

Expanded Example of a Nomination Dossier for the University of Calgary Teaching Awards Program

Section A: Evidence provided by the Nominee

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 (required)

- 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 (optional)

- 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 and educational leadership roles).
- Brief reflection on your primary roles and responsibilities related to teaching and learning that best relate to the award.

3. Strategies and Supporting Materials (required)

- A detailed description of selected strategies and supporting materials (e.g. assignment description, representative excerpts from syllabi, example learning material and assignments, photos that document student learning experiences, screenshots that capture learning materials and resources).
- Brief reflection on how these strategies and supporting materials link back to your teaching philosophy, what these strategies say about your strengths as they relate back to the award criteria, what you have learned through these strategies and activities, how will you continue to grow and improve.

4. Educational Service and Leadership (optional)

- 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 as they related back to the award criteria, what you have learned through these experiences, and how you hope to further grow and develop.

5. Professional Learning and Development (optional)

- List and description of professional learning and development activities related to teaching and learning (e.g. programs, certificates, courses, workshops, conferences)

and/or engagement in discipline-based educational research or the scholarship of teaching and learning.

- 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, how these activities relate back to the award criteria, and where you hope to further grow and develop.

6. Goals (optional)

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

Section B: Evidence from Students

This section should provide evidence of the scope and impact of your practices and accomplishments as they related back to the award criteria, from the students' perspective.

7. Course Evaluation Data (required)

- 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 as they related back to the award criteria, and what actions you will take to grow and improve.

8. Student Comments (required)

- Complete sets of unedited student comments from at least two courses or learning experiences, where they are available, prepared by a third party (required).
 - 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) (optional)
- Testimonials that speak directly to areas highlighted in your philosophy or strategies (optional)
- 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 as they related back to the award criteria, and what actions you will take to grow and improve.

9. Letters of Support (required)

- 1-2 signed letters from former students that complement or elaborate on your teaching beliefs, strategies and accomplishments.

7. Sample of student work (optional)

- 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 as they related back to the award criteria, and what actions you will take to grow and improve.

Section C: Evidence Provided by Colleagues

This section should provide evidence of the scope and impact of your practices and accomplishments as they related back to the award criteria, from your colleagues' perspective.

8. Awards and Recognition (optional)

- 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 as they relate back to the award criteria, 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.

9. Letters of Support (required)

- 1-2 signed letters from peers that complement or elaborate on your teaching beliefs, strategies and accomplishments.

10. Summary or Conclusion (optional)

- A brief reflection to summarize and highlight the information presented in the nomination dossier, how this information best demonstrates your beliefs, strengths and accomplishments as it relates back to the award criteria, 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.