

What is a teaching dossier?

A teaching dossier is a document prepared by an academic that showcases their teaching and mentoring approaches, experiences, professional development and evidence of effectiveness. Dossiers typically include a teaching philosophy, descriptions of teaching and mentorship strategies, examples of accomplishments, feedback from multiple sources, and evidence of effectiveness (Kenny & Berenson, 2014). When applicable, work in the scholarship of teaching and learning and educational leadership is also part of a dossier. Diverse sources of evidence of teaching effectiveness should be contextualized and embedded in a dossier including evidence from students, peers and the dossier author. Sample materials included in teaching dossiers should illustrate the scope, quality and impact of practice (Seldin et al., 2010).

The dossier is grounded in a strong teaching philosophy statement that describes the context of practice, fundamental beliefs about teaching and learning, why these values and beliefs are held, and how they translate into practice. This 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). Unlike a CV that typically documents the entire career of an academic staff member, a teaching dossier is a curated collection of the best examples and evidence that supports evidence of high-quality teaching.

Dossiers are a common requirement in academic processes such as tenure and promotion applications and for teaching awards and academic job applications.

With the ratification of the new Collective Agreement, the Taylor Institute for Teaching and Learning is here to help academic staff and units:

1. The Taylor Institute (TI) offers a number of resources to help academic staff develop a teaching dossier:
Dedicated webpage: Audio presentations, PPT slides, worksheets, examples
<https://taylorinstitute.ucalgary.ca/resources/teaching-philosophies-and-dossiers>
2. **TI Guide:** *Teaching philosophies and teaching dossiers*
<https://taylorinstitute.ucalgary.ca/sites/default/files/Teaching%20Philosophies%20and%20Teaching%20Dossiers%20Guide.pdf>
3. **Scheduled Workshops:** *Developing your teaching dossier. Drop-in consultation sessions.*
<https://tiapps.ucalgary.ca/taylorinstitute/workshops/>
4. **Consultations:** Individual consultations with TI academic staff can be requested taylorinstitute@ucalgary.ca

For further information, please feel free to connect with:

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2019 Summer Schedule at the Taylor Institute

Jul 16 or Aug 1: 1-3 pm. Developing
Your Teaching Dossier workshop

Aug 12, 1-3 pm.
Dossier Drop-in Session

References

- Kenny, N.A., & Berenson, C. (2014). *Creating a teaching dossier*. Calgary, AB: Taylor Institute for Teaching and Learning.
- Schönwetter, D. J., Sokal, L., Friesen, M., & Taylor, K. L. (2002). Teaching philosophies reconsidered: A conceptual model for the development and evaluation of teaching philosophy statements. *International Journal for Academic Development*, 7(1), 83-97.
- Seldin, P., Miller, J. E., & Seldin, C. A. (2010). *The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions*. San Francisco, CA: Jossey-Bass.