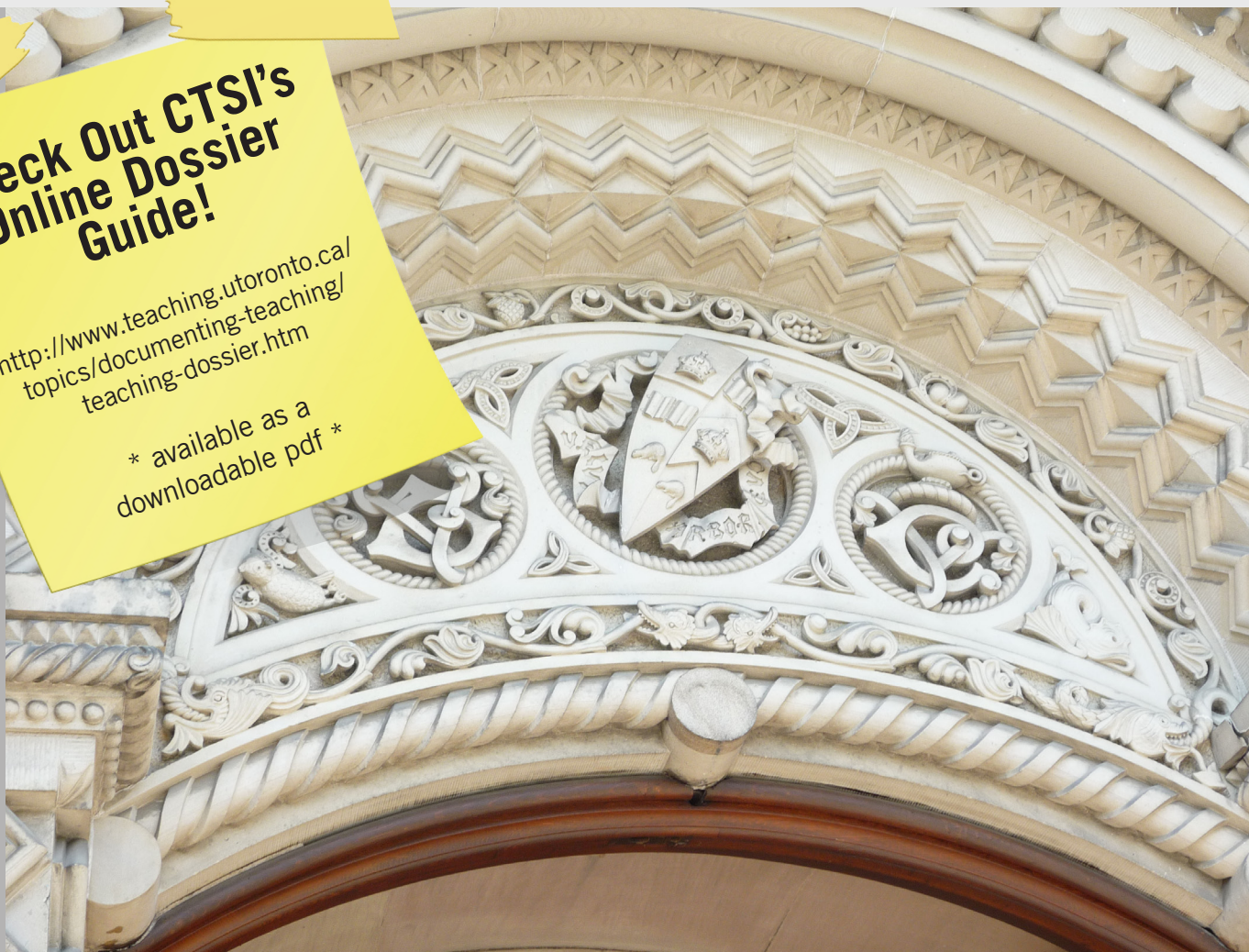


**Check Out CTSI's
Online Dossier
Guide!**

[http://www.teaching.utoronto.ca/
topics/documenting-teaching/
teaching-dossier.htm](http://www.teaching.utoronto.ca/topics/documenting-teaching/teaching-dossier.htm)

* available as a
downloadable pdf *



Developing & Assessing Teaching Dossiers:

