TEACHING PHILOSOPHIES

and

TEACHING DOSSIERS

GUIDE

UNIVERSITY OF CALGARY
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Teaching Philosophies and Teaching Dossiers Guide

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Foreword

On behalf of the Taylor Institute for Teaching and Learning, I welcome you to the University of Calgary's Teaching Philosophies and Teaching Dossier Guide. This guide provides a robust resource for creating teaching dossiers and philosophy statements. It starts with an overview of a literature-informed framework for developing teaching expertise, and then describes how to create teaching and educational leadership philosophy statements. The final sections focus on creating and evaluating teaching dossiers. Each section incorporates both scholarship and practical exercises. This guide is based on a compilation of the following open access resources available through the Taylor Institute for Teaching and Learning:

Berenson, C. & Kenny, N.A. (2016). *Preparing an Educational Leadership Philosophy Statement*. Calgary, AB: Taylor Institute for Teaching and Learning.

Berenson, C., Kenny, N.A., & Jeffs, C. (2017). *Creating a teaching philosophy worksheet*. Calgary, AB: Taylor Institute for Teaching and Learning.

Kenny, N. (2018). *How to organize and structure a teaching dossier*. Retrieved from http://connections.ucalgaryblogs.ca/2018/05/15/how-to-organize-and-structure-a-teaching-dossier/

Kenny, N.A. (2018). *Expanded Example of a 'Typical' Structure for a Teaching Dossier*. Calgary, AB: Taylor Institute for Teaching and Learning.

Kenny, N., Berenson, C., Chick, N., Johnson, C., Keegan, D., Read, E., & Reid, L. (2017, October). *A Developmental Framework for Teaching Expertise in Postsecondary Education*. Poster presented at the International Society for the Scholarship of Teaching and Learning Conference, Calgary, Alberta, Canada.

Kenny, N. & Berenson, C. (2016) *Writing an educational leadership philosophy statement*. Retrieved from http://connections.ucalgaryblogs.ca/2016/12/22/writing-an-educational-leadership-philosophy-statement/

Kenny, N.A., & Berenson, C. (2014). *Creating a teaching dossier*. Calgary, AB: Taylor Institute for Teaching and Learning.

Kenny, N.A. (2015). *Writing a teaching philosophy statement*. Retrieved from http://connections.ucalgaryblogs.ca/

Kenny, N.A. (2014). *Learner-Centred Principles for Teaching in Higher Education*. Calgary, AB: Taylor Institute for Teaching and Learning.

Kenny, N.A., Jeffs, C., & Berenson, C. (2015). *Preparing a teaching philosophy statement*: Handout. Taylor Institute for Teaching and Learning, University of Calgary.

I wish you much success as you continue with your teaching and learning development!

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Introduction

Teaching and learning in higher education are inherently complex processes. Providing robust, accurate evidence of the scope and quality of one's teaching approaches and practices, and their impact on student learning and the broader academic community, has presented many challenges in higher education. Historically, emphasis has been placed on student ratings of instruction (SRIs) as a primary source of measuring instructors' teaching effectiveness. While SRIs have value as one form of evidence in measuring students' experiences of certain dimensions of instruction, they do not provide an accurate measure of instructors' teaching effectiveness and their impact on student learning. Much research has surfaced the limitations of SRIs, including the prevalence of significant gender bias and variation across disciplines (Boring, 2016; Boring, 2017; Clayson, 2009; MacNell, Discoll & Hunt, 2014). Researchers and institutions conclude that SRIs should not be relied upon as a sole measure of teaching effectiveness, and should be carefully interpreted by instructors and administrators (Boring, 2016; Clayson, 2009; Ryerson University v Ryerson Faculty Association, 2018).

How then should we approach the challenge of making visible the complexities and effectiveness of teaching in higher education? A teaching dossier (also referred to as a teaching portfolio) presents an integrated summary of your teaching philosophy, approaches, accomplishments, and effectiveness. It contains documents and materials that provide evidence of the scope, quality and impact of your teaching practice (Seldin et al., 2010). A teaching dossier is grounded in a strong teaching philosophy statement that describes your fundamental beliefs about teaching and learning, why you hold these values and beliefs, and how you translate these claims into practice. The teaching philosophy 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).

A dossier highlights the teaching practices you implement that align with the key claims made in your teaching philosophy, and provides strong evidence of the impact of these teaching strategies and approaches on student learning. A teaching dossier should be presented as an organized, integrated and cohesive document that provides a reflective narrative of your teaching experience. Unlike a CV, a teaching dossier does not include your academic research unless that research is directly related to teaching (i.e., a scholarship of teaching and learning project). While a CV documents your past successes, a teaching dossier also includes reflection on past teaching and outlines teaching goals for the future. Finally, a CV typically documents everything that's been done, while a teaching dossier is a curated collection of the best examples and evidence that you select to support the claims in your philosophy statement.

Teaching dossiers reflect the inherent complexities associated with teaching and learning. They provide an opportunity for instructors to assemble robust and accurate evidence of their teaching approaches, accomplishments and effectiveness based on multiple sources of information (Knapper & Wright, 2001). Teaching dossiers are often used in tenure and promotion processes, annual performance reviews, teaching awards programs, and as

requirements for academic hiring processes (Seldin et al., 2010). At the University of Calgary, teaching dossiers are required for tenure and promotion within the instructor stream, and also for institutional and national-level teaching awards programs (e.g., University of Calgary Teaching Award, Killam McCaig Teaching Award and 3M National Teaching Fellowship). Perhaps most importantly, preparing a dossier provides a valuable opportunity for continued reflection, professional development, growth and ongoing improvement related to your teaching and learning practices.

A Developmental Framework for Teaching Expertise in Postsecondary Education

The first step in creating a teaching dossier is to acknowledge the multiple ways that teaching expertise is developed and communicated. Kenny et al. (2017) present an evidence-based framework for conceptualizing and documenting the complexities of teaching in a postsecondary context. This framework recognizes that teaching expertise is developed through a learning process that continues over time (Hendry & Dean, 2002; Kreber, 2002). The framework weaves together five facets and three habits of mind for conceptualizing teaching expertise, summarized in Figure 1.
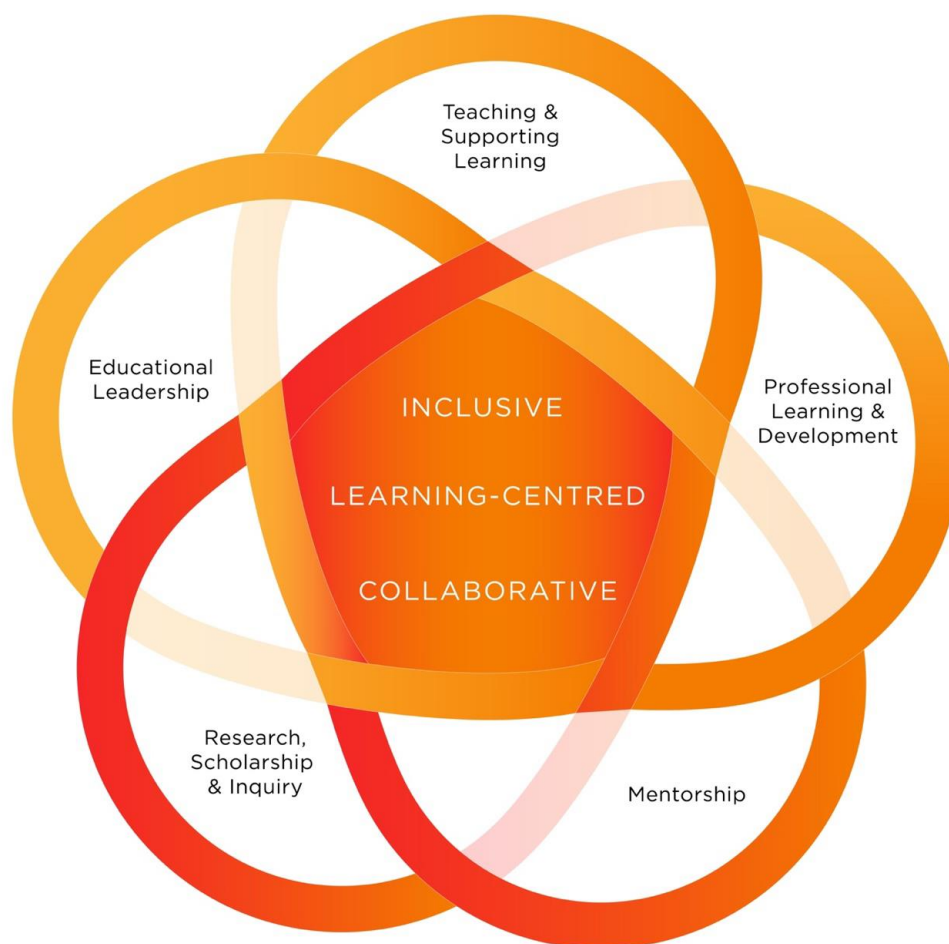

