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Template for a Teaching Portfolio and Dossier

A Teaching Dossier is a summary of the faculty member as an educator. Typically, this summary is one to three pages. The Teaching Portfolio is a compilation of specific materials that show evidence of work in each of the sections listed below (curriculum material developed, student and resident lecture materials, CME presentations regionally/nationally, evaluations by students and residents, etc.). The portfolio can be electronic or paper and must be submitted to the departmental A&P committee along with all other application materials. The portfolio should include sufficient examples of work so that the committee can review the candidate’s varied contributions to education, teaching, and scholarship.

The Teaching Dossier should contain **highlights** from the faculty’s **Teaching Portfolio** and should have the **same general headings**. It should be concise and selective, but with sufficient description and documentation to provide a record of teaching activities and evidence of teaching effectiveness. The dossier should include teaching activities that are scholarly in nature (such as, but not limited to: peer-reviewed support for training programs and activities, scholarly publications concerning teaching and education, creation of innovative teaching materials that are disseminated and used regionally, nationally, and/or internationally, and leadership positions in professional education societies). The Teaching Dossier should not be an abbreviated version of the faculty member’s CV nor may language such as “see teaching portfolio” be used in the dossier summary. The Teaching Dossier and portfolio are critically important documents for those seeking promotion at CMSRU.

# Part ONE: Data Relevant to Teaching Activities

List and describe teaching-related activities in as complete a context as possible, i.e. the names of courses or presentations, the level of involvement or frequency, the number and types of students, the teaching materials that may have been produced, or the role of the faculty member in other teaching-related activities (supervisor, advisor, mentor).

1. Teaching Activities
   1. Undergraduate
   2. Graduate (medical students, doctoral students, etc.)
   3. Residents and Fellows
   4. Peers (mentoring)
2. Curriculum Development (list tangible educational materials created; e.g. case development, lecture, assessment tools, OSCE, web materials, etc.)
   1. Courses
   2. Clerkships
   3. Residency Programs
   4. Fellowship Programs
   5. Education and teaching innovations
   6. CME
   7. Outreach
3. Mentoring/Advising

# Part TWO: Evidence of Teaching Effectiveness

A brief description of objective measures of teaching effectiveness. The primary element of this category is a review of teaching effectiveness including a summary of the relevant, objective documentation. The information to be summarized may include representative portions of teaching evaluations, testimonials by students, peer reviews, and special contributions. Summative evaluation ratings and comments by students/ residents should be included in the dossier. The portfolio should include summary evaluations with all comments. Items that may be summarized in this section include:

* 1. Course Materials
  2. Student and Resident Evaluations
  3. Peer Review
  4. Professional Recognition/Teaching Awards
  5. Participation in professional development
  6. Learner outcomes

# Part THREE:

Include information concerning any additional teaching or educational activities that are especially noteworthy, creative, innovative, peer-reviewed, or indicative of recognition outside of the institution (e.g., publications, contributions to scholarly teaching societies, teaching awards and recognitions, invited lectures concerning teaching and education).

Candidates for the Scholarship of **Practice & Teaching (SPT) pathway** should utilize this section to show evidence of their area of **“special expertise**” in clinical practice, education, and teaching, and/or service to the wider medical education or professional community. The faculty candidate must provide a robust description of their activity (intervention, outcome, and impact, if feasible) in their application. It is important to highlight the significance of the work that is being cited for promotion.

Examples of areas of special expertise include but are not limited to: clinical program development, innovative medical treatments/procedures, leadership in medical education/teaching programs at CMSRU/CUHC, high impact community service and leadership within their field and/or medical education, leading or substantive participation in local, regional, national committees related to education, DEI, quality and safety, and health policy.

While scholarly products are not required in the Scholarship of Practice and Teaching pathway, scholarly products and research activity is encouraged and will be considered toward appointment and promotion.This may beparticularly relevant in exemplifying the faculty member’s area of special expertise in terms of excellence, reputation, or impact. For example, a publication related to description of a quality improvement intervention or a novel clinical program would help to demonstrate impact locally, regionally, or nationally.

**CHAIR SIGNATURE/APPROVAL**

Please note the Teaching Portfolio and Dossier must be reviewed and signed off by the faculty member’s Division Head or Department Chair.