

# 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. Create a plan to collect and analyze their evidence of teaching effectiveness



[queensu.ca/ctl](http://queensu.ca/ctl)



**Queen's**  
UNIVERSITY

**Centre for Teaching  
and Learning**

# 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

# Why is a Teaching Dossier Necessary?

- Renewal, Tenure and Promotion (RTP)
- Apply for a position/job
- Awards and Grants
- Self-reflection and growth

# 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.

**29.1.2** For 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 evaluation purposes, teaching includes all presentation whether through lectures, seminars and tutorials, individual and group discussion or supervision of individual students' work in degree-credit programs.

**29.1.3** Assessment and evaluation of teaching shall be based on the effectiveness of the instructor, as indicated by command over subject matter, familiarity with recent developments in the field, preparedness, presentation, accessibility to students and influence on the intellectual and scholarly developments of students.

# Collective Agreement Article 29: Assessment and Evaluation of Teaching

**29.2.1** Teaching Dossiers are intended to provide a description of a Member's major teaching accomplishments and strengths in a manner that conveys the scope and quality of the individual's teaching. Responsibility for gathering and collecting the evidence for a dossier is the Member's. The contents of the Teaching Dossier may include, but should not be restricted to, such items as the following:

- (a) A statement of the faculty Member's philosophy, objectives and methods of teaching, including reference to institutional and departmental teaching goals;
- (b) A list of undergraduate and graduate courses, including directed studies and thesis supervisions, taught by the Member;
- (c) Examples of course revision, curriculum development, and teaching methods such as evidenced by course outlines, assignments, final examinations and other materials the Member deems appropriate;
- (d) A record of the faculty Member's role in curriculum and instructional developments such as administrative and committee service for the Department, Faculty, or Senate related to pedagogy, and including directing and coordinating programs, guest lectures, and other presentations;
- (e) Data from students including USAT per Article 29.3 and the Member's Course Survey per Article 29.4, letters and testimonials;
- (f) A record of the faculty Member's special contribution to teaching including teaching awards, publications and presentations, instructional development grants, participation in conferences and seminars on education/pedagogy, and other such evidence as the Member deems appropriate

# Why is a Teaching Dossier Necessary?

- Renewal, Tenure and Promotion (RTP)
- Apply for a position/job
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**“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

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“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

**How Important is Teaching? Results of Research on  
Academic Hiring**

Matthew Kaplan and Deborah Meizlish  
Centre for Research on Learning and Teaching  
University of Michigan  
November, 2005

**What makes a statement of teaching philosophy successful?**

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 are most effective when they include specific and personal examples, experiences, etc. It makes the statement seem more than merely perfunctory” – Political Science

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:

“Must be well organized and well written” – Chemistry

“Lively prose helps. One is always looking for a bright, articulate, highly energized person” – English

“The most successful statements were linguistically clear and intellectually interesting” –Biology



# Getting Started on a Teaching Philosophy Statement

1. Is it logical? Are there connection between the ideas stated? (have someone read it)
2. Are there a distinctive set of aims, values, beliefs and convictions?
3. Have you focussed on specific components that you define as critical to the teaching and learning process?
4. Is it sensitive to the contextual factors in which the teaching and learning takes place?
5. Have you provided examples to support your approach?

# 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
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7. Professional Development

## Teaching Responsibilities

### Courses Taught

German Department, Queen's University

German 101 – Fall 2005 – 15 students

German 101 – Fall 2004 – 23 students

**Description:** German 101 was an introductory course in German intended for students with no previous knowledge of the language. The curriculum focused on all of the four basic language skills (listening, speaking, reading and writing). Emphasis was on developing proficiency in oral and aural communications. The course consisted of three primary categories: basic language and vocabulary used in common situational contexts; basic grammar structures; contemporary cultural and historical information about German speaking countries.

