

Teaching Dossiers

A yellow pencil with a sharpened lead tip is positioned diagonally across the right side of the image. It rests on a blue multiple-choice test paper. The paper features several questions, each with four circular options labeled A, B, C, and D. The background is a soft, out-of-focus blue, suggesting a desk or study area.

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Land acknowledgement

The University of Manitoba campuses and research spaces are located on original lands of Anishinaabeg, Ininiwak, Anisininewuk, Dakota Oyate, Dene and Inuit, and on the National Homeland of the Red River Métis.

UM recognizes that the Treaties signed on these lands are a lifelong, enduring relationship, and we are dedicated to upholding their spirit and intent. We acknowledge the harms of the past and the present. With this understanding, we commit to supporting Indigenous excellence through active Reconciliation, meaningful change, and the creation of an environment where everyone can thrive. Our collaboration with Indigenous communities is grounded in respect and reciprocity and this guides how we move forward as an institution.

Introductions

- Who are you?
- Where are you in the promotion and tenure process?
- What questions do you have about teaching dossiers?

Objectives:

By attending this session, the participant will be able to:

1. Create a personal teaching dossier.
2. List possible uses for a teaching dossier for career development.
3. Discuss how a teaching dossier can be used as a guide to enhancing teaching skills.

Outline

What is a teaching dossier?

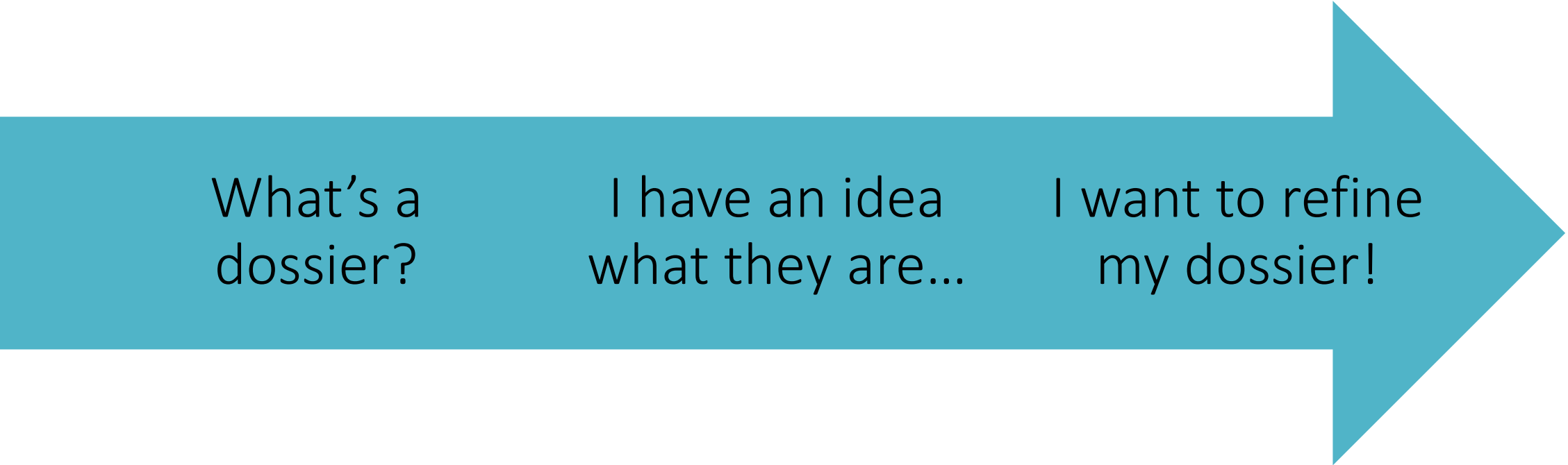
Why do you need one

The steps to develop one

What goes into a teaching dossier

How to get started!

How much do you know about dossiers already?



What's a
dossier?

I have an idea
what they are...

I want to refine
my dossier!

POLL!

Group discussion

You are a faculty member on the hiring committee in your department – search for a new Assistant Professor

What evidence would demonstrate to you that the candidate is an effective teacher?

