching and learning: the creation organizational conditions and execution of processes to support learning and teaching. There is a strong overlap with management and service contributions in the area of teaching ("doing things right") and contributions to the work of a group, team or combined effort.

Practice. The practice of teaching and learning: what is done as part of the work of the individual.

The map is intended to be:

- A conversation starter (about educational leadership, how it differs from service etc.).
- A planning tool (to support annual review, pathways towards promotion and tenure).
- A framework for building professional development activities around.
- A starting point for thinking about what the impact of educational leadership has been, and how that is evidenced.

Examples

- Participated on a curriculum committee
- Designed and proposed a new field course
- Published an article with a student about an undergraduate research project related to teaching
- Served as department chair
- Co-chairing the Teaching Practices Colloquium Committee
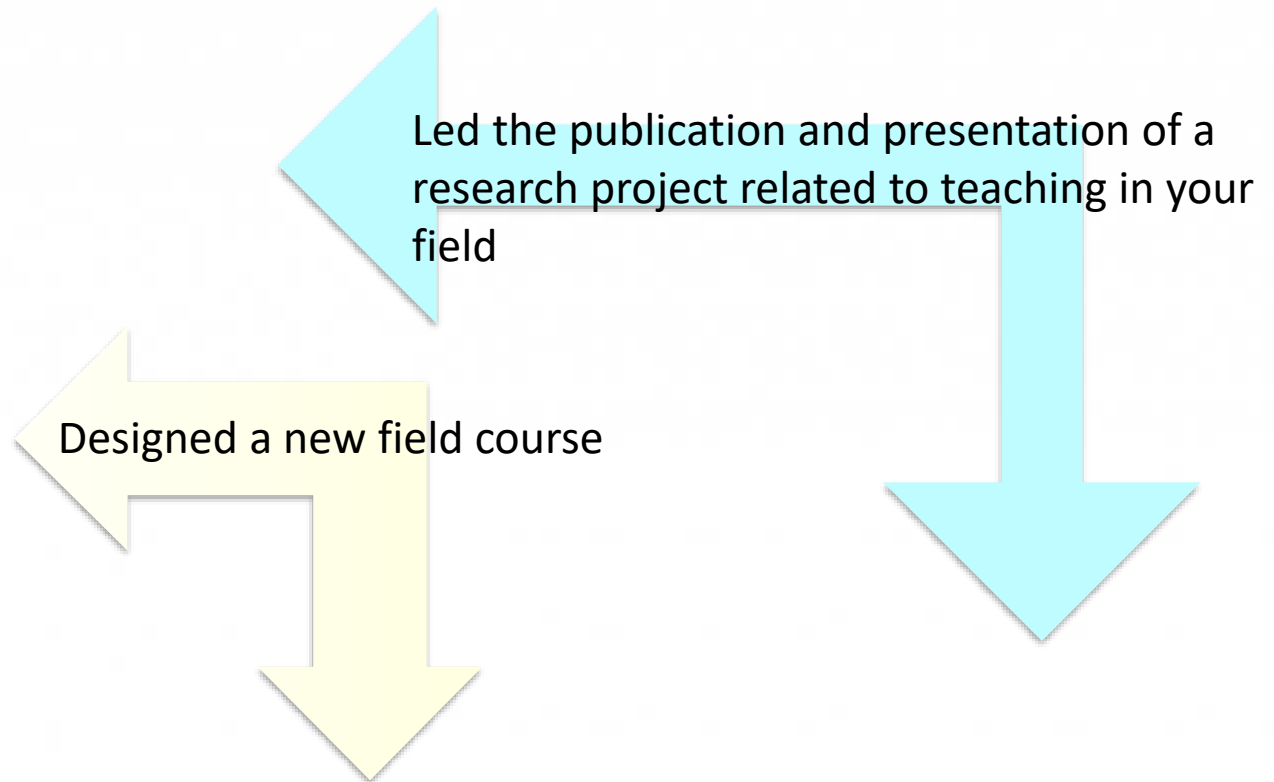- Received an OER development grant

Mapping Discussion

- Moving to the Jamboard* (link in the chat), think of elements that could be placed on the map.

