

Welcome!

Before the Session



Let us know if our **audio** and **screen** are sharing



Turn on **live captions** for closed captioning
[Select More... >
Language and speech >
Turn on live captions]

During the Session



Turn off your mic until the Q&A



Share your questions and comments in the **chat**

After the Session



Complete the **feedback survey** (link via email)



Review the **session resources** when posted

Preparing Your Teaching Dossier

Cora McCloy, Educational Developer

Samantha Chang, Educational Developer

April 6, 2026

Land Acknowledgement

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Revised by the Elders' Circle (Council of Indigenous Initiatives)

Access Check

We understand access to be a shared responsibility between everyone in this space. We will strive to create an accessible space that reduces the need for you to disclose a disability or impairment for the purposes of gaining an accommodation. In doing this together, we strive to welcome disability, and the changes it brings, into our space.

Is there anything about the space (display, sound, speaking speed, etc.) that we should address now?

Are there any other access needs that might affect your participation in the conversations that we could also address?

Reflecting on Your Teaching at U of T

October 30, 2025

Creating a Feedback
Culture in Your
Teaching

December 9, 2025

Reflective Educator as
Leader

February 19, 2026

Drafting Your
Statement of Teaching
Philosophy

April 6, 2026

Preparing the
Teaching Dossier

Today's Agenda

1. Teaching Dossier Overview
2. Statement of Teaching Philosophy
3. Teaching Responsibilities
4. Evidence of Teaching Effectiveness
5. Educational Leadership and/or Achievement
6. Pedagogical Professional Development
7. Appendices
8. Planning Your Next Steps



Poll 1: Where are you in the dossier process?

Select the option that best describes where you are right now.

- Being here is my first step in preparing a teaching dossier.
- I need to revise or update my dossier.
- I am actively working on my dossier.
- I am refining or polishing my dossier.



Chat Activity: Goals or Questions for Today

Type **one goal or one question** you have for today's session.



Session Goals

By the end of this session, you will:

- Understand the purpose and structure of a teaching dossier
- Identify the key components commonly included in teaching dossiers
- Reflect on your own teaching practices and evidence of effectiveness
- Identify gaps in your current dossier materials or sources of evidence
- Begin planning next steps for developing or revising your dossier

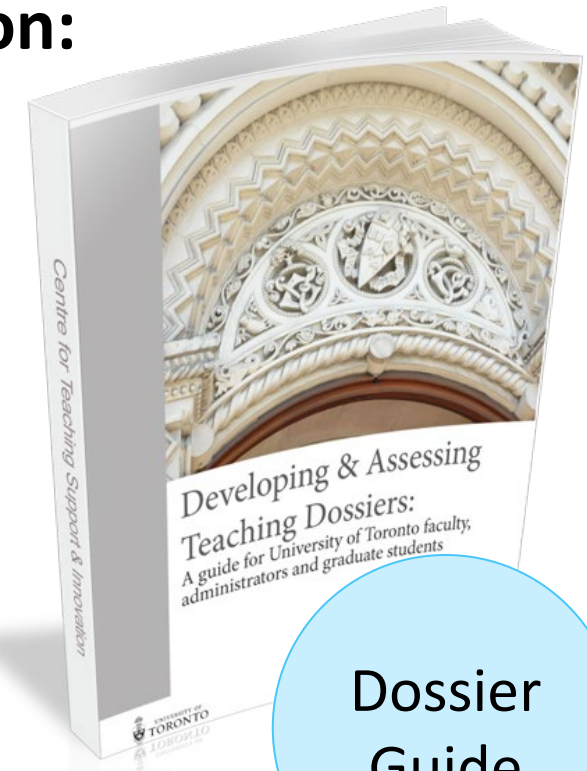
Today's Resources

Download, save, and complete throughout today's session:

- Worksheet (Word document)

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](#)



Dossier
Guide

Teaching 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

Dossier Guide
([pp. 10–14](#))

Purposes of a Teaching Dossier

Fulfill requirements for:

- **Tenure Stream:** Interim Review and Tenure Review
- **Teaching Stream:** Probationary review and Continuing Status review
- Present my teaching effectiveness to others
- Assess my own teaching goals and accomplishments
- Track how I have addressed teaching challenges
- Identify areas for improvement.
- Share future goals for teaching development.