Figure 1: Conceptualization of a framework for the development of teaching expertise

The following section summarizes the five facets of teaching expertise highlighted in the framework. Each instructor will situate their practice uniquely within the context of this framework, and not all facets will be relevant for everyone. As you review these facets, reflect on those that resonate most with your experience, and start to identify activities and approaches you, or other instructors you admire, have used that reflect the descriptions below.

Teaching and Supporting Learning. Teaching that situates learning at its centre involves creating experiences and environments that empower students to engage, learn deeply and become self-directed learners (Barr & Tagg, 1995; Trigwell, Prosser & Waterhouse, 1999; Weimer, 2013). Teaching organized around student learning also recognizes that understanding and improving learning is an ongoing process; hence, teaching expertise is developed over time and is always evolving (Hendry & Dean, 2002; Kreber, 2002). A commitment to setting clear expectations for both teaching and learning, regularly providing and gathering feedback, and critically reflecting on one's teaching practice and philosophy guides practitioners in a learning-focused teaching framework (Brookfield, 1995; Lizzio, Wilson & Simons, 2002; Nichol & Macfarlene-Dick, 2006; Tigelaar et. al, 2002).

Professional Learning and Development. Professional learning and development are key components of expert practice and contribute to teacher-reflective practice. Both reflective practice and participation in formal and informal professional development are linked to improved student learning outcomes and engagement, as well as improved experiences for teachers (Carmichael, 2012). Professional development includes engaging in formal processes such as conferences, seminars, workshops and courses or programs on teaching and learning. Professional learning can also occur in informal contexts such as discussions among work colleagues, independent reading and research, observations of a colleague's work or other learning from a peer (Arthur, 2016).

Mentorship. Mentorship is characterised as a positive, mutually beneficial relationship that supports the teaching and academic development of both mentor and mentee (Mathias, 2005). Mentoring relationships foster self-exploration, career advancement, intellectual development, enhanced confidence and competence, social and emotional support, academic citizenship and socialization, information sharing and professional identity formation (Angelique, Kyle & Taylor, 2002; Foote & Solem, 2009; Johnson, 2007; Kram, 1983; Schlosser et al., 2011). Mentorship typically occurs between an experienced faculty member and a less experienced colleague, student or postdoctoral scholar, but can also occur in a group context (Phillips, Dennison & Cox, 2015). Developed formally (i.e., structured programs) or informally, mentorship focuses on topics most relevant to the mentor and mentee.

Research, Scholarship & Inquiry. One way in which teaching expertise is both *developed* and *expressed* is through research, scholarship and inquiry--terms that reflect the variations of activity across different contexts (Poole, 2013). Teaching and learning have a complex relationship that invites teachers to develop "pedagogical content knowledge" (Shulman, 1986), or an understanding of how learning happens (or doesn't) within specific disciplines and subject areas. Research, scholarship and inquiry play key roles in developing this knowledge. Expert teachers consult relevant existing research to build a strong foundation for designing, implementing, and assessing effective learning experiences for students (Shulman, 2004). Expert teachers may also conduct and share their own pedagogical research, scholarship or inquiry, not only to advance their own understanding, but also to contribute to the larger body of knowledge about effective teaching and learning (Felten 2013; Shulman, 1993).

Educational Leadership. Educational leaders influence change and implement initiatives to strengthen teaching and learning practices, communities and cultures (Keppell, O'Wyer, Lyon & Childs, 2010; Mårtensson & Roxa, 2016; STLHE, n.d.). They share their expertise to inspire and help others strengthen their teaching practices; implement strategic programs, initiatives and policies to improve teaching and student learning; advocate for positive change; and lead institutions, faculties and committees to continuously improve postsecondary education (Creanor, 2014; Mårtensson & Roxa, 2016, STLHE, n.d.; Taylor, 2005; UBC, n.d.; University of Calgary, n.d.). Educational leadership is demonstrated through formal leadership roles (e.g., Committee Chairs, Department Heads, Deans, Provosts), structures and responsibilities, and through leadership activities that may not be formally identified as part of one's teaching responsibilities (Creanor, 2014; Gosling, Bolden & Petrov, 2009; Bolden, Petrov & Gosling, 2008; Jones, Lefoe, Harvey & Ryland, 2012; Keppell, O'Wyer, Lyon & Childs, 2010; Mårtensson & Roxa, 2016). Educational leaders identify, understand and consult with others within their local contexts (Taylor, 2005). They build and nurture positive relationships, and bring together effective teams creating collaborative opportunities to enhance teaching and learning.

Teaching Philosophy Statements

Teaching philosophy statements clearly communicate our beliefs about teaching and learning, why we hold these beliefs, and how we translate them into practice. They provide the foundation for teaching dossiers. Teaching philosophy statements can be used for a variety of purposes, such as job applications, as a foundational element of a teaching portfolio, within the context of tenure and promotion reviews and for teaching award applications (Chism, 1998; Kearns & Sullivan, 2011; Schonwetter et al., 2002). Perhaps most importantly, teaching philosophy statements support our own growth and development as educators by providing us with the opportunity to reflect upon and communicate why we do what we do to support teaching and learning (Beatty et al., 2009).

What Does a Teaching Philosophy Statement Look Like?

Although there are no hard and fast rules, teaching philosophy statements are typically presented as one to two-page reflective documents written as first-person narratives (Chism, 1998) that highlight how your personal experiences have informed your beliefs. As appropriate, they may also link to scholarly literature to further ground your beliefs and practices. Building upon the work of Chism (1998) and Schonwetter et al. (2002), it is useful to communicate the structure of a teaching philosophy statement around 4 key components (Figure 2): Beliefs (what do you think?); Strategies (what do you do?); Impact (what has been the impact?); and Goals (how will you improve?). Table 1 highlights some of the key components of a teaching philosophy statement with guiding questions for reflection.
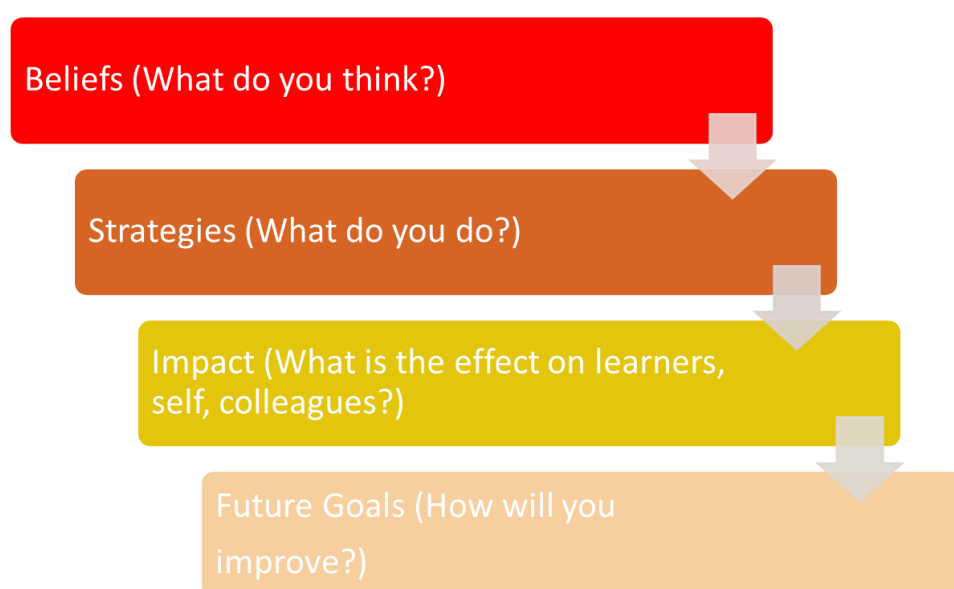

