

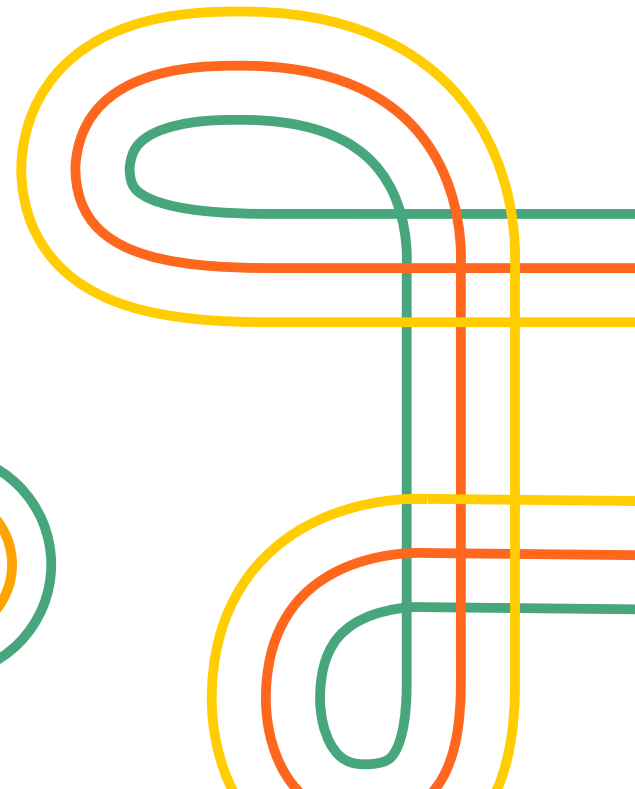


UNIVERSITY OF
CALGARY

Taylor Institute
for Teaching and Learning

Teaching Philosophies and Teaching Dossiers Guide

Including Leadership, Supervision, Mentorship, and EDI



Teaching Philosophies and Teaching Dossiers Guide

Including Leadership, Supervision, Mentorship, and EDI

TAYLOR INSTITUTE FOR TEACHING AND LEARNING | UNIVERSITY OF CALGARY

Authors

Dr. Natasha Kenny, PhD | Senior Director, Taylor Institute for Teaching and Learning, University of Calgary

Dr. Fabiola Aparicio-Ting, PhD | Senior Instructor, Department of Community Health Sciences, Cumming School of Medicine, University of Calgary

Dr. Tara Beattie, PhD | Professor & Associate Dean (Graduate Science Education), Department of Oncology, Cumming School of Medicine, University of Calgary

Dr. Carol Berenson, PhD | Educational Development Consultant (Emerita), Taylor Institute for Teaching and Learning, University of Calgary

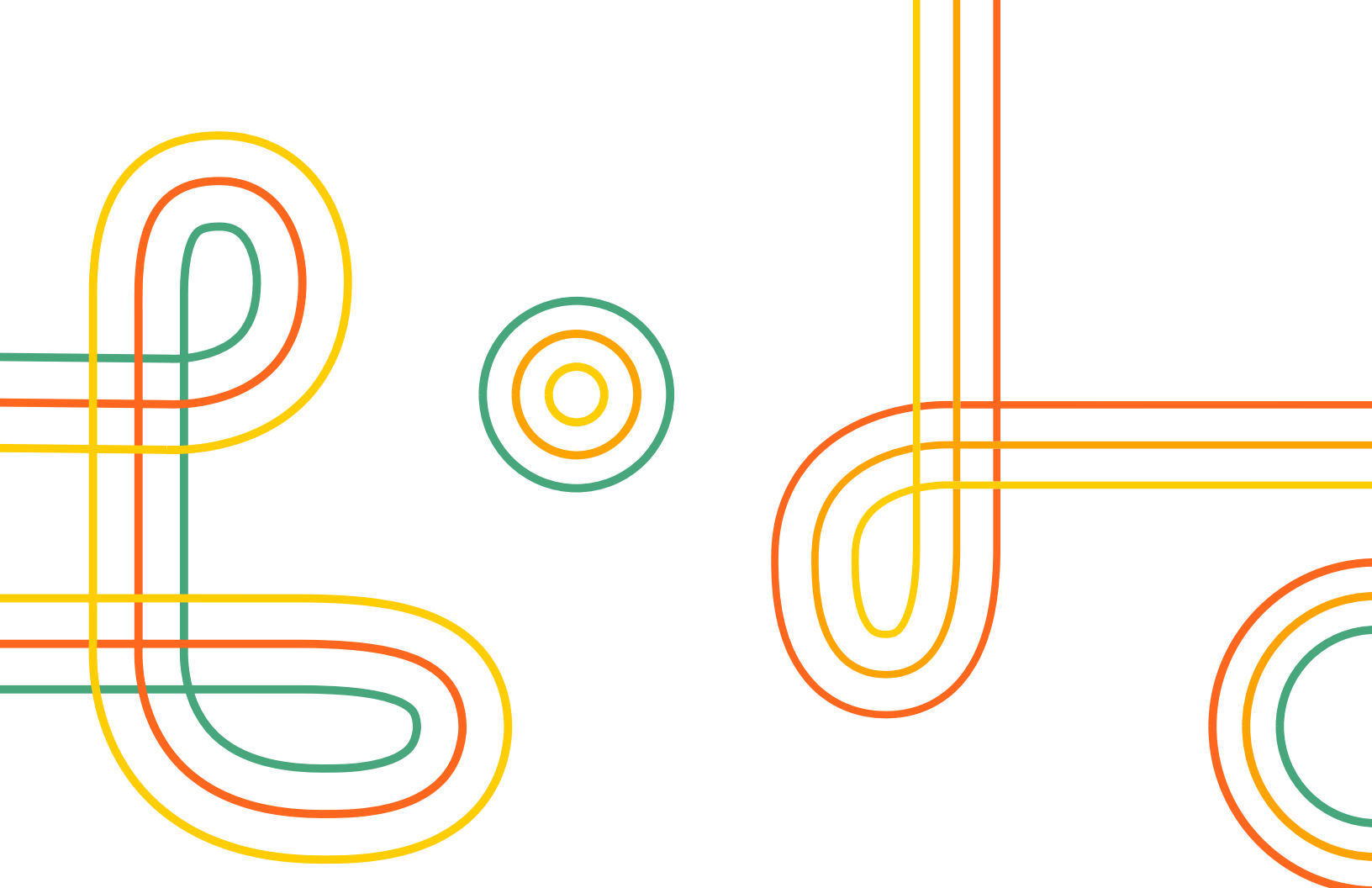
Dr. Kimberley Grant, PhD | Educational Development Consultant, Taylor Institute for Teaching and Learning, University of Calgary

Dr. Cheryl Jeffs, EdD | Educational Development Consultant, Taylor Institute for Teaching and Learning, University of Calgary

Dr. Gabrielle Lindstrom, PhD | Educational Development Consultant (Indigenous Ways of Knowing), Taylor Institute for Teaching and Learning, University of Calgary

Dr. Lorelli Nowell, PhD | Assistant Professor, Faculty of Nursing, University of Calgary

Dr. Fouzia Usman, PhD | Educational Development Consultant (Equity, Diversity and Inclusion), Taylor Institute for Teaching and Learning, University of Calgary



Teaching Philosophies and Teaching Dossiers Guide

Including Leadership, Supervision, Mentorship, and EDI

2018 Teaching Philosophies and Teaching Dossiers Guide written by:
Natasha Kenny, Carol Berenson, Cheryl Jeffs, Lorelli Nowell, and Kimberley Grant
Revised 2021

Taylor Institute for Teaching and Learning
434 Collegiate Blvd
University of Calgary, Calgary, AB CANADA T2N 1N4



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Foreword

On behalf of the Taylor Institute for Teaching and Learning, I welcome you to the revised University of Calgary's Teaching Philosophies and Teaching Dossier Guide. This guide continues to provide a robust resource for creating teaching dossiers and philosophy statements. The current revisions expand upon teaching from multiple perspectives, including looking at your teaching through the lens of equity, diversity and inclusion, Indigenous Ways of Knowing, mentorship, supervision, and educational leadership. The guide starts with an overview of a research-informed framework for developing teaching expertise, and then describes how to create philosophy statements that ground your approaches to teaching across multiple contexts. The final sections of the guide focus on creating and evaluating teaching dossiers. Each section incorporates scholarship and practical exercises for preparing philosophy statements and dossiers.

This guide is based on a compilation of open access resources available through the Taylor Institute for Teaching and Learning Resource Library.

I wish you much success as you continue with your teaching and learning development!

Natasha Kenny, PhD

Senior Director, Taylor Institute for Teaching and Learning, University of Calgary

Introduction

Teaching and learning in higher education are inherently complex processes. Providing robust and accurate evidence of the scope and quality of teaching approaches and practices, and their impact on student learning and the broader academic community has presented many challenges in higher education. Historically, emphasis has been placed on student ratings of instruction (SRIs) as a primary source of measuring an instructor's teaching effectiveness. While SRIs have value as one form of evidence in measuring students' experiences of certain dimensions of instruction, they do not provide an accurate measure of an instructor's teaching effectiveness and their impact on student learning. Much research has surfaced the limitations of SRIs, including the prevalence of significant gender bias and variation across disciplines (Boring et al., 2016; Boring, 2017; Clayson, 2009; Kreitzer & Sweet-Cushman, 2021; MacNeill, Driscoll & Hunt, 2015). Researchers and institutions conclude that SRIs should not be relied upon as a sole measure of teaching effectiveness, and should be carefully interpreted by instructors and administrators (Boring et al., 2016; Clayson, 2009; Kreitzer & Sweet-Cushman, 2021; Linse, 2017; Ryerson University v Ryerson Faculty Association, 2018).

How then should we approach the challenge of making visible the complexities and effectiveness of teaching in higher education? A teaching dossier (also referred to as a teaching portfolio) presents an integrated summary of your teaching philosophy, approaches, accomplishments, and effectiveness. It contains documents and materials that provide evidence of the scope, quality, and impact of your teaching practice (Seldin et al., 2010). A teaching dossier is grounded in a strong teaching philosophy statement that describes what your fundamental beliefs are about teaching and learning, why you hold these values and beliefs, and how you translate these claims into practice. The teaching philosophy statement becomes the thesis around which the dossier is built, providing a framework for the presentation of evidence and exemplary materials (Schonwetter et al., 2002).

A dossier highlights the teaching practices you implement that align with the key claims made in your teaching philosophy and provides strong evidence of the impact of these teaching strategies and approaches on student learning. A teaching dossier should be presented as an organized, integrated, and cohesive document that provides a reflective narrative of your teaching experience. Unlike a CV, a teaching dossier does not include your academic research unless that research is directly related to teaching (i.e., a scholarship of teaching and learning project). While a CV documents your past successes, a teaching dossier also includes reflection on past teaching and outlines teaching goals for the future. Finally, a CV typically documents everything that has been done, while a teaching dossier is a curated collection of the best examples and evidence that you select to support the claims in your philosophy statement.

Teaching dossiers reflect the inherent complexities associated with teaching and learning. They provide an opportunity for instructors to assemble robust and accurate evidence of their teaching approaches, accomplishments, and effectiveness, based on multiple sources of information (Knapper & Wright, 2001). Teaching dossiers are often used in tenure and promotion, annual performance reviews, teaching awards programs, and as requirements for academic hiring processes (Seldin et al., 2010). At the University of Calgary, teaching dossiers are required for tenure and promotion, and also for institutional and national level teaching awards programs (e.g., the University of Calgary Teaching Awards, the Killam McCaig Teaching Award, and the 3M National Teaching Fellowship). Perhaps most importantly, preparing a dossier provides a valuable opportunity for continued reflection, professional development, growth, and ongoing improvement related to your teaching and learning practices.

Introduction

What is Your Role?

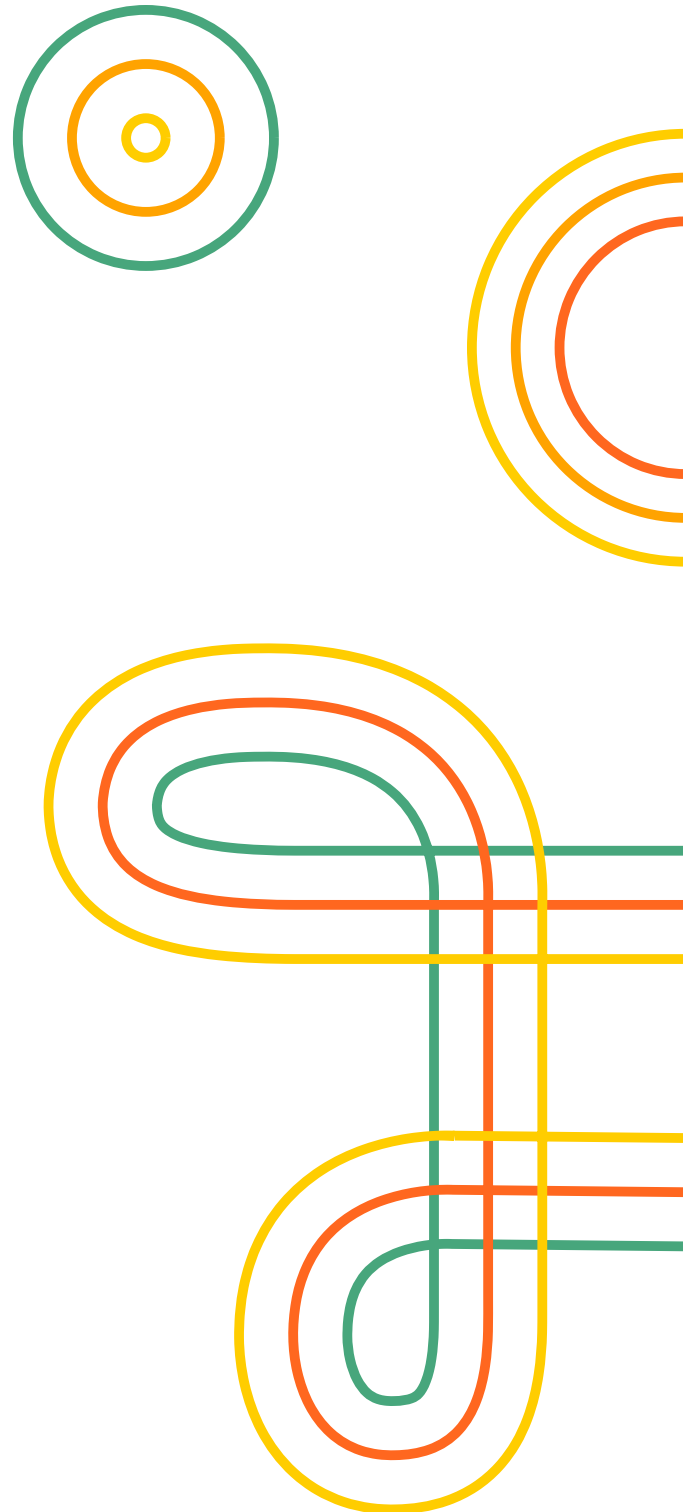
This guide provides a framework, resources, and activities for individuals to develop their philosophy statements and dossiers in post-secondary settings. Identity is informed by your cultural positioning, direct experiences, personal values, beliefs, and ethics.

The dossier, as a reflective narrative, provides an opportunity for you to generate deepened insights into how the contours of your identity shape your role within a formal teaching and learning context, which includes settings beyond the traditional classroom.

To simplify the intent of the guide, the term instructor or teacher is used throughout the document (Institute for Inter-connected Education IICE, 2018). Within your discipline or specialty, you might identify yourself in a role such as:

- **Coach**
- **Clinical teacher**
- **Educational developer**
- **Educational leader**
- **Educator**
- **Elder**
- **Facilitator**
- **Faculty**
- **Professor**
- **Instructor**
- **Lecturer**
- **Mentor**
- **Preceptor**
- **Supervisor**
- **Teacher**
- **Other**

Whatever your role, title, and learning environment (remote, classroom, lab, field, community, etc.), you can adapt and revise the information in this guide to suit your purpose and practice as you develop your philosophy statement and dossier.



A Developmental Framework for Teaching Expertise in Post-Secondary Education

The first step in creating a teaching dossier is to acknowledge the multiple ways that teaching expertise is developed and communicated. Kenny et al. (2017) present one way of conceptualizing the development of teaching expertise through an evidence-based framework that documents the complexities of teaching in a post-secondary context. This framework recognizes that teaching expertise is developed through a learning process that continues over time (Hendry & Dean, 2002; Kreber, 2002). The framework weaves together five facets and three habits of mind for conceptualizing teaching, supervision, and leadership expertise that are summarized in Figure 1.