A guide for University of Toronto faculty,
administrators and graduate students



UNIVERSITY OF
TORONTO

CENTRE FOR TEACHING SUPPORT & INNOVATION

TABLE 2 - TEACHING COMPETENCE: EVIDENCE & SOURCES

Competence in teaching	Possible evidence includes:	Source
1. success in stimulating and challenging students and promoting their intellectual and scholarly development	<ul style="list-style-type: none"> • responses to relevant questions on course evaluations • inclusion of teaching beliefs and strategies related to student development and learning goals in narrative statements 	<ul style="list-style-type: none"> • Instructor • Students
2. strong communication skills	<ul style="list-style-type: none"> • relevant questions on student and peer evaluations • guest lecturing and additional invited teaching activities 	<ul style="list-style-type: none"> • Instructor • Students • Colleagues
3. success in developing students' mastery of a subject and of the latest developments in the field	<ul style="list-style-type: none"> • teaching materials (e.g. syllabi include up-to-date readings and topics) • examples of student success in narrative statements (e.g. undergraduate students who significantly improved their academic performance) 	<ul style="list-style-type: none"> • Instructor • Students • Colleagues
4. success in encouraging students' sense of inquiry and understanding of a subject through discovery-based learning	<ul style="list-style-type: none"> • teaching materials (e.g. examples of inquiry-based assignments and resulting student work) • inclusion of goals and strategies related to inquiry- and discovery-based learning in narrative statements 	<ul style="list-style-type: none"> • Instructor • Students
5. active engagement with students' learning progress and accessibility to students	<ul style="list-style-type: none"> • teaching goals and strategies related to active and student-centred learning • responses to relevant questions on course evaluations 	<ul style="list-style-type: none"> • Instructor • Students
6. promotion of academic integrity and adherence to grading standards of the division and, as appropriate, the ethical standards of profession	<ul style="list-style-type: none"> • teaching materials (e.g. statements and policies on syllabi about avoiding plagiarism) • grading and assessment examples and strategies • professional development activities (e.g. seminars or workshops on ethical teaching) 	<ul style="list-style-type: none"> • Instructor • Students
7. creation of opportunities which involve students in the research process	<ul style="list-style-type: none"> • teaching experience (e.g. the development of or participation in research-oriented courses) • teaching materials (e.g. research based or experiential assignments) 	<ul style="list-style-type: none"> • Instructor • Students
8. creation of supervisory conditions conducive to a student's research, intellectual growth and academic progress consistent with the School of Graduate Studies Guidelines for Graduate Supervision.	<ul style="list-style-type: none"> • examples and strategies for graduate teaching and research in narrative statements • graduate teaching materials (e.g. examples of feedback provided on graduate student work) • examples of graduate student success (e.g. job placement, published work) 	<ul style="list-style-type: none"> • Instructor • Students • Colleagues

TABLE 3 - TEACHING EXCELLENCE: EVIDENCE & SOURCES

Excellence in teaching	Possible evidence includes:	Source
1. superlative teaching skills	<ul style="list-style-type: none"> • student and peer evaluations with sustained high ratings in multiple types and levels of courses 	<ul style="list-style-type: none"> • Students • Colleagues
2. creative educational leadership	<ul style="list-style-type: none"> • teaching experience (e.g. as a course coordinator) • professional development activities (e.g. offering seminars or workshops about teaching in the department or institution-wide) 	<ul style="list-style-type: none"> • Instructor • Colleagues
3. successful innovations in the teaching domain, including the creation of new and innovative teaching processes, materials and forms of evaluation	<ul style="list-style-type: none"> • teaching materials (e.g. descriptions of new courses and assignments) • descriptions of the effect of experimenting with new teaching techniques on student learning • grants for teaching 	<ul style="list-style-type: none"> • Instructor • Students • Colleagues
4. significant contribution to the technological enrichment of teaching in a given area, for example, through the development of effective new technology or the use of new media to fullest advantage	<ul style="list-style-type: none"> • teaching materials and strategies that incorporate the use of technology • grants for the development of/use of educational technology 	<ul style="list-style-type: none"> • Instructor • Students • Colleagues
5. publication of innovative textbooks and/or teaching guides	<ul style="list-style-type: none"> • examples of textbooks or guides and reviews • examples of the use of teaching materials in instructor's or others' courses 	<ul style="list-style-type: none"> • Instructor • Colleagues
6. development of significant new courses and/or reform of curricula	<ul style="list-style-type: none"> • teaching experience highlighting new or re-designed courses • teaching materials (e.g. course syllabi) • professional development activities (e.g. participation in departmental or divisional curriculum committees) 	<ul style="list-style-type: none"> • Instructor • Students • Colleagues
7. development of innovative and creative ways to promote students' involvement in the research process and provide opportunities for them to learn through discovery-based methods	<ul style="list-style-type: none"> • teaching experience with research-based courses • teaching materials (e.g. research-based assignments) • description of teaching strategies that incorporate inquiry-based learning 	<ul style="list-style-type: none"> • Instructor • Students • Colleagues
8. significant contribution to pedagogical changes in a discipline.	<ul style="list-style-type: none"> • peer evaluation attesting to contributions to curriculum, courses, or teaching approaches in the department or discipline • professional development activities (e.g. sharing pedagogical ideas and innovations in professional societies related to teaching) • teaching materials that demonstrate pedagogical innovation 	<ul style="list-style-type: none"> • Instructor • Colleagues