Figure 2: Key components of a teaching philosophy statement

Based on this framework, the introductory section of a teaching philosophy statement summarizes your core beliefs about teaching and learning, describes why you hold these beliefs based on personal experience and cites scholarly literature related to teaching and learning in higher education. The next section provides an overview of specific strategies you use in your practice that actively demonstrate and align with these beliefs. The final sections highlight the impact that your teaching and learning approaches have had on yourself and others (e.g., students and colleagues). This section may also highlight the methods you use to assess and evaluate your teaching. Finally, the concluding section most often summarizes your key beliefs, and highlights your goals and commitment to continuous growth and improvement.

Table 1

Key Components of a Teaching Philosophy Statement with Guiding Questions for Reflection

Philosophy Statement Components	Guiding Questions
Beliefs about teaching and learning and post-secondary education	What are my beliefs about teaching and learning in post-secondary education? Why do I hold these beliefs? Who or what has most informed my teaching approaches? What are the best learning experiences I had as a student? How have my beliefs been influenced by my teaching experiences and/or scholarly literature related to teaching and learning? What difference do I hope to make as a teacher? What does it mean to be a good teacher in a post-secondary context? What does good teaching look like in my discipline? What does it mean to be a good learner in a post-secondary context?
Teaching strategies and strengths	What teaching and learning strategies do I use? How do these strategies align with my beliefs? What are the best teaching experiences I had as an instructor? When have I felt most engaged and affirmed as an instructor? What are my key strengths and skills as an instructor? Why do I use particular teaching strategies as opposed to others? What am I proudest of? What sets me apart? What are some of my accomplishments as a post-secondary educator?
Impact	What difference have I made, and how do I know? What am I trying to achieve in my students with my teaching? What has been the impact of my approaches to teaching and learning (on me, on students, on colleagues)? What have others learned from my teaching and learning approaches? What methods do I use to evaluate my impact?
Future goals	How will I continue developing, growing and improving as an educator? What interests me most about teaching in post-secondary education? What are my future goals and aspirations as an instructor in post-secondary education?

Adapted from: Kearns, K.D. & Sullivan, C.S. (2011); Schonwetter et al. (2002); Seldin, P., Miller, J. E., & Seldin, C. A. (2010); Stavros & Hinrichs (2011)

A Process for Developing a Teaching Philosophy Statement

Creating a teaching philosophy statement begins with reflecting on and articulating your key beliefs about teaching and learning. As faculty, we seldom take the time to reflect on the underlying values that inform our teaching approaches and practices. Whether or not we recognize it, what we do is shaped by foundational ideas about what good teaching and learning is all about. In order to begin the reflective process involved in articulating our foundational beliefs about teaching and learning, it can be helpful to consider some concepts from the literature. The following principles have been adapted by Kenny (2014) from Chickering and Gamson's (1987) seven principles for good practice in undergraduate education, Ramsden's (2003) thirteen principles for effective university teaching; Weimer's (2013) five key changes to practice for learner-centred teaching, and Lizzio et al.'s (2002) conceptual model for an effective academic environment.

These learning-centred principles are intended to offer a starting point for you to build upon in articulating your personal beliefs, specifically by providing language that might be helpful in discussing your philosophy of teaching. As you review these principles, consider those that resonate for you, and what might be missing in terms of your own key beliefs.

Actively Engage Learners: ensure learning material is stimulating, relevant and interesting; explain material clearly; use a variety of methods that encourage active and deep approaches to learning, as well as adapt to evolving classroom contexts.

Demonstrate Passion, Empathy and Respect: show interest in students' opinions and concerns; seek to understand their diverse talents, needs, prior knowledge and approaches to learning; encourage interaction between instructor and students; share your love of the discipline.

Communicate Clear Expectations: make clear the intended learning outcomes and standards for performance; provide organization, structure and direction for *where the course is going*.

Encourage Student Independence: provide opportunities to develop and draw upon personal interests; offer choice in learning processes and modes of assessment; provide timely and developmental feedback on learning; encourage metacognition to promote self-assessment of learning.

Create a Teaching and Learning Community: use teaching methods and learning strategies that encourage mutual learning, as well as thoughtful, respectful and

collaborative engagement and dialogue between all members of the classroom community.

Use Appropriate Assessment Methods: clearly align assessment methods with intended course outcomes; provide clear criteria for evaluation; emphasize deep learning; scaffold assessments to ensure progressive learning.

Commit to Continuous Improvement: gather formative and summative feedback on your teaching; practice critical self-reflection; consult scholarly literature on teaching & learning; engage in meaningful conversations with colleagues; identify clear goals for strengthening your teaching practice.

Now that you have started to identify your personal beliefs about teaching, the following worksheet will help you focus your thinking. The questions below are not easily answered, nor do they have a right or wrong answer. We recommend that you use a free-writing method, which involves letting yourself write whatever comes to mind, as you reflect on the first four questions. By the time you reach the fifth question, you will be able to articulate your core beliefs with some specificity (usually two to three beliefs form the basis for the teaching philosophy statement).

Worksheet 1: Developing Your Teaching Philosophy Statement

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 two to three key beliefs do I hold about teaching and learning in my context? What matters most to me?

6. What do I want readers of my teaching philosophy statement to remember most about my beliefs and practices?

Key Considerations: The Importance of Alignment

A teaching philosophy statement not only identifies our core beliefs; it also provides high-level examples of how we put those beliefs into practice, and reflections about the impact of those practices on others (including students and/or colleagues). Future goals related to our teaching practices and impact are also often articulated in a teaching philosophy statement. A well-crafted philosophy statement aligns beliefs with examples, impact and goals. Table 2 provides a worksheet that can be used to brainstorm ways of creating this alignment in your philosophy statement.

Table 2
Worksheet 2: Framework for aligning a teaching philosophy statement

Beliefs	Strategies	Impact	Future Goals
What are my key beliefs about teaching and learning? As identified in Worksheet 1, Q. 6	How do I (or will I) put my beliefs into practice? What teaching and learning strategies do (will) I use?	How do I (will I) evaluate the effectiveness and impact of my teaching strategies?	How do I hope to continue to improve and grow?

Adapted from: Schonwetter, D.J., Sokal, L., Friesen, M., & Taylor, L.K. (2002).
Educational Leadership Philosophy Statements

Educational leadership has garnered increased interest in higher education, as research suggests that local leaders play important roles in creating strong teaching and learning cultures and communities (Bolden, Petrov & Gosling, 2008; Mårtensson and Roxå, 2016). Leadership in the context of teaching and learning is not only relegated to those in formal leadership positions. Increasingly, teaching awards such as the University of Calgary Award for Educational Leadership and the 3M National Teaching Fellowship require instructors to articulate and provide evidence of their educational leadership practices. Faculty with appointments in teaching-focused ranks are also often required to provide evidence of their educational leadership contributions as they progress through the ranks of Senior Instructor to Teaching Professor.

