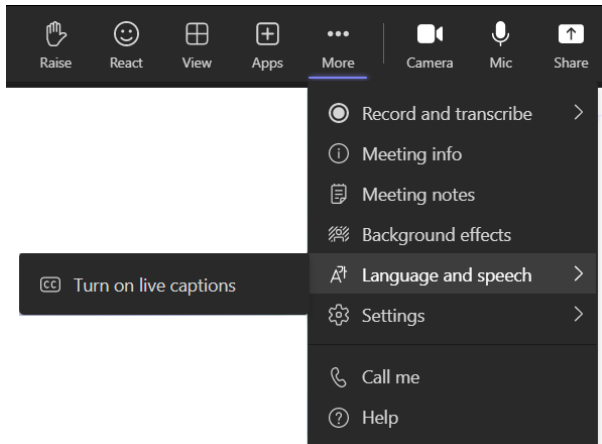
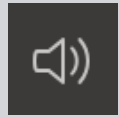


Preparing the Teaching Dossier

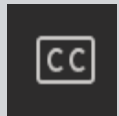
MS Teams Overview



Before we start



Let us know if you can hear us when we do **Audio checks**



Turn on live captions for closed captioning (see screenshot)

During the session



Please leave your microphones off



Type questions and comments into the **Chat**

After the session



Complete **Feedback Survey**



The recording will be made available.

Thank you for joining us! We will begin the session shortly.



Preparing the Teaching Dossier

February 22, 2023



UNIVERSITY OF
TORONTO

CENTRE FOR TEACHING SUPPORT & INNOVATION

Your Facilitation Team



CORA McCLOY, PhD, Faculty Liaison Coordinator,
Scholarship of Teaching & Learning



KYLE TURNER, MSc, Faculty Liaison, Teaching and
Learning

Demystifying the Dossier

Three-Part Series

Workshop #1

Looking Ahead:
Identifying &
Articulating Teaching
Success
Oct. 6, 2022

Workshop #2

Writing Your
Statement of
Teaching Philosophy
Nov. 24, 2022

Workshop #3

Preparing the
Teaching Dossier
Feb. 22, 2023



Agenda

- ✓ Introduction & Overview
 - ✓ Worksheet

- ✓ Review from Webinar 2:
 - The Statement of Teaching Philosophy
 - Selecting Evidence

- ✓ Key Dossier Sections
 - Teaching Responsibilities
 - Evidence of Teaching Effectiveness
 - Educational Leadership
 - PD; Future Goals

- ✓ Structure, Feedback & Final Steps

Session Goals

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

Identify

the key elements of your dossier

Review

artifacts for inclusion in your dossier

Assess

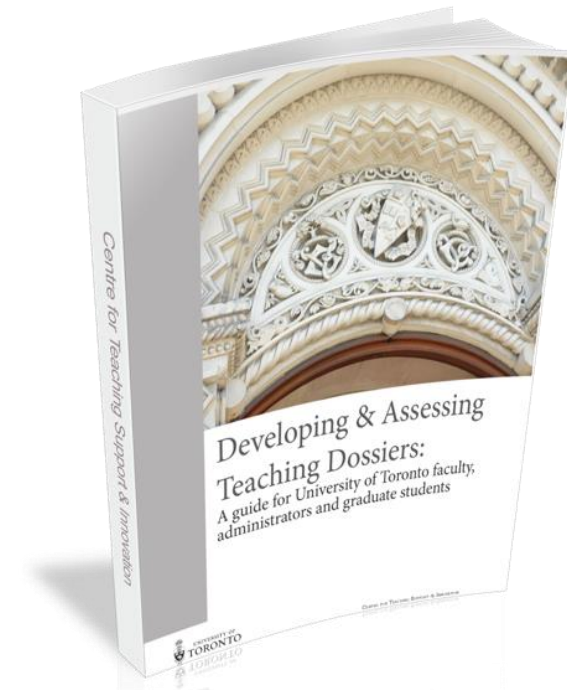
gaps in current document/materials/sources

Plan

steps to follow for preparing your final document

What You Need for Today

- [Worksheet \(Word document\)](#)
 - sent in reminder email
 - also posted in chat: you must download and save to edit it
 - to be completed throughout the webinar
- [CTSI Dossier Guide: *Developing & Assessing Teaching Dossiers*](#)
 - specific pages and sections will be highlighted today
- [Divisional Teaching Evaluation Guidelines](#)
 - Open your guidelines for reference in today's activities