- Consider the various ways that you demonstrate the <u>dimensions</u> of teaching as well as <u>forms of enactment</u>.

  You may need to use Chrome for full functionality

Forms of enactment

Leader (*influence*)

Manager (*enable*)

Practitioner (*do*)

Led the publication and presentation of a research project related to teaching in your field

Designed a new field course

Activities to facilitate and support learning (*deliver*)

Course / program design / development (*design*)

Scholarly reflection, professional growth (*develop*)

Scholarship and public dissemination (*disseminate*)

Dimensions of teaching

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Moving from Lists to Impact
How has your activity made a difference?

People	Products	Processes
Practice (colleagues & the discipline) Student success (learning, program outcomes, engagement, well-being)	Curriculum (course/ program offerings, accreditation) Literature (scholarly, wider publishing, media)	Priorities (departmental/ faculty institutional) Capacity (provision of support for teaching and learning activities)

Pulling it Together

The map is a tool to help you place your activities and reflect on your professional role.

Sharing how, when, and where your work has influenced or made a difference for others demonstrates the impact of your educational leadership.
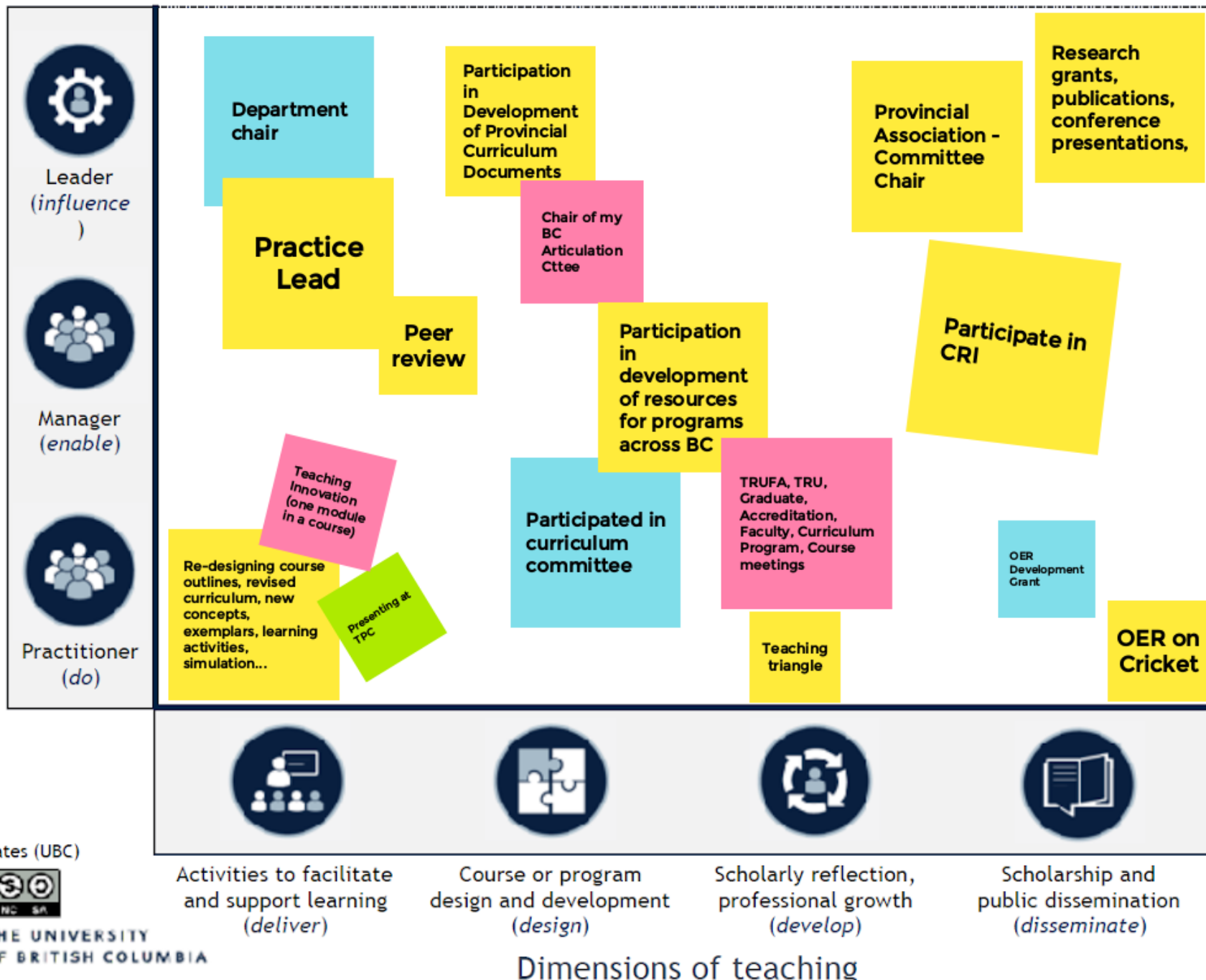
Educational leadership in 5 questions