Educational leadership philosophy statements clearly communicate beliefs about educational leadership, why we hold these beliefs, and how we translate them into practice. They articulate and make visible the many ways that educational leadership is enacted in higher education, to have an impact beyond our own teaching practice (within the University of Calgary and/or more broadly). For example, educational leaders mentor and inspire colleagues; develop and lead curriculum and learning initiatives; share their educational expertise through professional development programs; involve and enable others to enact change; engage and disseminate scholarship in teaching and learning; and influence department and institutional teaching and learning cultures (Fields, Kenny, and Mueller, in press; Taylor, 2005; UBC, n.d.; STLHE, n.d; University of Calgary, n.d.).

What Does an Educational Leadership Philosophy Statement Look Like?
Similar to a teaching philosophy statement, an educational leadership philosophy statement is typically one to two pages in length and written in the first-person narrative style. Building upon the teaching philosophy statement work of Chism (1998) and Schonwetter et al. (2002), an educational leadership philosophy statement can be structured around four key components (Figure 3): Beliefs (what do you think?); Strategies (what do you do?); Impact (what has been the impact?); and Goals (how will you improve?).

Figure 3: Key components of an educational leadership philosophy statement (adapted from Kenny, Jeffs & Berenson, 2015)

Based on this framework, the introductory section of an educational leadership philosophy statement summarizes your core **beliefs** about educational leadership, and describes why you hold these beliefs based on personal experience and scholarly literature related to leadership in higher education. The next section provides an overview of specific ***activities and initiatives*** you have implemented that actively demonstrate and align with these beliefs. The final sections highlight the ***impact and influence*** that your leadership has had on yourself and others (e.g. learners, colleagues, departments, faculties etc.). Finally, the concluding section most often summarizes your key beliefs, the influence you have had on teaching and learning within the University of Calgary (and/or more broadly) and your ***future aspirations*** for your own growth and for leading and inspiring change. Table 3 provides an overview of specific questions for reflection for each section of an educational leadership philosophy statement.

Table 3

Key Components of an Educational Leadership Philosophy Statement with Guiding Questions

Philosophy Statement Components	Guiding Questions
Beliefs about educational leadership	What are my beliefs about educational leadership in post-secondary education? Why do I hold these beliefs? Who or what has most informed my leadership approaches? How have my beliefs been influenced by my experiences as a postsecondary educator and/or by scholarly literature related to leadership? What difference do I hope to make as a leader? What does it mean to be a good leader in a post-secondary context?
Educational leadership activities and initiatives	What educational leadership activities, practices and initiatives have I implemented? How do these align with my beliefs? When have I felt most engaged and affirmed as an educational leader? What are my key strengths and skills as a leader? What am I proudest of? What sets me apart? What are some of my accomplishments as a post-secondary leader?
Impact and Influence	What difference have I made, and how do I know? What has been the impact and influence of my educational leadership (on me, on students, on colleagues, on my department, on my faculty, on the institution and beyond)? What have others learned from my leadership approaches?
Future aspirations	How will I continue developing, growing and improving as a leader? What interests me most about teaching and learning in post-secondary education? What changes do I most hope to see and inspire? What are my future goals and aspirations as a leader in post-secondary education?

Adapted from: Kearns, K.D. & Sullivan, C.S. (2011); Schonwetter et al. (2002); Seldin, P., Miller, J. E., & Seldin, C. A. (2010); Stavros & Hinrichs (2011)

A Process for Developing an Educational Leadership Philosophy Statement

The following worksheet can help you focus your thinking on your educational leadership beliefs and practices. Again, the questions below are not easily answered, nor do they have a right or wrong answer. It is recommended that you use a free-writing method, which involves letting yourself write whatever comes to mind as you reflect on the first four questions. By the time you reach the fourth question, you will be able to articulate your core beliefs with some specificity (usually two to three beliefs form the basis for your educational leadership philosophy statement).

Worksheet 3: Developing Your Educational Leadership Philosophy Statement

1. What are my beliefs about educational leadership in postsecondary education? What does it mean to be a good leader at the University of Calgary?

2. Who or what has most influenced my thinking about educational leadership? When have I felt most engaged and affirmed as an educational leader?

3. What educational leadership activities, practices and/or initiatives have I implemented? What do these say about my beliefs?

4. What 2-3 key beliefs do I hold about educational leadership? Why?

Key Considerations: The Importance of Alignment

Akin to teaching philosophy statements, educational leadership philosophy statements identify not only our core beliefs, they also provide high-level examples of how we put those beliefs into practice, and reflections about the impact of those practices on others (including our colleagues). Future goals related to our educational leadership practices and impact are also often articulated in educational leadership philosophy statements. A well-crafted philosophy statement aligns beliefs with examples, impact and goals. Table 4 provides a worksheet for brainstorming ideas and creating this alignment in your philosophy statement.

Table 4

Worksheet 4: Framework for aligning an educational leadership philosophy statement

Beliefs	Activities and Initiatives	Evidence	Critical Reflection
What key beliefs do you hold about educational leadership?	What activities and initiatives have you implemented that demonstrate educational leadership?	What difference have you made, and how do you know? What data and documentation provide evidence of your educational leadership initiatives and their impact (on students, colleagues, your department, faculty, institution and beyond)?	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 you continue growing and improving? What are your future goals and aspirations as a leader in post-secondary education?

Adapted from: Schonwetter, D.J., Sokal, L., Friesen, M., & Taylor, L.K. (2002).

Creating a Teaching Dossier

Once you have drafted a teaching philosophy and/or educational leadership philosophy statement, you will be able to begin creating your dossier. Remember that your dossier is a curated document compiled for a specific purpose. Some people therefore find it helpful to maintain an ongoing set of evidence and artifacts used in their teaching and educational leadership practices from which to curate and choose examples. There are three key components to consider when creating a teaching dossier and/or educational leadership dossier: 1. Philosophy, 2. Evidence and Alignment and 3. Authentic reflection (Figure 4).

Figure 4: Key components of a dossier. Adapted from: McDonald et al., (2016).

Philosophy. The strongest teaching dossiers are grounded in philosophy statements that provide overviews of key beliefs related to teaching and learning, describe why the nominee holds those key beliefs based on personal experience or literature related to teaching and learning, and briefly highlight how the nominee puts those beliefs into practice.

Evidence and Alignment. Two types of alignment are apparent in the strongest teaching dossiers. The first may be referred to as horizontal alignment (or how one's beliefs about teaching and learning relate both to the strategies one uses in practice and to evidence of one's impact). A framework for exploring horizontal alignment is provided in Table 5. It is important that you carefully select and curate the most important evidence to demonstrate: 1) the teaching, learning and educational leadership strategies you use to put your beliefs into practice and 2) the impact that these strategies have had on others. The second type of

alignment, which may be referred to as vertical alignment, is the alignment of evidence from multiple data sources and perspectives (e.g. self, colleagues, and students). Vertical alignment helps strengthen the quality and scope of evidence presented in the dossier.

Authentic Reflection. The dossier should capture your authentic voice and be grounded in a strong reflective narrative, providing the reader with a clear understanding of your beliefs, approaches, contributions, expertise and strengths. This reflective narrative is often woven throughout each section and should situate the information, providing meaning and context to guide the reader towards an understanding of:

1) why you do what you do to support teaching and learning,

2) the scope, context and impact of your contributions,

3) what you have learned through these experiences (including how this will inform their future practice), and

4) how you hope to continue growing and improving into the future.

This narrative should help paint a picture so that readers can see who you are in the classroom. By carefully grounding your dossier in a philosophy that clearly describes your beliefs, thinking carefully about aligning your beliefs and strategies, aligning your evidence across multiple data sources and perspectives, and capturing your authentic voice in a reflective narrative, you will show readers what makes your accomplishments stand out.

What Does a Teaching Dossier Look Like?

