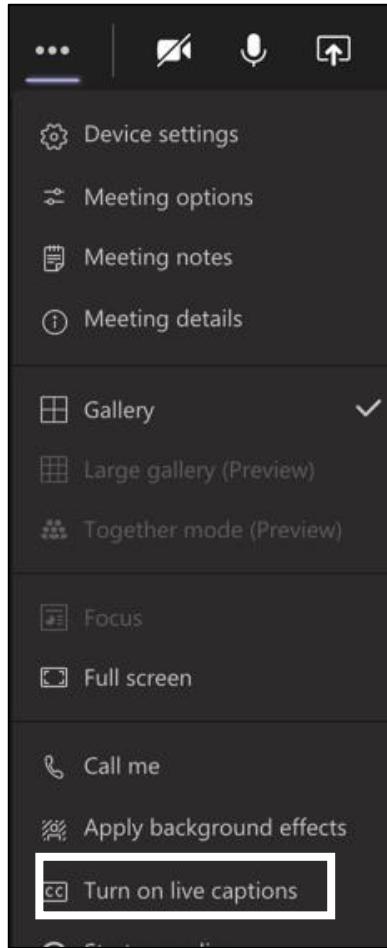


# Preparing the Teaching Dossier

## 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.



# Preparing the Teaching Dossier

April 13, 2022



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 | CTSI's Four-Part Series



# Agenda

- ✓ Introduction & Overview
  - ✓ Poll and chat activities
- ✓ The Statement of Teaching Philosophy
  - ✓ Individual Reflection
  - ✓ Breakout Group
- ✓ Selecting Evidence
  - ✓ Individual Reflection
- ✓ Structure, Feedback & Final Steps
- ✓ Q&A

# Session Goals

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

**Identify**

**the key elements of your dossier**

**Assess**

**alignment between your teaching claims and evidence**

**Review**

**artifacts for inclusion in your dossier**

**Edit**

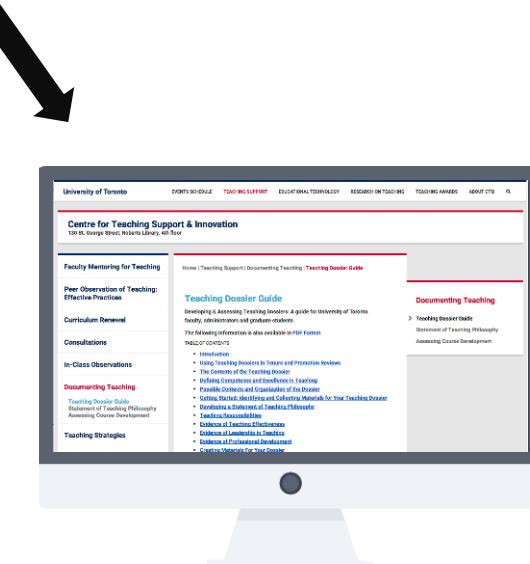
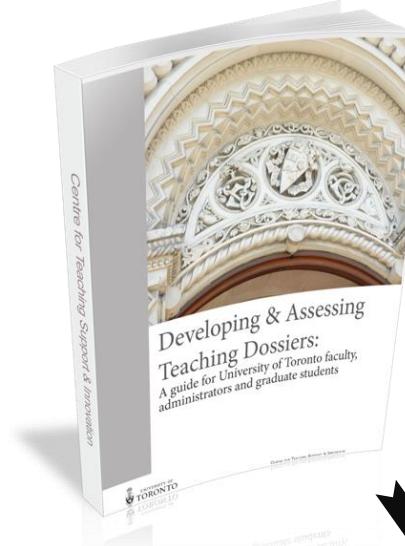
**your own developing dossier narrative**

**Plan**

**steps to follow for preparing your final document.**

# What You Need for Today

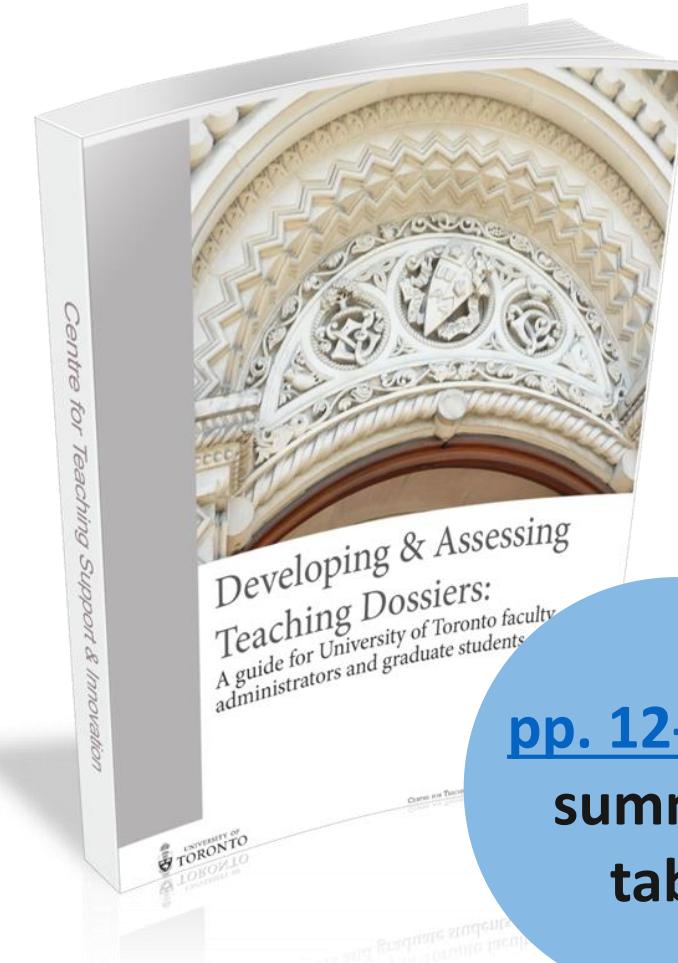
- Worksheet (Word document)
  - sent in reminder email
  - also posted in chat: you must download and save to edit it
  - to be completed throughout the webinar
- CTSI Dossier Guide: *Developing & Assessing Teaching Dossiers*
  - specific pages and sections will be highlighted today
- Divisional Teaching Evaluation Guidelines
  - these are an updated list



# Provostial Guidelines

## [Link to Provostial Guidelines](#)

- See Table in Dossier Guide for ways in which materials included in a dossier can be reviewed in relation to evaluation criteria
- Broad overarching guidelines:
  - Competence in Teaching
  - Excellence in Teaching



