Teaching Philosophy

Teaching is an incredibly personal experience and as such, is fluid and evolves throughout our personal lives and professional careers. Having sat on many hiring committees over the past 20 years I have read dozens of colleague's statements about their approach to teaching (commonly referred to as a "teaching philosophy") and while some were excellent and passionate, others were trite and mechanical. For me, the best teaching statements were those that reveal what the teacher really valued, showed that they were reflective and read more like personal narratives than a series of course objectives and student outcomes. I am not sure that what follows is a conventional teaching philosophy, but I can assure you that it is the culmination of over 25 years of thinking deeply about my students, my teaching and my belief that sociology can change peoples’ lives.

My journey as a teacher began during a graduate seminar on teaching at the University of Victoria with Dr. Andy Farquharson. During one of the exercises Andy asked us to think of a metaphor or an occupation that would capture the type of teacher we wanted to become. I could not have realized then, that even after teaching for 25 years, that I keep coming back to the type of teacher I wanted to be then, and the one I still aspire to be today – a tour guide who takes students on a journey through the wonderful world of sociology. Whenever I stand in front of a new class of students for the first time I see them as visitors to my home and I see in their eyes that they are nervous, but also a little excited about the places we will visit. Their hope is that I will take them somewhere fun. My hope is that at some point during our journey, every single one of them will have an experience that changes the way they see the themselves and the world around them.

During our tour, some will get homesick and others will be happy to be on their own for the first time. At every turn, I am there. I see them struggle. I see them get upset and I see them laugh. But I also see them confront ideas and issues that they have never seen before and, by forcing them to look, I see them start to resist the simple, the black and white, and begin to cherish complexity and the beauty in the shades of grey. Those are the moments that I treasure as a teacher and as a sociologist, those times when students see the world as it truly is and are inspired to make it better.

To show my students the beauty of my discipline, and inspire my colleagues to become better teachers, my entire career has been grounded upon a series of core objectives that I aspire to fulfill:
1. To demonstrate transparency;
2. To deliver inspiring lectures;
3. To be accessible to students;
4. To be innovative and willing to change;
5. To create unique learning opportunities;
6. To mentor teaching assistants;
7. To collaborate with colleagues;
8. To promote teaching excellence;
9. To author leading-edge learning resources; and,
10. To write clear and concise course outlines.
1. To demonstrate transparency
Over my career I have realized that the more transparency you can provide the better. For me, transparency means to be completely honest with my students on what I am looking for — what they need to do to get good grades in my courses. In my experience, conflicts, whether in the class or beyond, usually start when people are unsure about what is “really” going on. As a teacher, my desire for transparency started back in graduate school.

Again, during one of Andy’s seminars I remember saying to the class that I was frustrated by the university’s student evaluations and that I felt students should be able to share their feedback during the course, not just at the end of it. I argued then, and still do today, that students are in a unique position to help teachers improve their teaching and their courses. I remember thinking that if I ever became a teacher that I would ensure that my students could tell me how I was doing from the very first day of class to the very last.

Anonymous Student Evaluation of Teaching – GetFast & TooFAST
When I started teaching, I regularly handed out 4X6 recipe cards to the students and asked them to write down how they felt the course was going and what I could do to improve as a teacher. For years this feedback mechanism worked but I always knew that with handwritten comments there was a chance I could identify a student and this fact might influence what they wrote.

In my second year at Mount Royal College, I met Zvjezdan Patz (AKA “Z” – a gifted programmer working in the Academic Development Centre) and asked him if there was a way to build an online tool that allowed students to write comments anonymously and then automatically compile the results. Z said such a tool did not exist, but, as is the tradition of programmers, he built a rudimentary tool over the following weekend. By spring 1999 (the same time that SurveyMonkey was launched) we released the online software, called GetFast, free of charge, to anyone who wanted to use it.

Seven years later, in 2006, GetFast received the MERLOT Classics Award for Teaching and Technology (an international organization located at California State University — see www.merlot.org). The award is based upon a rigorous peer-review process and was certainly a gratifying validation of our hard work. The MERLOT committee mentioned that they were impressed by the power of the software and that it was free. The software was, and will always be free because we believe that the students’ voice must be heard and we do not want to create any financial barriers for teachers who want to listen.

In spring 2007, I negotiated a five-year development and support agreement (worth approximately $60,000) between Mount Royal, Carleton University and eCampus Alberta (See Fast Track to Better Teaching in Tab 1). This funding led to the launch of an updated version of the software, called TooFAST, in spring 2008. Part of the budget was $10,000 in “project management” fees payable to me that I redirected to create the TooFAST Faculty Teaching Grants Program that awarded teaching grants (in $250 and $500 increments) to faculty who used any form of anonymous assessment in their classes and then who made lasting changes to their teaching/curriculum (i.e., they did not have to use the software to be eligible for the grant) (See
To date the software has over 14,000 registered users worldwide and has processed over 600,000 student surveys.

The software clearly fulfilled a need for thousands of teachers who wanted to hear what their students wanted to say during a course, not just at the end. Over the years, the most powerful and insightful ideas on how I could improve my teaching came from anonymous student comments. For example, student comments led me to: implement mini-midterm exams; change my anonymous peer-review process in my theory classes to a peer-review process more akin to a “partnership”; provide essay questions in advance of exams; and led me to post audio recordings highlighting my expectations for midterm and final exams. All of these changes, and more, were initiated by student comments that made me reflect on my teaching and my pedagogy. I cannot help but believe that there are hundreds (if not thousands) of teachers who have used our software and have implemented similar suggestions and ideas from their students on how to improve the learning environment.

An unintended, but exceptionally rewarding consequence of developing this software, was that I was able to interact with and support a community of thousands of dedicated teachers from around the world. I am a tireless advocate for anonymous student assessment of teaching (see Letters of Support from Drs. **, **, ** & ** in Tab 1). In addition to e-mail and telephone contact with users around the world, I have also worked with colleagues from across North America through workshops and conference presentations. Working with a community of teachers who want to gain authentic and honest feedback from their students has been one of the most professionally rewarding experiences of my career.

To further confirm my commitment to transparency, I have posted all course evaluations over the past 16 years on my website (https://ravelli.ca/teaching). I do so because it allows new students to benefit from the experience and advice from former students but also allows me to show my students that I care about my teaching and that I work hard to improve each and every semester. By discussing openly what students have said about my courses and teaching in the past, allows me to open a dialogue about what their own experiences may be like.

Transparency is also evident in how I assess my students.