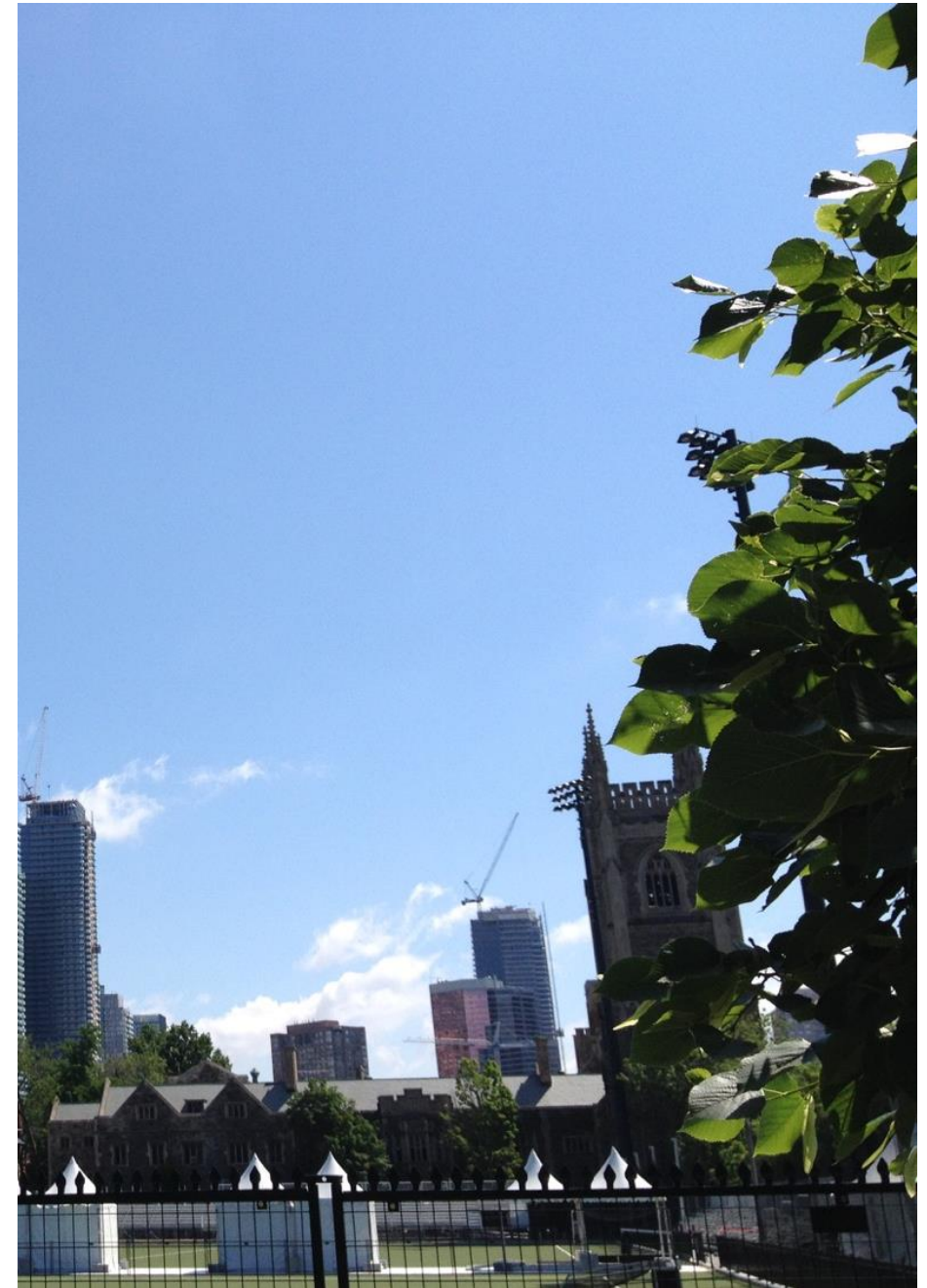


Poll

Where are you in the dossier process?

