

Rady Faculty Health Sciences Teaching Dossiers: Instructions & Template

Purpose

“The goal of a teaching dossier is to describe, through documented evidence over an extended period of time, the full range of your contributions as a teacher.”

(Weston, 2013)

A teaching dossier includes elements such as a teaching philosophy, teaching responsibilities and experiences, evidence of teaching effectiveness, teaching development activities and plans, and supporting documents*. It is a narrative and reflective document. It reveals the **evolution** of the teacher’s practice by including examples of teaching **excellence**, as well as **evidence** of actions taken to address teaching gaps. It highlights teaching innovations and teaching leadership, such as curriculum and course development. This dossier is not just a teaching inventory or list of teaching duties; rather it concisely includes examples of teaching evidence that demonstrate **congruence** across the teacher’s philosophy, practice, and development plans. This is all achieved in an efficient format and **succinct** writing style. Ideally, a teaching dossier is used on a continuous basis for reflection and professional development. For Rady Faculty of Health Sciences (RFHS) teachers, a teaching dossier is also part of the application requirements for promotion and/or tenure.

*Supporting documents/appendices for RFHS promotion and tenure

Include only **summative** teaching evaluations or **signed** copies of teaching evaluations/comments from learners, and college/unit **collated** evaluation results as supporting documents. Signed peer teaching reviews and signed educational administrator performance reviews may also be included. Evaluations of teaching in undergraduate, graduate, post graduate, post-doctoral, and continuing professional development courses/programs/conference, may be included. Do not include any other supporting documents. Candidates might be asked to produce additional supporting documents by the Chair of the College Promotion or Tenure Committee, the Department Head, the Dean, the Vice-President Academic and Provost, the President, or the Board of Governors.

Getting started

The following template includes the **key elements** that should be included in a teaching dossier. It was developed from examples drawn from several health professions teaching institutions, and in consultation with the RFHS Office of Academic Affairs. This template is a guide only. The format, style and structure may be adapted to fit each teacher’s experiences and teaching contexts. The RFHS Office of Educational and Faculty Development (RFHS-OEFD) offers workshops and consultation to assist RFHS teachers with the development of their teaching dossiers, and teaching philosophy statements. Please see http://umanitoba.ca/faculties/health_sciences/medicine/education/ed_dev/

The last word on RFHS Teaching Dossiers

“Be succinct”

Dr. Sara Israels, Vice-Dean Academic Affairs, Rady Faculty of Health Sciences

Name

Teaching Dossier

Department, College, Faculty

Date

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Teaching Philosophy

As the introduction and key narrative of your teaching dossier, your teaching philosophy includes your goals as a teacher and connects those goals to the principles that guide how you teach. It is your personal theory of learning that explains what you believe happens when your students learn, and what you do to support that learning. It reveals how you connect your beliefs and principles to your teaching roles, your expectations of your learners, and your contribution to RFHS education programs. Your teaching philosophy should be connected to your past learning and teaching experiences, be revealed in your current teaching approach (methods of instruction, assessment and evaluation, etc.), and guide your teaching development plans.

Teaching Responsibilities & Experiences

Include traditional classroom instruction, as well as other teaching situations such as tutorials, online teaching, academic half-days, mentorship, advising, laboratory training, research guidance etc. Describe internal teachings as well as external teaching (guest lectures, workshops). Also include all forms of clinical supervision, field supervision and graduate teaching. List committee participation, as well as learners' publications and awards which you supported. List where your learners are studying/practicing/researching now.

You may organize this section chronologically, or with any other form that helps to concisely demonstrate the growth of your teaching practice. If you have taught large numbers of courses, and/or have multiple supervisory roles, you may choose to use Table A or B (below) to organize your information, and then highlight specific teaching experiences in a subsequent reflective paragraph. Alternately you may include the reflection within each course description as in Table C. Research teaching, training and guidance may also be included in the research section of a promotion or tenure application. Regardless of where it is listed, be sure to include a reflection on how research-based teaching duties connect to your teaching practice and philosophy.

Teaching Reflection (to used along with Table A, B and/or C)

Write 2-3 sentences that address your contribution to your course/teaching responsibilities.

For example:

- How many times had you taught the course before?
- What were the strengths and weaknesses of the course and how have you adjusted it?
- How have you adjusted your approach to laboratory teaching?
- What frameworks do you use to guide your research trainees?
- Did you implement any teaching innovations or new curricular initiatives?

Table A - Formal Teaching Summary		
Courses & teaching description	Contact hours/year (lecture/tutorials/ workshops/office hours etc.)	Non-contact hours/year (preparation time, assessments, evaluations, exams etc.)
RFHS Undergraduate		
Course # & description; curriculum, course & teaching duties		
RFHS Undergraduate		
Course # & description; curriculum, course & teaching duties		
Other faculties		
Course # & description; curriculum, course & teaching duties		
Other institutions		
Course # & description; curriculum, course & teaching duties		

Table B - Trainees Responsibilities Summary	Number	Hours/year*
Graduate		
MSc		
PhD		
Post Graduate		
Clinical/Resident		
Undergraduate		
BSc elective		
Advisory Committees		
MSc or PhD non-thesis year		
MSc thesis year		
PhD thesis year		
MSc or PhD external exams		
Total hours		
*Typical time commitment for teaching trainees or participation on committees		

Table C - Individual Course Descriptions and Teaching Reflection					
Course Code, No., Name					
Year: 2018-19	Term: Fall	Program level	Teaching hours/year	Number of students	No of Completions:
Course Description: This table can be copied multiple times for each course you have taught. Put the cursor on the top left corner of the box until you see a cross in a box -click on the cross and copy and paste the box					
Teaching Reflection/Highlights: A concise paragraph					

Teaching Practice, Evidence & Effectiveness

Teaching Practice

In this section you may showcase the variety of instructional strategies you use in your teaching (lecture, class discussion, team learning, case-based learning, problem-based learning, experiential learning, etc.). Describe your strategy and identify why you use this particular approach based on your beliefs about teaching and learning (i.e. teaching philosophy). Include clinical teaching duties such as clinical, fieldwork, and graduate student instruction, coaching, mentoring and supervision. Which teaching frameworks or approaches do you use with your clinical learners? Explain why.

