



UNIVERSITY OF CALGARY
Taylor Institute for Teaching and Learning

University of Calgary Teaching Awards

taylorinstitute.ucalgary.ca/awards

Nomination deadline: January 23, 2020

Developing Your Dossier

Teaching Awards Workshop Materials

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Considerations as you are preparing your dossier

Are you preparing a teaching dossier for:

- Tenure and/or Promotion
- Job Application
- Award
- Other _____

Do you have, or need to get, any specific guidelines and/or requirements regarding the teaching dossier?

- Eg. dean/director, department, faculty
 human resources/job posting
 collective agreement
 award criteria
 other

Questions you have about preparing a teaching dossier

Next Steps

Notes



Learner-Centred Principles for Teaching in Higher Education

The following principles have been adapted from Chickering and Gamson's (1987) seven principles for good practice in undergraduate education, Ramsden's (2003) thirteen principles for effective university teaching; Weimer's (2013) five key changes to practice for learner-centred teaching, and Lizzio et al.'s (2002) conceptual model for an effective academic environment.

1. **Actively Engage Learners:** ensure learning material is stimulating, relevant and interesting; explain material clearly; use a variety of methods that encourage active and deep approaches to learning, as well as adapt to evolving classroom contexts.
2. **Demonstrate Passion, Empathy and Respect:** show interest in students' opinions and concerns; seek to understand their diverse talents, needs, prior knowledge, and approaches to learning; encourage interaction between instructor and students; share your love of the discipline.
3. **Communicate Clear Expectations:** make clear the intended learning outcomes and standards for performance; provide organization, structure and direction for *where the course is going*.
4. **Encourage Student Independence:** provide opportunities to develop and draw upon personal interests; offer choice in learning processes and modes of assessment; provide timely and developmental feedback on learning; encourage metacognition to promote self-assessment of learning.
5. **Create a Teaching and Learning Community:** use teaching methods and learning strategies that encourage mutual learning, as well as thoughtful, respectful and collaborative engagement and dialogue between all members of the classroom community.
6. **Use Appropriate Assessment Methods:** clearly align assessment methods with intended course outcomes; provide clear criteria for evaluation; emphasize deep learning; scaffold assessments to ensure progressive learning.
7. **Commit to continuous improvement:** gather formative and summative feedback on your teaching; practice critical self-reflection; consult scholarly literature on teaching & learning; engage in meaningful conversations with colleagues; identify clear goals for strengthening your teaching practice.

References

- Chickering, Arthur W, & Gamson, Zelda F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39(7), 3–7.
- Lizzio, Alf, Wilson, Keithia, & Simons, Roland. (2002). University Students' Perceptions of the Learning Environment and Academic Outcomes: Implications for theory and practice. *Studies in Higher Education*, 27(1), 27-52.
- Weimer, Maryellen. (2013). *Learner-centered teaching: Five key changes to practice*. John Wiley & Sons.
- Ramsden, P. (2003). *Learning to Teach in Higher Education*. New York: Routledge.



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DEVELOPING YOUR PHILOSOPHY STATEMENT for the TEACHING AWARD DOSSIER: WORKSHEET

1. What does it mean to be a good teacher, educational leader or staff member in a university context? What does this mean in my particular discipline?
2. Who or what has most informed my beliefs about teaching and learning or my practices in my discipline?
3. What strategies do I use in my role? What do these say about my beliefs?
4. What 2-3 key beliefs do I hold about my practice and how it relates to student learning?
What matters most to me?
 - 1.
 - 2.
 - 3.

