

Suggested Framework for a Teaching Dossier for Clinical Faculty Members in the Faculty of Medicine

The Context

This **suggested** framework for a teaching dossier for faculty members in Medicine is a version of the dossier framework developed by staff in the Instructional Development Office. The original framework was designed be of assistance to all faculty members at Memorial University who are applying for tenure, promotion, or teaching awards and for those applying for an academic position. The structure and categories of the original framework were derived from literature reviews, from the dossier guidelines offered at other universities, and from the guidelines for the Society of Teaching and Learning in Higher Education's national competition for the 3M National Teaching Fellowships. The categories also complied with the Canadian Association of University Teachers' *Teaching Dossier* (2006) publication which recommends the submission of "persuasive evidence" for tenure, promotion, and review processes as well as for decision appeals. This version has been structured to reflect the criteria for the "Scholarship of Education" as they appear in Appendix A-III of the Faculty of Medicine, April 2009 document, *Promotion and Tenure, non-Bargaining Unit Criteria for Clinical Faculty*.

Important points to consider in using this document:

- This is a *suggested* organizational and content framework and is *not* a mandatory requirement of the Faculty of Medicine at Memorial University.
- Every teaching dossier is unique. The design, structure, and content of the dossier should reflect the talents, interests, and perspectives of the individual as well as his/her purpose for developing it.
- This framework seeks to represent nearly all of the items that might be included in a teaching dossier. No individual will have content for all categories. The framework seeks only to identify the full array of items that could be included.
- In preparing for promotion and tenure, we suggest that individuals consult with their discipline chair early in the process to seek guidance on the particular expectations of the Faculty of Medicine.
- While this framework suggests the inclusion of formal teaching evaluations in the dossier, their inclusion is voluntary and *not* a requirement of the promotion and tenure process at Memorial University.
- Support and advice in the preparation of a dossier are available from discipline chairs and from staff in the Medical Education Scholarship Centre and the Instructional Development Office.

The Teaching Dossier Framework

Title Page

Table of Contents

Preface/Introduction

1. Teaching Philosophy
2. A. Teaching Responsibilities
B. Trainee Mentorship and Advising
3. Teaching Effectiveness
 - i. Teaching Strategies
 - ii. Methods of Student Assessment
 - iii. Instructional Materials Developed
 - iv. New Courses Developed and Courses Redesigned
 - v. Evaluations of Teaching
4. Teaching Awards and Recognitions
5. Professional Development in Teaching
6. Teaching Leadership
 - i. Service in Academic Administration
 - ii. Curriculum or Program Development and Implementation
 - iii. Service on Committees Related to Teaching and Learning (departmental, institutional, national)
 - iv. Contribution to the Professional Development of Colleagues
 - v. Mentorship of other Faculty (locally and nationally)
 - vi. Recognition as Leader in Specialty Education
7. Scholarship of Teaching and Learning
 - i. Grants
 - ii. Publications on Teaching and Learning
 - iii. Conference Presentations on Teaching and Learning
8. Teaching Goals

Appendices (possible artifacts/evidence to include)

- A. List of Teaching Responsibilities
- B. Teaching Effectiveness
 1. Course Syllabi or Lecture Outlines
 2. Quizzes, Tests, and Assignments
 3. Instructional Materials Developed
 4. Student Work

5. Feedback to Students
 6. Evaluations of Teaching
 - i. Data from Formal Evaluations of Teaching
 - ii. Student Comments
 - iii. Personal Requests for Student Feedback
 - iv. Peer Evaluation of Teaching
 8. Feedback
 - i. Unsolicited Feedback from Students
 - ii. Solicited and Unsolicited Feedback from Colleagues
 - iii. Feedback from or about Alumni
- C. Citations for Teaching Awards
- D. Professional Development in Teaching
1. Courses Taken
 2. Workshops and Seminars on Teaching
 3. Conferences on Teaching
- E. Teaching Leadership
1. Service as Academic Administrator (clerkship coordinator, course chair)
 2. Feedback from Colleagues Mentored (locally and nationally)
 3. Committee Service (departmental, institutional, national)
 4. Teaching and Learning Workshops Developed and Implemented
- F. Scholarship
1. Grants
 2. Articles, Abstracts and Other Publications
 3. Conference Presentations

The Recommended Sections

Preface/Introduction

Begin the dossier with a short introduction of its contents. State why you have prepared the dossier and explain how you have organized the information. Direct the readers through your dossier and point out what you wish them to notice in each section.

1. Teaching Philosophy

A teaching philosophy is a one- to two-page statement of your values and beliefs about teaching and learning—about the responsibilities of teaching, the nature of teacher-student relationships, the goals of education—why you hold those values and beliefs, and how you translate them into your teaching practice. It is not a description of your teaching strategies but rather, a philosophical background for your teaching practice.

2. A. Teaching Responsibilities

Write a paragraph or two describing the nature and range of your teaching responsibilities and normal teaching load. Include information such as: course, topic, level, modality, required, elective, cross-disciplinary, etc. You may provide a list of your teaching responsibilities in reverse chronological order by semester and year in the appendices. Course or lecture outlines may also be referenced in this section and included in an addendum.

B. Trainee Mentorship and Advising

Describe your goals and approach to trainee mentorship. Indicate the type of trainee and setting, the number of trainees you normally mentor during an academic year, and the approximate number of hours you spend with trainees. You may also provide feedback received from trainees about your mentoring skills here or in an appendix.