Come up with at least 2 examples

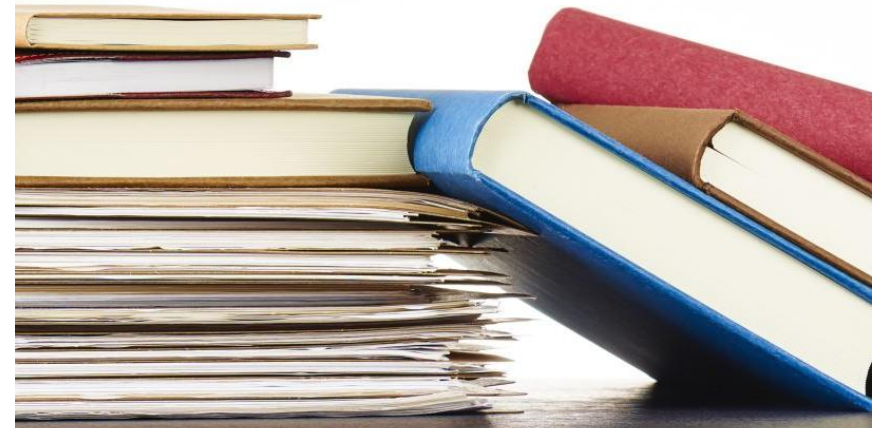
Brainstorm – WhiteBoard

What is a Teaching dossier?

An extended teaching resume

Includes:

- Your teaching philosophy, experiences, goals, performance, and effectiveness as a teacher
- Documentation/proof
 - *over an extended period of time*
 - *the full range of your abilities as a teacher*



Why you need a teaching dossier



1. To get a job or promotion (or tenure)

Evaluation, hiring, & tenure

Document effective teaching

Visually represent the complexities of teaching



2. To improve teaching

Self-evaluation & reflection tool

Articulate your beliefs & goals

Illustrate how methods support goals

Plan teaching improvement

Structure of a Teaching Dossier

1. **Teaching philosophy statement**
2. **Teaching responsibilities and experiences**
 - *Can be in table format/list*
 - *Includes a reflective statement for each course/experience*
3. **Teaching practice, evidence, and effectiveness**
 - *Narrative*
 - *How you teach, and how you know it works*
 - *Supported by evidence in appendices*
4. **(Other) Educational contributions**
5. **Teaching development plan**
6. **Appendices (supporting documents)**



7 Steps to Creating a dossier

1. **Plan-** consider - purpose & *audience*
2. **Write** your teaching philosophy statement (TPS)
Describe your approach to teaching and what informs it
3. **Summarize** teaching responsibilities
List courses you teach, learners you supervise....
4. **Write** reflective statements for each course/group
5. **Select** evidence to support your effectiveness
Appendices = evidence of effectiveness of teaching and innovations
6. Write narrative sections
7. **Put it all together**

Step 1: Plan your approach

Who is going to read your teaching dossier

- What do they know about your discipline
- What do they know about your teaching context

How will you communicate your teaching effectiveness

What evidence will you need

Step 2: Write your Teaching Philosophy Statement

“Teaching is about making some kind of dent in the world so that the world is different than it was before.... Knowing clearly what kind of dent you want to make in the world means that you must continually ask yourself the most fundamental evaluative questions of all—What effect am I having on students and on their learning?”

Stephen D. Brookfield, (1995) *Becoming a Critically Reflective Teacher*. San Francisco, Jossey-Bass (pp. 18-19)