**Text:** Sevin, Dieter, and Ingrid Sevin. *Wie Geht's?* 7<sup>th</sup> ed. Orlando: Harcourt, 2003.

### **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 term of 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 case 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**

### Germany since Reunification and Germany's Future.

German 106 – Germany: A People and its Culture II (Dr. David Pugh, Head), German Department, Queen's University. Kingston. 5 April 2006.

**Description:** I gave a personal account of my memories of the German reunification. Then, I spearheaded topics like “The Wall – A Mental Barrier?”, Germany's economic situation since reunification, industrial productivity and unemployment, birth rates and pensions, women and their careers, integration of immigrants and the debate around *Leitkultur*, the environment and energy, and the education reform, which lead to questions and a discussion forum. Engaging students to think about Canada and Germany, determining similarities and differences, made this guest lecture very interactive.

## 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's and the Early Marx's social theory for a second-year classical theory course. The lecture provided an outline of some of the key elements of Hegel's theory of the dialectic, his theory of politics, and his theory of history. In the second half of the lecture, I proceeded to introduce central themes in Marx's writings in his Early Manuscripts, contrasting these with Hegel's thought as a way of situating Marx's contribution to social thought. Some of the material on the lecture slides was based on the previous lecture 'Marx's Critique of Hegel'

'Marx's Critique of Hegel', for Week 3 of SOC 2240, Survey of Sociological Theory and SOC 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-year classical theory courses. After providing a review of the discussion of Hegel from the previous week, I proceeded to outline the early Marx's 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 half of the lecture. Some of the lecture slide material from this lecture was provided by Nick Hardy.

■ 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:
- Teacher's assistant during modular laboratory sessions
  - Delivered half hour pre lab talk on histology of gastrointestinal system
  - Assisted in administration and marking of lab exams

**ANAT 216** – Principles of Human Morphology II, 0.5 credit

- Logistics: 2 hour laboratory, 250 undergraduate students
- Course description: The general principle of human structure and function as appreciated through a survey of the development, microscopic and gross anatomy of the body systems: cardiovascular, respiratory, immune/lymphatic, endocrine, digestive and genitourinary.
- Responsibilities:
- Teacher's assistant during modular laboratory sessions
  - Delivered 15 minute pre lab demonstration at beginning of each session
  - Assisted in administration and marking of lab exams

## 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:* primary teacher for 50% of learning events,  
(approximately 30 hours of face-to-face contact with 100 students)

**MEDS 122:** Pediatrics and Genetics

*Course Instructor 2012,* Expanded CARL learning event: Pediatric Head Injury and CT scans: clinical decision rule and case application (3 hours, 100 students)

**MEDS 125:** Blood and Coagulation

*Course Instructor 2012,* Expanded CARL learning event: Hodgkin's Lymphoma Treatment RCT and Case Application (3 hours)

**MEDS 126:** Principles of Geriatrics, Oncology and Palliative Care

*Course Instructor 2010-2012,* Expanded CARL learning event: Falls Prevention RCT and Case Application (3 hours)

**MEDS 127:** Musculoskeletal

*Course Instructor 2012,* Expanded CARL learning event: Osteoporosis and POC Resources (3 hours)

## 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

Facilitate, guide and supervise medical student research activities. (~10 hours/yr, sporadic student)

## 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

## **Postgraduate Medicine (Emergency Medicine CCFP-EM and FRCP)**

### **Daily bedside teaching during shifts 1998-present:**

Daily teaching and feedback for junior and senior residents  
(~25 hours per week, one resident)

### **Supervision of resident research projects:**

Dave Messenger 2007, Jaelyn Caudle 2007, Andrew McRae 2006, Bruce Cload 2004, Gord McInnes 2000, Paul Tourigny 2000, Louise Rang 1999. Summary of publications and abstract presentations is appended.