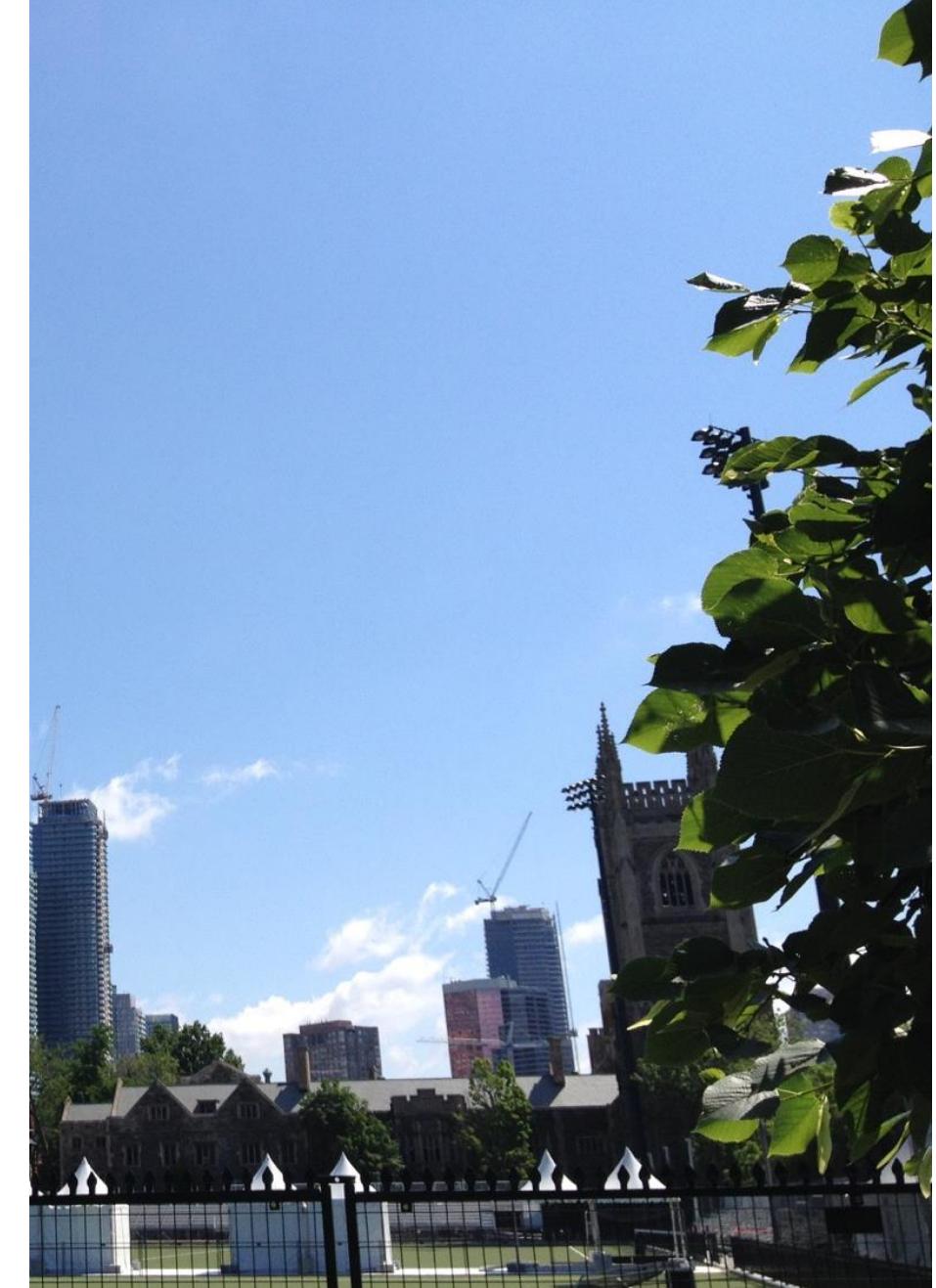
pp. 12-14 for  
summary  
table

# Activity: Poll

**Where are you in the process?**

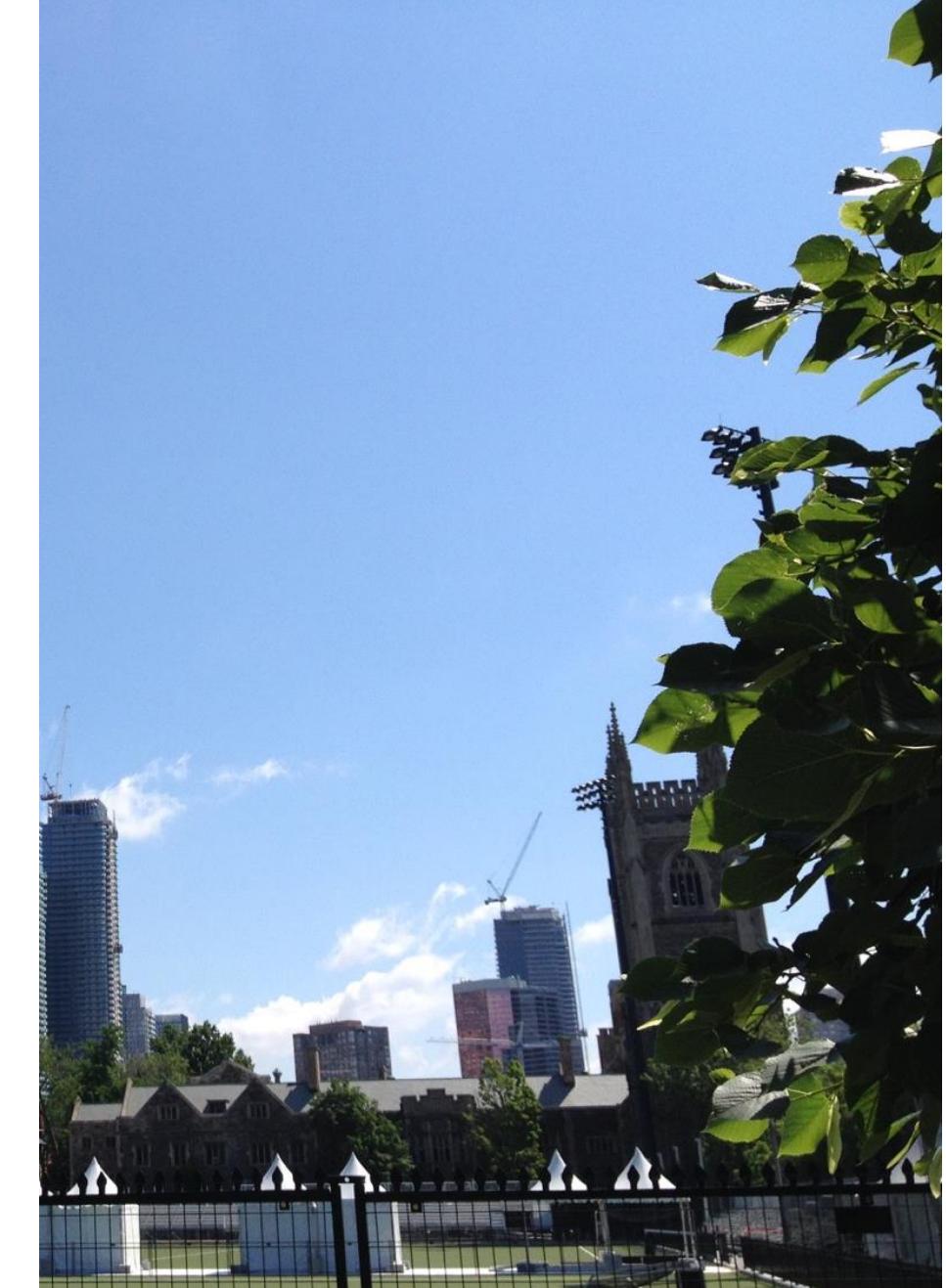


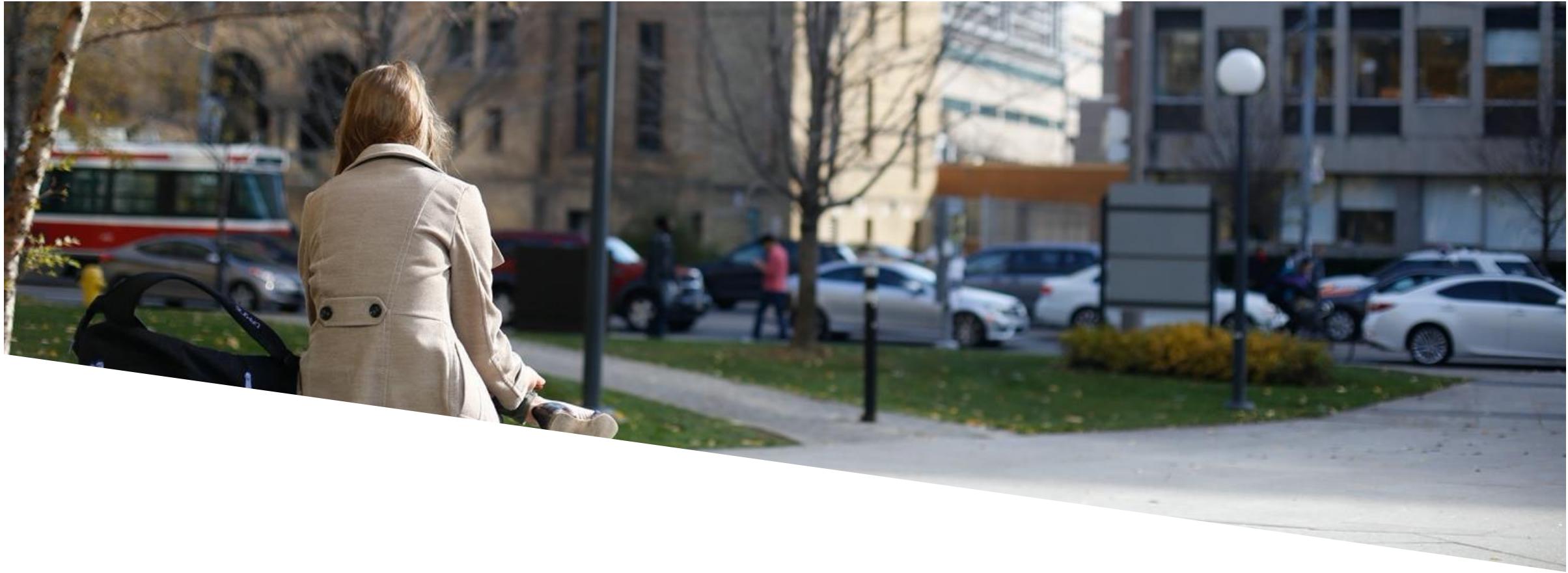
- Getting started
- In the thick of it
- Refining and fine-tuning



# **Activity: Share in the Chat**

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



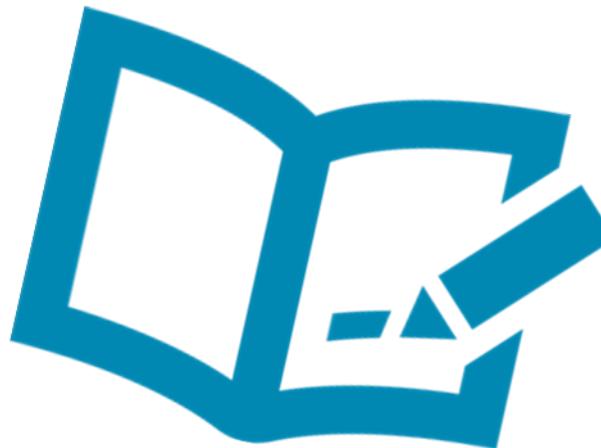


# Dossier Overview

# 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**

## Artifacts

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

# Elements of a Teaching Dossier

Statement of  
Teaching  
Philosophy

Information on  
course design  
and/or curriculum  
development

Evidence of  
innovation and  
teaching leadership

Outreach;  
development of  
new initiatives;  
professional  
contributions

Peer Evaluations  
(Formative)

Summaries of  
course  
evaluations

Evidence of service  
to teaching

Research/  
publications/  
presentations on  
teaching

Professional  
development  
activities

Mentoring  
activities

Representative  
teaching materials

Teaching  
awards/honours  
or innovation  
grants

# Begin Here

- Speak with your unit head – what are department/program norms, format, deadlines, expectations?
- Review your [Teaching Evaluation Guidelines](#) (see Divisions)