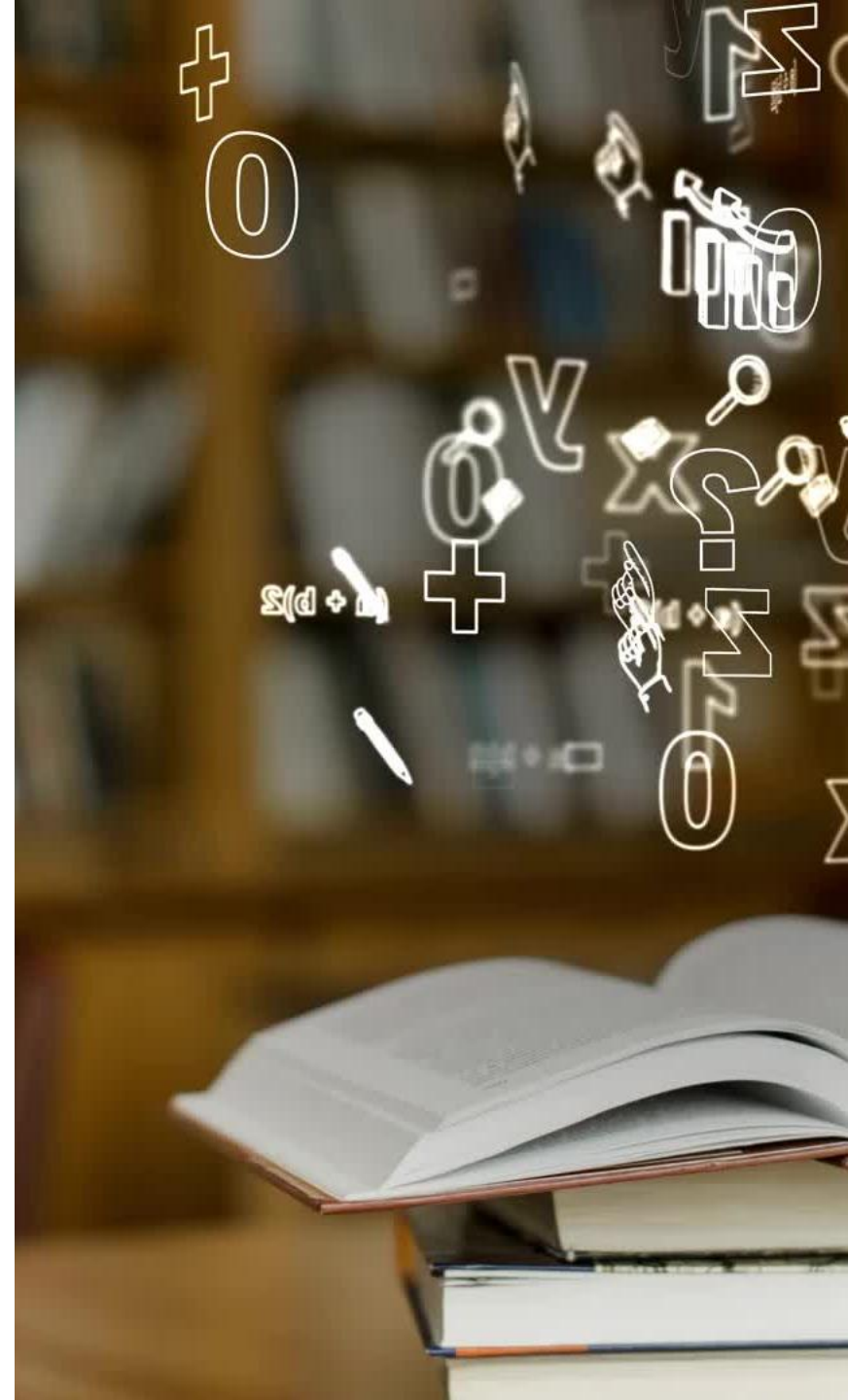
What is a Teaching Philosophy Statement

Narrative description of how you support learners in achieving their educational goals.

