

Reflections

Newsletter of the Teaching Support Centre
The University of Western Ontario

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An Interview with Bertha Garcia Western's Newest 3M Teaching Fellow

by
Mike Atkinson, Faculty Associate
Teaching Support Centre



Bertha Garcia

Bertha Garcia, professor and chair of the Department of Pathology, is Western's 18th 3M Teaching Fellow. Established in 1986, the 3M Teaching Fellowship recognizes outstanding contributions to teaching and learning in higher education. Bertha is a regular facilitator for various TSC teaching courses and every year she volunteers to deliver medical training courses in the Caribbean and South America.

MA: Tell me about your time at Montebello. (*Editor's note: 3M winners are invited to spend a weekend with other recipients from their year at the Chateau Montebello in the countryside between Montreal and Ottawa.*)

BG: Montebello was an invigorating experience and at the same time, a time for reflection. Is my career going to be any different? Is this going to affect future projects for me? Is this a time to decide on a more scholarly approach to education than I have done in the past? Most of us received this award because we love to teach and it comes across in good teaching records and so on. I've done a little bit of scholarly research in education — I've just recently completed my Master's in Education from OISE at the U of T.

MA: Wait a minute ... you have a Master's degree in Education?

BG: Yes, I did it part-time and finished in 2002. You see, my research background is animal transplantation science — very scientific, very dry. And I thought that this is not the way to do research in education. I started reading research on the culture of education and I realized that I can't even dream of doing this work if I didn't learn how to do it. So I took the Master's at OISE, partially supported by the Faculty of Medicine and Dentistry. Interestingly, I think that the Faculty's goal in this initiative is to produce both better teachers and better researchers. I learned about ethnographic research, qualitative research, and all of this got me thinking not so much about the delivery of teaching, but

rather about how does one make the educational experience more "wholesome." On campus I teach in medicine, dentistry, and nursing. Here we tend to find a different kind of student, a different kind of culture.

MA: What do you see as the difference?

BG: Well first, the classes tend to be smaller, but also the focus is different. Students in those professions pretty well have an idea where they will end up and what their career is going to look like. So they are not just interested in getting the knowledge — they want to know about the path beyond the knowledge and how those of us in the profession live. They're looking at role models in the profession. They are trying to visualize, "Would I like to be like him? Would I like to be like her?"

MA: Would you say that the instructional model is more like an apprenticeship system?

BG: Right. There is a very humanistic side to this. The students are more likely to interact with me beyond the classroom. They want to know what I'm interested in, what I like to do besides teaching, do I have a family. This is a very important issue for the female students. They want to know when is the "right" time to have a family.

MA: Do you talk about these issues?

BG: I do. Mostly outside of the classroom. Medicine takes such a long time you know. The students are in their early thirties by the time they finish. And I tell them what I tell everyone else ... there is no right time. The children just come and you learn to adapt. But this generation is a bit different from the last. They need to plan their lives more carefully and are very interested in these topics. Undergrad science students on the other hand are more free. The sky's the limit. They even get to choose their

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courses. In the professional schools, there is little choice. Their career is almost determined for them.

MA: Yes, for the undergrad student they can switch to biology, chemistry, whatever they really like.

BG: And I encourage this. You know the new modular program is fantastic. They can take sciences and humanities. This makes for a more “wholesome” person afterwards. We are almost coming back to a more liberal studies curriculum, which I love.

MA: Do many medicine students take humanities courses?

BG: About 30 - 50 percent. Mostly music, but philosophy, ethics, and so on. With our new admission requirements we accept many students with a humanities background. We really like having those philosophers and ethicists in the program. This is what makes the professional class so challenging in a way. You're teaching a course and there may be Ph.D. students in the class. At the same time, we have students with terrific world experience. They may have gone to Bosnia, they've worked for the U.N., they speak many languages, and so on. As a teacher, I feel that I learn more from them than they learn from me. This gives me the opportunity to interact with the students on a different level.

MA: It sounds like the interaction is not simply teacher-student but something else. What is it?

BG: Well, it's a relationship. Learning and teaching is bi-directional so we can both benefit from the interaction. This means that we both have to contribute to the relationship and be pretty honest and accepting.

MA: The attitude you mention ... is this something that applies only to medical school students?