### **Grand rounds presentations (20-30 learners):**

Jan 25, 2006: Monteggia vs Galeazzi fracture patterns  
Jan 18, 2007: Beta-blockers for breathless patients: What does Cochrane say?  
March 7, 2007: Influenza tests and the concept of pre-test probability  
Sept 20, 2007: Bedside US for ectopic pregnancy  
Nov 22, 2007: Cognitive errors in the ED: Anchoring  
Oct 15, 2009: All bleeding stops...eventually. Introducing Octaplex  
April 27, 2010: This is your brain on drugs: Consent and capacity after Narcan  
September 23, 2010: New kid on the clot: Introducing Dabigatran  
January 19 2012: MRSA: Keeping ER Doctors out of the ID Doghouse.  
May 22, 2012: Syncope and the ECG

### **Core content teaching (1998-present, 10-12 learners):**

Two-three events per year for all levels of emergency medicine residents. Epidemiology, ectopic pregnancy, heart failure, endocrine emergencies and airway management.  
Includes creation of practice exam questions.

### **Simulation lab teaching (2008-present):**

Structured airway curriculum for senior residents with 3 learning events every year, increasing in complexity and challenge. Usually 6-10 learners at each event.

### **Consolidation and specialty examination preparation:**

*Lecturer*, National Review Course 2003, 2004, 2012: "Epidemiology for the statistically challenged emergency medicine resident" (35 learners)

Practice oral examinations: 2-3 per year for Queen's FRCP residents (1998-2005, 2012)

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German 101, Queen's University

**Description:** All extracted information comes from the end of term standard University Survey of Student Assessment of Teaching (USAT). All responses were voluntary and anonymous. Students' evaluations were in the range from 1 to 5, where 5 is the highest achievable mark.

	F 2004	F 2005
	Section C	Section C
Overall, this is an excellent course.	4.5	4.0
Overall, this instructor is an effective teacher.	4.5	4.2
The instructor showed sensitivity to the needs and interests of students from diverse groups.	4.8	4.5
The instructor in this course showed a genuine concern for students.	5.0	4.7
The instructor was available for discussion outside class.	4.8	4.6

# Teaching Effectiveness

University Survey of Assessment of Teaching (USAT)

Course Evaluation Report

Course: SOCY 426, The Sociology of Risk and Uncertainty

Winter 2013

Number of students who responded: 19 out 24 (79%)

Scale: 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree,

Question	Mean for this Course	Departmental Mean
Overall, this is an excellent course	<b>4.2</b>	3.7
Overall, this instructor is an effective teacher	<b>4.4</b>	3.9
I learned a great deal from this course	<b>4.3</b>	3.8
The instructor showed sensitivity to the needs and interests of students from diverse groups	<b>4.4</b>	4.2
Grading was a fair assessment of my performance in this course	<b>4.4</b>	3.7
The instructor presented the material clearly	<b>4.2</b>	3.8
The course was well organized	<b>4.1</b>	3.9
The instructor was available for discussion outside class	<b>4.6</b>	4.1
<i>Total Average</i>	<b>4.3</b>	3.9



## 5. Evidence of Teaching Effectiveness

### 5.1 Formal Evaluations

The following summary USAT scores are based on a scale of 1 (Strongly Disagree) to 5 (strongly agree).

