CREATING A TEACHING DOSSIER

By the end of the presentation participants will be able to :

1. Identify the components of a TD
2. Develop an approach to writing their own teaching philosophy
3. Describe their own teaching experiences
4.

What is Teaching Dossier?

- Stand-alone document that focusses on you as a teacher
- Not a record of your teaching
- Provides information on who you are as a teacher and provides evidence of the impact
- Concise and curated summary of 6 – 12 pages
- Integrated and cohesive components
- Focus on scope and quality – provide more details than CV

Collective Agreement Article 29: Assessment and Evaluation of Teaching

29.1.1 This Article applies to the assessment and evaluation of teaching for annual performance review, Renewal, Tenure, Continuing Appointment, Reappointment, and Promotion.

29.1.2For purposes of annual performance review, Renewal, Tenure, Continuing Appointment, Reappointment, and Promotion, a Member's entire teaching contribution for the specified period under review shall be assessed and evaluated. For assessment and evalua

“I have to tell you that one of the things that worked strongly in my favor in getting the UVic job was my teaching. If it wasn't for the workshops, SGS901 and all the other things, I would never have had the confidence and know how to pull it off. They were impressed at how teaching is important for me. I was able to articulate this clearly and convincingly, and when it came to my hour lecture in the context of an undergrad course, I mustered all my knowledge and experience from SGS901 etc. and, apparently, scored very highly on the student evaluations.”

- Emile de Rosnay PhD, Assistant Professor, Department of French, University of Victoria

Elements of a Teaching Dossier

1. Biographical Overview
2. Approach to Teaching/Teaching Philosophy Statement
3. Teaching Responsibilities/Activities
4. Evidence of Teaching Effectiveness
5. Teaching Innovation/Curriculum Design
6. Teaching Scholarship/Leadership
7. Professional Development

Elements of a Teaching Dossier

1. Biographical Overview
2. Approach to Teaching/Teaching Philosophy Statement
3. Teaching Responsibilities/Activities

“A teaching philosophy statement is a systematic and critical rationale that focuses on the important components defining effective teaching and learning in a particular discipline and/or institutional context”

Schönwetter et al, 2002

Components of the Teaching Philosophy Statement:

- Definition of teaching
- Definition of learning
- View of the Learner
- Goals and expectations of the student-teacher relationship
- Discussion of teaching methods
- Discussion of evaluation

Getting Started on a Teaching Philosophy Statement

Statement is individualized and grounded in evidence:

"The successful statements were detailed but did not merely parrot ideas from textbooks. They conveyed the sense that the candidate had incorporated a coherent pedagogical theory and approach into his or her everyday thinking and practice. They reflected a history of considered modifications, which showed that the candidate had matured beyond the stage of needing to cling to an ideal" – English

"Succinct; included examples of enactment of the philosophy; There was an individualized and unique quality about the statement that conveyed genuine commitment rather than rhetoric"– Psychology

Statement reveals an applicant with specific teaching qualities desired by search members:

"Clear expression of methods of instruction that go beyond traditional lecture and testing methodology. Active learning and group problem solving appreciation are two valued components" – Biology

"Focus on teaching students with heterogeneous ability levels/background; ability to revise based upon student needs; importance to student input; responsive to and respect for student viewpoints" – Psychology

"Something other than the standard lecture format. I look at student involvement, civic engagement, teamwork, classroom presentation, and development of writing skills. I also like to see a professor brag about student accomplishments rather than what was covered in the class. In other words, the students should have an opportunity to apply what they learn through case studies, research projects, publications, conference participation, simulations, etc."

– Political Science

Statement reveals an applicant who is context aware:

"Ability to recognize distinction between undergrad and grad teaching. Recognition of need to use different styles of teaching to meet needs of students with different abilities. Experience and/or philosophy of teaching students from diverse backgrounds" – Psychology

"The most successful candidates related their interactions with their students as being very important and wrote about how they would approach teaching their courses in a manner that seemed appropriate for our university." – Chemistry

"A knowledge of the kind of students we have and a willingness to work with their shortcomings; a candidate's willingness to teach outside her discipline" – English

Overall written quality:

Elements of a Teaching Dossier

1. Biographical Overview
2. Approach to Teaching/Teaching Philosophy Statement
3. Teaching Responsibilities/Activities
4. Evidence of Teaching Effectiveness
5. Teaching Innovation/Curriculum Design
6. Teaching Scholarship/Leadership
7. Professional Development

3. University Teaching Experience

3.1 School of Policy Studies, Queen's University

MPA 809, Management in the Public Sector, Professional MPA Program, 2001-2017

This is a required core course in the PMPA program, offered over the Fall and Winter ter
the second year of studies. It provides a survey of management theory and application to
support the delivery of good public policy. The course is built around a Management
Framework developed by the instructor to lend coherence to the implementation of public
policy process. The course has a strong experiential learning philosophy with the use of
studies, thematic CasePacks, Master classes with public sector leaders and building on the
experience of the participating students, a rich source of ideas, information and insights.