BG: Oh, not at all. This is something that has to happen in all disciplines, at all levels — high school, too. I teach a grade 11 class, and it is really important to find out how their minds are working: what's turning them off and what's turning them on; what's scaring them about certain choices; what makes young women think that “I don't want to do this” or “I don't want to pursue this course of study.” It's not intellect — they have plenty of that. So why do they stay away from certain areas? My Master's research addressed this issue. How does one make a career choice? How does the culture of education influence this process? In medicine, we find that 90 percent of students change their career direction over the course of four years. There must be some effects of the educational culture in those four years influencing this choice. We can have a big impact here. For example, we have a big problem in Canada right now with the shortage of family doctors. Students don't want to choose family medicine and we need to understand why.

MA: Why don't students choose family medicine?

BG: The choice of family medicine, like laboratory medicine, is affected by a number of factors, one of which is economics. But there is also an image problem — really a lack of image. When was the last time you saw newspaper coverage of a family physician who had done something fantastic? We have all the surgeons and famous transplanters in the paper all the time.

Family medicine is a bit less sexy. We have to stop being invisible and show both students and colleagues that family medicine is not boring. Coming back to my Montebello experience, I met so many people from other disciplines, psychology, drama, and so on who were doing really interesting work. And I thought that I could be more useful to my Faculty if I spent more time looking at how we can make our environment be more adequate for proper career choices, rather than simply focusing on the delivery of teaching.

MA: Do you have any particular plans at this point?

BG: Not really, but I have a number of people in the Faculty that I've been interacting with who are interested in moving more in the direction of scholarly research in education. We have the support of our Dean who is very interested in pursuing the scholarship of teaching to a greater extent. And I'm becoming more familiar with opportunities to get funding for this kind of research, which before, I was very naïve about. So I'm learning that I can use some of my skills towards moving that agenda.

MA: Winning the 3M, has that made this task easier for you?

BG: Yes, it gives you legitimacy. I'm not just a teacher that some of my students like, but in this country, a group of scholars has decided to honor me. I don't want to take all of the credit for this. I won the award with the help of my students and colleagues. But now, outside of these walls, I have something to show and be recognized for. It gives you validation and a network of potential collaborators, which for me, is new. My peer group has been pathologists or transplanters. Sure they do a lot of classroom teaching, but they don't do research in education. I have a cohort now that I can turn to. In addition, we are fortunate to have a number of 3M winners here at Western, and I look forward to interacting with them.

To view the profiles of Western's 3M Teaching Fellows, visit www.uwo.ca/tsc/3m_teaching_fellowships_winners.html.

Teaching Support Centre Library

The TSC has an excellent collection of materials, books, journals and videos focused on teaching and learning in higher education. Thanks to the efforts of staff in Western Libraries, the collection is currently being incorporated into Western's Shared Library catalogue, meaning you will be able to see what materials we have, simply by using the library catalogue. The TSC collection is non-circulating, however material is available for consultation in the Teaching Support Centre whenever the office is open.

MA: What impact has winning the 3M had for you here at Western?

BG: They asked this question of the group at Montebello and I was stunned to hear of the impact at some schools. For example the award winner from Ottawa received a letter of congratulations from the Premier. Perhaps we've become a little too complacent here.

MA: Does this say anything about the value we place on teaching?

BG: Yes, in some P&T committees, winning a 3M will make an enormous difference, in others it hardly matters. Interestingly, one of the people in my cohort told us that everyone at her school was upset that she had won. The administration was not pleased, and colleagues were not talking to her. Like "who do you think you are, winning this award?" But at other schools, people are treated like gods for winning a 3M. Obviously, there are cultural differences at these schools. We need to educate our colleagues, our P&T committees. Teaching is still seen as a "job", something that we could do well or poorly, but mostly a consideration to take into account when determining workload. The problem most likely is one of measurement. We know how to measure research (number of papers, number of grants, etc.), but our measures of teaching are pretty bad. Even what we have is questionable in the minds of many colleagues. Some see good teaching ratings as catering to the students, and some see good teaching as "simply" good performances. We need to change this.

MA: So how do we go about making teaching count?