No Surprise Exams
Since joining UVic I have developed a strategy where I circulate exam questions/grading rubrics at least 3 weeks before the exam [See Midterm and Final Exam Questions and Rubrics in Tab 1]. My Soci 100 exams are all essay-based with no multiple-choice or short answer questions, and over the term increase in value (i.e., 10%, 25% and then a 35% final) to reinforce the value of

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1 I should note that I have never received, nor asked for, any form of remuneration for my efforts – the software is truly a labor of love for me.
2 I have chosen to insert salient letters from my 3M Fellowship application to confirm specific assertions in my dossier. However, where I have used letters intended for the 3M, I have sought, and received, the author’s permission to repurpose their letter for this application.
3 Since these evaluations are hundreds of pages in length, in the interests of the environment, I have decided not to reprint them. As indicted, all are posted online.
incremental learning. After receiving the questions, the next 3 weeks are intended to give students lots of time to prepare. The first week is to prepare their rough drafts of their answers, the second week, to review the questions and the grading rubrics with their TAs in tutorials, and the third week is to edit/revise their answers. For midterms 1 and 2 I circulate 4 essay questions and then ask 2 of them on the exam. For the final I circulate 6 questions based on the entire course and ask 3. Student responses on my course evaluations, confirm that while students appreciate this transparency they also see the exams as very demanding. I appreciate the students’ comments on this point but given our level of support and transparency, I am comfortable with this criticism.

Some readers might ask, “But, if students know the questions in advance why would anyone study material outside of the exam questions?” – Because lecture and text material can only get them a B (See: exam instructions in Tab 1). Regurgitation and memorization only goes so far. To get an A students have to demonstrate that they are able to \textit{transcend} the course content. This takes a lot of time, it requires students to study material beyond the questions so they can show how they are making links between/beyond what we talk about in class. While it is true that this technique focuses students’ attention to certain content, it also diminishes the stress of trying to study everything. In doing so, I am convinced that students are gaining a deeper understanding of sociology. While my evidence is anecdotal – I am finding students’ essay answers consistently demonstrating a deeper understanding of sociology than at any point in my career. By telling students that my teaching/lectures can only take them so far, I am forcing them to think beyond the simple black and white and into the grey. Diminishing students’ anxiety over “what I might ask” has allowed students to think more deeply about the material and demonstrate how much they have learned.

My intent for giving students the questions in advance is not only to diminish their exam anxiety but to push themselves to do their very best.

My transparency also extends beyond my exams and assignments. When I returned to UVic I wanted to expand my commitment to transparency. When I knew I would be lecturing to large classes I wondered how I would provide support (beyond my PowerPoint slides) for students who missed classes. With roughly 600 students a term I knew that I would need to develop a strategy that would allow students to get important lecture material when they were not in class – I decided to audiotape all my lectures and post them on the course website. When I mentioned this to a colleague, I remember them asking me why students would come to class if they had access to the taped lectures? As anyone reading this binder knows, there is so much more to a lecture than the words. There is timing. There is eye-contact. There are periods of silence when students confront a concept or an idea, and hopefully a few “ah-ha” moments as well. Lectures are like concerts, even the best recorded performance is never as good as being there live.

Transparency is also extended to my colleagues. On numerous occasions I have invited my colleagues to come to any of my classes without telling me beforehand (See: Department invitation memo in Tab 1). I do this because I take very seriously that as the teacher of all the large sections of sociology 100 we offer; my colleagues are relying on me to attract students into
our discipline. I want my colleagues to know that my commitment to transparency is not just for my students but in all my dealings with them as well.

I trust that my commitment to transparency has made me a better and more reflective teacher.

2. To deliver inspiring lectures

Every teacher wants to believe that their teaching inspires their students, that what they do, matters. I am no different. I believe a great lecture can change a life. My desire to inspire my students began with an immutable and emotional connection to the writing of CW Mills. Mills taught me the beauty in seeing the world in shades of grey rather than in black and white. When Mills’ writes, “By its use [the sociological imagination] men whose mentalities have swept only a series of limited orbits often come to feel as if suddenly awakened in a house with which they had only supposed themselves to be familiar” (1959), he captures the moment at which a person sees the world with fresh eyes. Whether it is a birth, a death, a tragedy or a dream come true, there are times when people have the opportunity to see the world as it truly exists, not as it is supposed to be. These are the connections and insights I want my students to have during, and after, my lectures.

I believe that good teachers motivate students to challenge their preconceived ideas, inspire them to work hard and to create an environment that fosters personal growth and success (See: Student Letter of Support from ** and ** in Tab 2).

As student comments on my teaching evaluations confirm, much of my teaching is story-based. These stories do not begin with “once upon a time” but rather are either personal experiences or scenarios that I have developed over the years to connect lecture material to the students’ lives. These stories are often presented in a fun and jovial manner, but I have taken years to craft them in such a way that I present “pivots” that the students cannot predict or foresee.

For example, for years when I introduced the topic of gender, I would find myself grappling with how best to show students how important gender is in defining who we are. Then about 10 years ago I began thinking through how much time many women spend “getting ready”. Ultimately, this resulted in a lecture where I present myself as a young woman (named Connie) getting ready for a first night out on a cruise ship (from showering to putting on my “little black dress” and high heels). The scenario concludes with me imitating walking around in high heels and a small black dress, flipping my dyed blonde hair with my long acrylic nails, and then stopping. Returning to my dominant male voice I point out that everything I have done to get ready makes me appear weak and fragile, submissive and compliant. After all, when men get dressed to go out they never wear anything that is uncomfortable or makes them feel weak. Over the years, this lecture has become one of the most entertaining, but also one of the most powerful. I am happy when the students laugh, but I am inspired when I see the smiles fade and watch as the deeper significance of our society’s objectification of women begins to set in (See: Student Letter of Support from ** in Tab 2).

4 I should note that I bring an entire case of “props” including special shampoos, soaps and loads of cosmetics that I “put on” in class.
I believe my passion for the transformational power of sociology is why so many students comment that they love my lectures but that they also help them see the world a little differently (as confirmed by comments on all of my teaching evaluations).

Student Evaluations of Teaching
As indicated in my covering memo, all my teaching evaluations are available at: https://ravelli.ca/teaching. While I do not have data on how my teaching evaluation scores compare to my colleagues at UVic, I do have such a comparison from Mount Royal (See: SEI Data for Bruce Ravelli from Mount Royal University and Course Experience Survey Scores from UVic in Tab 1). As you will see, my scores at MRU were consistently above the mean for the entire university.

Teaching Awards Granted/Nominated
Mount Royal University prides itself on small classes and excellent teaching. In 2011, Mount Royal implemented a new award that celebrated the achievements of its most outstanding faculty. The Distinguished Faculty Award is intended to raise awareness among peers of exemplary work within and beyond the institution. Section 6.1 of Mount Royal policy 960-8.1 outlines the criteria for the award.

6.1 CRITERIA FOR DISTINGUISHED FACULTY AWARDS - CREDIT
Nominees for full-time credit awards will be assessed using the following criteria:
6.1.1 Exemplary teaching, dedication to student learning and development, and enhancement of the student experience.
6.1.2 Leadership in teaching, learning and scholarship, as appropriate to the nominee's work pattern.
6.1.3 Demonstrated contributions to the University's mission – “a learning community that focuses on instruction and is informed by scholarship.”
6.1.4 Innovative, creative and reflective practice.
6.1.5 Commitment to academic integrity.