5. POSSIBLE CONTENTS AND ORGANIZATION OF THE DOSSIER

While the Provostial and some divisional guidelines include a list of items to include in a teaching dossier, an effective teaching dossier is not merely a filing system for materials related to teaching. The contents of a teaching dossier should be chosen and organized to provide a coherent and unified statement about who you are as a teacher and what it is like to be a student in your courses.

There is no single way to organize a teaching dossier that is particularly conventional or successful. Different teaching careers and approaches require different material and emphases. The following suggestions for content, therefore, are not intended to suggest a particular organization for your dossier or that each item must necessarily be included.

The Canadian Association of University Teachers includes a list of 49 possible items for inclusion in a teaching dossier (see: www.caut.ca/uploads/teaching_dossier_en.pdf). Most (but not all!) effective dossiers, however, include some combination of the following. These broader categories do not directly parallel the individual requirements of the Provostial guidelines, but would provide you with an opportunity to include all the information required in the guidelines. Details about developing each of these sections follows.

1. A CV, which can help to contextualize teaching within your broader career. (In many cases, this will be provided elsewhere in a job application or tenure package, in which case it need not be duplicated in the teaching dossier unless this is specifically requested.)
2. The narrative section of the dossier, which normally includes:
 - a) **A statement of teaching philosophy.** This might include a discussion of specific successful teaching strategies, though these are often included as a separate statement. (See Section 7: Developing a Statement of Teaching Philosophy for strategies for developing a statement of teaching philosophy.)
 - b) A detailed description of your **teaching experience and responsibilities**, including a list of courses taught and, where relevant, descriptions of:
 - a. Your work in course development and course redesign;
 - b. Curriculum development efforts; and
 - c. Your approach to graduate supervision.

SAMPLE TABLE OF CONTENTS FOR A TEACHING DOSSIER	
I.	Statement of Teaching Philosophy
II.	Teaching Responsibilities <ol style="list-style-type: none">a. List of courses taughtb. List of graduate students supervisedc. Course developmentd. Curriculum developmente. Approach to graduate supervision
III.	Evidence of teaching effectiveness <ol style="list-style-type: none">a. Narrative contextualization of course evaluation datab. Summary of course evaluation datac. Teaching awardsd. Additional evidence of teaching effectiveness
IV.	Leadership in and professional contributions to teaching <ol style="list-style-type: none">a. Publications / presentations on teaching and learningb. Innovations in teaching and learningc. Outreach to the community / service to professional organizations/associations
V.	Professional development
VI.	Appendices

c) **Evidence of teaching effectiveness**, including summaries and a narrative contextualization of student evaluations, peer evaluations, or teaching award details.

d) Evidence of **leadership in and professional contributions to teaching in your field**

e) **Evidence of professional development**, including plans for future pedagogical and professional development.

3. Supplementary materials: representative and annotated teaching, course development, and assessment materials.

Teaching materials and other examples of teaching strategies or evidence of teaching effectiveness might be referenced or described in the narrative section, but the actual documents (e.g. example course syllabi) are usually most usefully included in an appendix. The following sections of this document will guide you through the process of collecting, developing, and organizing these materials for your dossier.

