From Limited Duties to Standing Appointment: Knowing the process and effectively documenting your teaching

Thursday, November 10th  2:00 PM – 4:00 PM
Presenters:

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Dr. Kathleen Fraser, UWOFA Representative and Director, Writing Studies, Department of English and Writing Studies

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Workshop Outcomes

By participating in this session, you will be able to:

- Describe the requirements for and criteria by which a Limited Duties instructor may earn Standing Appointment

- Identify personally relevant resources that are available at Western to help you grow your teaching capability

- Apply best practices in collecting, compiling, and presenting evidence of teaching experience and effectiveness into a Teaching Dossier and Philosophy Statement
Earning Standing Appointment (and what that means)

• Standing Appointees
  – are assigned courses without competition to the teaching load level they have earned (max 4 FCE)
  – have preferential compensation rates for teaching
  – may serve on APE/Appts Committees (voluntary)
  – have access to “top-up” leave benefits while on pregnancy leave
  – are protected by termination limitations
Eligibility for Standing Appointment
The “7 in 10” rule

• For each half course taught *within a Unit* in at least seven Fiscal Years of a contiguous ten Fiscal Year period under a Limited Duties Appointment, a faculty member is eligible to be considered for a Standing Appointment equivalent to a half course. (Appts cl.18) Based on algorithm agreed to with UWOFA.

Each ½ course in 7 years of a contiguous 10 year period

• Only courses which meet all of the following criteria are to be counted:
  a) the course involves primarily didactic teaching;
  b) the course is one for which a student earns degree credit;
  c) the course gives credit for at least a half course weight to the instructor.
  d) exceptions for Education and Music as noted in Letter of Understanding
  e) are not courses which were counted under an SA that was ‘severed’
Eligibility for Standing Appointment
The “7 in 10” rule

• The Appointments Committee shall review the record of performance of those eligible, and determine whether the faculty member has **sustained a record of performance in teaching that is sufficiently strong to warrant a Standing Appointment.** The Dean shall either accept or reject the Committee’s determination. Where the Dean accepts a recommendation for a Standing Appointment, the Appointment shall be effective on May 1. (Appts. Cl. 18.1)
Exceptions to Eligibility

• Full-Time Members and graduate students registered at The University of Western Ontario cannot accumulate credit towards or enter into Standing Appointment. However, Members who already have Standing Appointment can become graduate students without losing the Standing Appointment, except as otherwise provided. (Appts cl.18.8)
SA Criteria

• “In fulfilling their Academic Responsibilities, Members shall: ...maintain the competence required to engage effectively, and to remain current, in their discipline...” and shall “endeavor to establish a record of performance reflecting high quality, excellence and high standards in Teaching and Research, as appropriate to the Member’s Academic Responsibilities.” (ARM cl. 9) Responsibilities in Teaching are defined in clauses 2 and 9 of Academic Responsibilities of Members in the Faculty Collective Agreement.

• Assessment for the purposes of determining whether a Member’s record of performance is “sufficiently strong” to be granted a Standing Appointment shall be made on the basis of the candidate’s record of Teaching as against the expectations and standards of the discipline and the local Unit. The Unit Appointments Committee shall consider the extent to which the Member’s record demonstrates:
  – Accomplishments and strengths in teaching;
  – Commitment to teaching and professionalism;
  – Excellent communication skills;
  – Curriculum and course design and delivery skills;
  – Self-evaluation and reflective practice;
  – the candidate’s ability to function well as part of a teaching team, or in the context of multi-sectioned courses. (Appointments, clauses 18.1, 18.2, 18.2.1, 18.2.2)
SA Assessment

• In reviewing data from Student Questionnaires on Courses and Teaching, the Committee shall take into account the possibility that student evaluations of a Member may be biased. In making its assessment the Unit’s Appointments Committee shall include consideration of a Member’s submission in the Teaching Dossier that speaks to accomplishments in Teaching beyond student responses to questionnaires and/or factors that may bias such student responses. *(Appointments clause 18.2.3)*

• It is the Member’s responsibility to provide in the Teaching Dossier sufficient detail of activities and their outcomes to enable the Appointment Committee to assess the Member’s performance. In the absence of a Teaching Dossier, the Official File and Annual Performance Evaluation scores will be utilized. A Member may be denied Standing Appointment if the record is insufficient to enable a proper assessment.
Does Not Meet SA Criteria

• If a Member eligible for Standing Appointment has not sustained a sufficiently strong record of performance in teaching to warrant a Standing Appointment, Standing Appointment shall not be granted. This does not prevent the faculty member from applying to Limited Duties postings, nor does it prevent the faculty member from becoming eligible for consideration for Standing Appointment in the future.
Does Not Meet SA Criteria 2

• Dean’s letter denying Standing Appointment details reasons
• Negative decision can be queried informally by Member or formally by Union
• Academic Colleague may accompany Member to informal meeting
SA Assignments