Statement	Course/Year	Mean for this Course	Departmental Mean
1. Overall, this is an excellent course.	MPA 827 – Summer, 2013	4.4	4.0
	MPA 827 – Summer, 2014	4.5	4.3
	MPA 827 – Summer, 2015	4.4	4.1
	MPA 827 – Summer, 2016	4.6	4.1
	MPA 809 – F/W 2011-12	4.5	4.0
	MPA 809 – F/W 2012-13	4.6	4.1
	MPA 809 – F/W 2014-15	4.9	3.9
	MPA 809 – F/W 2015-16	4.9	4.3
2. Overall, this instructor is an effective teacher.	MPA 827 – Summer, 2013	4.5	4.3
	MPA 827 – Summer, 2014	4.5	4.3
	MPA 827 – Summer, 2015	4.5	4.2
	MPA 827 – Summer, 2016	4.7	4.3
	MPA 809 – F/W 2011-12	4.6	4.1
	MPA 809 – F/W 2012-13	4.7	4.1
	MPA 809 – F/W 2014-15	4.8	3.9
	MPA 809 – F/W 2015-16	5.0	4.3
4. The instructor showed sensitivity to the needs and interests of students from diverse groups.	MPA 827 – Summer, 2013	4.5	4.2
	MPA 827 – Summer, 2014	4.3	4.2
	MPA 827 – Summer, 2015	4.4	4.3
	MPA 827 – Summer, 2016	4.6	4.3
	MPA 809 – F/W 2011-12	4.6	4.2
	MPA 809 – F/W 2012-13	4.7	4.1
	MPA 809 – F/W 2014-15	4.6	4.0
	MPA 809 – F/W 2015-16	4.8	4.4
10. The instructor in this course showed a genuine concern for students.	MPA 827 – Summer, 2013	4.5	4.3
	MPA 827 – Summer, 2014	4.5	4.4
	MPA 827 – Summer, 2015	4.8	4.5
	MPA 827 – Summer, 2016	4.8	4.5
	MPA 809 – F/W 2011-12	4.7	4.3
	MPA 809 – F/W 2012-13	4.8	4.2
	MPA 809 – F/W 2014-15	4.7	4.2
	MPA 809 – F/W 2015-16	5.0	4.5
11. The course was well organized.	MPA 827 – Summer, 2013	4.5	4.0
	MPA 827 – Summer, 2014	4.5	4.1
	MPA 827 – Summer, 2015	4.8	4.2
	MPA 827 – Summer, 2016	4.6	4.1
	MPA 809 – F/W 2011-12	4.6	4.0
	MPA 809 – F/W 2012-13	4.7	4.0
	MPA 809 – F/W 2014-15	4.8	3.9
	MPA 809 – F/W 2015-16	4.8	4.2

### B.3) Evidence of teaching effectiveness

*Formal Teaching evaluations*

Queen's University

*Since I joined Queen's, only one course I taught was evaluated by the USAT system*

Table A-1 Teaching Evaluation done by the students (USAT)

(5= strongly agree, 4= agree, 3= neutral, 2= disagree, 1= strongly disagree, 0= not applied)

Course: <i>GEOL 488 – 2004</i>	Mean this course / Departmental mean
Number of students in course	13
Percentage of enrolled students responding	85%
Overall, this is an excellent course	<b>4.7 / 4.1</b>
Overall, this instructor is an effective teacher	<b>4.4 / 4.3</b>
I learned a great deal from this course	<b>4.8 / 4.3</b>
The instructor showed sensitivity to the needs and interests of students from diverse groups	<b>4.4 / 4.2</b>
Grading was a fair assessment of my performance in this course	<b>4.4 / 3.8</b>
The workload in this course was reasonable and appropriate	<b>4.4 / 4.1</b>
The instructor in this course showed a genuine concern for students	<b>4.3 / 4.3</b>
My interest in the subject has been stimulated by this course	<b>4.6 / 4.0</b>
The course was well organized	<b>4.4 / 4.2</b>
The instructor presented material clearly	<b>4.1 / 4.1</b>
The instructor was available for discussion outside class	<b>4.4 / 4.2</b>

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							
	<b>COM M15 3 - F20</b>	<b>COM M10 5 - W21</b>	<b>COM M35 1 - F21</b>	<b>COM M10 5 - W22</b>	<b>COMM 251/65 1 - S22</b>	<b>COM M101 A - F22</b>	<b>COMM 251/65 1 - F22</b>	<b>AVE RAG E</b>
The instructor clearly communicated the expectations for learning in this course.	85	86	100	75	100	76	94	88
The instructor encouraged students' engagement in the course.	96	89	96	75	100	79	100	91
The instructor presented the course material effectively.	90	86	83	100	100	76	94	90
The instructor made themselves available to students.	92	93	100	100	100	87	97	96

### QSSET metrics

The “Strongly Agree (SA)” and “Agree (A)” metrics for QSSET questions relating to the performance of the instructor: Questions 2.1 – 2.4 and 3.2, for MPA 823, 825 and 847 are outlined in the table below.