BG: I think we need to start by examining the culture of schools where teaching seems to be more important. We should ask them why teaching is important and then come back with a proposal that we would like to see validated. You know, I'm in the middle of my term as chair and it is time to review how I've performed so far. In addition, I need to reflect on whether I want to continue. So I've been thinking, why would I want to do it? I don't have to be chair. But is there something I would like to see done that could be facilitated if I were the chair? Whenever I think about those questions I always think about teaching. I know that anyone who sits in this office will take care of research. But who will look out for teaching? As chair I can influence the direction of the department. When I took over the chair, the department was hurting. We needed to hire eight people, and while I could look at any index, I hired eight teachers. I was able

Green Guide No. 5 has been published and is now available for purchase. *"Teaching with Cases"* is available online from the Dalhousie University Bookstore at www.dal.ca/bookstore.

Teaching with Cases
by David Dunne and Kim Brooks

For more information on Green Guides – an excellent teaching resource – surf to www.stlhc.ca. The first Green Guide, *"Teaching Large Classes,"* was written by Western's Allan Gedalof and was published in 1998.

Mark this in your calendar



Dr. Gosha Zywno
Ryerson University
Returns to the TSC
Friday, April 15, 2005
at 12:00 p.m.

Dr. Zywno will speak on engaging students through teaching with technology. This is a follow-up to Dr. Zywno's keynote address at this year's Fall Perspectives on Teaching conference.

to ask about a candidate's teaching record. I was able to say that everyone who is hired must take a teaching course. The senior administration supported me in these decisions and my department has become a teaching department. We need more people running departments and units for whom teaching is primary. We have plenty of the other.

MA: Has the department suffered in any way?

BG: No. The students love our courses. Remember that it is possible to be both a good teacher and a good researcher. I believe that a department that supports both equally, produces both. The next challenge for me is whether I can engage my colleagues in the pursuit of the scholarship of teaching.

MA: Do you have a plan for that?

BG: Not really a plan, but some ideas. We have a small group of individuals who are interested, but we need to move toward an apprenticeship model. We need to write grants, define projects, involve someone else in that project, and encourage them to do the same. Remember that it is scary to write a paper in an area that you are not trained for. We have the knowledge and experience but we need to become more familiar with the culture.

MA: Any final thoughts you'd like to pass on to faculty members?

BG: Spend time documenting your teaching. Preparing and updating your teaching dossier is a good idea, but also think about how you can show others what you do. This is particularly important when you're coming up for promotion or tenure. Yes, you need to be concerned about your research, but focus on how to present your teaching. The research will take care of itself.

For more information on teaching dossiers, visit
www.uwo.ca/tsc/dossier_menu.html

Don't Post Those Grades!

*Mike Atkinson, Faculty Associate
Teaching Support Centre*

As you prepare to post course or test grades after the midyear exams, you should note that the new federal privacy policy has implications for this procedure. Senate regulations at Western prohibit the posting of grades by student name. Thus, we often opt for a posting by student number. However, an individual's student number is private information as well and you must take precautions to guarantee that the person's identity is not disclosed. In a small class students may be aware that there is only one or two individuals whose name begins with the letter "A". Even in a large class, students may know who is at the beginning (or end) of the class list. Therefore, you should **not** post the grades in alphabetical order even if you are only posting the student numbers — use numerical order. This applies to postings online and in hard copy.

A better procedure of all is to post grades online using a "look-up" function. Grades are maintained in a database and a student simply submits their own student number. That student's grade (and only that student's grade) is retrieved and returned. Look-up functions are available in both WebCT and in the Marks Management System (MMS).

The best procedure is to post grades only on a secure website. Students must log in with their UWO user name and password before they can access grades. This can be accomplished by using a WebCT site or by using email — both are secure. MMS has an email function built-in. After downloading your class list, you can email grades to all students (or selected students if you prefer) in your class. Students receive only their own grade.

For more information, contact the Instructional Technology Resource Centre (ITRC) <http://www.uwo.ca/its/itrc> for WebCT or the Social Science Computing Lab for MMS <http://www.ssc.uwo.ca/sscl/softwaredistribution.html>.

Teaching Tip...