A teaching dossier presents an integrated summary of your teaching philosophy, approaches, accomplishments and effectiveness. It contains documents and materials that provide evidence of the scope and quality of your teaching practice (Seldin et al., 2010). A teaching dossier is grounded in a strong teaching philosophy statement describing your fundamental beliefs about teaching and learning, why you hold those beliefs and how you translate them into practice. The teaching philosophy statement should become the thesis around which the dossier is built, providing a framework for the presentation of evidence and exemplary materials (Schonwetter et al., 2002). A dossier highlights the teaching practices you implement to support your teaching philosophy's key claims, and it provides strong evidence of those strategies' effectiveness. A teaching dossier should be presented as an organized, integrated and cohesive document that provides a critically reflective narrative of your teaching experience. Table 5 offers a teaching dossier table of contents and examples of what might be included in each section.

Table 5

Example Teaching Dossier Table of Contents

Section	What to include
Teaching responsibilities	Summary of courses or sessions taught, supervisory roles, practicums and clinical teaching experiences.
Teaching 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 courses.
Professional learning & development	Professional learning and development activities related to teaching and learning.
Engagement in teaching and learning research	Description of engagement in teaching and learning research, 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.
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.
Awards and recognition	A description of nominations, awards and recognition for your contributions to teaching and student learning.
Evidence of student learning and success	Artefacts that support your contributions and philosophy.
Appendix	Completed documentation to support statements of accomplishment included throughout the dossier as indicated above.

A Process for Developing a Teaching Dossier

In the same way that there is not one single "official" format for teaching dossiers, there are multiple ways to approach preparing your dossier. However, we offer these steps to guide your progress. This is an iterative process, and you will likely circle back to certain steps a few times.

1. Determine what purpose your dossier will serve (i.e., tenure and promotion, employment application, teaching awards package, personal reflection and growth), as well as the intended audience.
2. Summarize teaching responsibilities, including courses currently and recently taught, and other teaching-related activities (see Figure 1: Teaching Expertise in Postsecondary Education Framework).
3. Create a teaching philosophy statement that describes why you do what you do in your teaching practice. This is typically presented in a 1-2 page reflective summary.
4. Create a draft table of contents (see Table 7). The contents, order and presentation of the dossier should reflect its intended purpose and audience. You will likely not need all of these sections, nor will you have evidence for all of these sections. The intent of this table is to provide you with opportunities to draft and curate things to include in your dossier.
5. Once you have decided which sections to include in your dossier, you will need to gather support documentation to inform readers of the nature and extent of your teaching activities and accomplishments, as well as to provide evidence of the claims made in your teaching philosophy statement. The above section highlights a wide range of possible sources and types of evidence. Some people create files (electronic or paper) reflecting their draft table of contents in order to begin gathering and organizing their supporting documentation.
6. For each section of your dossier, you will want to provide context for the evidence you have chosen (i.e., how you summarized USRI data), as well as reflect on the meaning of the evidence for your teaching and learning practice. A reader will want to see evidence of your strengths and areas for growth; it is important to include things that did not go as planned in order to demonstrate your willingness to expand your practice and to critically reflect on your learning.
7. Present the dossier as an organized, integrated document. The body of the teaching dossier should consist of summaries rather than raw data (Knapper & Wright, 2001). Evidence is most often presented in its entirety in the appendix. Throughout the body of the dossier, reference the artefacts in the appendix that best illustrate your key claims and beliefs about teaching and learning.

Gathering Evidence from Multiple Sources

The structure of a teaching dossier can be conceptualized around the types of evidence you have gathered: evidence from self, evidence from students and evidence from colleagues. The section below describes possible teaching dossier sections from these perspectives. Evidence from scholarly literature may also be provided throughout the dossier to further highlight how your teaching and learning approaches are informed by research related to teaching and learning. Appendix A offers an expanded resource for providing evidence to help you record and reflect on the various elements of your practice.

Evidence from Self. This section describes who you are, what you believe about teaching and student learning, what you do, what you have accomplished and where you want to go. It typically contains the following components.

- *Philosophy Statement:* One to two pages describing what you believe about teaching and student learning, why you hold those beliefs and brief highlights of how you put them into practice. Depending upon your career stage and roles and responsibilities, this may also include an educational leadership philosophy statement.

- *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.

- *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 and how you will you continue to grow and improve.

- *Educational Service and Leadership:* List and description of engagement in initiatives implemented and/or service contributions to help strengthen teaching and learning (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 learning, what this work says about your strengths, what you have learned through these experiences and how you hope to further grow and develop.

- *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.
- *Engagement in teaching and learning research*: Should include 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 and how you have incorporated those learnings into your practice, how those 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).
- *Goals:* Short- and long-term goals related to teaching and student learning to provide evidence of continuous growth and development.

Evidence from Students. This section provides evidence of the scope and impact of your practices and accomplishments from the students' perspectives. It typically contains the following components:

- *Course Evaluation Data:* Summary of course evaluation data (e.g. USRI) presented in a table over multiple learning contexts, years and courses. Table 6 provides an example structure for presenting course evaluation data. 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.
- *Student Comments:* Examples of unedited student comments from 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 and how they connect to your philosophy and practices, what these data say about your strengths and what actions you will take to grow and improve.

- *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.

- *Awards:* A title and description of nominations and recognition received from students (e.g. Students' Union Teaching Awards) 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 award? Who specifically nominated you?). Brief reflection on why you received these awards, how they link back to your teaching philosophy, what they say about your strengths and accomplishments and what you have learned through receiving them.

Table 6
Example structure for presenting course evaluation data

USRI item	Course Code (Year) Mean Student Rating	Course Code (Year) Mean Student Rating	Course Code (Year) Mean Student Rating	Dept or Faculty (Year) Mean Student Rating
Overall instruction	6.1	5.7	6.1	5.7
Enough detail	6.2	5.8	6.2	5.8
Course consistent with outline	6.3	5.9	6.3	5.9
Course well-organized	5.8	5.7	6.3	5.8
Student questions responded to	6.4	5.2	6.4	5.2
Communicated with enthusiasm	6.6	6.2	6.8	5.4
Course assistance	6.5	6.4	6.4	5.8
Students treated respectfully	6.2	6.4	6.8	5.6
Evaluation methods fair	6.5	5.8	6.5	5.8
I learned a lot	6.6	5.9	6.6	5.9
Course materials helped me learn	6.0	5.8	6.2	5.7

Evidence from Colleagues. This section provides evidence of the scope and impact of your practices and accomplishments from your colleagues' perspectives.

- *Awards:* A title and description of nominations and recognition for 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 or international award? Who nominated you?). Brief reflection on why you received these awards, how they link back to your teaching philosophy, what they say about your strengths and accomplishments and what you have learned through receiving them.
- *Invitations to present or teach:* A list of external invitations to teach or invitations to speak based on your contributions to teaching and student learning. Brief reflection on what these invitations say about your strengths and accomplishments, and what you have learned through these experiences.
- *Unsolicited feedback or testimonials:* Example statements or testimonials from colleagues regarding your teaching and learning practices. Brief reflection on how these statements link back to your teaching philosophy, and what these statements say about your strengths and accomplishments.
- *Peer observations or review of teaching:* A summary of peer evaluations and reviews of your teaching or course learning materials. Brief reflection on how these evaluations and reviews link back to your philosophy, what these reviews say about your strengths and accomplishments, what you have learned through these experiences, including any changes you have made to your teaching as a result, and how will you continue to grow and improve.

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.

- *Complete documentation:* Full documents to support statements of accomplishment included throughout the dossier as indicated above (e.g. course outlines, assignments, course materials, examples of student work, course evaluation results, peer observation reports, SoTL publications).
- *Letters of Support:* Signed letters from 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.

Key Considerations: The Importance of Alignment

Parallel to teaching philosophy or educational philosophy statements, dossiers not only identify our core beliefs about teaching and learning they also provide exemplars of how we put those beliefs into practice. A well-crafted dossier aligns beliefs with strategies, evidence, and critical reflection. Table 7 provides a framework for aligning a dossier with an example or what this might look like.

