

The Teaching Portfolio



McGill

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MAUT Teaching and Mentoring Workshop for
Non-Tenured Academic Staff
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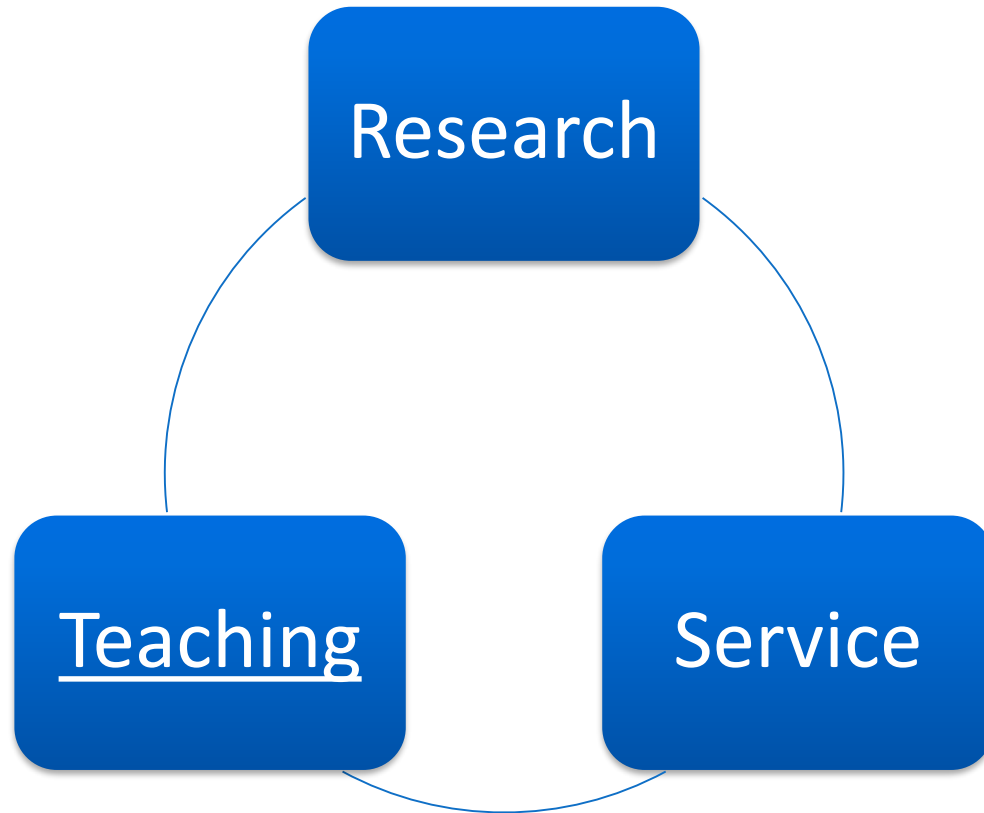
TLS

Overview



- Context
- What is a teaching portfolio?
- Usefulness
- Guidelines
- Recommendations
- Questions

Context of the Teaching Portfolio



The tenure and promotion dossier

What is a teaching portfolio?



A **concise** compilation of selected information that systematically documents the **effectiveness, scope, complexity, and individuality** of an instructor's teaching.

It reflects the **progression** of an instructor's teaching over the last few years.

Regulations Relating to the Employment of Tenure Track and Tenured Academic Staff (2014), Guidelines for developing a teaching portfolio, Appendix A, p. 19: <http://www.mcgill.ca/tls/teaching/portfolio/>

Teaching Portfolio guidelines



Teaching statement (5-10 pages)

- Teaching approach (1-2 pages)
- Teaching responsibilities
- Evidence of teaching effectiveness
- Teaching development and educational leadership (if applicable)

Appendices (10 pages max)

- Documents explicitly referenced in teaching statement

<http://www.mcgill.ca/tls/teaching/portfolio>

1. Teaching Approach – 1-2 pgs



How do you teach?

- What strategies do you use?
- How do you assess learning?

Why do you teach the way you do?

- Why did you become a teacher?
- What characterizes your teaching?