6.2 Evidence of nominee’s demonstration of teaching excellence.
6.2.1 A list of all courses taught for the past five years.
6.2.2 A list of teaching awards received.

While at Mount Royal, I was granted the most prestigious faculty award and was nominated for many others:
- Granted, Distinguished Faculty Award (DFA), Mount Royal University 2011^5
- Nominated, Distinguished Faculty Scholarship Award 2009, 2010

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^5 In 2011 the DFA consolidated the previous teaching and scholarship awards and included far more rigorous criteria to demonstrate excellence in scholarship, teaching and service.
3M National Teaching Fellowship
I was nominated for a 3M in 2012 and 2013. Although both nominations were unsuccessful, the process was invaluable in that it allowed me to document what I had already achieved as a teacher, but more importantly, what I still wanted to achieve. For example, it was while preparing the 2012 application that I really started to interrogate where I was at in my career and solidified my desire to pursue more opportunities for teaching Intro as well as promote the importance of university teaching – the two key factors that drew me to my current position at UVic.

Promotion to Professor at Mount Royal University
As indicated by the (unanimous) recommendations from my department, Dean and Chair, University Tenure and Promotion Committee, I exceeded all stated criteria and was granted promotion to Professor in 2012 (See both recommendation memos in Tab 2). Further, see letter of support from my former Vice-President, Academic & Provost, Dr. ** (now retired) in Tab 2.

Peer Evaluations of Teaching
All five of my faculty peer reviews mention my engaging lectures but also my obvious commitment to teaching sociology (See: Peer Evaluations from **, **, **, ** & ** in Tab 2).

I am gratified to know that my passion for teaching is recognized by both my students and all of my peer reviewers.

3. To be accessible to students
As documented throughout this teaching dossier, I enjoy teaching large Introductory Sociology classes. However, even with hundreds of students every semester, I do my best to develop a personal connection with as many students as I can. I believe that students benefit from seeing instructors as people. To try and foster as many connections as possible, I have implemented a number of strategies to diminish the barriers between me and my students.

Coffee Cards
To reinforce that I want to meet students one-on-one, I offer to buy them a coffee if they simply stop by my office. Each term I buy 100 coffee cards and when a student comes by they just have to say, “I am here for my free coffee” and I give them a coffee card. While this is all they have to do to get the coffee, it inevitably results in a quick chat about the course, how they are enjoying UVic or where they are from. Anything that helps me know them, and them to know me, is a good thing.

The fact that the coffee cards are gone in the first 2-3 weeks of class suggests that they either really love free coffee, or, they want to meet me as much as I want to meet them.

Open Door Policy
As my attached course outlines confirm (See tab 10), I have official office hours for students but I also reinforce in lectures that students are welcome to come and see me whenever my door is open. Since I am in most days this means that the informal “drop-ins” are a good way to enable students to come and see me when it suits them and their own busy schedules.
Extra Office hours for Exams
I schedule extra office hours before all exams. Since the reality is that most students only begin preparing for exams at the last minute, extra office hours help these students when they need it most.

Accessibility and Responsiveness by Email
Everyone understands how much of our day is spent sending and answering e-mail. However, as student comments on my teaching evaluations confirm, I respond to student e-mails very quickly (usually within a few hours, and without exception, within a day). My reason for being so diligent is because I want to make sure that students feel heard. While I reinforce in lectures that should an email question require more than a few lines to answer (e.g., “Can you please let me know what Marx meant by false consciousness?) I will ask them to come and see me, or if I think the question is of value to other students, I will review the question in lectures. For those questions that are interesting, but perhaps not relevant to the class, I will often write a more detailed response and post it to the course web-site so that other students can also benefit.

Donuts for Details
In my ongoing commitment to hear from my students about how I am doing and how the course is going (See: TooFAST Fall 2015 Final Course Results in Tab 1) I have also offered 2 “Donuts for Details” events. Both events were well attended (around 35-45 students in each session) and were informal discussions about their experiences in the course – what was working well, and, what could we improve upon. Student feedback at these sessions reinforced that they enjoyed the lectures and the content but there was some “disconnect” between lectures and tutorials. I used this feedback to make sure that my description of our tutorial system was more fully described to students in lectures but also in printed support materials.

Working to Promote the Undergraduate Experience
As Chair of the department’s Undergraduate Committee and as Undergraduate Advisor, I have had the pleasure of working with the department, members of the undergraduate society, as well as the Faculty of Social Sciences to promote the undergraduate experience.

In the 2 years I have chaired the undergraduate committee I have coordinated new course proposals, deleted courses we no longer offer as well as lead the department in thinking about how to improve our undergraduate program. This work continues and we are considering significant changes to the program in the coming months.

I have also worked closely with the undergraduate society students’ society, Bureau of Sociology Students (BOSS). For example, leveraging funds from the Faculty of Social Sciences and volunteers from BOSS, we hosted a very successful “Meet the Department” Pizza Party in Fall 2015 with well over 100 students stopping by. Further, in March 2016 I helped BOSS select and promote a talk entitled, “The ISIS Phenomenon: an informative talk” by our colleague Dr. **. Again, the event was a success with over 120 students attending the evening talk.

Working with colleagues within the Faculty of Social Sciences I have helped coordinate and have attended Programpalooza (i.e., an informational fair for students who want information before
declaring a major). I have also been an invited speaker for our *New Student Orientation* for the past 2 years.

**Actively Participate in First Year Instructors Group**
The University of Victoria, through the Learning and Teaching Centre, brings together colleagues from across campus who teach large introductory courses (e.g., Biology, English, Psychology, etc.). This group meets each semester and has been a wonderful resource to share ideas as well as discuss common opportunities and challenges (e.g., plagiarism, use of online educational tools, student retention, etc.).

I believe that these various strategies have allowed me to be accessible and responsive to my students, my department and my university.

4. **To be innovative and willing to change**
I used to say that it took five deliveries of a course to get it to a point where a teacher would feel confident with the delivery of the material, assessment mechanisms for students and generally to perfect the delivery of a course. However, over the last few years I have started to think that you never actually get to a point where you are comfortable with all areas of a course – teaching is a dynamic process that requires constant reflection and revision. For example, over my entire career I have demonstrated that I am always willing to try something new/revise an existing practice if I feel it would improve students’ comprehension/retention of the course material.