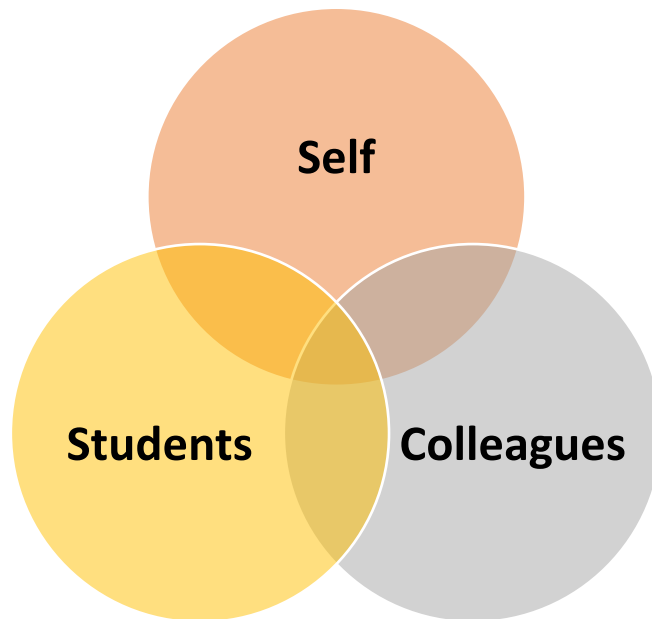
Possible *Structure of an AWARDS Nomination Dossier

*Please refer to the Teaching AWARD website for specific details regarding your category

Dossier Sections		✓ Have examples * Need to gather more ? Need to discuss
See the individual AWARD category for specific requirements		
Philosophy Statement:		
Descriptions of strategies, activities, and/or initiatives		
Summary of data/evidence: students, colleagues or others		
Reflective summary statement and goal		
<i>Other possible categories</i>		
Professional learning & development		
Educational service		
Teaching and learning research / scholarship		
Awards and recognition		
Evidence of student learning and success		
Evidence of student learning and success		
Appendices		

*Adapted from <https://taylorinstitute.ucalgary.ca/awards>; Seldin et al., 2010; CAUT, 2018; Knapper and Wright, 2001,

Sources of evidence



http://connections.ucalgaryblogs.ca/files/2018/09/Final_Guide-to-Evidence-of-Teaching-1.pdf

For all data presented

Include a brief reflection and analysis to put these data in context.

- What themes do you see?
- What do these data say about your strengths and future areas for growth?
- What have you learned from these data?
- How do these data and comments connect to your philosophy and practices?
- How will you continue to grow and develop in your role based on these data? What actions will you take to grow and improve?

Framework for Aligning a Dossier (Example)

Beliefs	Strategies	Evidence	Critical Reflection	Award Criteria (may be more than one)
<p>What are the key beliefs that you hold related to teaching and learning and/or leadership? What are the key claims that you make?</p>	<p>What strategies and activities do you use and put into practice that support these beliefs and claims?</p>	<p>What materials provide evidence of your strategies and activities? What data and documentation provide evidence of the impact and effectiveness of your practice?</p>	<p>How can you put these actions and evidence into context? How do they demonstrate your philosophy and beliefs? What have you learned from these data and experiences? How will this inform your future practice? How will you grow and improve?</p>	<p>What specific award criteria do these beliefs, accomplishments, strategies, activities and evidence relate to</p>
<p><i>I encourage learners to be critically reflective and believe that students best synthesize new knowledge by being provided opportunities to uncover and examine their assumptions and beliefs</i></p>	<p><i>Weekly on-line reflective learning journals</i></p> <p><i>One-page reflective summaries for course projects and papers</i></p>	<p><i>Assignment description for online-reflective learning journals</i></p> <p><i>Student course evaluation comments related to the development of their ability for critical reflection</i></p> <p><i>Exemplary student submissions</i></p>	<p><i>Reflective assignments directly align with my core belief of the importance of critical reflection to learning. In course evaluations, students have commented on the value of these assignments, in creating a sense of relevance to the course material, and communicating how they will use these learnings in their future academic and professional practices.</i></p> <p><i>It also streamlined my ability to provide directed feedback on their course projects and papers. Based on student feedback and workload, these assignments could be reduced in number.</i></p> <p><i>I will continue to explore other ways to incorporate critical reflection into student learning experiences, and will reduce the number of online journal submissions in future course offerings.</i></p>	<p><i>Challenging learners to develop their critical thinking.</i></p>

Framework for Aligning a Dossier (Worksheet)