Incorporates research on teaching and learning

1-2 pages

Chism, 1998; Flynn, Watson, & Wilson, 2019



TPS: Conceptualizing Teaching using Metaphors

Coach

Gardener

Director of a Play

General Leading
Troops to Battle

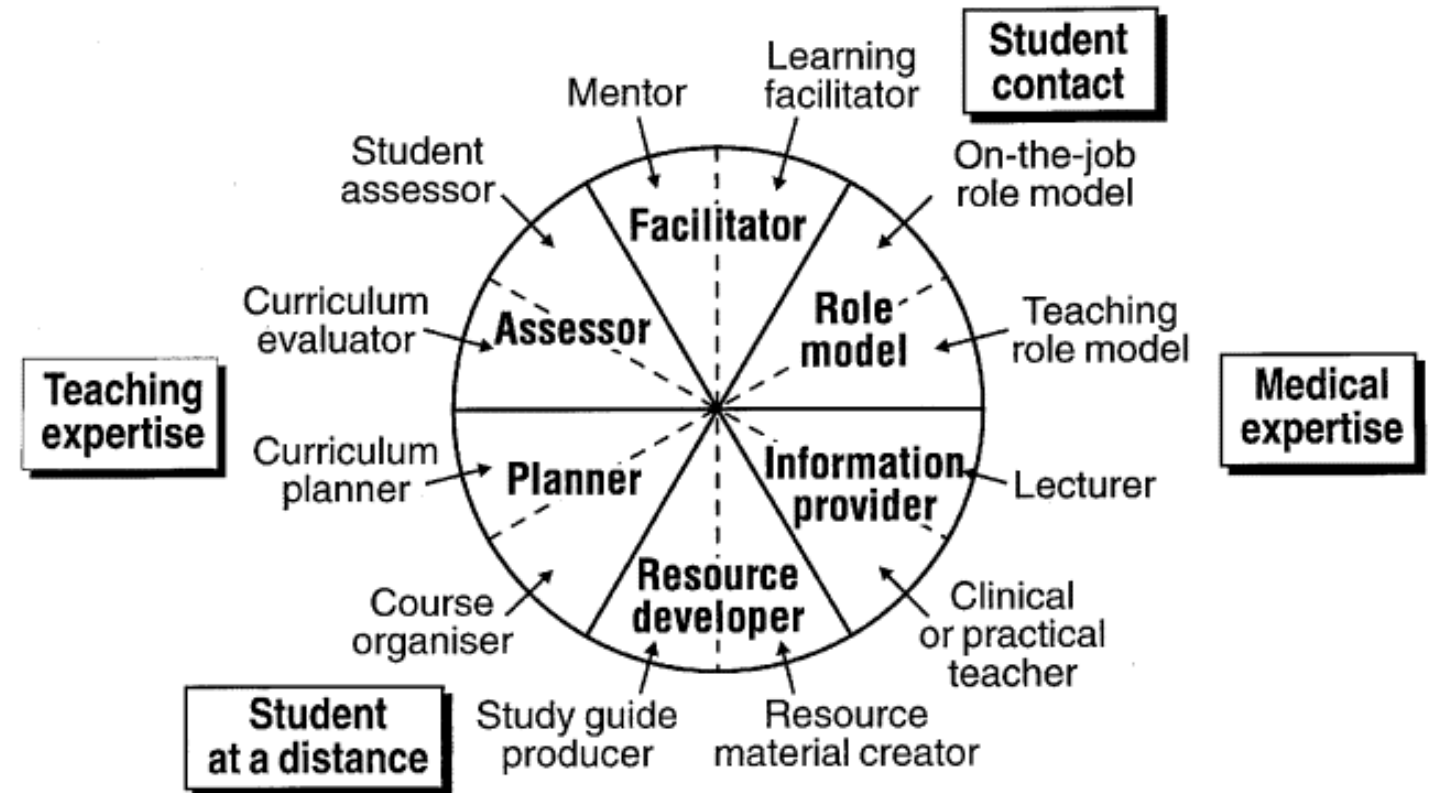
Midwife

Swiss army knife

Evangelist

Sage

Teacher's Roles



Harden and Crosby (2000)

Step 2: Write your TPS

Freewriting Exercise

How do I teach and why?

5 minutes!

Step 3 Summarize Teaching Responsibilities/Experience

List courses you teach, learners you supervise

- *How many years*
- *How many learners*
- *How many hours*
- *Level of learners*

Can include non-traditional

• *Conferences; faculty development; to the public....*

Use Table A, B, or C in handout.