**Course Peers Pilot Project**
One course I regularly taught at Mount Royal was *Classical Sociological Theory*. This course was intended to review classical theory but also to equip students to write a theoretically-based paper. My personal objective for the course was to help diminish student fears about writing and theory. To help alleviate their fears about writing I divided their term-papers into small, manageable assignments that culminated in the final paper. I also used a student feedback mechanism where student peers (and I) reviewed multiple versions of every assignment before they were submitted for grading. This allowed students to submit assignments without worrying about the grade and instead focus on becoming a better writer. I helped alleviate their fear of theory by continually reinforcing how a classical theorist would interpret the world they live in today. For example, in one series of lectures I would discuss how Conflict Theory might explain the controversy over fracking or how Durkheim’s concept of anomie explains how people feel when they have 500 Facebook friends but no one to go to the movies with. By modeling how classical theory applies to contemporary society I am modelling for students how they might approach their own topics for their term-papers.

Even though I did a lot to support students in my theory class to help them succeed (e.g., see the above described peer review process, evening/weekend office hours, etc.) I always felt that there might be more. I began thinking that there may be times when a student does not necessarily need more help from me, but rather from other students. After all, students can relate to common experiences and frustrations far better with each other than they can with their teacher. This inspired me to initiate a student peer support program that employed former graduates of my theory class to act as mentors for current students in the same course. The pilot project was
a success in that it helped the students write better term papers as well as providing former students with invaluable experience as paid peer-mentors. However, given financial cutbacks at the university, the peer-support pilot program was discontinued (See: Course Peers Program Summary Report and Reflections in Tab 4).

My innovation was to recognize that students helping students did not diminish my role as teacher but rather accentuated my commitment to help students achieve their potential.

Peer Review Assignments
Over the years I have developed peer-review assignments in all my courses requiring a term paper. To show students how their peer review will be assessed, I provide previously graded peer reviews as well as a detailed grading rubric. I have found that the peer reviews have helped students in a number of ways. First, to have a draft ready for review, students are forced to start writing their own papers earlier in the term. Second, the assignment has improved students’ writing. Period. Third, because students give their draft papers to a peer, it means that they have to take some time away from their own paper. As we all know, putting your work down for a few days allows you to come back to it with a fresh set of eyes. (See: Course Outline for 2231 and Peer Review Guidelines in Tab 4).

Mini-midterms
Over my career I have always struggled with how best to prepare new students to the academic standards required at university. I have tried many different strategies: posing possible test questions in class for open discussion, posting previous exams on my website (including graded answers from students), asking students to contribute essay questions for me to consider on the exam as well as distributing possible essay questions a week before the exam. However, none of these approaches gave students the actual experience of what writing a midterm was like.

Then, about 12 years ago a student asked on a GetFAST survey if I had ever considered giving a "mini-midterm." It was such a simple and powerful idea. The next semester I started giving a 10% "mini-midterm" two weeks before the 30% midterm (note: the format for the mini is the same as the midterm, just shorter). I graded the mini by the next class so that students were able to see how they were doing and students told me on course evaluations and GetFAST surveys that it really helped them to prepare for the “real” midterm. Since using the mini-midterm I have found that students’ midterm grades improved, on average, by 10%. While the mini-midterm was a successful strategy at MRU, it continues to define my approach to assessment at UVic.

A Sociological Life
Over the last 3 years I have been working with our publisher to develop an online tool to help students explore how concepts from sociology can actually be seen in everyday life. When I came up with this idea, I wanted to build a series of scenarios/case studies that students could read about and then be asked whether or not the content at hand related to specific concepts in sociology. In effect, what I am trying to develop is the first mechanism (that I know at least) that attempts to assess if/when a student develops the sociological imagination.
Sociologists reading this dossier will appreciate that as sociologists we always talk about the sociological imagination but we never really assess whether or not students acquire it (if in fact the concept can be assessed). After each scenario in A Sociological Life students are asked a series of questions with answers that vary widely on their “right-ness”. There are no right or wrong answers per se, but rather demonstrate that seeing the world sociologically is seeing the social world in shades of grey. As the student reads through multiple scenarios on a series of characters that they grow to know over time, they can see how their answers are demonstrating a growing or declining understanding of the sociological imagination. The project has been time-consuming but I have really enjoyed working with the three UVic graduate students who helped develop the scenarios for the site (i.e., **, ** & **). The software, still in its infancy, has been evaluated by peers and does show great promise.

Sociological Imagination Scenarios
In the Fall of 2014 I challenged some of our graduate students to come up with examples of when sociology actually made a difference to the social world around us. My intent was to use these “case studies” to supplement the chapters in the Introduction to Sociology textbook I co-author and thought that it would be a good way to show students that sociology really does “make a difference”. When the students came back and said, while they all loved sociology too, they were frustrated that it was so hard to actually find clear examples of sociological research leading to social change. Not believing this could possibly be the case I spent a few hours trying to find such examples – unfortunately, they were more difficult to find than they should have been. While this was frustrating, it inspired me to undertake two separate initiatives I am quite proud of.

First, I contracted a number of the graduate students to work with me to develop short lesson plans for all 20 chapters of our textbook. Over a couple of months, we pulled together enough material that any TA would have a variety of lesson plans to draw upon for use in their tutorials (See: Sociological Imagination Supplementary Lesson Plans in Tab 4).

Second, because I wanted to provide students with contemporary examples of when sociology made a difference, I decided to develop a web-site to celebrate the work of social scientists (including community organizations, student research, etc.) who were making a difference (see: https://makingsociologymatter.com). The site is up and running and I do what I can to update it as much as possible. Ideally, over time, people will begin to see the site as a repository of interesting research and socially relevant topics.

peerScholar
Teaching large Introductory courses at UVic has challenged me to find ways to engage with contemporary issues sociologically. Personally, I am less interested in having students apply sociological concepts to issues (although this is an important skill) than I am in having students connect with the lived experiences of others. To try and achieve this, over the Fall semester of 2015 I used an online platform called peerScholar that allowed me to show students powerful online videos and then have them share their insights with other students in the class (See: peerScholar Exercises and peerScholar e-mail note to students in Tab 4). As the student comments on my course evaluations confirm, although there was great merit in the platform, I did not have
confidence that the scores students were assigning each other were justified and I decided to stop using the software.

I trust that these few examples confirm that I am constantly reflecting on my teaching and my students’ needs.

5. **To create unique learning opportunities**

I believe that each student approaches their education from different perspectives. To try and give students different avenues to experience sociology I have created many different learning opportunities.

_CW Mills Speakers Series/ Out of the Rain_

Mills teaches us that we cannot understand the individual without understanding the society in which they live, and that we cannot understand society without a deep appreciation of individual circumstance. For example, I grew up in a small town in Northern BC and witnessed many examples of First Nations poverty and discrimination but never appreciated the larger systemic forces that were at work. Before reading Mills I was too quick to judge, too quick to blame the victims for their circumstances. Mills forced me to see the power of the larger society to create or confine the opportunities for individuals and for entire communities of people. To create an atmosphere where insightful opportunities can be awakened, I rely on sociological insights as a means of challenging students, to help them realize and acknowledge that they are socially constructed beings. By covering topics such as racism, sexism, social inequality, disaster sociology, etc., I am able to show students how to apply sociological concepts to issues that many of them are already grappling with. I want to create an atmosphere where authentic learning experiences occur for students, where students are able to connect course content to their real life experiences, and where I am able to create opportunities for students and to challenge them to see the world in a new way.