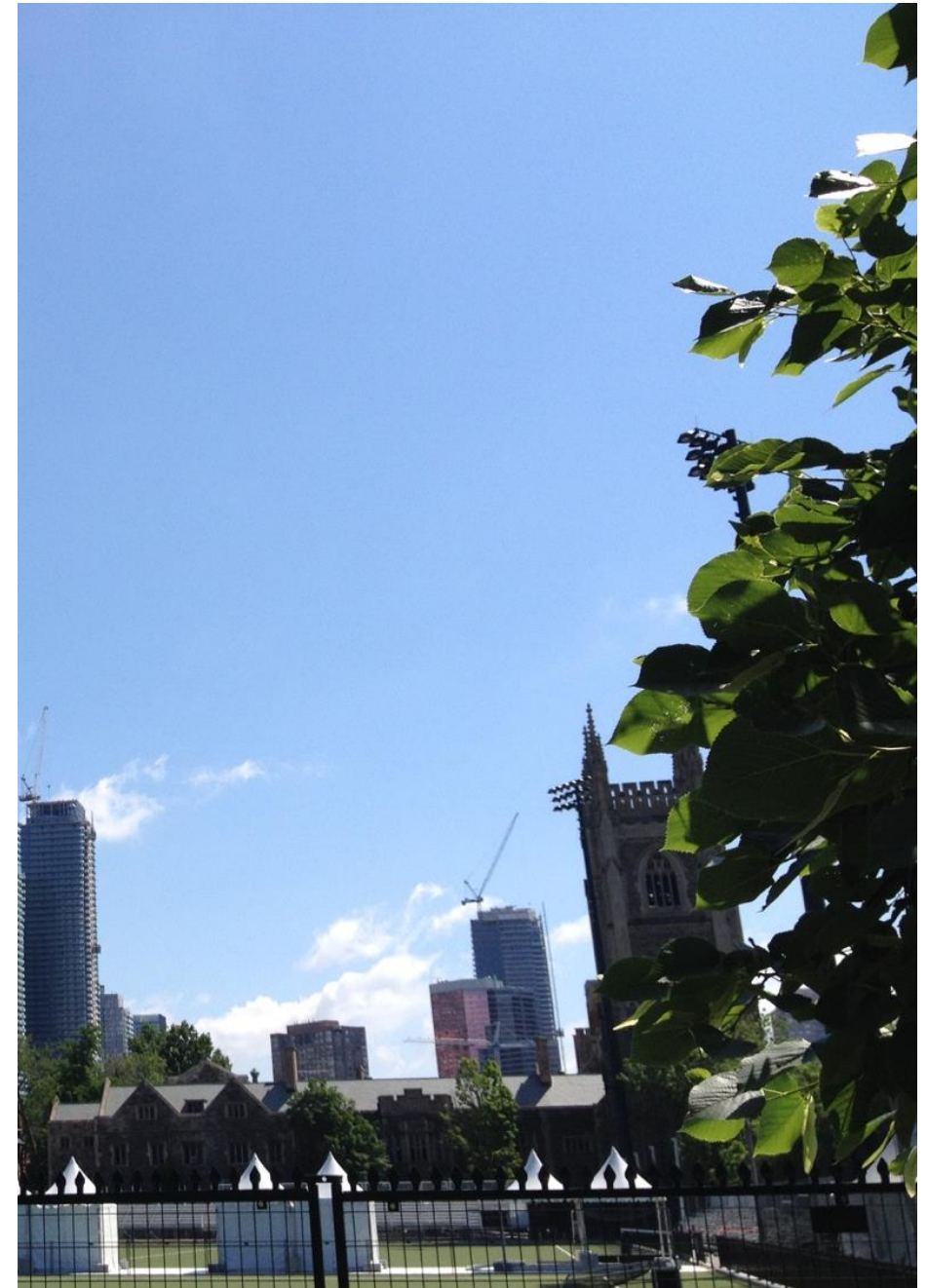


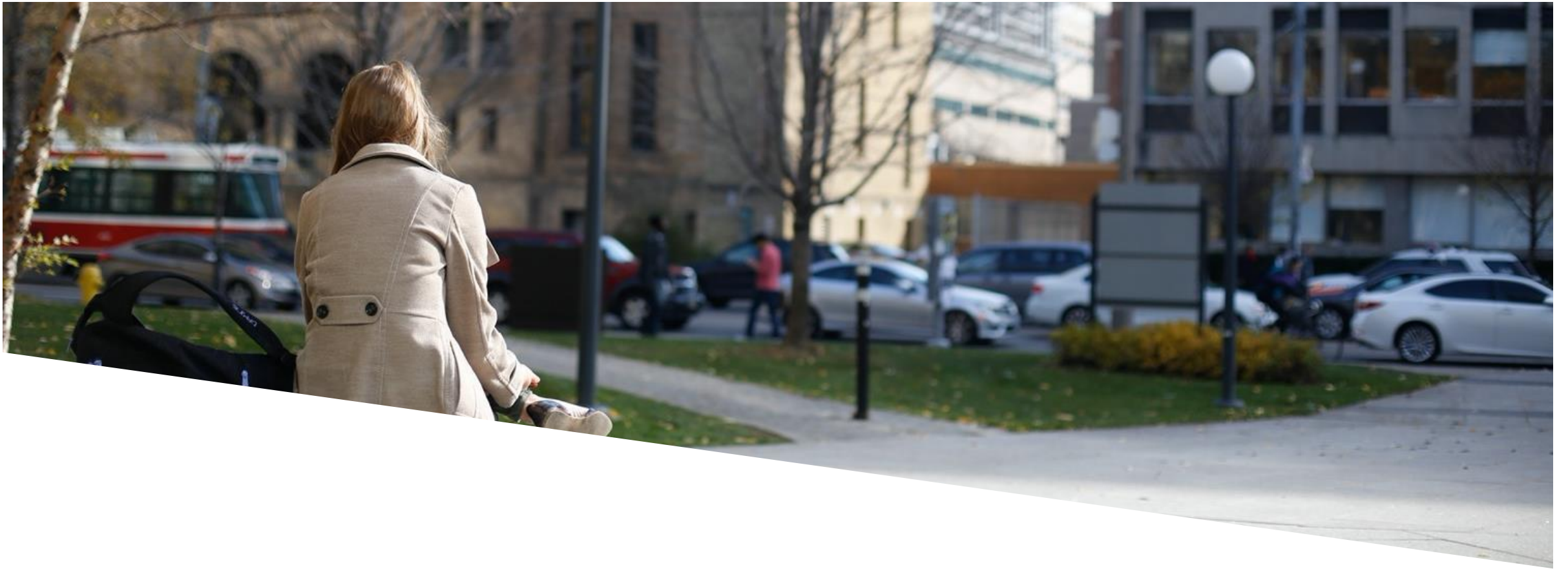
- Getting started
- In the thick of it
- Refining and fine-tuning



Share in the Chat

Type one **GOAL** you have for today's session.





Dossier Overview

Where to Start

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

[pp. 12-14](#) for
summary
table

Purposes of a Teaching Dossier

Fulfill requirements for:

- **Tenure stream:** Interim Review and Tenure Review
- **Teaching Stream:** Probationary review and Continuing Status review



- Present your teaching effectiveness to others
- Assess your own teaching goals and accomplishments
- Track how you have addressed teaching challenges
- Identify areas for improvement.
- Share future goals for teaching development.

What Constitutes a Dossier?

Narrative framework

- statement of teaching philosophy/practice
- **narrative descriptions** of teaching experiences, teaching data, and supporting documents
- **critical reflection**

Materials/Artifacts

- supporting evidence (accompanied by **brief explanatory notes**)

Sample Dossier Structure

- Table of Contents/Introduction
- Statement of Teaching Philosophy and/or Teaching Strategies/Practice
- Teaching Responsibilities
- Evidence of Teaching Effectiveness
- Educational Leadership/Professional Contributions to Teaching and Learning/Teaching Awards
- Professional Development (including what you have learned)

Start with
your divisional
guidelines
first for key
headings and
content

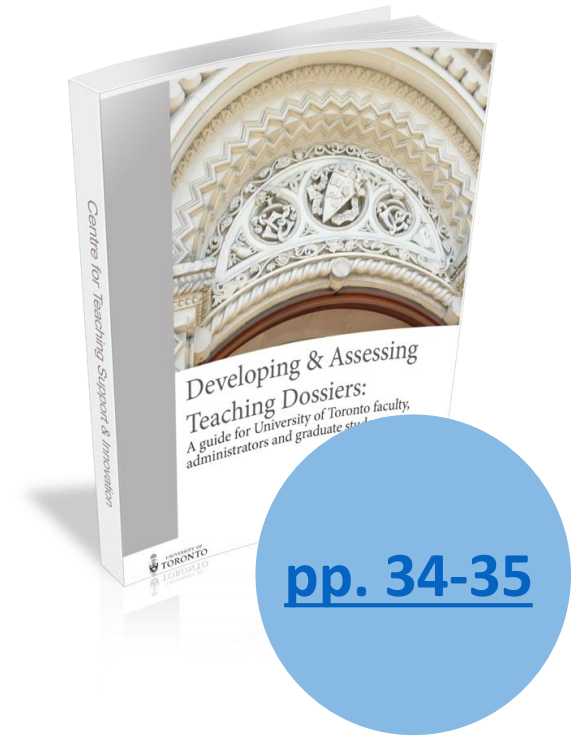
Dossier Guide
[pp. 15-16](#)

Sample Dossier Structure

Appendices – with brief context for each

- A. Representative Course Materials
- B. Sample Student Work (anonymized)
- C. Sample Publications (teaching-related only)
- D. Unsolicited Letters from Colleagues/Emails from Students

Frame your appendix content with introductory text to contextualize that material.



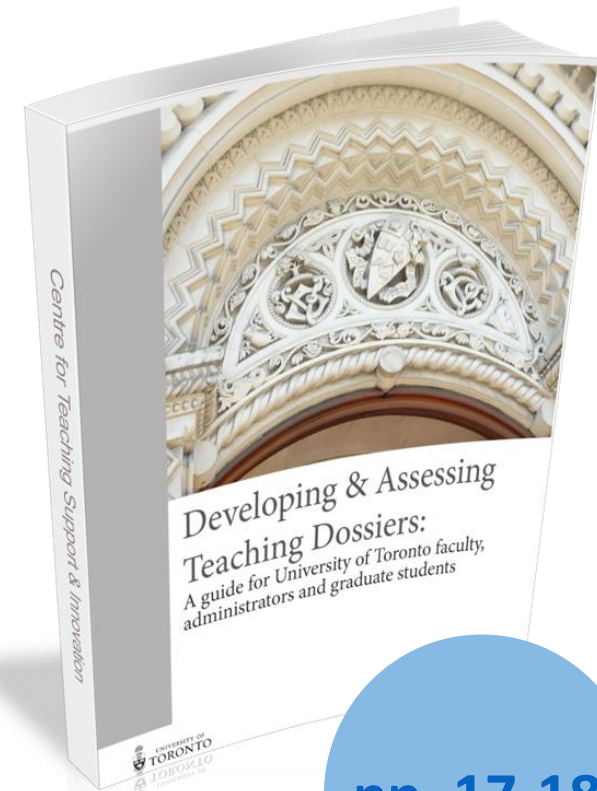
Collect Materials & Document Teaching

Compile & examine your teaching "stuff":