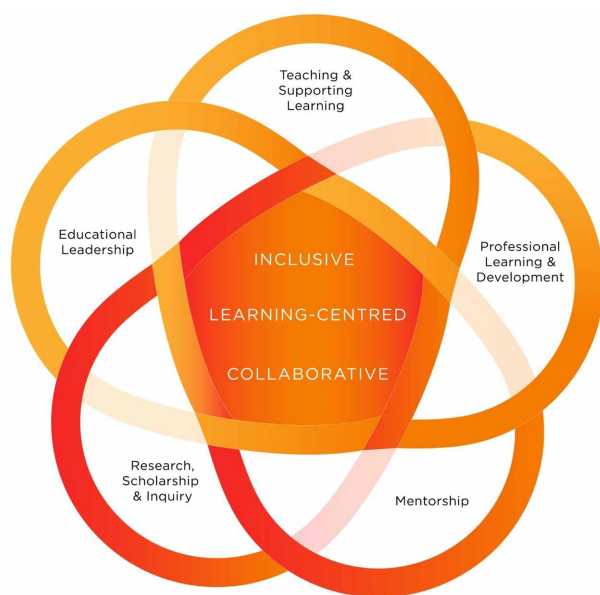


Figure 1: Conceptualization of a Developmental Framework for the Development of Teaching Expertise

The following section summarizes the five facets of teaching expertise highlighted in the framework. Each instructor will situate their practice uniquely within the context of this framework, and not all facets will be relevant for everyone. As you review these facets,

reflect on those that resonate most with your identity and your experience, and start to recognize activities and approaches that you or other instructors, Elders, or role models you admire have used that reflect or expand upon the below descriptions.

Teaching and Supporting Learning

Teaching that places learning at its centre involves creating experiences and environments that empower students to engage, learn deeply, and become self-directed learners (Barr & Tagg, 1995; Trigwell et al., 1999; Weimer, 2013). Teaching organized around student learning also recognizes that understanding and improving learning is an ongoing process; hence, teaching expertise is developed over time and is always evolving (Hendry & Dean, 2002; Kreber, 2002). A commitment to setting clear expectations for both teaching and learning, regularly providing and gathering feedback, and critically reflecting on one's teaching practice and philosophy guides practitioners in a learning-focused teaching framework (Brookfield, 1995; Lizzio et al., 2002; Nichol & Macfarlane-Dick, 2006; Tigelaar et al., 2002).

Professional Learning and Development

Professional learning and development are a key component of expert practice and contribute to teacher critical reflection. Reflective practice and participation in formal and informal professional development are linked to improved student learning outcomes and engagement as well as improved experiences for teachers (Carmichael & Martens, 2012). Professional development includes engaging in formal processes such as conferences, seminars, or workshops, teaching and learning courses

or programs, and collaborative learning among members of a community. Professional learning can also occur in informal contexts such as discussions among work colleagues, independent reading and research, observations of a colleague's work, or other learning from a peer (Arthur, 2016). The role of critical self-reflection can also be a source of lifelong professional learning.

Mentorship

Mentorship is characterized as a positive, mutually beneficial relationship that supports the teaching and academic development of both mentor and mentee (Mathias, 2005). Mentoring relationships foster self-exploration, career advancement, intellectual development, enhanced confidence and competence, social and emotional support, academic citizenship and socialization, social responsibility, information sharing, and professional identity formation (Angelique et al., 2002; Foote & Solem, 2009; Johnson, 2007; Kram, 1983; Schlosser et al., 2011;). Mentorship typically occurs between an experienced faculty member and a less experienced colleague, student, or postdoctoral scholar, but it can also occur in a group context (Phillips et al., 2015). Developed formally (i.e., structured programs) or informally, mentorship focuses on topics most relevant to the mentor and mentee.

Research, Scholarship, and Inquiry

One way in which teaching expertise is both developed and expressed is through research, scholarship, and inquiry—terms that reflect the variations of this activity across different contexts (Poole, 2013). Teaching and learning have a complex relationship that invites teachers to develop “pedagogical content knowledge” (Shulman, 1986), or an understanding of how learning happens (or doesn't) within specific disciplines and subject areas. Research, scholarship, and inquiry play a key role in developing this knowledge. Expert teachers consult relevant existing research to build a strong foundation for designing, implementing, and assessing effective learning experiences for students (Shulman, 2004). Expert teachers may also conduct and share their

own pedagogical research, scholarship, or inquiry not only to advance their own understanding, but also to contribute to the larger body of knowledge about effective teaching and learning (Felten 2013; Shulman, 1993).

Educational Leadership

Educational leaders influence change and implement initiatives to strengthen teaching and learning practices, communities, and cultures (Keppell et al., 2010; Mårtensson & Roxa, 2016; STLHE, n.d.). They share their expertise to inspire and help others strengthen their teaching practices; implement strategic programs, initiatives, and policies to improve teaching and student learning; advocate for positive change; and, lead institutions, faculties, and committees to continuously improve post-secondary education (Creanor, 2014; Mårtensson & Roxa, 2016; STLHE, n.d.; Taylor, 2005; UBC, n.d.; University of Calgary, n.d.). Educational leadership is demonstrated through formal leadership roles (e.g., committee chairs, department heads, deans, and provosts), structures, and responsibilities, and through leadership activities that may not be formally identified as part of one's teaching responsibilities (Creanor, 2014; Gosling et al., 2009; Bolden et al., 2008; Jones et al., 2012; Keppell et al., 2010; Mårtensson & Roxa, 2016). Educational leaders identify, understand, and consult with others within their local contexts (Taylor, 2005). They build and nurture positive relationships, and bring together effective teams creating collaborative opportunities to enhance teaching and learning.



Teaching Philosophy Statements

Teaching philosophy statements clearly communicate what our beliefs are about teaching and learning, why we hold these beliefs, and how we translate our beliefs into practice. Teaching philosophy statements can be used for a variety of purposes such as job applications, teaching award applications, tenure and promotion reviews, and as a foundational element of a teaching portfolio (Chism, 1998; Kearns & Sullivan, 2011; Schonwetter et al., 2002). Perhaps most importantly, teaching philosophy statements support our own growth and development as educators by providing us with an opportunity to reflect upon and communicate why we do what we do to support teaching and learning (Beatty et al., 2009).

What Does a Teaching Philosophy Statement Look Like?

Although there are no hard and fast rules, teaching philosophy statements are typically presented as a one or two-page reflective document written in the first-person narrative (Chism, 1998) that highlights

how your approach to teaching and learning is informed by your beliefs, all of which are shaped by your cultural positioning and social context. As appropriate, they may also link to scholarly literature to further ground your beliefs and practices. Building upon the work of Chism (1998) and Schonwetter et al. (2002), it is useful to communicate the structure of a teaching philosophy statement around four key components (Figure 2):

1. **Beliefs: What do you think?**
2. **Strategies: What do you do?**
3. **Impact: What is the effect on learners, self, and colleagues?**
4. **Future goals: How will you improve?**

Table 1 highlights some of the key components of a teaching philosophy statement with guiding questions for reflection.

The introductory section of a teaching philosophy statement summarizes your core beliefs about teaching and learning, and describes why you hold these beliefs based on cultural positioning, personal experience, and scholarly literature related to teaching and learning in higher education. The next section provides an overview of specific

strategies that you use in your practice that actively demonstrate and align with these beliefs. The final sections highlight the impact that your teaching and learning approaches have had on yourself and others, including students and colleagues. This section may also feature the methods you use to assess and evaluate your teaching. Finally, the concluding section most often summarizes your key beliefs and outlines your goals and commitment to continuous growth and improvement.

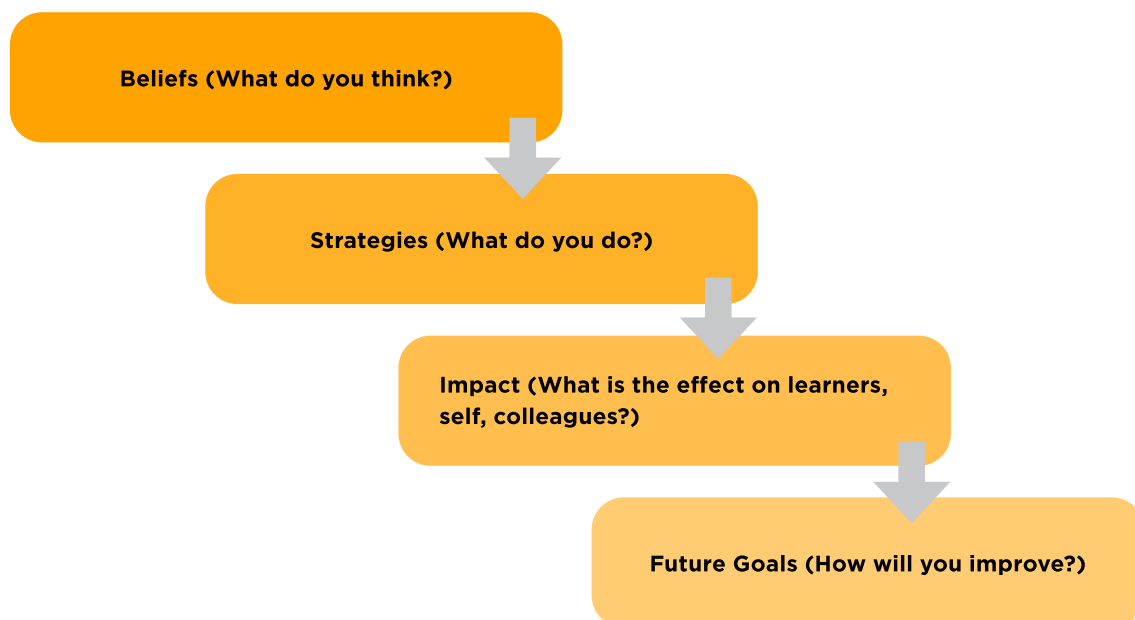


Figure 2: One Example of Key Components of a Teaching Philosophy Statement. Adapted from Kenny et al. (2018).

Table 1: Key Components of a Teaching Philosophy Statement With Guiding Questions

| Teaching Statement Components | Guiding Questions |
|---|--|
| <p>Beliefs</p> <p>What do you think?</p> | <p>What are my beliefs about teaching and learning in post-secondary education? Why do I hold these beliefs? How does my cultural positioning influence my beliefs? Who or what has most informed my teaching approaches? What are the best learning experiences I had as a student? How have my beliefs been influenced by my teaching experiences and scholarly literature related to teaching and learning? What difference do I hope to make as a teacher? What does it mean to be a good teacher in a post-secondary context? What does good teaching look like in my discipline? What does it mean to be a good learner in a post-secondary context?</p> |
| <p>Strategies</p> <p>What do you do?</p> | <p>What teaching and learning strategies do I use? How do these strategies align with my beliefs? What are the best teaching experiences I had as an instructor? When have I felt most engaged and affirmed as an instructor? What are my key strengths and skills as an instructor? Why do I use particular teaching strategies as opposed to others? What am I most proud of? What sets me apart? What are some of my accomplishments as a post-secondary educator?</p> |
| <p>Impact</p> <p>What is the effect on learners, self, and colleagues?</p> | <p>What difference have I made and how do I know? What am I trying to achieve for my students with my teaching? What kinds of knowledge do I want to impart to my students? What has been the impact of my approaches to teaching and learning on me, on my students, and on my colleagues? What have others learned from my teaching and learning approaches? What methods do I use to evaluate my impact?</p> |
| <p>Future goals</p> <p>How will you improve?</p> | <p>How will I continue to develop, grow, and improve as an educator? What interests me most about teaching in post-secondary education? What are my future goals and aspirations as an instructor in post-secondary education?</p> |

Adapted from Kearns & Sullivan (2011); Schonwetter et al. (2002); Seldinet al. (2010); Stavros & Hinrichs (2011).

A Process for Developing a Teaching Philosophy Statement

Creating a teaching philosophy statement begins with reflecting on and articulating your key beliefs about teaching and learning. As faculty, we seldom take the time to reflect on the underlying values that inform our teaching approaches and practices. Whether or not we recognize it, what we do is shaped by our identity and by our foundational ideas about what good teaching and learning are all about. In order to begin the reflective process involved in articulating our foundational beliefs about teaching and learning, it can be helpful to consider some concepts from the literature. The following principles have been adapted by Kenny (2014) 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.

These learner-centred principles for teaching in higher education are intended to offer a starting point in terms of providing ideas for you to build upon in articulating your personal beliefs and to offer language that might be helpful in talking about your philosophy of teaching. As you review these principles, consider those that resonate for you, and what might be missing in terms of your own key beliefs about teaching and learning.

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; and adapt to evolving classroom contexts.

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; and understand the role of power in the classroom and how it shapes students' learning experiences.

Communicate clear expectations: make clear the intended learning outcomes and standards for performance and provide organization, structure, and direction for where the course is going.

Encourage student independence: provide opportunities to develop and draw upon personal interests, ways of knowing, and direct experiences; offer choice in learning processes and modes of assessment; provide timely and developmental feedback on learning; and encourage metacognition to promote self-assessment of learning.

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.

Use appropriate assessment methods: clearly align assessment methods with intended course outcomes; provide clear criteria for evaluation; articulate a rationale for assessment approaches; emphasize deep learning; and scaffold assessments to ensure progressive learning.

Commit to continuous improvement: gather formative and summative feedback on your teaching; practice critical self-reflection; consult scholarly literature on teaching and learning; engage in meaningful conversations with colleagues; and identify clear goals for strengthening your teaching practice.

Now that you have started to identify your personal beliefs about teaching, the following Worksheet 1 will help you to focus your thinking. The questions below are not easily answered, nor do they have a right or wrong answer. We recommend that you use a free-writing method, which involves letting yourself write whatever comes to mind, as you reflect on the first four questions. By the time you reach the fifth question, you will be able to articulate your core beliefs with some specificity (usually two to three beliefs form the basis for the teaching philosophy statement).

Worksheet 1: Developing Your Teaching Philosophy Statement

1. What does it mean to be a good teacher and learner in a university context? What does good teaching and learning look like in my context?

2. Who or what has influenced my thinking about good teaching? How does your identity and cultural positioning influence your perceptions about your role as a teacher?

3. When have I felt most engaged and affirmed in my teaching?

4. What strategies do I use in my role? What do these say about my beliefs about teaching and learning?

5. What two or three key beliefs do I hold about teaching and learning in my context? What matters most to me?

6. What do I want readers of my teaching philosophy statement to remember most about my beliefs and practices?

Key Considerations: The Importance of Alignment

A teaching philosophy statement not only identifies our core beliefs as shaped by our social contexts and cultural positioning, it also provides high-level examples of how we put those beliefs into practice and reflections about the impact of those practices on others (including students and/or colleagues). Future goals related to our teaching practices and impact are also often articulated in a teaching philosophy statement. A well-crafted philosophy statement aligns personal and cultural beliefs with examples, impact, and goals. Table 2 includes a framework that can be used to brainstorm ways to create this alignment in your philosophy statement.

Table 2: Framework for Aligning a Teaching Philosophy Statement

| Beliefs | Strategies | Impact | Future goals |
|---|---|--|--|
| What are my key beliefs about teaching and learning? As identified in Worksheet 1, Q. 6 | How do I (or will I) put my beliefs into practice? What teaching and learning strategies do (will) I use? | How do I (will I) evaluate the effectiveness and impact of my teaching strategies? | How do I hope to continue to improve and grow? |
| | | | |

Adapted from Schonwetter et al. (2002).



Educational Leadership Philosophy Statements

Educational leadership has garnered increased interest in higher education, as research suggests how important local leaders are to creating strong teaching and learning cultures and communities (Bolden et al., 2008; Mårtensson & Roxå, 2016). Leadership in the context of teaching and learning is not only relegated to those in formal leadership positions. Increasingly, teaching awards such as the University of Calgary Award for Educational Leadership and the 3M National Teaching Fellowship require instructors to articulate and provide evidence of their educational leadership practices. Faculty with appointments in teaching-focused ranks are also often required to provide evidence of their educational leadership contributions as they progress through the ranks of senior instructor to teaching professor.

Educational leadership philosophy statements clearly communicate what our beliefs are about educational leadership, why we hold these beliefs, and how we translate our beliefs into practice. They articulate and make visible the many ways that educational

leadership is enacted in higher education, to have an impact beyond our own teaching practice (within the University of Calgary and/or more broadly). For example, educational leaders mentor and inspire colleagues; develop and lead curriculum and learning initiatives; share their educational expertise through professional development programs; cultivate critical reflexivity; involve and enable others to enact change; engage and disseminate scholarship in teaching and learning; and influence department and institutional teaching and learning cultures (Fields et al., 2019; Taylor, 2005; UBC, n.d.; STLHE, n.d; University of Calgary, n.d.).