Table 7

Framework for Aligning a Dossier with an Example

Beliefs	Strategies	Evidence	Critical Reflection
What key beliefs do you hold related to teaching and learning?	What strategies and activities do you use and put into practice that support these beliefs?	What information and materials provide evidence of these strategies and activities? What data and documentation provide evidence of your impact on student learning?	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?
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	*Weekly on-line reflective learning journals* *One-page reflective summaries for course projects and papers*	*Assignment description for online-reflective learning journals* *Student course evaluation comments related to the development of their ability for critical reflection* *Exemplary student submissions*	*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.*

Reading and Evaluating Dossiers

Dossiers—as dynamic, evolving documents of philosophy, practice, evidence and reflection—can serve a number of purposes and, therefore, need to be read in light of their intended purpose. Dossiers may be assessed formatively (for improvement) by yourself or a peer or summatively (for decision-making) by a hiring, tenure and promotion, or award committee that has established criteria and priorities. The questions below can serve as starting points for assessing your own or someone else's dossier:

- Is the dossier strongly grounded in a teaching philosophy statement that clearly summarizes the author's core beliefs about teaching and learning, and the key claims he/she makes about his/her practice? Does the philosophy statement provide a strong framework for the presentation and organization of the dossier?
- Is evidence provided from multiple perspectives (e.g., self, instructors, peers,) to substantiate claims made throughout the dossier? Are the sources of evidence appropriate given the context of the author's teaching roles, responsibilities, experiences, and expertise? (Note: the depth of evidence presented in a new academic's dossier will vary from that from of an experienced academic). Can strong alignment be seen between the evidence provided and claims made throughout the dossier?
- Are links to scholarly literature provided throughout the dossier where appropriate?
- Is the dossier grounded by a critically reflective narrative that puts the evidence into context, highlights key learning, and describes how the author's teaching and learning approaches have developed and evolved over time? Does the reflective component make connections between the philosophy statement and evidence, and across sources of evidence? Is the author's voice evident and consistent throughout the dossier?
- Is the dossier presented as a clear, succinct, and integrated document? Is the dossier presented in a way that is appropriate for the intended audience and purpose and given the author's teaching roles, responsibilities, experience and expertise? Is the dossier organized in a way to direct and guide the reader?
- In general, what are the strengths of this dossier? What specific changes could be made to improve this dossier?

If you will be reviewing teaching dossiers for summative purposes, these questions and the following rubric (Table 8) can be combined, as appropriate, with your hiring or award criteria to create a customized rubric that may be used to support ranking a number of submissions. If you are reviewing a teaching dossier informally for feedback, the rubric below provides a starting point from which to help identify both the strengths and areas for potential growth of a teaching dossier.

Table 8

Teaching Dossier Self- Or Peer-Assessment Rubric

Areas To Strengthen	Criteria	What Is Already Strong
	Teaching Philosophy Statement • Clearly summarizes core beliefs about teaching and learning • Core beliefs are grounded in personal experience • Core beliefs are grounded in the scholarship of teaching and learning, where appropriate • Briefly illustrates beliefs with examples of strategies and approaches – either demonstrated or planned • Provides examples of strategies used to evaluate own effectiveness – either demonstrated or planned • Demonstrates a commitment to continuous learning and growth – summarizes future goals Quality and Alignment of Evidence • Evidence of teaching strategies and approaches is from multiple perspectives (self, students, peers) • Sources of evidence are appropriate to the context of person's roles, responsibilities and experiences (including both formative and summative feedback where appropriate) • Evidence is meaningfully chosen and illustrates/directly connects to the beliefs described in the philosophy statement • Evidence is introduced with a clear rationale for its inclusion as well as description of its context	

Critical Reflection
- Thoughtfully integrated throughout the dossier
- Clearly addresses how evidence of teaching and learning reflects stated beliefs and has implications for future goals and learning
- If appropriate, reflects on how teaching practice has evolved over time based on experiences and feedback

Personal Expression and Context
- Author's voice is clear and authentic
- Narrative summaries are provided to give context to teaching experiences and evidence chosen
- Quality of writing and expression enhances reader's overall impressions of the dossier

Design and Organization
- Professionally presented in a way that is appropriate for audience and purpose
- Logical and consistent structure, including a table of contents
- Presented as a clear, succinct, integrated document

Concluding Comments

Dossiers present an integrated summary of your teaching philosophy, approaches, accomplishments, and effectiveness. We hope this guide helps you to develop a well organized, integrated, and cohesive teaching dossier that provides a reflective narrative of your teaching experience while outlining future teaching goals. Whether you are preparing you teaching dossier for a job application, tenure and promotion, annual performance review, professional learning, or teaching award we hope the process of writing your teaching dossier provides the valuable opportunity for continued reflection, professional development, growth, and improvement related to your teaching and learning practices.

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Appendix A
Guide for Providing Evidence of Teaching
September, 2018
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This document provides a guide to help you identify and record the various elements of your teaching and learning practices. You may find it helpful when preparing materials that require you to describe your teaching practice and impact (such as teaching dossiers and teaching award nomination packages) or for identifying activities you would like to pursue to enhance your teaching practice. It has been developed based on the *Teaching Expertise Framework* (Kenny et al., 2017).

Please Note: This is **not** a checklist, and not every facet or category may be relevant to your practice. The guide simply lists items you may want to include and ways in which you can document them. You may find some categories could indicate overlap – for each piece of evidence, you can choose the most relevant category given your particular context.

Facets of Teaching Expertise and Examples of Supporting Evidence

Teaching and Supporting Learning
Teaching that places learning at its centre involves creating experiences and environments that empower students to engage, learn deeply, and become self-directed learners (Trigwell, Prosser & Waterhouse, 1999; Weimer, 2013). Teaching organized around student learning also recognizes that understanding and improving learning is an ongoing process, hence, teaching expertise is developed over time and always evolving (Hendry & Dean, 2002; Kreber, 2002). A commitment to setting clear expectations for both teaching and learning, regularly providing and gathering feedback, and critically reflecting on one's teaching practice and philosophy guides practitioners in a learning-focused teaching framework (Lizzio, Wilson & Simons, 2002; Nichol & Macfarlene-Dick, 2006; Tigelaar et. al, 2002).

Example Activities	*Examples of Evidence*
- Reflects on the teaching and learning approaches that are typically used in one's discipline - Explores the process of placing student learning at the centre of one's teaching activities	**Evidence from Self:** - Teaching 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. - List of teaching roles and responsibilities (overview of courses taught --title, description, enrollment, graduate/undergraduate, required/elective; practica; clinical teaching).

- Recognizes that there are multiple ways to design learning experiences and engage with students - Recognizes that teaching expertise is developmental in nature - Reads about teaching and learning approaches and activities - Tries new teaching and learning approaches and activities - Intentionally aligns course components (i.e., learning goals, learning activities, assessment strategies) - Develops educational experiences with a range of learners in mind - Designs participatory learning activities - Encourages students to apply their learning in novel contexts - Designs assessment strategies that provide clear criteria and timely feedback - Establishes appropriate course workload requirements to challenge students while ensuring adequate time and support - Collects feedback at various times from a variety of sources - Uses student feedback to adjust teaching practices - Develops a teaching philosophy - Shares teaching philosophy with colleagues and students - Begins to gather evidence for a dossier that documents one's effectiveness and growth - Creates opportunities for students to become aware of the conditions that best support their learning	- Selected course materials such as: a description of an innovative teaching activity or approach (i.e.: inquiry-based, experiential learning); an informal survey designed to collect feedback on a novel teaching activity; a lesson plan for an interactive class; an excerpt from a course outline; an assignment description; a grading rubric; a learning resource and/or materials. - Reflections on your teaching, including evidence collected from students and colleagues. How these strategies and supporting material link back to your teaching philosophy, what they say about your strengths and accomplishments, what you've learned and how you will continue to grow and improve. - Short and long-term teaching goals. **Evidence from Students:** - Summative Student ratings of instruction/USRI or other course evaluation data (qualitative and quantitative). - Intentional formative/midterm feedback collected from students. - Formal Faculty feedback/evaluation form data (e.g. student comments). - Samples of student work (e.g. exemplars, successive drafts). - Student achievements directly related to your teaching and learning activities (i.e.: career placement, grad school admission, publications, presentations). - Teaching awards received from student bodies (e.g. Student Union Teaching Awards). - Selective and purposeful informal feedback from learners that speak directly to specific teaching practices and/or impact. - Letters of support from former students (no longer teaching or in a supervisory relationship). **Evidence from Colleagues/Peers:** - Teaching observation documents (e.g. Teaching Squares). - Records from formal or informal review of course materials from peers. - Selective and purposeful informal feedback from colleagues that speak directly to specific teaching practices and/or impact. - Letters of support from colleagues. - Teaching awards (title, description, nomination process, and criteria of award). - Invitations to teach. - Peer-reviewed publications related to teaching and learning.