- Collect everything (!)
- Keep up-to-date
- Develop a filing system

Document your teaching *as you teach*:

- Note observations from classroom experiences or interactions with colleagues or students
- Document any teaching experiments or innovations
- Capture a meaningful teaching moment
- Record and track student successes
- Keep formative feedback (e.g., mid-course evaluations)

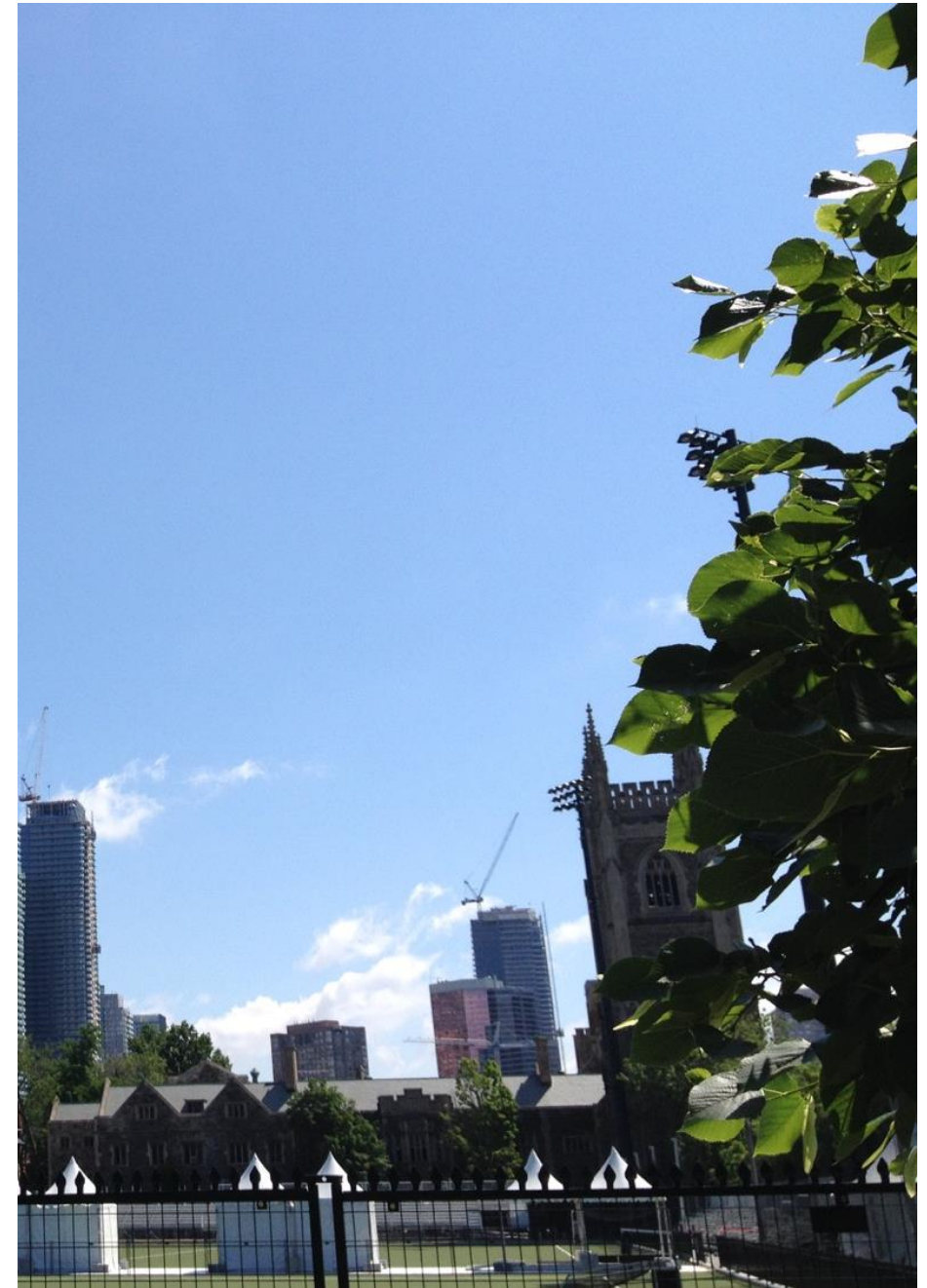


[pp. 17-18](#)

Activity #1

How do you collect and organize your teaching materials?

Consider sharing your tips in the chat!





Review: Statement of Teaching Philosophy

Purpose of Statement of Teaching Philosophy

- Highlights your beliefs about and approaches to teaching
- Supports all other elements of the dossier
- Offers a **conceptual framework** or **roadmap** for the dossier

Dossier Guide

pp. 19-22

What is a Statement of Teaching Philosophy?

Key elements:

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

What is a Statement of Teaching Philosophy?

Common pitfalls

- Too general
- No or little evidence of reflection – simply lists teaching activities
- Dwells on negatives
- Too clichéd
- Too oblique
- Too few, or no, examples linking beliefs to practice

BEWARE: buzzwords, jargon

Teaching Story

Students take my language course as an elective and have shared in previous course offerings that they feel vulnerable and at times intimidated to speak as every utterance is open to error. And yet they are keen to learn a new language. I want to ensure they are successful and find enjoyment in these early stages of language development.

Teaching Claim(s)

As a language teacher, it is important to me that I create a welcoming and inclusive environment that builds in small group activities for students to build their language skills in a supportive space.

