

Academic Practice Lab with CTSI

Teaching Dossier

Michal Kasprzak

Assistant Director, CTSI/TATP

michal.kasprzak@utoronto.ca

Samantha Chang

Educational Developer,

Teaching, Learning and Technology

samantha.chang@utoronto.ca

Access Check

We understand access to be a shared responsibility.

If there is anything about this space (audio, pace, visuals, chat use) that would support your participation today, please feel free to share in the chat or message the host.

You are welcome to download the slide deck and follow along in a format that works best for you.

This session is being recorded and both the recording and slides will be shared on the BRN website.

Why Teaching Dossiers Matter

Teaching dossiers are used to:

- Demonstrate teaching effectiveness for review and promotion
- Make teaching work visible and legible to reviewers
- Support reflective and intentional teaching practice

Why timing matters:

- Many faculty first seek support for:
 - third-year review
 - probationary or continuing status review
- Starting earlier reduces pressure and expands evidence options

How Teaching Dossiers Are Reviewed

What's consistent across divisions:

- Teaching dossiers are reviewed using defined criteria
- Criteria focus on quality, impact, and reflection—not volume
- Reviewers read dossiers holistically, not as checklists

What varies:

- Language and structure of criteria
- Emphasis on particular areas of teaching
- Format expectations

Start with your divisional guidelines.

Common Components of a Teaching Dossier

Teaching dossiers often include:

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



What Faculty Find Most Challenging

Common challenges we hear in consultations:

- Writing a clear Statement of Teaching Philosophy
- Interpreting and contextualizing teaching evaluations
- Making teaching work visible when it happens outside formal courses
- Recognizing and locating evidence of teaching effectiveness across different teaching contexts
- Aligning lived teaching practice with formal review criteria

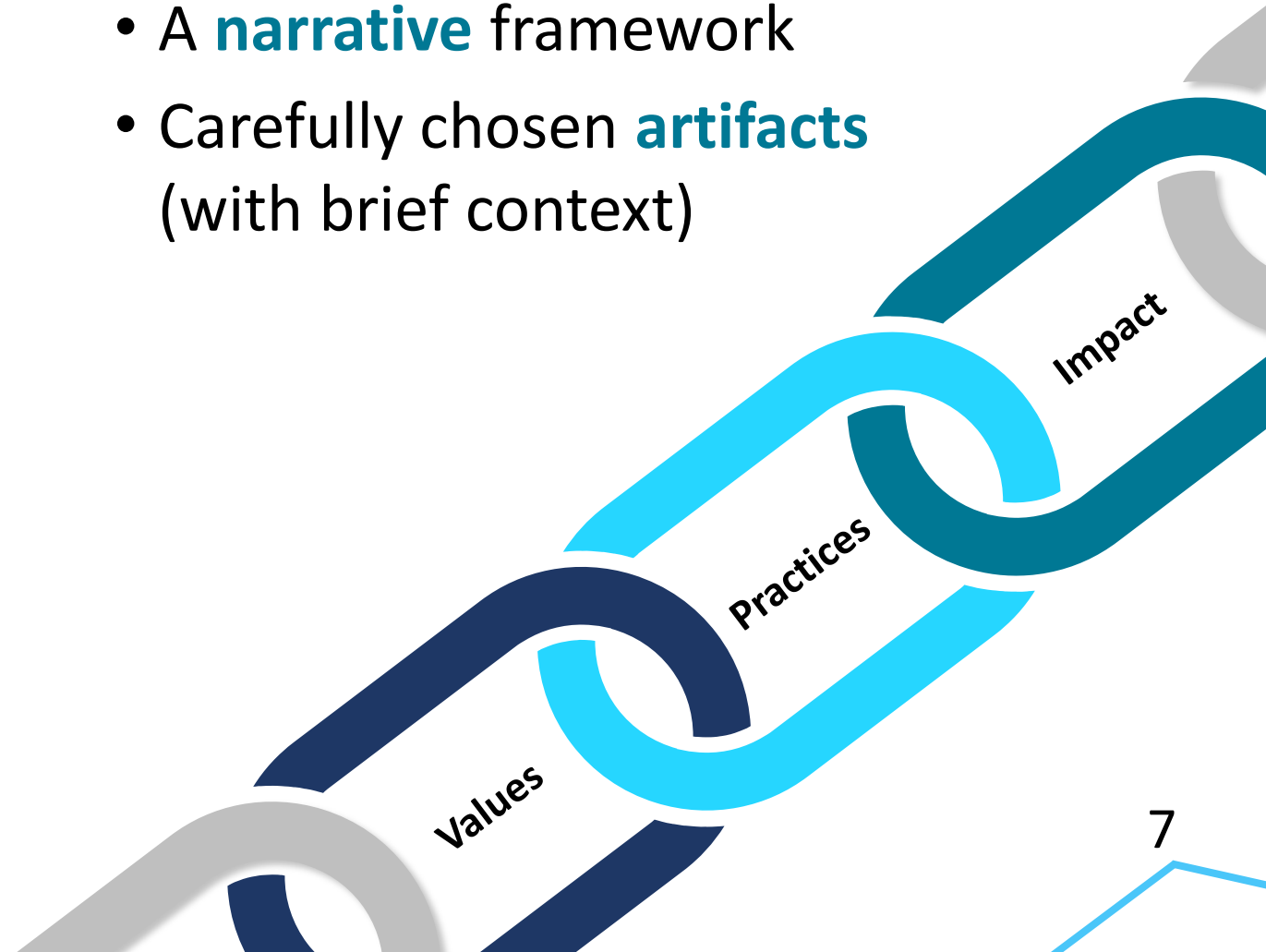
Telling a Coherent Teaching Story

Strong teaching dossiers show alignment between:

- **Values** (what you believe about teaching and learning)
- **Practices** (what you do in courses, supervision, mentorship)
- **Impact** (evidence of student learning and development)

This alignment is shown through:

- A **narrative** framework
- Carefully chosen **artifacts** (with brief context)



What Counts as Evidence of Teaching Effectiveness

Evidence may include:

- Student feedback (formative, mid-course, and course evaluations)
- Peer feedback or observations (formative)
- Mentorship and supervision outcomes
- Teaching materials, assignments, or activities (with brief explanatory context)
- Examples of student work and learning outcomes
- Learning analytics and engagement patterns
- Teaching awards or instructional grants (when they speak directly to teaching effectiveness)

Where to Get Support

Start with clarity:

- Review your [divisional guidelines](#)
- Meet with your unit head about timelines, structure, and expectations
- Check in with mentors and trusted colleagues

Get developmental support as you draft and revise:

- Teaching and learning centres
 - [CTSI \(St. George\)](#)
 - [CTL \(UTSC\)](#)
 - [RGASC \(UTM\)](#)

Use shared resources:

- [Building Your Teaching Dossier Guide](#)
- [Upcoming teaching dossier workshops](#)

Key Takeaways

- Start early and document teaching as you go
- Review your divisional guidelines and connect with your unit head
- Strong dossiers show alignment between values, practices, and impact
- Support and resources are available across the tri-campus