• A Member with Standing Appointment shall be entitled to be assigned the number of courses for which a Standing Appointment has been earned, without the need for open competition, from amongst a roster of courses which the Appointments Committee has identified they are qualified to teach. (Appts cl. 18.3)

• The possession of a Standing Appointment does not guarantee assignment of a course. Such assignment is subject to the availability of a course which the appointment holder is qualified to teach. (Appts cl.18.6)

• Where multiple faculty with Standing Appointments are qualified to teach a particular course to be assigned, the faculty member with the most senior Standing Appointment shall be granted the assignment. Where same SA date, goes to candidate best fulfilling criteria in Appts cl. 12. (Appts cl.18.4)
“Roster of Courses”

• Initially – courses the Member taught before
• Courses can be added - where Appointments Committee determines the Member is qualified to teach them – review can be requested by Member (cl. 18.3.1)
• Courses can be deleted – where the Appointment Committee determines the Member no longer has qualifications or meets SA criteria (cl. 18.3.2)
• Spectrum of interpretation across campus
• Advantage of Standing Appointment framework is encouragement of versatility in what Member teaches
SA Assignments

• Where a faculty member is entitled to a stated course load under Standing Appointment, but insufficient course(s) within their roster are available to complete the assignment, the Chair, Director or Dean shall consult with the Member to try to identify alternate course Member is qualified to teach. (Appts. Cl.18.5)

• Should a faculty member with Standing Appointment be unwilling or unable to accept a course as assigned, he or she shall advise the Chair within two weeks of notice of assignment. Should a faculty member with Standing Appointment decline assignments such that he or she loses Membership, or is no longer qualified for Standing Appointment under Clause 18, the member will be deemed to have resigned from the Standing Appointment. (Appts cl. 14.1) On request of a Member, the Dean may waive a deemed resignation under Clause 14.1 on compassionate grounds. (Appts. Cl. 14.1.1)
Course Reduction and SA Termination

• 18.3.2 Where a Member with Standing Appointment is no longer qualified for, or no longer meets the criteria for, Standing Appointment in respect of one or more courses on the roster, the Appointments Committee may remove the course from the Member’s roster.

• 18.10 Termination of all or part of SA on two years’ notice or pay in lieu of notice, on grounds (18.10.1)
  a) that the need for the Appointment will cease to exist for operational reasons;
  b) that the work of the Appointment is to be included in the Normal Workload of existing or new Full-Time positions;
  c) that the Member no longer has courses in his/her roster under 18.3.2;
  d) that the Member has failed to meet the Academic Responsibilities associated with the Appointment; or
  e) any ground for dismissal as defined in the Article Discipline.
Tips for Improving Likelihood of Obtaining Standing Appointment

• Understand the standard and criteria for assessment of Standing Appointment in your Unit

• Document your teaching effectiveness and submit good Teaching Dossiers to the committee for review

• Resolve teaching concerns immediately

• Constantly seek to improve teaching performance and use available resources
Teaching Dossier

• Narrative about Member’s teaching
  – Includes but is not limited to Teaching Evaluations

• Strong Teaching Dossier is persuasive to Appointments Committees
Questions?
Workshop Outcomes

By participating in this session, you will be able to:

- Describe the requirements for and criteria by which a Limited Duties instructor may earn Standing Appointment

- Identify **personally relevant resources** that are available at Western to help you grow your teaching capability

- Apply best practices in **collecting, compiling, and presenting** evidence of teaching experience and effectiveness into a Teaching Dossier and Philosophy Statement
Teaching Dossiers: Documenting Your Teaching
What is a Teaching Portfolio or Dossier?

• A document of 5 - 20 pages

• Summarizes your teaching accomplishments and strengths

• Document assessed by SA Committee to evaluate quality of member’s teaching
What are the benefits to having a dossier?

• Shows teaching competency
• Records the process and product of teaching
• Leads to critical reflection on teaching
Components

• Teaching Philosophy
• Teaching Responsibilities
• Evidence of Teaching Effectiveness
• Teaching Innovations
• Professional Development
• Educational Leadership
• Research on Teaching (SoTL)
Structure of the SA Teaching Dossier

• 6 required components

- List of courses taught in last 10 years, with your role described
- Syllabi for 4 most recently taught courses
- Summary of teacher effectiveness ratings from student evaluation surveys (10 years if available)
- Teaching Philosophy Statement
- Teaching Innovations: Contributions made to the development of new courses or revisions of existing courses
- Professional Development: attendance at teaching related workshops or conferences
Structure of the SA Teaching Dossier

• Optional components

- Colleague evaluation of grading practices
- Colleague summary of student comments on teaching
- Peer evaluations of teaching
- Written comments from student questionnaires
- Teaching Awards or nominations
- Educational Leadership
- Professional Development
  - Professional affiliations (optional)
  - Professional certifications (if required by accreditation bodies)
  - Relevant research and publications (optional)
  - Scholarship of Teaching and Learning (optional)
  - Other Evidence of Teaching Effectiveness (which may include any material deemed by the candidate to be relevant to the work of Teaching).
Teaching Philosophy Section