Guest Lectures

‘Marx and Hegel’, for Week 8 of SOCY 226, The Development of Social Theory (Pre-1900)
Queen’s University, Department of Sociology for Professor Frank Pearce, November 2011, November 2012
190 student class

I gave a two-hour lecture on the relation between Hegel and the Early Marx’s social theory fo second-year classical theory course. The lecture provided an outline of some of the key e of Hegel’s theory of the dialectic, his theory of politics, and his theory of history. In the secon half of the lecture, I proceeded to introduce central themes in Marx’s writings in his Manuscripts, contrasting these with Hegel’s thought as a way of situating Marx’s contributio social thought. Some of the material on the lecture slides was based on the previous lecture ‘Marx’ Critique of Hegel’

‘Marx’s Critique of Hegel’ , for Week 3 of SOC 2240, Survey of Sociological Theory and S 2270, Foundations of Sociological Theory
King’s College, UWO, Department of Sociology for Lecturer Nick Hardy, September 2011
50 students per class

I gave two lectures on Marx’s critique of Hegel, each two hours, for two different second-yea classical theory courses. After providing a review of the discussion of Hegel from the previou week, I proceeded to outline the early Marx critique of Hegel for the rest of the lecture. The smaller class size allowed for a brief question and discussion period at the end of each h lecture. Some of the lecture slide material from this lecture was provided by Nick Hardy

f Teaching Assistantship

ANAT 309 – Functional Histology, 0.5 credit

Logistics:	2 hour laboratory, 82 undergraduate and 9 graduate students
Course description:	An outline of basic mammalian tissues.
Responsibilities:	x Teacher's assistant during modular laboratory sessions
	x Delivered half hour pre lab talk on histology of gi y of o 62.24 re W n E

Teaching Responsibilities

1. Undergraduate
2. Postgraduate
3. Continuing Medical Education
4. Faculty and Residents Development
5. Supervisor

Teaching Experiences:

3.1 Undergraduate Medicine Teaching Responsibilities

3.2 Ophthalmology Resident Teaching Responsibilities

3.3 Family Medicine Resident Teaching Responsibilities

3.4 Pediatrics Resident Teaching Responsibilities

3.5 Ophthalmology CPD Teaching Responsibilities

3.6 Family Medicine CPD Teaching Responsibilities

3.7 Pediatrics CPD Teaching Responsibilities

Undergraduate Medicine – Year 1:

MEDS 112: Critical Appraisal, Research and Lifelong Learning (CARL)
Course Director: 2009-2012
Course Instructor: 2009-2012

Undergraduate Medicine - Year 2

MEDS242: Skin and Special Senses - Ophthalmology (of various names over the years)
Course Instructor: 2010-2018
Since starting at Queen's, I have taught the Pediatric Ophthalmology and Strabismus lectures for this course; between 2013 – 2016 I was the sole lecturer for this section. I also teach at the Clinical Skills Fair (2 half days/yr, ~100 students/session)

Undergraduate Medicine – Years 3&4 (Clerkship)

ELECTIVES: Ophthalmology
Preceptor: 2010-2018
Teach, supervise, and evaluate students from Queen's and other universities who participate in an ophthalmology elective in our Department. (1-2 half days/month, ~10 students/yr)

Undergraduate Medicine - Miscellaneous

RESEARCH: Ophthalmology
Supervisor: 2010-2018

Postgraduate Surgery:

I spend the single largest part of my surgical teaching time working on an individual basis with surgical residents in the clinic, the operating room, the emergency room or the wards. This involves residents from post graduate year(PGY) 1 to PGY5 in the general surgery program as well residents from the Family Medicine, Urology, Orthopedics, Obstetrics and Gynecology and Emergency Medicine programs. In addition, I act as the lead person in teaching critical appraisal for our general surgery training program as well as giving regular seminars (Professors Rounds) on selected surgical topics.

Critical Appraisal

- Monthly Journal Club (see Appendix A)
- CAGS Evidence Based Reviews in Surgery (8 x per year)

Resident Supervision and Evaluation (daily interaction and feedback)

Professor’s Rounds

- Pilonidal Disease
- Inguinal Hernia
- Penetrating Neck Trauma
- Immunonutrition
- Septic Shock
- Short Bowel Syndrome
- Nutrition for the Surgeon

5. Evidence of Teaching Effectiveness

5.1 Formal Evaluations

B.3) Evidence of teaching effectiveness

Formal Teaching evaluations
Queen’s University

Table 3 below summarizes QSSET scores from fall 2020 to fall 2022. On average, 91% of students across all courses taught rated the 4 questions about me as an instructor at a 5 or higher.

Table 3: QSSET Responses regarding the Instructor

	% of respondents @ 5+ on a 7 point scale					
	COMM 153 - F20	COMM 105 - W21	COMM 351 - F21	COMM 105 - W22	COMM 251/651 - S22	COMM 101

QSSET metrics

Critical Care Teacher Evaluations: This is a cumulative evaluations for the periods noted. Evaluations are available for 1994 to 2000 but are not in a cumulative numb These are on file. (Scores out of 5)

July

Clinical Skills Tutor Evaluations*: This is the cumulative evaluations for the periods noted. Evaluations are available for 1994 to 2000 but are not in a cumulative numb These are on file.

