Gathering Evidence for your Teaching Dossier

Use the following template to begin to identify what you will include in your dossier. Draw on the claims you make in your teaching philosophy statement to complete the first column; then, for each claim, identify examples from your practice, what could be used as evidence and what impact the practice has had.

* Refer to [A Guide to Providing Evidence of Teaching](https://taylorinstitute.ucalgary.ca/resources/guide-to-providing-evidence-of-teaching) for the University of Calgary’s Taylor Institute.
* Refer to [UBC Centre for Teaching, Learning and Technology](https://ctlt.ubc.ca/resources/teaching/teaching-and-educational-leadership/next-steps-evidence-for-impact/) for more information on describing impact.

*This template is based on the criteria for the Concordia PETA Award. You can add and modify the themes to adapt it to other award or dossier criteria.*

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| Teaching Excellence* impact on students/ techniques for enhancement of student learning mentorship and supervision
* assessment practices that creatively facilitate the demonstration of learning
* inclusive excellence in the classroom through decolonization, advancement of Black knowledges, and a commitment to accessibility
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| **Claim about your teaching/leadership practice** | **Practice** | **Evidence**(from students, colleagues, self) | **Impact**(on people, process and products) |
| *Example**I foster deep learning through active mentorship and personalized feedback.* |

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| *I hold regular one-on-one check-ins with students during major projects, offering formative feedback tailored to individual goals.* |

 | *Student reflection forms consistently mention feeling “seen” and “supported”; one student credited these meetings for their decision to pursue graduate studies.* | *Improved student engagement and confidence; multiple students pursued further academic or professional opportunities due to mentorship* |
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| Leadership* initiatives to enhance student learning
* involvement in curriculum development projects
* production of shared educational materials
* assisting colleagues in developing their teaching practices
* [Impact in the wider system of education]
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| **Claim about your teaching/leadership practice** | **Practice** | **Evidence**(from students, colleagues, self) | **Impact**(on people, process and products) |
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| Pedagogical Innovation* adoption of innovation practices meant to enhance the classroom environment or student learning
* continuous reflection on and adaptation of teaching practice
* development of a scholarly teaching practice that weds research and teaching (SoTL)
* engagement with professional development activities that enhance teaching practice
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| **Claim about your teaching/leadership practice** | **Practice** | **Evidence**(from students, colleagues, self) | **Impact**(on people, process and products) |
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| Theme 4 |
| **Claim about your teaching/leadership practice** | **Practice** | **Evidence**(from students, colleagues, self) | **Impact**(on people, process and products) |
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| Theme 5 |
| **Claim about your teaching/leadership practice** | **Practice** | **Evidence**(from students, colleagues, self) | **Impact**(on people, process and products) |
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