Structuring a Cohesive Teaching Dossier

A cohesive dossier leads the audience through a structured narrative of your teaching and leadership that is rooted in your specific disciplinary context. The reasons for your pedagogical choices, teaching methods, and leadership strategies should be clearly connected to the core beliefs outlined in your teaching philosophy. Each section of the dossier should build on these ideas, demonstrating how your practices align with your stated values. By maintaining consistent threads throughout, your dossier will present a compelling and unified story of your teaching journey, achievements, and impact.

*The following table follows the dossier structure of the President’s Excellence in Teaching Award (PETA). You may alter the structure to reflect that of the requirements of the dossier for which you are preparing; however, these components are relatively standard in most teaching dossier contexts.*

|  |  |  |
| --- | --- | --- |
| **Dossier structure** | **Content & evidence** | **Threads/themes addressed** |
| **1.0 Letter of Introduction**  Outline your strengths and the themes/claims you present in your dossier – this is the beginning of your narrative; it should put the dossier into focus by explaining why you are an exceptional teacher. |  |  |
| **2.0 Table of Contents** | | |
| **3.0 Teaching Excellence** | | |
| **3.1 Statement of teaching philosophy**  1-4 pages  A statement of teaching philosophy written by the candidate .  The statement should address the four components listed below as well as anything else the candidate feels is relevant.  1. Your beliefs about teaching and learning  2. Your teaching strategies and strengths  3. Impact  4. Future goals  *The assertions you make about your teaching should carry through the contents of your dossier. The evidence you provide later should link back to the claims you make in this statement.* |  |  |
| **3.2 Teaching-related activities**  2-5 pages   1. A list of courses taught in the last three to five years along with a brief summary of pedagogical approach.   *Make sure to connect these to your teaching statement – what principles did you apply?*   1. A list of all graduate supervision and involvement in other teaching activities such as capstone projects, competitions, etc.   *What was the impact on students?* |  |  |
| **3.3 Evidence of Teaching excellence**  This section serves as evidence that should align with the statement of teaching philosophy and letters of support.  1. Select the five to eight activities and/or artefacts that best demonstrate the core approaches described in your statement of teaching philosophy and letters of support.  2. A brief summary of each of the activities/artefacts that explains how they align with your philosophy and demonstrate excellence and/or innovation in teaching.  In the discussion piece of this section, it is important to address the impact of your teaching on students and also link these activities to the scholarship of teaching and learning.  \*If you have been nominated for the Excellence in *Innovative Teaching or Excellence* in *Teaching for Experiential Learning*, you should specifically address the criteria in this section and the Educational Leadership section as relevant. |  |  |
| **4.0 Professional Development**  1-3 pages  A list of all face-to-face and online PD activities related to teaching\*. It is encouraged to include a summary of the key takeaway(s) from each and/or an overall summary of how (key) PD has shaped your teaching over time. |  |  |
| **5.0 Educational Leadership**  Note: this section is only appliable to: Award for Excellence in Teaching, Established Teacher and New Teacher | | |
| **5.1 Educational Leadership Statement**  1-2 pages  A reflection on your educational leadership and the impact you have had on key stakeholders. |  |  |
| **5.2 Evidence of Educational Leadership**  A list with a brief description of all educational leadership activities from the past two to five years noting the impact and/or outcome. |  |  |
| **6.0 Letters of Support** | | |
| **6.1 Letters from students**  Two signed letters from past students that speak to the lasting impact of the professor’s teaching on their development as a person, student, and/or professional.  • One letter must come from a student currently enrolled at Concordia, who is not currently enrolled in the candidate’s class. Candidates may include additional unsolicited communications received from students (in the Evidence of Teaching Excellence section). |  |  |
| **6.2 Letter from Administrator**  A letter of support from the Chair, the Undergraduate Program Director, or the Graduate Program Director from the respective department of the candidate. **This letter should address the criteria and evidence/themes supplied in the dossier.** |  |  |
| **6.3 Letter from colleague**  A letter of support from a faculty member who can speak to the candidate’s quality of teaching. **This letter should address the criteria and evidence/themes supplied in the dossier**. |  |  |
| **Appendices** | | |
| Include only a few select items that provide evidence of the claims you make about your teaching elsewhere in the dossier. This **means only including items that you have referred to;** there should be context for each document provided. |  |  |