Developing your Teaching Dossier

Renee Polziehn
From this Session

• what makes a good dossier
• components of a dossier
• motivate you to start yours
What is a Teaching Dossier...aka Teaching Portfolio

• Your beliefs about students, learning and teaching
• Your teaching methods, responsibilities, and goals
• Your contribution to teaching
• Evidence of your teaching claims
WHY?

• Evolution of your teaching
• Get a job
• Promotion

http://dailynews.mcmaster.ca/images/Carolyn_-Eyles_teaching_09.jpg
English (Decolonizing/Postcolonial Literature– Associate Professor
University of Saskatchewan

Closing Date: 30 November, 2015

Applicants should send a cover letter, a curriculum vitae, a teaching dossier, and a sample of written or published work, and should arrange for 3 letters of reference
Assistant Professor  
Civil and Environmental Engineering  
Carleton University  

Closing Date: Applications will be considered until position is filled

Application packages should be submitted electronically in one single PDF file and include:

• a detailed curriculum vitae,
• a description of research accomplishments and future plans (research statement),
• a teaching dossier (teaching statement)
• the names of three referees.
Assistant Professor – School of Health Administration
University of Dalhousie

Applications considered starting January 5, 2016 and will continue until the position is filled.

Applications, including curriculum vitae, and evidence of effectiveness in teaching and research, should be sent to the address below.
Preferred [candidate]...experience working with diverse populations and/or teaching pedagogies and/or multicultural teaching experience...Please upload ...one or two representative course syllabi, and statements of teaching philosophy and research interests...
Dossiers Vary

• Like a CV – no dossier will be the same

• Depends on purpose
  – To get a faculty position
  – To get tenure
  – To get a teaching award

http://www.flickr.com/photos/richardoyork/4567220793/
Seven Principals of Good Practice

- Encourages contact between students and faculty.
- Develops reciprocity and cooperation among students.
- Uses active learning techniques.
- Gives prompt feedback.
- Emphasizes time on task.
- Communicates high expectations.
- Respects diverse talents and ways of learning.

(Chickering and Gamson, 1987. Seven Principals for Good Practice in Undergraduate Education)
What your dossier should show
(I want to hire you because)
What your dossier should show
(I want to hire you because)

• Good organization of subject matter
• Preparation
• Effective communication
• Knowledge of subject
• Enthusiasm for subject matter and teaching
• **Positive attitude towards students**
• Innovation in teaching
• Flexibility in approaches to teaching
What your dossier should show
(I want to hire you because)

• Encourage participation
• High standards and expectations
• Accessibility
• Reputation
• Fairness in assessment and grading
• Evidence of your teaching
• Appropriate student learning outcomes

(Goal 1)
What do you include in a dossier?

- Here’s what I believe and why
- Here’s what I do and how
- Here’s the evidence
- Here’s what I have learned

http://ebookbrowse.net/bosick-fulldossierteaching-tt-pdf-d480560522
Faculty members at the University of Alberta are responsible as scholars "active in teaching, in research, and in service" and are evaluated in terms of their performance in these three categories (Faculty Agreement, Article 7.01 – 7.09). In view of the University’s mandated multifaceted teaching evaluation policy (GFC Policy Manual, section 111.2) a Teaching Dossier may provide the basis for the category "input from self." This Guide, in conjunction with A Guide to Evaluate Teaching¹, is designed to help document achievements in teaching and to present evidence of these in the form of a Teaching Dossier².

http://www.ctl.ualberta.ca/Teaching_Services/TES_Docs/Teaching_DossierGuide.pdf
University of Alberta

1. Approach to Teaching
   – Teaching Philosophy
   – Teaching Goals, Strategies, Evaluation Methods

2. Teaching Contributions
   – Teaching Responsibilities
   – Supervising/Advising Students
   – Activities to Improve Teaching
   – Committee Service
   – Publications and Professional Contributions

3. Reflections and Assessment of Teaching
   – Documentation of Results of Teaching
   – Reflections on Teaching and Student Learning
   – Future Plans

4. Supporting Documents
   – Appendices

Example:
http://www.me.mtu.edu/~mahdish/Docs/TeachingDossier_Shahbakhti.pdf
Teaching Philosophy

• Why do you teach?

• What is your teaching style?

• What do you expect of your students?
Teaching Philosophy

• If you could grant people the best teaching skills, what would you give them? (How of teaching)

• If you could put your worst qualities as a teacher in the trash, what would they be?

