

Teaching Dossier

[Name]
[Academic Rank]

Department of [department name]
Faculty of Medicine
Dalhousie University

NOTE: This template has been adapted with permission from a document used at the University of Ottawa's Faculty of Medicine. It is intended to be used as a **guide** to assist you in developing your own dossier. You may find that some sections are not relevant for your activities; delete those headings/sections and move to the next section. Some people will have more emphasis on one section of their dossier than another. If the dossier is submitted as part of your application for promotion, you may be asked for further information by the committee, so please ensure that you keep a detailed record of your teaching activities, even if summarized information will suffice in some sections of the dossier. Please delete the instructions (such as this paragraph) or descriptions that are provided within each section of the template when creating your own dossier.

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A. Teaching Dossier Summary

A summary of your dossier may be helpful if it is extensive. This is the equivalent of an abstract of your dossier. It should provide a quick overview of the particularly important aspects of your dossier and provide the reader with a general view of your educational contributions. If your teaching dossier forms part of your application for promotion, it is important to highlight the sections of your teaching dossier which relate to the promotion criteria for your career path.

B. Teaching Philosophy

A brief description of your approach to teaching and how you have prepared for your role as a teacher is required. There is considerable flexibility in this, and resources are available from the Faculty of Medicine's Faculty Development Office. A clear and coherent statement of teaching philosophy is especially important for those applying for promotion as Clinician Educators. Additional resources for developing a statement of teaching philosophy are available on request.

Examples of topics to be included in this section:

- Primary areas of interest in medical education
- Why you teach
- How you acquired skills as a teacher/educator
- Experiences that have influenced your approach to teaching
- How you approach teaching and education, including how you modify your approach for the different levels of learners (ex: undergraduate, postgraduate, graduate, continuing medical education, etc.)

C. Teaching Activities

Provide an outline of your teaching activities across the continuum of education. List your teaching activities by level of learner (ex: undergraduate, postgraduate, graduate, continuing professional development), activity type, and level of the audience (ex: local, provincial, national, and international), where applicable. If the information is available, inclusion of the number of learners and the contact time involved will assist others in evaluating your contributions. Summarize where possible rather than list multiple examples of the same activity. For example, you may indicate that you supervise eight students per year on a clinical service as opposed to listing all eight. A complete or more detailed list of your teaching activities may be included as an Appendix (Appendix 2).

Please note that teaching activities that are directly sponsored by pharmaceutical companies should not be included in this dossier. For more information, please refer to the Industry Guidelines for the Relationship between the Faculty of Medicine and Health Related Industries. <https://medicine.dal.ca/about/industry-guidelines.html>

Undergraduate

Include clinical supervision, courses taught, lectures provided, case-based learning tutoring, small group sessions (communication skills, evidence-based medicine, etc.)

Example:

Date	Activity	Number of Students	Contact Time
2003 - 2004	Some activity	8/year	6 hrs/wk; 6 wks/yr
Undergraduate Clinical Supervision			
2001 - 2005	3 rd year student in some rotation	16/year	4 hrs/wk; 16 wks/yr

Postgraduate

Example:

Date	Activity	Number of Residents	Contact Time
Postgraduate Presentations – Local			
2000 - 2004	Some group of presentations	4-6	25 hrs/yr
Postgraduate Presentations – Provincial and National			
2004	Canadian Comprehensive Review Course in Whatever, Edmonton, AB	40	2 hrs
Postgraduate Clinical Supervision			
2000 - 2005	Residents in some clinic	5 – 6/yr	6 – 8 mths/yr
2000 - 2005	Residents on some inpatient service	4 – 5/yr	4 – 8 mths/yr

Postgraduate Practice Exams			
2000 - 2004	Some exam format	20 – 25/exam	10 hrs/yr
Royal College of Physicians and Surgeons of Canada Specialty Exam			
2002 - 2004	Some exam committee member	20 – 24/exam	25 hrs/yr

Graduate

Example:

Date	Activity and Format	Attendance	Contact Time
Courses Taught			
2000 - 2004	Course number: Title	8	X hrs/wk
2000 - 2002	Course number: Title	20	X hrs/wk
Thesis Supervision			
2000 - 2004	Somebody. PhD Thesis: Some title.		
2000 - 2002	Somebody. Master's Thesis: Some title.		

