

Using your teaching portfolio to showcase your educational leadership

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CTLT Winter Institute 2016

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Form of enactment

Leader
(influence)



Manager
(enable)



Practitioner
(do)



Full details:

<http://ctl.t.ubc.ca/programs/all-our-programs/teaching-and-educational-leadership/>



Activities to facilitate and support learning
(deliver)



Course / program design / development
(design)



Scholarly reflection, professional growth
(develop)



Scholarship and public dissemination
(disseminate)

Dimensions of teaching

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Learning outcomes

By the end of the session, you will be able to:

- list core elements of a teaching portfolio and purposes for creating one
- describe what educational leadership means from a UBC perspective
- use the “ELM” (educational leadership mapping) framework to identify and list your own educational leadership activities and associated evidence
- establish “impact” of your educational leadership activities using a five question impact framework
- generate ways to compile your educational leadership activities and impact evidence in a teaching portfolio

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Session agenda

- Welcome & Introductions
- Building Context – UBC perspectives on educational leadership
- Anatomy of a teaching portfolio
- Educational leadership and the ELM Framework
- Moving from lists to impact
- Translation into CVs and teaching portfolios

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Teaching portfolio

“a purposeful collection of evidence, consisting of descriptions, documents and examples of what is good teaching for the teacher” (De Rijdt, Tiquet, Dochy & Devolder, 2006, p.1086)

“...a personal document where the teacher presents his or her teaching philosophy (reflections about teaching and student learning), together with integrated examples from their teaching practice.” (Olsson & Roxa, 2013, p.43)

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Can be used for...

- job applications
- tenure and promotion decisions
- reflection on teaching
- going public with your teaching
- evidence of educational leadership
- teaching awards
- showcasing career development

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Simon Albon's Teaching Portfolio

2. Teaching

- 2.1 Statement of teaching philosophy
- 2.2 Significant teaching accomplishments
- 2.3 Student and peer evaluation of teaching
- 2.4 Teaching awards

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Simon Albon's Teaching Portfolio

3. Educational Leadership

- 3.1 Faculty level
- 3.2 University level
- 3.3 National contributions
- 3.4 SoTL leadership

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Simon Albon's Teaching Portfolio

4.Scholarly and professional activities

- 4.1 Teaching and learning grants
- 4.2 Refereed publications
- 4.3 Presentations
- 4.4 Non-refereed publications

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Simon Albon's Teaching Portfolio

5. Service

- 5.1 Within Faculty
- 5.2 Within the University
- 5.3 Nationally
- 5.4 Awards for service

6.0 Critical reflections on a teaching career

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Educational Leadership ?

Leaders are born, not made (trait-based theory of leadership)



Leaders are made, not born (process-based theory of leadership)



“A work in progress”

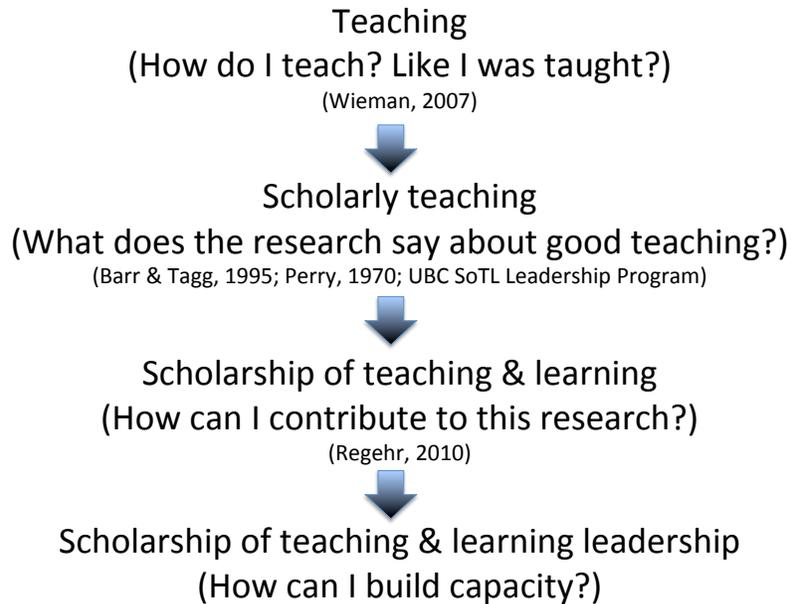
Educational Leadership ?

“Leaders in teaching are imbued with an extraordinary ability to know what knowledge is more critical to teach, excite students and peers about learning, know what teaching practices are most effective, and invest their considerable energies in the promotion of student learning.”