What Does an Educational Leadership Philosophy Statement Look Like?

Similar to a teaching philosophy statement, an educational leadership philosophy statement is typically one to two pages in length, and written in the first-person narrative. Building upon the teaching philosophy statement work of Chism (1998) and Schonwetter et al. (2002), an educational leadership philosophy statement can be structured around four key components (Figure 3):

- 1. Beliefs: What do you think?**
- 2. Strategies: What do you do and what have you done?**
- 3. Impact: What is the effect on learners, self, colleagues, departments, and faculties?**
- 4. Future aspirations: What will you do next?**

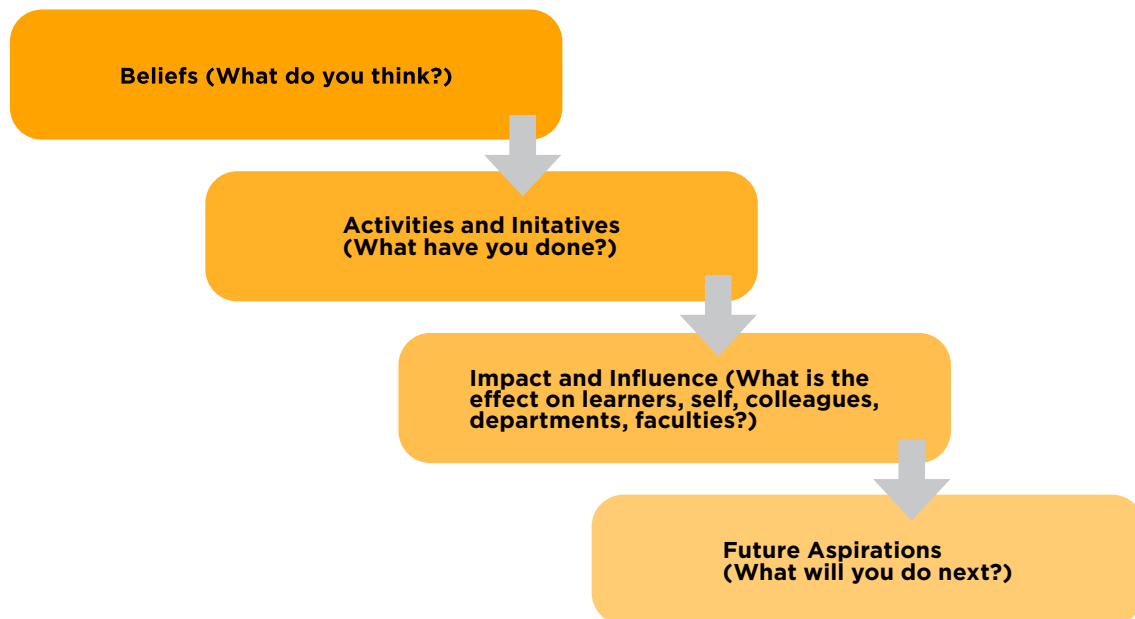


Figure 3: Key Components of an Educational Leadership Philosophy Statement. Adapted from Kenny et al. (2018).

Based on this figure as one example, the introductory section of an educational leadership philosophy statement summarizes your core beliefs about educational leadership, and describes why you hold these beliefs based on personal experience, and scholarly literature related to leadership in higher education. The next section provides an overview of specific activities and initiatives that you have implemented that actively demonstrate and align with these beliefs. The final sections highlight the impact

and influence that your leadership has had on yourself and others (what is the effect on learners, colleagues, departments, faculties, etc.). Finally, the concluding section summarizes your key beliefs, the influence you have had on teaching and learning, and your future aspirations for your own growth and for leading and inspiring change. Table 3 provides an overview of specific questions for reflection for each section of an educational leadership philosophy statement.

Table 3: Key Components of an Educational Leadership Philosophy Statement With Guiding Questions

| Leadership Statement Components | Guiding Questions |
|---|---|
| <p>Beliefs</p> <p>What do you think?</p> | <p>What are my beliefs about educational leadership in post-secondary education? Why do I hold these beliefs? Who or what has most informed my leadership approaches? How does my cultural positioning and social context influence my beliefs? How have my beliefs been influenced by my experiences as a post-secondary educator and/or scholarly literature related to leadership? What difference do I hope to make as a leader? What does it mean to be a good leader in a post-secondary context?</p> |
| <p>Activities and initiatives</p> <p>What have you done?</p> | <p>What educational leadership activities, practices, and initiatives have I implemented? How do these align with my beliefs? When have I felt most engaged and affirmed as an educational leader? What are my key strengths and skills as a leader? What am I most proud of? What sets me apart? What are some of my accomplishments as a post-secondary leader?</p> |
| <p>Impact and influence</p> <p>What is the effect on learners, self, colleagues, departments, faculties, etc.?</p> | <p>What difference have I made and how do I know? What has been the impact and influence of my educational leadership on me, on students, on colleagues, on my department, on my faculty, on the institution, and beyond? What have others learned from my leadership approaches?</p> |
| <p>Future aspirations</p> <p>What will you do next?</p> | <p>How will I continue to develop, grow, and improve as a leader? What interests me most about teaching and learning in post-secondary education? What changes do I most hope to see and inspire? What are my future goals and aspirations as a leader in post-secondary education?</p> |

Adapted from Kearns & Sullivan (2011); Schonwetter et al. (2002); Seldinet al. (2010); Stavros & Hinrichs (2011).

A Process for Developing an Educational Leadership Philosophy Statement

The following worksheet can help you focus your thinking on your educational leadership beliefs and practices. Again, the questions below are not easily answered, nor do they have a right or wrong answer. It is recommended that you use a free-writing method, which involves letting yourself write whatever comes to mind, as you reflect on the first four questions. By the time you reach the fourth question, you will be able to articulate with some specificity your core beliefs (usually two to three beliefs form the basis for your educational leadership philosophy statement).

Worksheet 2: Developing Your Educational Leadership Philosophy Statement

1. What are my beliefs about educational leadership in post-secondary education? What does it mean to be a good leader at the University of Calgary?

2. Who or what has most influenced my thinking about educational leadership? When I have felt most engaged and affirmed as an educational leader? How does my identity and cultural positioning influence my perceptions of educational leadership?

3. What educational leadership activities, practices, and/or initiatives have I implemented? What do these say about my beliefs?

4. What two or three key beliefs do I hold about educational leadership? Why?

Key Considerations: The Importance of Alignment

Akin to teaching philosophy statements, educational leadership philosophy statements not only identify our core beliefs and the contexts that shape them, they also provide high-level examples of how we put those beliefs into practice and reflections about the impact of those practices on others (including our colleagues). Future goals related to our educational leadership practices and impact are also often articulated in an educational leadership philosophy statement. A well-crafted philosophy statement aligns beliefs with examples, impact, and goals. Table 4 provides a framework for brainstorming ideas and creating this alignment in your philosophy statement.

Table 4: Framework for Aligning an Educational Leadership Philosophy Statement

| Beliefs | Activities and initiatives | Impact and influence | Future aspirations |
|--|--|---|---|
| What key beliefs do you hold about educational leadership? | What activities and initiatives have you implemented that demonstrate your educational leadership beliefs? | What difference have you made, and how do you know? What data and documentation provide evidence of your educational leadership initiatives and their impact (on learners, colleagues, your department, faculty, institution and beyond)? | 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 you continue to grow and improve? How do your actions translate to equitable leadership? What are your future goals and aspirations as a leader in postsecondary education? |
| | | | |

Adapted from Schonwetter et al. (2002).



Diversity Statements

A diversity statement communicates your commitment to equity, diversity, and inclusion (EDI) and how you translate these values into your practice within a post-secondary context. This statement will also include your understanding of systemic inequalities and challenges faced by equity-deserving groups based on race, class, gender, sexual orientation, age, and (dis)abilities. In addition to highlighting your skills and experiences in this area, the purpose of a diversity statement is to express your commitment and ability to contribute to an institution or department's vision and efforts towards attaining equity, diversity, and inclusion. Many institutions request a diversity statement as part of the application package for new hires, tenure, and promotion. Through this statement, you outline your understanding of the challenges faced by underrepresented groups in post-secondary context and how you aim to contest those challenges through equitable and inclusive practices.

What Does a Diversity Statement Look Like?

A diversity statement is typically one to two pages in length and is written in the first-person narrative. When writing your statement, you will describe your experiences of working with diverse populations along with your appreciation for diversity. The statement will also clearly communicate your understanding of systemic inequalities faced by certain underrepresented groups in the field of post-secondary education and how you (or seek to) apply inclusive strategies to ensure equity through your practice. Furthermore, you will express your likely contribution to the university's EDI vision within this statement. For that purpose, it is important that you are aware of the university's efforts in this area and demonstrate how your values are in alignment with that.

A diversity statement will include high level examples of how you have incorporated EDI values into your practice and evidence of its impact. Some of these examples may include your involvement working with Indigenous pedagogies and Ways of Knowing, LGBTQ2A+ student groups, your efforts to incorporate diverse content and other cultural ways of knowing into the curriculum, or your experiences teaching students with varying learning abilities and strategies you used to accommodate their learning needs.

Building upon the work of Chism (1998) and Schonwetter et al. (2002), it is useful to communicate the structure of a diversity statement around four key components (Figure 4):

- 1. Beliefs: What do you think?**
- 2. Strategies: What do you do?**
- 3. Impact: What has been the effect on learners, self, and colleagues?**
- 4. Goals: How will you improve?**

Based on this figure as one example, the introductory section of a diversity statement summarizes your core beliefs about equity, diversity, and inclusion, and describes why you hold these beliefs based on personal experience, and scholarly literature related to EDI in higher education. The next section provides an overview of specific activities and initiatives that you have implemented that actively demonstrate and align with these beliefs. The final sections highlight the impact and influence that your practice has had on yourself and others (what is the effect on learners, colleagues, departments, faculties, etc.). Finally, the concluding section most often summarizes your key beliefs, the influence you have had on teaching and learning within the University of Calgary and/or more broadly your future aspirations for your own growth and for leading and inspiring change. Table 5 provides an overview of specific questions for reflection for each sections of a diversity statement.

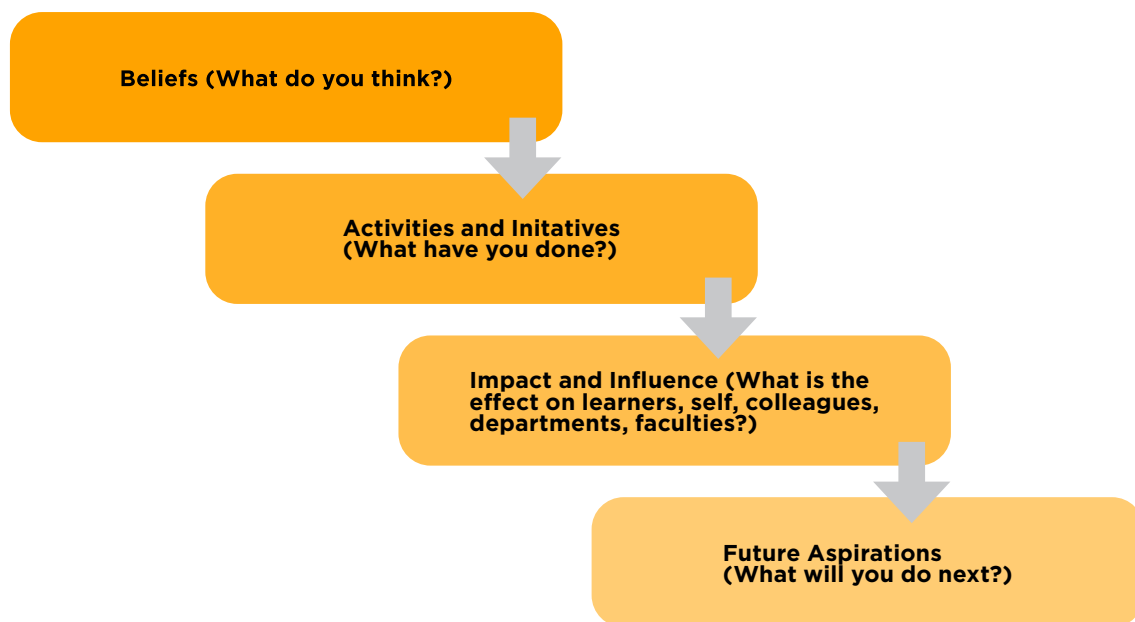


Figure 4: Key Components of a Diversity Statement. Adapted from Kenny et al. (2018).

Table 5: Key Components of a Diversity Statement with Guiding Questions

| Diversity Statement Components | Guiding Questions |
|---|---|
| <p>Beliefs</p> <p>What do you think?</p> | <p>What are my beliefs about equity, diversity, and inclusion in post-secondary education? Why do I hold these beliefs? Who or what has most influenced my thinking about EDI? How have my beliefs been influenced by scholarly literature related to EDI? What difference do I hope to make through my approach? What does it mean to be equitable and inclusive in a post-secondary context or in my particular discipline?</p> |
| <p>Activities and initiatives</p> <p>What have you done?</p> | <p>How do I ensure that my teaching practice is inclusive of all students? How do I demonstrate an appreciation for diversity through my course content or discipline? What do I do to support underrepresented groups in my class or department? What EDI initiatives have I implemented within my department? How do these align with my beliefs? What about my approach sets me apart? What are some of my accomplishments in advancing EDI initiatives and practices?</p> |
| <p>Impact and influence</p> <p>What is the effect on learners, self, colleagues, departments, faculties, etc.?</p> | <p>What difference have I made, and how do I know? What has been the impact and influence of my EDI focused initiatives and practices on me, on students, on colleagues, on my department, on my faculty, on the institution and/or beyond? What have others learned from my EDI-focused approaches?</p> |
| <p>Future aspirations</p> <p>What will you do next?</p> | <p>How will I continue to develop, grow, and improve my understanding of EDI-related issues and practices in post-secondary? What interests me most about this area in post-secondary education? What changes do I most hope to see and inspire? What are my future goals and aspirations regarding EDI in post-secondary education?</p> |

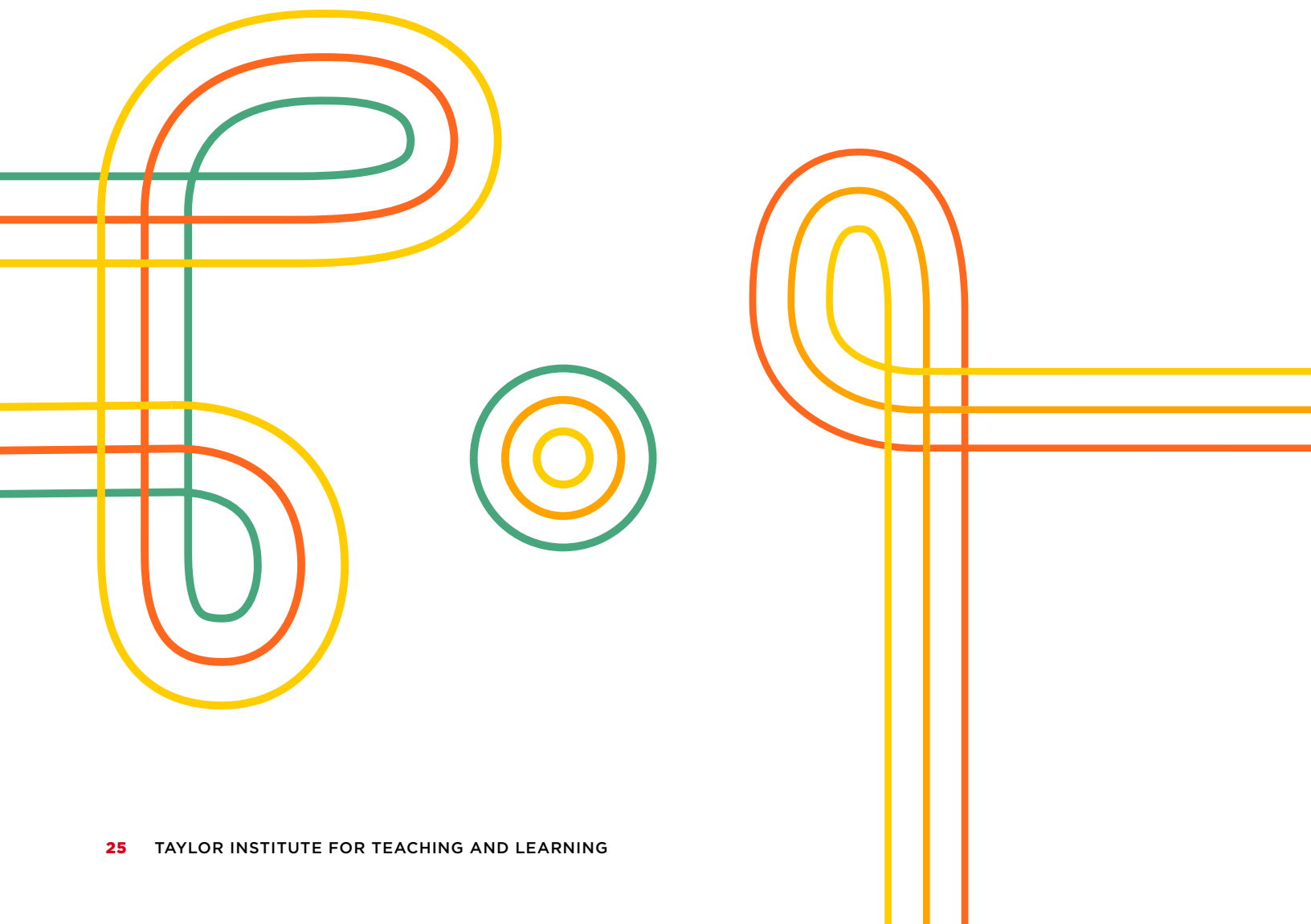
Adapted from Kearns & Sullivan (2011); Schonwetter et al. (2002); Seldinet al. (2010); Stavros & Hinrichs (2011).