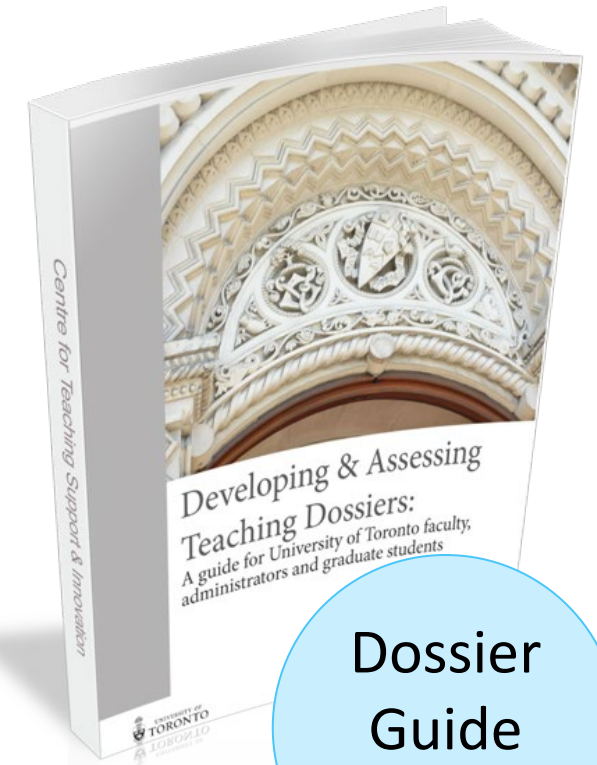
What constitutes a dossier?

Narrative framework

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

Artifacts

- Supporting evidence
(accompanied by brief explanatory notes)



Dossier
Guide
([p. 5](#))

Sample Dossier Structure

Start with your divisional guidelines *first* for key headings and content

- Table of Contents
- Statement of Teaching Philosophy
- Teaching Responsibilities
- Evidence of Teaching Effectiveness
- Educational Leadership and/or Achievements
- Pedagogical Professional Development
- Appendices

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([pp. 15–16](#))

Collect Materials and Document Teaching

Compile and examine your teaching “stuff”:

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

Dossier Guide
([pp. 17–18](#))

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 feedback)

Chat Activity: Strategies Exchange

How do you currently keep track of materials or experiences related to your teaching?

Examples might include:

- Saving student feedback or course evaluations
- Keeping notes about teaching changes or experiments
- Collecting assignments, syllabi, or course materials
- Documenting teaching innovations or challenges



Share your strategies in the chat.

Statement of Teaching Philosophy

A Statement of Teaching Philosophy (STP):

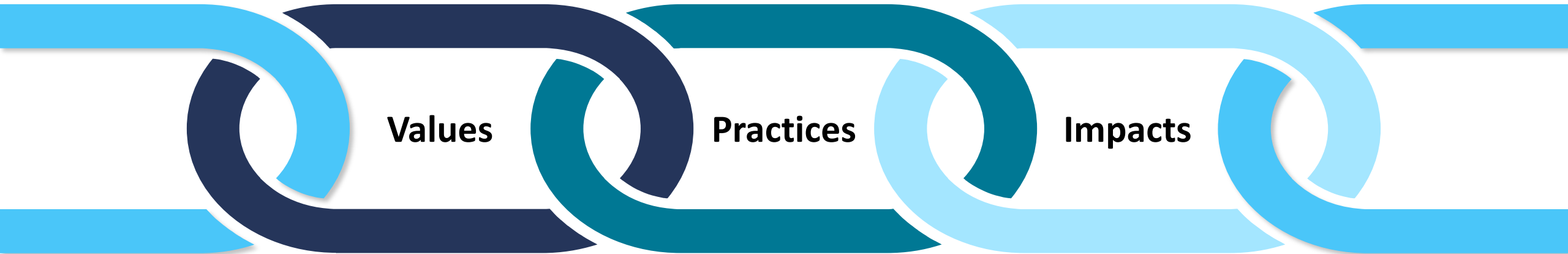
- Communicates **what you value** in teaching and learning
- Describes how those values shape **your teaching practices**
- Demonstrates the **impacts of those practices** on student learning and your development as an educator

The STP can **stand alone** as a reflective document and **serve as the roadmap** for the entire teaching dossier.