Implementation Exs/Artifact(s)

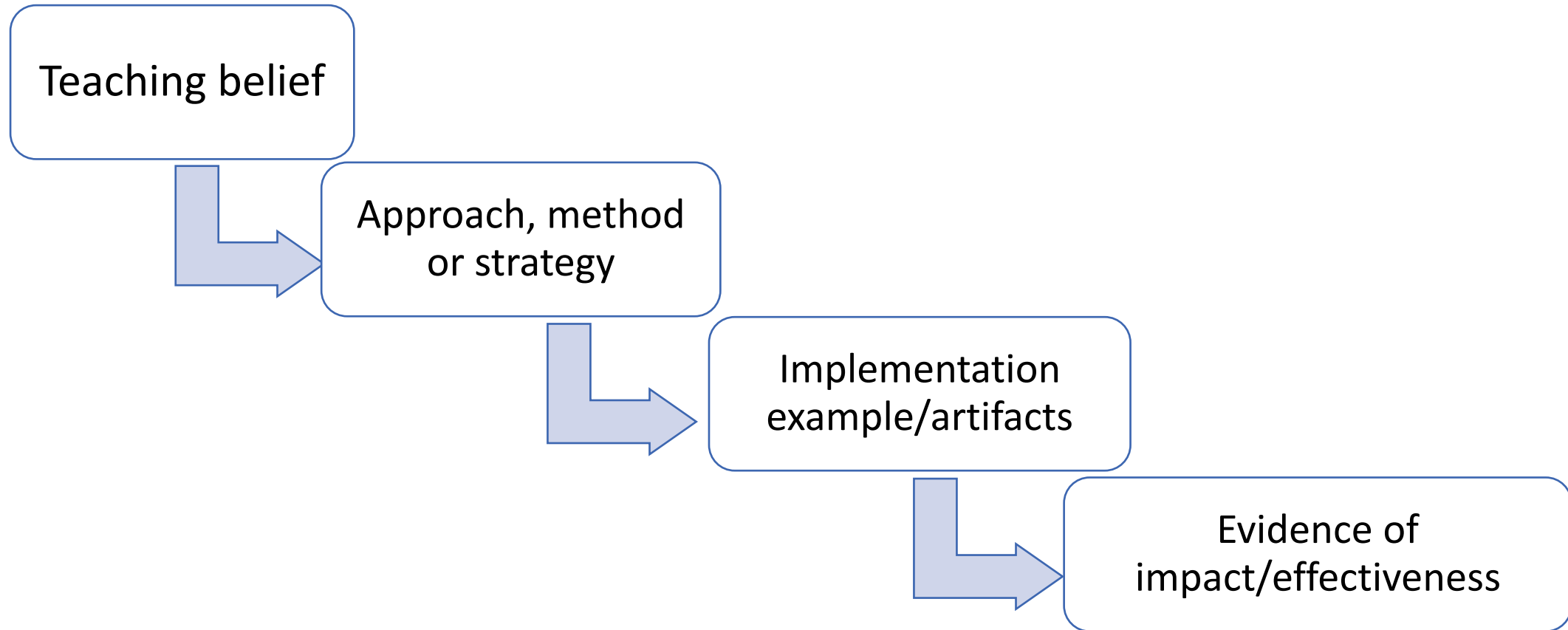
Examples of small groups activities & other teaching materials that intentionally and purposefully ensure students mingle and build their language skills in a supported space.

Evidence of Effectiveness

Course evaluation data (qual & quant) where students address topics such inclusivity, a welcoming, and supportive class.
Conversations during office hours; participation during full group discussions.

Dossier Alignment

Continue the thread from your Teaching Philosophy





Teaching Responsibilities

Consider:

- 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 design
 - Significant course re-design
- Curriculum development
 - Curriculum committee membership

Include graduate & undergraduate student teaching, advising, mentoring

- List of graduate students supervised
- Approach to graduate student supervision and mentorship (as a form of teaching)
 - Recruitment
 - Feedback strategies
- Examples of success
 - continuing graduate studies
 - gaining an academic position
 - job market success
- Undergraduate activities (e.g., research, co-curricular teaching)



Dossier Guide
[pp. 25](#)

Activity #2

Course design and redesign

Think about a course you designed or significantly redesigned:

- What was your role?
 - Involvement of other instructors, TAs?
- Why this course?
 - Your initiative? Your disciplinary research?
 - Identifying gaps in the department?
 - Curriculum committee; curriculum mapping efforts?



Type in Worksheet





Let's take a break!



Evidence of Teaching Effectiveness

Sources of Evidence

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

Dossier Guide
[pp. 26-28](#)

Different Sources of Evidence

Students' perspectives and experiences

- Course evaluations
- Other student feedback (e.g. mid-course surveys)
- Unsolicited emails
- Student work

Triangulate and
**highlight common
themes**



Appropriateness of the methods and content

- Formative peer observations
- Sample instructional materials for review

Activity #3

Evidence of effectiveness

Which sources of evidence could you collect moving forward?

- Formative feedback (e.g., ticket out the door)
- Mid-course feedback survey (e.g., Stop-Start-Continue)
- Peer observation of teaching (formative not summative)
- Unsolicited emails/letters
- Examples of student work and outcomes
- Teaching awards



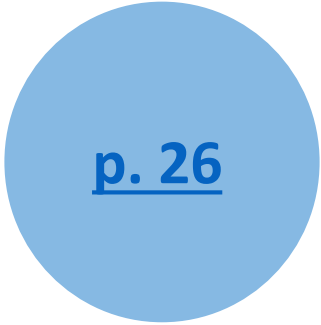
Type in Worksheet

Summary of Course Evaluation Data for NAME

Department of INSERT HERE

Course	Section	Semester	# Responses	# Invited	Q1	Q2	Q3	Q4	Q5	ICM	Q6
Average					#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Q1: I found the course intellectually stimulating					Evaluation Scale (1 to 5): 1=Not At All, 2=Somewhat, 3=Moderately, 4=Mostly, 5=A Great Deal						
Q2: The course provided me with a deeper understanding of subject matter											
Q3: The instructor created a course atmosphere that was conducive to my learning					Evaluation Scale (1 to 5): 1=Not At All, 2=Somewhat, 3=Moderately, 4=Mostly, 5=A Great Deal						
Q4: Course projects, assignments, tests and/or exams improved my understanding of the course material					Evaluation Scale (1 to 5): 1=Not At All, 2=Somewhat, 3=Moderately, 4=Mostly, 5=A Great Deal						
Q5: Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material											
ICM: Institutional Composite Mean					The arithmetic average of Q1, Q2, Q3, Q4, Q5						
Q6: Overall, the quality of my learning experience in this course					Evaluation Scale (1 to 5): 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent						

- Provide enough detail to identify courses
- Include the item wording and scale
- Do not combine the current course evaluation framework with other evaluations
- Draw out trends and highlights in your narrative
- Use is **optional**