Disclosing Personal Identity

When drafting a diversity statement, you may consider sharing elements of your personal identity, cultural positioning, connection to lands, or background that has shaped your practice and approach to the concepts of EDI. You may choose not to disclose information about your personal background, but in some instances providing some relevant details can help the reader contextualize your beliefs and approaches (Beck, 2018). For example, if you identify with an equity-deserving group, then you may wish to expand on how your experiences have informed your beliefs and practices in the postsecondary context. Furthermore, you may discuss how you seek to create equitable opportunities to ensure inclusivity for members of that group or any other equity-deserving group.

A Process for Developing a Diversity Statement

The following worksheet can help you focus your thinking on your EDI beliefs and practices. Again, the questions below are not easily answered, nor do they have a right or wrong answer. It is recommended that you use a free-writing method, which involves letting yourself write whatever comes to mind, as you reflect on the first five questions. By the time you reach the fifth question, you will be able to articulate with some specificity your core beliefs around equity, diversity, and inclusion.



Worksheet 3: Developing Your Diversity Statement

1. What are my social identities? How do I identify myself? Set the context to share your experiences.

2. What are my beliefs about equity, diversity, and inclusion in post-secondary education? What does it mean to hold and demonstrate these values at the University of Calgary and in my discipline?

3. Who or what has most influenced my thinking about equity, diversity, and inclusion? What motivates me to incorporate and appreciate these values?

4. What EDI activities, practices and/or initiatives have I implemented? What do these say about my beliefs?

5. What key beliefs do I hold about equity, diversity, and inclusion? Why do I hold these beliefs?

Key Considerations: The Importance of Alignment

Akin to teaching philosophy statements, diversity statements not only identify our core beliefs, they also provide high-level examples of how we put those beliefs into practice and reflections about the impact of those practices on others (including our colleagues). Future goals related to our EDI practices and impact are also often articulated in a diversity statement. A well-crafted diversity statement aligns beliefs with examples, impact, and goals. Table 6 provides a framework for brainstorming ideas and creating this alignment in your statement.

Table 6: Framework for Aligning a Diversity Statement

| Beliefs | Activities and initiatives | Impact and influence | Future aspirations |
|---|--|---|---|
| What key beliefs do you hold about EDI? | What activities and initiatives have you implemented that demonstrate your beliefs related to EDI? | What difference have you made, and how do you know? What data and documentation provide evidence of your EDI initiatives, practices and their impact (on students, colleagues, your department, faculty, institution and beyond)? | How can you put these actions and evidence into context? How do they demonstrate your understanding and beliefs? What have you learned from these data and experiences? How will you continue to grow and improve? What are my future goals and aspirations as an EDI leader/activist in postsecondary education? |
| | | | |

Adapted from Schonwetter et al. (2002) ; Beck (2018).

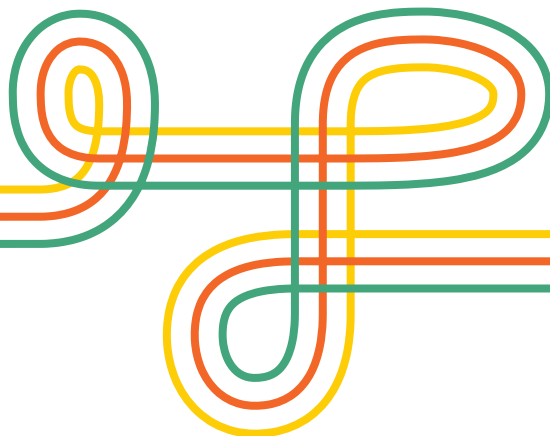


Supervision Philosophy Statements

What Does a Supervision Philosophy Statement Look Like?

Supervision as a teaching activity may include the supervision or co-supervision of undergraduate students, graduate students, post-doctoral scholars, or other trainees. Aspects of supervision may include but are not limited to: providing guidance and advice on research skills, methods, and experimental approaches; a critical evaluation of written work, funding

applications, and scholarly outputs; and participation on supervisory committees and examinations. The work of supervisors is important in the academy and there is an expectation of student supervision with most faculty appointments. Evidence of effective supervision is often required for tenure and promotion within the professorial stream and more recently supervision is being recognized as a critical teaching practice by supervision and mentorship awards both at the University of Calgary and nationally.



Similar to teaching philosophy statements, a supervision philosophy statement should be one to two pages in length and is written the first-person narrative. When writing your supervision dossier, you should clearly articulate what your core beliefs are for undertaking supervision of trainees, why you hold these beliefs, what activities and actions do to you take as a supervisor, how do you determine what successful supervision looks like and the impact that you have on your learners, and reflection for improvement. You can also include what supervision means to you (in the context of your discipline) and why you think it is important. It is good to be

intentional about your supervisory practices – what and who influences you in how you supervise and can be structured around (Figure 5):

1. **Beliefs: What do you think?**
2. **Activities and initiatives: What have you done?**
3. **Impact and influence: What is the effect on learners, self, colleagues, departments, and faculties?**
4. **Future aspirations: What will you do next?**

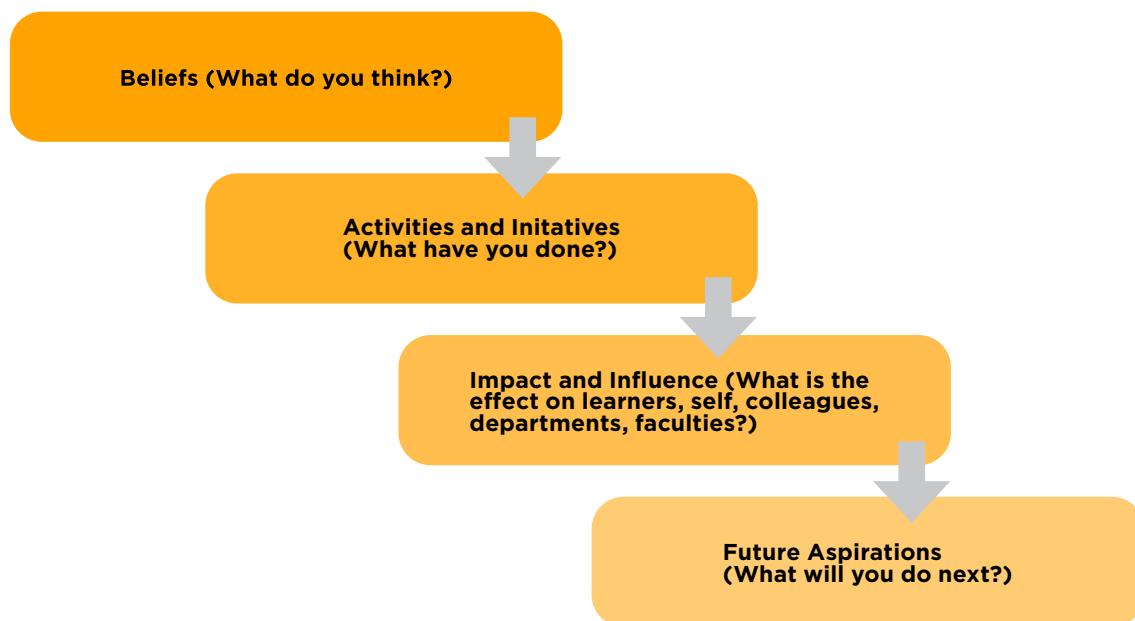


Figure 5: Key Components of a Supervision Philosophy Statement. Adapted from Kenny et al. (2018).

Table 7: Key Components of a Supervision Philosophy Statement With Guiding Questions

| Supervision Statement Components | Guiding Questions |
|--|---|
| Beliefs What do you think? | What are my core beliefs regarding supervision? Why do I want to supervise students/trainees? What do I enjoy about supervision? Who or what has influenced how I supervise students? What values do I want to impart on my students? What are my goals for my students? What does good supervision look like? What type of supervisory relationship do I want to have with my students? What are the qualities of a great supervisor that I would like to emulate? |
| Activities and initiatives What have you done? | What supervision activities, practices and initiatives have I implemented? How do these align with my beliefs? How do I communicate and interact with my students? How do I inspire and motivate my students? How do I promote EDI/safe research spaces? How do I promote independence, teamwork and leadership? What are my key strengths as a supervisor? What am I most proud of? What sets me apart? How would others describe you as a supervisor? |
| Impact and influence What is the effect on learners, self, colleagues, departments, faculties, etc.? | How do I know that I am being an effective supervisor? What difference have I made, and how do I know? What is the evidence of my impact on students (e.g., student careers, publications, presentations, student graduations, former student testimonials, and/or samples of student exemplary work)? What is the evidence on the impact on me (e.g., awards received for graduate supervision)? What have others learned from my approaches to supervision? |
| Future aspirations What will you do next? | How will I continue to develop, grow, and improve as a supervisor? How will I enhance weaker areas my supervisory practice? How can I be more flexible and adaptable in order to meet my goals? |

Adapted from Kearns & Sullivan (2011); Schonwetter et al. (2002); Seldinet al. (2010); Stavros & Hinrichs (2011).

A Process for Developing a Supervision Philosophy Statement

The following worksheet can help you focus your thinking on your supervisory beliefs and practices. Again, the questions below are not easily answered, nor do they have a right or wrong answer. It is recommended that you use a free-writing method, which involves letting yourself write whatever comes to mind, as you reflect on the first four questions. By the time you reach the fourth question, you will be able to articulate with some specificity your core beliefs (usually two to three beliefs form the basis for your supervision philosophy statement).

Worksheet 4: Developing Your Supervision Philosophy Statement

1. What are my core beliefs about supervision post-secondary education? What does it mean to be a good supervisor at the University of Calgary and in my discipline? What do I hope to accomplish?

2. Who or what has most influenced my approach to supervision? Why do I want to supervise students? What do I enjoy about supervision?

3. What supervisory activities, practices and/or initiatives have I implemented? How do these align with my beliefs?

4. What two to three key beliefs do I hold about supervision? Why?

Key Considerations: The Importance of Alignment

Similar to teaching philosophy statements, supervision philosophy statements not only identify our core beliefs, they also provide specific examples of how we put those beliefs into practice and reflections about the impact of those practices on our students. Future goals related to our supervision practices and their impact are also often articulated in a supervision philosophy statement. A well-crafted supervision philosophy statement aligns beliefs with concrete examples, impacts, reflection, and goals. Table 8 provides a framework for brainstorming ideas and creating this alignment in your supervision philosophy statement.

Table 8: Framework for Aligning a Supervision Philosophy Statement

| Beliefs | Activities and initiatives | Impact and influence | Future aspirations |
|--|--|--|--|
| What core beliefs do you hold about supervision? | What strategies and initiatives have you implemented that demonstrate my supervision values and beliefs? | What difference have you made, and how do you know? What information, data and documentation provide evidence of your supervision practices and their impact (on students, colleagues, your department, faculty, institution, and beyond)? | 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 you continue to grow and improve? What are my future goals and aspirations as a supervisor in postsecondary education? |
| | | | |

Adapted from Schonwetter et al. (2002).

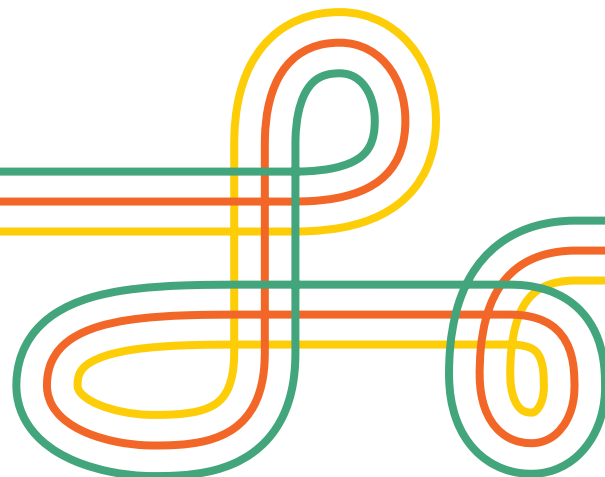


Mentorship Philosophy Statements

In many cases, mentorship is a core activity of an academic staff member's teaching practice. The below section provides guidance on preparing a mentorship philosophy statement.

Mentorship philosophy statements clearly communicate our beliefs about mentorship, why we hold these beliefs, and how we translate our beliefs into practice. They articulate and make visible the many ways that mentorship appears in higher education. Mentorship in higher education may occur in partnership with students, postdoctoral scholars, senior academic leaders, and/or peers. It can happen

as a mutually beneficial one-on-one relationship, between a small group of colleagues, across networks of individuals, as part of formal programs, or develop organically. Mentorship is an ongoing, reflective, and cyclical process that can positively impact teaching and student learning, create a collective sense of belonging and reciprocity, and help cultivate reflection and community (Barrette-Ng et al., 2019). Strong mentoring relationships are mutually beneficial and are bounded by respect, curiosity, humility, clear communication, and accountability (Barrette-Ng et al., 2019).



What Does a Mentorship Philosophy Statement Look Like?

Similar to teaching philosophy statements, a mentorship philosophy statement is typically one to two pages in length and written as a first-person narrative. Building upon the teaching philosophy statement work of Chism (1998) and Schonwetter et al. (2002), a mentorship philosophy statement can be structured around four key components (Figure 6):

- 1. Beliefs: What do you think?**
- 2. Activities and initiatives: What have you done?**
- 3. Impact and influence: What is the effect on learners, self, colleagues, departments, and faculties?**
- 4. Future aspirations: What will you do next?**

Based on this figure, the introductory section of a mentorship philosophy statement summarizes your core beliefs about mentorship and describes why you hold these beliefs based on personal experience, and scholarly literature related to mentorship in higher education. The next section provides an overview of specific activities and initiatives that you have implemented that actively demonstrate and align with these beliefs. The third sections highlights the impact and influence that your mentorship has had on yourself and others (e.g., learners, colleagues, departments, faculties etc.). Finally, the concluding section most often summarizes your future aspirations for your own growth and for leading and inspiring change. This framework is intended to be flexible and adapted based on each individual's particular context, experience, and approach. Table 9 provides a breakdown of each of these sections with some guiding questions for further reflection.

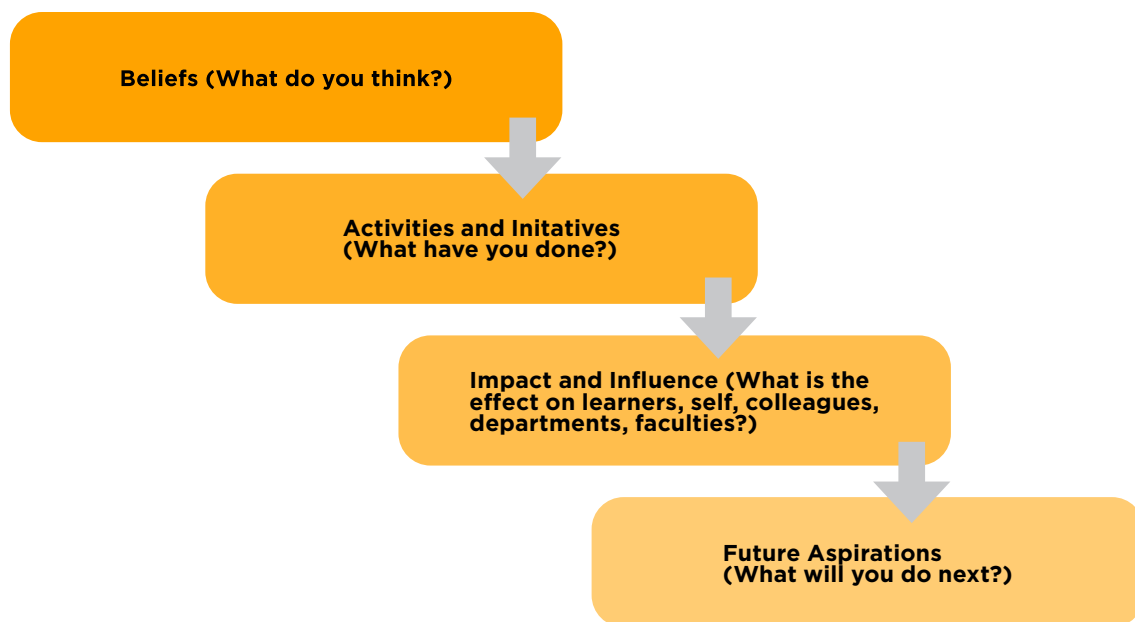


Figure 6: Key Components of a Mentorship Philosophy Statement. Adapted from Kenny et al. (2018).

