

FoM Elements of a Teaching Dossier for Candidates

For inclusion with your CV and other required documentation for your reappointment, tenure and promotion review. You are encouraged to provide a sampling of your teaching materials that reflects your best contributions. At minimum, your dossier should provide materials and evaluations from your last appointment, promotion or tenure decision. Remember that your CV provides a Teaching Section that contains the factual listing of your teaching – please ensure that this information is consistent with your CV information.

The following elements are integral to the Summative Peer Review of Teaching process (SPROT). Your teaching elements will enable the SPROT Reviewer for your Department/School, Department Head and Department/School Tenure and Promotion Committee to assess the required teaching evidence. Please note that you are welcome to include other elements as long as these elements demonstrate your effectiveness as a teacher. For example, a statement on your personal philosophy on teaching which makes reference to a relevant theory or model of teaching and how elements of your dossier illustrate application of the theory or model is considered a useful best practice exercise. Your teaching dossier is not assessed by your External Referees but is only used by the SPROT Reviewer and Department/School Tenure and Promotion Committee to assess your teaching effectiveness relative to the norm in your Department/School. Only a summary of your Teaching Dossier (note that promotion in the Teaching Stream requires a full teaching dossier) is forwarded to the Faculty of Medicine and UBC Committees.

1. Description of your Teaching Activities/Methods and how these fit into the overall curriculum of the discipline.
2. The Amount of Teaching at the undergraduate, graduate and post-graduate levels.
3. Student Evaluations for all levels and formats in which you teach (both quantitative and qualitative) except for courses of an individual or independent nature (e.g. independent study courses, special research projects, thesis, etc.) or sections with very small enrollments (less than 10 students), where other means of obtaining feedback may be more appropriate. **It is imperative that student evaluations are included in your dossier.**
4. Peer Evaluations of your teaching at the undergraduate, graduate and postgraduate levels, as well as continuing professional development (please include copies of at least 2 peer evaluations).
5. Your major teaching or educational activities that demonstrate your **teaching**

effectiveness (for example, evidence of educational leadership or innovation and a paragraph on why these activities are significant). Included should be such activities as curriculum development, program or course direction, authorship of PBL cases, and development of instructional materials or websites.

6. Administrative roles in support of education.
7. Other recognition of **teaching excellence** you have received. You can include other recognition including nominations for teaching awards.
8. Any special or remedial efforts you have undertaken to improve your teaching performance. This could include formal courses taken at the Centre for Teaching and Academic Growth or through the Faculty Development Program, and/or you could provide an annotated syllabus or course outline describing how and why you improved a course over time.
9. Other evidence that bears upon the **effectiveness** or **quality** of your teaching. This might include demonstrating how your scholarly activity informs your teaching and the teaching of others. For example, national professional accreditation of a training programme you direct or recognition by a scholarly society of your educational contributions to the field.