

PREPARING A TEACHING DOSSIER

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UTFA Promotion/Continuing Status Review Workshop
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TODAY'S GOALS

After today's session, you will be able to:

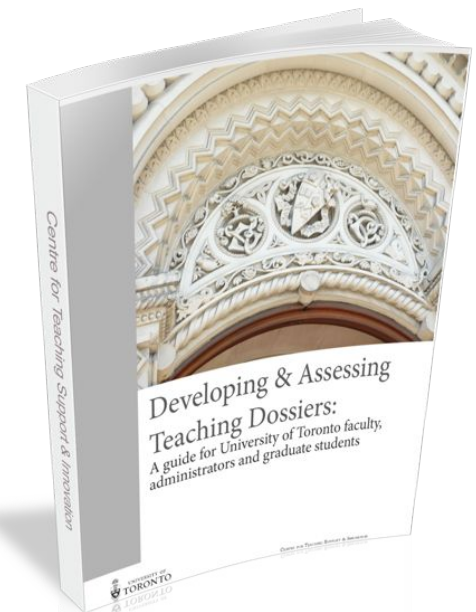
- Describe the typical components and uses of a Teaching Dossier;
- Identify resources to support the development of your file;
- Identify the aspects of your teaching experience and achievements that are relevant to your Teaching Dossier;
- Consider artifacts for inclusion in your dossier;
- Plan steps to follow for preparing your final document

TODAY'S RESOURCES

Bookmark and review:

- [Divisional Teaching Evaluation Guidelines](#)
- Self-paced learning resources:
 - Teaching Dossier Guide in Quercus (public site): <https://q.utoronto.ca/courses/393941>
 - Teaching Dossier Guide Quercus Enrol Link (recommended to keep the guide visible on your dashboard): <https://q.utoronto.ca/enroll/FYFNPY>
 - Teaching Dossier Guide PDF: [CTSI-TD-Guide_Content-Reader.pdf](#)
- [The Policy and Procedures on Academic Appointments \(PPAA\)](#)
- [Policies and Procedures Governing Promotions in the Teaching Stream](#)

Worksheet: Preparing the Teaching Dossier



TODAY'S AGENDA

- Teaching Dossier Overview – structure and formatting
- Statement of Teaching Philosophy
- Key Sections of the Dossier:
 - Teaching Responsibilities; Educational Leadership; Professional, Pedagogical, or Teaching Development; Future Pedagogical Goals
- Evidence of Teaching Effectiveness
- Questions and Consultations



Where are you in the dossier process?

1 Today is my first step! I'm just starting to think about a dossier.

2 I've got a draft or a previous dossier, but it needs updating.

3 I've started writing a teaching philosophy statement and/or gathered some materials.

4 I am fine-tuning my dossier.

Share your responses in the chat



WHAT EXACTLY IS A TEACHING DOSSIER?

Professional Document

- Required for hiring and promotions processes
- Communicates who you are and what you prioritize as a teacher
- Highlights your teaching accomplishments and teaching effectiveness

Personal Document

- Helps you define who you are as a teacher: what you value, and how those values are enacted
- Promotes continuous improvement
- Fosters reflective practice

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 as needed; track and record student successes; keep student emails in a folder
- 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

Where to start?

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 and criteria to guide your narrative:
 - Competence in Teaching
 - ***Excellence in Teaching***
- [The Policy and Procedures on Academic Appointments \(PPAA\)](#)
- [Policies and Procedures Governing Promotions in the Teaching Stream](#)

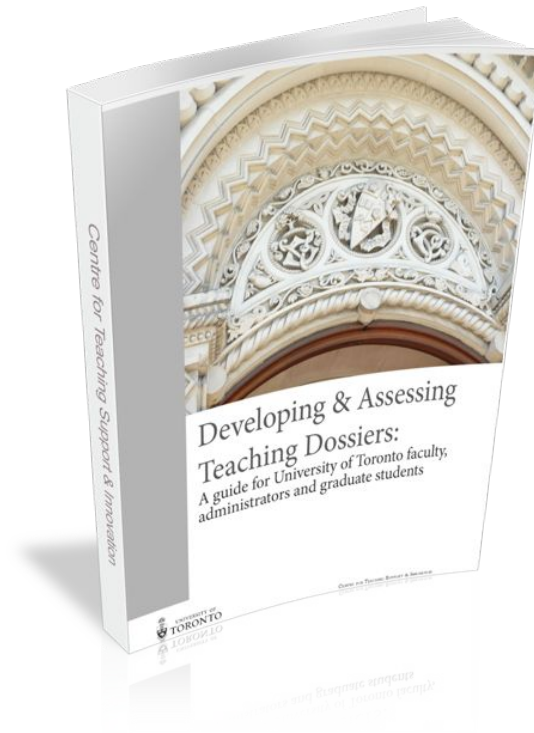
WHAT CONSTITUTES A DOSSIER?

