

Your aims, activities and accomplishments documented in a portfolio:

Why and how to build your teaching dossier

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How many of you have a completed teaching dossier?



Objectives of this workshop

- **Identify** how a dossier can be used
- **Itemize** content to collect and include in a dossier
- **Describe** different ways a teaching dossier could be evaluated

Purposes of the dossier

- Present data which fairly and fully demonstrates teaching approaches, aims, activities and accomplishments
- Allow instructors an opportunity for reflection with a view to improving the quality of teaching and learning

The purpose of your dossier

What are your individual goals for your dossier?

-Active learning-

- Teaching reflection and improvement
- Career advancement or performance review
- Teaching award
- Job search or job mobility
- Legacy document or leadership
- Combination? Other?

Knowing the purpose shapes direction





**What to collect
and include!**

Contents of teaching portfolios

- Numerous references available for describing what items could be included in a teaching portfolio
 - *Centra (2000)*
 - *Knapper and Wright (2001)*
 - *Nancy Van Note Chism (2007)*
 - *O'Neil and Wright (1995)*
 - *Seldin (2004)*
 - *Shore et al. (1986)*

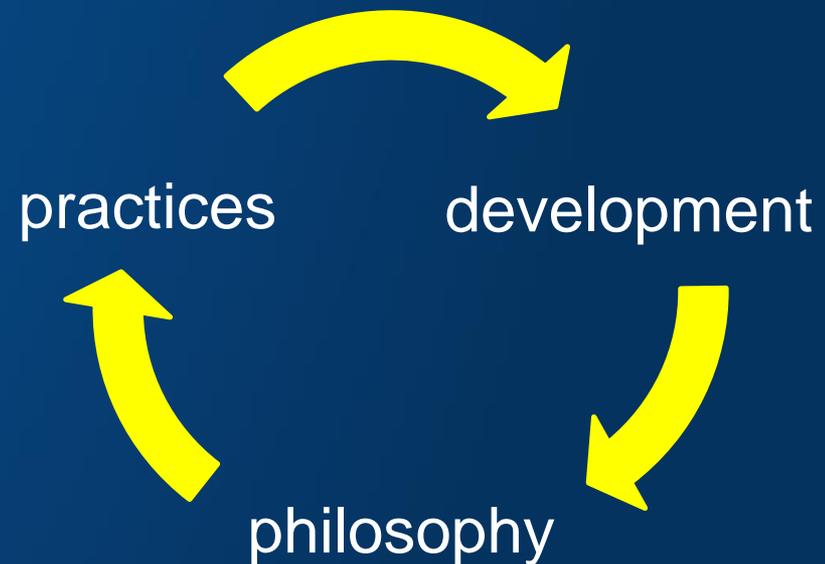
Priority items

- Description of teaching duties and background (basic, essential)
- Methods used in courses
- Philosophy driving your teaching choices
- Items showing others' views on your teaching
- Indicators of success
- Future plans and goals, aspirations
- Exemplary materials (appendices)

Content to include

A. Teaching approach

- Teaching philosophy
- Teaching practices
- Teaching development



Reflect: teaching methods and approach

-Active learning-

- List teaching methods or techniques, and student assignments (routine or innovative) you use in your courses

Compare notes with a colleague

What goal does your method serve?

-Active learning-

- Provide the rationale for the methods you use
- Under what circumstances do you use these methods?
- What is your intent in using a given method?
- What drives your choice of teaching methods?

Compare notes with a colleague

“Philosophy of teaching”

- Teaching philosophy
- My philosophy of teaching
- My approach to teaching
- Statement on teaching
- Statement of teaching principles
- My teaching perspectives
- Statement of teaching style
- Effective teaching strategies



Teaching philosophy: where to begin?