Did you know that converting your *Powerpoint* slides to a 'PDF' file is a great way to provide students with a printable copy to bring to class? All you need is a little 'know how' and the right software:

- When converting a *Powerpoint* presentation to PDF format, you have the option of creating it as a handout with one to nine slides per page.
- For note taking, three slides per page is most appropriate, as it formats a convenient set of lines beside each slide.
- "Free" or "Shareware" products are available on the internet, but *Adobe Acrobat* is your best choice. This software is inexpensive. In fact, many departments already provide it to their faculty members.
- For your students, the *Acrobat Reader* is a free download, and available at www.adobe.com

Fortifying the Castle: Addressing Issues of Academic Integrity

*Sarah Rosloski, Doctoral Candidate
Department of Biology*

The University of Western Ontario looks much like a castle. University buildings, unlike other sorts of work places, often reflect a feeling of grandeur because they are a symbolic monument to the beauty and potential of the human mind and spirit. One aspect of the human spirit that is especially important in academia, and life generally, is Integrity. Integrity, like the University buildings, also has a physical and non-physical existence. A wall or building can have integrity if it will stand reliably and firmly. A person's character, according to the Funk and Wagnalls Canadian College dictionary (1989), can also have integrity if it displays "uprightness", "probity" and "honesty". Academic cheating does not affect the physical structure of the University but, instead, degrades the non-physical entity of the University and the integrity of the institution and its inhabitants. As when the spirit is drained from the body, the institution becomes deadened. As such, academic cheating is a threat to the life of the University and should be actively discouraged and dealt with appropriately by faculty. To effectively address this problem, ethical dilemmas concerning cheating need to be acknowledged. Teaching strategies that discourage cheating need to be identified and ways of effectively handling cheating need to be devised.

The basic ethical dilemma to consider is whether to deal with the problem of cheating or not. Addressing an incidence of cheating can leave a lasting mark on a student's record and follow them throughout their professional career. An instructor may feel uncomfortable with the power of academic censure and the ramifications to the student (see <http://www.uwo.ca/univsec/handbook/appeals/schloff.pdf> for a description of penalties associated with cheating at Western). The overt vigilance required to catch cheaters may violate a student's sense of community at the University and may appear to judge the good along with the bad. In addition, the work required to identify, document, and deal with cheating may seem overwhelming to many instructors.

Although hard to address, the consequences of allowing cheating to thrive on campus are worse. A university's worth is largely based on its reputation. If society loses trust in the quality of a university's degree then the institution, which is publicly and privately funded, may lose key elements of societal, political and financial support. Eventually, the walls may genuinely start to crumble. The school may become unable to attract high quality scholars and the quality of education will suffer. Pretending that the issue doesn't exist, therefore, has serious consequences. Taking measures to deter students from cheating and preparing to handle it by acquiring the appropriate skills and exercising the appropriate level of forethought can minimize possible unpleasant results.

Teaching strategies can be employed before cheating happens as a prophylactic to reduce the incidence of cheating. To discourage cheating, Barbara Davis (1993) recommends giving

students information about “standards of academic scholarship and conduct”. These standards can be utilitarian or aimed at instilling honourable values. For example, students may be unsure of how or when to cite a source. An outline of what constitutes cheating and how to avoid it (e.g., by outlining appropriate citation procedures) may help steer students in the right direction (Davis 1993, Groark et al. 2001). Having information in the course outline about academic dishonesty and a description of how it degrades the university spirit will clarify the importance of the issue to students. Introducing “honour codes” or outlines of academic values and practices befitting an upstanding student have been shown to dissuade students from cheating at many different universities (Groark et al. 2001). If students do not appear to grasp an understanding of their personal role in the integrity of the University institution, then a clear summation of penalties that will be incurred in the event of cheating will be a deterrent. Telling them that you are aware of “Paper Mills” and Internet plagiarism (Groark 2001), and that you may use Turnitin.com to check papers will discourage cheating. Also, explaining that cheating degrades the University reputation and therefore degrades the perceived value of their degree may make economic sense. A clear description of the ethereal or practical reasons to avoid cheating can be used variously as the occasion demands.

In dealing with an incident of plagiarism, the Society for Teaching and Learning in Higher Education Guidelines (Murray et al 1996) is a resource instructors can use to respond appropriately. In the subsection on ‘Student Development’, the authors state that, to encourage student development, students must always be treated “with respect and dignity.” Even though a student may have plagiarized and may be seriously punished for it, this does not mean the student should be treated as though they are lost to dishonesty ever-more in subsequent classes. To do so would render the punishment more severe than is actually proscribed and assumes that students cannot learn from their mistakes. Indeed, it is likely the student will have a greater respect for academic principles after the infraction. Also, the subsection dealing with issues of ‘Confidentiality’ is insightful. An instructor may be tempted to gossip about the incident of plagiarism with colleagues or students simply as fodder for conversation, to warn other faculty about the student or to sully the student’s reputation out of a sense of righteousness. Again, the instructor who tells other colleagues or students would have far surpassed proscribed punitive measures outlined by university guidelines. An infraction of academic principles is made into an event that could destroy the student academically or socially. While cheating is serious, the means to counter it should be effective but discreet in scope.