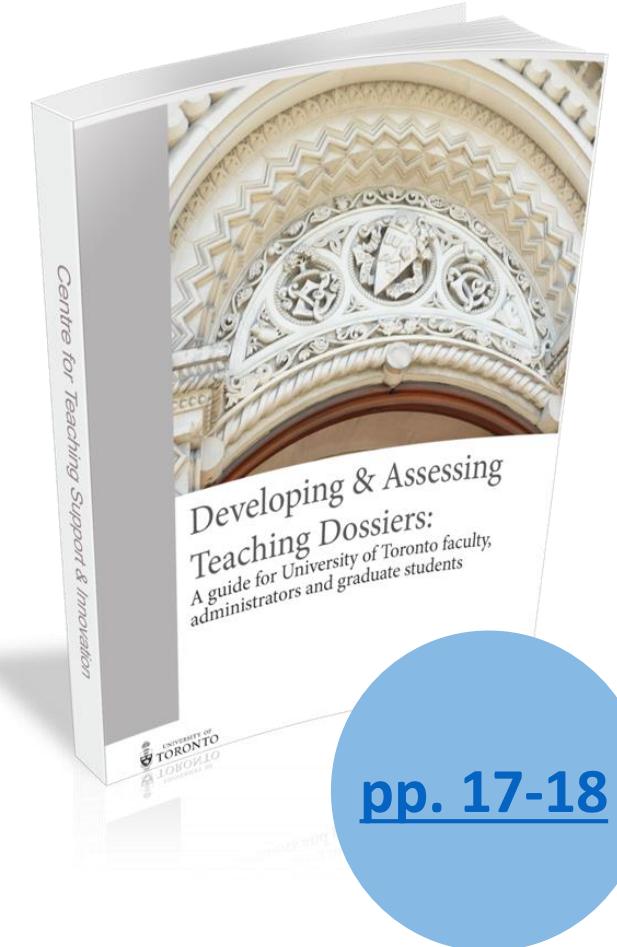
# Collect Materials & Document Teaching

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)

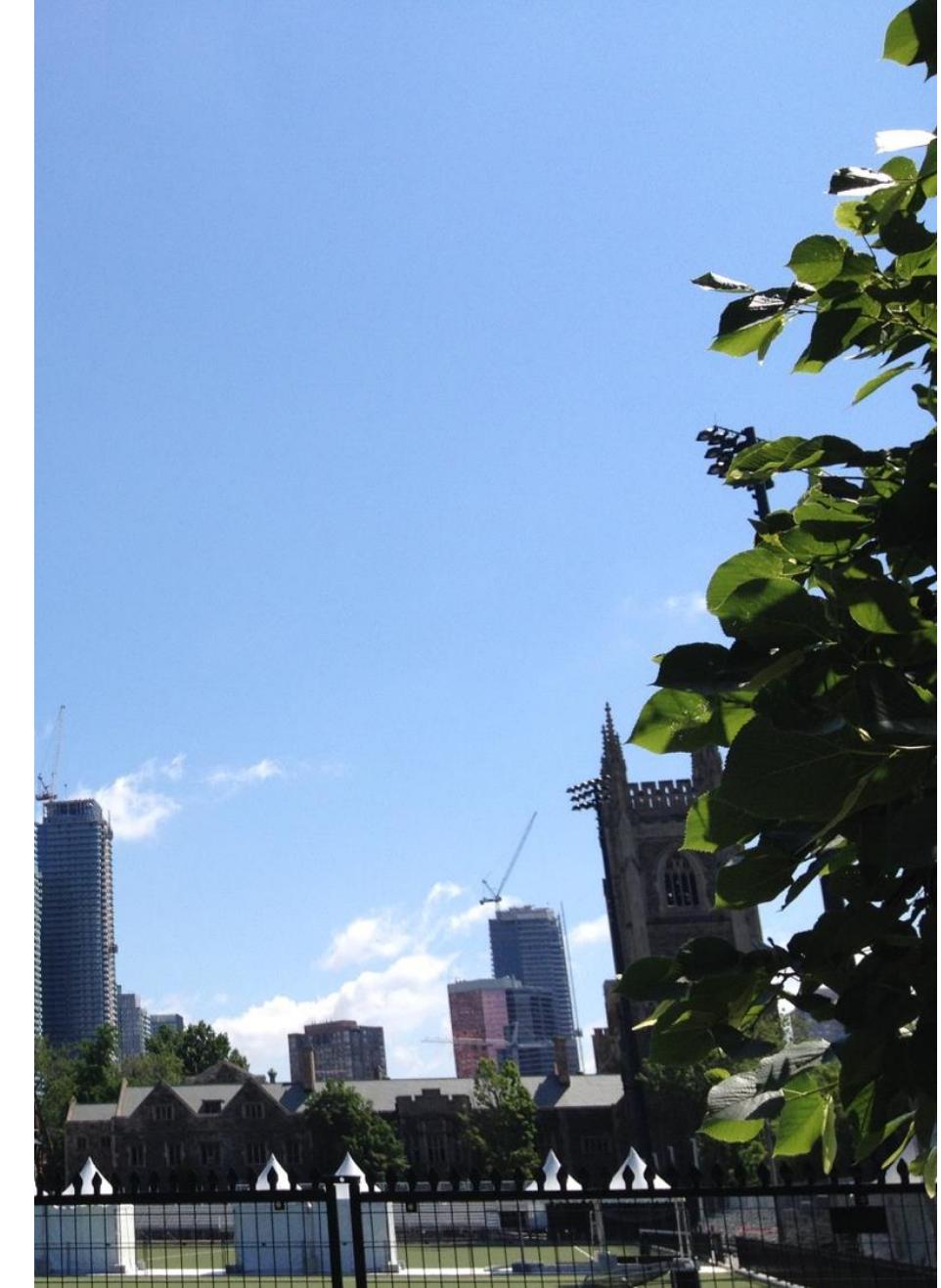


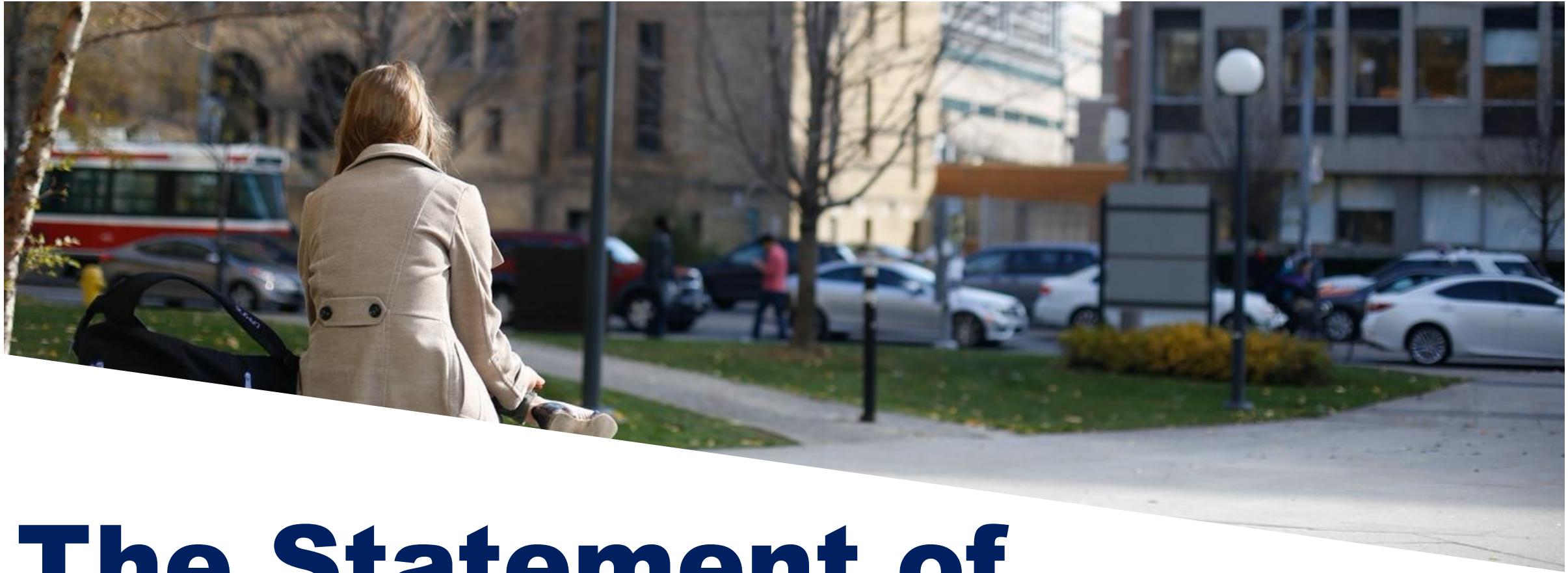
pp. 17-18

# **Activity: Share in the Chat**

**How do you collect and organize  
your teaching materials?**

**Share your tips!**





# The Statement of Teaching Philosophy

# Draft a Statement of Teaching Philosophy

- Provide **context** for your teaching
- Articulate **claims** about your teaching
- This is a **narrative analysis** of your own approach to teaching: your core beliefs about teaching and learning, your teaching goals (for yourself and your students).



See "[Demystifying the Dossier: Identifying and Articulating Teaching Success](#)"

[pp. 19-22](#)



# **Consider: What is my teaching context?**

- **Delivery format** (lecture; seminar; lab; clinical setting; online; hybrid)
- **Expectations** (what does your department expect? what does the UofT/Division expect?)
- **Course environment** (# of students; level (year); what kind(s) of teaching space?)
- **Your expectations** (push the boundaries or work with existing curriculum? new course ideas?)
- **Subject Matter** (Are there important changes or controversies occurring within the field? stable or in flux?)