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([pp. 19–22](#))

Connecting the STP to the Teaching Dossier

Carry the thread from your Statement of Teaching Philosophy by linking:



Your dossier should show:

- How your **values** shape your teaching practices
- How those **practices** support student learning
- How the **impact** of your teaching is demonstrated through evidence

Elements of a Teaching Philosophy Statement

- **Teaching Context:** The courses, students, and disciplinary environment shaping your teaching
- **Teaching Values:** Your core commitments about teaching and student learning
- **Teaching Practices:** How those values appear in your course design and instructional approaches
- **Impacts on Learning:** How your teaching supports student learning and development
- **Professional Growth:** How your teaching has evolved and areas you aim to strengthen

Activity 1: Values–Practices–Impacts

Take a moment to reflect on your own teaching.
In the worksheet, jot down:

- **Values:** What is one value that guides your teaching?
- **Practices:** How does that value appear in your teaching practices?
- **Impacts:** How does this support student learning or development?

3-min.
worksheet
reflection

STP Format and Tone

- **Length:** 2–5 pages, typically single-spaced and written in the first person
- **Language:** Use clear, accessible language; avoid unnecessary jargon
- **Narrative:** Integrate examples of teaching practices and impacts within your discussion
- **Organization:** Use headings and white space to help reviewers navigate your statement

Teaching Responsibilities

This section describes **what you teach, whom you teach, and the contexts in which you teach**. It helps reviewers understand:

- The **scope of your teaching** across courses, programs, and modalities
- The **learning environments** in which your teaching takes place
- How your **teaching practices take shape in specific teaching contexts**

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Forms of Teaching Responsibilities

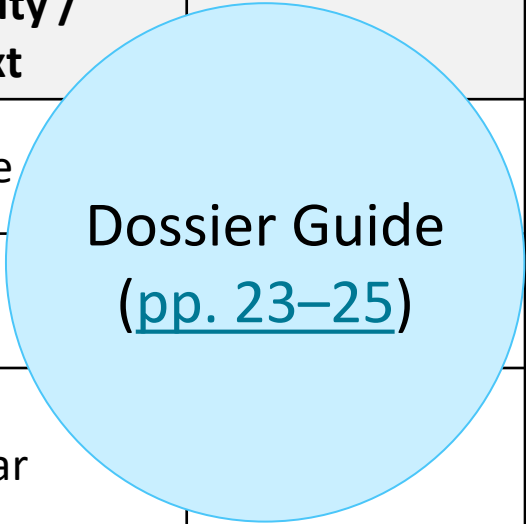
Teaching responsibilities may include multiple forms of teaching work:

- **Course teaching:** Lectures, seminars, labs, studios, online courses
- **Course and curriculum development:** Designing or redesigning courses, developing assessments, contributing to program initiatives
- **Supervision and mentorship:** Graduate supervision, undergraduate research mentorship, clinical or practicum supervision
- **Experiential and community-based learning:** Fieldwork, clinical teaching, community-engaged or public education

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Course Summary Table

Most dossiers summarize courses using a teaching responsibilities table.

Course Code and Title	Level	Role	Term	Enrolment	Modality / Context	
ABC101 Intro to X	1st-year UG	Instructor	Fall 2025	320	Lecture	
ART301 Studio Practice	3rd-year UG	Instructor	Fall 2025	25	Studio	
XYZ902 Graduate Seminar	Graduate	Instructor	Winter 2026	18	Seminar	

Follow the table with a section highlighting patterns in your teaching, such as course development, redesigns, or recurring approaches.