- Engages students as collaborators or partners in the classroom (e.g., includes students in course and assignment design) - Formally and informally shares course materials and teaching approaches with colleagues - Situates their courses within broader curriculum planning processes	- Peer feedback from clinical practicum and/or preceptorship feedback. - Cooperative (Coop) work placement supervisor feedback regarding student learning and development

Supervision and Mentorship

Supervision or mentorship is characterized as a positive, respectful, mutually-beneficial relationship that supports the teaching and academic development of both mentor and mentee (Mathias, 2005). Mentoring relationships foster self-exploration, career advancement, intellectual development, enhanced confidence and competence, social and emotional support, academic citizenship and socialization, information sharing, and professional identity formation (Johnson, 2007; Schlosser et al., 2011; Foote and Solem, 2009). Mentorship typically occurs between an experienced faculty member and a less experienced colleague, student or postdoctoral scholar, but can also occur in a group context (Phillips, Dennison, Cox, 2015). Developed formally (i.e. structured programs) or informally, mentorship focuses on topics most relevant to the mentor and mentee. Supervisors are mentors and more. "Supervisor" means a qualified individual, who is normally an Academic Staff Member, who serves as the primary mentor to a Graduate Student, oversees the Graduate Student's academic progress, and serves as chair of the Graduate Student's supervisory committee, where applicable (University of Calgary Calendar). Supervision is a professional relationship which includes an aspect of accountability for both supervisor and supervisee. Supervisors not only provide academic supervision (research and writing), they are also expected to mentor students in career development (securing funding, dissemination, professional and collaborative skills) (CAGS, 2008).

Example Activities	Examples of Evidence
- Recognizes value of mentorship as a relational and reciprocal process - Identifies areas where mentorship is needed for one's own growth and development - Explores mentoring opportunities and resources - Seeks mentorship in a variety of contexts - Builds a mentorship network - Develops rapport, trust, and respect with mentors - Engages with mentors regularly - Reflects on and documents the influence of mentorship in one's professional growth	**Evidence from Self:** - Supervision and mentorship philosophy statement, including connections with teaching philosophy. - List of undergraduate and graduate students and post-doctoral scholars formally supervised or mentored and a description of roles/responsibilities. - List of undergraduate and graduate students and post-doctoral scholars informally supervised or mentored and a description of roles/responsibilities supervision and mentoring outside of a course (e.g., students seeking advice, job searches, graduate applications, community activities, student club activities, reference letters, etc.). - Description of mentorship provided *for* peers (e.g., discussing teaching approaches, reviewing and sharing course outlines, course materials, etc.). - Description of mentorship sought out and obtained *from* peers (e.g., asking for advice on evaluation methods, course content, approaches, etc.).

- Collaborates on specific teaching and learning activities with a mentor - Becomes a mentor for others - Develops a mentorship identity and philosophy that reflects the reciprocity of mentoring relationships - As a mentor, facilitates dialogue, outwardly encourages others, shares advice and resources, models, and promotes self-exploration and growth with mentees - Initiates discussion about academic culture, governance, politics, and institutional processes through mentorship - Creates departmental or group mentorship programs, networks, and communities - Develops and creates mentorship resources for others - Demonstrates being accessible to supervised students - Ensures regular monitoring and feedback for supervisees	- Presentations/publications on supervision or mentoring. - Support to students for presentations and publications (scholarship). - Self-developed mentorship/supervision structures, frameworks, or processes. - Written agreements made with students to support mentorship and supervision activities (e.g. monthly meetings, regular feedback, setting timelines). - Reflections on your mentorship and supervision and other evidence (i.e. evidence from students and colleagues). How these strategies and supporting material link back to your supervision philosophy, what they say about your strengths and accomplishments, what you've learned and how you will continue to grow and improve. **Evidence from Students:** - Comments made about supervision/mentoring activities on formal evaluations (if applicable). - Selective and purposeful informal feedback from learners that speak directly to specific supervision and mentorship practices and/or impact. - Letters of support from former students (no longer teaching or in a supervisory relationship). - Information about student activities and achievements related to your supervision and mentoring (e.g., job placement, graduate school admission, events organized, presentations made). **Evidence from Colleagues/Peers:** - Selective and purposeful informal feedback from colleagues that speak directly to specific supervision and mentorship practices and/or impact. - Letters of support from colleagues. - List and description of awards received for mentorship and supervision. - Requests to review course materials, give mentorship feedback/advice on teaching activities. - Requests from broader community to mentor for specific teaching and learning resources and/or support.

Professional Learning & Development	
Professional learning and development of practice is a key component of expert practice and contributes to teacher reflective practice. Reflective practice and participation in formal and informal professional development is linked to improved student learning outcomes and engagement as well as improved experiences for teachers (Carmichael, 2012). Professional development includes engaging in formal processes such as conferences, seminars, or workshops, courses or programs on teaching and learning, and collaborative learning among members of a community. Professional learning can also occur in informal contexts such as discussions among work colleagues, independent reading and research, observations of a colleague's work, or other learning from a peer (Arthur, 2016).	
Example Activities	**Examples of Evidence**
- Identifies potential professional learning opportunities - Identifies learning interests / topics / themes - Recognizes that professional learning and development is ongoing throughout one's career - Engages in professional learning opportunities (e.g., conferences, workshops, communities of practice, teaching/facilitation square, facilitation/coaching development opportunities) - Critically reflects on and documents professional learning and development (e.g., in discussions with colleagues, to self-assess, to incorporate into practice, to include in annual reviews, tenure and promotion processes, awards, teaching portfolios) - Applies learning to practice and critically reflects on that experience - Discusses learning with others - Designs, develops, and implements professional learning opportunities for colleagues - Contributes to professional learning of others (e.g., offers workshops, forums, facilitates communities of practice)	**Evidence From Self:** - Documentation of participation in teaching and learning workshops, courses (credit or non-credit), programs, mentorship, and communities of practice - Products or documents related to professional learning activities (e.g. outcomes from a community of practice) - Details of courses, workshops, and activities designed and delivered to peers (e.g number of attendees, level of involvement, goal, whether it was departmental, faculty, university-wide, regional, national or international). - Reflection on why you engaged in professional learning, what you learned and how you incorporated this into your teaching practice, and how these learnings have influenced your beliefs about teaching and learning. Reflection aligning professional development activities with evidence from students. - Semester/annual reflective memo. Reflection on learning, strengths and areas for growth. - Professional development goals (short and longterm). **Evidence From Students:** - Student comments that relate to practices that you implemented from professional learning activities. **Evidence From Colleagues/Peers:** - Peer comments that relate to practices that you implemented from professional learning activities. - Letters of support from colleagues (e.g. reflections on what they have learned from you). - Documents and feedback from peer teaching observations or teaching squares.