Table 9: Key Components of a Mentorship Philosophy Statement With Guiding Questions

| Mentorship Statement Components | Guiding Questions |
|---|--|
| <p>Beliefs</p> <p>What do you think?</p> | <p>What are my beliefs about mentorship in post-secondary education? Why do I hold these beliefs? Who or what has most informed my mentorship approaches? How have my beliefs been influenced by my experiences as a post-secondary educator and/or scholarly literature related to mentorship? What difference do I hope to make as a mentor? What does it mean to be a good mentor in a post-secondary context or in my particular discipline?</p> |
| <p>Activities and initiatives</p> <p>What have you done?</p> | <p>What mentorship activities, practices and initiatives have I implemented? How do these align with my beliefs? When have I felt most engaged and affirmed as a mentor? What are my key strengths and skills as a mentor? What am I most proud of? What sets me apart? What are some of my accomplishments as a mentor?</p> |
| <p>Impact and influence</p> <p>What is the effect on learners, self, colleagues, departments, faculties, etc.?</p> | <p>What difference have I made, and how do I know? What has been the impact and influence of my mentorship (on me, on students, on colleagues, on my department, on my faculty, on the institution and/or beyond)? What have others learned from my mentorship approaches?</p> |
| <p>Future aspirations</p> <p>What will you do next?</p> | <p>How will I continue to develop, grow, and improve as a mentor? What interests me most about mentorship in post-secondary education? What changes do I most hope to see and inspire? What are my future goals and aspirations as a mentor in post-secondary education?</p> |

Adapted from Berenson & Kenny (2016); Kearns & Sullivan (2011); Kenny et al. (2015); Stavros & Hinrichs (2011); Schonwetter et al. (2002); Seldin, Miller, & Seldin (2010).

A Process for Developing a Mentorship Philosophy Statement

The following worksheet can help you focus your thinking on your mentorship beliefs and practices. Again, the questions below are not easily answered, nor do they have a right or wrong answer. It is recommended that you use a free-writing method, which involves letting yourself write whatever comes to mind, as you reflect on the first four questions. By the time you reach the fourth question, you will be able to articulate with some specificity your core beliefs (usually two to three beliefs form the basis for your mentorship philosophy statement).

Worksheet 5: Developing Your Mentorship Philosophy Statement

1. What are my beliefs about mentorship in post-secondary education? What does it mean to be a good mentor at the University of Calgary and in my discipline?

2. Who or what has most influenced my thinking about mentorship? When have I felt most engaged and affirmed as a mentor?

3. What mentorship activities, practices and/or initiatives have I implemented? What do these say about my beliefs?

4. What two to three key beliefs do I hold about mentorship? Why?

Key Considerations: The Importance of Alignment

Akin to teaching philosophy statements, mentorship philosophy statements not only identify our core beliefs, but they also provide high-level examples of how we put those beliefs into practice and reflections about the impact of those practices on others (including our colleagues). Future goals related to our mentorship practices and impact are also often articulated in a mentorship philosophy statement. A well-crafted mentorship statement aligns beliefs with examples, impact, and goals. Table 10 provides a framework for brainstorming ideas and creating this alignment in your mentorship statement.

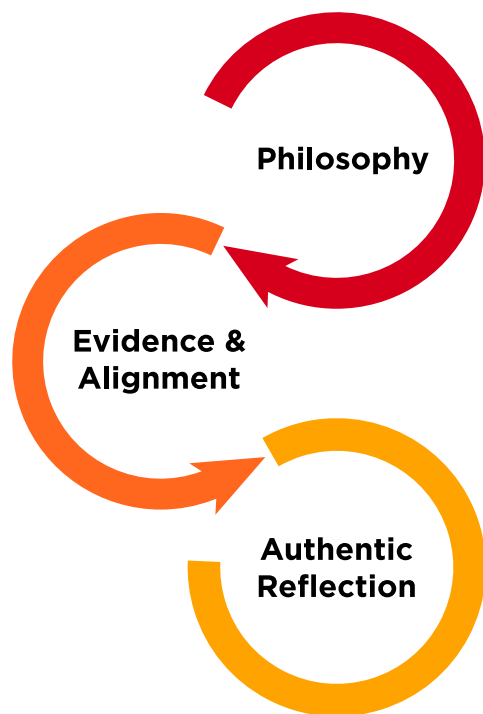
Table 10: Framework for Aligning a Mentorship Philosophy Statement

| Beliefs | Activities and initiatives | Impact and influence | Future aspirations |
|--|--|--|---|
| What key beliefs do you hold about mentorship? | What activities and initiatives have you implemented that demonstrate your mentorship beliefs? | What difference have you made, and how do you know? What information, data, and documentation provide evidence of your mentorship initiatives and their impact (on students, colleagues, your department, faculty, institution, and beyond)? | 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 you continue to grow and improve? What are your future goals and aspirations as a mentor in post-secondary education? |
| | | | |

Adapted from Schonwetter et al. (2002).



Creating a Dossier



Once you have drafted a relevant philosophy statement, you will be able to begin creating your dossier (teaching, educational leadership, supervision, and mentorship). Remember that your dossier is a curated document compiled for a specific purpose. Some people find it helpful to maintain an ongoing set of evidence and artifacts used in their teaching, educational leadership, EDI, supervision, and mentorship practices to choose examples and curate for different purposes.

There are three key components to consider when creating a teaching dossier or an educational leadership dossier: Philosophy, Evidence and Alignment, and Authentic reflection (Figure 7).

Figure 7: Key Components of a Dossier. Adapted from McDonald et al. (2016).

Philosophy

The strongest dossiers are grounded in your philosophy statement that provides an overview of your key beliefs related to teaching and learning, leadership, EDI, supervision, and mentorship and describes why you hold these key beliefs based on personal experience, cultural positioning, and social contexts or relevant literature, and briefly highlights how they put these beliefs into practice.

Evidence and Alignment

Two types of alignment are apparent in the strongest dossiers. The first may be referred to as horizontal alignment or how do one's beliefs relate to the strategies they use in practice, and to evidence of their impact. A framework for exploring horizontal alignment is provided in Table 11. It is important that you carefully select and curate the most important evidence to demonstrate the focus of your dossier: 1) the teaching, learning, educational leadership, EDI, supervision, and/or mentorship strategies you use to put your beliefs into practice, 2) the impact that these strategies have had on others. The second type of alignment, which may be referred to as vertical alignment, is the alignment of evidence from multiple data sources and perspectives (e.g., self, colleagues, and students). Vertical alignment helps to strengthen the quality and scope of evidence that is presented in the dossier.

Authentic Reflection

The dossier should capture your authentic voice and be grounded in a strong reflective narrative that provides the reader with the clear understanding of your beliefs, approaches, contributions, expertise, and strengths. This reflective narrative is often woven throughout each section, should situate the information presented, and provide meaning and context to guide the reader towards an understanding of:

- Why you do what you do to support your practice
- The scope, context, and impact of your contributions
- What you have learned through these

experiences (including how this will inform your future practice)

- How you hope to continue to grow and improve into the future

This narrative should help paint a picture so the readers can see who you are in your role. By carefully grounding your dossier in a philosophy that clearly describes your beliefs, thinking carefully about aligning your beliefs and strategies, aligning your evidence across multiple data sources, experiences, and perspectives, and capturing your authentic voice in a reflective narrative, the reader will clearly see what most makes your accomplishments stand out.

What Does a Dossier Look Like?

A teaching dossier presents an integrated summary of your teaching philosophy, approaches, accomplishments, and effectiveness. It contains documents and materials that provide evidence of the scope and quality of your teaching practice (Seldin et al., 2010). A teaching dossier is grounded in a strong teaching philosophy statement that describes what your fundamental beliefs are about teaching and learning, why you hold these values and beliefs, and how you translate these claims into practice. The same can be said for a supervision, educational leadership, EDI, or mentorship dossier. The philosophy statement should become the thesis around which the dossier is built, providing a framework for the presentation of evidence and exemplary materials (Schonwetter et al., 2002). A dossier highlights the practices you implement that support the key claims made in your philosophy and provides strong evidence of the effectiveness of these strategies and approaches. A dossier should be presented as an organized, integrated, and cohesive document that provides a critically reflective narrative of your experience. Table 11 offers a table of contents with examples of what might be included in each section of your dossier. At the beginning of each section, provide an introduction and summary to guide the reader and if applicable, indicate how the content aligns with your philosophy. At the end of each section, you can add a reflective comment on the section as it relates to your practice.

Table 11: Example Dossier Table of Contents

| Section | Adapt to your purpose and the focus of your dossier |
|---|--|
| Introduction | A short summary (similar to an abstract) to set the dossier context: who you are, where you are located, your discipline, and an overview of the content in your dossier (e.g., highlights) so the reader will know what to expect. |
| Responsibilities and role | Summary of courses or sessions taught, supervisory roles, practicums, and/or clinical teaching experiences, mentorship. Add context such as dates, locations, number of students, undergraduate or graduate, etc. |
| Philosophy | One to two page reflective summary of your beliefs and brief examples of how these have been put into practice. This may include a teaching, leadership, EDI, supervisory and/or mentorship statement as appropriate to your particular context. |
| Strategies, methodologies, and materials | An overview of your strategies, activities, and initiatives. You could include a summary of sample courses, projects, or programs. |
| Professional learning and development | Professional learning and development activities related to teaching and learning, leadership, EDI, supervision, or mentorship. What did you learn? How or did you apply your learning in your practice? |
| Engagement in educational research | Description of engagement in educational research, including a list of projects and outcomes (e.g., project reports, results, conference presentations, publications). |
| Educational service and leadership | Overview of engagement in teaching and learning committees, working groups, task forces, curriculum committees. This section may also include an educational leadership philosophy statement. |

| | |
|---|---|
| Student feedback and course evaluations | Overview of formative feedback, student comments, and summative course evaluation ratings. Include reflective observations about the data and comments. |
| Evidence of student learning and success | Artefacts that support your contributions and philosophy. |
| Peer feedback | Peer reviews and feedback regarding your impact and effectiveness. |
| Awards and recognition | A description of nominations, awards and recognition received regarding your contributions to teaching and student learning, and EDI, through your role as a teacher, leader, supervisor, mentor. |
| Goals and summary | Short and long-term goals and future aspirations related to teaching and student learning, leadership, EDI, supervision, and/or mentorship to provide evidence of continuous improvement. Summarize the highlights of your dossier. |
| Appendix | Completed documentation to support statements of accomplishment included throughout dossier as indicated above. |

There are sample [teaching dossier templates](#) available to download from the Taylor Institute website. The templates are meant to be added to, revised, adapted, and customized to your purpose and practice.

If you have been provided guidelines or requirements for a dossier structure (e.g., job application, tenure and promotion application, award nomination), follow these guidelines as stated.

A Process for Developing a Dossier

In the same way that there is no single format for teaching dossiers, there are multiple ways to approach preparing your dossier. However, we offer these steps to guide your progress. It is an iterative process, and you will likely circle back to certain steps a few times.

1. Determine what purpose your dossier will serve (e.g., tenure and promotion, employment application, teaching awards package, or personal reflection and growth) as well as the intended audience.
2. Determine the type of dossier you are developing: teaching, leadership, award nomination, supervision, Indigenization and decolonization, or mentorship.
3. Summarize responsibilities, which could include courses currently and recently taught, and other teaching, leadership, supervision, or mentorship-related activities (Figure 1). This may include relevant clinical placements, rotations, supervisory, community service learning, mentorship, and educational leadership roles.
4. Create a philosophy statement that describes why you do what you do in your practice. This is typically presented in a one- or two-page reflective summary. You may also consider including a mentorship, supervision, EDI, or leadership philosophy as appropriate.
5. Create a draft table of contents (Table 11). The contents, order, and presentation of the dossier should reflect its intended purpose and audience and your specific context. You will likely not need all these sections, nor will you have evidence for all these sections. The intent of this table is to provide you with opportunities to draft and curate things to include in your dossier.
6. Once you have decided which sections to include in your dossier, you will need to gather supporting documentation to inform readers of the nature and extent of your teaching, leadership, EDI, supervision, and/or mentorship activities and accomplishments, as well as to provide evidence of the claims made in your philosophy statement. The above section highlights a wide range of possible sources and types of evidence. Some people create files (electronic or paper) that reflect their draft table of contents to begin gathering and organizing their supporting documentation as part of their process.
7. For each section of your dossier, you will want to provide context for the evidence you have chosen (e.g., how you summarized data gathered through course evaluations or learner feedback) as well as reflect on the meaning of the evidence for your practice. A reader will want to see evidence of both your strengths as well as areas for growth; it is important to include things that did not go as planned to demonstrate your willingness to expand your practice and to critically reflect on your learning.
8. Present the dossier as an organized, integrated document. The body of the teaching dossier should consist of summaries, rather than raw data (Knapper & Wright, 2001). Evidence is most often presented in its entirety in the appendix. Throughout the body of the dossier, reference the artefacts in the appendix that best illustrate your key claims and beliefs about teaching and learning.

Gathering Evidence From Multiple Sources

Evidence From Self

This section describes who you are, what you believe about teaching and student learning, what you do, what you have accomplished, and where you want to go. It typically contains the following components:

Philosophy statement: One to two pages describing what you believe about teaching and student learning, why you hold these beliefs, and brief highlights of how you put them into practice. Depending upon your career stage, roles, and responsibilities, this may also include an EDI, educational leadership, mentorship and/or supervision philosophy statement.

Roles and responsibilities: List of roles and responsibilities (e.g., title, description, and responsibilities related to teaching and learning). An overview of courses taught including course code, title, enrolment, graduate, or undergraduate course, and required or elective. This may also include undergraduate or graduate supervisory, practicums, clinical teaching, and educational leadership roles. Remember to provide a brief reflection on your primary roles and responsibilities related to teaching and learning.

Teaching methodologies and supporting materials:

A detailed description of selected strategies and supporting materials (e.g., assignment description, representative excerpts from syllabi, lesson plans, and on-site feedback strategies), example learning material and assignments (e.g., lab workbooks and reports, projects, creative work, or field work), other materials (e.g., photos that document student learning experiences), and screenshots that capture learning materials and resources. Full syllabi or sample course assignments and learning materials may be included in the appendix. Remember to provide a brief reflection on how these strategies and supporting materials link back to your teaching philosophy, what these strategies say about your strengths and accomplishments, what you have

learned through these strategies and activities, and how will you continue to grow and improve.

Educational service and leadership: List and describe engagement in initiatives implemented and service contributions to help strengthen teaching and learning or enable the growth and development of other educators (e.g., teaching and learning committees, working groups, task forces, curriculum committees, and informal or formal mentorship). Remember to provide a brief reflection on how you have contributed to these activities, how this work relates back to your beliefs or approaches to teaching and student learning, what this work says about your strengths, what you have learned through these experiences, and how you hope to further grow and develop.

Professional learning and development: List and description of your professional learning and development activities related to teaching and learning (e.g., programs, certificates, courses, workshops, conferences). Brief reflection on why you engaged in these activities, what you have learned from these activities, how you have incorporated these learnings into your practice, how these learnings have influenced your beliefs or approaches to teaching and student learning, and where you hope to further grow and develop.

Engagement in educational research: List of projects and outcomes (e.g., project reports, results, conference presentations, publications). Brief reflection on why you engaged in these activities, how they link back to your teaching practice, what you have learned from these activities, how you have incorporated these learnings into your practice, how these learnings have influenced your beliefs or approaches to teaching and student learning, and where you hope to further grow and develop (including future scholarly engagement related to teaching and student learning).

Goals: Short and long-term goals related to teaching and student learning that to provide evidence of continuous growth and development.

