Developing Your Dossier for the UCalgary Teaching Awards
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We would like to take this opportunity to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.
Putting the dossier into context

• [http://ucalgary.ca/taylorinstitute/awards-grants/teaching-awards](http://ucalgary.ca/taylorinstitute/awards-grants/teaching-awards)
Intended Outcomes

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

By the end of this session you will be able to:
• Reflect on and articulate your beliefs about your practice and student learning
• Describe the key components of a nomination dossier
• Select and present data and documentation that provide evidence of the scope and quality of your practice
• Begin to prepare a nomination dossier that aligns your core beliefs to the scope and quality of your practice
Agenda

• Reflection
• What is a dossier?
  • What does one look like?
  • What goes into a dossier?
• How do you create an aligned dossier?
• Start filling in the content for yourselves
<table>
<thead>
<tr>
<th>Good Teachers....</th>
<th>Educational Leaders....</th>
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</thead>
<tbody>
<tr>
<td>Actively Engage Learners</td>
<td>Appreciate that teaching and Learning occurs in a community</td>
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<tr>
<td>Demonstrate Passion, Empathy and Respect</td>
<td>Acknowledge the importance of local cultures and contexts</td>
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<tr>
<td>Communicate Clear Expectations</td>
<td>Respect autonomy, value diversity and inclusion, share power &amp; decision-making</td>
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<tr>
<td>Encourage Student Independence</td>
<td>Engage others to help effect and enact change</td>
</tr>
<tr>
<td>Create a Teaching and Learning Community</td>
<td>Critically reflect on one’s leadership approaches and practices with a focus on growth</td>
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<tr>
<td>Use Appropriate Assessment Methods</td>
<td></td>
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<tr>
<td>Commit to Continuous Improvement</td>
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</tbody>
</table>

Amey, 2006; Bolden et al., 2008; Chickering and Gamson, 1987; Gosling et al., 2009; Lizzio et al., 2002; Mårtensson & Roxå, 2016; Osseo-Asare, Longbottom & Murphy, 2005; Roxå and Mårtensson, 2011; Ramsden, 2003; Taylor, 2005; Weimer, 2013
Questions for reflection

1. What does it mean to be a good teacher, educational leader, staff member, and learner in a university context?

2. Who or what has most informed my beliefs about teaching and learning, or my practices in my local context?

3. What strategies do I use in my role? What do these say about my beliefs?

4. What 2-3 key beliefs do I hold about my practice and how it relates to student learning? What matters most to me?
Statement of Philosophy

A 1-2 page reflective statement that describes:

• **What** your fundamental values and beliefs are
• **Why** you hold these values and beliefs
• **How** you translate these values and beliefs into practice
What are some of the ways (informal and formal) that we might evaluate our impact on teaching and student learning at the University Calgary?
The Dossier

A concise summary of philosophy, experiences, approaches, accomplishments, and effectiveness that includes clear evidence of the scope and quality of your practice.

Seldin et al., 2010, p. 4; Knapper and Wright, 2001
What does a dossier look like?

Skim one of the dossier provided:

• What did you learn about dossiers?
• What stood out for you?
• What questions do you have?
What does it look like?

• 10 or 20 pages in length
  – descriptions, summaries and a critically reflective narrative
• Grounded in a strong philosophy statement
• Provides evidence of scope and quality of practice

Seldin et al., 2010, Knapper and Wright, 2001
What does it look like?

• Highly personalized (there is no one right format)
• Demonstrates a commitment to continuous growth and improvement
  – Highlights strengths, accomplishments, as well as opportunities for improvement
• Intentionally integrated, organized and presented

Seldin et al., 2010, Knapper and Wright, 2001
<table>
<thead>
<tr>
<th>Dossier Sections</th>
<th>✓ I have examples</th>
<th>* Need to gather more</th>
<th>? Need to discuss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibilities</td>
<td></td>
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<tr>
<td>Philosophy statement</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Strategies and supporting materials</td>
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<tr>
<td>Documentation of professional learning &amp; development</td>
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<td>Educational service and leadership</td>
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<td>Goals</td>
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<td>Student feedback</td>
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<td>Peer feedback</td>
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<td>Awards and recognition</td>
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<tr>
<td>Evidence of student learning and success</td>
<td></td>
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<tr>
<td>Appendix</td>
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</table>
Sources of Content