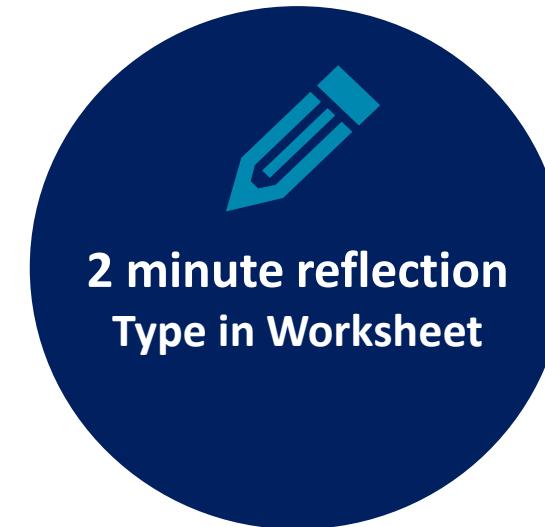
See “Situational Factors” in Fink, D., Creating Significant Learning Experiences (2013)

# Activity # 1

## Context Counts

What do you think is *most important* for your reader to know about **what, whom** and **where** you teach?

**See Worksheet Page 1**



# Draft a Statement of Teaching Philosophy

- Presents a **claim/belief** about your pedagogy (“*This is an important value I hold because...*”)
- Points to **evidence** relative to that claim (examples from your own teaching experiences)
- Tells a **personal** and **reasoned story** about you and your pedagogy.

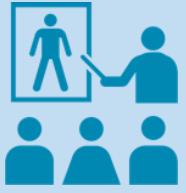


See “[Demystifying the Dossier: Identifying and Articulating Teaching Success](#)”

[pp. 19-22](#)



# Key Questions to Consider



What is distinctive about my approach to teaching?



What have been my major accomplishments as an instructor?



See "["Demystifying the Dossier: Identifying and Articulating Teaching Success"](#)"

*my goals....*

What are my goals as an instructor?



How can I effectively present my teaching skills and knowledge to a review committee?

# **Consider reflecting on pandemic teaching experiences**

- What strikes you as powerful and transferrable to face-to-face teaching and learning? What has been fundamentally “absent” or “lost” in the remote learning environment?
- What pedagogical tools or supports could you imagine that could serve to prevent such losses in the future?
- If you are back to in-person teaching, what have you gained in reconnecting with your students and colleagues, and how can you continue to affirm and foster these communities of pedagogy and care?

Adapted from [Assif, M., Nikkila, S., & Sue-Chee, S. \(2022\)](#)

## Activity #2: Individual Activity

### Exploring Values and Impact

- Think of a moment when you knew your teaching was having an impact.
- What was it about the teaching and learning in that moment that was meaningful and memorable?

**See Worksheet Page 1**



# **Breakout Group Discussion (8mins)**

Share your reflections with peers on your impactful teaching moment.

Each Group of 4:

- Select a timekeeper
- Each person share for 2 mins



# Identify Your Teaching Beliefs & Claims

- Use your key "teaching moments" to draw out and explore your values as an educator (e.g., your teaching story identified in Activity #1)
- Use reflective prompts to spark your thinking around why you teach the way you do, and what is most important to you about teaching and learning in your discipline.



*TEACHING STORY*



*TEACHING CLAIM*

## **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.

## Activity #3

### Identify Teaching Claims

Think back to the teaching moment you identified in Activity #2...

- What does this moment reveal about you as an educator? Can you identify a value or a belief that underpins this teaching moment?
- **Write a claim about your teaching** based on this moment of impact in the Activity #3 space.



# Chat Discussion

## Share Your Teaching Claims

Type in the Chat:

- What claims are you making about your teaching?
- How do you phrase or frame that claim?



# Tips for Writing Your STP

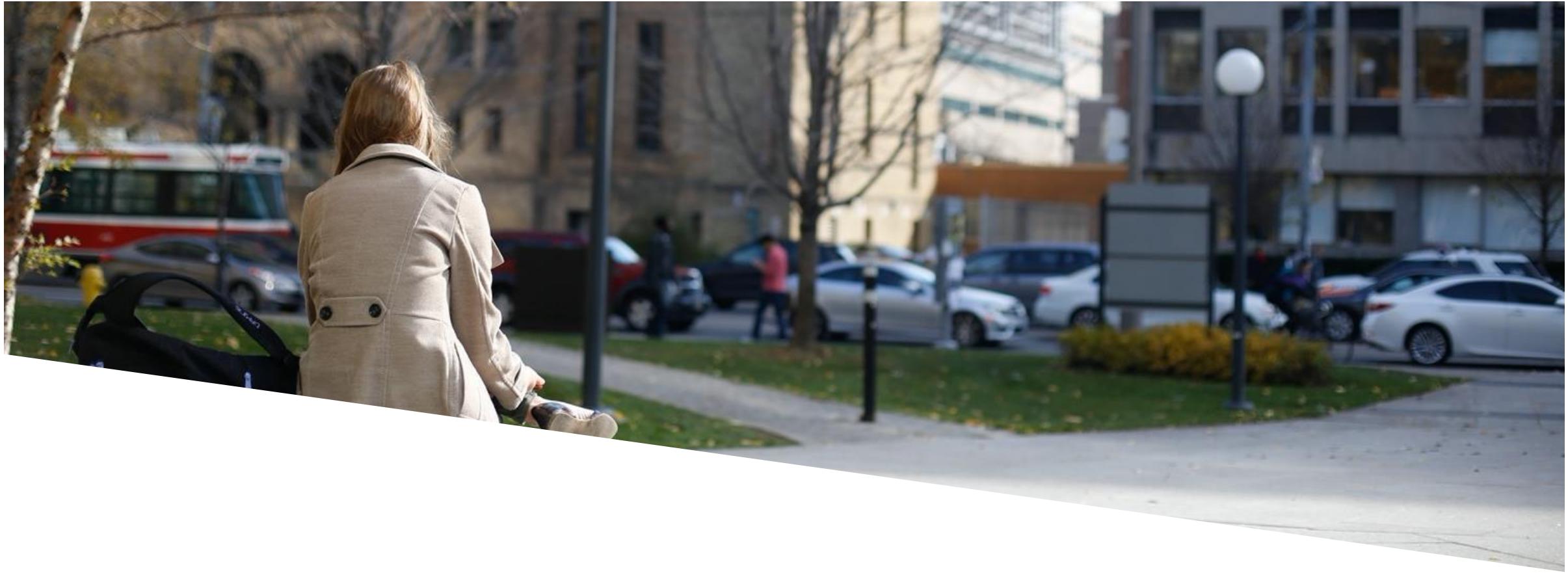
## **Key elements:**

- 1st person (this is a *personal* statement)
- 2 – 4 pages (no formal limit)

## **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, the Interweb



# Selecting Evidence

# Choose Examples & Evidence

Link your teaching claims to your teaching experiences and practice

Once you have identified teaching **claims** (based on your beliefs about teaching), consider the **examples** and **evidence** that you can produce to support or illustrate these claims.

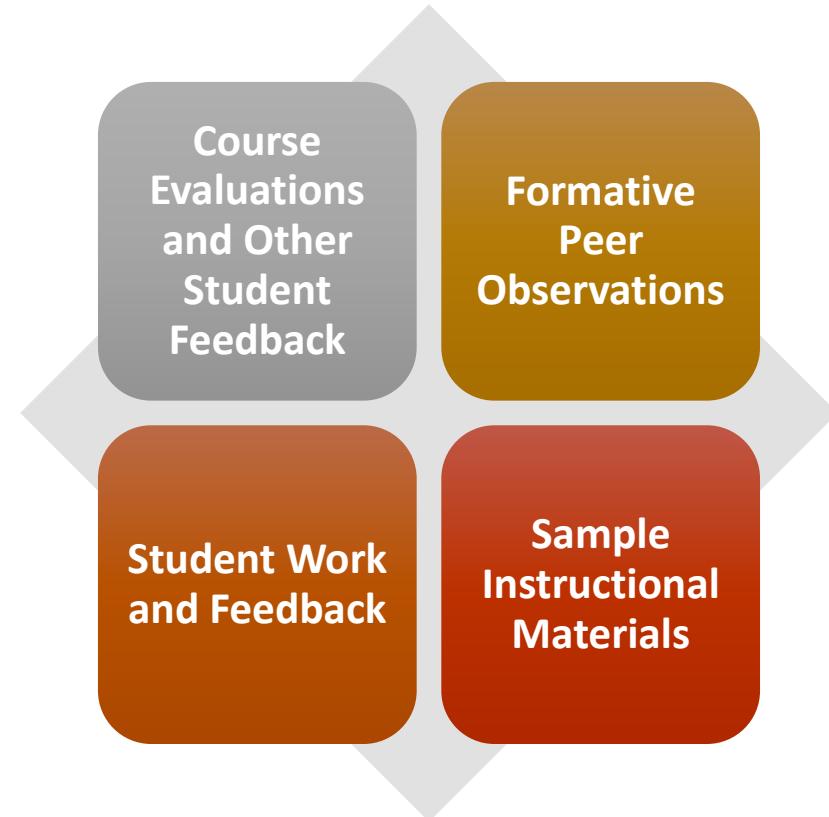
- \* essays
- \* presentations
- \* library walks (feedback from other)
- \* review of work (reviewer/reviewer)
- \* put out the door
- \* study analysis
- \* white journals
- \* graded assignment (outline, lit. re paper, etc.)
- \* conference proposal
- \* reviews
- \* to the Editor
- \* advice
- \* details

# Supporting Evidence/Artifacts

- Provide opportunity to include **broader sets** of materials
- **Develop and support highlights** of the narrative
- Choose artifacts that are **representative** of your:
  - approach to classroom teaching;
  - methods for teaching your discipline;
  - strategies for working with students and colleagues;
  - own pedagogical perspective and educational values.

