**Checklist: Identifying and Gathering Evidence for a Teaching Dossier**

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| Dossier Sections | 🗸 Have examples\* Need to gather? Need to consider |
| 1. Teaching responsibilities: Summary of courses or sessions taught including course code, title, enrolment, graduate/undergraduate course, required/elective. May also include undergraduate and graduate supervisory roles, practicums, and clinical teaching experiences. |  |
| 2. Teaching Philosophy: 1-2 page reflective summary of your beliefs and brief examples of how these have been put into practice. |  |
| 3. Teaching methodologies and materials: Overview of your teaching strategies, and summary of sample course materials (e.g. assignment descriptions for essays, lab workbooks and reports, fieldwork, projects, creative work, textbooks, learning objects, course websites, learning technologies, assessment and feedback strategies). This section should make explicit how your course or project design, strategies, and supporting materials reflect your philosophy. |  |
| 4. Professional learning & development: List and description of professional learning and development activities related to teaching and learning (e.g. programs, certificates, workshops, conferences), and key highlights of what you have learned/changed in your teaching practice as a result. |  |
| 5. Teaching and learning research/scholarship. Engagement in discipline-based educational research (DBER) or the scholarship of teaching and learning (SoTL): Description of engagement in DBER and SoTL, including a list of projects and outcomes (e.g. project reports, results, conference presentations, publications). |  |
| 6. Educational service and leadership: overview of engagement in teaching and learning committees, working groups, task forces, curriculum committees, etc. |  |
| 7. Student feedback and course evaluations: Overview of formative feedback, student comments, and summative course evaluation ratings. A brief reflection on key themes highlighted through these evaluations and feedback, and what you have learned/changed as a result. |  |
| 8. Evidence of student learning and success: Artefacts that support your contributions and philosophy (e.g. examples of student work including: exemplars and successive drafts of papers, evidence of student success including: career placement and progression, graduate school admission, student publications and conference presentations prepared under supervision, statements from colleagues from post-requisite courses and/or other institutions where students have been accepted for graduate work). |  |
| 9. Peer feedback: Overview of peer reviews and feedback regarding your impact and effectiveness (e.g. letters of support – from colleagues, deans, chairs etc., formal/informal review of course or program materials, teaching observations, testimonials). Brief reflection on key themes highlighted through this feedback, and what you have learned/changed as a result. |  |
| 10. Awards and recognition: A description of nominations, awards and recognition received regarding your contributions to teaching and student learning. May also include external invitations to speak or teach based on your contributions and formal letters of recognition and support from deans, chairs, or students. |  |
| 11. Summary and goals: A brief summary of what you have learned from your teaching experiences and the feedback you have received, particular areas of strengths, opportunities for growth and improvement, and short and long-term goals related to teaching and student learning to provide evidence of continuous improvement*.* |  |
| 12. Appendices: Complete documentation to support statements of accomplishment included throughout dossier as indicated above (e.g. course outlines, assignment descriptions, course materials, examples of student work, course evaluation results, peer observation reports, SoTL publications). |  |

\*Adapted from Seldin, Miller & Seldin, 2010; CAUT, 2018; Knapper & Wright, 2001