

**Cumming School of Medicine Teaching/Education Dossier**

Version: July 23, 2020 (Pilot)

*This CSM Pilot Dossier template is an optional resource you can use to guide you in developing your dossier. You are not required to use this template.*

*This template builds upon the Taylor Institute’s Teaching Dossier Template by translating it to the CSM context.*

*You are free to add, delete, adapt, and/or re-organize these categories to suit your teaching context and experience, as some categories will not be relevant to your particular practice.*

Name, Credentials
Department/Unit/Faculty
University of Calgary
Email address

 Date

*Optional: include Purpose of Dossier, eg. Tenure application etc.*

*Optional: include logo, image, and format as you like, add page breaks, tables, figures, etc.*

*Delete all text in italics – for guidance only*

*The Table of Contents (word 2016) is auto generated, using levels Heading 1, Heading 2, Heading 3.*

* *To create a heading, highlight and click on Heading 1 or Heading 2 or Heading 3*
* *To update table of Contents, move your cursor over the table until it turns grey, Right click, Select update field, Select update entire table*

*Modify Table of Contents if required. Font, formatting, etc.
You can also add Table of Tables, and Tables of Figures, and change or update header or footer*

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Contents

[Glossary 3](#_Toc47622142)

[Teaching Responsibilities (What you teach) 3](#_Toc47622143)

[Teaching Philosophy (Why you teach and why you teach the way you do) 3](#_Toc47622144)

[Teaching Methodologies and Materials (Examples of how you teach) 3](#_Toc47622145)

[Workplace Based Teaching Methodologies and Materials 3](#_Toc47622146)

[Teaching Assessments 3](#_Toc47622147)

[Mentorship 4](#_Toc47622148)

[Professional Learning and Development (How you grow as a teacher) 4](#_Toc47622149)

[Teaching and Learning Research/Scholarship 4](#_Toc47622150)

[Educational Service 4](#_Toc47622151)

[Educational Leadership 4](#_Toc47622152)

[Student Feedback and Course Evaluations 4](#_Toc47622153)

[Evidence of Student Learning and Success 4](#_Toc47622154)

[Peer Feedback 5](#_Toc47622155)

[Awards and Recognition 5](#_Toc47622156)

[Concluding Remarks 5](#_Toc47622157)

[Appendices 5](#_Toc47622158)

# Glossary

*While not required, you may find it useful to define in a glossary section acronyms or other common terms or abbreviations in your dossier.*

*Examples:*

*AFMC – Association of Faculties of Medicine of Canada*

*CFPC – College of Family Physicians of Canada*

*CMBES – Canadian Medical and Biological Engine*

*CRISPRs – clusters of regularly interspaced short palindromic repeats*

*EBM – evidence-based medicine*

*GCS – Genetics Society of Canada*

*RCPSC – Royal College of Physicians and Surgeons of Canada*

# Teaching Responsibilities (What you teach)

*Summary of courses or sessions taught including course code, title, enrolment, graduate/undergraduate course (type of learners), required/elective, hours of instruction. May also include undergraduate and graduate supervisory roles, practicums, and clinical teaching experiences.*

# Teaching Philosophy (Why you teach and why you teach the way you do)

*1-2 page reflective summary of your beliefs and brief examples of how these have been put into practice. Faculty members are encouraged to identify two to three key belief/values of your teaching philosophy. These beliefs/values should clearly explain why you teach the way you do.*

# Teaching Methodologies and Materials (Examples of how you teach)

*Overview of your teaching strategies, and summary of sample course materials (e.g. assignment descriptions for essays, lab workbooks and reports, field work, projects, creative work, textbooks, learning objects, course websites, learning technologies,). This section should make explicit how your course or project design, strategies, and supporting materials reflect your philosophy*.

# Workplace Based Teaching Methodologies and Materials

*If you are involved in research or clinical supervision, you should describe the teaching methodologies you use in these settings and any materials that you have developed (guidelines etc.).*

# Teaching Assessments

*Overview of your contributions to assessment and feedback, including those used in your courses (e.g marking essays, labs, group projects etc) and those used in other domains (e.g. OSCEs, exam banks, formative assessment platforms, etc.). Include both formative and summative assessment.*

# Mentorship

*Describe your approach to mentorship. This may include a list of formal mentees (if the relationships are not confidential), according to category (e.g. undergraduate students, graduate students, clinical learners, post-docs, colleagues, etc.), number of mentees, and/or roles played in informal mentorship.*

# Professional Learning and Development (How you grow as a teacher)

*List and describe professional learning and development activities related to teaching and learning (e.g. programs, certificates, workshops, conferences), and key highlights of what you have learned/changed in your teaching/supervision practice as a result.*

# Teaching and Learning Research/Scholarship

*Describe your roles in research and other scholarship in education. Include a list of projects and outcomes (e.g. project reports, results, conference presentations, publications, grants on the scholarship of teaching and learning).*

*Examples include: Educational Research, Peer-Reviewed Educational Materials, Non-Peer-Reviewed Disseminated Educational Materials, Educational Policy Documents/Materials, Conference Presentations. (Do not include presentations or materials that are not related to Education. E.g. do not include discipline-specific scientific conference presentations.)*

# Educational Service

*Overview of engagement in teaching and learning service, including committees, working groups, task forces, curriculum committees, teaching award adjudication, etc. , etc.*

# Educational Leadership

*List and describe any educational leadership roles that you have undertaken (either formal or informal). This may include chairing curriculum committees, leading communities of practice, development of educational resources, program leads etc. Include your Educational Leadership Philosophy Statement.*

# Student Feedback and Course Evaluations

*Overview of formative feedback, student comments, and summative course evaluation ratings. Brief reflection on key themes highlighted through these evaluations and feedback, and what you have learned/changed as a result.*

# Evidence of Student Learning and Success

*Materials that support your contributions and philosophy and are evidence of teaching accomplishments. (e.g. samples of student work (with permission) including: drafts of papers; evidence of student success including career and educational placement and progression, degree/program completion, student publications and conference presentations prepared under supervision;).*

# Peer Feedback

*Overview of peer reviews and feedback regarding your impact and effectiveness (e.g. formal/informal review of course or program materials, teaching observations, testimonials, unsolicited feedback). Brief reflection on key themes highlighted through this feedback, and what you have learned/changed as a result.*

# Awards and Recognition

*A description of nominations, awards and recognition received regarding your contributions to teaching and* *student learning (please indicate competitive or non-competitive). May also include formal letters of recognition and support from Deans, Chairs or students.*

# Concluding Remarks

*Final thoughts including the next steps in your development as an educator.*

# Appendices

*Complete documentation to support statements of accomplishment included throughout dossier as indicated above (e.g. course outlines, assignment descriptions, course materials, examples of student work (with permission), course evaluation results, peer observation reports, SoTL publications).*

*Please be advised that appendices are limited to a maximum of 50 pages. Please ensure that key elements in your appendices are highlighted in the dossier, as appendices are read at reviewers’ discretion.*