1. What did you do?
2. What are the outputs from doing it?
3. What impact has it had on people, processes and products?
4. How do you know?
5. How is it documented and referenced throughout your CV and teaching dossier?

References & Resources

De Rijdt, C., Tiquet, E., Dochy, F., & Devolder, M. (2006). Teaching portfolios in higher education and their effects: An explorative study. *Teaching and Teacher Education, 22*(8), 1084-1093.

Iqbal, I. & Albon, S. (2016). Using your teaching portfolio to showcase your educational leadership. UBC Centre for Teaching, Learning and Technology. Link

Olsson, T. & Roxå, T. (2013) Assessing and rewarding excellent academic teachers for the benefit of an organization, *European Journal of Higher Education, 3*(1), 40-61. DOI: 10.1080/21568235.2013.778041

Forms of enactment

Leader (*influence*)

Manager (*enable*)

Practitioner (*do*)

Department chair

Practice Lead

Peer review

Participation in Development of Provincial Curriculum Documents

Chair of my BC Articulation Cttee

Participation in development of resources for programs across BC

Provincial Association - Committee Chair

Research grants, publications, conference presentations,

Participate in CRI

Teaching Innovation (one module in a course)

Re-designing course outlines, revised curriculum, new concepts, exemplars, learning activities, simulation...

Presenting at TPC

Participated in curriculum committee

TRUFA, TRU, Graduate, Accreditation, Faculty, Curriculum Program, Course meetings

OER Development Grant

Teaching triangle

OER on Cricket

Simon Bates (UBC)

THE UNIVERSITY OF BRITISH COLUMBIA

Activities to facilitate and support learning (*deliver*)

Course or program design and development (*design*)

Scholarly reflection, professional growth (*develop*)

Scholarship and public dissemination (*disseminate*)

Dimensions of teaching

Student savings as a result of OER

How to quantify?

Unsolicited student e-mails in Kudos folder

Examples of course modules

Excerpts from student and peer evals

Letters of support from teaching partners

Student feedback, response to feeback, changes in meeting student needs.

Revised course outlines

Feedback from colleagues re: change in course delivery method

Summarized course evals data over time to show progress / improvement

Comments in student course evals

Student's requesting reference to register with your professional association

Peer teaching evals

Informal stuff – Start | Stop | Continue results + action plan...

Identifying student needs (where they are challenged), documenting this (tough part!) and designing learning activities/assessments to support them.

Screen shots of Moodle course development during COVID

Documents produced by a committee that change university processes

Letters of attestation of work on community/ provincial committees