Continuing Professional Development

Example:

Date	Activity and Format	Attendance	Contact Time
CPD Presentations – Local			
2004	Group, Location, Title	25	2 hrs
CPD Presentations – Provincial, National, and International			
2004	Group, Location, Title	130	1 hr

Inter-professional Education

Refers to presentations offered to other professional groups, often health-related (ex: nurses, pharmacists, etc.)

Example:

Date	Presentation	Attendance	Contact Time
2003	Group, Location, Title	30	2 hrs

Public Presentations

Refers to presentations offered to non-academic groups – often patient support or interest groups

Example:

Date	Presentation	Attendance	Contact Time
2002	Group, Location, Title	50	1.5 hrs

Mentoring

Please identify and describe effective mentoring activities, if not included specifically in any of the above categories. These are especially important when applying for promotion (see 'Output' criteria for the scholarship/s under which you are applying), and can be supported by letters or other such documents added in appendix.

Other

Refers to presentations or other teaching activities offered to groups who do not fit into any of the above categories, or activities with mixed audiences.

Example:

Date	Presentation	Attendance	Contact Time
2002	Group, Location, Title	50	1.5 hrs

D. Educational Administration and Leadership

Provide a brief description of any leadership roles you have assumed related to medical education. Responsibilities and time commitments should be described for each role at a divisional, departmental, university, and external level. The level of activity should be clearly identified, particularly those at a provincial, national, and international level. Examples of activities you might include in this section of your dossier include:

Undergraduate

Example:

Date	Role	Description
2001 - 2005	Clerkship Director, Department of Psychiatry	Coordinator for all core and elective clinical rotations in psychiatry. This involves working with approximately x students and x clinical supervisors per year. The position is 0.3 FTE with the Dept. of Psychiatry.

Also may include:

- Unit Head or Component Head
- Committees related to medical education (i.e. Admissions Committee; Professionalism Committee; Progress Committee)
- Education task force or working group
- Consultant to other programs/sites

Postgraduate

Example:

Date	Role	Description
1999 - 2001	Implementation of CanMEDS 2000 Roles in Canadian Psychiatry Post-Graduate training programs	In 1999 I took a lead role in revising the training objectives for the Psychiatry Specialty Committee of the RCPSC, to include the CanMEDS 2000 roles. The revised objectives were implemented in 2001 and are now used by all Canadian Psychiatry programs.

Also may include:

- Program director
- Site coordinator
- Academic half-day coordinator
- Exam coordinator
- Committees
- Consultant to other programs/sites

Graduate

Date	Role	Description
2008 - 2010	Some role	Description of role.

Continuing Professional Development

Date	Role	Description
2001 - 2002	Executive Committee – The 10th Ottawa Conference on Medical Education	<ul style="list-style-type: none"> • International Meeting in Medical Education (registration of 850 medical educators): contributed to the initial program planning for the meeting. • Member of the Faculty Development Sub-Group: responsible for planning and organizing the faculty development stream of the meeting. • Chair of the Program Committee: coordinated the review of 550 abstracts, selected abstracts for presentation, and planned oral and poster sessions.

Also may include:

- Program coordinator
- Director
- Education Task force or working group – local, provincial, and national
- Coordination of CPD credits
- Rounds coordinator

Other

Example:

Date	Role	Description
2001 - 2005	Some role	Some description.

