

**CREATING A NOMINATION DOSSIER: WORKSHEETS**

Developing your Dossier for the UCalgary Teaching Awards: November 9, 2017

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 most informed my beliefs about teaching and learning?

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

4. 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 Dossier

Dossier Sections	✓ I have examples * Need to gather more ? Need to discuss
<b>Roles &amp; Responsibilities:</b> Summary of roles and responsibilities (e.g. title, description, responsibilities related to teaching & student learning. If instructing, courses taught including course code, title, enrolment, graduate/undergraduate course, required/elective. May also include undergraduate and graduate supervisory and educational leadership roles.)	
<b>Philosophy:</b> 1-2 page reflective summary of your beliefs and brief examples of how these have been put into practice.	
<b>Strategies and supporting materials:</b> Detailed description of selected strategies with supporting materials (e.g. program or project description, assignment descriptions, representative excerpts from syllabi or project resources, example learning material and assignments, etc.). This section should make explicit how your course or project design, strategies, and supporting materials reflect your philosophy.	
<b>Documentation of professional learning &amp; development:</b> List and description of professional learning and development activities related to teaching and learning (e.g. programs, certificates, workshops, conferences), engagement in the scholarship of teaching and learning (SoTL).	
<b>Educational service and leadership:</b> overview of engagement in teaching and learning committees, working groups, task forces, curriculum committees etc.	
<b>Goals:</b> short and long-term goals related to teaching and student learning to provide evidence of con	
<b>Student feedback:</b> overview of qualitative and quantitative information from students regarding your impact and effectiveness (e.g. letters of support, formative feedback, testimonials regarding project/program impact, program evaluation data, end-of-term student comments, and summative course evaluation ratings.)	
<b>Peer feedback:</b> 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).	
<b>Awards and recognition:</b> 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.	
<b>Evidence of student learning and success:</b> 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).	
<b>Appendix:</b> 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



**Framework for Aligning a Dossier (Example)**

<b>Key Beliefs &amp; Accomplishments</b>	<b>Strategies and Activities</b>	<b>Evidence</b>	<b>Critical Reflection</b>	<b>Award Criteria</b>
<p><b>What are the key beliefs that you hold related to teaching and learning?</b>  <b>What are the key claims that you make your strengths, accomplishments and contributions to teaching and student learning?</b></p>	<p>What strategies and activities do you use and put into practice that support these beliefs and claims?</p>	<p>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?</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>What award criteria do these beliefs, accomplishments, strategies, activities and evidence relate to?</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 One-page reflective summaries for course projects and papers</i></p>	<p><i>Assignment description for online-reflective learning journals Student course evaluation comments related to the development of their ability for critical reflection 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)

<b>Key Beliefs &amp; Accomplishments</b>	<b>Strategies and Approaches</b>	<b>Evidence</b>	<b>Critical Reflection</b>	<b>Award Criteria</b>
<b>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?</b>	What strategies and activities do you use and put into practice that support these beliefs and claims?	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?	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?	What award criteria do these beliefs, accomplishments, strategies, activities and evidence relate to?



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## 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.

<http://www.teachingperspectives.com/tpi/>

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

University of Calgary Teaching Awards

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