University of Victoria

Learning and Teaching Support and Innovation

Teaching Dossier

EXAMPLE TEMPLATE

At the University of Victoria, the processes of annual reviews, tenure and promotion require faculty to submit teaching dossiers. Dossiers are personalized collections of materials that document teaching effectiveness, including a CV and annual reports. A teaching dossier is necessary when applying to a new academic position and to be considered for a teaching award.

The aim of this example template is to provide you with a starting point as you create your own personalized dossier, consistent with UVic guidelines. This example is not meant to be prescriptive: feel free to adapt the categories suggested below and the order in which they appear to suit your disciplinary and departmental context. The aim of the dossier is to ensure that your approach to teaching is clearly stated and aligned with supporting evidence.

For further information and guidance on creating your teaching dossier, review the Guide to Preparing Your Teaching Dossier.

Name, Credentials
Department/Unit/Faculty
Institution
Email address
Date

[Optional] **Purpose Statement:**

Who you are as a teacher

In the first two sections, clearly illustrate who you are as a teacher by detailing your teaching responsibilities, your approach to teaching and how you put that into practice.

[1] Teaching Philosophy/Narrative

Most often, a teaching dossier begins with your teaching philosophy or narrative statement. Most importantly, you want your narrative to represent your evidence. It is highly recommended that you analyze your data prior to writing your narrative. See the Guide to Preparing Your Teaching Dossier for suggestions on how to write and position your teaching. Typically, this is no more than one to two pages and provides a reflective summary of what you value in teaching and student learning and how you put that into practice.

[2] Teaching Responsibilities

2.1 Teaching Assignments
Begin this section by contextualizing the courses you teach including: why you teach the courses you do and any circumstances of your teaching load (if appropriate). Then provide a table that summarizes courses taught, followed with a short description of each course.

Table 1: Teaching Assignments Summary (2018-2021)

	Academic year	Course number	Course name	Enrolment	New prep
Undergraduate courses	*2018-19*	*100*	*Introduction to XXXX*	*100*	*Yes*
Graduate courses					

2.2 Student Supervision
Describe any supervisory roles for undergraduate and graduate students, practicums and clinical teaching experiences and then provide a table summarizing your roles in student supervision.

Table 2: Student Supervision Summary (2018-2021)

	Level	Year	Student name	Project title
Supervisor	*MA*	*2019*	*XXX*	*"Explaining the difference…"*
Co-supervisor				
Examiner				

Chair				
RA				

Evidence

In this section, provide evidence that your teaching practice represents who you are as a teacher. Aim to triangulate your data so that you have at least three representations of the approaches you identified in your teaching narrative. You will need distinct pieces of evidence for each value and practice shared in your teaching narrative. Each type of evidence is categorized below. Review the Guide to Preparing Your Teaching Dossier for suggestions on teaching evidence.

[3] Teaching Methodologies and Materials

Provide an overview of your teaching strategies with samples of course materials. This is the area to show the behind-the-scenes work that you put into supporting student learning. Explicitly state how your strategies and materials illustrate and align with the values and practices you stated in your teaching statement. For example, if you value peer teaching and described how you put that into practice, you would share materials that show how you implemented that in your course.

[4] Professional Learning and Development

Provide a detailed list of the professional development activities related to teaching and student learning that indicates the commitment you have put into improving your teaching. This can be in a tabulated form or described more fully.