To reach out to and to inspire similar personal reflections in individuals beyond my own classrooms, I initiated the _C.W. Mills Memorial Speaker’s Series_ (event posters can be viewed at: [https://ravelli.ca/cw-mills/](https://ravelli.ca/cw-mills/)). The 10-year series invited leading edge social scientists from across North America to share their research. All of the presentations were not only insightful but inspirational. The series helped inspire the sociological imaginations of students, faculty and members of the community, by targeting issues of broad social interest in an accessible way (See: Letters of Support from **, **, ** & ** in Tab 5).

To fund the series, I deferred my textbook royalties from sales of my textbook at my university. While some question whether an instructor should use their own text, my reason for donating royalties was not to defer criticism but rather to further expose my students to as many diverse ideas about the world around them as possible.

In my first two years at UVic I continued the series, but I knew that I wanted to do something different and more connected to my students. So, over the summer of 2015 I negotiated with the local not-for-profit agency, _Out of the Rain_ to become one of their primary sponsors (See Letter of Support from **). The agency provides food and shelter for homeless youth in Victoria. Our
funding (I see my students and I as partners in this) provides “UVic Sociology Pizza Nights” every Friday to the patrons.

**MRU/UofC Honours Collaboration**

In 2009-2010, after Mount Royal achieved university status, I was tasked by my colleagues to design and develop all of the course materials, policies and procedures for the Sociology Honours Program as well as develop the two capstone courses for the program (SLGY 5110: Honours Seminar I and SLGY 5120: Honours Seminar II). This was a major undertaking involving detailed discussions with colleagues across the country. The result was a program that provided a level of support and academic rigor that was quite remarkable for an undergraduate degree (See Letter of Support from ** in Tab 5).

**Assessment “Option #2”**

In all of my classes I have implemented a policy that if any student wants to propose an alternative way for me to assess their knowledge of the course material they are welcome to do so (See: “Option 2” statement on Course Outlines in Tab 10). For me, giving students the opportunity to define how they want to be assessed, once again, confirms my commitment to openness and transparency but also my desire to have their education matter to them. While the vast majority of students choose to complete the standard course requirements, every once in a while a student proposes something that not only reflects their own learning styles, but also, their creativity. For example, one student at Mount Royal wrote an entire play based on what Karl Marx would say if he were alive today. UVic students have: created a photo-journalism project on gender-bending; performed “slam poetry” inspired by concepts from sociology; investigated homelessness in Victoria through a sociological “lens”; investigated the feminist backlash through an analysis of student perceptions of what feminism was/is; as well as a number of students who chose to do oral exams with me rather than written exams some of which are posted on www.makingsociologymatter.com).

**Showing Students that Religion Still Matters**

Last semester, for the first time, I invited a group of religious leaders to come to class and tell the students a little bit about their belief system and why it still matters today. As student comments on the course evaluations attest, the discussion was a success. My intent with the panel discussion was to put a contemporary light on religion and make it more engaging than a conventional lecture. Hearing how spirituality was experienced and expressed by different people was a very effective strategy to make the content come alive.

**Environmental Sociology Field School**

Undoubtedly the most ambitious, and disappointing, experience of my career.

In 2012, my Mount Royal colleague Tim Haney, delivered our department’s first Sociology Field School in New Orleans. While in New Orleans Tim inspired his students through both experiential and service learning (e.g., the group spent four days working on a Habitat for Humanity house).

While I played a small role in helping Tim navigate his way through Mount Royal University’s administrative policies and procedures, I was unable to attend the field school. I wish I had been
able to go because I knew I was missing a wonderful opportunity to experience sociology through the students’ eyes.

Later, after I decided to move to the University of Victoria, one of my first conversations with the Chair of the Department and the Associate Dean of Social Sciences at UVic was whether or not they would support me in developing an International Field School. My intent was to take 24 students from 3 universities (2 Canadian and 1 American) across North America to explore contemporary environmental/social issues. With the support of the Department and the Faculty of Social Sciences I started to seek support for initiative and was able to pull together a fascinating experience for students and colleagues alike.

Over the 2 years of planning I was able to secure a production company (Gold Key Productions) and film company (Clearwater Productions) to make a documentary of students’ experience and in return for actor’s releases from the students and faculty, they would pay for all travel and expenses associated with the field school (See: International Field School in Environmental Sociology: Executive Summary, Commitment Letter from Gold Key Productions and Letter of Support from ** in Tab 5).

Unfortunately, the Producer for the film (** was diagnosed with a non-life threatening medical condition that pulled him away from managing the day-to-day operations of the project. This left a void that could not be filled. While I have worked tirelessly to revive the project, at this time, I am unable to locate suitable/available colleagues at an American University (which is a necessary condition for the documentary). While the outcome was disappointing, I do not see it as a failure but rather a testament to my ability to think and act big and to take risks. Preparing for the field school taught me a lot about service and transformational learning that I am going to apply to other initiatives.

Applied Sociology course
In Spring 2016 I approached the department with the idea of creating a new Applied Sociology course. My desire is to use what I have learned through pursuing the field school on a smaller-scale initiative. The course would be offered at the 3rd year level and require working with a not-for-profit agency in the greater Victoria area that would result in a lasting contribution to agency. Although there will be a volunteer component to the course, I want the students in the course to work on a project that will add real value to the lives of others. I am currently in discussions with a number of agencies in Victoria and my hope is to have a formal curriculum proposal to submit to the department and the university curriculum committee by September 2016 with first course delivery in September 2017.

I trust that these various initiatives over my entire career reinforce my desire to give students as many opportunities to explore the social world as possible.

6. To mentor teaching assistants
I teach all of the Introductory classes in the Fall and Spring terms and supervise between 10 and 14 TAs each semester. I see part of my responsibility as not only designing, refining and managing the curriculum and tutorials, but also supporting and mentoring my TAs.
When I arrived at UVic I had the pleasure of working with two experienced TAs (i.e., **/**) to revise our tutorial structure. I believed then, and still do today, that my greatest resource as the course instructor to connect the students to sociology is through their contact with passionate and committed TAs. What developed over that summer in 2013 was a structure that allowed individual TAs to develop content for tutorials that reflected their own insights, experiences and passions. By giving the TAs the freedom to create material they were interested in and then deliver it to their students gave them tremendous ownership over the tutorial experience and allowed them to begin refining and reflecting on their own pedagogy.

My confidence in the TA’s ability to connect with their students was well-placed as students have consistently wrote on tutorial evaluations that they enjoy their TAs and how they helped inspire their sociological imaginations. By leveraging the TAs passion for sociology we were able to use tutorials as another avenue to demonstrate how wonderfully diverse sociology is.

