



Teaching Dossier Self-Assessment Tool

(Last update: December 7, 2022)

Preamble

This resource was designed to help UBC instructors **self-assess their teaching dossier and self-reflect on its content**. It can be used alongside the detailed information in the [Teaching Portfolio section](#) at the [Centre for Teaching, Learning and Technology](#) website.

Please note:

- Unless otherwise indicated, “you”, in this document, refers to the author of the dossier.
- Some of the guiding questions below may be applicable in certain cases (i.e., award application), and not in others (e.g., tenure and promotion). We have included a breadth of the guiding questions below, but do note that some questions may not be entirely applicable to your particular context or dossier goals.
- This resource has been created as an open resource so that it can be modified and adapted (see last page)
- We use the terms portfolio and dossier interchangeably in this resource.

Organization

	Yes	No	Comments
Is the purpose of the dossier clear to the reader? Do the various sections of the dossier support this purpose? (The purpose could be: to make a case for career advancement; for information only; to support an award application, etc.)			
Is the language and tone in your dossier appropriate for your intended audience?			
Is the dossier organized in a logical, easy-to-follow manner?			
Does it have a cover page and table of contents?			
Are there headers and sub-headers to guide the reader?			
Are the materials in the appendices linked at the appropriate places in the dossier?			
When appropriate, does the dossier include alternate forms of communication (images, word clouds, tables, figures)?			
Does the dossier, and included materials, follow best practices for accessibility? See the OER accessibility toolkit for guidance.			

Parts to include

Does the dossier include:

	Absent	Developing	Good	Strong
The components required by your department/Faculty/unit or other?				
A positionality* statement? **Articulating your positionality means locating yourself in your familial history, discerning where your knowledge comes from, and addressing the lived experiences that guide your perspective in your life, research, and teaching roles.” Source: What I learned in class today: Positionality				
Connections to and reflections about how you infuse equity and inclusion into your teaching?				
A purposeful and reflective teaching philosophy statement that describes your teaching beliefs and practices? (See teaching philosophy section below)				
A comprehensive description of your teaching activities, situated within your teaching context and discipline?				
A description of your innovations in teaching?				

Parts to include (continued)				
	Absent	Developing	Good	Strong
Evidence of how you use data (i.e. quantitative data, student feedback, your own reflections) to inform future practice?				
Evidence of teaching effectiveness? This can include awards, citation of teaching scores, and a qualitative analysis of student experience comments (note: recognize positive or negative student experiences).				
Contributions to educational leadership, including evidence and articulation of impact? (Visit the Educational Leadership section of the CTLT website and scroll to the bottom to download the “Teaching and Learning Impact Framework”, a resource to help you articulate your impact)				
Attention to themes, goals and values from the UBC-V strategic plan, the Inclusion Action Plan (IAP), and the Indigenous Strategic Plan (ISP), as appropriate and relevant? For example, you may want to address inclusivity, experiential learning, interdisciplinary education, sustainability, etc.				
Your plans for future growth as an instructor?				

Cohesion				
	Absent	Developing	Good	Strong
Is there obvious alignment among your beliefs, values, and teaching practices throughout the dossier? (make it easy for your reader!)				
Are claims supported by the scholarly literature, where appropriate?				
Do you present your accomplishments and impacts of your teaching, while also providing honest narrative reflections on areas for growth?				

Teaching Philosophy Statement				
	Absent	Developing	Good	Strong
Are the central themes within the philosophy carried through the entire dossier?				
Do you position your teaching within your disciplinary context? (i.e., do you make reference to disciplinary practices/beliefs/norms)				

Do you provide descriptions of your teaching approach, goals, and strategies so that the reader can “see” you in action?				
Have you explained jargon and technical terms?				

Course design, assessment, and pedagogy

Do you describe:

	Absent	Developing	Good	Strong
Your approach to course design? This could include information about your overall approach, how you consider the role of the course in the overall program curriculum, how you make decisions about content, etc.				
Your selection and use of pedagogical approaches for enhancing student learning in your course(s)?				
How you think about and practice student assessment of learning?				
How your assessment practices provide feedback to students about their learning?				
Your use of learning technology and other tools, and the rationale for your choices?				
How you cultivate an inclusive learning environment*? *This includes, but is not limited to, treating students equitably, providing equal access to learning, and endeavouring to support and value students in their learning. See the Inclusive Teaching @UBC website for more guidance.				

Teaching Effectiveness

Has the candidate included information to demonstrate, and reflect on, their teaching effectiveness, specifically:

	Absent	Developing	Good	Strong
<p>Student feedback on teaching (e.g. end of term, mid-course, unsolicited feedback) and your response to that feedback.</p> <p>Note: For P&T dossiers, you cannot cherry pick formal student evaluation comments. Visit SAC guide 6.2.8: for more details.</p>				
Peer reviews of teaching, and your response to those reviews.				
<p>Self-reflections. Comments may include:</p> <ul style="list-style-type: none"> ○ Strengths as an instructor ○ Areas for growth ○ Measures taken to improve teaching (e.g. professional development, communities of practice, collaboration with colleagues) 				

Educational Leadership

Do you:

	Absent	Developing	Good	Strong
<p>Identify and describe educational leadership (EL) activities in which you are engaged.</p> <p>For each activity, did you indicate the breadth of impact of the activity (does it impact multiple sections, other instructors, across the unit, across the institution, across campuses, province-wide, nationally, internationally, etc)?</p> <p>Resources:</p> <ul style="list-style-type: none"> • UBC Guide to Reappointment, Promotion and Tenure, section 3.4. "Educational Leadership": https://hr.ubc.ca/sites/default/files/documents/SAC%20Guide.pdf • UBC Collective Agreement, section 4.04 "Educational Leadership": https://www.facultyassociation.ubc.ca/assets/media/Faculty_CA_2019-2022_FINAL.pdf • Teaching and Learning Impact Framework found on the Educational Leadership page at the CTLT website. <p><i>Remember, EL activities are activities that achieve impact beyond one's own classroom.</i></p>				
Draw out EL themes in your work?				
Include a statement of EL, as appropriate?				

General tips for success

1. Before you finalize your dossier, we encourage you to ask one or more departmental colleague(s) or other trusted person(s) to provide you with feedback.
2. Since this resource is based on generic best practices and examples related to teaching dossiers, it is important that, if you are using this resource for career advancement purposes such as tenure, promotion, job application, you check with your department, Faculty or unit for details of what is required. We also recommend you consult the SAC Guide.

This resource was developed by Dr. Ashley Welsh (ashley.welsh@ubc.ca) and Dr. Isabeau Iqbal (isabeau.iqbal@ubc.ca). We thank Drs. Judy Chan, Elisa Baniassad, and Jackie Stewart for their helpful input on previous drafts.

We welcome your feedback!



Attribution-NonCommercial-ShareAlike

CC BY-NC-SA

Please attribute the UBC Centre for Teaching, Learning and Technology.