QSSET Question	Course and Year	SA and A %
2.1 The instructor clearly communicated the expectations for learning in this course.	823 – 2020	94
	823 – 2021	95
	823 – 2022	100
	825 – 2020	86
	825 – 2021	93
	847 – 2021	100
	847 - 2022	100
2.2 The instructor encouraged students’ engagement in the course.	823 – 2020	100
	823 – 2021	95
	823 – 2022	100
	825 – 2020	86
	825 – 2021	93
	847 – 2021	100
	847 – 2022	100
2.3 The instructor presented the course material effectively	823 – 2020	94
	823 – 2021	90
	823 – 2022	100
	825 – 2020	93
	825 – 2021	100
	847 – 2021	100
	847 – 2022	80
2.4 The instructor made themselves available to students.	823 – 2020	100
	823 – 2021	100
	823 – 2022	100
	825 – 2020	93
	825 – 2021	100
	847 – 2021	100
	847 – 2022	90
3.2 The feedback I received in this course provided guidance on how to improve my learning and performance.	823 – 2020	75
	823 – 2021	95
	823 – 2022	88
	825 – 2020	87
	825 – 2021	93
	847 – 2021	100
	847 – 2022	90

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

	July-Dec. 2001	Jan. – June 2001	July – Dec. 2000
Enthusiasm	4.5	4.13	4.50
Clarity and Organization	4.6	4.63	4.28
Availability/Supervision	4.8	4.60	4.51
Interpersonal Skills with Housestaff	4.82	4.38	4.45
Interpersonal Skills with Patients/Families	4.67	4.17	4.50
Documentation in Chart	4.11	4.0	4.43
Leadership Provided	4.64	4.5	4.32

Teaching:	July-Dec. 2001	Jan. – June 2001	July – Dec. 2000
At Bedside	4.33	4.13	4.18
At Ward Rounds	4.75	4.5	4.35
In Seminars	4.78	4.29	4.52
Of Procedures	4.33	4.54	4.43
In Individual Discussion	4.56	4.57	4.41

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 number. These are on file.

Category	Communicated & Answered Questions Clearly	Challenged My Thinking	Provided Useful Feedback	Overall Assessment
Phase 2B 2000	4.78	4.67	4.67	4.67
Phase 2C 2001	4.4	4.1	3.8	3.4
Phase 2B 2001	4.5	4.5	5	5
Phase 2C 2002	4.5	4.5	4.5	4.7
Phase 2B 2003				
Phase 2C 2003	3.8	4.2	3.7	3.7
Phase 2B 2004	4.6	4.8	4.8	4.8
Phase 2C 2004	4.4	4.4	4.8	4.8

\*Scores out of 5

**CARL MEDS 112 evaluations, N=100**

Year	Question	Rating 1 = Poor, 5 = Excellent				
		1	2	3	4	5
2009	Overall teaching ability		4	8	41	47
2010	Overall, this teacher is an effective teacher			6	49	45
2011	Overall, this instructor is an effective teacher		3	7	79	11

**Clerk Bedside Teaching Evaluations**

Year	Question	Rating 1 = Poor, 5 = Excellent				
		1	2	3	4	5
2010				1	6	8
2011			1	2	5	19
2012			3		9	17

### **Representative Student Comments upon Course Completion**

“Sonja is an excellent instructor, at ease with the course material, very helpful with her feedback, concerned and attentive with student progress. She has a talent for communicating effectively even though I know she is still starting out. She does and will [REDACTED] to make an excellent teacher.”

“She makes it fun and simple and is always willing to go an extra mile for us to understand.”

“I especially liked the weekly vocabulary quizzes, which were annoying to study for but really kept me on top of the course. Good work – thanks for the email updates, great communications.”

“I have taken several language courses at Queen’s and this one has been the best.”

“I liked the way the material was presented. The vocab and grammar was presented separately and then combined, to make everything understood. The use of solid objects, pictures and materials made the class much more stimulating.”