3. Teaching Effectiveness

This section is a descriptive narrative about your teaching activities, strengths, and accomplishments. Through the narrative you “make the intellectual work of teaching visible” (Goodburn, 2010). It should demonstrate your competence and creativity in teaching, and your ability to be self-reflective and critical. Claims made in this section should be supported by direct reference to evidence included in appendices.

i. Teaching Strategies

Describe the strategies you use to assist students in achieving the learning outcomes, e.g. group work, experiential learning, journaling, lab activities, projects, online discussion groups, innovative technologies, etc. Explain why these teaching strategies are effective and how they integrate with your philosophy of teaching and learning. Appendices may include any artifact(s) from the implementation of the strategies described (e.g., handouts, a sequence of PowerPoint slides, student work, and student feedback).

ii. Methods of Student Assessment

Describe the methods you use to assess students, e.g., case study analyses, research papers, journals, quizzes, examinations, problem solving activities, creative projects, etc. Explain how the assessments are designed to match and measure specific learning outcomes. If you are using innovative strategies or methods not commonly used in your

discipline, write a short description of each and explain how the assessment enhances student learning. Sample assessment instruments, student work (with permission), and feedback given to students may be provided in the appendices.

iii. Instructional Materials Developed

Describe any original instructional materials or resources you developed, e.g., textbooks, student manuals, lab activities, case studies, digital materials, experiential learning activities, service learning components, etc. For each resource developed, explain why you developed the resource and its effect on student engagement and learning. Feedback you received from students or colleagues may be included here or in an appendix along with sample materials.

iv. New Courses Developed and Courses Redesigned

List any courses you conceptualized, developed and delivered. List also any substantial revisions you made in courses you inherited. Explain why you saw a need for the new course or why you redesigned an older one and briefly describe the process. Include information on the effects on student engagement and learning. Feedback you received from students or colleagues may be included here or in an appendix along with sample materials.

v. Evaluations of Teaching

In this section it is important to demonstrate that you receive feedback about the quality of your teaching and that you value that feedback. Point out what you believe are your teaching strengths and discuss any changes or adjustments you have made or plan to make based on evaluations of your teaching.

Teaching evaluation data: Compile a summary of the formal teaching evaluation data that you have received and include them in the narrative or in an appendix. Generally, evaluations from the past five years presented in a table or chart are sufficient. Do not include raw data, i.e., surveys or forms completed by students or detailed course reports provided by the institution.

Student comments: Individual student comments may be extracted from evaluations and used in the narrative to support what you say about a particular aspect of your teaching. If doing so, be sure to source the comment. Complete sets of student comments, typed verbatim using a bulleted symbol to indicate change of student voice, may be provided in an appendix. Generally, two complete sets of comments will be sufficient. Ideally, these sets of comments should be verified by someone other than you. Include a statement from that independent person on the end of the list of comments, indicating that this is a complete set of unedited comments. Have that person sign and date the statement.

Personal requests for student feedback: If you have developed an evaluation questionnaire or feedback form, either for a full semester course, for mid-term, or for feedback on particular aspects of your teaching, describe the process of administering the feedback instrument, include a copy in an appendix and give a summary of the results.

Peer evaluations of teaching: If a practice in your discipline or if personally requested, peer evaluations of teaching may be included in the dossier. Describe the process or reason for the request, the focus of the evaluation, and the feedback received. Letters or reports may be included in the appendices.

4. Teaching Awards and Recognition

If you have won awards for your teaching, have been honored by students, your department or your institution for your teaching, then in reverse chronological order list the awards, the criteria for selection and the year the award was given. Citations may be included in an appendix.

5. Professional Development in Teaching

In this section reflect on your responsibility to develop your teaching skill and be cognizant of current teaching practice in your discipline. Describe what you routinely do to improve your teaching, e.g., give mid-course evaluations, ask for student feedback after you try something new, write notes to yourself after a lesson or a course has been taught to remind yourself about what worked and what didn't, participate in teaching workshops, subscribe to a teaching journal, etc. Note any improvements or revisions you made to course outlines, activities, or instructional resources as a result of your teaching development activities. In the appendices list: courses taken in teaching, either credit or non-credit; teaching certificates earned; participation in workshops and seminars on teaching; and participation in conferences on teaching.

6. Teaching Leadership

If you are new to teaching and have not as yet accumulated significant evidence of your leadership capabilities, you may choose to omit this section as a discrete entity and add the topic to the list above and include teaching leadership as another topic under Teaching Practice.

i. Service in Academic Administration

List the positions you held as an academic administrator. For each administrative position indicate the time frame for which you held the position, briefly describe the position duties and responsibilities, and discuss in detail any significant accomplishments made during your tenure in that position.

ii. Curriculum or Program Development and Implementation

Acknowledge any contribution you made to committees that designed new programs or conducted curriculum or program reviews.

iii. Service on Committees Related to Teaching and Learning

Describe your activity on any departmental, institutional, or national teaching-related committee or sub-group. For projects undertaken, describe the origins of the project, the goals, your role and contribution, as well as the overall impact of the project.

iv. Contribution to the Professional Development of Colleagues

Describe any teaching workshops or seminars, for colleagues or to graduate students, which you have offered or organized.

v. Mentorship of Other Faculty

If you have participated in a mentoring program or have simply offered teaching assistance to others, locally or nationally, describe your activity in this section.

vi. Recognition as Leader in Specialty Education

If you have been invited to present at national meetings or conferences, have had a visiting professorship, have advised on development of national-level exams, or have assisted in the marking of national-level exams, discuss that work in this section.

7. Scholarship of Teaching and Learning

Describe any innovations in education that resulted from research activity in which you examined teaching from a critical perspective. Describe the project, note any grants you received, and any publications or presentations that resulted.

8. Teaching Goals

Look ahead and describe your short- and long-term teaching goals. Include any plans you have for projects or activities that will contribute to your development as a teacher.