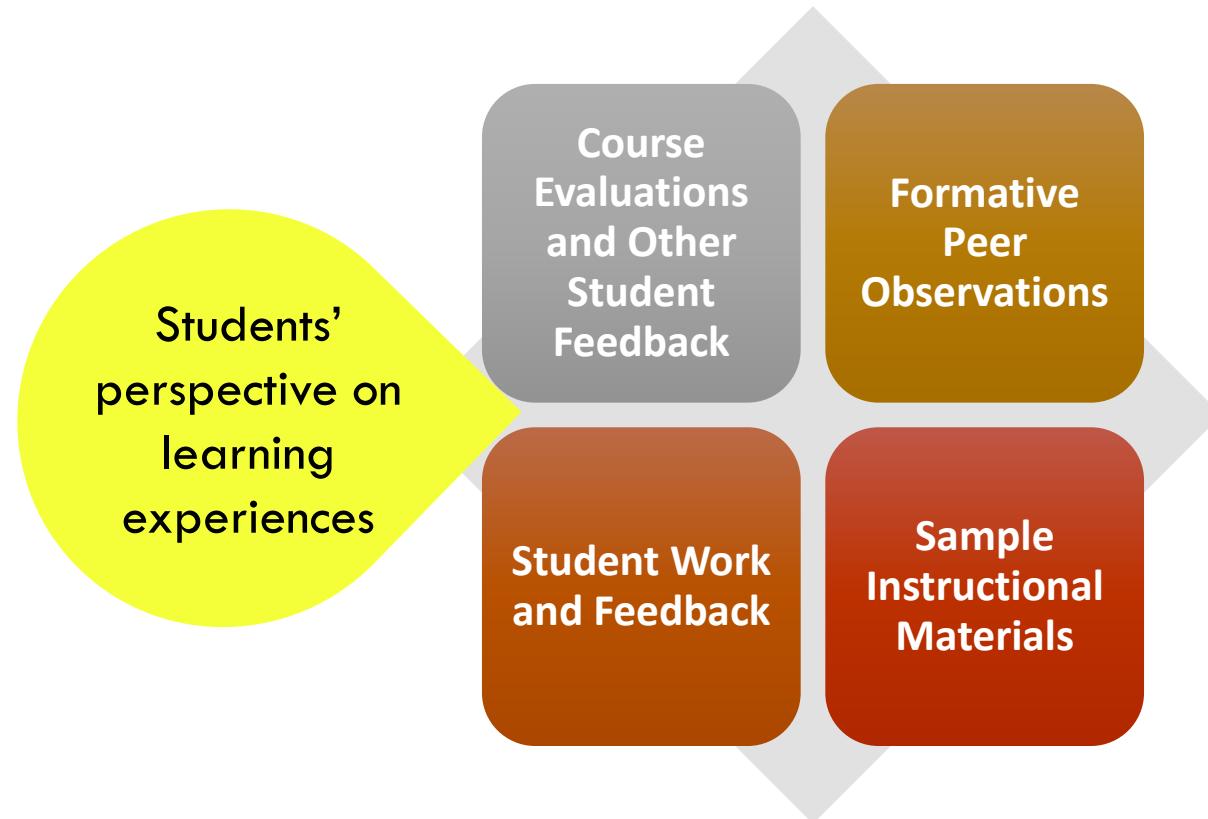


# Possible Sources of Evidence



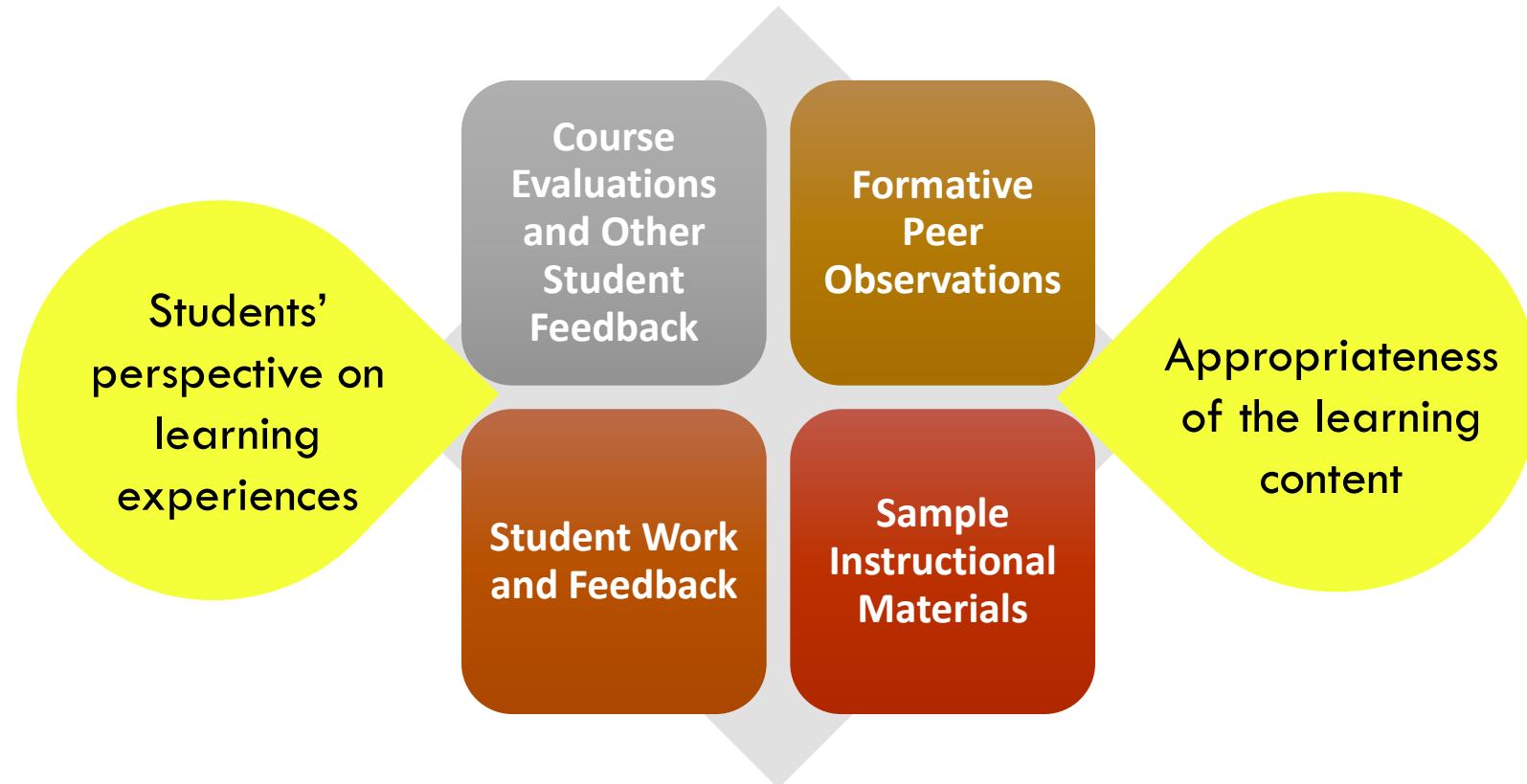
pp. 26-28

# Possible Sources of Evidence



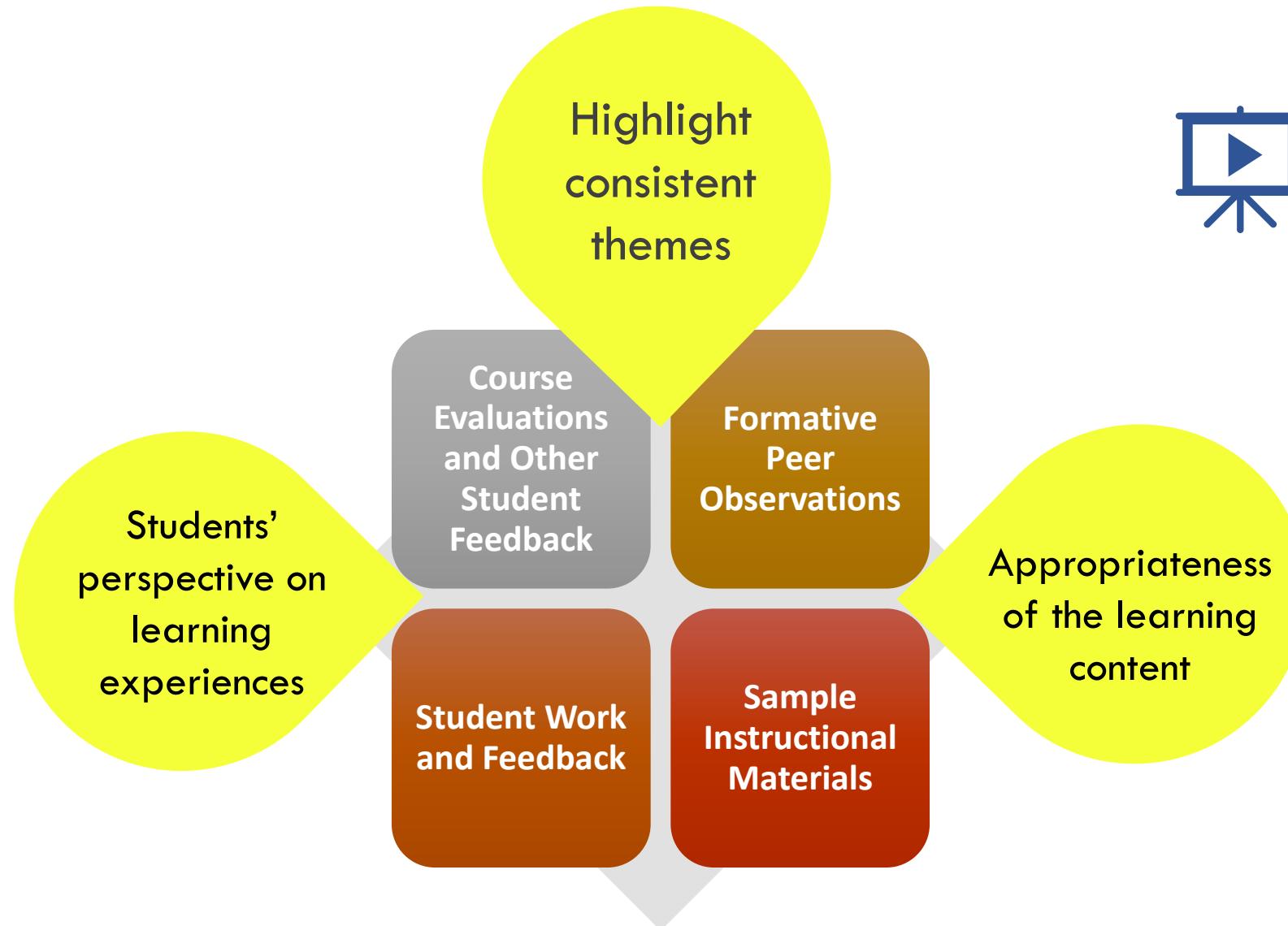
pp. 26-28

# Possible Sources of Evidence



pp. 26-28

# Possible Sources of Evidence



See "[Demystifying the Dossier: Interpreting and Integrating Course Evaluations](#)"



pp. 26-28

## **Summary of Course Evaluation Data for NAME**

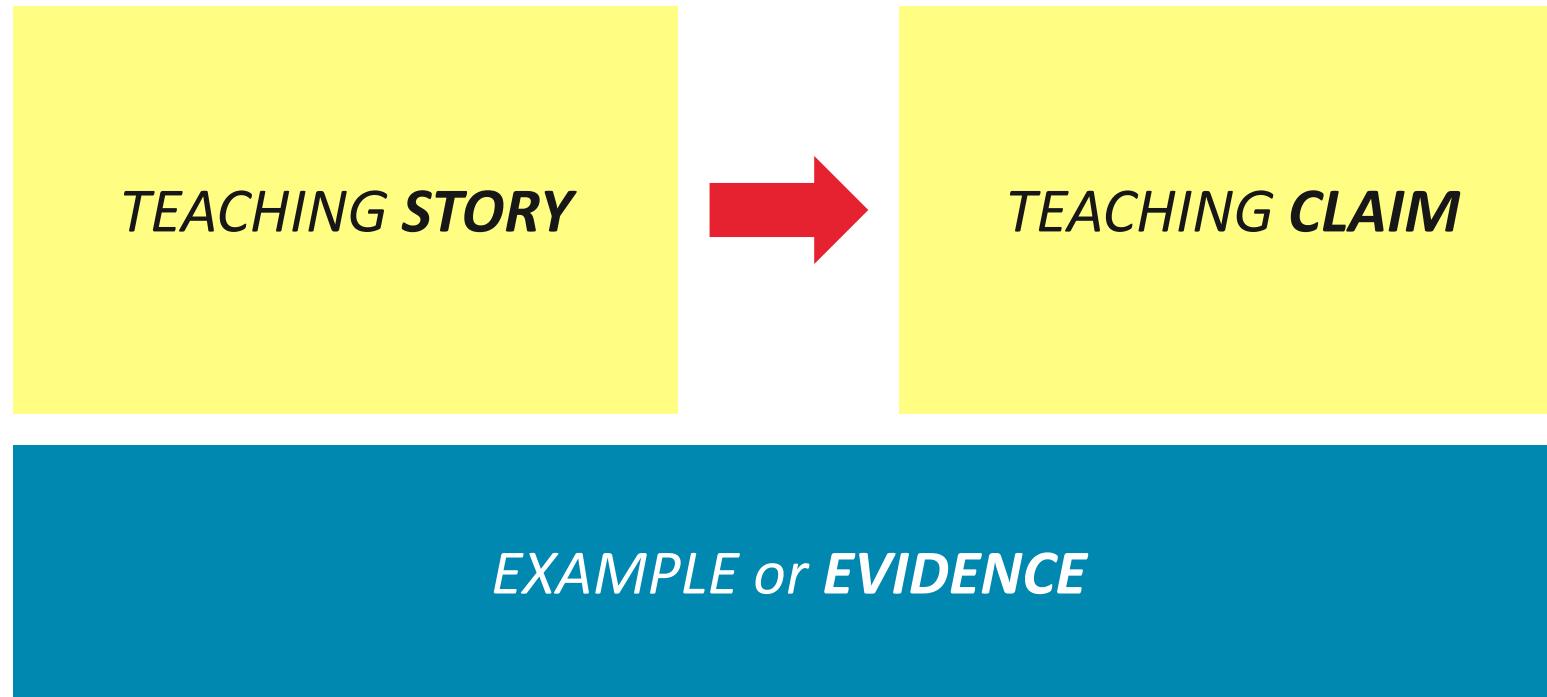
Department of INSERT HERE

- 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**

p. 26

# **Describe and contextualize your evidence/artifacts**

- new activity or assignments you designed
  - innovative use of instructional aids
  - description of a critical incident (with colleague or student)
  - description of a “teaching moment”