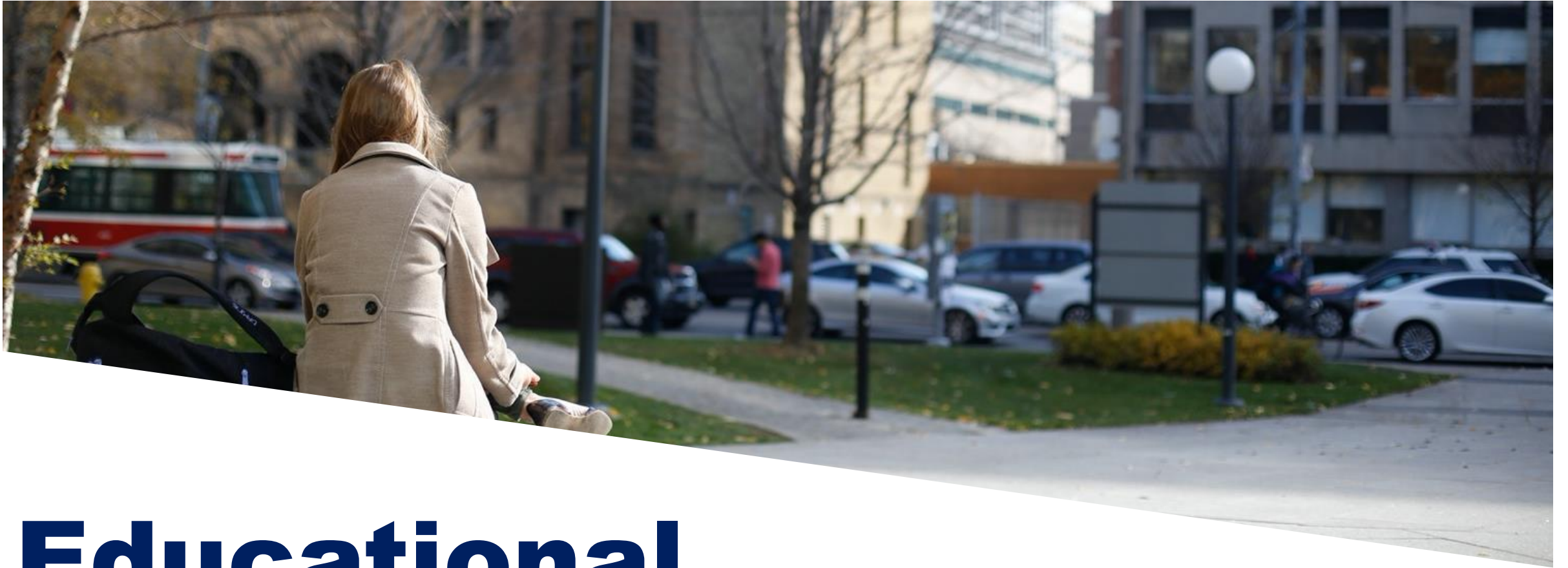
Narratives of effectiveness

- Highlight trends and positives
- Link multiple sources of evidence to tell a cohesive story
 - quantitative and qualitative evaluation results
 - formative and unsolicited feedback
 - teaching observations
- Connect results to teaching practice
 - a new activity, approach, assessment, or tool
 - a particular “teaching moment”
- Connect evidence to your broader narrative
 - points of your teaching philosophy
 - criteria for assessment

Narratives of development

- Acknowledge ‘blips’
 - Avoid discounting or downplaying student feedback
- Provide context
 - Course size or level
 - New course
 - New approach—did you take a risk in your teaching?
- Provide a narrative of development—end on a positive
 - What you see in the results
 - What you have changed or will change





Educational Leadership

Educational Leadership

Consider

- 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
- Work on teaching/learning committees
- Work with relevant associations/organizations

Dossier Guide

[p. 29](#)

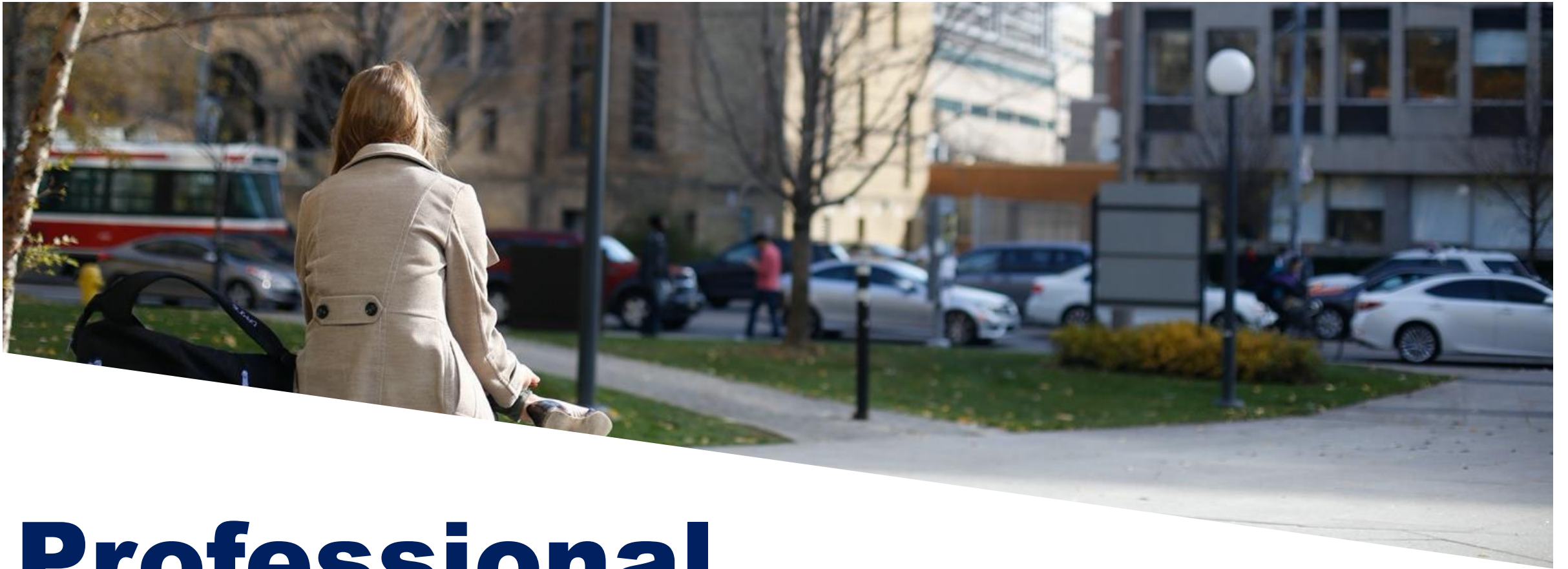
Educational Leadership

Consider

- Development of new programs or initiatives for students (e.g., co- curricular) or faculty
- Delivery of professional development for colleagues, or collegial mentoring/coaching
- Outreach to the community/community involvement/service to professional organizations and associations
- Other...