Evidence From Students

This section provides evidence of the scope and impact of your practices and accomplishments from the students' perspective. It typically contains the following components:

Course evaluation data: Summary of course evaluation data (e.g., USRI or other course evaluation data presented as a summary, for example in a table over multiple learning contexts, years, and courses). Table 12 provides an example structure for presenting course evaluation data. It is recognized that these data may not be available or appropriate in all contexts. Brief reflection on what you have learned from these data, how these data and comments connect to your philosophy and practices, what these data say about your strengths and areas for improvement, and what actions you will take to grow and improve.

Student comments: Include examples of unedited student comments from multiple courses or learning experiences, where they are available. Full sets of comments are most often presented in an appendix. In large courses, a representative selection of comments or full sets of comments answering one or two questions may be provided with an explanation of how the comments were prepared. Provide a summary of formative feedback received from students (e.g., mid-semester feedback) and testimonials that speak directly to areas highlighted in your philosophy or strategies (eg. unsolicited letters from students, student emails, or note cards). Remember to provide a brief reflection on what you have learned from these comments, how these comments connect to your philosophy and practices, what these data say about your strengths, and what actions you will take to grow and improve.

Samples of student work: Examples of student work that support your teaching beliefs, strategies, strengths, and accomplishments. This may include exemplars, successive drafts of student work, and evidence of success (e.g., career placement and progression, graduate or professional school admission, degree/program completion, student publications and conference presentations that were prepared under your supervision or as a result of your

teaching and learning activities). Brief reflection to put these examples in context, on how these connect to your philosophy and practices, what they say about your strengths, and what actions you will take to grow and improve.

Awards: A title and description of nominations and recognition received from students (e.g., Students' Union Teaching Awards) regarding your contributions to teaching and learning. As many readers may be unfamiliar with these awards, it is helpful to provide context (e.g., is this a faculty-level, institutional, professional award? Who specifically were you nominated by?). Brief reflection on how why you received these awards, how they link back to your teaching philosophy, what these awards say about your strengths and accomplishments, what you have learned through receiving these awards.

Making Sense of Student Feedback

A comprehensive guide to *Making Sense of Student Feedback* (Berenson & Jeffs, 2021) provides information on interpreting and understanding student feedback including formative and summative data, and quantitative ratings and qualitative comments. The following Table (12) is a sample representation of the University of Calgary's instrument USRI. The mode illuminates the most frequent response for each question and help focus attention on the distribution of scores across the questions and the trends of responses. There are other ways to present course evaluation data in tables, charts, and figures that best represent your evidence.

However, you present the data (table or figure), always include a brief reflection on what you have learned from the data and comments, how this aligns to your philosophy and practices, what these data say about your strengths, and what actions you will take to grow and improve. You might also see trends in the data, for example improved scores or comments, which you would highlight and interpret.

Table 12: Example Structure for Presenting Course Evaluation Data

| | | | |
|--|----------------------------------|--|-------------------------------------|
| Course number and title: | | | |
| Survey Instructor: | | | |
| Number of times the instructor has taught this course <i>(last 10 years including the current term):</i> 9 | USRI enrolment: 43 | Valid Instruments received: 35 | Response Rate: 81.40% |

| | This Section | Frequency Distribution | | | | | | | |
|---------------------------------|---------------------|-------------------------------|---------------------|------------------------------|--------------------|---------------------------|------------------|---------------------------|----------------|
| RATING ITEM | MODE | STRONGLY DISAGREE (1) | DISAGREE (2) | SOMEWHAT DISAGREE (3) | NEITHER (4) | SOMEWHAT AGREE (5) | AGREE (6) | STRONGLY AGREE (7) | N/A (8) |
| Enough detail in course outline | 7 | | | | | 3 | 12 | 20 | |
| Course consistent with outline | 7 | | | | | | 17 | 18 | |
| Content well organized | 7 | | | | | | 10 | 25 | |
| Student questions responded to | 6 | | | 1 | 2 | 10 | 15 | 7 | |
| Communicated with enthusiasm | 7 | | | | | | 4 | 31 | |
| Opportunities for assistance | 5 | | | | 8 | 15 | 10 | 2 | |
| Students treated respectfully | 7 | 1 | | 1 | | | 5 | 28 | |
| Evaluation methods fair | 3 | | 13 | 17 | 4 | 1 | | | |
| Work graded in reasonable time | 5 | | | 15 | | 18 | | | |
| I learned a lot in this course | 7 | 1 | 1 | 1 | | | 9 | 23 | |
| Support materials helpful | 6 | 1 | | 1 | 1 | 2 | 18 | 9 | 3 |

Adapted from Berenson & Jeffs (2021, p. 13).

How to Interpret and Present the Table

The example report for presenting course evaluation data (Table 12) can be interpreted to indicate the following:

Overall: According to the mode, students most frequently selected the ‘strongly agree’ category in six out of 11 items. Two items’ modes fall into each of the ‘agree’ and ‘somewhat agree’ categories, and one item has a mode of ‘somewhat disagree’.

Communicated with enthusiasm: 31 out of 35 students selected ‘strongly agree’ with all of the cases (the frequency distribution) falling into the ‘agree’ and ‘strongly agree’ categories.

Students treated respectfully: 28 respondents selected ‘strongly agree’ and it’s interesting to note that there were a few outliers that would have pulled the instructor’s score down if we were using the mean as a measure of central tendency. The vast majority of cases—33 out of 35—fall into ‘agree’ and ‘strongly agree.’

Student questions responded to: 15 students selected ‘agree’ and, although the frequency distribution spans 4 categories, the bulk of the cases fall within ‘somewhat agree’ and ‘strongly agree.’

Opportunities for assistance and work graded in a reasonable time: Although both items have modes of ‘somewhat agree,’ their respective frequency distributions reveal considerable differences between these items. In ‘opportunities for assistance,’ the bulk of the cases lie between ‘neither’ and ‘agree,’ while the frequency distribution for ‘work graded in a reasonable time’ is bimodal, with cases falling into ‘somewhat disagree’ and ‘somewhat agree’. In view of this information, we can observe that ‘work graded in a reasonable time’ is less positively scored than ‘opportunities for assistance’.

Evaluation methods fair: The mode for this item is ‘somewhat disagree’ and the frequency distribution indicates that most cases (30) fall into ‘disagree’ and ‘strongly disagree’.

Adapted from Berenson & Jeffs (2021, p. 13-14).

Evidence From Colleagues

This section provides evidence of the scope and impact of your practices and accomplishments from your colleagues’ perspectives.

Awards: A title and description of nominations and recognition received regarding your contributions to teaching and learning. As many readers may be unfamiliar with these awards, it is helpful to provide context (e.g., Is this a faculty-level, institutional, professional, national, international level award? Who were you nominated by?). Provide a brief reflection on how why you received these awards, how they link back to your teaching philosophy, what these awards say about your strengths and accomplishments, what you have learned through receiving these awards.

Invitations to present or teach: A list of external invitations to teach or invitations to speak or otherwise share your expertise (e.g., academic program review committees, teaching award and grant adjudication committees, and curriculum review committees) based on your contributions to teaching and student learning. Provide a brief reflection on what these invitations say about your strengths and accomplishments, and what you have learned through these experiences.

Unsolicited feedback or testimonials: Example statements or testimonials from colleagues regarding your teaching and learning practices. Provide a brief reflection on how these statements link back to your teaching philosophy, and what these statements say about your strengths and accomplishments.

Peer observations or review of teaching: A summary of peer evaluations and reviews of your teaching or course learning materials. Provide a brief reflection on how these evaluations and reviews link back to your philosophy, what these reviews say about your strengths and accomplishments, what you have learned through these experiences, including any changes you have made to your teaching as a result, and how will you continue to grow and improve.

Evidence From Scholarship

Throughout your dossier, it is often helpful to situate your teaching beliefs, approaches, and reflections within the context of scholarly literature on teaching and learning in higher education. The practice of situating our experiences and practice in scholarship related to teaching and learning in higher education allows us to critically reflect and expand on our knowledge as an educator (Brookfield, 1995). There has been a growing focus on scholarship related to teaching and learning in higher education, including the many fields of educational research, discipline-based educational research and the scholarship of teaching and learning (SoTL). Some universities have created multi-disciplinary and disciplinary guides of research related to teaching and learning in higher education. Below are a few example resources from the Canadian context:

- [University of Toronto](#)
- [University of Alberta](#)
- [University of Saskatchewan](#)

Summary or Conclusion

Provide a brief reflection to summarize and highlight the information presented in the dossier, how this information best demonstrates your beliefs, strengths, and accomplishments, what you have learned through this process, what it has meant to your growth and development as a teacher, and how you hope to further grow and develop.

Appendix

This section should include complete documentation and letters of support from others that support the information presented throughout the teaching dossier.

Complete documentation: Full documents to support statements of accomplishment included throughout the dossier as indicated above (e.g., course outlines, assignments, course materials, examples of student work, course evaluation results, peer observation reports, SoTL publications).

Letters of support: Signed and dated letters from students and peers that complement or

elaborate on your teaching beliefs, strategies, and accomplishments. Quotations from these letters may be integrated throughout the dossier to provide further evidence of alignment and effectiveness.

Key Considerations: The Importance of Alignment

Parallel to teaching philosophy, educational leadership, EDI, supervision, and mentorship philosophy statements, dossiers not only identify our core beliefs about teaching and learning they also provide exemplars of how we put those beliefs into practice. A well-crafted dossier aligns beliefs with strategies, evidence, and critical reflection. Table 13 provides a framework for aligning a dossier with an example or what this might look like.

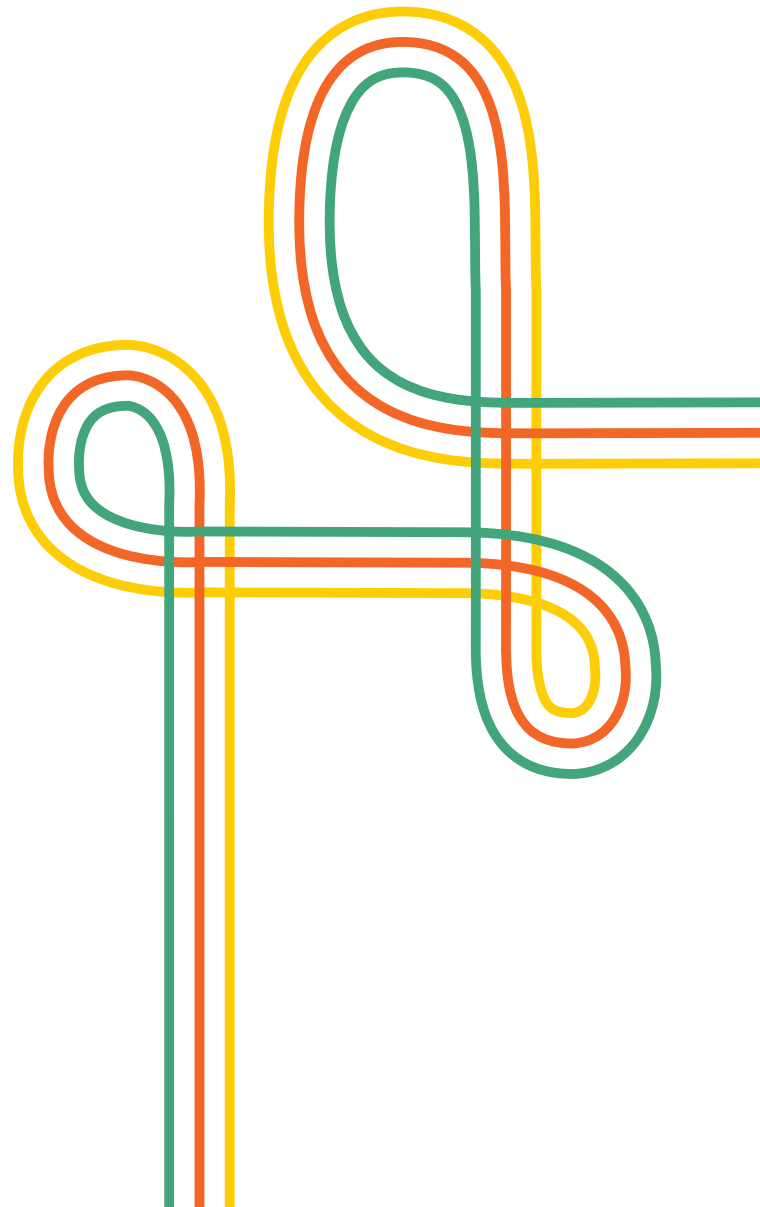


Table 13: Framework for Aligning a Dossier With an Example

| Beliefs | Activities and initiatives | Impact and influence | Future aspirations |
|---|--|---|---|
| What key beliefs do you hold related to your practice? | What strategies and activities do you use and put into practice that support these beliefs? | What information and materials provide evidence of these strategies and activities? What data and documentation provide evidence of your impact on learners, self, colleagues, departments, faculties? | 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? What are your future aspirations? How will you grow and improve? |
| <i>Example text: 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><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. 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 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> |

Reading and Evaluating Dossiers

Dossiers—as dynamic, evolving documents of philosophy, practice, evidence, and reflection—can serve a number of aims and, therefore, need to be read in light of their intended purpose. Dossiers may be assessed formatively (for improvement) by yourself or a peer or summatively (for decision-making) by a hiring, tenure and/or promotion, or award committee that has established criteria and priorities (Kearns et al., 2010; O’Neal et al., 2007).

Summative Assessment

The questions below can serve as a helpful guide for assessing a dossier that has been submitted for a particular purpose, often in accordance with established criteria:

Philosophy statement: Is the dossier strongly grounded in a philosophy statement that clearly summarizes the author’s core beliefs and the key claims they makes about their practice? Does the philosophy statement provide a strong framework for the presentation and organization of the dossier?

Robust, aligned evidence of practice: Is evidence provided from multiple perspectives (e.g., self, instructors, peers, community members, etc.) to substantiate claims made throughout the dossier? Are the sources of evidence appropriate given the context of the author’s roles, responsibilities, experiences, and expertise? Note: the depth of evidence presented in a new academic’s dossier will vary from that from of an experienced academic. Can strong alignment be seen between the evidence provided and claims made throughout the dossier? For tenure and/or promotion processes, hiring and awards processes, this evidence will also need to be considered within the context of how it supports the specific criteria identified. For example, how does the evidence presented support the criteria outlined for tenure and/or promotion/hiring/recognition?

Meaningful reflection: Is the dossier grounded by a critically reflective narrative that puts the evidence into context, highlights key learning, and describes how the author’s approaches have developed and evolved over time? Is there evidence of how the author has changed and adapted their approaches based on feedback from multiple sources and perspectives (e.g., students, peers), scholarship on teaching and learning (where appropriate), and their own reflection and learning over time? Does the reflective component make connections between the philosophy statement and evidence as well as across sources of evidence? In general, what are the strengths of this dossier in support of the overall application or nomination?

These questions can be combined with your hiring or award criteria to create a customized assessment guide (Table 14) that may be used to support ranking a number of submissions.