Write a brief paragraph about how you prepare for your teaching and the effect that has on your practice (e.g., you prepare lesson plans in advance, ensure that your course is aligned with the curriculum, align your objectives with your evaluation strategies first, and then design your instructional strategies, etc.).

Succinctly review the strategies you use to evaluate student learning? What type of assessment tools are you using? (e.g., multiple choice exams, papers, presentations, performances, etc.). Why do you think these tools are the most effective for measuring learning in your course? Are you using formative assessment, summative assessment, self or peer assessments? Do you use norm-referenced grading or criterion referenced grading? Do you use rubrics or exemplars? Explain why.

Teaching Evidence & Effectiveness

Concisely explain how you **know** your teaching is effective. In previous sections of the teaching dossier you have been demonstrating how and why you teach a certain way. Now you need to demonstrate that your approach is effective. In this section you may include:

- your SEEQs (minus anonymous student comments – PHIA restriction). Include a range of SEEQ scores so that you can demonstrate your growth as a teacher. Highlight your teaching strengths identified in the SEEQ in relationship to your teaching philosophy. If you have a large number of teaching evaluation results, you may want to organize the information into a table, followed by an narrative
- any feedback you have solicited from students in your classroom (e.g., one minute paper) providing that your students have given written permission for you to use their feedback in your dossier
- correspondence from students that demonstrate how your teaching approach advanced their learning– again, signed permission for use is required. Emails from university accounts (i.e. 'umanitoba.ca', not personal email addresses) are considered signed.
- signed teaching feedback, provided by a peer, department head, or RFHS-OEFD educational specialist
- feedback that demonstrates your teaching philosophy. For example, if you believe in collaborative learning and a peer evaluator believes in a transmission style of teaching/learning (e.g., lecture) and provides a negative review of your teaching, you would not want to use that review. You want to include evidence that support your approach to teaching/learning, and demonstrate your growth as a teacher.

Teaching Contributions (leadership, scholarship, innovations, awards)

Describe what and how you lead courses, teaching programs, curriculum reviews, or educational initiatives. Include activities in which you shared your knowledge and expertise about teaching to others (e.g., teaching research project, presentation/poster on teaching at a conference, teaching newsletter article, etc.). Highlight teaching innovations and teaching awards.

Teaching Professional Development Plan

List any activities that have contributed to your teaching (e.g., RFHS-OEFD workshops, education conferences, journal clubs, peer review of teaching, readings from teaching and learning scholarship, etc.). Briefly describe your plans to further strengthen your teaching effectiveness. There should be congruence between your teaching plan and teaching philosophy, as well as with the teaching gaps, interests, and/or education initiatives identified in the previous sections of your teaching dossier.

Appendices - Supporting Documents

Do NOT include course syllabi nor letters of appreciation (thank you cards) from students or educational administrators.

Include only summative teaching evaluations or signed copies of teaching evaluations/comments from learners, and college/unit collated evaluation results as supporting documents. Signed peer teaching reviews and signed educational administrator performance reviews may also be included. Evaluations of teaching in undergraduate, graduate, post graduate, post doctoral, and continuing professional development courses/programs/conference, may be included. Do not include any other supporting documents. Candidates might be asked to produce additional supporting documents by the Chair of the RFHS College Promotion or Tenure Committee, the Department Head/College Dean, the RFHS Dean, the Provost and Vice-President Academic, the President, or the Board of Governors.

Resources

- Benbow, M. (2007). Developing Your Teaching Dossier. In E. Friesen & C Kristjanson (Eds.), *Teaching at the University of Manitoba: A Handbook* (pp. 5.28-5.30). Winnipeg, MB. University Teaching Services. Available in hardcopy at the U of M library or bookstore, or at http://intranet.umanitoba.ca/academic_support/uts/media/5_lr_UTShandbook.pdf
- Friesen, E. (2011). Untitled generic teaching dossier template word document. Unpublished. University Teaching Services. University of Manitoba.
- McMaster Institute for Innovation & Excellence in Teaching & Learning (2015). *Preparing a Teaching Portfolio*. Available at https://mi.mcmaster.ca/site/wp-content/uploads/2015/10/Preparing-a-Teaching-Portfolio-Guide_10_2015.pdf
- New York University, College of Dentistry. (n.d.). Teaching Portfolio. Unpublished template. Available at https://dental.nyu.edu/content/dam/nyudental/documents/ADE_Portfolio_Template.doc
- Weston, W. (2006). The Teaching Dossier: A Guide for the Schulich School of Dentistry and Medicine, The University of Western Ontario. Available at <https://www.schulich.uwo.ca/HUMANRESOURCES/docs/Faculty%20Forms/The%20Teaching%20Dossier%20-%20Guide%20for%20SSMD%20Faculty.pdf>
- University of Manitoba. (2017). Governing Documents-Academic: Policy-Teaching Evaluation (SEEs and Teaching Dossiers). http://umanitoba.ca/admin/governance/governing_documents/academic/365.htm