TEACHING DOSSIERS: DOCUMENTING YOUR TEACHING

Dr. Mike Atkinson
Dr. Nanda Dimitrov

Centre for Teaching and Learning
February 2019
Sample Dossiers


• Take a look at the sample dossiers with your group
• Identify 3 things that are effective about the dossier
• Identify three things you could do to improve the way the candidate presents himself/herself as a teacher
How much do you know about dossiers already?

- What is a dossier?
  - I’m new to dossiers
- I have an idea of what they are... want to understand exact expectations
- Have a dossier, I just want to refine it
Teaching Dossier (Canada, UK)  Teaching Portfolio (US)
A teaching dossier (or teaching portfolio) is a professional document that summarizes your beliefs about teaching and provides evidence of your teaching experiences and abilities.

Preparing Your Teaching Dossier

Putting together a teaching dossier provides the opportunity to reflect on your teaching experiences, contributions, and strengths and share feedback from students and colleagues. Your teaching dossier conveys the range of your teaching contributions, including elements such as:

- https://teaching.uwo.ca/awardsdossiers/teachingdossiers.htm
Guidelines for Clinical Faculty

- Please see clinical promotion guide at:

  - https://www.schulich.uwo.ca/humanresources/faculty/promotion_information.html
What is a Teaching Portfolio or Dossier?

• A document of 10 - 30 pages plus appendices

• Summarizes your teaching accomplishments and strengths

• Part of your submission for academic positions, P & T and teaching awards
What is a Teaching Dossier?

• The teaching dossier is “to teaching what lists of publications, grants and honors are to research and scholarship...It presents thoughtfully chosen information on teaching activities along with indisputable evidence of their effectiveness.”

  Peter Seldin, 2004

What are the benefits to having a dossier?

- Demonstrates scholarly approach to teaching
- Shows teaching competency
- Records the process and product of teaching
- Leads to critical reflection on teaching
- Documents innovation and leadership in facilitating learning
What can the dossier demonstrate?

- Commitment to Teaching
- Student Centered Approach
- Course Design and Teaching Methods
- Self-evaluation and Reflective Practice
- Curriculum Development
- Teaching Scholarship
- Facilitation and Leadership skills
Components

1. Teaching Philosophy
2. Teaching Responsibilities (incl. supervision)
3. Evidence of Teaching Effectiveness
4. Teaching Innovations
5. Professional Development
6. Educational Leadership
7. Research on Teaching (SoTL)
Structure of the Western Dossier

• 4 required components

• Many optional or recommended components

• See handouts – note difference between tenure and standing appointment requirements
Required Components at Western

Teaching Responsibilities
- List of courses taught in last 7 years, with your role described
- Outlines for courses taught in last 2 years (Appendix)
- List of students supervised in research (graduate and undergraduate)

Evidence of Teaching Effectiveness
- Summary of your teacher effectiveness ratings (7 years—if available)
- Evidence of student experience in the classroom
Teaching Responsibilities Section

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

Information about student experience in the classroom:

• Graph or table of student ratings of teaching – using frequencies, not arithmetic averages
  (7 years) *(required)*

• Letters from students, parents, student employers, etc. (solicited letters MUST be included; non-solicited optional)

• Colleague evaluations of your teaching (observers chosen with consent of Chair/Dean) *(recommended)*

• Objective indicators of amount learned *(optional)*
Evidence of Teaching Effectiveness from Multiple Sources

“The teaching record shall also include any evidence of teaching effectiveness such as peer reviews of teaching, as well as information about student experience in the classroom as reflected by data from Student Questionnaires on Courses and Teaching for all courses taught by the Member, where available.”
Summary of student ratings can include:

- Class size
- response rates
- distribution of ratings
- elective or required status
- mode of delivery
- For the purposes of tenure and promotion at Western, do NOT include arithmetic averages.
- *Means may still be requested for national teaching awards such as the 3M Award*
INSTRUCTORS

FAQs

Course Feedback Dates

Using the Your Feedback System

Core SQCT Questions

Questionnaire Personalization

Midterm Check In

Midterm Guide

Supplementary SQCT Questions

SQCT Guide

Supporting Your Feedback Response Rates

Your Feedback Classroom Administration

Helping Students Write Effective Feedback

Interpreting Questionnaire Data

Accessing Past Results

Resources

INSTRUCTORS

Why do undergraduate students at Western fill out end-of-course questionnaires on courses and teaching?

Students at Western have completed university-wide questionnaires since Fall 1996, and the distribution of the questionnaires and generated results are supported by the Faculty Collective Agreement. Results gathered from the questionnaires serve a variety of purposes:

- Instructors can use the results to identify course and teaching strengths, build on effective practices, and improve other practices
- Faculties can use the results for course and program development
- Questionnaire results are combined with other information to form a teaching dossier. It is also used in Western’s regular faculty review process, including Promotion and Tenure
- Students may use questionnaire results when selecting their courses

The most effective strategy for encouraging students to log in to Your Feedback and complete their course questionnaires is instructor encouragement and interest. Just as with the paper version of the questionnaire, instructors should continue to provide 15 minutes in class during the feedback period for students to complete their questionnaires.