- Contributes to and advances the knowledge and practice of professional learning to the broader educational community	

Educational Leadership

Educational leaders influence change and implement initiatives to strengthen teaching and learning practices, communities, and cultures (Keppell, O'Wyer, Lyon & Childs, 2010; Mårtensson & Roxa, 2016). They share their expertise to inspire and help others strengthen their teaching practices; implement strategic programs, initiatives and policies to improve teaching and student learning; advocate for positive change; and lead institutions, faculties and committees to continuously improve postsecondary education (Creanor, 2014; Mårtensson & Roxa, 2016; Taylor, 2005). Educational leadership is demonstrated through formal leadership roles (e.g. Committee Chairs, Department Heads), structures and responsibilities, and through leadership activities that may not be formally identified as part of one's teaching responsibilities (Creanor, 2014; Jones, Lefoe, Harvey & Ryland, 2012; Mårtensson & Roxa, 2016).

Example Activities	*Examples of Evidence*

- Identifies opportunities to participate in governance processes that relate to teaching and learning
- Aligns one's teaching and curriculum to support institutional, program, and departmental priorities
- Participates in governance committees, working groups, and processes related to teaching and learning (e.g., members of teaching and learning committees, curriculum review committees, appeals panels)
- Participates in policy development, implementation, and/or evaluation surrounding teaching and learning
- Brings forward issues as feedback to improve program, department, or institutional teaching and learning approaches, communities, and contexts
- Participates in institutional processes, surveys, and strategy sessions related to teaching and learning
- Leads development and implementation of teaching and learning initiatives at a variety of
	Evidence From Self:
	- Description of engagement in institutional processes and strategy/planning sessions related to teaching and learning.
	- Description of initiatives developed and or led to help enable other instructors' growth as educators (e.g. workshops, communities of practice, reading groups, journal clubs, lunch and learns). Note: instructors may include peers, teaching assistants, postdoctoral scholars or other members of instructional teams.
	   ▪ Examples or excerpts from learning materials from these initiatives that demonstrate your beliefs about educational leadership, i.e. Artifacts – facilitation plans, planning documents.
	- Description of formal or informal mentorship of peers, teaching assistants or other members of instructional teams.
	- Description of contributions to teaching and learning committees, working groups, task forces/curriculum committees at various levels, including leadership roles.
	   ▪ Example outcomes from your leadership and work on committees and working groups related to teaching and learning (e.g. policy, resource development, reports).
	- Description of formal educational leadership roles (e.g. Associate Dean Teaching & Learning, Associate Dean Undergrad, Department Head).
	- List and description of invitations to speak at local, national or international conferences/events related to educational leadership.
	- Philosophy statement that describes your beliefs about educational leadership, and description of your educational leadership approaches.

levels (e.g. departmental, faculty, university, national, international) - Creates and leads initiatives to help colleagues strengthen their teaching practices - Creates and leads opportunities for colleagues to network and share experiences, and for communities of practice to develop (e.g., journal clubs, online collaborations, in person networks) - Holds formal leadership roles that advance teaching and learning (e.g., committees, curricular reviews, working groups) - Facilitates planning related to teaching and learning - Formally and informally shares course materials and teaching approaches with colleagues - Situates their courses within broader curriculum planning processes	- Description of accepted invitations to consult on, review, or contribute to the development of internal or external academic programs. - Description of accepted invitations to act as a visiting teaching and learning scholar at another institution. - Reflection on how your educational leadership contributions relate back to your teaching philosophy, your strengths, what you have learned, and how you hope to further grow and develop. **Evidence From Students:** - Evaluation data (e.g. student engagement data, retention or admission rates) that relate to your educational leadership contributions. - Letters of support from former students that speak to your educational leadership activities (no longer teaching or in a supervisory relationship). - Selective and purposeful informal feedback from learners that speak directly to specific educational leadership practices and/or impact. **Evidence From Colleagues/Peers:** - Teaching and learning workshop participation and evaluation data, including qualitative comments. - Example assessment reports from external accreditation or program review committees. - Letters of support from colleagues, senior administrators or collaborators that speak to your educational leadership contributions and impact. - Letters of support from Committee/Working Group members that speak to your educational leadership contributions and impact. - Local or national press coverage related to educational leadership initiatives. - Awards received that relate to your educational leadership contributions.

Research, Scholarship, & Inquiry

One way in which teaching expertise is both developed and expressed is through research, scholarship, and inquiry--terms that reflect the variations of this activity across different contexts (Poole, 2013). Teaching and learning have a complex relationship that invites teachers to develop "pedagogical content knowledge" (Shulman, 1986), or an understanding of how learning happens (or doesn't) within specific disciplines and subject areas. Research, scholarship, and inquiry play a key role in developing this knowledge. Expert teachers consult relevant existing research to build a strong foundation for designing, implementing, and assessing effective learning experiences for students (Shulman, 2004). Expert teachers may also conduct and share their own pedagogical research, scholarship, or inquiry not only to advance their own understanding, but also to contribute to the larger body of knowledge about effective teaching and learning (Felten 2013; Shulman, 1993).

Example Activities	Examples of Evidence
- Identifies curiosities about teaching and student learning - Becomes aware of teaching and learning research and discipline-based educational research literature - Identifies people to have conversations with about teaching and learning scholarship and research - Reads and reflects on the literature on teaching and learning - Applies SoTL and discipline-based educational research to improve one's teaching practice and students' learning - Asks questions about one's students' learning and its relationship to teaching - Collects evidence of students' learning - Participates in local conferences and events to share knowledge related to teaching and learning - Engages in research, scholarship, and inquiry with peers - Assesses the efficacy of high-impact teaching and learning practices	**Evidence From Self:** - Self-reflective comments or artifacts that connect choices within one's teaching practice to findings in discipline based education research (DBER) and/or SoTL literature. - Documentation of course materials that reflect teaching and learning research. - Description of teaching and learning research projects and/or teaching and learning grants received, connecting these to teaching and learning literature and one's professional development. - Listing involvement (participation, presentation) in non-peer reviewed events where teaching and learning research ideas are discussed with colleagues. - Editor or peer reviewer for teaching and learning, scholarship of teaching and learning or discipline-based educational research publication. - List and description of teaching and learning grants received. - List and description collaborative partnerships and research projects initiated. - Future goals related to teaching and learning research, scholarship, and inquiry. - Reflections on your teaching and learning research, and other evidence (i.e. evidence from students and colleagues). How these strategies and supporting material link back to your teaching philosophy, what they say about your strengths and accomplishments, what you've learned and how you will continue to grow and improve. **Evidence From Students:** - Summary of quantitative and/or quantative data collected as part of a systematic inquiry to inform one's teaching.

- Develops approaches to teaching that are informed by research, critical reflection (e.g., examining one's own context and assumptions), and discussions with peers - Contributes to the knowledge and practices of the broader academic community (e.g., conference presentations, publications) to expand and advance the practice and scholarship of teaching and learning	- Themes in student data and feedback that characterize students' learning experiences. - Description and documentation of ethical research/scholarly/inquiry strategies for providing a variety of student feedback and data on their learning (e.g. focus groups, surveys, setting up students as representatives to provide a formal lens to provide feedback). - Selective and purposeful informal feedback from students who have been involved in scholarly teaching projects (e.g. peer mentors; TAs or research assistants hired to work on development projects). - Letters of support from former students (no longer teaching or in a supervisory relationship) commenting on how their involvement in scholarly teaching project experiences has affected their learning and growth. **Evidence From Colleagues/Peers:** - Peer-reviewed publications and presentations related to inquiry and scholarship in teaching and learning (e.g. SoTL, DBER). - Invitation to speak on teaching and learning research topic. - Evidence of impact on peers' scholarship (citations, others' application of one's SoTL and/or DBER contributions). - Selective and purposeful informal feedback from peers that speak to your contributions related to inquiry, research and scholarship in teaching and learning. - Letters from colleagues/peers that speak to your contributions related to inquiry, research and scholarship in teaching and learning.

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