Universities have a special role in society. They cultivate student minds through education and cultivate human knowledge through research. But, as noted by Russo (2000), universities also have a role in being a fertile ground for social responsibility and civic duty. Thus, the integrity that nourishes the spirit of the University may also nourish society. It is the professor’s responsibility to provision students with clear guidelines for ethical behaviour to deter cheating and to act ethically in the event of cheating. When the student is consciously guided to behave in an upstanding fashion, they may take these principles along with them when they leave campus.

Davis, B.G. (1993). Tools for teaching. San Francisco: Jossey-Bass. Chapter 34.

<http://teaching.berkeley.edu/bgd/prevent.html>

Funk and Wagnalls Canadian College Dictionary. 1989. Fitzhenry and Whiteside Ltd. Ontario, Canada.

Groark, M., Oblinger, D., and Choa, M. (Sept./Oct.(2001). Term Paper Mills, Anti-plagiarism tools and Academic Integrity, Educause Review, 36 (5), 40-48.

Murray, H., Gillese, E., Lennon, M., Mercer, P. & Robinson, M. (1996). Ethical principles in university teaching. Toronto: Society for Teaching and Learning in Higher Education (STLHE). <http://www.tss.uoguelph.ca/stlhe/ethics.html>

Russo, Michael (2000). Serving to learning, learning to serve: The goals of higher education at the dawn of the new millennium. From Molloy College Website: <http://www.molloy.edu/academic/philosophy/sophia/TOPICS/servingtolearn.htm>

Editor’s Note: This is an edited essay Sarah Rosloski submitted as a course assignment for Graduate Studies 500, our interdisciplinary graduate credit course on the theory and practice of university teaching. Reprinted with permission of the author.



The Canadian Society for the Study of Higher Education (CSSHE) will hold its annual conference at The University of Western Ontario, in London from May 29-31, 2005, in conjunction with the Congress of the Humanities and Social Sciences. The conference, hosted by the TSC, is themed Questions of Integrity: The Ethics of Teaching, Research and Policy Development in Higher Education.



Keynote Speaker:

Julia Christensen-Hughes
Director, Teaching Support Services
University of Guelph
*From Misconduct to Integrity in
Teaching and Learning: Five Levers for
Change*

**To access the *Call for Papers*,
Surf to:
<http://www.uwo.ca/tsc/csshe.html>**

TSC Welcomes Coordinator of TA Programs



Nanda Dimitrov has joined the Teaching Support Centre this year as the Coordinator of Teaching Assistant Programs. Using her experience in intercultural training and research, she will work to develop new workshops for international TAs to facilitate their adaptation to the academic culture of Canada. Originally from Hungary, Nanda received her Ph.D. in intercultural communication at the University of Minnesota. In addition to coordinating TA programs at Western, she teaches Organizational Behaviour in the BACS program.

New TA Programs

The Teaching Support Centre is introducing new programs for Teaching Assistants this year. Three new workshop series began in November 2004 that address the needs of advanced TAs, international TAs and TAs interested in incorporating technology into their classrooms.

The *Advanced TA* series was designed with those TAs in mind who have taught a number of courses and are interested in further enhancing their teaching skills. Workshop topics include using experiential activities in the classroom, preparing a teaching portfolio, applying for a faculty position, and developing advanced public speaking skills.

The *Teaching Across Cultures* series was designed for international TAs and for Canadian TAs who work with students from diverse cultural backgrounds. The workshops introduce TAs to cultural differences in communication that they may encounter in the classroom, work with them to develop successful strategies to manage those differences, and assist them in enhancing their public speaking skills in English.

The *Teaching with Technology Series* introduces TAs to using WebCT and Power Point in the classroom, examines when the use of technology enhances learning and when it does not, and works with TAs to conceptualize their role in the online environment.

For more information, e-mail Nanda at: ndimitro@uwo.ca.