Bond, 1995

“Educational leadership starts in our classrooms and builds from there”

Educational leadership: A career continuum



Educational leadership: Evolving evidence

Local, national, international contributions:

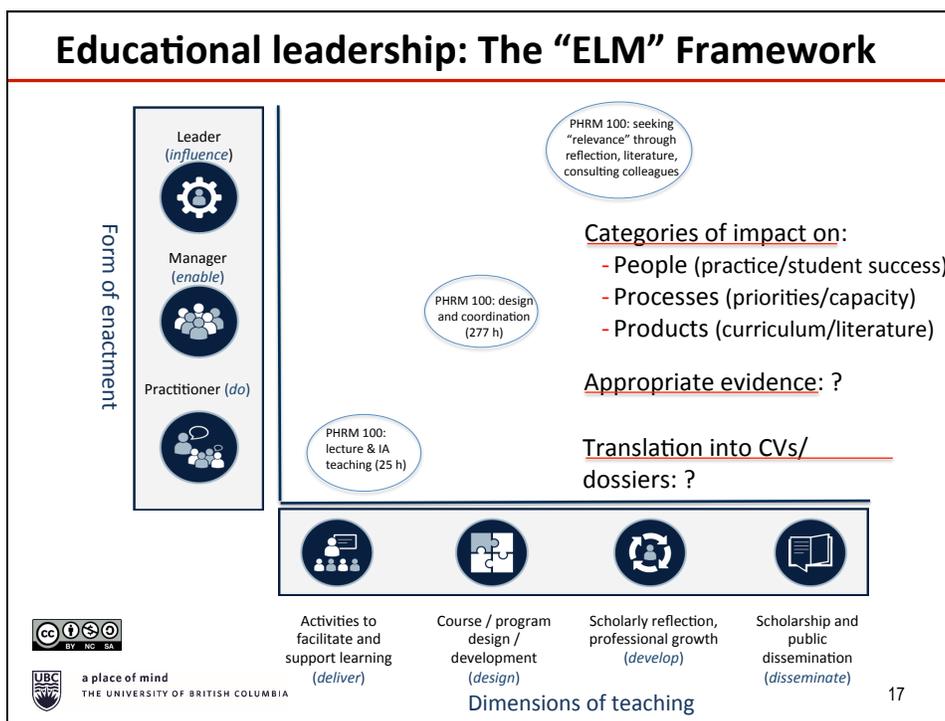
- Pedagogical innovations
- Teaching and learning grants
- Contributions to SoTL
- Curriculum development
- Committee work
- Formal leadership positions
- Personal commitment to learning



“Document everything you do” (Frank Abbott, Dean Emeritus)

Current challenge: *“making lists is easy, establishing impact is difficult”*

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Educational leadership at UBC

In 5 questions:

- What did you do?
- What are the outputs from doing it?
- What impact has it had on people, processes and products?
- How do you know?
- How is it documented in your CV and teaching dossier?

Guidance at “Human Resources UBC” site:

- The SAC Guide to Reappointment, Tenure, and Promotion at UBC 2016/17
- UBC HR Tenure & Promotion Workshop PowerPoint presentation

Levels of impact



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Categories of impact

- People**
- **PRACTICE** (own / colleagues / disciplinary)
 - **STUDENT SUCCESS** (learning, program outcomes, engagement, well-being)
- Process**
- **PRIORITIES** (departmental / Faculty / Institutional approaches)
 - **CAPACITY** (provision of support for teaching and learning activities)
- Product**
- **CURRICULUM** (course / program offerings / accreditation)
 - **LITERATURE** (scholarly literature, wider publishing venues, media)

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Narrative: Impact on practice

"I co-taught a section with a colleague. He has changed his teaching practice and now incorporates more active learning strategies into his own upper year courses."

vs:

"co-taught XXX 100"

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Narrative: Impact on approaches

"I proposed to my colleagues that we increase the availability of experiential learning opportunities for our students. Now, our unit now has an Experiential Learning Coordinator and we have increased the number of students taking co-op, internship, or community service learning placements from under 10% three years ago to over 50% today."

vs "Coordinate experiential learning opportunities"

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Narrative: Impact on scholarship

“My colleague and I presented on the design of our new course at our annual professional association meeting. The course will be featured in our annual teaching and learning bulletin, and we are working in partnership with colleagues at University X to help them develop a similar course in their own department.”

vs. “Title of presentation” Name of Conference...