Beliefs	Strategies	Evidence	Critical Reflection	Award Criteria (may be more than one)
<p>What are the key beliefs that you hold related to teaching and learning and/or leadership? What are the key claims that you make?</p>	<p>What strategies and activities do you use and put into practice that support these beliefs and claims?</p>	<p>What materials provide evidence of your strategies and activities? What data and documentation provide evidence of the impact and effectiveness of your practice?</p>	<p>*How can you put these actions and evidence into context? How do they demonstrate your philosophy and beliefs? What have you learned from these data and experiences? How will this inform your future practice? How will you grow and improve?</p>	<p>What award criteria do these beliefs, accomplishments, strategies, activities and evidence relate to</p>

*Critical reflection will be woven through the narrative of your dossier

References

- Canadian Association of University Teachers (CAUT). (2018). *CAUT Teaching Dossier*. Canadian Association of University Teachers, Ottawa, ON, https://www.caut.ca/sites/default/files/caut-teaching-dossier_2018-11_online_version.pdf
- Chick, N., Kenny, N., Berenson, C., Johnson, C., Keegan, D., Read, E., Reid, L. (2017). Developing a learning culture: A framework for the growth of teaching expertise. Retrieved from <http://connections.ucalgaryblogs.ca/2017/11/04/developing-a-learning-culture-a-framework-for-the-growth-of-teaching-expertise/>
- Kenny, N., & Berenson, C. (2016). Writing an educational leadership philosophy statement. TIconnections, Taylor Institute for Teaching and Learning <http://connections.ucalgaryblogs.ca/2016/12/22/writing-an-educational-leadership-philosophy-statement/>
- Kenny, N., Berenson, C., Jeffs, C., Nowell, L., Grant, K. (2018). *Teaching philosophies and teaching dossiers guide*. Calgary, AB: Taylor Institute for Teaching and Learning. Retrieved from <http://www.ucalgary.ca/taylorinstitute/resources/>
- Knapper, C., & Wright, W. A. (2001). Using portfolios to document good teaching: Premises, purposes, practices. *New directions for teaching and learning*, 88, 19-29.
- Schonwetter, D.J., Sokal, L., Friesen, M., & Taylor, L.K. (2002). Teaching philosophies reconsidered: A conceptual model for the development and evaluation of teaching philosophy statements. *International Journal for Academic Development*, 7(1), 83-97.
- Seldin, P., Miller, J. E., & Seldin, C. A. (2010). *The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions*. John Wiley & Sons.

Resources

A Guide to Providing Evidence of Teaching

connections.ucalgaryblogs.ca/2018/09/13/a-guide-to-providing-evidence-of-teaching/

UCalgary Teaching Dossier Resources, including sample philosophy statements, dossiers, and templates:

<http://www.ucalgary.ca/taylorinstitute/resources/teaching-philosophies-and-dossiers>

University of Calgary Teaching Awards Nomination information

<https://taylorinstitute.ucalgary.ca/awards>

Sample Dossiers & Philosophy Statements

<http://www.ucalgary.ca/taylorinstitute/resources/teaching-philosophies-and-dossiers>

Handout: Educational Leadership in Postsecondary Education



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Teaching Award Support

Location: Taylor Institute for Teaching and Learning
434 Collegiate Blvd

Register: <https://taylorinstitute.ucalgary.ca/awards>

Developing Your Dossier for the University of Calgary Teaching Awards Program

Nov 8, 2019 | 10 a.m. – 12 p.m.

Preparing a Strong Nomination Letter for the University of Calgary Teaching Awards Program

Nov 13, 2019 | 1 – 3 p.m.

Advice from past University of Calgary Teaching Award recipients

Nov 18, 2019 | 1 – 3 p.m.

Teaching Award Drop-in Consultations

Dec 12, 2019 | 9:30 a.m. – 11:30 a.m.

Jan 9, 2020 | 9:30 a.m. – 11:30 a.m.

Jan 16, 2020 | 9:30 a.m. – 11:30 a.m.

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