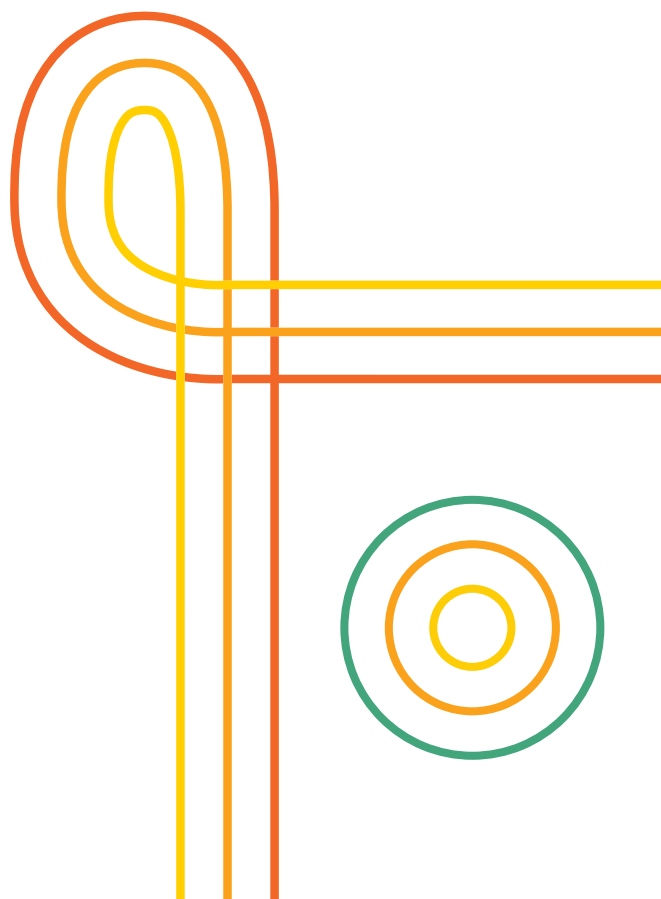


Table 14: Dossier Summative Assessment Guide

| Criteria | Comments |
|---|-----------------|
| <p>Philosophy Statement</p> <ul style="list-style-type: none"> Clearly summarizes core beliefs Core beliefs are grounded in personal experience Core beliefs are grounded in scholarship, where appropriate Briefly illustrates beliefs with examples of strategies and approaches either demonstrated or planned Provides examples of strategies used to evaluate own effectiveness either demonstrated or planned Demonstrates a commitment to continuous learning and growth (i.e., summarizes future goals) | |
| <p>Robust, aligned evidence of practice</p> <ul style="list-style-type: none"> Evidence of strategies and approaches is from multiple perspectives (self, students, peers, community members, scholarship, etc.) Evidence is meaningfully chosen to substantiate claims and illustrates/directly connects to the beliefs described in the philosophy statement Evidence supports alignment with established criteria for tenure and/or promotion/hiring/recognition Sources of evidence are appropriate to the context of person's roles, responsibilities, and experiences (including both formative and summative feedback where appropriate) Evidence is introduced with a clear rationale for its inclusion as well as description of its context | |
| <p>Meaningful reflection</p> <ul style="list-style-type: none"> Thoughtfully integrates reflection on practice throughout the dossier Clearly addresses how evidence reflects stated beliefs and has implications for future goals and learning Provides evidence of how practice has evolved over time based on feedback from multiple sources, scholarship (where appropriate) and reflecting on experience | |

Formative Feedback

As you continue to develop your dossier to document ongoing growth and reflection, it may be helpful periodically to conduct a self-review and seek feedback from trusted colleagues. If you are reviewing your own or a peer's dossier for informal feedback, Table 15 provides a starting point to help identify both the strengths and areas for potential improvement. In addition, you may also want to consider the structure and writing in your dossier. While they may not be stated criteria for hiring, tenure and/or promotion, or recognition, these questions can be helpful for self-reflection or peer feedback on a dossier:

Design and organization: Is the dossier presented as a clear, succinct, and integrated document? Does it reflect the range of the author's roles, responsibilities, and expertise? Is it organized and formatted in a way to guide and direct the reader? Is there a logical and consistent structure, including a table of contents?

Personal expression: Is the author's voice evident and consistent throughout the dossier? Are the narrative and reflective elements clearly written and accessible to a wider academic audience (i.e., not too reliant on disciplinary jargon or institutional abbreviations)? Does the quality of the writing and expression enhance the reader's overall impression of the dossier?

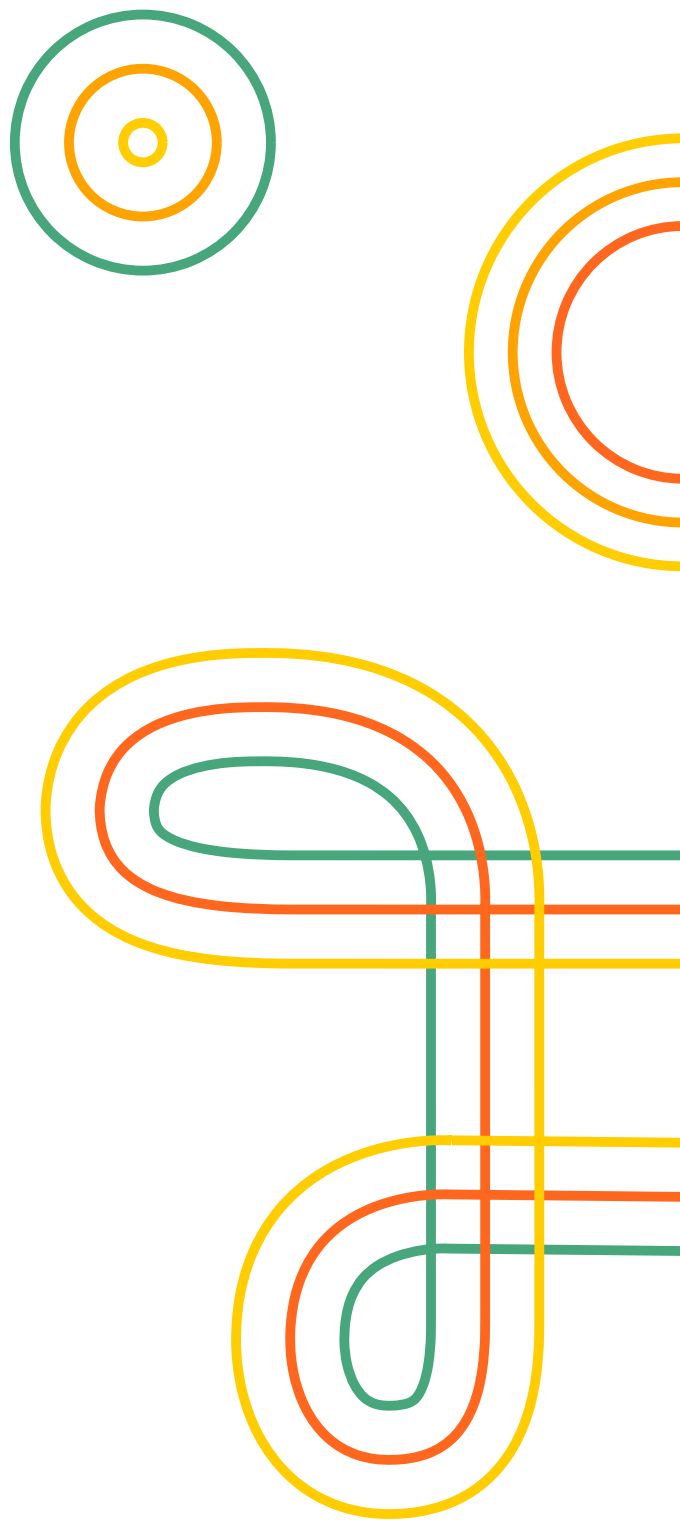


Table 15: Dossier Self- or Peer-Assessment Formative Feedback Guide

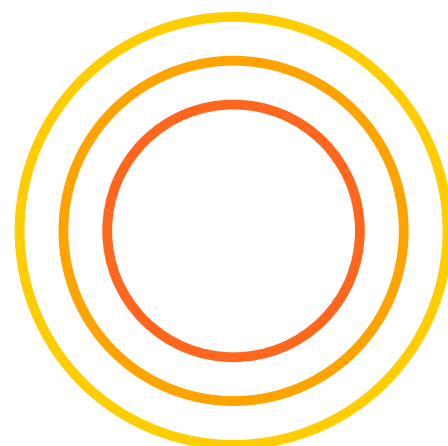
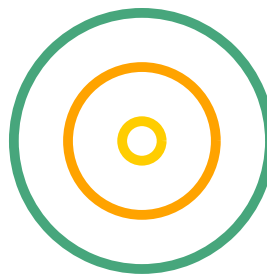
| Areas to strengthen | Criteria | What is already strong |
|---------------------|--|------------------------|
| | <p>Philosophy Statement</p> <ul style="list-style-type: none"> Clearly summarizes core beliefs Core beliefs are grounded in personal experience Core beliefs are grounded in scholarship, where appropriate Briefly illustrates beliefs with examples of strategies and approaches either demonstrated or planned Provides examples of strategies used to evaluate own effectiveness either demonstrated or planned Demonstrates a commitment to continuous learning and growth (i.e., summarizes future goals) | |
| | <p>Robust, aligned evidence of practice</p> <ul style="list-style-type: none"> Evidence of strategies and approaches is from multiple perspectives (self, students, peers, community members, scholarship, etc.) Evidence is meaningfully chosen to substantiate claims and illustrates/ directly connects to the beliefs described in the philosophy statement Evidence supports alignment with established criteria for tenure and/or promotion/hiring/recognition Sources of evidence are appropriate to the context of person's roles, responsibilities, and experiences (including both formative and summative feedback where appropriate) Evidence is introduced with a clear rationale for its inclusion as well as description of its context | |

| Areas to strengthen | Criteria | What is already strong |
|---------------------|---|------------------------|
| | <p>Meaningful reflection</p> <ul style="list-style-type: none"> • Thoughtfully integrates reflection on practice throughout the dossier • Clearly addresses how evidence reflects stated beliefs and has implications for future goals and learning • Provides evidence of how practice has evolved over time based on feedback from multiple sources, scholarship (where appropriate) and reflecting on experience | |
| | <p>Design and Organization</p> <ul style="list-style-type: none"> • Presented as a clear, succinct, integrated document • Reflects the range of author's roles, responsibilities, and expertise • Organized to guide and direct reader • Logical, consistent structure including table of contents | |
| | <p>Personal Expression</p> <ul style="list-style-type: none"> • Author's voice is clear and evident throughout • Narrative summaries are provided to give context to teaching experiences and evidence chosen • Writing is accessible to wider academic audience (limited jargon or institutional abbreviations) • Quality of writing and expression enhances reader's overall impressions of the dossier | |



Concluding Comments

Teaching, leadership, supervision, and mentorship dossiers present an integrated summary of your philosophy, approaches, accomplishments, and effectiveness. We hope this guide helps you to develop a well-organized, integrated, and cohesive dossier that provides a reflective narrative of your experience, including the advancement of equity, diversity, and inclusion while outlining future aspirations and goals. Whether you are preparing your dossier for a job application, tenure and/or promotion, annual performance review, professional learning, or teaching award we hope the process of writing your dossier provides the valuable opportunity for continued reflection, professional development, growth, and improvement related to your practices.



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Appendix

Guide for Providing Evidence of Teaching | September, 2018

Natasha Kenny, Carol Berenson, Scott Radford, Nickie Nikolaou, Wendy Benoit, Robin Mueller, Robyn Paul, and Ellen Perrault

This document provides a guide to help you identify and record the various elements of your teaching and learning practices. You may find it helpful when preparing materials that require you to describe your teaching practice and impact (such as teaching dossiers and teaching award nomination packages) or for identifying activities you would like to pursue to enhance your teaching practice. It has been developed based on the Teaching Expertise Framework (Kenny et al., 2017).

Please note: This is not a checklist, and not every facet or category may be relevant to your practice. The guide simply lists items you may want to include and ways in which you can document them. You may find some categories could indicate overlap—for each piece of evidence, you can choose the most relevant category given your particular context.

Teaching and Supporting Learning

Teaching that places learning at its centre involves creating experiences and environments that empower students to engage, learn deeply, and become self-directed learners (Trigwell et al., 1999; Weimer, 2013). Teaching organized around student learning also recognizes that understanding and improving learning is an ongoing process, hence, teaching expertise is developed over time and always evolving (Hendry & Dean, 2002; Kreber, 2002). A commitment to setting clear expectations for both teaching and learning, regularly providing and gathering feedback, and critically reflecting on one's teaching practice and philosophy guides practitioners in a learning-focused teaching framework (Lizzio et al., 2002; Nichol & Macfarlane-Dick, 2006; Tigelaar et. al, 2002).

| Example Activities | Examples of Evidence |
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| <ul style="list-style-type: none">• Reflects on the teaching and learning approaches that are typically used in one's discipline• Explores the process of placing student learning at the centre of one's teaching activities• Recognizes that there are multiple ways to design learning experiences and engage with students• Recognizes that teaching expertise is developmental in nature• Reads about teaching and learning approaches and activities | <p>Evidence From Self:</p> <ul style="list-style-type: none">• Teaching philosophy statement. One to two pages describing what you believe about teaching and student learning, why you hold these beliefs, and brief highlights of how you put them into practice• List of teaching roles and responsibilities (overview of courses taught including title, description, enrollment, graduate/undergraduate, required/elective, practical, clinical teaching)• Selected course materials such as: a description of an innovative teaching activity or approach (i.e., inquiry-based, experiential learning), an informal survey designed to collect feedback on a novel teaching activity, a lesson plan for an interactive class; an excerpt from a course outline, an assignment, an excerpt from a course outline, an assignment description, a grading rubric, a learning resource and/or materials |

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| <ul style="list-style-type: none"> • Tries new teaching and learning approaches and activities • Intentionally aligns course components (i.e., learning goals, learning activities, assessment strategies) • Develops educational experiences with a range of learners in mind • Designs participatory learning activities • Encourages students to apply their learning in novel contexts • Designs assessment strategies that provide clear criteria and timely feedback • Establishes appropriate course workload requirements to challenge students while ensuring adequate time and support • Collects feedback at various times from a variety of sources • Uses student feedback to adjust teaching practices • Develops a teaching philosophy • Shares teaching philosophy with colleagues and students • Begins to gather evidence for a dossier that documents one's effectiveness and growth • Creates opportunities for students to become aware of the conditions that best support their learning • Engages students as collaborators or partners in the classroom (e.g., includes students in course and assignment design) • Formally and informally shares course materials and teaching approaches with colleagues • Situates their courses within broader curriculum planning processes | <ul style="list-style-type: none"> • Reflections on your teaching, including evidence collected from students and colleagues. How these strategies and supporting material link back to your teaching philosophy, what they say about your strengths and accomplishments, what you've learned and how you will continue to grow and improve • Short- and long-term teaching goals <p>Evidence From Students:</p> <ul style="list-style-type: none"> • Summative student ratings or other course evaluation data and student comments (qualitative and quantitative) • Intentional formative/midterm feedback collected from students • Formal faculty feedback/evaluation form data (e.g., student comments) • Samples of student work (e.g., exemplars, successive drafts). • Student achievements directly related to your teaching and learning activities (e.g., career placement, grad school admission, publications, presentations) • Teaching awards received from student bodies (e.g., Student Union Teaching Awards) • Selective and purposeful informal feedback from learners that speak directly to specific teaching practices and/or impact. • Letters of support from former students (no longer teaching or in a supervisory relationship) <p>Evidence From Colleagues/Peers:</p> <ul style="list-style-type: none"> • Teaching observation documents (e.g., teaching squares) • Records from formal or informal review of course materials from peers • Selective and purposeful informal feedback from colleagues that speak directly to specific teaching practices and/or impact • Letters of support from colleagues • Teaching awards (title, description, nomination process, and criteria of award) • Invitations to teach • Peer-reviewed publications related to teaching and learning • Peer feedback from clinical practicum and/or preceptorship feedback • Cooperative (co-op) work placement supervisor feedback regarding student learning and development |
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Supervision and Mentorship

Supervision or mentorship is characterized as a positive, respectful, mutually beneficial relationship that supports the teaching and academic development of both mentor and mentee (Mathias, 2005). Mentoring relationships foster self-exploration, career advancement, intellectual development, enhanced confidence and competence, social and emotional support, academic citizenship and socialization, information sharing, and professional identity formation (Johnson, 2007; Schlosser et al., 2011; Foote & Solem, 2009). Mentorship typically occurs between an experienced faculty member and a less experienced colleague, student, or postdoctoral scholar, but can also occur in a group context (Phillips et al., 2015). Developed formally (i.e., structured programs) or informally, mentorship focuses on topics most relevant to the mentor and mentee. Supervisors are mentors and more. “Supervisor” means a qualified individual, who is normally an Academic Staff Member, who serves as the primary mentor to a Graduate Student, oversees the Graduate Student’s academic progress, and serves as chair of the Graduate Student’s supervisory committee, where applicable (University of Calgary Calendar). Supervision is a professional relationship which includes an aspect of accountability for both supervisor and supervisee. Supervisors not only provide academic supervision (research and writing), they are also expected to mentor students in career development (securing funding, dissemination, professional and collaborative skills) (CAGS, 2008).

| Example Activities | Examples of Evidence |
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| <ul style="list-style-type: none"> • Recognizes value of mentorship as a relational and reciprocal process • Identifies areas where mentorship is needed for one’s own growth and development • Explores mentoring opportunities and resources • Seeks mentorship in a variety of contexts • Builds a mentorship network • Develops rapport, trust, and respect with mentors • Engages with mentors regularly • Reflects on and documents the influence of mentorship in one’s professional growth • Collaborates on specific teaching and learning activities with a mentor • Becomes a mentor for others • Develops a mentorship identity and philosophy that reflects the reciprocity of mentoring relationships | <p>Evidence From Self:</p> <ul style="list-style-type: none"> • Supervision and mentorship philosophy statement, including connections with teaching philosophy • List of undergraduate and graduate students and post-doctoral scholars formally supervised or mentored and a description of roles/responsibilities • List of undergraduate and graduate students and post-doctoral scholars informally supervised or mentored and a description of roles/responsibilities supervision and mentoring outside of a course (e.g., students seeking advice, job searches, graduate applications, community activities, student club activities, reference letters, etc.) • Description of mentorship provided <i>for</i> peers (e.g., discussing teaching approaches, reviewing, and sharing course outlines, course materials, etc.) • Description of mentorship sought out and obtained <i>from</i> peers (e.g., asking for advice on evaluation methods, course content, approaches, etc.) • Presentations and publications on supervision or mentoring • Support to students for presentations and publications (scholarship) • Self-developed mentorship and supervision structures, frameworks, or processes • Written agreements made with students to support mentorship and supervision activities (e.g., monthly meetings, regular feedback, setting timelines) |