January 2018	*Implementing critical thinking into your course*	*Online course through XXX university*
May 2018	*How to improve student learning*	*LTSI workshop*
September 2018	*Several sessions*	*Society for Teaching and Learning in Higher Education conference attendance*
		Canadian Mathematical Conference attendance

[5] Teaching and Learning Research/Scholarship and Grants

If you have engaged in research, publications, scholarship (conferences), or grants related to teaching and learning, explain each in detail. This includes any innovative projects you are engaged in researching.
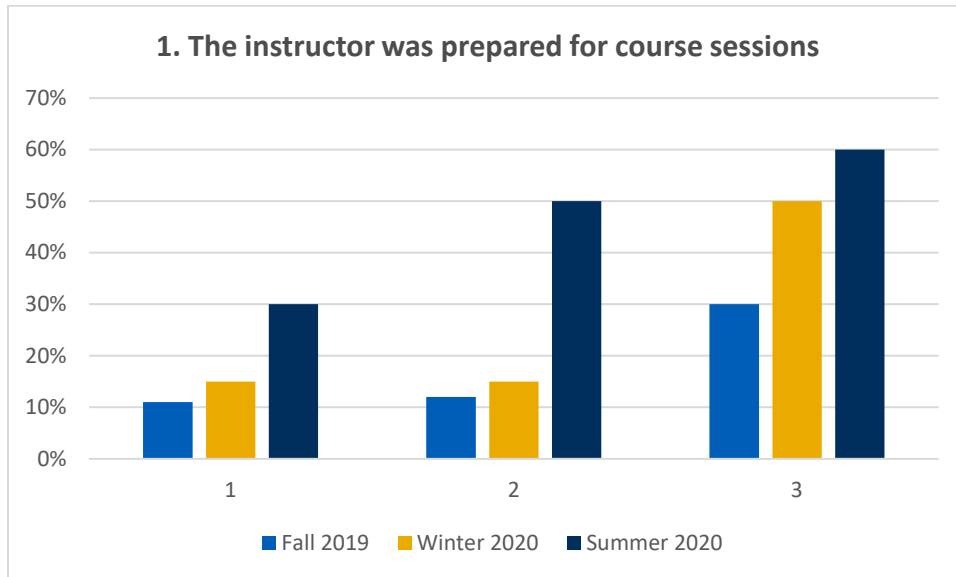
[6] Educational Service and Leadership

If you have been involved in curriculum committees, working groups, task forces, or other teaching and learning committees, explain how you engaged in this work. This is also where you can explain if you have been a

reviewer for teaching and learning journals. Clearly state whether this work is at the departmental, institutional, provincial, national, or international level.

[7] Student Feedback and Course Evaluations

Briefly reflect on the teaching feedback you have received, noting where you have changed or adapted your teaching due to this feedback and address any anomalies. Include the frequency results from the Course Experience Survey (CES) you received. You can display feedback in a graph as demonstrated below. Typically, no more than five years are included. If you would like to cite student comments, you are required to include all qualitative data form the CES.

1. The instructor was prepared for course sessions

	Fall 2019	Winter 2020	Summer 2020
1	11%	15%	30%
2	12%	15%	50%
3	30%	50%	60%

Include informal feedback, such as emails and notes that you received from students below the formal feedback. Clearly state if you solicited any of this informal feedback.

[8] Evidence of Student Learning and Success

Include in this section student produced artifacts that clearly illustrate student success due to your teaching. This can include successive drafts of papers, exemplar assignments, graduate school admission, student publications and student conference presentations.

[9] Peer Feedback of Teaching

Explain mandatory peer reviews (summative) in this section. As well, refer to formative peer reviews that you undertook to enhance your teaching. This is your opportunity to share learning from reviewers' comments: reflecting on common themes and ways you plan to implement suggestions. See the Peer Review Guidelines for assistance with this process.

[10] Awards and recognition

Provide a description of nominations, awards and recognition you received related to teaching and learning (any UVic Teaching Awards or other awards). Include invitations to be a guest speaker or other ways that your expertise has been recognized.

[11] Other potential things to include

This is where you would share other information, such as a diversity statement, comments from colleagues about your teaching, or work related to course development.

[12] Summary and future teaching goals

Briefly summarize what you have learned through your teaching and related experiences. Explain your upcoming goals and areas that you want to enhance.

Sample dossiers

The University of Calgary has compiled a [varied list of samples](#) that faculty have kindly shared from a wide-range of disciplines.