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Impact on Process (Capacity)

OESD Workshop Citation:

Albon, S. P. (2016, May). *Celebrating educational leadership*. One-day event in the Faculty of Pharmaceutical Sciences conducted as part of UBC’s Celebrate Learning Week, Vancouver, BC.

My contributions included: program development, scheduling, arranging speakers, hosting and speaking, and session advertising and logistics. **Impacts:** attended by 47 faculty members; led to follow-up workshop focused on mapping teaching and educational leadership activities for faculty members.

Bates, S. & **Albon, S. P.** (2016, August). *Mapping activities in teaching and educational leadership*. Workshop conducted for UBC’s Vantage College, Vancouver, BC.

My contributions included: program development, speaking, and session facilitation. **Impacts:** attended by 15 Vantage College faculty members; provided a format for future mapping workshops across campus and case-studies for a future publication.

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Impact & Evidence

HOME ABOUT TEACHING RESEARCH SERVICE BLOGROLL CUR

Film Studies Academic | Digital Humanist | Experiential Educator

GREG CHAN

Department of English, KPU

<http://www.greg-chan.com/experiential-learning/>

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Forbidden City, Beijing, China

Home Resumé Teaching Philosophy Sample Lesson Instructional Technology Student Projects Evaluations Open-Source Podcast

Open-Source

(This open-source was created when I was a teaching assistant at CU Boulder.)

This open-source is aimed at helping my students and anyone else who is studying Chinese get more practice in listening and reading. It is **not for profit**. In terms of vocabulary and grammar, *Integrated Chinese* (third edition) will be the core text.

Section One

In this section, for beginning level exercises, both traditional characters and simplified characters are provided. For intermediate level exercises, only simplified characters are provided.

This section is divided into four parts: Beginning Level (Part One and Part Two) and Intermediate Level (Part One and Part Two). Please **CLICK** on the following links to go to your level:

[Exercises on Beginning Level Part One](#)

[Exercises on Beginning Level Part Two](#)

Search

Attractive China

魅力中国宣传片...

ACTFL SmartBrief

1. Fla. high school uses digital equipment to teach foreign language. 5/7,2012
2. The importance of proper pronunciation should not be underestimated. 5/1,2012

» That students need to study the

<https://shellyfangliang.wordpress.com/open-source/>

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<http://www.gavan.ca/academic-information/educational-development-portfolio/> Blog Academic Homepage

Gavan P.L. Watson

A website proudly muddying the line between my private and public persona.

Developing a Faculty-level eLearning Strategy

Written for physical distribution to all Academic Leaders at Western, this publication was designed to make the case that, at the Faculty level, developing an eLearning strategy could help address a series of curricular challenges, all of which would improve the quality of the student learning experience.



Search ...

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References and Resources

Aitken, G. & Tateba, J. (2014). Recognition of teaching excellence discussion paper. Retrieved from Universitas 21 website: <http://www.universitas21.com/article/educational/details/273/recognition-of-teaching-excellence>

Berkowicz, J. & Myers, A. (2016). What is educational leadership? Retrieved from Education Week website: http://blogs.edweek.org/edweek/leadership_360/2016/04/what_is_educational_leadership.html

Bond, S., Academic Leadership in the Academy (1995), Fourth NGO Consultation of Rectors and NGO's in Higher Education, UNESCO, Paris.

De Rijdt, C., Tiquet, E., Dochy, F., & Devolder, M. (2006). Teaching portfolios in higher education and their effects: An explorative study. *Teaching and Teacher Education*, 22(8), 1084-1093.

Hofmeyer, A., Sheingold, B. H., Klopper, H. C., & Warland, J. (2015). Leadership in teaching and learning in higher education: Perspectives of academics in non-formal leadership roles. *Contemporary Issues in Education Research*, 8(3), 181-192. Retrieved from Freely Accessible Social Sciences Journals.

Olsson, T. & Roxå, T. (2013) Assessing and rewarding excellent academic teachers for the benefit of an organization, *European Journal of Higher Education*, 3(1), 40-61. DOI: 10.1080/21568235.2013.778041

Smith, K. M., Crookes, E. & Crookes, P. A. (2013). *Measuring research 'impact' for academic promotion: Issues from the literature*. *Journal of Higher Education Policy and Management*, 35(4), 410-420.

Community Mapping Information at CTLT Website:

<http://ctlit.ubc.ca/programs/all-our-programs/teaching-and-educational-leadership/>

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Session title: Using your Teaching Portfolio to Showcase your Educational Leadership

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Session: Centre for Teaching, Learning and Technology
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