Narrative framework

- Statement of teaching philosophy/practice
- Narrative descriptions of teaching experiences, teaching data, and supporting documents
- Critical reflection
- Written in the first person

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 student feedback and 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)
9. Appendices

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?

STATEMENT OF TEACHING PHILOSOPHY (STP)

Highlights beliefs about teaching

Provides a conceptual framework for your dossier

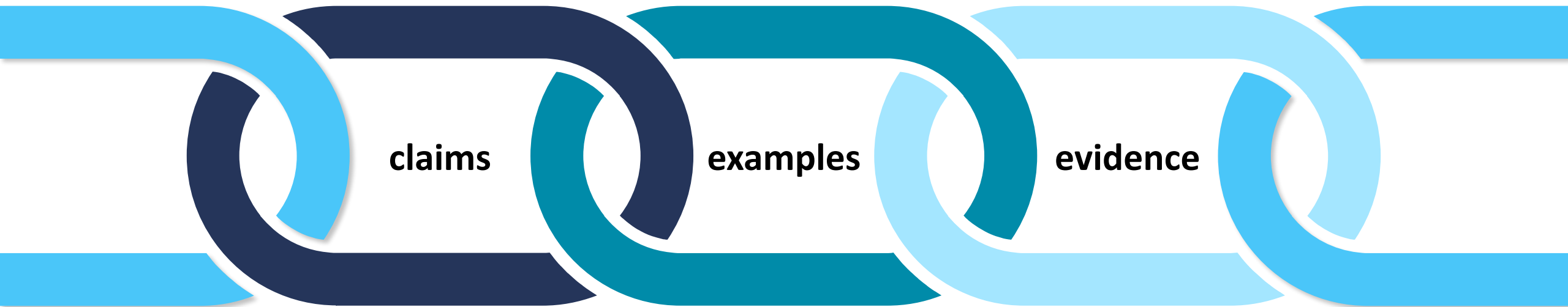
Supports all other elements of your dossier

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)

STP AND DOSSIER ALIGNMENT

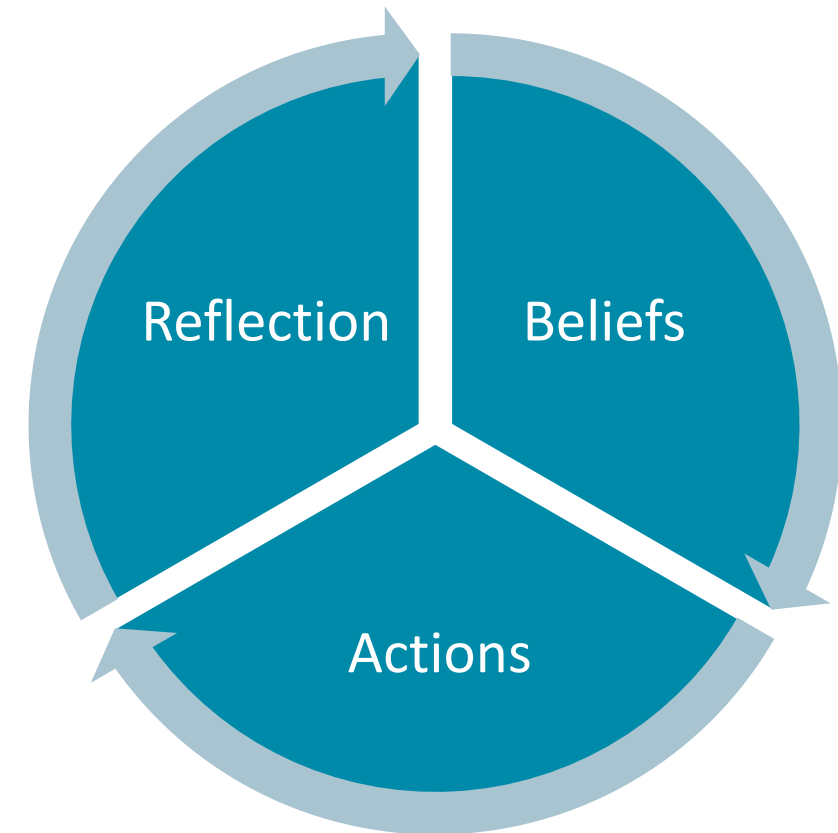
Continue the thread from your Statement of Teaching Philosophy—*linking* your teaching **claims** with your **examples** and **evidence** to support or illustrate these claims.