Writing About Your Teaching Responsibilities

After your course table, add a section that:

- Describes your teaching context
- Highlights key developments or approaches
- Shows how your teaching practices take shape

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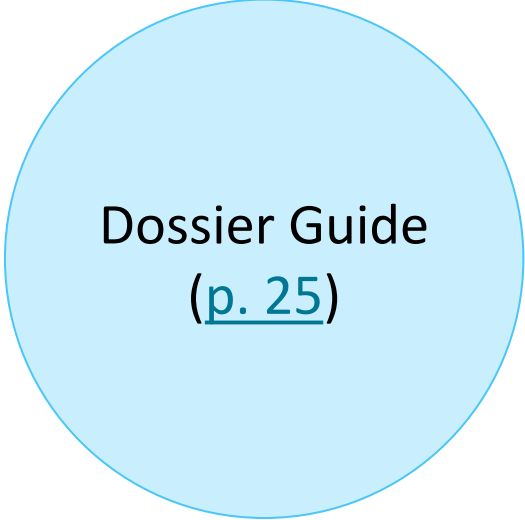
Supervision and Mentorship

Supervision and mentorship are important forms of teaching and may include:

- Graduate supervision
- Undergraduate research mentorship
- Postdoctoral supervision
- Clinical or practicum supervision

In your dossier, you may include:

- Students supervised
- Your role (e.g., primary supervisor, committee member)
- A short reflection on your approach to supervision and student development



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Activity 2: Mapping Teaching

In your worksheet, take a few minutes to map your teaching responsibilities:

- **Context:** What teaching contexts best represent your work? (courses, supervision, labs, fieldwork, etc.)
- **Selection:** Which courses or roles help illustrate your teaching practices most clearly?
- **Framing:** What might you highlight about these experiences? (e.g., course design, teaching approaches, student learning)

3-min.
worksheet
reflection

Stretch Break

5 minutes



Evidence of Teaching Effectiveness

Poll 2: What sources of evidence have you used?

- 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
- Course Evaluations
- Your own SoTL



Draw on Multiple Perspectives

- Student-generated feedback
- Peer and institutional feedback
- Evidence from student learning
- Assessment and feedback practices
- Your own Scholarship of Teaching & Learning (SoTL)
- Evidence may include both quantitative and qualitative data, selected strategically to illustrate your impact
- Choose sources that best align with your teaching context and the story you want to tell
 - **Ethical note:** Include only materials that you can share ethically and appropriately. Obtain permission for any identifiable student work or communications and anonymize data where necessary

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., Start-Stop-Continue-Change)
- Peer observation of teaching (formative, not summative)
- Unsolicited emails/letters
- Learning analytics
- Examples of student work and outcomes
- Teaching awards
- Your own SoTL

3-min.
worksheet
reflection

CTSI Summary of Course Evaluation Data

- 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**

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Course Evaluation Summary Sheet for NAME															
Department of INSERT HERE															
Course Information		Response Rate (RR) Information			ICM*	Analysis (auto-calculated)			Item Endorsement Rates (Optional)						
Course	Semester	# Invited	# Responses	RR	ICM	Course Size	RR met the threshold?	ICM in or above the typical range?	Ins01	Ins02	Ins03	Ins04	Ins05	Ins06	
Ins 01: I found the course intellectually stimulating Ins 02: The course provided me with a deeper understanding of subject matter Ins 03: The instructor created a course atmosphere that was conducive to my learning Ins 04: Course projects, assignments, tests and/or exams improved my understanding of the course material Ins 05: Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material									Scale (1 to 5): 1=Not At All, 2=Somewhat, 3=Moderately, 4=Mostly, 5=A Great Deal						
ICM*: Institutional Composite Mean. ICM is used as a key metric here because the 2018 Validation Study established the reliability and validity of using the ICM as a metric to understand students' collective experiences.									The arithmetic average of Ins 01, Ins 02, Ins 03, Ins 04, and Ins 05						
Ins 06: Overall, the quality of my learning experience in this course									Scale (1 to 5): 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent						

Download: [Instructions PDF](#) and [Excel Template](#)

Developing Your Narrative of Teaching Effectiveness

Highlight trends

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

Activity 4: Developing Your Narrative

Think about a narrative you can use to highlight trends, link multiple sources of evidence to tell a cohesive story, and connect results to teaching practice.