There are also several strategies that can help students write effective comments on their questionnaires.
Accessing past results

**FEEDBACK SYSTEM**
FEEDBACK.UWO.CA
Access Western’s online system to complete your questionnaire as a student, view your full reports as an instructor, and monitor response rates as a course administrator.

**LEARN ABOUT THE FEEDBACK SYSTEM**
YOURFEEDBACK.UWO.CA
An information website where you can learn all about the student questionnaires on courses and teaching.

**ACCESS ARCHIVE RESULTS**
SQCT.UWO.CA/RESULTS
This site offers the complete archive of all instructor SQCT data - the results from the paper forms used prior to 2016 and everything entered in the new online system. It is intended primarily for students.
Please NOTE

• In Fall 2017, the scales and items used in SQCT’s at Western changed.

• Do not compare pre and post 2017 data.
Please NOTE

“Based on differences in the items and rating scales between the original Student Questionnaire on Courses and Teaching (Fall 1996 - Summer 2017) and the revised Student Questionnaire on Courses and Teaching (Fall 2017 onward), it is recommended that the results from these two time periods be treated as separate data sources and not aggregated or compared (e.g., in analyses, tables, graphs) for decisions involving these scores (e.g., Annual Performance Evaluation, Promotion and Tenure, Teaching Awards). “

http://www.yourfeedback.uwo.ca/doc/SQCT_Revised_Questionnaire_Interpretation_Statement.pdf
Past format included means

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>NUMBER OF RESPONSES</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>MEAN</th>
<th>STANDARD DEVIATION</th>
<th>MEDIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Displays Enthusiasm</td>
<td>80</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>25</td>
<td>27</td>
<td>21</td>
<td>5.72</td>
<td>1.09</td>
<td>6</td>
</tr>
<tr>
<td>2. Well Organized</td>
<td>80</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>13</td>
<td>24</td>
<td>21</td>
<td>17</td>
<td>5.35</td>
<td>1.3</td>
<td>5</td>
</tr>
<tr>
<td>3. Explains Concepts Clearly</td>
<td>79</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>14</td>
<td>25</td>
<td>18</td>
<td>17</td>
<td>5.34</td>
<td>1.22</td>
<td>5</td>
</tr>
<tr>
<td>4. Encourages Participation</td>
<td>80</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>19</td>
<td>17</td>
<td>34</td>
<td>5.89</td>
<td>1.22</td>
<td>6</td>
</tr>
<tr>
<td>5. Responses Clear and Thorough</td>
<td>79</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td>21</td>
<td>24</td>
<td>20</td>
<td>5.53</td>
<td>1.28</td>
<td>6</td>
</tr>
<tr>
<td>6. Interesting Presentation</td>
<td>79</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>11</td>
<td>22</td>
<td>15</td>
<td>18</td>
<td>5.04</td>
<td>1.65</td>
<td>5</td>
</tr>
<tr>
<td>7. Shows Concern</td>
<td>79</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>9</td>
<td>15</td>
<td>26</td>
<td>22</td>
<td>5.54</td>
<td>1.38</td>
<td>6</td>
</tr>
<tr>
<td>8. Available for Consultation</td>
<td>76</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>8</td>
<td>20</td>
<td>23</td>
<td>20</td>
<td>5.54</td>
<td>1.33</td>
<td>6</td>
</tr>
<tr>
<td>9. Communicates Well</td>
<td>80</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>10</td>
<td>24</td>
<td>24</td>
<td>16</td>
<td>5.38</td>
<td>1.3</td>
<td>5.5</td>
</tr>
<tr>
<td>10. Adheres to Course Objectives</td>
<td>80</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>14</td>
<td>24</td>
<td>23</td>
<td>16</td>
<td>5.41</td>
<td>1.18</td>
<td>5</td>
</tr>
<tr>
<td>11. Relates Topics Well</td>
<td>78</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>11</td>
<td>24</td>
<td>24</td>
<td>14</td>
<td>5.33</td>
<td>1.31</td>
<td>5</td>
</tr>
<tr>
<td>12. Provides Fair Evaluations</td>
<td>79</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>9</td>
<td>21</td>
<td>25</td>
<td>13</td>
<td>5.13</td>
<td>1.54</td>
<td>5</td>
</tr>
<tr>
<td>13. Grades Work Promptly</td>
<td>80</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>18</td>
<td>28</td>
<td>14</td>
<td>5.22</td>
<td>1.48</td>
<td>6</td>
</tr>
<tr>
<td>14. Good Motivator</td>
<td>79</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>13</td>
<td>18</td>
<td>22</td>
<td>11</td>
<td>4.8</td>
<td>1.73</td>
<td>5</td>
</tr>
<tr>
<td>Average 1 to 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.37</td>
<td>1.36</td>
<td>5.46</td>
</tr>
<tr>
<td>15. Overall Instructor Effectiveness</td>
<td></td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>13</td>
<td>15</td>
<td>26</td>
<td>19</td>
<td>5.43</td>
<td>1.4</td>
<td>6</td>
</tr>
<tr>
<td>16. Course As Learning Experience</td>
<td>80</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>12</td>
<td>25</td>
<td>21</td>
<td>5</td>
<td>4.58</td>
<td>1.64</td>
<td>5</td>
</tr>
</tbody>
</table>
New format – distribution of ratings