Dossier Guide

[p. 29](#)



Professional Development

Professional, Pedagogical, or Teaching Development

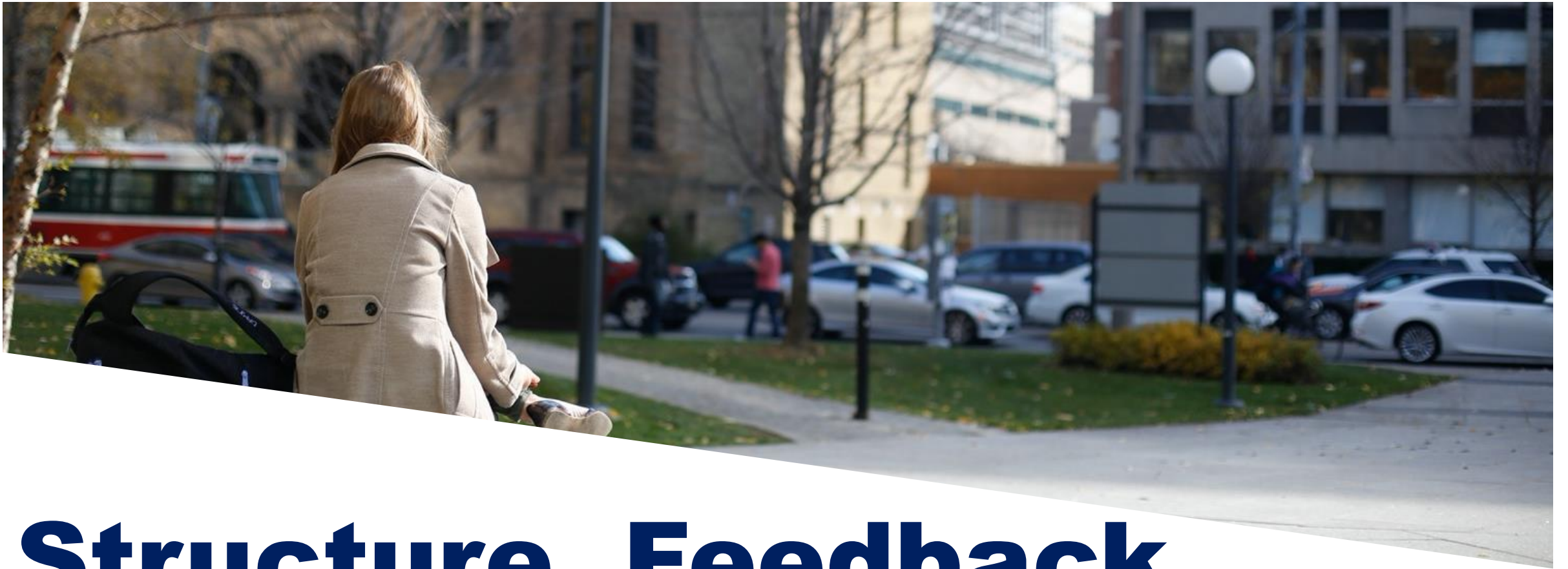
- How do you continue to grow and learn as a teacher?
- Consider a table or list
- In a narrative, highlight examples. Consider:
 - Why did you seek out the PD?
 - What did you learn?
 - How did it impact your teaching?



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)



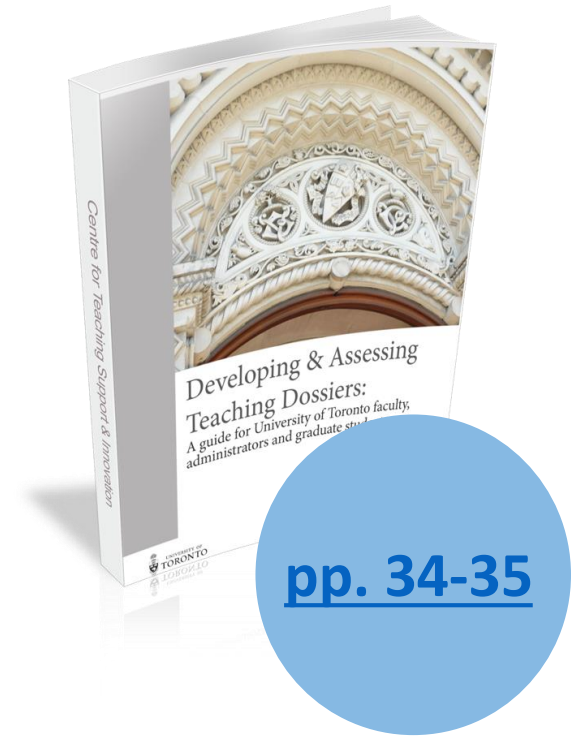
Structure, Feedback, and Final Steps

Appendices

Appendices – with summary pages

- A. Representative Course Materials
- B. Sample Student Work (anonymized)
- C. Sample Publications (teaching-related only)
- D. Unsolicited Letters from Colleagues/Emails from Students

Frame your appendix content with introductory text to contextualize that material.



Formatting Your Dossier

Check with your unit head (and colleagues) 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



Final Steps

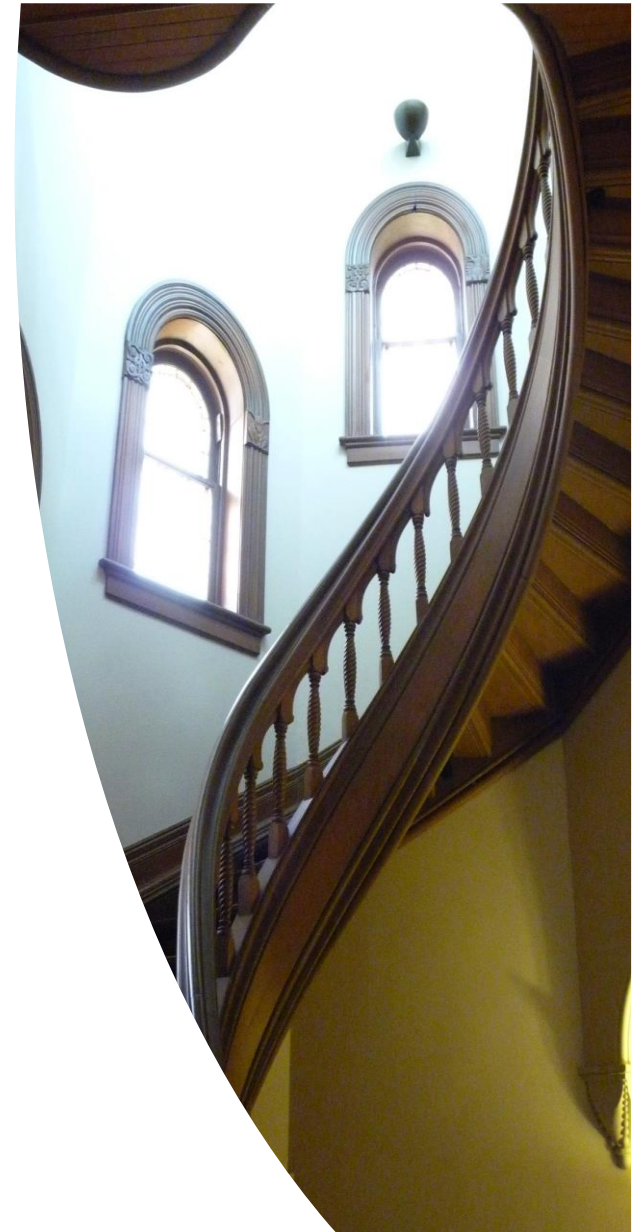
Evaluate your dossier and Statement of Teaching Philosophy

