

Teaching Dossier Rubric

# Preamble

This rubric was designed to help a reviewer assess a candidate’s teaching dossier at the University of British Columbia’s Vancouver campus. It can also be used by a candidate to guide the creation, and self-assessment, of their own dossier.

The categories and criteria in this rubric parallel the detailed suggestions in the [Teaching Dossier section](https://ctlt.ubc.ca/resources/teaching/portfolios/) of the CTLT website. The rubric does not contain descriptors for the rating scales (yes/no & absent; developing; good; strong), but does provide the framework for customization.

**Please note:**

Since this guide is based on generic best practices and examples related to teaching dossiers, it is important that you check with your department, Faculty or unit for details of what is required.

This rubric has been created as a Creative Commons document so that it can be modified to best meet your needs.

Before you submit your dossier, we encourage you to ask one or more departmental colleague(s) or other trusted person(s) to provide you with feedback.

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| **Organization** |
|  | Yes | No | Comments |
| Is the dossier organized in a logical, easy-to-follow manner?  |  |  |  |
| Does it have a cover page and table of contents? |  |  |  |
| Are there headers and sub-headers to guide the reader? |  |  |  |
| Are the materials in the appendices linked at the appropriate places in the dossier? |  |  |  |

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| **Parts to include**Does the dossier include: |
|  | Absent | Developing | Good | Strong |
| The components required by the department/Faculty/unit or other? |  |  |  |  |
| A purposeful and reflective teaching philosophy statement that describes the candidate’s teaching beliefs and practices? |  |  |  |  |
| A comprehensive description of the candidate’s teaching activities?  |  |  |  |  |
| Evidence of teaching effectiveness? |  |  |  |  |
| Contributions to educational leadership, including evidence and articulation of impact? |  |  |  |  |
| Plans for future growth? |  |  |  |  |
| A reflection of one’s beliefs, preparation, thoughtfulness, and innovation in teaching? |  |  |  |  |

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| **Integration/synthesis** |
|  | Absent | Developing | Good | Strong |
| Do the beliefs, values, and practices stated in the teaching philosophy appear throughout the dossier? |  |  |  |  |
| Are there links to scholarly literature, where appropriate? |  |  |  |  |
| Does the dossier read as a clear, integrated document? |  |  |  |  |
| Does the author appropriately present their accomplishments and impact, while also providing honest narrative reflections on areas for growth? |  |  |  |  |
| Do the dossier and UBC CV ‘speak to’ one another (i.e., as appropriate, does the dossier make reference to the CV and vice-versa)? (The UBC CV can be found [here](http://www.hr.ubc.ca/faculty-relations/administrator-tools/forms/)) |  |  |  |  |

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| **Teaching Philosophy Statement** |
|  | Absent | Developing | Good | Strong |
| Are the central themes within the philosophy carried through the entire dossier? |  |  |  |  |
| Is the disciplinary context incorporated within the philosophy? |  |  |  |  |
| Does the candidate provide detailed descriptions of their teaching approach, goals, and strategies so that the reader can “see” the author in action?  |  |  |  |  |
| Has the candidate avoided jargon and technical terms? |  |  |  |  |
| Has the candidate addressed themes, goals and values from the UBC-V strategic plan, as appropriate and relevant to their teaching (e.g., inclusivity, experiential learning, interdisciplinary education) |  |  |  |  |

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| **Course design, assessment, and pedagogy**Does the candidate describe: |
|  | Absent | Developing | Good | Strong |
| How they design their courses? (Note: we recognize that not all candidates design their own courses)  |  |  |  |  |
| How they think about the relationship (i.e., alignment) between learning objectives, teaching activities and assessment? |  |  |  |  |
| Their process for developing and using learning objectives? |  |  |  |  |
| How they think about and practice student assessment of learning in their teaching? |  |  |  |  |
| How their assessment practices provide feedback to students about their learning? |  |  |  |  |
| Selection and use of pedagogical approaches for enhancing student learning? |  |  |  |  |
| Their use of learning technology and other tools, and the rationale for their choices? |  |  |  |  |
| How they cultivate an inclusive learning environment? (this includes, but is not limited to, treating students equitably, providing equal access to learning, and endeavouring to support and value students in their learning. See [Inclusive Teaching @UBC Website](https://inclusiveteaching.ctlt.ubc.ca/)).  |  |  |  |  |

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| **Teaching Effectiveness**Has the candidate included information to demonstrate, and reflect on, their teaching effectiveness, specifically:  |
|  | Absent | Developing | Good | Strong |
| Student feedback on teaching (end of term, mid-course feedback, unsolicited, etc) |  |  |  |  |
| Peer reviews of teaching |  |  |  |  |
| Self-reflections. Comments may include:* + Strengths as an instructor
	+ Areas for growth
	+ What measures taken to improve teaching (e.g. professional development, communities of practice, collaboration with colleagues)
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| **Educational Leadership**Does the candidate: |
|  | Absent | Developing | Good | Strong |
| Incorporate information about educational leadership (EL) activities? |  |  |  |  |
| Make a strong case for why the above activities are EL (and not, for example, service)? |  |  |  |  |
| Include a compelling narrative that describes EL themes in their work? |  |  |  |  |
| Articulate, and provide evidence of impact of their EL? |  |  |  |  |

The following resources may be of use:

* [CTLT Teaching and Educational Leadership](https://ctlt.ubc.ca/programs/all-our-programs/teaching-and-educational-leadership/)
* [Examples of Educational Leadership from the Faculty of Science, UBC: A Discussion Paper](https://science.ubc.ca/sites/science.ubc.ca/files/FacultyofScience_EL_DP.pdf)

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 Please attribute to the UBC Centre for Teaching, Learning and Technology.