• “Succinct, clearly reasoned” statement
• Your personal beliefs about teaching
• How these influence your teaching method choices (i.e. why you do what you do!)
• At most 2 pages in length
Teaching Responsibilities Section

- List of courses taught *(required)*
- Course outlines *(required)*
- List of students supervised *(optional)*
- List of academic advising duties *(optional)*
Evidence of Teaching Effectiveness: Classroom Teaching

• Graph or table summarizing student ratings of teaching (10 years if data available) *(required)*

• Letters from students, parents, student employers, etc. *(optional)*

• Colleague evaluations of your teaching *(optional)*
# Student Ratings

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<td>5.8(.4)</td>
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</table>
Teaching Effectiveness: Course Content & Management

• Colleague evaluations of materials such as outlines, assignments, graded papers (*optional*)

• Student ratings of the course (*optional*)
Teaching Effectiveness: Prior Recognition

• Teaching awards or nominations *(optional)*
• Invitations to teach or contribute teaching materials outside department/UWO *(optional)*
Teaching Innovations Section

• **Contributions made to course development**--new or revision (*required*)
  
  • Describe novel methods / materials you have developed such as texts, manuals, assignments, software, etc. (*optional*)
  
  • Evidence of impact or effectiveness of these innovations (*optional*)
Professional Development

• Describe steps taken to improve your teaching (required)
Educational Leadership

• Membership on curriculum / educational policy / planning committees *(optional)*
• Membership on teaching improvement / evaluation committees *(optional)*
• List any workshops you have run on educational development, or assistance you have been as a mentor or peer consultant *(optional)*
Research on Teaching

• List papers, presentations, grants on teaching or curriculum issues (optional)

• Published articles in journals on the scholarship of teaching (optional)
What are they looking for?

- Clear commitment to teaching & learning
- Sound course design and teaching methods
- Self-evaluation and reflective practice
- Engagement in professional development
- Communication skills
Resources on Teaching Dossiers

• A Guide to Constructing your Western Teaching Dossier

http://www.uwo.ca/tsc/resources/selected_teaching_topics/teaching_dossiers/guide_to_constructing/index.html

Plus many other resources on preparing your dossier can be found on the TSC web site

http://www.uwo.ca/tsc/resources/selected_teaching_topics/teaching_dossiers/index.html
Resources

• Teaching Support Centre website:
  https://www.uwo.ca/tsc/graduate_student_programs/western_certificate/teaching_portfolio.html

• Schoenwetter, Taylor, Sokal & Friesen (2003)

• What is a philosophy of teaching statement?
  http://teachingcenter.wustl.edu/writing-teaching-philosophy-statement
Enhancing Your Teaching
Enhancing Learning

Teaching Support Centre - www.uwo.ca/tsc

Conferences & Short Workshops

Spring & Fall Perspectives
Faculty Mentor Program
E-Learning Lunch & Learn
Assessment Series
Enhancing Your Teaching
Enhancing Learning

Peer-Based Programs

Instructional Skills Workshop
Teaching Squares
Learning Communities
Enhancing Your Teaching
Enhancing Learning

Longer Workshops

Course Design

SOTL Institute

Teaching with Technology
Faculty Certificate in Teaching Excellence
Certificate participants will:

• **Design courses** that align learning outcomes, teaching strategies, and assessments to effectively promote student learning

• **Engage with an interdisciplinary group of peers** to build a network of support for teaching, exchange resources and expand teaching practices beyond disciplinary boundaries

• **Examine key theories about teaching and learning** in higher education and relate these theories to their teaching practice
Five Components of the Faculty Certificate in Teaching Excellence

**Instructional Skills Workshop***
- **Instructional Skills Workshop**
  - Offered 2-3 times/year

  **OR**
  **Course on Teaching at the University Level**
  - Offered in August

  **OR**
  **Instructional Skills Workshop Online**
  - Offered once/year

*Recommended first step or entry point into the Certificate

**Teaching Squares**
- **Teaching Squares Program**
  - Register in September or January
  - Gain insight into your teaching through peer observation and self-reflection
  - Registration is time sensitive. Groups are established by the end of the first month in the Fall and Winter semesters.

**Faculty Learning Communities**
- **Faculty Learning Communities FLCs**
  - Register in September or January
  - Join an interdisciplinary group of faculty who meet once a month to explore a common area of interest in teaching and learning. Earn credit by attending 3 or more meetings.
  - Topics will vary by year. Some existing FLCs include:
    - Research on Teaching & Learning
    - Western Active Learning Space (WALS)
    - Graduate Supervision & TA Development

**Course Design and Delivery**
- **Course Design and Renovation Workshop**
  - Offered 1-2 times/year

  **OR**
  **Teaching with Technology**
  - Offered in Spring

**Independent Project**
- **Teaching Dossier**
  - OR Research on Teaching and Learning Proposal
  - OR Educational Leadership Project

Questions about project options? E-mail us at tsc@uwo.ca