- Get **feedback** on your entire dossier from a variety of colleagues
- Ensure dossier is **balanced** and **aligned**
- Consider the **reader's perspective**



Closing Tips

- Set a workback schedule.
- This is a highly iterative process.
- Seek feedback early and often.
- Document your teaching *as you teach*; note changes; update materials, including your STP, as needed.
- Regularly examine your assumptions about teaching and learning.



Activity #4

Planning Your Next Steps

Identify three concrete goals for moving your dossier forward and set timelines. Consider...

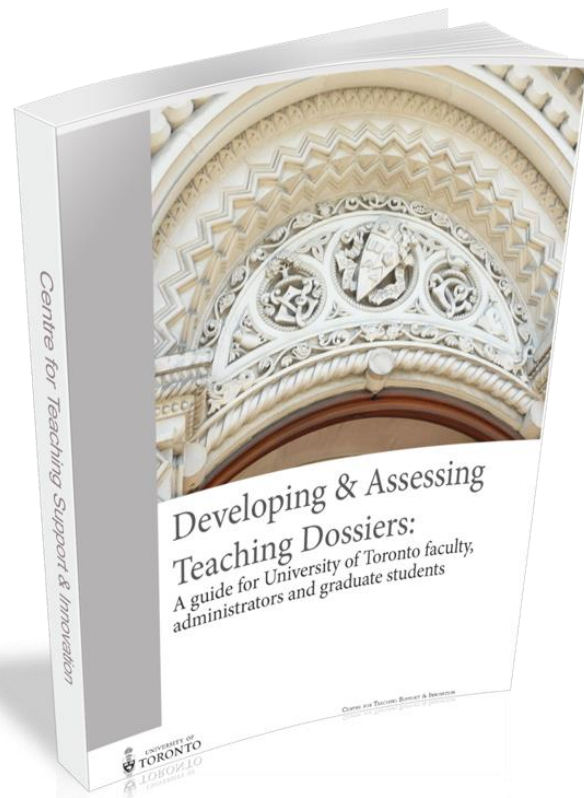
- Consulting with your unit head
- Reviewing your Divisional Guidelines
- Gathering teaching materials
- Gathering evidence of effectiveness
- Reviewing with peers
- And more...



Type in Worksheet



CTSI Resources



Consult our Guide

<https://teaching.utoronto.ca/teaching-support/documenting-teaching/teaching-dossier/>

Book a Dossier Review Consultation

(Service only available to faculty members going through the review process)

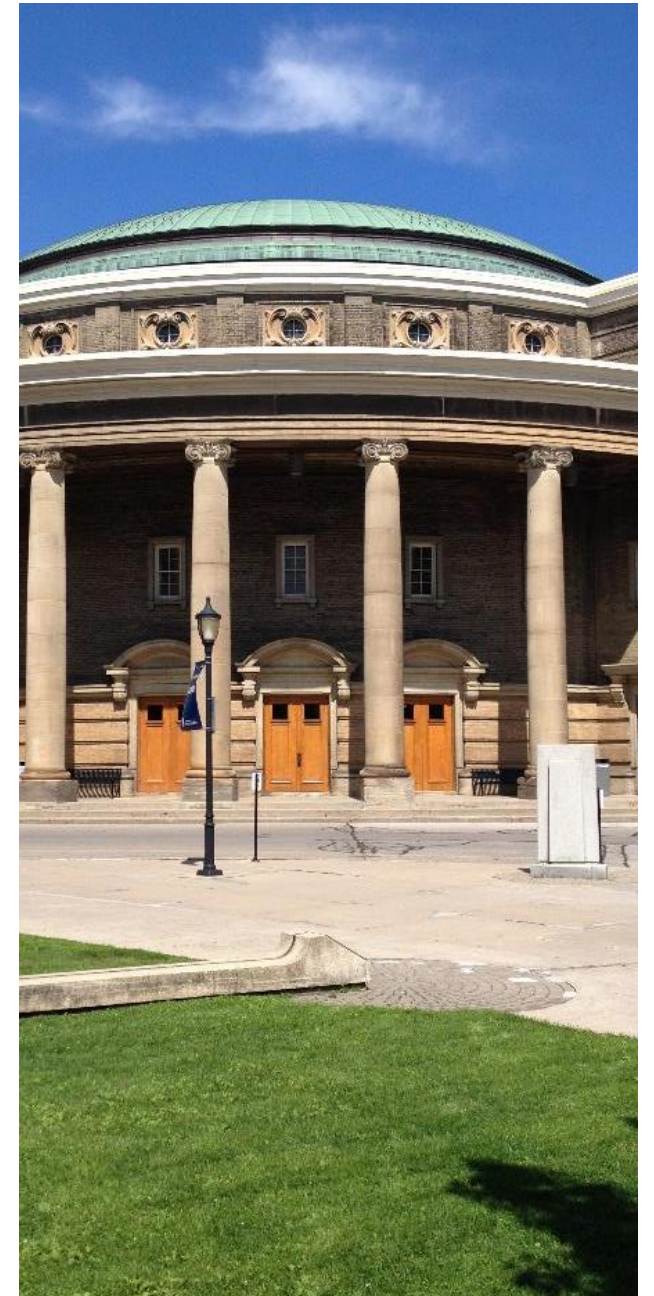
Via CTSI's online form:

<https://teaching.utoronto.ca/teaching-support/consultations/dossierrequestform/>

Q&A

Final questions/concerns?

- Please note: a summary of responses to key questions will be shared with the webinar slides and recording.



Thank you



ctsi.teaching@utoronto.ca