Do you have TAs?

Please encourage them to attend
The Future Professor: Path to Teaching Excellence –
professional development workshops for TAs

The Future Professor: Path to Teaching Excellence Professional Development Workshops for Teaching Assistants at Western

Advanced TA Series - Mondays 4:00 - 5:30

March 14

Advanced Public Speaking Skills for Teaching Assistants

March 21

Enhancing Lectures: Strategies for TAs

March 28

Beyond lectures and discussion: Using experiential activities in the classroom

April 11

Taking the mystery out of marking essays

April 25

Becoming an award winning TA: Round table discussion

Teaching Across Cultures Series - Mondays 4:00 - 5:30

January 10

Watch your (body) language! Nonverbal communication in the intercultural classroom

January 24

Teaching Canadian students: Strategies for ITAs

February 7

Public speaking skills for International TAs

February 28

The Tao of Teaching: Workshop for Chinese TAs

April 4

Workshop for TAs from cultures of the Middle East

Teaching with Technology Series - Fridays 3:00 - 4:30

January 14

Introduction to Teaching with Power Point

January 28

Strategies for Teaching with Power Point

Fellowship in Teaching Innovation Call for Applications

The purpose of the Fellowship is to encourage full-time faculty members to pursue teaching innovations at UWO. The Fellowship exists primarily, but not exclusively, to support undergraduate and professional school teaching at the University, matching Western's commitment to the highest standards and quality of undergraduate education.

Teaching innovation projects may take many forms, such as initiatives involving the novel incorporation of educational technology into classroom settings or developing new directions for large group learning. The award may be used to develop teaching innovation projects through the purchase of release-time, support for graduate students, acquisition of technology, or to attend teaching conferences.

The deadline for applications is March 1, 2005. Application procedures for the \$10,000 Fellowship are available at <http://www.uwo.ca/tsc/awards.html>

Information Literacy Update

*Tom Adam, Information Literacy Coordinator
Western Libraries*

With just under 400 classes and outreach sessions facilitated since September, Instruction and Outreach Librarians at Western Libraries have had a very productive fall. We've spoken to over 11,000 students and session participants ranging from undergrads researching their first term assignments, to graduate students tracking down illusive resources to high school students getting a feel for doing research at an academic level. Instruction Librarians are always willing to work with interested faculty to incorporate instruction on how best to efficiently access, critically assess, effectively assimilate and responsibly apply information resources into specific assignments or courses. Talk to your faculty Liaison Librarian for more information.

Watch for two exciting initiatives coming next year. Western Libraries is again participating in Project SAILS, an international research initiative based at Kent State University. Along with over seventy other institutions across North America, including eight Canadian universities, we will be soliciting undergraduate volunteers to fill out a short questionnaire online. The outcome of this three-phase project is the development of a standard, easily administered tool to measure information management skills which University Libraries could use to shape instruction programmes.

Western Libraries is also working on the development of an *Assignment Calculator*. We have been searching for a way to interactively present the process of organizing a search for information in a way that is real and relevant to undergraduate students. This device, created at the University of Minnesota, serves the purpose nicely. Students enter the date they plan to begin work on a project and the due date, into the calculator and a 12-step path to completing the assignment is returned. Students can also opt to have e-mail reminders automatically sent to them as critical dates in the process arrive. The calculator will be ready early in January, available via the library website at www.lib.uwo.ca.

Peer Review of Teaching

*Debra Dawson, Director
Teaching Support Centre*

Peer review of teaching moves the evaluation of teaching beyond looking primarily at student evaluations to assess teaching. The teaching dossier at Western allows faculty to provide evidence about their teaching effectiveness. One piece of evidence faculty might include is a peer review of their teaching. There are several good web sites that describe how this has been accomplished at other universities plus two good books available in the Teaching Support Centre.

Good web sites:

University of Wisconsin at Madison:
<http://www.provost.wisc.edu/archives/ccae/MOO>
Describes peer review of teaching including information on designing and conducting a peer review program.

North Carolina State University:
http://www.ncsu.edu/provost/peer_review/intro.html
Describes the program they use at this university.

Flinders University in Australia:
<http://www.flinders.edu.au/teach/evaluate/peer.htm>
Describes a program of peer review plus contains other information on how to develop a teaching dossier (or portfolio).