E. Teaching Innovations and Curriculum Development

Describe the innovation and your role in the development, implementation, evaluation, and dissemination. This can include innovative curriculum development, teaching strategies, learning aids, and evaluation methods. You may wish to organize by level of learner or topic. Be prepared to submit examples of materials when applying for promotion. If the dossier is submitted as part of your application for promotion, please ensure to speak to the promotion criteria. For example, please specify if the curriculum/program was “noted for its excellence as a learning environment by formal evaluation” (Essential Criteria #2 for promotion to Associate Professorship or Professorship under the ‘Transmission and Transformation of Knowledge’ scholarship).

Undergraduate

Example:

Innovation	Description of innovation and your role
Pediatric Elective Rotation for Clinical Clerks	The principles of systematic educational planning were used to develop and implement a rotation for clinical clerks that would provide an introduction to the principles of Pediatrics. The objectives for the rotation were based on needs identified by students, attending physicians, and patients. The rotation was implemented within the Division of Pediatric Neurology in 2000. Approximately 45 students have now completed the rotation. This curriculum was presented at the Royal College of Physicians and Surgeons Annual Meeting in 2004. A copy of the abstract and the handbook, which is provided to students at the start of the rotation, are available on request. My role was co-chair of the working group.

Postgraduate

Example:

Innovation	Description of innovation, incl. my role
Using the Principles of Continuous Quality Improvement to Develop a Quality Assurance Curriculum for Residents	This curriculum was developed using an iterative approach over a period of four years. The program is completed during three two-hour sessions each year. The success of the final curriculum depends on the active involvement of residents in selecting and completing a quality assurance project within a limited period of time. The curriculum was presented at the Pathology Annual Meeting in June 2003. A manuscript, describing the program, has also been submitted to a peer-reviewed journal for possible publication. An abstract of the Pathology presentation is available on request. My main role in this project was to lead the design and development phase.

F. Scholarship of Teaching and Learning

Research and Publications in Education

Education research grants, education publications, and education research presentations may be identified in this section as you would for your CV. Education peer-review activities, education grant/paper reviewing, and education editing contributions should also be included here. You may also include relevant trainee productivity. **Please also include these activities in your general CV.**

Grants

Example:

Date	Grant	Description
2010-13	Grant title	Brief description of grant, including \$ amount, whether you are PI/Co-PI, etc.

Publications

You may copy and paste education-related publications from your main CV.

Research Presentations

You may copy and paste education-related research presentations from your main CV.

[Other]

G. Education-related Professional Development

Identify any advanced training or skill development program completed specifically to enhance your skills as a teacher/educator.

Example:

Date	Course/Program	Description
2010	Some course/program of study	Brief description of course or program, including course provider, course type (ex: credit/non-credit), number of hours, etc.

H. Evidence of Excellence

Provide a brief summary of the results of evaluations provided by different levels of learners. You may highlight successes and provide brief explanations for any anomalous content. Please ensure that your summary is reflective of your overall teaching effectiveness. Sample evaluations must be attached as an appendix to the dossier (Appendix 1). Note: it is not necessary to include every evaluation you have ever received; a sampling is normally sufficient, as long as it is truly reflective of your overall teaching and what is stated in your summary. Depending on the process for which your teaching dossier is being reviewed (ex: promotion), you may be asked for further information (ex: all evaluations).

Any teaching awards and nominations also should be identified in this section. A brief description of the basis on which you were nominated to receive the award will be helpful to reviewers.

Summary of Evaluations

- **Undergraduate**
- **Postgraduate**
- **Graduate**
- **Continuing Professional Development**
- **Inter-professional**

Teaching Awards

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Appendix 1. Teaching evaluations (required)

Present the **sample** evaluations in the order in which they were discussed in the 'Evidence of Excellence' Section.

Appendix 2. Teaching Activity – Detailed list (optional)

In this Appendix, you may include a complete list of the information that was included in summarized format in the 'Teaching Activities' Section. Ex: learners' names and timeframes.

Appendix 3. Other documents (optional)

You may include in this section other documents which are relevant to teaching and education and which directly support what is presented in your dossier, but which were too long to be included in the main body of the teaching dossier.