

Demystifying the Dossier: Preparing the Teaching Dossier

Megan Burnett, Associate Director, CTSI

June 24, 2025

Today's Goals

At the end of this session, you will be able to:

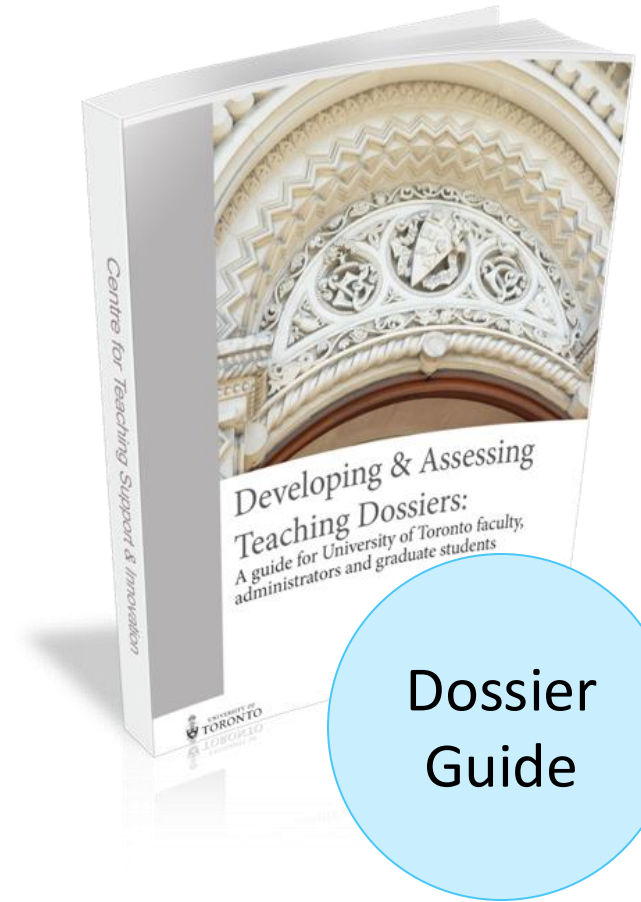
- **Identify** the key elements of your dossier and resources to support the development of your file
- **Consider** artifacts for inclusion in your dossier
- **Plan** steps to follow for preparing your final document

Today's Resources

Bookmark and review:

- [Divisional Teaching Evaluation Guidelines](#)
- [CTSI Resources: Building Your Teaching Dossier](#)
 - [Developing and Assessing Teaching Dossiers: A guide for faculty \(PDF\)](#)
 - [Developing a Statement of Teaching Philosophy](#)

Preparing the Teaching Dossier Worksheet



Today's Agenda

- Teaching Dossier Overview
- Statement of Teaching Philosophy
- Key Sections of the Dossier:
 - Teaching Responsibilities, Educational Leadership, Pedagogical & Professional Teaching Development, Future Goals
- Evidence of Teaching Effectiveness
- Dossier Formatting and Next Steps



Chat Poll: Where are you in the dossier process?

Select the most relevant:

1. This session is my first step in the process.
2. I have not touched my dossier for a while.
3. I just found my dossier and I need to revise the document.
4. I am in the thick of it.
5. I am fine-tuning my dossier.



Dossier Process Tips

Preparing a teaching dossier is a **highly iterative** process.

- Set a workback schedule. Develop a filing system.
- Document your teaching *as you teach*: note changes or innovations/experiments; update materials, including your STP, as needed; track and record student successes.
- Seek feedback early and often.
- Regularly examine your assumptions about teaching and learning. Use reflective prompts to generate writing – **see worksheet provided.**



Teaching Dossier Overview

What's in a dossier?

How to structure it?

Where to start?