2. Teaching Responsibilities



Courses taught, level, enrolment, format

- Clinical teaching: describe and quantify interactions

New courses developed, with rationale

Supervision

- Undergraduate, Graduate and Post doc projects, theses, internships

3. Teaching Effectiveness



- Summary and interpretation of course evaluation numerical ratings with department/Faculty norms
<http://www.mcgill.ca/mercury/instructors/interpretation>
- Measures taken in response to feedback
- Evidence of effective post-doc, grad and undergrad supervision (where applicable)

<http://www.mcgill.ca/mercury/about/reports>

Policy on End-of-Course Evaluations

Historical Background

Mercury System

Questionnaires

Promotional Efforts

Reports

Faculty Means (restricted)

Administration and Procedure

Evaluation Periods and Dates

Mercury Liaisons

Course Evaluation Advisory Group (CEAG)

Reports

Faculty Means, Response Rate Data and Annual Reports

REPORT & DESCRIPTION →	Faculty Means Report	Response Rate Data Report	Annual Report
<ul style="list-style-type: none"> Means for each Faculty and the School of Continuing Studies Presented by course level and by class size for the four core questions on all course evaluations 	<ul style="list-style-type: none"> Average response rate by Faculty, academic unit, class size, type of course, rank of professor Number of instructors who granted/denied permission to disseminate results Number of students who complete and decline evaluations Submission patterns during evaluation periods 	<ul style="list-style-type: none"> Course Evaluation Advisory Group (CEAG) membership Summary of goals and results from the year System updates implemented Participation data Goals for the upcoming year 	
↓ YEAR	<ol style="list-style-type: none"> Overall, this is an excellent course. Overall, I learned a great deal from this course. Overall, this instructor is an excellent teacher. Overall, I learned a great deal from this instructor. 		
2014-2015	Faculty Means Report	Response Rate Data	Annual Report
2013-2014	Faculty Means Report	Response Rate Data	Annual Report
2012-2013	Faculty Means Report	Response Rate Data	Annual Report
2011-2012	Faculty Means Report	Response Rate Data	Annual Report
2010-2011	Faculty Means Report	Response Rate Data	Annual Report
2009-2010	Faculty Means Report	Response Rate Data	Annual Report

4. Teaching development and educational leadership



Key items

- Teaching development efforts (e.g. workshops)
- TA / colleague mentoring
- Contributions to Departmental / Faculty / University teaching committees
- Contributions to the development of curriculum or policies on teaching
- Teaching related publications



How do you make teaching visible?



Gather evidence!



- Keep a record (CV, annual reports)
- Collect relevant materials - a (virtual) shoebox
 - Students supervised (undergrad & graduate)
 - Course evaluations
 - Committees related to teaching and learning
 - Contributions to program development
 - (Re)Design of courses
 - Presentations about teaching
 - Role in development initiatives



Summary



The Teaching Portfolio

- Encourages reflection on teaching
- Provides a framework for documenting teaching
- Expands the ways in which the complexity of teaching can be documented
- Fosters dialogue about teaching

Individual consultations available

It's never too early to call us



- Interpretation of course evaluations
<http://www.mcgill.ca/mercury/instructors/interpretation>
- Development of/feedback on portfolios
- Sample portfolios to review
<https://www.mcgill.ca/tls/teaching/portfolio/teaching-portfolio-samples>
- Request a consultation:
<https://www.mcgill.ca/tls/teaching/consultations/individual>
- tls@mcgill.ca
- x6648

Teaching portfolio development guidelines



McGill University, Teaching and Learning Services

<http://www.mcgill.ca/tls/teaching/portfolio>

**Canadian Association of University Teachers (CAUT)
Guidelines**

<http://www.caut.ca/docs/default-source/professional-advice/teaching-dossier.pdf>

Iowa State University, Center for Excellence in Learning and Teaching

<http://www.celt.iastate.edu/faculty/document-your-teaching/recommended-teaching-portfolio-contents>

Teaching philosophy



Online tutorial:

University of Minnesota, Center for Teaching and Learning

<http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/index.html>

Sample statements:

University of Saskatchewan

<http://www.usask.ca/gmcte/drupal/?q=node/189>