FINDING YOUR TEACHING PHILOSOPHY

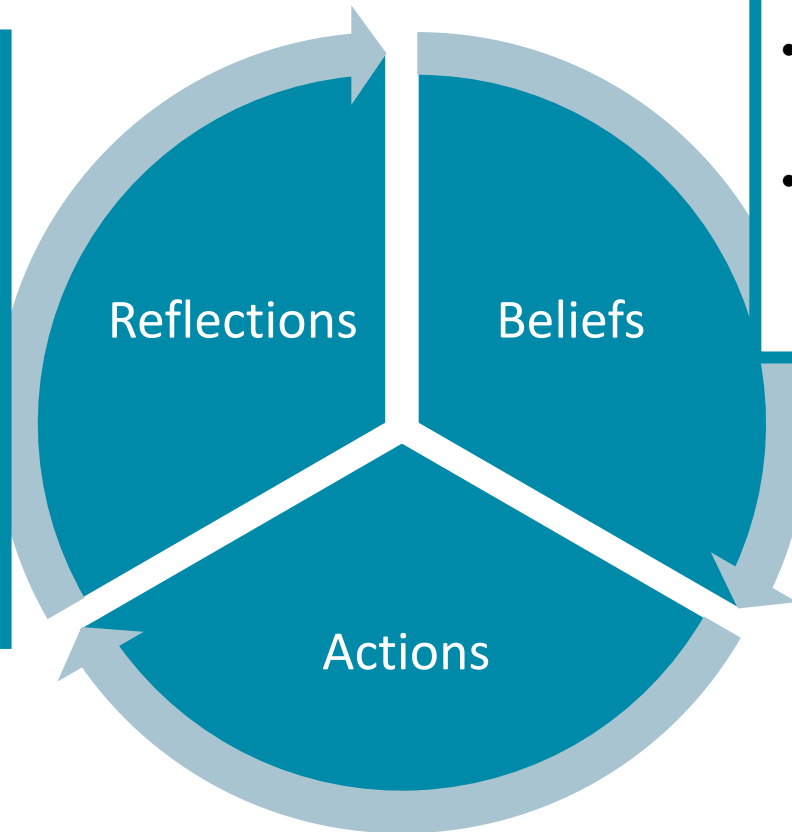
WHAT MATTERS TO YOU AS A TEACHER? (AND AS A LEARNER?)

- Philosophy statement is a narrative of your teaching values, beliefs, and methods
- Paints a picture for your reader of what you are like in the classroom and as a teacher
- Can draw from a combination of theory and practice



ALIGNING BELIEFS, ACTIONS, AND REFLECTIONS

- I hold these beliefs because...
- I know (or will know) my methods are working when...
- To achieve this belief/use this action in a new setting I would...
- What I will do next is...

