

DEVELOPING YOUR TEACHING DOSSIER: WORKSHEETS

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?
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 2-3 key beliefs do I hold about teaching and learning in my context? What matters most to me?

1.

2.

3.

Possible Sections of a Teaching Dossier

Dossier Sections	✓ I have examples * Need to gather more ? Need to discuss
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.	
Philosophy: 1-2 page reflective summary of your beliefs and brief examples of how these have been put into practice.	
Teaching methodologies and materials: An overview of your teaching strategies, and summary of sample course materials (e.g. assignment descriptions for essays, lab workbooks and reports, field work, 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.	
Documentation of professional learning & development: List and description of professional learning and development activities related to teaching and learning (e.g. programs, certificates, workshops, conferences).	
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).	
Educational service and leadership: overview of engagement in teaching and learning committees, working groups, task forces, curriculum committees etc.	
Goals: short and long-term goals related to teaching and student learning to provide evidence of continuous improvement.	
Student feedback and course evaluations: overview of formative feedback, student comments, and summative course evaluation ratings.	
Peer feedback: 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).	
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.	
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).	
Appendix: 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 et al., 2010; CAUT, 2007; Knapper and Wright, 2001

Expanded Example of a Teaching Dossier Structure

Evidence from Self: This section should describe who you are, what you believe about teaching and student learning, what you do, what you have accomplished, and where you want to go.

- 1. 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
- 2. 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/undergraduate course, required/elective. This may also include undergraduate/graduate supervisory, practicums, clinical teaching, and educational leadership roles). Brief reflection on your primary roles and responsibilities related to teaching and learning.
- 3. Teaching methodologies and Supporting Materials:** A detailed description of selected strategies and supporting materials [e.g. assignment description, representative excerpts from syllabi, example learning material and assignments (e.g. lab workbooks and reports, projects, creative work, field work), photos that document student learning experiences, screenshots that capture learning materials and resources]. Full syllabi or sample course assignments and learning materials may be included in the Appendix. 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, how will you continue to grow and improve.
- 4. Educational Service and Leadership:** List and description of engagement in initiatives implemented and/or service contributions to help strengthen teaching and learning or enable other's growth and development as educators (e.g. teaching and learning committees, working groups, task forces or curriculum committees, informal or formal mentorship). 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.
- 5. Professional Learning and Development:** List and description of 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.
- 6. 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). 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).
- 7. 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 should provide evidence of the scope and impact of your practices and accomplishments, from the students' perspective.

8. Course Evaluation Data: Summary of course evaluation data (e.g. USRI or other course evaluation data presented in a table over multiple learning contexts, years, and courses). 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.

9. Student Comments: Examples of unedited student comments from at multiple courses or learning experiences, where they are available. Full sets 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. Summary of formative feedback received from students (e.g. mid-semester feedback). Testimonials that speak directly to areas highlighted in your philosophy or strategies. 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.

10. 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 school admission, 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.

Evidence Provided by Colleagues: This section should provide evidence of the scope and impact of your practices and accomplishments, from your colleagues' perspective.

11. Awards and Recognition: 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? Why did you receive this/these awards? Who were you nominated by?). A list of external invitations to speak or teach based on your contributions to teaching and student learning. Example statements or testimonials from colleagues regarding your teaching and learning practices. A summary of peer evaluations and reviews of your teaching or course learning materials. Brief reflection on what these awards, nominations and feedback from peers have meant to your growth and development, how they demonstrate your strengths, what you have learned, how this relates back to your beliefs or approaches to teaching and student learning, and how you hope to further grow and develop.

12. Summary or Conclusion: 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.

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

14. Letters of Support: Signed letters from former 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 effectiveness.

Framework for Aligning a Dossier (Example)

Beliefs	Strategies	Evidence	Critical Reflection
<p>What key beliefs do you hold related to teaching and learning?</p>	<p>What strategies and activities do you use and put into practice that support these beliefs?</p>	<p>What information and materials provide evidence of these strategies and activities? What data and documentation provide evidence of your impact on student learning?</p>	<p>How can you put these actions and evidence into context? How do they demonstrate your philosophy and beliefs? What have you learned from these data and experiences? How will this inform your future practice? How will you grow and improve?</p>
<p><i>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>	<p><i>Weekly on-line reflective learning journals</i> <i>One-page reflective summaries for course projects and papers</i></p>	<p><i>Assignment description for online-reflective learning journals</i> <i>Student course evaluation comments related to the development of their ability for critical reflection</i> <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>

Framework for Aligning a Dossier (Worksheet)

Beliefs	Strategies	Evidence	Critical Reflection*
<p>What key beliefs do you hold related to teaching and learning?</p>	<p>What strategies and activities do you use and put into practice that support these beliefs?</p>	<p>What information and materials provide evidence of these strategies and activities? What data and documentation provide evidence of your impact on student learning?</p>	<p>How can you put these actions and evidence into context? How do they demonstrate your philosophy and beliefs? What have you learned from these data and experiences? How will this inform your future practice? How will you grow and improve?</p>

*Critical reflection will be woven through the narrative of your dossier

References and Further Resources

Canadian Association of University Teachers (CAUT). (2007). *CAUT Teaching Dossier*. Canadian Association of University Teachers, Ottawa, Ontario.

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

Schonwetter, D.J., Sokal, L., Friesen, M., & Taylor, L.K. (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*. John Wiley & Sons.

Teaching Perspective Inventory: <http://www.teachingperspectives.com/tpi/>

UCalgary Teaching Dossier Resources: <http://www.ucalgary.ca/taylorinstitute/resources/teaching-philosophies-and-dossiers>

Teaching Expertise Framework:

<http://connections.ucalgaryblogs.ca/2017/11/04/developing-a-learning-culture-a-framework-for-the-growth-of-teaching-expertise/>

Sample Dossiers: <https://www.queensu.ca/ctl/teaching-support/teaching-dossier>

University of Calgary Teaching Awards Nomination Information:
<http://ucalgary.ca/taylorinstitute/awards-grants/teaching-awards>