

# TEACHING DOSSIERS: DOCUMENTING YOUR TEACHING

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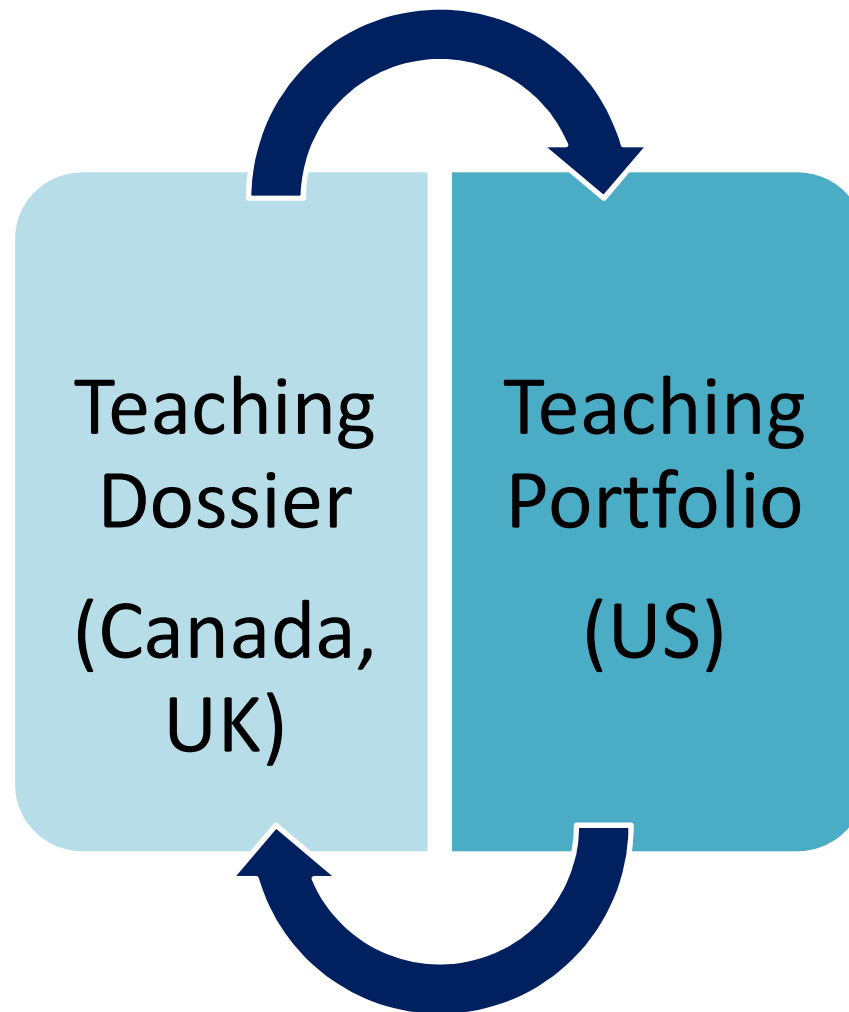
# Sample Dossiers

**<http://bit.ly/TeachingDossier>**

- 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?





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## Awards & Dossiers

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## 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>

# Guidelines for Clinical Faculty

- Please see clinical promotion guide at:
- [https://www.schulich.uwo.ca/humanresources/faculty/promotion\\_information.html](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

- *Seldin, P. 2004. The Teaching Portfolio (Third Edition). Anker Publishing Company Inc., Bolton, MA.*



# 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*

# yourfeedback.uwo.ca

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LEADERS](#)[DEPARTMENTAL  
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## 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 serves 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*.

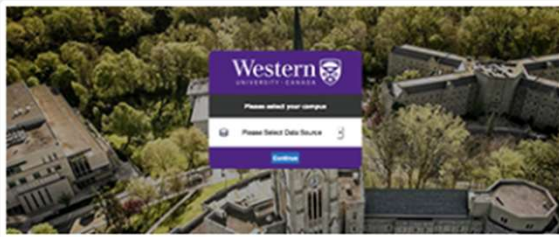
There are also several strategies that can help students [write effective comments](#) on their questionnaires.



# Accessing past results

## SQCT.UWO.CA

STUDENT QUESTIONNAIRES ON COURSES AND TEACHING



### FEEDBACK SYSTEM

[FEEDBACK.UWO.CA](https://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](https://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](https://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](http://www.yourfeedback.uwo.ca/doc/SQCT_Revised_Questionnaire_Interpretation_Statement.pdf)

# Past format included means

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



# New format – distribution of ratings

	Resp	1	2	3	4	5	6	7
1. Displays enthusiasm	15	0	0	0	0	0	2	13
2. Well organized	15	0	0	0	0	1	2	12
3. Presents concepts clearly	15	0	0	0	0	1	5	9
4. Encourages participation	15	0	0	0	0	1	2	12
5. Responds to questions clearly	15	0	0	0	0	0	3	12
6. Encourages reflection	15	0	0	0	0	1	3	11
7. Provides fair evaluation	13	0	0	0	0	1	3	9
8. Provides helpful feedback	13	0	0	0	0	0	4	9
9. Good motivator	15	0	0	0	0	1	5	9
10. Effective as a university teacher	15	0	0	0	0	0	3	12
11. Course as a learning experience.	19	0	0	0	0	2	7	10

Year	Course	Title	Responses/Enrollment	Modality	Distribution of ratings for #10 and #11
2010-11 <sup>1</sup>	required	Introduction to ...	165/318	lecture	
2011-12	elective	Special Topics in....	29/35	Faculty lead study abroad	
2011-12	required	Advanced ...	177/333	lecture	
2013-14	elecive	Community Engage Learning course....	44/47	CEL course	
2013-14	elective	Current Issues in ...	176/342	online	
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

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