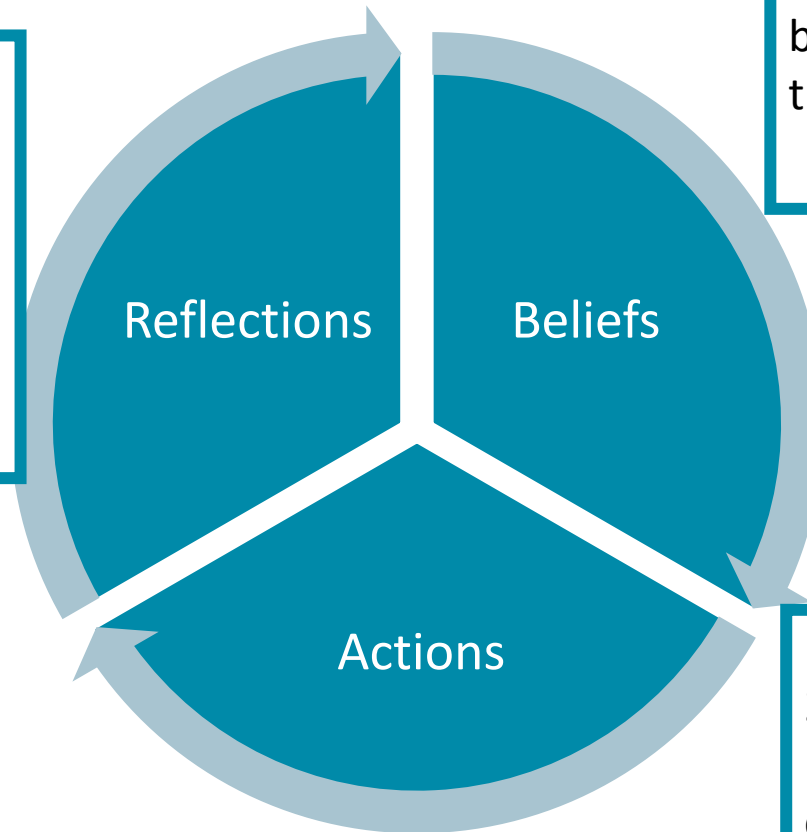


- Yourself and your role as a teacher
- Your discipline and its role in society
- Your students and how they learn

- Classroom activities
- Course design decisions
- How you run meetings with supervisees

ARTICULATING BELIEFS, ACTIONS, AND REFLECTIONS

3. I have found this gives students the chance to test their own expertise and gives me the chance to correct any misconceptions early on.



1. I believe students learn best when they are encouraged to build their own connections to the material...

2. ...so I often start my classes by asking students if any of the concepts in this week's lab or readings relate to something they are studying in another class.

REMEMBER, YOUR TEACHING PHILOSOPHY IS

- **Uniquely yours:** it should make an argumentative statement about what you believe the components of good teaching are
- **Evidence based:** incorporating your observations and/or established research about teaching and learning
- **Reflective:** connect the dots between what you do, why you do it, and how you might improve

KEY DOSSIER SECTIONS

Teaching Responsibilities & Curriculum Development

Educational Leadership and/or Achievement

Pedagogical & Professional Development

Teaching Goals

TEACHING RESPONSIBILITIES

List of courses taught

- Use a table outlining courses, include course code and title, level, years taught, enrolment numbers, # of TAs, teaching modality, major duties, any unique contributions

Course development

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

Curriculum development

- Curriculum committee membership
- Program development

Course Title and Code	Year	Department	Student Enrolment
THE121H History of Theatre	Fall 2025	English and Drama; UTM	2 sections of 30 students each
• 1-3 bullet points outlining major responsibilities and contributions			

EDUCATIONAL LEADERSHIP AND/OR ACHIEVEMENT

- 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](#)

PROFESSIONAL / PEDAGOGICAL DEVELOPMENT

- How do you continue to grow and learn as a teacher?
- What workshops, seminars, institutes, conferences and mentorships have you participated in?
 - Consider organizing your PD in a table or list
- In a narrative, highlight examples. Consider:
 - Why did seek out the PD?
 - What did you learn?
 - How did it impact your teaching?
- Also include any discipline-based scholarship and professional work that allows you to maintain mastery over your subject area

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-CTL, UTM-RGASC, 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)

Ensure evidence aligns with your narrative and is easy to find.

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 and disciplined-based)
- Intensive professional development

Start to collect teaching artifacts early

Try to gather a wide range of materials throughout your teaching career.

For example:

You might have a range of documents that show different aspects of your teaching identity. One professor can show themselves as a:

- Teacher
- Researcher
- Mentor
- Supervisor
- Administrator
- Collaborator
- Conference presenter



OTHER EXPERIENCES TO HIGHLIGHT

- New courses you have proposed and taught; or would like to propose
- Other departmental tasks you have participated in - curriculum mapping, working groups
- University governance activities
- Commitment to students (conferences, student associations)
- Experiential learning opportunities and community partnerships
- Team-teaching experiences and collaborations
- Teaching grants and awards/nominations
- Ongoing professional development

Questions and Consultations?

CTSI Dossier Consultations
UTM Consultations (RGASC)
UTSC Consultations (CTL)

CTSI Guide to Building a Teaching Dossier

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