



Teaching Portfolio at McGill

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McGill

Regulations Relating to the Employment of Tenure Track and Tenured Academic Staff

- 7.12.i the “internal package” (p. 7)
- “d) a record of the candidate’s teaching (including graduate and professional supervision as appropriate). Information about the candidate’s teaching shall be prepared in accordance with the Teaching Portfolio Guidelines (Appendix A)”;
- https://www.mcgill.ca/secretariat/sites/mcgill.ca.secretariat/files/regulations_relating_to_the_employment_of_tenure_track_and_tenured_academic_staff_approved_feb_2014.pdf

Appendix A: Guidelines for Developing a Teaching Portfolio

(pp. 19-20)

- “a **concise** compilation of selected information that **systematically documents the effectiveness, scope, complexity, and individuality** of an instructor's teaching, reflecting the **progression of teaching** over the last few years.”

Structure

Body (5-10 pages)

- 1) Teaching approach (1-2 pg.)
- 2) Teaching responsibilities
- 3) Evidence of teaching effectiveness
- 4) Teaching development and educational leadership (if applicable)

Appendices (10 pages max)

Documents explicitly referenced in Body

1) Teaching Approach – 1-2 pgs

How do you teach?

1. What strategies do you use?
2. How do you assess learning?

Why do you teach the way you do?

2) Teaching responsibilities:

Key items

- 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) Evidence of effectiveness

Key items

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



Teaching and Learning Services

- McGill Policies and Guidelines
- Focus on Teaching
- Course & Program Design
- Course Evaluations
- Mid-Course Evaluations
- End-of-Course Evaluations
- Reports**
- Interpretation of Results

Course Evaluation Reports

Faculty Means

The reports provide means for each Faculty and the School of Continuing Studies. The means are presented by course level and by class size for the four questions which appear on all course evaluations (*Q1-Overall, this is an excellent course; Q2-Overall, I learned a great deal from this course; Q3-Overall, this instructor is an excellent teacher; Q4-Overall, I learned a great deal from this instructor.*)

Note: You need to login using your McGill email and password in order to access the Faculty means:

[2012-2013 Academic Year](#) [.pdf]

[2011-2012 Academic Year](#) [.pdf]

[2010-2011 Academic Year](#) [.pdf]

EVALUATION PERIODS

Regular period:
March 24 - April 11, 2014

Extended period:
March 24 - April 29, 2014
[Participating Units](#)

MERCURY ACCESS

[Students](#)
[Instructors](#)
[Teaching Assistants](#)
[Department Unit Heads](#)
[Mercury Liaisons](#)

MERCURY LIAISON

4) Teaching development and educational leadership (if applicable)

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



Gather evidence!

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



Individual consultation available

- Interpretation of course evaluations
<http://www.mcgill.ca/tls/teaching/course-evaluations/interpretation>
- Development of/feedback on portfolios
- Sample portfolios to review
- tls@mcgill.ca
- x6648



Questions?
Comments?