- Sometimes asking yourself the following questions is preferable to looking at examples
 - How do I think students learn in my subject area?
 - What do I want students to know, to do, and to feel about my subject area?
 - How do I go about facilitating this learning?
- Often helpful to have an academic developer critique your philosophy

Content to include

B. Summary of teaching contributions

- Teaching assignments
- Student supervision
- Teaching awards or nominations
- Teaching-related activities
- Teaching-related publications
- Other professional contributions

Content to include

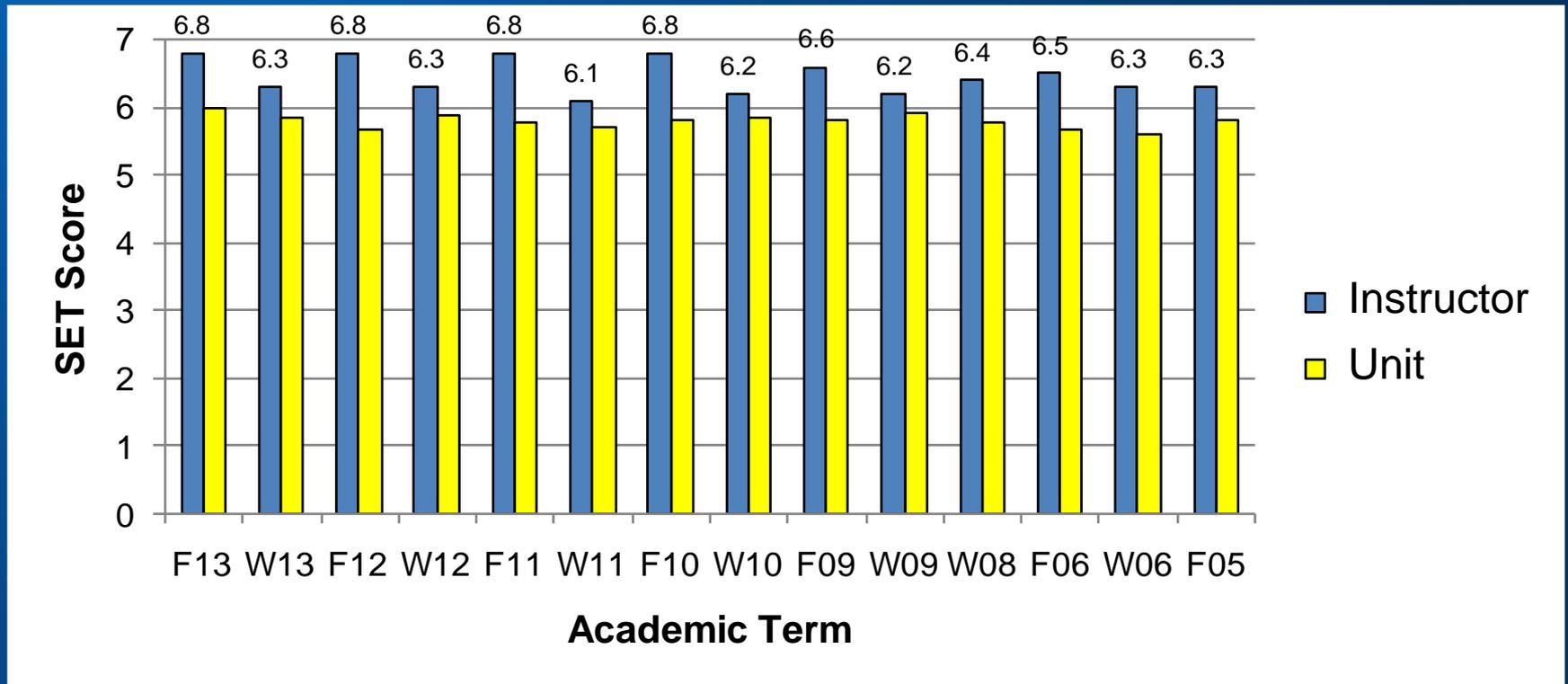
C. Teaching feedback

- Student ratings of instruction
- Supportive letters and messages
- Peer and administration evaluations

D. Appendices

(From University of Windsor (2010). 2011-12 UCAPT PTR Resource Materials)

Student ratings of instruction



Dossier Assessment

Evaluating teaching: Teaching dossier

“Perhaps some of the resistance to the use of the teaching dossier for administrative purposes (appointment...tenure) arises from concerns about the process of evaluating teaching performance. These concerns are understandable since methods of assessment have at times tended to rely on limited... evidence of teaching effectiveness...”

