

Developing Your Dossier for the University of Calgary Teaching Awards

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Putting the dossier into context

- taylorinstitute.ucalgary.ca/awards



Key components of a nomination package



Dossier (Nominee): 10-page maximum, excluding letters

2 Letters of Support (Students, Colleagues)

Nomination Letter (Faculty/Unit Head): 2-page maximum, individual or co-written

Intended Outcomes

The goal of the session is to provide an opportunity for you to actively explore the process of creating an awards dossier.

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

- Reflect on and articulate your beliefs about your practice and student learning
- Describe the key components of a nomination dossier
- Select and present data and documentation that provide evidence of the scope and quality of your practice
- Begin to prepare a nomination dossier that aligns your core beliefs to the scope and quality of your practice

Agenda

- Reflect on your teaching philosophy
- What is a dossier?
 - What does one look like?
 - What goes into a dossier?
- How do you create an aligned dossier?
- Start filling in the content for yourselves



* Good Teachers....	Educational Leaders....
Actively Engage Learners	Appreciate that teaching and Learning occurs in a community
Demonstrate Passion, Empathy and Respect	Acknowledge the importance of local cultures and contexts
Communicate Clear Expectations	Respect autonomy, value diversity and inclusion, share power & decision-making
Encourage Student Independence	Engage others to help effect and enact change
Create a Teaching and Learning Community	Critically reflect on one's leadership approaches and practices with a focus on growth
Use Appropriate Assessment Methods	
Commit to Continuous Improvement	

Questions for reflection

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?

Philosophy Statement

A one (1) page reflective statement that describes:

- **What** your fundamental values and beliefs are
- **Why** you hold these values and beliefs
- **How** you translate these values and beliefs into practice



What are some of the ways (informal and formal) that we might evaluate teaching?

The Dossier

A concise summary of philosophy, experiences, approaches, accomplishments, and effectiveness that includes clearly aligned evidence of the scope and quality of your practice. Demonstrates a commitment to continuous growth and improvement.

What does a dossier look like?

Skim one of the dossiers provided:

- What did you learn about dossiers?
- What stood out for you?

What does a UCalgary Award dossier look like?

- 10 pages in length (not including letters)
 - descriptions, summaries and a critically reflective narrative
- Grounded in a strong philosophy statement
- Provides evidence of scope and quality of practice
- Makes connections to award criteria
 - review individual AWARD Categories for specific details

Example of a Possible Award Dossier Structure

- ✓ I have examples
- * Need to gather more
- ? Need to discuss

See individual award category for specific requirements

Philosophy statement

Descriptions of strategies, activities or initiatives

Summary of data/evidence: students, colleagues or others

Reflective summary statement and goals

Other possible categories:

Professional learning & development

Educational service

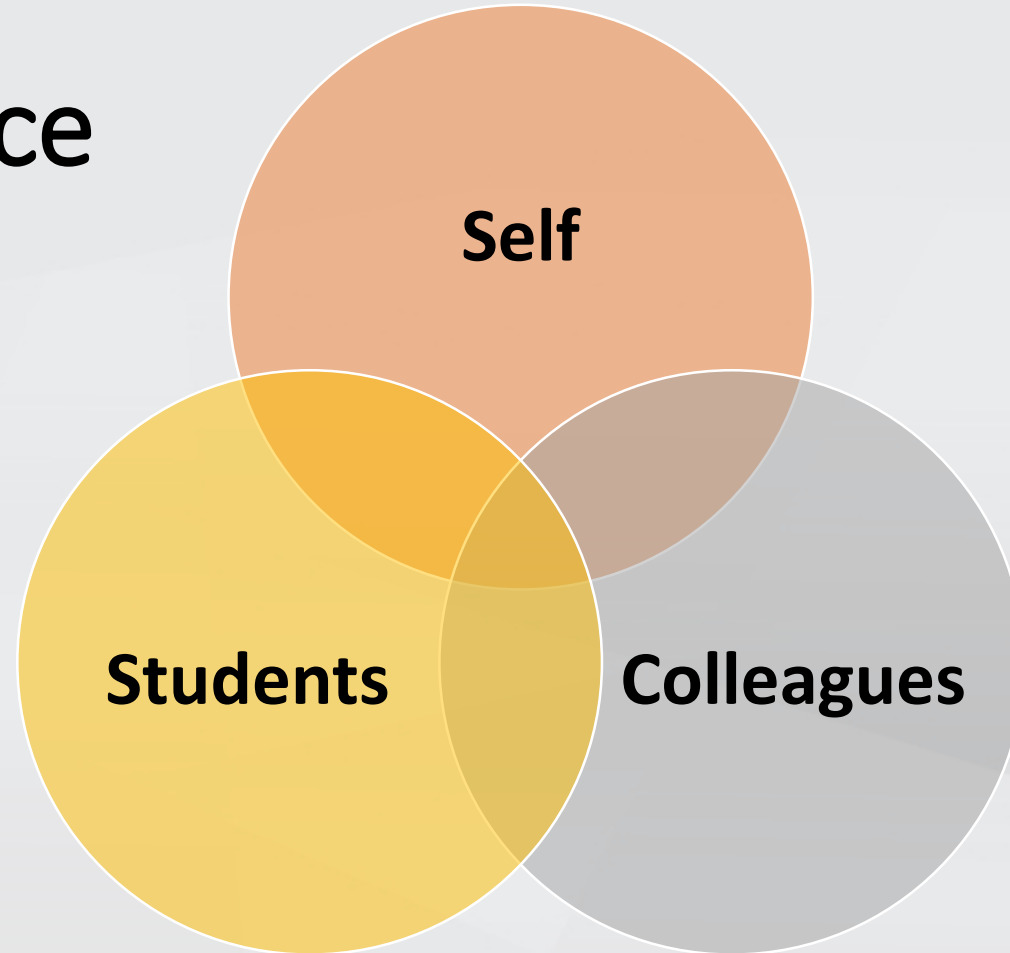
Teaching and learning research / scholarship

Evidence of student learning and success

Awards and recognition

Appendices

Sources of evidence



How should I provide student comments and data?

taylorinstitute.ucalgary.ca/awards/prepare-nomination-package

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?

University of Calgary Teaching Awards

1. nominee (philosophy statement, example strategies with supporting evidence, and critical reflection)
2. students (course or program evaluations, student comments and letters of support from former students)
3. peers (letters of support that elaborate on claims made in nomination dossier, awards and recognition)



Putting it all together – An Aligned Nomination Dossier

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 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>

Final reflection

- What is the most important thing you learned about awards dossiers today?
- What is one next step you will take based on today's session?

References (Educational Leadership)

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References (Principles for Learner-Centred Teaching)

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References and Resources (Dossiers)

Knapper, C. & Wright, A.W. (2001). Using portfolios to document good teaching: Premises, purposes, practices. *New Directions for Teaching and Learning*, 88, 19-29.

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<http://ucalgary.ca/taylorinstitute/awards-grants/teaching-awards>

<https://taylorinstitute.ucalgary.ca/sites/default/files/Teaching%20Philosophies%20and%20Teaching%20Dossiers%20Guide.pdf>

<http://cft.vanderbilt.edu/guides-sub-pages/teaching-portfolios/>

Teaching Award Support

- **Register:** 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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