- 
- demonstration of an aspect of your philosophy
  - evidence of effectiveness



How do this story, this claim, and this piece of evidence  
combine to point to effective teaching?

## 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 Examples /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.

# **Activity #4: Link Claims to Evidence**

## **Building Your Teaching Story**

**Teaching  
Claim(s)**

See Worksheet (Activity #1)

**Implementation  
Examples  
/Artifact(s)**

**Evidence of  
Effectiveness?**



**3 minute  
reflection  
Type in Worksheet**

# Chat Discussion

## Share Your Evidence

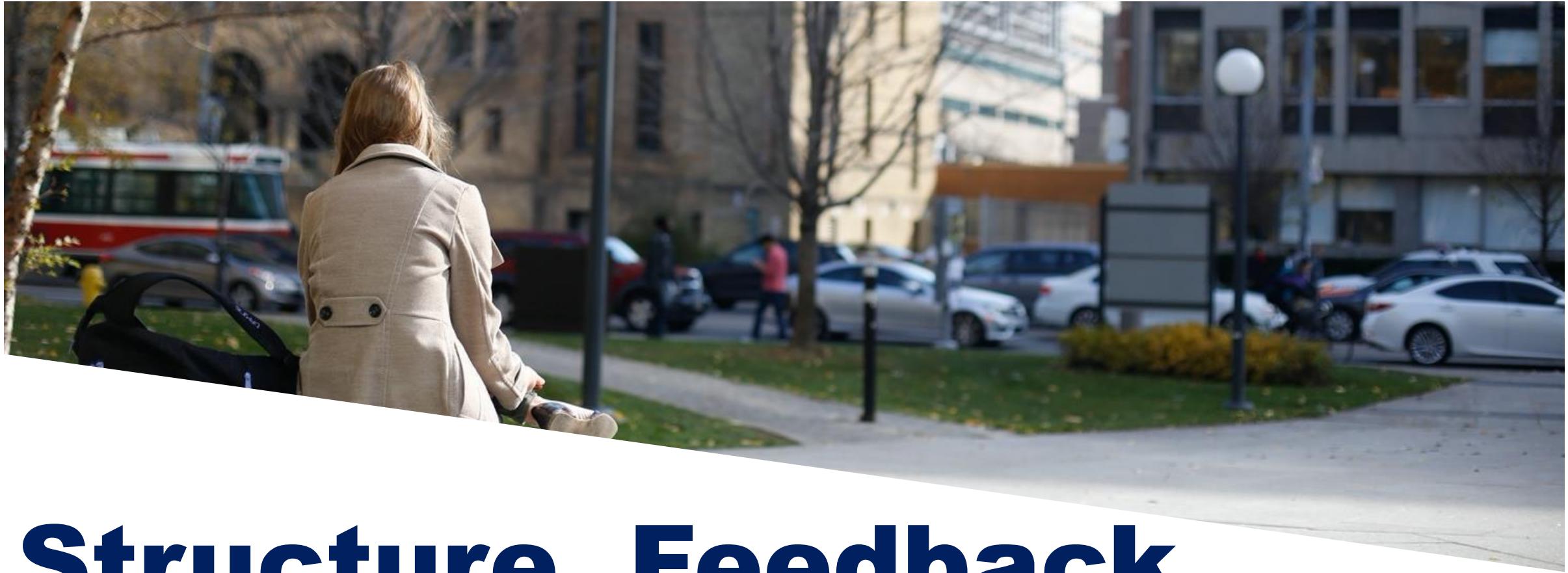
Type in the Chat:

- What materials could you include in your dossier that demonstrate that your approaches to teaching contribute to student learning?