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| <ul style="list-style-type: none"> • As a mentor, facilitates dialogue, outwardly encourages others, shares advice and resources, models, and promotes self-exploration and growth with mentees • Initiates discussion about academic culture, governance, politics, and institutional processes through mentorship • Creates departmental or group mentorship programs, networks, and communities • Develops and creates mentorship resources for others • Demonstrates being accessible to supervised students • Ensures regular monitoring and feedback for supervisees | <ul style="list-style-type: none"> • Reflections on your mentorship and supervision and other evidence (i.e., evidence from students and colleagues). How these strategies and supporting material link back to your supervision philosophy, what they say about your strengths and accomplishments, what you've learned and how you will continue to grow and improve <p>Evidence From Students:</p> <ul style="list-style-type: none"> • Comments made about supervision/mentoring activities on formal evaluations (if applicable) • Selective and purposeful informal feedback from learners that speak directly to specific supervision and mentorship practices and/or impact • Letters of support from former students (no longer teaching or in a supervisory relationship) • Information about student activities and achievements related to your supervision and mentoring (e.g., job placement, graduate school admission, events organized, presentations made) <p>Evidence From Colleagues/Peers:</p> <ul style="list-style-type: none"> • Selective and purposeful informal feedback from colleagues that speak directly to specific supervision and mentorship practices and/or impact • Letters of support from colleagues • List and description of awards received for mentorship and supervision • Requests to review course materials and give mentorship feedback and advice on teaching activities • Requests from broader community to mentor for specific teaching and learning resources and/or support |
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Professional Learning & Development

Professional learning and development of practice is a key component of expert practice and contributes to teacher reflective practice. Reflective practice and participation in formal and informal professional development is linked to improved student learning outcomes and engagement as well as improved experiences for teachers (Carmichael & Martens, 2012). Professional development includes engaging in formal processes such as conferences, seminars, or workshops, courses or programs on teaching and learning, and collaborative learning among members of a community. Professional learning can also occur in informal contexts such as discussions among work colleagues, independent reading and research, observations of a colleague's work, or other learning from a peer (Arthur, 2016).

| Example Activities | Examples of Evidence |
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| <ul style="list-style-type: none"> Identifies potential professional learning opportunities Identifies learning interests/topics/themes Recognizes that professional learning and development is ongoing throughout one's career Engages in professional learning opportunities (e.g., conferences, workshops, communities of practice, teaching/facilitation square, facilitation/coaching development opportunities) Critically reflects on and documents professional learning and development (e.g., in discussions with colleagues, to self-assess, to incorporate into practice, to include in annual reviews, tenure and/or promotion processes, awards, teaching portfolios) Applies learning to practice and critically reflects on that experience Discusses learning with others Designs, develops, and implements professional learning opportunities for colleagues Contributes to professional learning of others (e.g., offers workshops, forums, communities of practice) Contributes to and advances the knowledge and practice of professional learning to the broader educational community | <p>Evidence From Self:</p> <ul style="list-style-type: none"> Documentation of participation in teaching and learning workshops, courses (credit or non-credit), programs, mentorship, and communities of practice Products or documents related to professional learning activities (e.g., outcomes from a community of practice) Details of courses, workshops, and activities designed and delivered to peers (e.g., number of attendees, level of involvement, goal, whether it was departmental, faculty, university-wide, regional, national, or international) Reflection on why you engaged in professional learning, what you learned and how you incorporated this into your teaching practice, and how these learnings have influenced your beliefs about teaching and learning. Reflection aligning professional development activities with evidence from students Semester/annual reflective memo. Reflection on learning, strengths, and areas for growth Professional development goals (short and long-term) <p>Evidence From Students:</p> <ul style="list-style-type: none"> Student comments that relate to practices that you implemented from professional learning activities <p>Evidence From Colleagues/Peers:</p> <ul style="list-style-type: none"> Peer comments that relate to practices that you implemented from professional learning activities Letters of support from colleagues (e.g., reflections on what they have learned from you) Documents and feedback from peer teaching observations or teaching squares |

Educational Leadership

Educational leaders influence change and implement initiatives to strengthen teaching and learning practices, communities, and cultures (Keppell et al., 2010; Mårtensson & Roxa, 2016). They share their expertise to inspire and help others strengthen their teaching practices; implement strategic programs, initiatives, and policies to improve teaching and student learning; advocate for positive change; and lead institutions, faculties, and committees to continuously improve post-secondary education (Creanor, 2014; Mårtensson & Roxa, 2016; Taylor, 2005). Educational leadership is demonstrated through formal leadership roles (e.g., committee chairs, department heads), structures and responsibilities, and through leadership activities that may not be formally identified as part of one's teaching responsibilities (Creanor, 2014; Jones et al., 2012; Mårtensson & Roxa, 2016).

| Example Activities | Examples of Evidence |
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| <ul style="list-style-type: none">Identifies opportunities to participate in governance processes that relate to teaching and learningAligns one's teaching and curriculum to support institutional, program, and departmental prioritiesParticipates in governance committees, working groups, and processes related to teaching and learning (e.g., members of teaching and learning committees, curriculum review committees, appeals panels)Participates in policy development, implementation, and/or evaluation surrounding teaching and learningBrings forward issues as feedback to improve program, department, or institutional teaching and learning approaches, communities, and contextsParticipates in institutional processes, surveys, and strategy sessions related to teaching and learningLeads development and implementation of teaching and learning initiatives at a variety of levels (e.g., departmental, faculty, university, national, international) | <p>Evidence From Self:</p> <ul style="list-style-type: none">Description of engagement in institutional processes and strategy planning sessions related to teaching and learning.Description of initiatives developed and or led to help enable other instructors' growth as educators (e.g., workshops, communities of practice, reading groups, journal clubs, lunch and learns). Note: instructors may include peers, teaching assistants, postdoctoral scholars, or other members of instructional teams.<ul style="list-style-type: none">Examples or excerpts from learning materials from these initiatives that demonstrate your beliefs about educational leadership (i.e., artifacts, facilitation plans, planning documents)Description of formal or informal mentorship of peers, teaching assistants or other members of instructional teamsDescription of contributions to teaching and learning committees, working groups, task forces/curriculum committees at various levels, including leadership roles<ul style="list-style-type: none">Example outcomes from your leadership and work on committees and working groups related to teaching and learning (e.g., policy, resource development, reports)Description of formal educational leadership roles (e.g., associate dean teaching & learning, associate dean undergrad, department head)List and description of invitations to speak at local, national, or international conferences and events related to educational leadershipPhilosophy statement that describes your beliefs about educational leadership, and description of your educational leadership approaches |

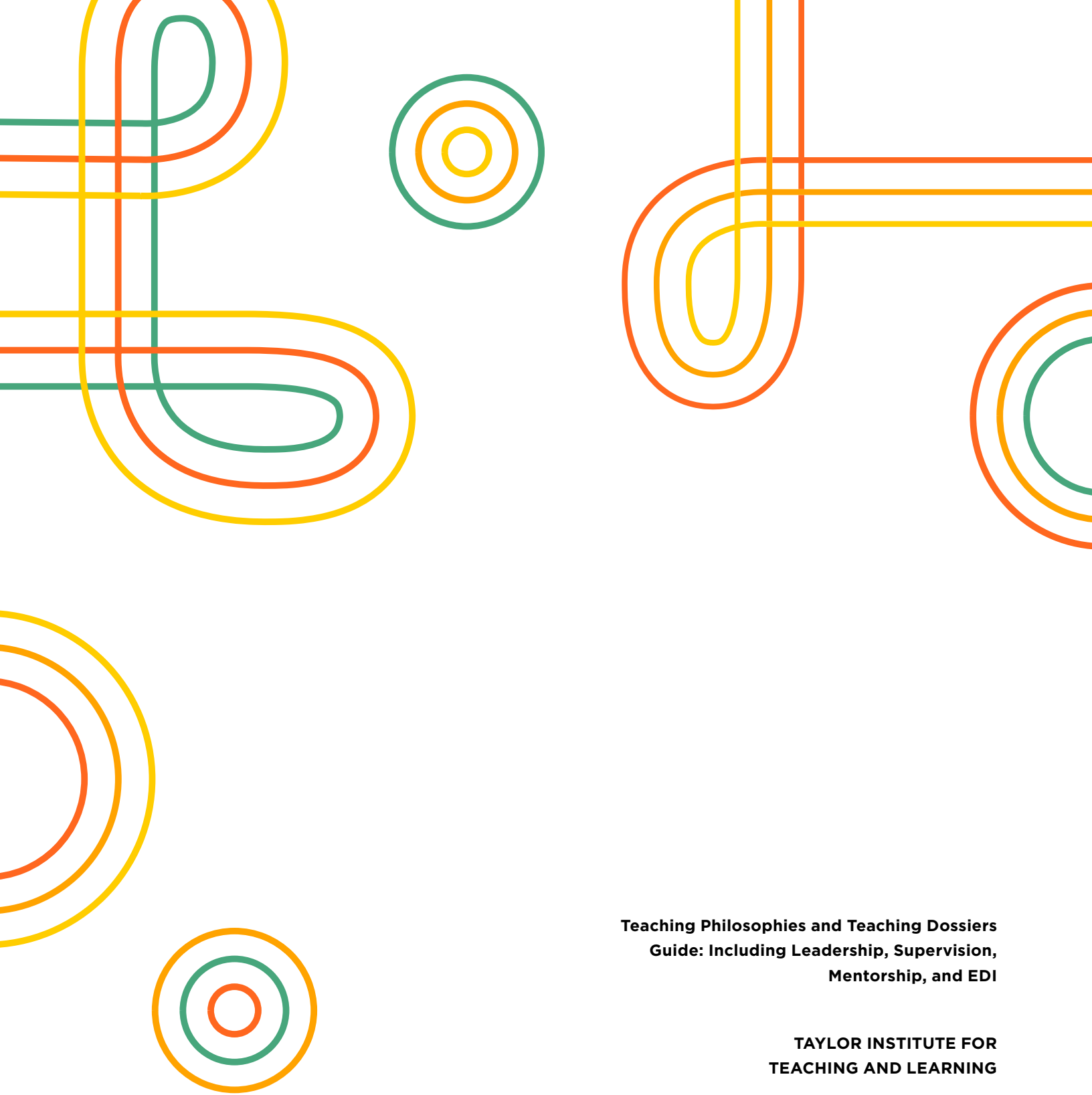
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| <ul style="list-style-type: none"> • Creates and leads initiatives to help colleagues strengthen their teaching practices • Creates and leads opportunities for colleagues to network and share experiences, and for communities of practice to develop (e.g., journal clubs, online collaborations, in-person networks) • Holds formal leadership roles that advance teaching and learning (e.g., committees, curricular reviews, working groups) • Facilitates planning related to teaching and learning • Formally and informally shares course materials and teaching approaches with colleagues • Situates their courses within broader curriculum planning processes | <ul style="list-style-type: none"> • Description of accepted invitations to consult on, review, or contribute to the development of internal or external academic programs • Description of accepted invitations to act as a visiting teaching and learning scholar at another institution • Reflection on how your educational leadership contributions relate back to your teaching philosophy, your strengths, what you have learned, and how you hope to further grow and develop <p>Evidence From Students:</p> <ul style="list-style-type: none"> • Evaluation data (e.g., student engagement data, retention, or admission rates) that relate to your educational leadership contributions • Letters of support from former students that speak to your educational leadership activities (no longer teaching or in a supervisory relationship) • Selective and purposeful informal feedback from learners that speak directly to specific educational leadership practices and/or impact <p>Evidence From Colleagues/Peers:</p> <ul style="list-style-type: none"> • Teaching and learning workshop participation and evaluation data, including qualitative comments • Example assessment reports from external accreditation or program review committees • Letters of support from colleagues, senior administrators, or collaborators that speak to your educational leadership contributions and impact • Letters of support from committee or working group members that speak to your educational leadership contributions and impact • Local or national press coverage related to educational leadership initiatives • Awards received that relate to your educational leadership contributions |
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Research, Scholarship, & Inquiry

One way in which teaching expertise is both developed and expressed is through research, scholarship, and inquiry—terms that reflect the variations of this activity across different contexts (Poole, 2013). Teaching and learning have a complex relationship that invites teachers to develop “pedagogical content knowledge” (Shulman, 1986), or an understanding of how learning happens (or doesn’t) within specific disciplines and subject areas. Research, scholarship, and inquiry play a key role in developing this knowledge. Expert teachers consult relevant existing research to build a strong foundation for designing, implementing, and assessing effective learning experiences for students (Shulman, 2004). Expert teachers may also conduct and share their own pedagogical research, scholarship, or inquiry not only to advance their own understanding, but also to contribute to the larger body of knowledge about effective teaching and learning (Felten 2013; Shulman, 1993).

| Example Activities | Examples of Evidence |
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| <ul style="list-style-type: none">• Identifies curiosities about teaching and student learning• Becomes aware of teaching and learning research and discipline-based educational research literature• Identifies people to have conversations with about teaching and learning scholarship and research• Reads and reflects on the literature on teaching and learning• Applies SoTL and discipline-based educational research to improve one’s teaching practice and students’ learning• Asks questions about one’s students’ learning and its relationship to teaching• Collects evidence of students’ learning• Participates in local conferences and events to share knowledge related to teaching and learning• Engages in research, scholarship, and inquiry with peers• Assesses the efficacy of high-impact teaching and learning practices | <p>Evidence From Self:</p> <ul style="list-style-type: none">• Self-reflective comments or artifacts that connect choices within one’s teaching practice to findings in discipline-based education research (DBER) or SoTL literature• Documentation of course materials that reflect teaching and learning research• Description of teaching and learning research projects and/or teaching and learning grants received, connecting these to teaching and learning literature and one’s professional development• Listing involvement (participation, presentation) in non-peer reviewed events where teaching and learning research ideas are discussed with colleagues• Editor or peer reviewer for teaching and learning, scholarship of teaching and learning or discipline-based educational research publication• List and description of teaching and learning grants received• List and description collaborative partnerships and research projects initiated• Future goals related to teaching and learning research, scholarship, and inquiry• Reflections on your teaching and learning research, and other evidence (i.e., evidence from students and colleagues). How these strategies and supporting material link back to your teaching philosophy, what they say about your strengths and accomplishments, what you’ve learned and how you will continue to grow and improve. |

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| <ul style="list-style-type: none"> • Develops approaches to teaching that are informed by research, critical reflection (e.g., examining one's own context and assumptions), and discussions with peers • Contributes to the knowledge and practices of the broader academic community (e.g., conference presentations, publications) to expand and advance the practice and scholarship of teaching and learning | <p>Evidence From Students:</p> <ul style="list-style-type: none"> • Summary of quantitative and/or qualitative data collected as part of a systematic inquiry to inform one's teaching • Themes in student data and feedback that characterize students' learning experiences • Description and documentation of ethical research/scholarly/inquiry strategies for providing a variety of student feedback and data on their learning (e.g., focus groups, surveys, setting up students as representatives to provide a formal lens to provide feedback) • Selective and purposeful informal feedback from students who have been involved in scholarly teaching projects (e.g., peer mentors, TAs, or research assistants hired to work on development projects) • Letters of support from former students (no longer teaching or in a supervisory relationship) commenting on how their involvement in scholarly teaching project experiences has affected their learning and growth <p>Evidence From Colleagues/Peers:</p> <ul style="list-style-type: none"> • Peer-reviewed publications and presentations related to inquiry and scholarship in teaching and learning (e.g., SoTL, DBER) • Invitation to speak on teaching and learning research topic • Evidence of impact on peers' scholarship (citations, others' application of one's SoTL and/or DBER contributions) • Selective and purposeful informal feedback from peers that speak to your contributions related to inquiry, research and scholarship in teaching and learning • Letters from colleagues and peers that speak to your contributions related to inquiry, research and scholarship in teaching and learning |
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**Teaching Philosophies and Teaching Dossiers
Guide: Including Leadership, Supervision,
Mentorship, and EDI**

**TAYLOR INSTITUTE FOR
TEACHING AND LEARNING**

University of Calgary
434 Collegiate Blvd NW
Calgary, AB CANADA
T2N 1N4

taylorinstitute.ucalgary.ca