You

Teaching responsibilities, teaching philosophy, example course or program materials, summary of educational innovations, overview of engagement in professional development activities and the SoTL, short and long-term teaching goals, critical reflection and evaluation of development over time.
Sources of Content

Students
Qualitative and quantitative information from students regarding your impact and effectiveness. Letters of support from former students (not currently teaching or supervising), course or program evaluation data, testimonials, informal or formative feedback (e.g. e-mails, mid-semester evaluations, products that evidence their learning (e.g. exemplars)

Peers (colleagues, administrators)
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).
University of Calgary Teaching Awards

1. **nominee** (philosophy statement, example strategies with supporting evidence, and critical reflection)

2. **students** (course or program evaluations, student comments, and letters of support from former students)

3. **peers** (letters of support that elaborate on claims made in nomination letter, awards and recognition)
Key components of a nomination package

- Nomination Dossier (You)
- Letters of Support (Students, Colleagues)
- Nomination Letter (Faculty/Unit Head)
## Presenting course evaluation data (example)

<table>
<thead>
<tr>
<th>USRI Item (12 items total)</th>
<th>Course2000 (Year) Mean Student Rating</th>
<th>Dept. or Faculty (Year) Mean Student Rating</th>
<th>Course3000 (Year) Mean Student Rating</th>
<th>Dept. or Faculty (Year) Mean Student Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Instruction</td>
<td>6.1</td>
<td>5.7</td>
<td>6.1</td>
<td>5.7</td>
</tr>
<tr>
<td>Enough detail</td>
<td>6.2</td>
<td>5.8</td>
<td>6.2</td>
<td>5.8</td>
</tr>
<tr>
<td>Course consistent with outline</td>
<td>5.5</td>
<td>5.9</td>
<td>6.3</td>
<td>5.9</td>
</tr>
<tr>
<td>Student questions responded to</td>
<td>6.1</td>
<td>5.2</td>
<td>6.4</td>
<td>5.2</td>
</tr>
<tr>
<td>Evaluation methods fair</td>
<td>5.3</td>
<td>5.8</td>
<td>6.5</td>
<td>5.8</td>
</tr>
<tr>
<td>I learned a lot</td>
<td>6.8</td>
<td>5.9</td>
<td>6.6</td>
<td>5.9</td>
</tr>
</tbody>
</table>
Student comments

Where possible include full sets of student comments, or:

• submit a randomly selected sample of all student comments in a course (to represent both strengths and areas for improvement);
• submit full comments for one or two questions from student evaluations
• explain briefly how the comments were prepared (i.e. why you chose those particular questions, how comments were randomly selected)
For all data presented:

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

• What themes do you see?
• What do these data say about your strengths and future areas for growth?
• What have you learned from these data?
• How do these data and comments connect to your philosophy and practices?
• How will you continue to grow and develop in your role based on these data? What actions will you take to grow and improve?
## Putting it all together – Teaching Awards Nomination

<table>
<thead>
<tr>
<th>Key Beliefs &amp; Accomplishments</th>
<th>Strategies &amp; Activities</th>
<th>Evidence</th>
<th>Critical Reflection</th>
<th>Award Criteria (may be more than one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the key beliefs that you hold related to teaching and learning? What are the key claims that you make your strengths, accomplishments and contributions to teaching and student learning?</td>
<td>What strategies and activities do you use and put into practice that support these beliefs and claims?</td>
<td>What information and materials provide evidence of your strategies and activities? What data and documentation provide evidence of the impact and effectiveness of your practice?</td>
<td>How can you put these actions and evidence into context? How do they demonstrate your philosophy and beliefs? What have you learned from these data and experiences? How will this inform your future practice? How will you grow and improve?</td>
<td>What award criteria do these beliefs, accomplishments, strategies, activities and evidence relate to?</td>
</tr>
</tbody>
</table>
Taylor Institute for Teaching and Learning

Educational Development Unit

Philosophy
Evidence
Alignment
Reflective narrative
Final reflection

• What is the most important thing you learned about awards dossiers today?
• What is one next step you will take based on today’s session?
References (Educational Leadership)


References (Educational Leadership)


References (Principles for Learner-Centred Teaching)


References and Resources


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


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