• If you wrote a book on teaching, what would it be called? What messages would you have? (Goals)

Adapted from www.tss.uoguelph.ca/resources/idres/packagetd.html
Teaching Responsibilities

• Description of Courses Taught
  – Duration of Class time, Date, Number of Students
  – Short description of the course
  – Anything learned that could benefit the institution
  – Any input you had – revising course, developing curriculum, designing course
Teaching Responsibilities

• Supervision and Advising
  – Supervision of students (high school, undergrad, graduate)
Teaching Strategies –
Teaching Methods
(May be part of the Teaching Philosophy)

• Give examples of teaching methods you employ
• Description of assessment strategies, along with how they fit with your goals and teaching
• Ways you encourage learning outside of the classroom
What are instructional methods?

- One-on one
- Seminar
- Experiential learning
- Group work
- Lab activity
- Problem Based Learning
- Critical thinking skills
- Web based learning
Examples of Teaching

• TA course
• Primary Instructor
• Demonstrator
• Marker
• Sessional
• One-on-one Tutoring
• Writing centres

(http://www.headwatersdesign.com/gregtait/greg.html)

(https://eportfolio.srv.ualberta.ca/view/view.php?t=V5JlZFsWUKeOrEavwSjL)
Teaching Development

• Sessions attended
• Conferences attended
• Teaching groups
• Research projects related to teaching
• On-line teaching forums
Teaching Contributions

• Course Development and Innovation
  – Course materials/handbook/study guides
  – interesting assignments
  – Forms of Assessment
  – Web pages, Blogs, etc
  – Application of technology in your teaching
    » Face book, Twitter
Teaching Contributions

• Community work related to Teaching
  – Coaching
  – Church leadership/teaching
  – Girl Guides/Boy Scouts
  – Tutoring
  – Judging events/Expert’s Days
  – Community Presentations*
Evidence of Teaching

- Student Evaluation Scores
- Student Comments
- Student Work
- Evaluations from peers/academics
- Teaching Awards and Recognition
  - Explain the award/how it was judged

Different people provide different kinds of information about your teaching

http://www.clker.com/clipart-number-3-button.html
3 Student Evaluations

• Summarize the data
• Identify where it comes from
• Do not include raw data
• Get permission from the students if quoting them
• Provide contextual information
Student Evaluations (other purposes)

- Material is appropriate to the learning level
- Organized feedback to students
- Open door policies
- Mid point evaluation
What evidence do you have that students learn outside of the classroom?

(Goal 2)
Things to keep

• Sample Syllabus, Lesson Plan
• Comments from students
• Reflections of things you have learned from your students
• Emails – good and bad
• Examples of student work
• Outcomes of students

• https://dl.dropboxusercontent.com/u/2755385/Jardeleza_TeachingPortfolio.pdf
Teaching Statement:
I encourage students to explore other points of view.

Example:
I assign students to various roles, ask them to perform a historical event, and then we review how everyone felt about their position.

Support:
Item listed in course outline on page XX and in student comments on page xx.
Get your Dossier Reviewed

• Is the dossier easy to read and understand?

• Does the dossier present an honest approach to your teaching?

• Is your approach to teaching realistic?
Overall Presentation

- Is it readable?
  - Use headings, change fonts, etc
  - Put in white space

- Page numbers and table of contents

- 1000-2000 words

- Ideally 3-6 pages (not including appendix)

- Use tables, bullets, flow chart

- What is the quality of writing?

- What do you want reviewers to remember about you?
“Style is no substitute for real evidence of good or improved teaching”
When Looking at Example Portfolios

• Tenured Academic? – not TA’s
  – May not be relevant for all Graduate Students

• No idea of why they were prepared

(Goal 3)
Examples

- http://www.augustana.ualberta.ca/profs/nhaave/teaching/
- http://eportfolios.ctl.ualberta.ca/rkahlke/
- http://individual.utoronto.ca/venturelli/VenturelliDossier.pdf
References

• Seven Principals for Good Practice in Undergraduate Education – www.aahea.org/bulletins/articles/sevenprinciples1987.htm
• Overview Of Tenure And Promotion Policies Across Canada http://www.viu.ca/integratedplanning/documents/OverviewofTPPoliciesinCanada.pdf
• Acton, MA: Copley Center for Teaching and Learning http://www.ctl.ualberta.ca/Teaching_Services/TES_Docs/Dossier_Resources.html
References


• http://pediatrics.med.ualberta.ca/Admin/FacultyandPhysicians/FacultyDevelopment/Documents/guide_teaching_dossier.pdf

• http://www.cetla.howard.edu/teaching_resources/SelfAssessment.html#Developing