University of Nebraska Lincoln:
<http://www.unl.edu/peerrev/process.html>
This site describes a number of different portfolios instructors might create to document their scholarship of teaching.

Excellent books:

Chism, N.V.N. (1999). Peer Review of Teaching. Bolton, MA: Anker Publishing.

Seldin, P.(1999). Changing Practices in Evaluating Teaching. Bolton, MA: Anker Publishing.

Coming Events in the TSC

AA: Assessments Assessed
Teaching with Technology Series
January 14, 2005 – Noon to 1:00 p.m.

Blended Learning Panel Discussion
Teaching with Technology Series
January 20, 2005 – Noon to 1:00 p.m.

Virtual Teams for the Virtual Classroom
Teaching with Technology Series
January 28, 2005 – Noon to 1:00 p.m.

Preparing Learners for Effective Research
Teaching with Technology Series
February 3, 2005 – Noon to 1:00 p.m.

**Development of a Teaching Dossier
and a Teaching Philosophy – Faculty Mentor Series**
February 4, 2005 – 2:00 p.m. to 4:00 p.m.

Effective Use of PowerPoint
Teaching with Technology Series
February 11, 2005 – Noon to 1:00 p.m.

All coming events take place in the Teaching Support Centre, Room 121, The D.B. Weldon Library. Please call us for more info.

Teaching Excellence Awards

Call for Submissions

UWO AWARDS

The Edward G. Pleva Award for Excellence in Teaching

All full-time members of faculty are eligible for nomination. Up to four awards are made annually.

The Angela Armitt Award for Excellence in Teaching by Part-Time Faculty

All part-time members of faculty are eligible for nomination for the award. No more than one award is made annually.

The Marilyn Robinson Award for Excellence in Teaching

All continuing members of full-time faculty who are normally not tenured and who usually have seven years or less of university teaching experience at the time of their nomination are eligible for consideration for the award. No more than one award is made annually.

Submission Deadline: January 15, 2005

Details regarding the nomination process, eligibility for each award, etc. can be found at: www.uwo.ca/univsec/sutaregs.pdf

EXTERNAL AWARDS

The Alan Blizzard Award

Submission Deadline: January 28, 2005

Sponsored by the Society for Teaching and Learning in Higher Education, the *Alan Blizzard Award* is designed to stimulate and reward collaboration in teaching, and to encourage and disseminate scholarship in teaching and learning. The award is open to groups of at least two individuals working on a common project designed to increase the effectiveness of learning. Guidelines and information can be found at:

www.mcmaster.ca/stlhe/awards/alan.blizzard.award.htm

OCUFA Teaching and Academic Librarianship Awards

Submission Deadline: February 25, 2005

Each year, the Ontario Confederation of University Faculty Associations recognizes outstanding teachers and academic librarians in Ontario universities. Approximately 10 awards are presented. Nomination process and award eligibility can be found at:

www.ocufa.on.ca

3M Teaching Fellowships

Internal Deadline to Provost's Office: February 18, 2005

STLHE Deadline: March 4, 2005

Established in 1986 by 3M Canada and the Society for Teaching and Learning in Higher Education to recognize teaching excellence and educational leadership at Canadian universities. Up to ten Fellowships are awarded each year. Guidelines can be found at: www.mcmaster.ca/3Mteachingfellowships

OPAS Awards for Excellence in Teaching with Technology

Submission Deadline: mid-June, 2005

Sponsored by the Office for Partnerships for Advanced Skills (OPAS), the awards recognize university faculty at Ontario universities who have demonstrated outstanding achievement in using technology to enhance and improve their teaching. Information at: www.opas-partnerships.com

Peer Consultation Program

Trying something new in the classroom this year and wondering how well it is working? Need some early feedback about how your classes are being received by students? In either case, you are welcome to participate in our **Peer Consultation Program**.

By contacting the Teaching Support Centre (by phone at ext. **84622** or e-mail: **tsc@uwo.ca**), you will be put in contact with a volunteer consultant – an experienced faculty member in a discipline different from your own. This colleague will assist in gathering feedback by attending one of your classes and reporting his/her observations and/or talking with a representative group of your students about their reactions.

The actual form of the mentoring differs from person to person, and is negotiated in advance at a meeting between you and the consultant.

This service is confidential; the output of the consultation is for your use only.



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