(Carol O’Neil & Alan Wright, 1992, p.11)

Hurry this way...?



Hurry this way...?



Reviewing Portfolios for Improvement

Review of “for improvement” portfolios

Two sample questions:

1. Are there clear connections between espoused intentions (course goal & philosophy statements) and actual practices (assessment , syllabus format)?
2. Has the instructor drawn on other sources of opinion and evidence in compiling the portfolio?

(Adapted from Van Note Chism, 2007)

What else would help in the review?

In small groups - consider model A and B

Which would you find more helpful? Why?

Portfolio assessment: “Model A”

1. Includes current information
2. Demonstrates coherence between articulated philosophy and effective practice
3. Demonstrates performance consistent with priorities and missions
4. Provides valid documentation and evidence
5. Includes multiple sources of information
6. Includes diverse and objective assessments

Portfolio assessment: “Model A”

7. Appendix includes evidence supporting narrative
8. Reveals relevance of professional development, scholarship, research to teaching performance
9. Provides evidence of efforts to improve performance
10. Makes strong case for the creativity and individuality of instructor

(Adapted by Wright from Seldin (2006) and Chism (2007))

Portfolio assessment: “Model B”

1. Does the dossier balance information from self, others, and products of student learning?
2. Does the dossier include diverse and objective assessments of teaching?
3. Does the dossier make a strong case for the use of specific teaching efforts for specific courses and students?

(Adapted from Seldin (2006), p. 256)

Reviewing Portfolios for Hiring Decisions

Dossier review for hiring decisions

- Core areas
 - Teaching statement
 - Depth and expertise
 - Breadth
 - Preparation and experience
 - Instructional materials
 - Feedback
 - Development as a teacher

**Using a scale
(e.g., 1 to 3)**

Dossier review for hiring decisions

- Additional important areas
 - Educational activity beyond the classroom
- Overall ratings
 - Fit for position
 - Teaching abilities and potential
 - Remarks and further information required

**Using a scale
(e.g., 1 to 3)**

(Perlman & McCann(1996) in Van Note Chism (2007), p. 180)

An example of a rating scale

Content Expertise			
Factual accuracy	Extremely accurate 3	Some errors noted 2	Inaccurate 1
Breadth of knowledge	Extremely broad 3	Somewhat broad 2	Very narrow 1
Depth of knowledge	Extremely deep 3	Somewhat deep 2	Very superficial 1
Relevance/ currency	Cutting edge 3	Somewhat current 2	Outdated 1

(Van Note Chism, 2007, p. 180)

Reviewing Portfolios for Summative Purposes

Dossier review: summative purposes (percentage form)

- Content expertise: 30%
- Instructional design expertise: 20%
- Instructional delivery expertise: 30%
- Teaching development: 10%
- Involvement in teaching: 10%
- Recommendation, summary statement

(Van Note Chism, 2007, p. 183-5)

Dossier review: summative purposes (narrative version)

- Does the dossier demonstrate broad, deep, and current knowledge of the content?
- Do the philosophy statement and the materials demonstrate good design principles to facilitate learning?
- Does the instructor deliver effective instruction?

Dossier review: summative purposes (narrative version)

- Does the dossier indicate effectiveness in non-classroom teaching roles?
- Does the instructor engage in professional development and the scholarship of teaching?
- Has the instructor contributed to the mission of the department?
- What is the overall quality of teaching?

(Van Note Chism, 2007, p. 181)

Dossier development: transforming educators

- Institutional focus on effective teaching
- Stimulation of discussion of pedagogy
- Increased activity in SoTL
- Development and presentation of better evidence of teaching quality
- Provision of structure for evaluation of teaching
- Increased potential of rewards for effective teaching

(Adapted from Wright and O'Neil in Seldin (1993))

Transforming us as educators

“The teaching dossier helps us reflect on our teaching in a focused, organized way. It helps remind us of our strengths and accomplishments, and helps us develop our full potential”

(O’Neil & Wright, 1992, p. 9)

Questions,
Comments?



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