- Consult with your unit head—what are your department/program norms, format, deadlines, expectations?
- Review your [Divisional Teaching Evaluation Guidelines](#)
- Consult overarching guidelines to guide your narrative:
 - Competence in Teaching
 - Excellence in Teaching

Dossier Guide
([pp. 10–14](#))

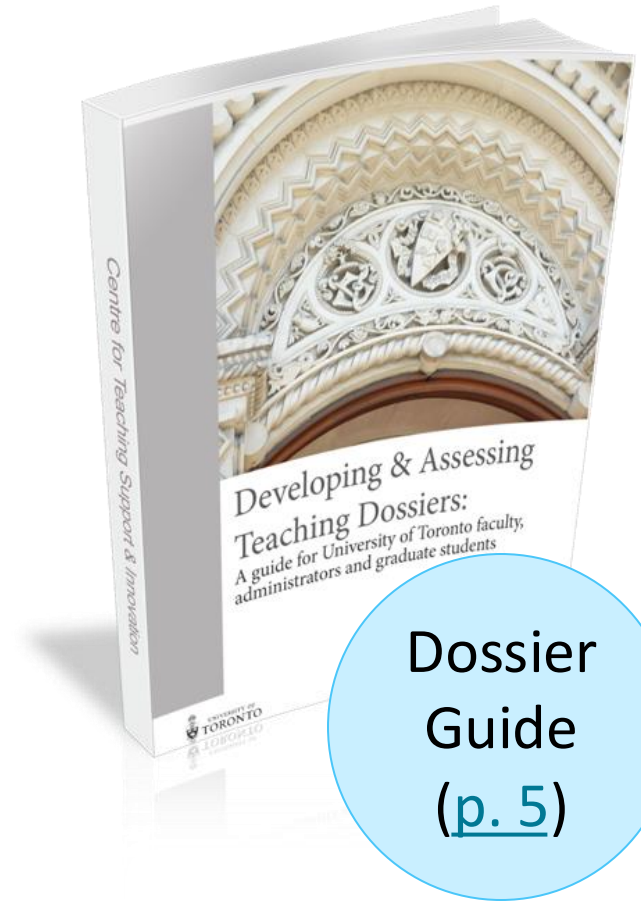
What constitutes a dossier?

Narrative framework

- Statement of teaching philosophy/practice
- Narrative descriptions of teaching experiences, teaching data, and supporting documents
- Critical reflection

Artifacts

- Supporting evidence
(accompanied by brief explanatory notes)



Sample Dossier Structure

Start with your divisional guidelines
first for key headings and content

1. Table of Contents/Introduction
2. Statement of Teaching Philosophy and/or Teaching Strategies/Practice
3. Teaching Responsibilities (courses taught/students supervised)
4. Course Design and Curriculum Development (strategies and key contributions)
5. Narrative Explanation and Summary of Course Evaluation Data and other evidence of effectiveness
6. Educational Leadership/Professional Contributions to Teaching and Learning/Teaching Awards
7. Inquiry, Publications, and/or Presentations on Teaching
8. Professional Development (including what you have learned)

Dossier Guide
([pp. 15–16](#))

Statement of Teaching Philosophy (STP)

Highlights beliefs about teaching

Provides a conceptual framework for your dossier

Supports all other elements of your dossier

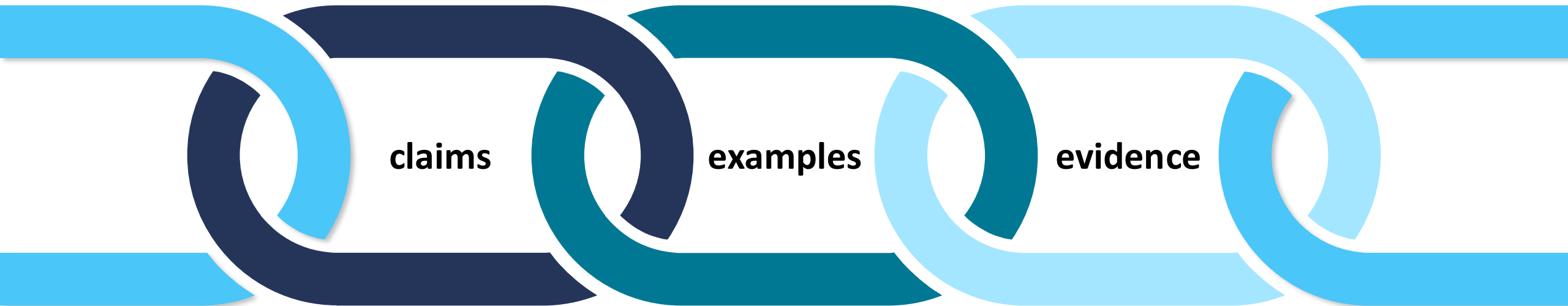
Statement of Teaching Philosophy: Key Elements