Since making these changes, both students and TAs comment favourably on the tutorial experience (See: TooFAST Fall 2015 Final Feedback and TA TooFAST Survey in Tab 6).

As the materials in Tab 6 confirm I have developed a broad range of resources to support TAs. Some of my most successful strategies to help TAs flourish have included:

**Grading Parties**

While all TAs have the questions and grading rubrics well in advance of the exam, I believe there is great benefit in getting all the TAs together immediately following the exam. I make sure that there is pizza and refreshments available and once everyone has had a chance to eat, I give a brief overview of the question, related lecture/text material and the grading rubric. Then we circulate 2-3 exams that have been photocopied for everyone. I then grade each of the exams and let the students know how I would have graded it (TAs are asked to grade the answer at the same time I am but I do not ask to see what score they assigned to the answer). My reason for doing this is to give them a sense of the amount of time I take to grade a paper, the level of feedback I provide (just 1-2 points for the students to consider), my allocation of scores across the rubric and most importantly, allow TAs to ask me questions about my scoring. In the discussion I always reinforce what my scoring “range” would be. If a TAs scoring is vastly different from mine, we discuss why and more often than not, it is something I have overlooked, not the TA. I then stay with the TAs for at least an hour to answer any questions they have or to help the assess a particularly challenging/difficult answer. My intent during these sessions is to let the TAs gain some confidence in grading as well as giving them a venue where they can talk to their peers and me about grading.

**Grading Buddies**

When brand new graduate students are assigned to me I link them up with a more senior TA that I call their “grading buddy”. The role of the buddy is to be there if the new TA has any questions of concerns and to offer advice/support. Also, before the grades are entered the grading buddy is asked to quickly look through the exams. This gives the new TA another set of eyes to assess their scoring, their consistency, etc., before the exams are returned to me. Teaching Assistants
have told me that this strategy is really useful and helps new TAs benefit from the experiences of their more seasoned colleagues.

**Tutorial Visits**
I make a point of visiting at least 1 tutorial during the first semester of all new TAs. I think it is important to make the effort to visit their tutorials and to offer supportive and constructive suggestions on how to improve. Over the years these visits have become a good way for me to show my support and confidence in the TA but also has the added benefit of me being able to sit next to/chat with students away from the large lecture hall. Again, as I have stated elsewhere, I try to diminish the barriers between the students and myself at every opportunity I can.

**Offer to Guest Lecture**
I invite TAs that if they have a particular topic that they would like to give a guest lecture to the main class that they are welcomed to do so. So far, three TAs have done so. The first, led class discussion on gender after we had watched the video, *The Bro Code*, the second, provided a personal (and powerful) overview of their own lives and challenges as trans, and the third, described their research into online bereavement sites.

**Social Events**
Before each Fall term I have invited TA’s that were assigned to me to a BBQ at our home. This is to get to know each student but also let them get to know me and my family. These have been lots of fun and is my first opportunity to evangelize to them on my passion for Introductory Sociology as well as chat about their fears and anxieties. Then, throughout the term I invite all my TA’s to the Grad Centre for informal catch-ups. Also, I arranged a *TA Recognition Reception* for all TAs in the department in December 2015.

**Workshop for Graduate Students at Congress**
Over the Summer/Fall 2014, ** and I had numerous conversations about teaching (they were on a panel at Congress I had organized a few years earlier) and what we could do to energize the importance of teaching at Canadian universities. One of our ideas was to create a Teaching Practice Cluster at the *Canadian Sociological Association* (to be discussed in more detail in Section 8) and the other was to try and inspire young colleagues just starting their academic career. What resulted from these discussions was a half-day workshop for graduate students who were just entering the job-market. We have delivered the workshop twice (2015/2016) and on both occasions ** and I speak openly about applying for academic positions, what interviews and teaching demonstrations involve and what joining a new department is like.

**Employ Graduate Students as Research Assistants**
Since joining the Department I have been able to employ a number of graduate students to assist me with various writing projects.

Beyond being a supervisor to my own TAs for Introductory Sociology, I have also been able to personally employ eight graduate students over the last three years. Without exception, these have been wonderful opportunities for me to work with passionate and gifted young scholars. However, I still have more work to do with building a better working environment for my TAs.
TA Supervision: More Work to do

At the end of the Spring 2016 term I was approached by three experienced TAs who said they were getting close to running out of hours and may not be able to complete their assigned tasks before the end of the semester. In the weeks that followed there were many meetings involving these students, myself, the Chair of the Department as well as the Chair of the Graduate Program. What I learned from this experience was that we needed more transparency in how graduate student funding was allocated, that faculty expectations of what TAs do varies greatly by course and instructor, and that Sociology 100 was becoming simply too much work for graduate students to do on top of their own studies. I also became aware that I needed to do a better job in building relationships with my TAs so they could see me as someone who was committed to helping them succeed rather than the professor who had unrealistic expectations. Some of the discussions I had with the TAs were uncomfortable for me, I sincerely thought I was doing a better job at listening to their concerns, but when I heard the same comments coming from virtually all the TAs I realized that what they were saying was true and that I needed to become a better supervisor and mentor.

Within 4 weeks of the initial meeting, I was able to work with the Department Chair and the Chair of the Graduate Program to make substantive and meaningful changes to the TA experience at UVic. For example, we increased the number of hours allocated to graduate students who were responsible for tutorials as well as the number of hours allocated for grading assignments/exams. But most importantly, for me, was my sincere and clearly expressed commitment to become more supportive and receptive supervisor. I realized that I had simply “lost touch” with the day-to-day realities of the TAs. This will change for Fall 2016.

Besides the changes to the allocation of hours mentioned above, I will also implement a mandatory half-day of training for TAs for Introductory Sociology, schedule monthly meetings and weekly office hours that are exclusively for my TAs. My commitment is to become the first person a TA wants to see when they are struggling rather than the last. I am confident that my transparency and willingness to improve demonstrates my commitment to becoming a better mentor for my TAs.

7. To collaborate with colleagues

As my CV and letters of support from various colleagues will attest, I was a very engaged and active faculty member over my 15-year career at Mount Royal University (See appreciation memo from the President of Mount Royal, Dr. ** in Tab 7). I am proud to say that my annual performance reviews and merit recommendations confirm that this tradition continues at the University of Victoria (See annual reports/merit recommendations in Tab 7).

In my second year at UVic I became Chair of the Undergraduate Committee (UG) and Undergraduate Advisor for Sociology. As Undergraduate Chair, I am responsible for all matters related to our undergraduate program. These duties include, but are not limited to: chairing all committee meetings, preparing meeting agendas, circulating minutes, compiling summary reports/analyses as requested by the UG committee and/or department, manage new curriculum proposals and attend the Faculty Curriculum Group on behalf of the department. As Advisor I
meet with students who have questions about our program, help organize/attend events targeting undergraduate students, meet regularly with the Undergraduate Student Society (BOSS) and process hundreds of transfer requests.