APPENDIX D: EVALUATING TEACHING DOSSIERS FOR DEPARTMENT CHAIRS AND TENURE AND PROMOTION COMMITTEE MEMBERS

THE PURPOSES OF TEACHING DOSSIERS AND OF DOSSIER EVALUATION

Well-constructed dossiers provide a substantive and coherent portrait of an instructor's teaching. The dossier brings together multiple types of information about teaching, including evaluations, teaching materials, and student work and assessment, alongside the instructor's own description and contextualization of this information. Dossiers allow teaching to be evaluated systematically and rigorously while allowing for flexibility, innovation, and individual and disciplinary variations in teaching approaches and activities.

THE FORMAT AND CONTENT OF TEACHING DOSSIERS

There is no set format for teaching dossiers. This flexible format allows dossiers to work as effective tools for showcasing individual approaches to teaching, but also complicates the evaluation process. This flexible format generally means that dossiers must be evaluated holistically, as the criteria used in teaching evaluation might be found in multiple parts of the dossier. That being said, teaching dossiers usually include most of the following components:

- Statement of teaching philosophy. This may also include reference to specific teaching strategies and to teaching goals, or these may be included as separate documents.
- Highlights of university teaching experience and responsibilities.
- Evidence of leadership related to teaching in a department, discipline, or institution.
- Evidence of professional development and ongoing learning related to teaching in the discipline or more broadly.
- Student and peer evaluations of teaching, including both written reports and quantitative ratings.
- Other evidence of effective teaching, such as feedback from peers or information about teaching awards.
- Sample teaching materials, such as syllabi, examples of student work or feedback on assignments (usually included as appendices).

More information about each of these components can be found in the CTSI guide to developing a teaching dossier.

EVALUATING TEACHING WITH A DOSSIER

In general, dossiers should tell you the following things about the instructor's teaching:

1. What it is like to be a student in that instructor's classroom as detailed in narrative statements and through supporting teaching materials. This allows the evaluator to assess how the instructor contributes to departmental and institutional goals and priorities in teaching. Does the instructor demonstrate the kinds of teaching most important to the institution (e.g. as defined by provostial or divisional guidelines)? In what ways does the instructor contribute to the overall academic experience of students in his or her classroom and in other teaching contexts?

1. The instructor's strengths and weaknesses as a teacher, as identified both through self-reflection and with supporting evidence from teaching materials, students, and other evaluators. This allows the evaluator to ensure that the instructor meets institutional or divisional standards. The dossier allows instructors to highlight for evaluators what they consider to be their pedagogical priorities and contributions. As much as is possible, the dossier should be evaluated within the context of these priorities provided they fall within relevant guidelines for effective teaching. Instructors might also identify areas of their teaching that they are working to improve, through, for example professional development activities.
2. The instructor is committed to effective teaching and to ongoing teaching improvement. Such an approach to teaching leads to better instruction, and promotes the value and status of teaching within the institution. Commitment to professional development helps instructors improve and establishes professional networks and engagement in teaching at the institution and beyond. Dossiers should also highlight an instructor's future plans for pedagogical and professional development.

THE EVALUATION PROCESS

- **Evaluators** should identify and review the criteria for effective teaching in their particular context. This should include provostial and divisional guidelines (if available). Individual departments may also have particular criteria and standards. These criteria should be the same as those communicated to faculty as they were developing their dossier.
- **Seek evidence of this criteria throughout the dossier.** As the examples in Section 4: Defining Competence and Excellence in Teaching (see Tables 2 and 3) demonstrate, each component of effective teaching might be identified in multiple locations throughout the dossier. For example, evidence of stimulating and challenging students might be equally located in course evaluations, in teaching materials, or in narrative statements of teaching strategies and beliefs.
- **Not all information about teaching effectiveness need necessarily be contained in the dossier;** instructors may submit additional information about teaching effectiveness in addition to the dossier.

ADDITIONAL RECOMMENDED RESOURCES

Center for Research on Learning and Teaching, University of Michigan. (2004). Guidelines for evaluating teaching. Retrieved from <http://www.crlt.umich.edu/tstrategies/guidelines.html>.

Cornell University Center for Learning and Teaching. (1997). Cornell University teaching evaluation handbook. Retrieved from <http://www.cte.cornell.edu/resources/teh/teh.html>. [NB: Not all of the information contained in this handbook will be applicable to faculty and administrators at the UofT.]

Seldin, P. (Ed.). (1999) Changing practices in evaluating teaching. Bolton, MA: Anker.

Seldin, P. (2004). The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions. 3rd edition, Bolton, MA: Anker.