Category	Communicated & Answered Questions Clearly	Challenged My Thinking	Provided Useful Feedback	Overall Assessment

Year	Question	

Representative Quotes from TA Evaluations

Below are some quotes from my Teaching Assistant Evaluations:

Clarity and Preparation

“[The TA] answered any questions during tutorials, related material back to concepts in class, thoroughly explained things on the board, used direct text to reference back, made us fe comfortable to ask questions.”

“TA was excellent on clarifying tricky concepts and explaining it in ways that were easy t understand and remember.”

“I have a very excellent T.A. He is very helpful and always willing to help. He should teac

Enthusiasm

“Your passion and engagement for and with the material is contagious.”

“You made this course enjoyable and a great learning experience for me.”

“He actually made it enjoyable.”

Overall Quality of the Tutorial

“To be honest, this is the best TA I have had.”

“Thank you! You will make a great prof. some day!”

“Great tutorial, learned a lot.”

“I feel that the TA did an excellent job of conducting tutorials throughout the course of the semester.”

5.3 Peer Evaluations: Representative Comments

"In my experience, ... has been a reliable and hardworking teaching partner. He is innovative in his approach to meeting targeted learning outcomes and enriches his teaching with an incredible depth of professional experience in the field. Above all, he is concerned that students participate in the highest quality learning experience; to this end he combines his knowledge, experience and teaching skills to achieve the highest standards of student engagement."

Elements of a Teaching Dossier

1. Biographical Overview
2. Approach to Teaching/Teaching Philosophy Statement
3. Teaching Responsibilities/Activities
4. Evidence of Teaching Effectiveness
5. Teaching Innovation/Curriculum Design
6. Teaching Scholarship/Leadership
7. Professional Development

6.2 Teaching Innovations: I have developed a series of practices that, while not entirely uni
all have provided for a more innovative classroom experience. In developing these techn
have benefits from my colleagues at the School and across the country:

1. Case Studies: As National Editor of the IPAC Case Study program, I ha
developed considerable expertise in this area. I have also written ma
cases for class use and taught colleagues in the writing and teachin
cases. Students response to real time or simulated challenges is very
strong.
2. The CasePack: This is a series of small cases associated with a speci
theme or learning objective in the class. Generally there are 5 to 7 m
cases with a thematic introduction. They are designed to work throu
the key theoretical issues that I want to address. Groups works on on
case and then the class talks through each. The challenge is to brin
themes together at the end. They have proven very effective and su
a flip class approach.
3. The Flip Class: This is not a personal innovation, as the literature and
practice now emerging certainly supports the use of this approach ir
learning for all groups. Increasingly, and where appropriate, all lectu
material is provided in advance to the students. They are expected to
read it and come prepared to discuss it, either through a CasePack,
individual case, a Q/A session or a Master Class. In all instance, the
students are active players.
4. The Q/A: Once again, this goes back a bit in the history of pedagogy

Elements of a Teaching Dossier

1.

Elements of a Teaching Dossier

1. Biographical Overview
2. Approach to Teaching/Teaching Philosophy Statement
3. Teaching Responsibilities/Activities
4. Evidence of Teaching Effectiveness
5. Teaching Innovation/Curriculum Design
6. Teaching Scholarship/Leadership
7. Professional Development

Contents

1. Brief Biography
2. Teaching Philosophy
3. University Teaching Experience
    3.1 School of Policy Studies, 2011-2017
    3.2 School of Industririf 2017211.5928 472.6143 369.9206 Tm (-)Tj ET

To conclude

- Start collecting now and develop a way to save in the future
- This is a public document – ask someone to read it
-

Table 2 below summarizes USAT scores from fall 2016 to winter 2020 when they stopped being used.

		Effective Instructor		Presented Material Clearly		Demonstrated concern for students		Sensitive to Diverse students	
Course	Year	Score	Dept. Mean	Score	Dept. Mean	Score	Dept. Mean	Score	Dept. Mean
COMM153	2016-17	3.3	4.2	3.4	4.1	3.7	4.4	3.6	4.3
COMM153	2017-18	3.2	4.3	3.4	4.2	3.3	4.4	3.3	4.4
COMM153	2018-19	4.1	4.3	4.1	4.2	4.2	4.4	4.1	4.4
COMM153	2019-20	4.0	4.3	4.2	4.2	4.3	4.4	4.1	4.4
COMM105	2017-18	3.5	4.1	3.6	4.0	3.7	4.3	3.9	4.3
COMM105	2018-19	4.1	4.3	4.3	4.2	4.5	4.4	4.4	4.4
COMM105	2019-20	4.1	4.3	4.3	4.2	4.5	4.4	4.4	4.4
COMM251-651	2018-19	4.5	4.3	4.6	4.2	4.5	4.4	4.6	4.4