I have also sat on one (full-time) hiring committee, one term-certain hiring committee as well as the Chair’s hiring committee.

Outside of the department, I have sat on the university’s Teaching, Learning, and Technology Committee for two years and was recently asked to sit for another 2-year term (which I have accepted). I have also been an active member of the university’s First Year Instructor’s Committee as well as the University of Victoria’s Faculty Association Assistant Teaching Professor Subcommittee and act as the Association’s Department Liaison. In Spring 2016 I also became a member of the Bookstore Advisory Committee.

Beyond the University I was a member of an external review panel for the Department of Sociology/Anthropology, University of the Fraser Valley in 2013. In 2014 I was a reviewer for the Canadian Sociological Association’s Angus Reid Award (with **, ** & **) as well as an article for the American Journal of Sociology entitled, “How Beauty Works. Theoretical Mechanisms and Two Empirical Applications on Students’ Evaluation of Teaching” (Article# 403930).

By all accounts, my evidence confirms that I am an active, hard-working and productive member of my Department, my Faculty and my University.

8. To promote teaching excellence
My CV confirms my career-long commitment to promoting the value of teaching from my own university campus to those across North America. From the first presentations I gave early in my career to workshops I offered later on, I believe culminated in my advocacy at the Canadian Sociological Association to create a teaching-related cluster (See: Teaching Practice Cluster memo in Tab 8). The success of the new cluster was evident last year in 3 very well-attended sessions (all of which were standing room only) and continues this year with sessions on Teaching Introductory Sociology, Critical Issues in the Classroom, Teaching and Learning Strategies as well as a workshop for graduate students (all of which I am participating in as panelist/facilitator). I am hopeful that the profile for teaching will continue to grow within the CSA.

My ongoing work with Pearson goes far beyond textbooks but into the promotion of teaching excellence in all its forms. Further, my work with users of the GetFAST/TooFAST software over the last 10 years has allowed me to advise colleagues across North America on how to become better teachers (Refer back to Letters of Support from **, **, ** and ** in Tab 1).

The intent behind all of these activities is to inspire teachers to become more reflective. I believe that reflective teaching opens up a world of opportunity for teachers and their students.

For example, reflective teaching, for me, occurs when a teacher commits to recognizing and engaging with their own lived experiences and then considers how these experiences may be influencing their teaching and engagement in the classroom. As we all know, teaching is an
incredibly personal experience and one that inevitably becomes a central component of a teacher’s sense of self. When I give presentations on reflective teaching I often share my experience as being the “fat kid” in elementary school. When I began really exploring how this childhood experience influenced my teaching, I found that my childhood made me overly defensive as a teacher. My kneejerk reaction to being teased in childhood was unconsciously leading me to take students’ questions or criticisms as challenges to my expertise and/or authority. Reflecting on why I responded to students so defensively early in my career started a journey for me – a journey that ultimately turned my defensiveness into understanding. I know what it feels like to be picked last, to walk home alone, to feel like a failure. While these were painful experiences for me, they also granted me significant insight into how many of our students feel when they are lost, uncertain or confused. Over the years I have realized that these childhood experiences provided me with a unique opportunity for connecting with my students. When I tell them I was the “fat kid” and that I was kicked out of school (twice), students respond by telling me that it helped them see me as a person, not just as a teacher. Making this connection is important for me because it helps me build trust with my students and helps me navigate through the course material in a way I could not achieve before I incorporated reflective teaching practices.

I also share similar stories with my colleagues when I present on reflective teaching or when they contact me for advice/support on teaching (e.g., over the years I have received many e-mails from colleagues using our assessment software and seeking my feedback on what they are seeing in the students’ responses).

I believe that the body of work over my career demonstrates my commitment to promoting teaching excellence.

9. To author leading-edge learning resources

At the beginning of my career, like every teacher I assume, I never found a textbook or reader that really captured what I wanted my students to learn about sociology. Then, during a meeting with a textbook representative from Pearson around 15 years ago, they asked me if I would be willing to become an author for Pearson? I was flattered (but I now realize that many colleagues are approached by publishers who are motivated to find/create new content for the market) and decided that it was time to stop complaining and start producing my own material. Over the next decade I worked tirelessly (and with a very heavy teaching load at Mount Royal College) and strategically to build a body of work that I am very proud of. (See letter of support from ** in Tab 9)

My earliest works were on edited readers (i.e., 3 editions of *Seeing Ourselves: Classic, Contemporary, and Cross-Cultural Readings in Sociology* with John Macionis and Nijole Benokraitis and my own edited work, *Exploring Canadian Sociology: A Reader*). I then used this experience to “Canadianize” two editions of the American text, *Core Concepts in Sociology* with Linda Lindsey and Stephen Beach. All of these writing/editing experiences helped me find my own voice as a sociologist and gave me the confidence to know that I had something to say. In 2010 Michelle Webber and I released the first edition of *Exploring Sociology: A Canadian Perspective*. 
Writing the text taught me more about sociology than I ever learned in school. The writing deadlines were crushing, the peer-review process alienating but resulted in me defining, explicitly and publicly, my approach to sociology. I hope that some of the success of the book is because Michelle and I see strength in our difference, that we commit to challenge ourselves, each other, and the market. For example, we were the first text to include separate chapters for classical and contemporary social theories as well as gender and sexualities. My reason for pointing this out is not to suggest the limitation in any existing text but rather, to confirm that Michelle and I have unique voices and that we recognize and value that our views have changed subtly throughout all the editions and will certainly continue in the 4th edition we are currently working on.

I believe that textbooks offer a wonderful opportunity to not only promote sociology to our students but also to form relationships with colleagues. I have enjoyed meeting colleagues from across the country and talking about our students, our pedagogy and sociology (See letter of support from ** in Tab 9).

We are fortunate in Canada to have a number of excellent sociology texts available. In my opinion, all of them offer students an excellent overview of contemporary sociology. All of them vary in their theoretical approaches, in the examples they use to highlight the social world we live, and all have their strengths and weaknesses (as does ours). But this diversity is not a limitation but instead a wonderful validation of the diversity of the sociological endeavour. No textbook can, or should, meet the needs of any single teacher. The best use of any textbook, I believe, is that it acts as a launching-off point for the instructor to challenge, explore and inspire their own students.

10. To write clear and concise course outlines
To confirm that my instructions to students are clear and concise, I have included course outlines for both Sociology 100A and 100B in Tab 10.
Final Reflections
Looking back, I never would have predicted that my journey as a teacher and a sociologist would take me to so many fascinating, challenging and inspiring places. From a graduate seminar years ago through a fulfilling and productive career at Mount Royal to my current position at UVic, I have come back to where it all began.

I hope that this dossier demonstrates that my commitment to my students, my colleagues and my discipline is as strong today as it ever was. I believe that my body of work over my career exceeds every criterion that my Department, my Faculty and my University requires to grant tenure and promotion to Teaching Professor.