Consider:

- Providing context
- Acknowledging inconsistencies or concerns that you feel might emerge from your evaluations
- Speaking to the data

3-min.
worksheet
reflection

Completing Your Teaching Dossier

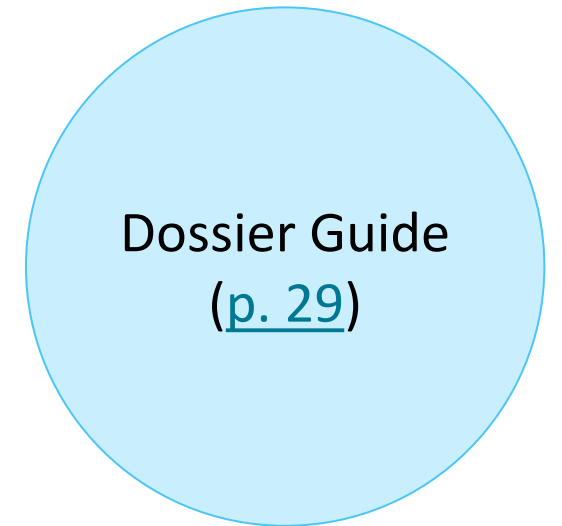
- Educational Leadership and/or Achievement
- Pedagogical Professional Development
- Appendices

Educational Leadership and/or Achievement

This section shows how your teaching **extends beyond your own courses** to influence others and strengthen teaching and learning.

Educational leadership is demonstrated through:

- Collaboration, mentorship, and innovation
- Contributions to teaching and learning beyond your own classroom
- Influence on students, colleagues, programs, or the broader academic community



Focus on your role, your contributions, and their impact. Connect this work to your teaching values and practices.

Educational Leadership: Examples and Framing

You may include contributions such as:

- Mentorship and teaching development (e.g., supporting TAs, mentoring colleagues)
- Curriculum and program development (e.g., course redesign, program review)
- Instructional resources and innovations (e.g., shared materials, learning tools)
- Presentations, workshops, or SoTL work
- Teaching grants, projects, or awards

When writing about these contributions:

- Describe your role and context
- Connect to your teaching values and practices
- Explain the impact on teaching and learning
- Reference supporting evidence (appendices)

Avoid listing activities—focus on impact and influence.

Pedagogical Professional Development

This section demonstrates how your teaching evolves through ongoing professional learning and reflection.

You might include:

- **The learning experience:** What you engaged in and why it was relevant
- **Connection to your values:** How it aligns with your teaching priorities
- **Changes in your practice:** What you implemented, tested, or refined
- **Impact:** How this influenced student learning, engagement, or your approach

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Professional learning may take many form, including workshops, collaborative learning, conferences, or self-directed inquiry.

Appendices

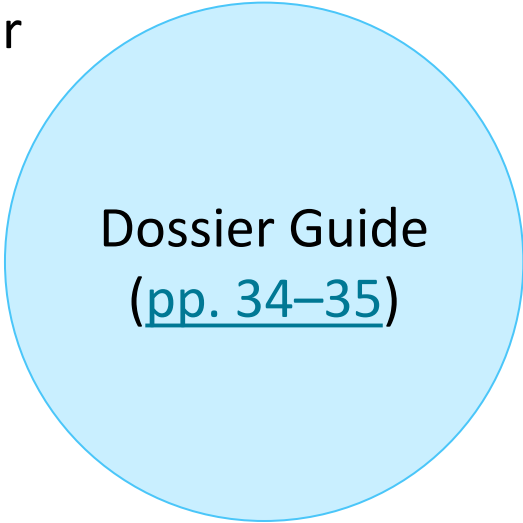
Use appendices to provide **curated evidence** that supports and extends your teaching narrative.