pp. 26-28

Type in  
the Chat

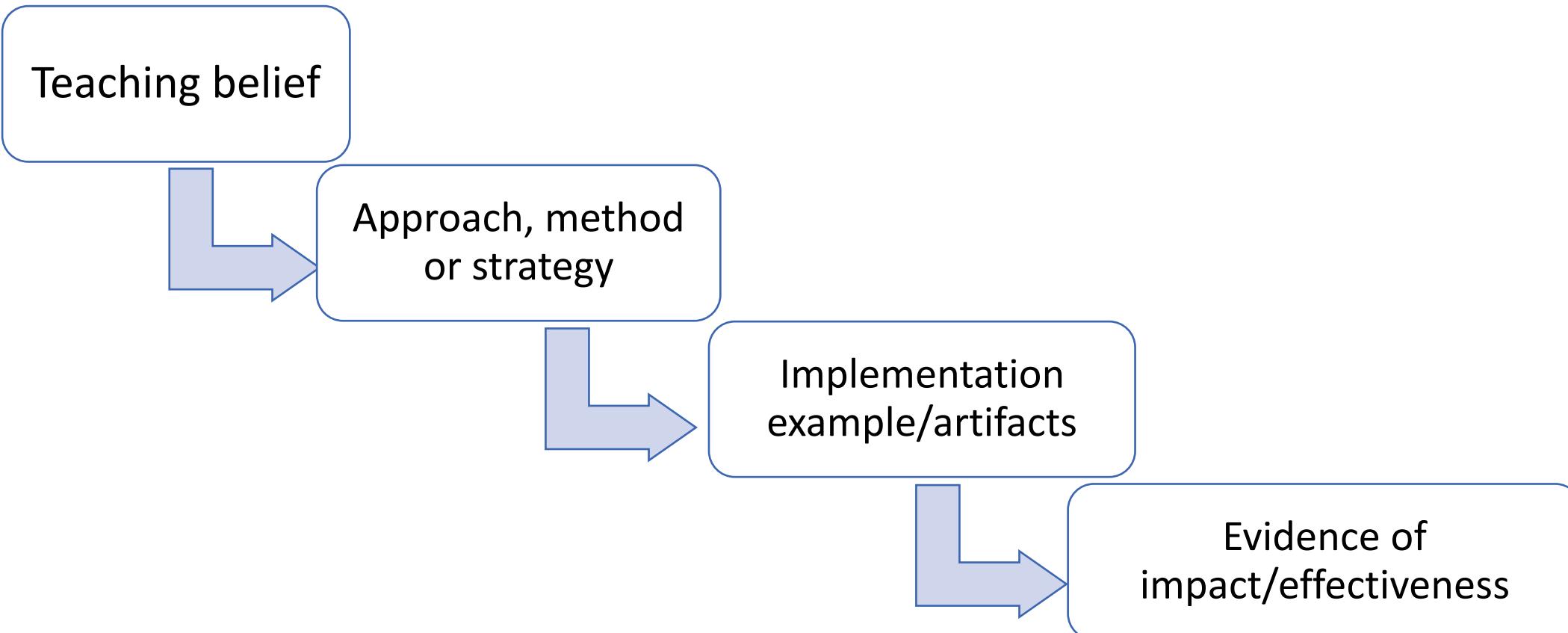




# Structure, Feedback, and Final Steps

# Dossier Alignment

**After you've reflected on your context, philosophy, claims, and evidence, consider...**



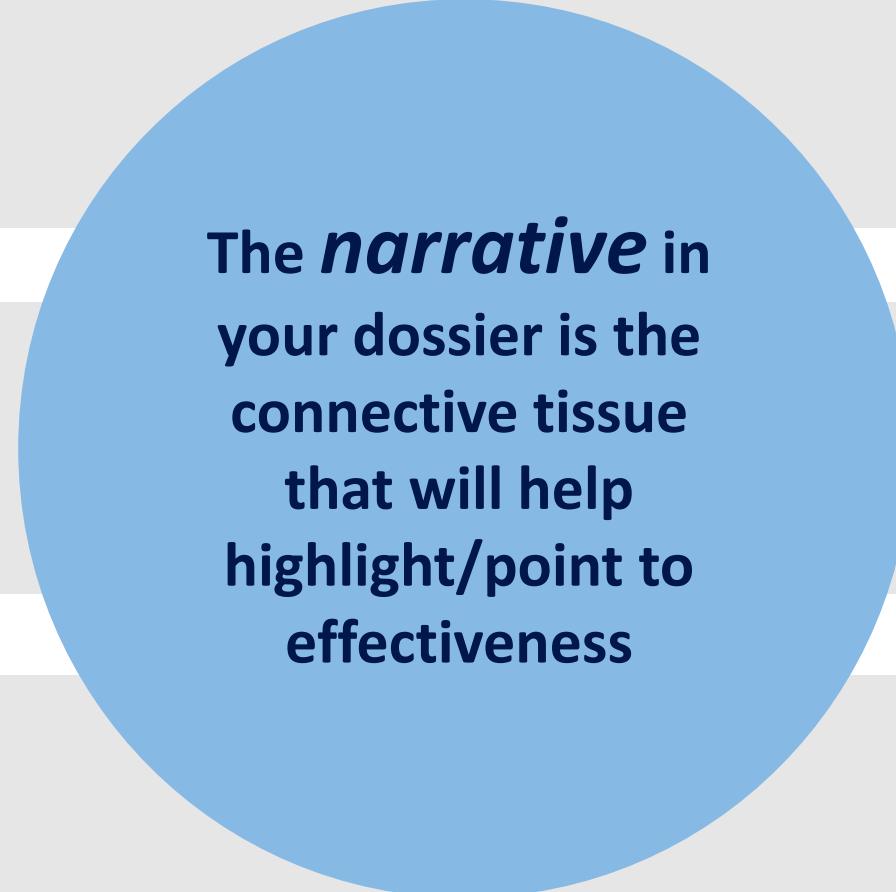
# Dossier Narrative

**Teaching Story, Impact Story, or Guiding Reflective Questions**

Teaching  
Claim(s)

Implementation  
Example/Artifact(s)

Evidence of  
Effectiveness?



The ***narrative*** in your dossier is the connective tissue that will help highlight/point to effectiveness

# Sample Dossier Structure

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 & Curriculum Development (strategies and key contributions)
5. Narrative Explanation & Summary of Course Evaluation Data and other evidence of effectiveness
6. Educational Leadership/Professional Contributions to Teaching and Learning/Teaching Awards
7. Research, Publications and/or Presentations on Teaching
8. Professional Development (including what you have learned)

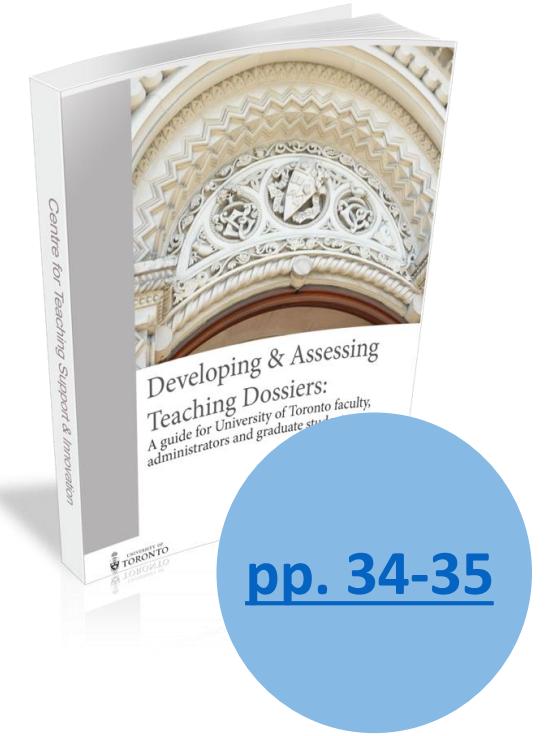


Start with  
your divisional  
guidelines *first*  
for key  
headings and  
content