## **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 feel comfortable to ask questions.”

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

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

### **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 hard-working 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, ....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 unique, all have provided for a more innovative classroom experience. In developing these techniques, I have benefited from my colleagues at the School and across the country:

1. **Case Studies:** As National Editor of the IPAC Case Study program, I have developed considerable expertise in this area. I have also written many cases for class use and taught colleagues in the writing and teaching of 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 specific theme or learning objective in the class. Generally there are 5 to 7 mini-cases with a thematic introduction. They are designed to work through the key theoretical issues that I want to address. Groups work on one case and then the class talks through each. The challenge is to bring the themes together at the end. They have proven very effective and support 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 in learning for all groups. Increasingly, and where appropriate, all lecture material is provided in advance to the students. They are expected to read it and come prepared to discuss it, either through a CasePack, an individual case, a **Q/A** session or a **Master Class**. In all instances, the students are active players.
4. **The Q/A:** Once again, this goes back a bit in the history of pedagogy (did someone say Socratic?). The approach here is to pose a series of questions, usually not more than 5 or 6 to bring out the outline of the learning objectives. These will be thematic and supported by a lecture provided in advance, but not delivered in person. This demands a very active facilitation role of the instructor, which makes it both invigorating and fun.

## Innovations and Changes to Courses Taught

COMM153 – Managing Work and Teams		
Year	Change/Innovation	Rationale
2017	<ol style="list-style-type: none"> <li>1. Reframed course objectives into themes</li> <li>2. Hands on exercise to create a 3D pyramid that represents the course framework</li> <li>3. Added GRASP to Process Pause</li> <li>4. Added Learning Catalytics</li> </ol>	<ol style="list-style-type: none"> <li>1. Could more easily connect the theme and highlight their interactions</li> <li>2. Tactile, hands on, team activity to get students working together and thinking about the course themes</li> <li>3. A tech-based process for students to share feedback with one another and understand how others are perceiving them so that they can take action if needed</li> <li>4. In class engagement tool, helped direct discussion to problem areas</li> </ol>
2018	<ol style="list-style-type: none"> <li>1. Added content around individual and group learning</li> <li>2. Feedback assignment</li> <li>3. Blue W Case-based Project, including Presentation &amp; Report to the founder of BlueW</li> <li>4. Video message</li> <li>5. Midsemester check-in</li> </ol>	<ol style="list-style-type: none"> <li>1. To further expand student awareness and help them prepare to be lifelong learners and for the Commerce program – this was well received!</li> <li>2. Took feedback to a new level, sharing feedback on academic work, helping students to prioritize feedback and action it, this improved the quality of their final projects and taught a critical skill.</li> <li>3. Replaced the final exam and simulation with a full semester PBL approach through the BlueW case – this experience more closely aligns to the workplace and gave students an opportunity to experience firsthand the theories taught.</li> <li>4. An opportunity to process and re-enforce key learnings from the BlueW case through a personal reflection</li> <li>5. Stop-Start-Continue exercise to get a feel for what was working and what could be tweaked, examples included more guidance on assignments which was then able to action.</li> </ol>
2019	<ol style="list-style-type: none"> <li>1. Introduced Personality Poker – based on the Big Five</li> <li>2. PBL – you're a consulting firm</li> </ol>	<ol style="list-style-type: none"> <li>1. This hands on, interactive class activity helped students identify strengths that they bring to a team. They were then able to use this common language as their team was introduced.</li> </ol>

# Elements of a Teaching Dossier

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# To conclude

- Start collecting now and develop a way to save in the future
- This is a public document – ask someone to read it
- Ask a colleague for an example in your discipline
- Connect sections such that it is integrated and cohesive
- Celebrate and showcase your efforts
- Find a positive way to address and enhance weaker areas including plans for the future

# Contact:

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<https://www.queensu.ca/ctl/resources/evaluation-teaching/teaching-dossier>

<https://healthsci.queensu.ca/faculty-staff/resources>

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

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