<table>
<thead>
<tr>
<th>Skill</th>
<th>Resp</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays enthusiasm</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Well organized</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Presents concepts clearly</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Encourages participation</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Responds to questions clearly</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Encourages reflection</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Provides fair evaluation</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Provides helpful feedback</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Good motivator</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Effective as a university teacher</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Course as a learning experience</td>
<td>19</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Year</td>
<td>Course</td>
<td>Title</td>
<td>Responses/Enrollment</td>
<td>Modality</td>
<td>Distributio of ratings for #10 and #11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>-------------------------------------------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>----------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-11¹</td>
<td>required</td>
<td>Introduction to ...</td>
<td>165/318</td>
<td>lecture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>elective</td>
<td>Special Topics in...</td>
<td>29/35</td>
<td>Faculty lead study abroad</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>required</td>
<td>Advanced ...</td>
<td>177/333</td>
<td>lecture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>elective</td>
<td>Community Engage Learning course...</td>
<td>44/47</td>
<td>CEL course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>elective</td>
<td>Current Issues in ...</td>
<td>176/342</td>
<td>online</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 additional courses listed....
Teaching Effectiveness: Course Content & Management

- Colleague evaluation of materials (e.g. outlines, assignments, graded papers)- optional

- Student ratings of the course (not instructor)- optional
Teaching Effectiveness: Student Supervision

• Letters from students you supervised (again solicited must be included)

• Evidence of student success due in part to your supervision (if available)
Teaching Philosophy Statement

- “Succinct, clearly reasoned” statement
- Your personal beliefs about teaching
- How these influence your teaching method choices
- i.e., why you do what you do!
- Most 1 to 2 pages long
- *highly recommended*
Teaching Innovations Section

• Describe novel methods / materials you have developed such as texts, manuals, assignments, software, etc. (*recommended*)

• Contributions made to course development--new or revision (*optional*)

• Evidence of impact or effectiveness of these innovations (*optional*)
Sample teaching materials

• Sample learning activity you designed
• Sample of an assessment you designed
• Sample of outstanding student work
• Screen capture of online learning activity you created
Teaching Effectiveness:
Prior Recognition

• List teaching awards or nominations (optional)

• List invitations to teach or contribute teaching materials outside department/Western (optional)
Professional Development

• Describe steps taken to improve your teaching (courses, workshops, etc.)

*Optional*

**Faculty Certificate in Teaching Excellence – in progress**
Certificate program consisting up workshops and courses totaling approximately 50 hours of professional development in teaching: includes the ISW (or equivalent); teaching squares program, course design workshop and an educational leadership or research project.
Professional Development

Instructional Skills Workshop 2015
3 day intensive workshop focusing on student centered approaches to teaching; includes three video recorded mini-lessons; peer feedback and theme sessions on learner diversity and active learning

Teaching Squares Program 2014
Reciprocal peer observation of teaching with colleagues in three disciplines

Fall Perspectives on Teaching Conference 2016
- Signature Pedagogies
- The New Science of Learning
Educational Leadership

• Membership on curriculum / educational policy / planning committees - *optional*

• Membership on teaching improvement / evaluation committees - *optional*

• List any workshops you have facilitated on educational development, or assistance you have offered as a mentor or peer consultant - *optional*
Research on Teaching

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

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

• Commitment to teaching
• Ability to communicate goals and approaches to teaching in discipline
• Course design and teaching methods
• Self-evaluation and reflective practice
• Curriculum development
• Teaching scholarship
Sample Dossiers


• Take a look at the sample dossiers with your group
• Identify 3 things that are effective about the dossier
• Identify three things you could do to improve the way the candidate presents himself/herself as a teacher
Teaching Dossiers

A teaching dossier (or teaching portfolio) is a professional document that summarizes your beliefs about teaching and provides evidence of your teaching experiences and abilities.

Preparing Your Teaching Dossier

Putting together a teaching dossier provides the opportunity to reflect on your teaching experiences, contributions, and strengths and share feedback from students and colleagues. Your teaching dossier conveys the range of your teaching contributions, including elements such as:

- https://teaching.uwo.ca/awardsdossiers/teachingdossiers.htm