I would like to thank my colleagues in the department, my Chair, Associate Dean and Dean for their support and confidence in me over the last 3 years. Finally, I want to thank the external reviewers for their time, diligence and hard work in reviewing this dossier. I know that these service tasks often feel like thankless burdens, but I can assure you that your efforts matter and that I appreciate them.
## Teaching Dossier: Organizational Matrix

<table>
<thead>
<tr>
<th>Teaching Goal</th>
<th>Mechanisms to achieve goal</th>
<th>Evidence to support claim</th>
<th>Location</th>
</tr>
</thead>
</table>
| 1. Demonstrate transparency | • GetFAST/TooFAST anonymous assessment software  
• Posting CES data  
• Open exam format & grading mechanisms  
• Record lectures  
• Open classroom | 1.1 FAST Track to Better Teaching  
1.2 TooFAST Faculty Grant Program  
1.3 Letters of Support from Drs. **, **, ** and **  
1.4 Sample exam questions/rubrics  
1.5 TooFAST Fall 2015 Final Course Results  
1.6 Department Invitation E-mail to visit my classes | Tab 1 |
| 2. Deliver inspiring lectures | • Using personal narrative to connect course content to students’ lives | 2.1 Student Letters of Support (**/**)  
2.2 Course Experience Survey (CES) comments and summary scores (complete records at: [https://ravelli.ca/teaching/course-evaluations/](https://ravelli.ca/teaching/course-evaluations/))  
2.3 Recommendation memos from MRU Department, Dean and Chair of UTPC for promotion to Professor  
2.4 Summary Student Evaluation of Instruction (MRU)  
2.5 Summary Course Experience Survey Scores (UVic)  
2.6 Peer Teaching Evaluations (**, **, **, & **) | Tab 2 |
| 3. Accessible to students | • open door policy for students  
• Coffee cards  
• “Donuts for details” (Dec 2013/2014)  
• Extra office hours before all exams  
• Promote/support events targeting undergraduate students | • Office hours “or whenever my door is open”  
• 100 cards are gone by 4th week of classes  
• Had 40+ students attend “Donuts for details”  
3.1 Increased activity at BOSS Events (e.g., ** presentation)  
3.2 Helped organize (with BOSS) the Faculty of Social Sciences Meet and Greet Pizza Party  
• Attend/guest speaker at New Student Orientation (2014/2015)  
• Attend/help coordinate Programpalooza (2015/2016) | Tab 3 |
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<th>Tab 4</th>
<th>Tab 5</th>
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<tbody>
<tr>
<td><strong>Innovative and willing to change</strong></td>
<td><strong>Create unique learning opportunities</strong></td>
<td><strong>Mentor teaching assistants</strong></td>
</tr>
<tr>
<td>• Mini-midterms</td>
<td>• CW Mills Speakers Series/Out of the Rain</td>
<td>• Make tutorials more engaging for TAs</td>
</tr>
<tr>
<td>• Course Peers Program</td>
<td>• MRU/UofC honours collaboration</td>
<td>• Grading Parties</td>
</tr>
<tr>
<td>• Peer Review Assignments</td>
<td>• “Option 2” for student assessment</td>
<td>• Grading Buddy Program</td>
</tr>
<tr>
<td>• peerScholar</td>
<td>• Invite religious leaders to present to class</td>
<td>• Organize various social events with TAs</td>
</tr>
<tr>
<td>• Sociological Imagination Scenarios</td>
<td>• Environmental Sociology Field School [highlights internationalization of curriculum]</td>
<td>• Employ graduate students as RAs</td>
</tr>
<tr>
<td>• Making Sociology Matter</td>
<td>• Applied Sociology course</td>
<td>• Employed 8 Research Assistants</td>
</tr>
<tr>
<td><strong>4.1 Course Peers Program Summary Report and Reflections</strong></td>
<td><strong>5.1 Letters of support from <strong>,</strong>,</strong>,** &amp; **</td>
<td><strong>6.1 TA TooFast survey</strong></td>
</tr>
<tr>
<td><strong>4.2 Course Outline for 2231</strong></td>
<td>**5.2 Letter of Support from **</td>
<td><strong>6.2 Support materials for TAs (TA FAQs, Tutorial Activities by date, Tutorial Assignment Overview and Grading Rubrics, Tutorial Assignment Tips and Tricks from the TAs, Content Analysis Template)</strong></td>
</tr>
<tr>
<td><strong>4.3 Peer Review Guidelines</strong></td>
<td><strong>5.3 Course Outline statement (Tab 10)</strong></td>
<td>• Employed 8 Research Assistants</td>
</tr>
<tr>
<td><strong>4.4 peerScholar e-mail note to students</strong></td>
<td>**5.4 Some Option 2 projects posted at **</td>
<td>• Grad student workshops at Congress (2015/2016)</td>
</tr>
<tr>
<td><strong>4.5 peerScholar Exercises</strong></td>
<td>**5.5 Letter of Support from **</td>
<td><strong>5.6 International Field School in Environmental Sociology: Executive Summary</strong></td>
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<td><strong>4.6 Sociological Imagination Supplementary Lesson Plans</strong></td>
<td><strong>5.6 International Field School in Environmental Sociology: Executive Summary</strong></td>
<td><strong>5.7 Commitment Letter from Gold Key Productions</strong></td>
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<td><strong>4.7 Visit: <a href="http://www.makingsociologymatter.com">www.makingsociologymatter.com</a></strong></td>
<td>**5.8 Letter of Support from **</td>
<td>**5.8 Letter of Support from **</td>
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- **Tab 4**
- **Tab 5**
- **Tab 6**
| 7. Collaborate with colleagues | • Assume leadership roles within the department  
• Committee memberships  
• Act as External Reviewer for University of the Fraser Valley | 7.1 Annual merit determinations 2013/2014  
7.2 Annual reports  
• Member of UVic Faculty Association’s ATP Committee  
• Department Liaison, UVic Faculty Association  
• Member, Teaching, Learning, and Technology Committee  
• Member, Bookstore Advisory Committee  
7.3 MRU President ** Memo | Tab 7 |
|---|---|---|---|
| 8. Promote teaching excellence | • Creation of Teaching Cluster at CSA  
• Presentations/panels on teaching  
• TA Workshops at Congress  
• Publishing sociology readers and texts | 8.1 Teaching Practice Cluster Letter to CSA  
• Offered dozens of panel discussions, conference presentations, workshops and invited talks across North America  
8.2 TooFast session results from Congress (2015) | Tab 8 |
| 9. Author learning resources | • Write/edit readers, textbooks, and online resources for Introduction to Sociology | 9.1 Letter of Support from **  
9.2 Letter of Support from **  
9.3 Curriculum vitae | Tab 9 |
| 10. Write clear course outlines | • Soci 100A/100B |  | Tab 10 |