- 1st person (this is a ***personal*** statement)
- 2–4 pages (no formal limit)
- Series of **3–4 claims or beliefs** about your approach to teaching
 - Key principles/core values
 - What drives your teaching? What is most important?
- Includes some examples of how claims/beliefs are ***enacted***
- Provides context
- Can include goals for teaching development (often at the end)

Dossier Guide
([pp. 19–22](#))

STP and Dossier Alignment

Continue the thread from your Statement of Teaching Philosophy—*linking* your teaching **claims** with your **examples** and **evidence** to support or illustrate these claims.



Key Dossier Sections

Teaching Responsibilities & Curriculum Development
Educational Leadership

Pedagogical & Professional Teaching Development
Teaching Goals

Teaching Responsibilities

List of courses taught

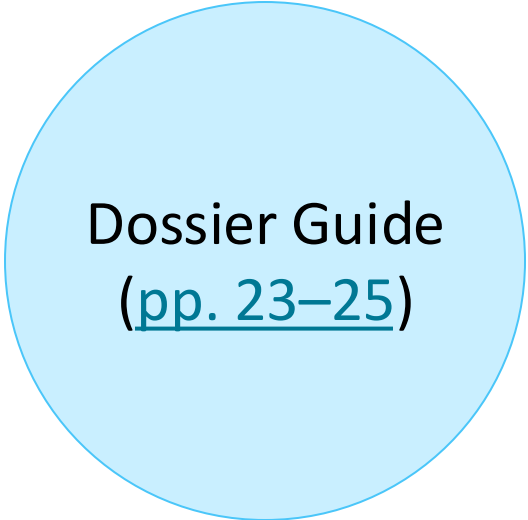
- Use a table outlining courses, include course code and title, level, years taught, typical enrolment numbers, # of TAs, etc.

Course development

- Proposals
- New course designs
- Significant course re-designs

Curriculum development

- Curriculum committee membership



Dossier Guide
([pp. 23–25](#))

Educational Leadership

- Service to teaching in one's field
- Publications and/or presentations on teaching/learning—SoTL
- Innovations in teaching/learning, including integration of innovative educational technologies
- Development of new programs or initiatives for students (e.g., co-curricular) or faculty
- Delivery of professional development for colleagues, or collegial mentoring/coaching
- Work on teaching/learning committees
- Work with relevant associations/organizations
- Outreach to the community/community involvement/service to professional organizations and associations

Asynchronous Pre-Work:
7 Steps to Identifying and
Articulating Teaching Success
and Introduction to
Educational Leadership

- [Video \(26:34\)](#)
- [Slide Deck PDF](#)
- [Workbook PDF](#)

Dossier
Guide
([p. 29](#))

Professional, Pedagogical, or Teaching Development

- How do you continue to grow and learn as a teacher?
- What workshops, seminars, institutes, and mentorships have you participated in?
 - Consider organizing your PD in a table or list
- In a narrative, highlight examples. Consider:
 - Why did you seek out the PD?
 - What did you learn?
 - How did it impact your teaching?

Dossier Guide
([p. 30](#))

Future Pedagogical Goals

Thinking ahead:

- What gaps do you see?
- What has arisen in evidence?
- What strategies, pedagogical approaches, new content, or educational technologies would you like to explore in the future?

Your plans:

- How will you learn more?
- Conferences, workshops, cohort programs, etc.
- Check teaching centres for programming (e.g., UTSC, UTM, CTSI, CFD, FAS)

Evidence of Teaching Effectiveness

Multiple Sources of Evidence

- Formative feedback (e.g., ticket out the door)
- Mid-course feedback survey (e.g., Start-Stop-Continue-Change)
- Peer observation of teaching (formative, not summative)
- Unsolicited emails/letters
- Learning analytics
- Examples of student work and outcomes
- Teaching awards and instructional grants
- Course Evaluations (including instructor-selected items)

Dossier Guide
([pp. 26–28](#))