- *C is course based*
- *B is supervision based*



Step 4

Write reflective statements for each course or type of teaching (e.g. supervision)



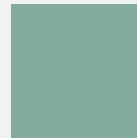
Showcase your teaching



Highlight Innovations developed



Explain how you know your teaching is effective



Plans for improvement

Table C

Complete the form for each course/workshop/event that you teach:

Table C - Individual Course Descriptions and Teaching Reflection					
Course Code, No., Name (e.g. ANAT 5600)					
Year: 2018-19	Term: Fall	Program level Graduate MSc (Peds, Anatomy	Teaching hours/year: 6 cr hr	Number of students: 25/year	No of Completions: 25/year
Course Description: (brief description of course, teaching methods, etc). Curriculum goals, teaching strategies, innovations – things you want the P&T committee to know. E.g. I began teaching this course in 2015, since then I have totally revised the course to include experiential learning, critical thinking exercises, and opportunities for reflective practice, so that the course was aligned with the 2016 national competency framework for the profession.					
Teaching Reflection/Highlights: A concise paragraph – consider how teaching in course aligns with your TPS, innovations, e.g. One of the important concepts that I learned through teaching this course was how connected our courses are in terms of the whole professional curriculum. So one of the things I now do when considering any revisions to my courses is consult with the other teachers in the program, that way changes I make are congruent both the program level learning objectives, as well as aligned with other courses who teach concepts that are used in my course.					

Table B

Table B - Trainees Responsibilities Summary	Number	Hours/year*
Graduate		
MSc		
PhD		
Clinical Learners		
Undergraduate/Graduate		
Experiential/other		
BScMed, Co-op, electives, etc		
Advisory Committees		
MSc or PhD non-thesis year		
MSc thesis year		
PhD thesis year		
MSc or PhD external exams		
Total hours		
(*Typical time commitment for teaching trainees or participation on committees)		
Reflection: A concise paragraph		

Step 5: Collect Evidence

Material from Yourself

- Responsibilities & philosophy (teaching claim)
- Innovative syllabi, course materials, assignments
- Instructional innovations, teaching improvement

Material from Others

- Signed correspondence (with permission)
- Evaluations—from peers, mentors, students
- Awards, teaching development activities

Products of Student Learning

- Pre/post exam scores
- analysis of samples of student work related to course objectives
- Graded essays w/ explanation

Major Teaching Claim Data source: oneself	Specific Narrative Example of Claim Data source: oneself	Supporting Data for Appendices Data source: documents, others
I encourage students to appreciate alternative viewpoints	I always include an in-class debate over a controversial topic (e.g. MAID) in my syllabus. In these debates students are assigned a role and asked to argue from a perspective other than their own	• My class outline for the MAID debate • Student evaluation comments referring to the MAID debate
I provide students with assessment of their learning	I provide students with verbal feedback on laboratory techniques and quizzes throughout the term to assess knowledge acquisition	My assessment and evaluation plan on course ANAT 5600 Student evaluation comments referring to laboratory training for the MSc in Pediatrics

Evidence-Effectiveness Organizational Matrix

Dawson, T. (2001)

Step 6: Write Narrative Sections

Teaching practice, evidence & effectiveness (section 3)