Include materials that:

- Directly support claims made in your dossier
- Are clearly labelled and easy to navigate
- Include brief context or annotations explaining their relevance

Common materials may include:

- Course materials (e.g., syllabi, assignments, rubrics)
- Summaries of student feedback or evaluation data
- Peer or colleague input (e.g., observations, letters)
- Evidence of student learning
- Materials related to leadership or professional development



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Dossier Structure, Feedback, and Next Steps

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?

Dossier Reminders

Evaluate your dossier and Statement of Teaching Philosophy.

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



Dossier Process Tips

Preparing a teaching dossier is a highly iterative process.

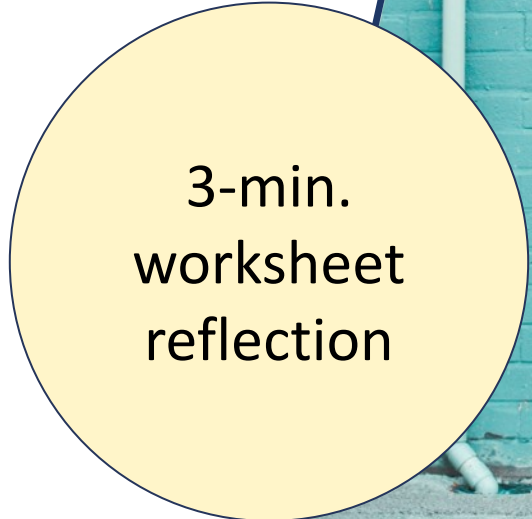
- Set a workback schedule.
- Seek feedback early and often.
- Document your teaching as you teach; note changes; update materials, including your STP, as needed.
- Identify gaps and opportunities to enhance your dossier.
- Regularly examine your assumptions about teaching and learning.



Activity 5: Planning Your Next Steps

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

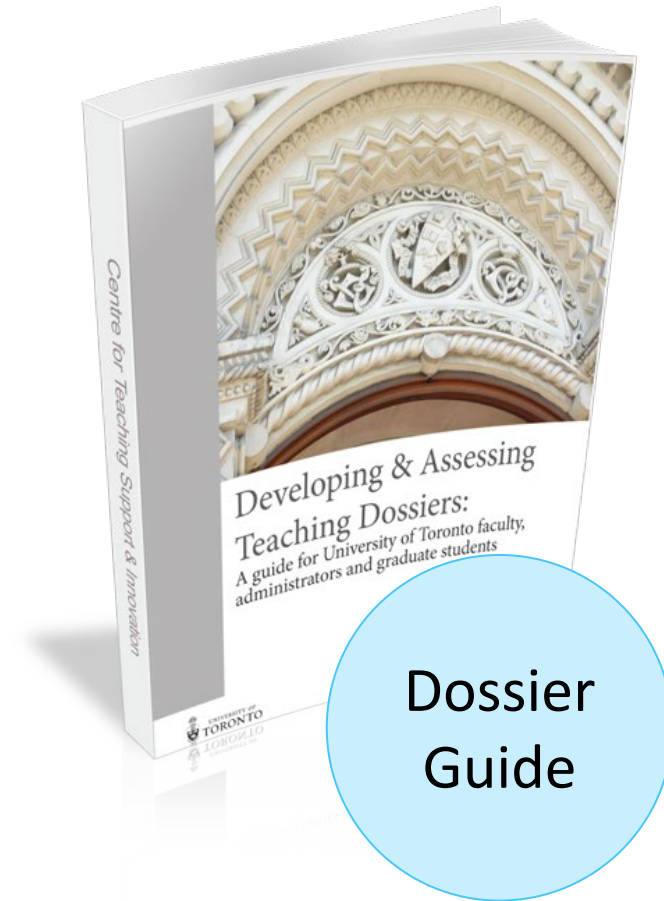
- Consulting with your unit head
- Reviewing your Divisional Guidelines
- Gathering teaching materials
- Gathering evidence of effectiveness
- Reviewing with peers
- And more...



3-min.
worksheet
reflection

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 Comments?

Thank
you!



Values

Practices

Impacts