# Sample Dossier Structure

## 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



# Materials for Evaluation

## A wide range of data is used

### From the Instructor

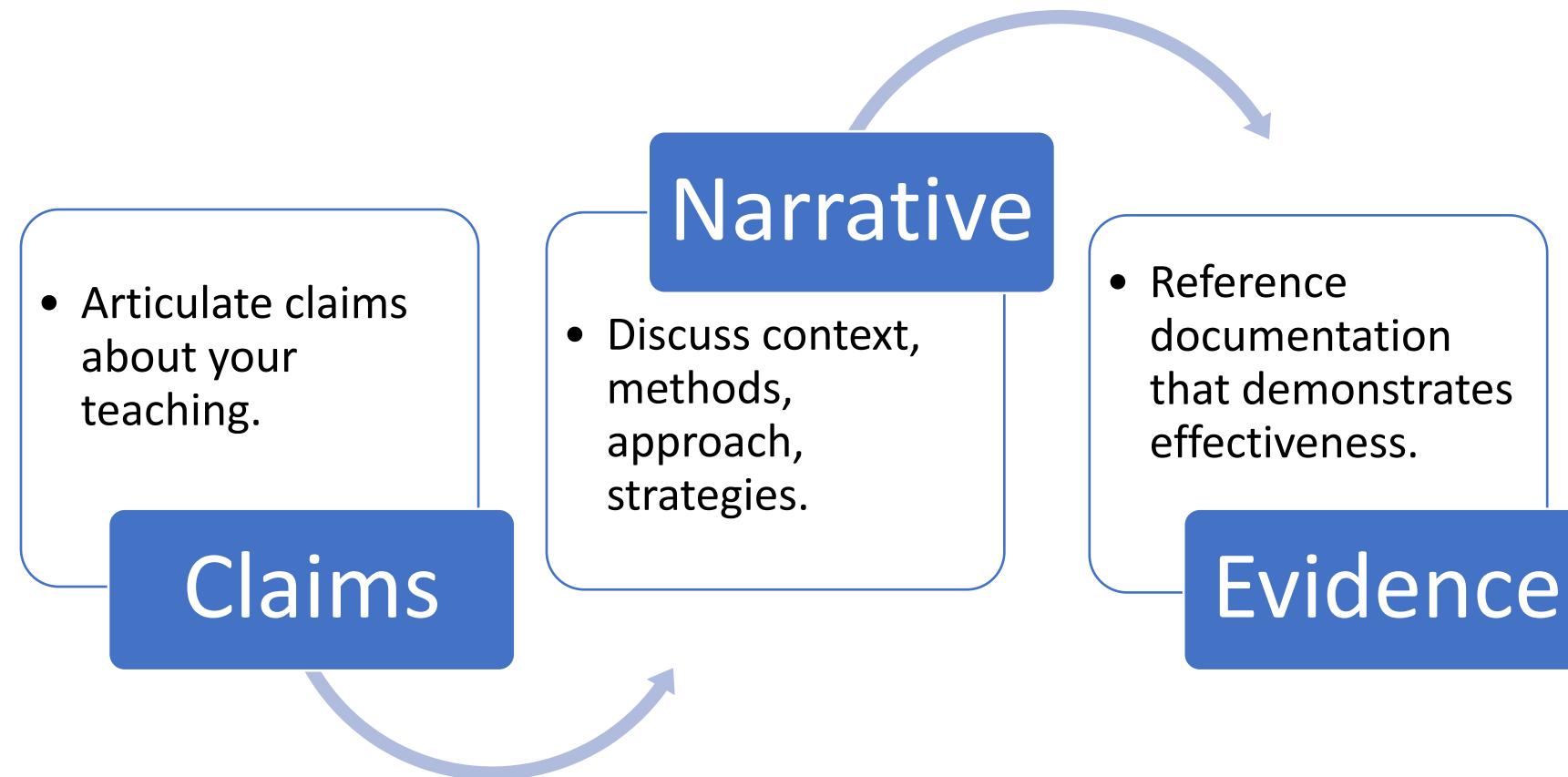
- Teaching Dossier
- CV
- Other materials (as specified in Divisional Guidelines)

### From the Department

- Letters from current and former students
- Peer evaluations/observations of teaching (as per Divisional Guidelines)
- Data on graduate supervision (as appropriate)
- Course enrolment data
- Teaching report
- Letter from the Chair
- Course evaluation data

# 3 S's: Your Dossier Should Make...

## A Strong, Specific & Strategic Case



# Final Steps

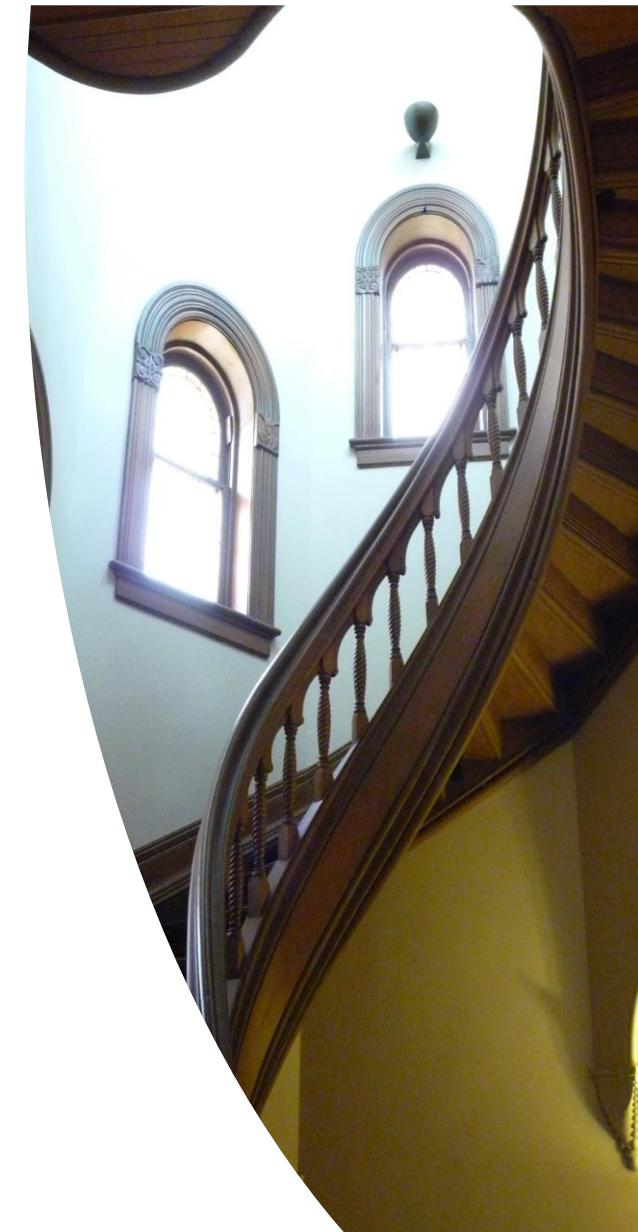
## Evaluate your dossier and Statement of Teaching Philosophy

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

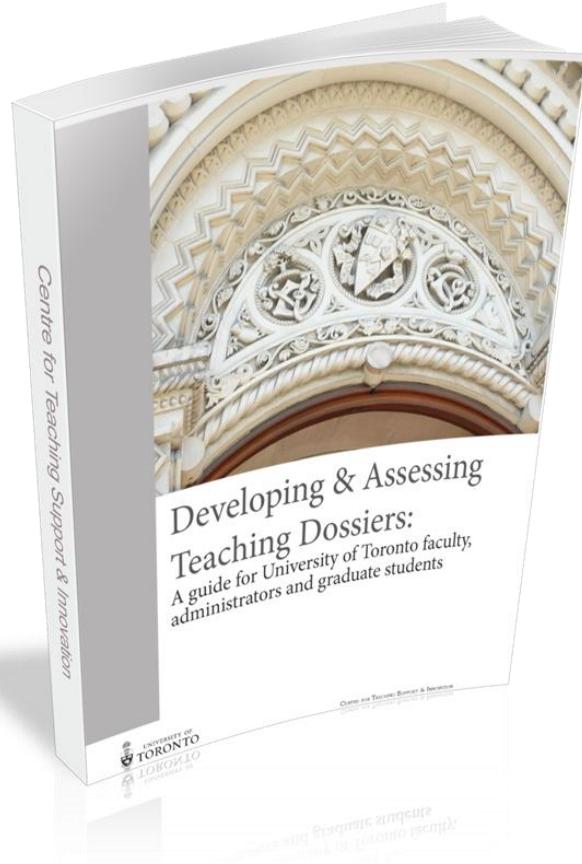


# Closing Tips

- 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.



# CTSI Resources



## 1. Consult our Guide

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

## 2. Book a Dossier Review Consultation

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

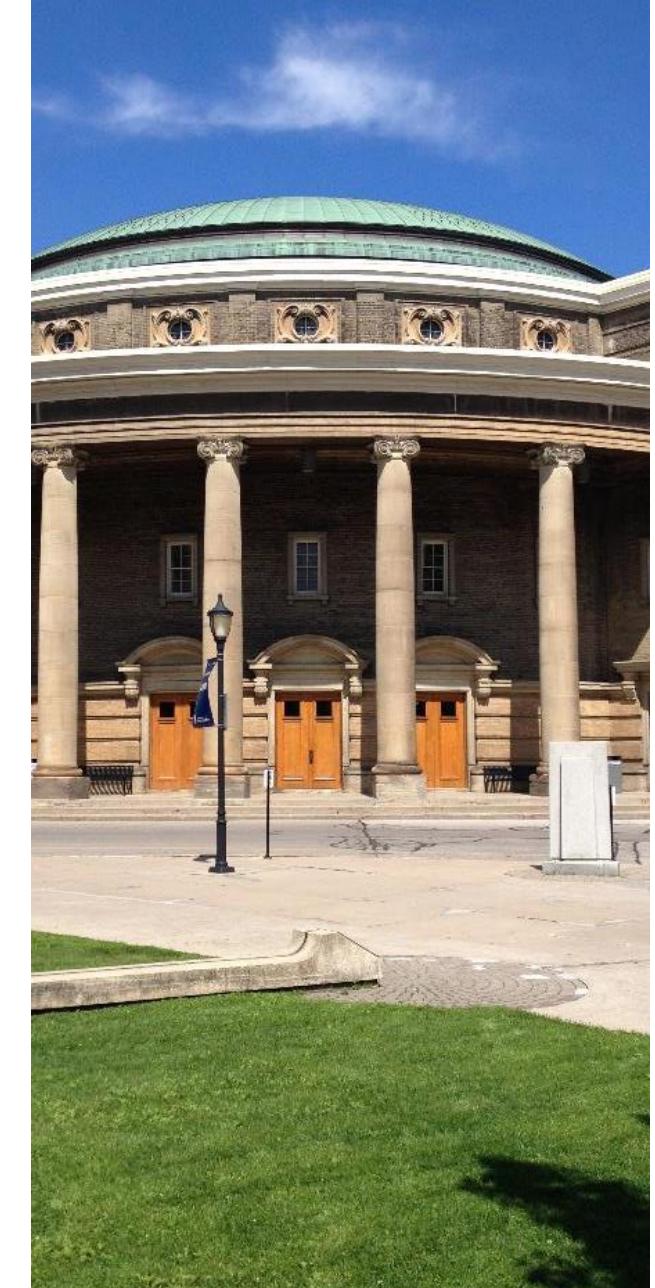
Via CTSI's online form:

<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](mailto:ctsi.teaching@utoronto.ca)