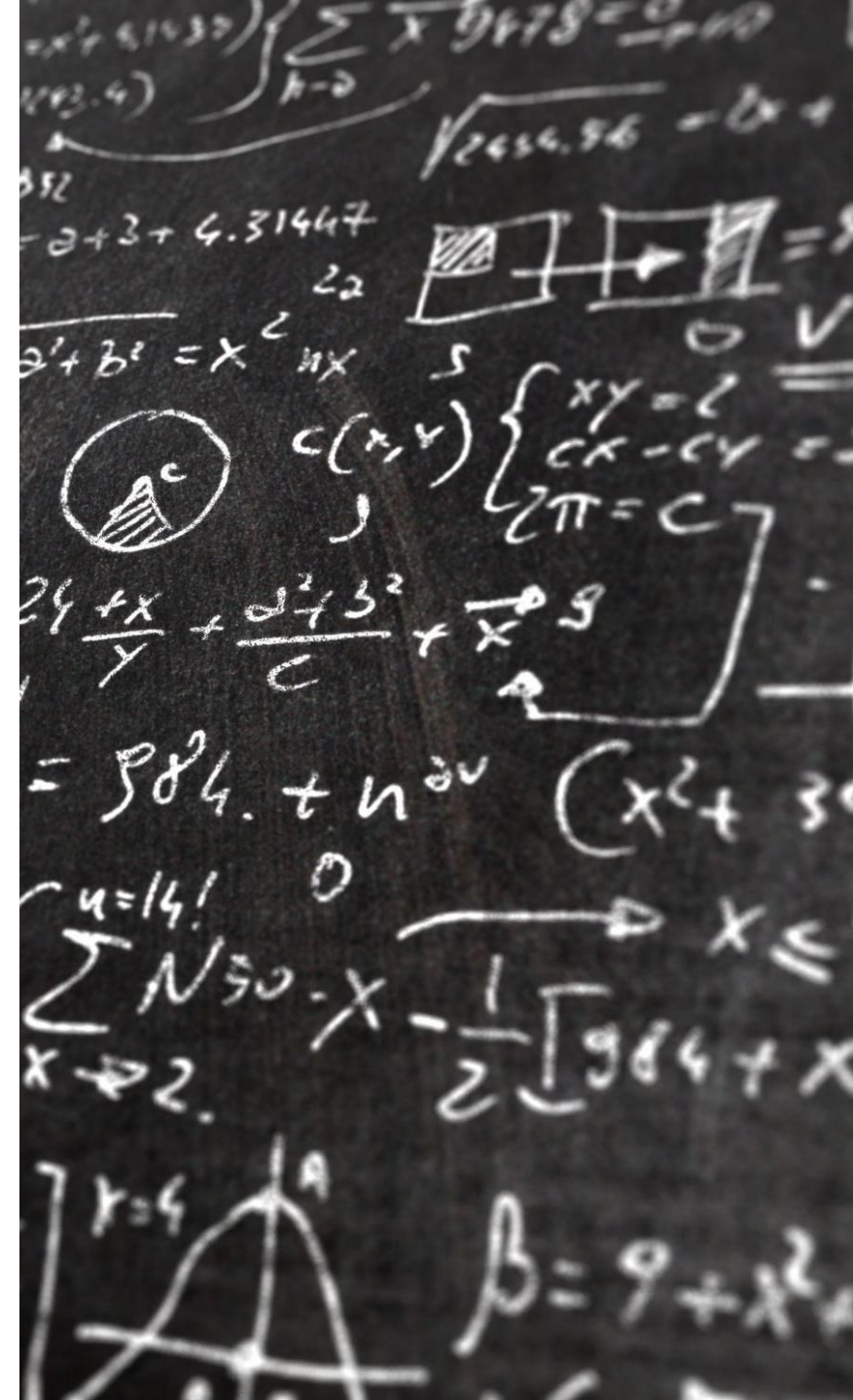
Summary that ties together the way you teach and how you know it's effective

Other Teaching Contributions (section 4)

Highlight educational work beyond teaching

Teaching Development Plan (section 5)

List what you have done/are doing to develop as an educator.



Include Efforts to Improve Teaching

Conferences Attended

Faculty Development attended

Curricular changes

Innovations in Teaching

Step 7: Final Steps



Put together in an organized fashion



Create a table of contents



Have a critical friend review

Final Review

Is the data selected, organized and presented in a way that brings the most compelling evidence into focus for the reader?

Does each piece of evidence serve a purpose, support a point you made about your teaching?

Does the dossier give the reader a sense of who you are as a teacher?

The Final Product

A coherent set of material that represents your teaching practice as related to student learning

- Description of strengths & accomplishments
- Documentation to support

<10 pages of organized narrative, plus appendix of supporting material (8-15 pages)

Peter Seldin (1997) and Fran Mues & Mary Sorcinelli (2000)

How to get started



Set up a filing system: save syllabi, handouts, exercises, all evaluations



Start writing your philosophy statement



Write your goals for teaching
development



Request letters from people that have employed you or observed you teach



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Questions?

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