Refining Your Narrative Through Critical Reflection on Feedback

Highlight trends

Link multiple sources of evidence to tell a cohesive story

- Quantitative and qualitative course evaluation results
- Formative and unsolicited feedback
- Teaching observations

Connect results to teaching practice

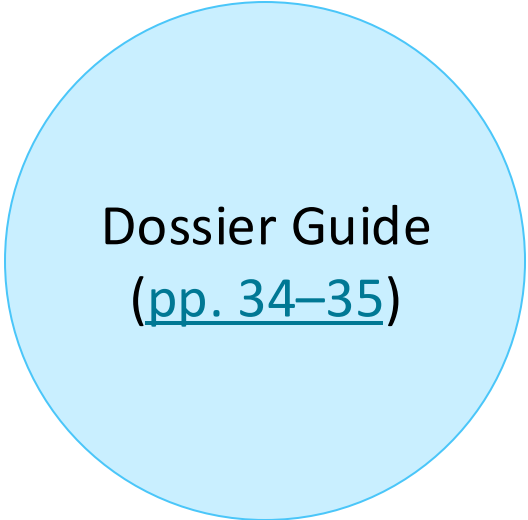
- A new or revised activity, approach, assessment, or tool
- A particular “teaching moment”

Appendices

Frame and contextualize your appendix content with brief introductory text.

Possible appendix content:

- Representative course materials
- Sample student work (anonymized) - optional
- Unsolicited communications from colleagues/
emails from students
- Sample publications (teaching-related only)
- Intensive professional development



Dossier Guide
([pp. 34–35](#))

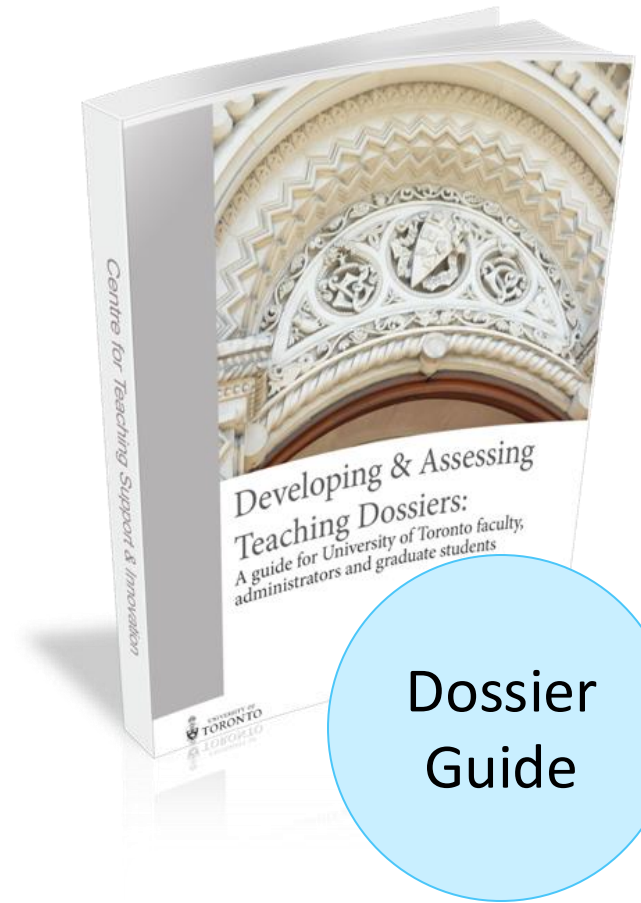
Formatting Your Dossier

Check with your unit head for norms in your department/unit.

- File format
- Cover page
- Table of contents (including Appendices)
- Page numbers
- Section headings
- Tables, graphs, and other visual organizers (often very useful and appreciated)
- Other topic areas to raise?

CTSI Resources

1. Read our guide “[Building Your Teaching Dossier](#)”
2. Read our [step-by-step guide to reviewing course evaluations](#)
3. Book a consultation for a dossier review via our [request form](#) (service only available to faculty members going through the review process)
4. View [past CTSI workshop recordings](#) for other dossier sessions



Final questions and/or concerns?

Thank
you!



claims

examples

evidence