

McMaster University
FACULTY OF HEALTH SCIENCES

EDUCATION DOSSIER



***GUIDELINES FOR REPORTING EDUCATIONAL ACTIVITIES
FOR ANNUAL REVIEW AND TENURE AND PROMOTION REVIEW***

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A. INTRODUCTION

University policy encourages teaching excellence and acknowledges that evaluation of teaching is central to achieving such excellence. Education is at the heart of the Mission of the Faculty of Health Sciences. Consequently, the personal commitment of faculty members to both teaching and learning is essential. Such commitment is as important as research, clinical activities and administrative service.

Performance in education must be recorded and evaluated so that it can be appropriately recognized. The Education Dossier is intended to facilitate this process. The dossier should contain comprehensive and up to date information on a faculty member's educational activities. Faculty members are responsible for developing, maintaining, and updating their Education Dossier and are expected to do this as carefully as they record peer-reviewed research activities. This guide is intended to help you set up and maintain your Dossier so that you are prepared for academic reviews, including tenure and promotion.

B. WHAT IS AN EDUCATION DOSSIER?

It is a comprehensive catalogue of your educational activities and achievements. It is designed to provide evidence of educational involvement, commitment, interest and expertise.

C. WHY SHOULD YOU KEEP A DOSSIER?

1. Teaching is a non-negotiable component of all Faculty appointments. Your dossier allows you to provide objective data concerning your educational roles which are essential for ongoing assessment of your academic contributions. This can lead to recognition and reward, as appropriate, and substantiate requests for academic advancement, such as re-appointment, and for tenure and promotion consideration.
2. Maintaining a dossier helps you to organize your educational goals and clarify your commitments in an environment where there are often competing demands on your time. It captures the complexity of your educational involvement.
3. Accurate recording and updating educational activities including appropriate evaluations can promote a more reflective and scholarly approach about what you have done and wish to do in education. It can also foster continued renewal and a culture of excellence in education.
4. Your dossier gives you the control and responsibility for communicating important information about your educational activities to Faculty leaders. It can serve as a basis for discussion and negotiation with your Chair/Associate Dean, Department Education Coordinator (DEC), or others responsible both for faculty career development and the functioning of Faculty programs.

D. WHERE DO YOU GET INFORMATION FOR YOUR DOSSIER?

Data should come from a range of sources such as:

1. Your record of your educational contributions
2. Annual information provided to you from the Faculty Educational Database
3. Evaluation of your performance by students
4. Peer review and letters of support from colleagues
5. Performance reviews and letters of appreciation from educational administrators
6. External material, such as publications and presentations on educational topics, awards, and involvement in educational activities at the national and international levels

E. WHAT INFORMATION SHOULD THE DOSSIER CONTAIN?

The dossier is a file or binder containing three essential components:

1. Introduction - Personal Statement

This section provides you with an opportunity to present your educational philosophy on teaching and learning and your approach to evaluation and professional development. It should be reviewed (and revised annually). This statement can be one or two pages long and is intended to provide in general language rather than disciplinary jargon, information about your educational activities. The issues you should address in your annual statement regarding education, consistent with Tenure and Promotion requirements.

2. Dimensions of involvement – Detailed list of educational activities

(This component could be inserted directly into the Education section of your CV.)

Information should be organized by program (e.g. Undergraduate, Graduate, Postgraduate) and role (e.g. tutor, clinical supervisor) chronologically and should be easy to review for the current year or across a number of years. Precision and clarity are key and this should be updated continuously. This listing will be predominately about the quantity and variety of your educational activities.(NB For T&P purposes you will be asked to focus on select major roles; nevertheless, for annual review, it is recommended to maintain an accurate record of all educational activities.) [See Appendix I- Guidelines For Reporting Educational Activities, Education Dossier – Core Material]

The Faculty Education Database is organized in this same manner and will provide you with most of the information you require for annual updates. An exception is clinical supervision in Postgraduate Medical Education, where you will add your individual clinical teaching activity to your Education Database record. For a description of most educational roles see: Educational Roles/Examples page 9.

3. Supporting Evidence – This includes all your documented evaluations, the educational products you designed (for example, course outlines, booklets, simulated patient material, e-modules etc) and the strategies you have adopted to respond to feedback, if appropriate. Activities which you have identified as major contributions should always have associated evaluations. For a description of the core materials and template to organize an Educational Dossier, please refer to Appendix 1.

F. WHAT SHOULD THE DOSSIER LOOK LIKE WHEN IT IS FINISHED?

The dossier is merely a file or binder containing three essential components:

1. Introduction – Personal statement

2. Detailed list of educational activities – Dimensions of involvement. This component could be inserted directly into the Educational section of your CV. Information should be organized by program (e.g. Postgraduate) and activity (e.g. clinical supervisor) chronologically and should be easy to review for the current year or across a number of years. The following five general categories or dimensions of educational activity have been suggested:

Direct involvement with learners

“Indirect” involvement/Educational development

Administration/Leadership

Personal/Professional development in education

Scholarship in education

Precision and clarity are the keys. This listing will be predominately about the *quantity* and *variety* of your educational activities.

3. Supporting Evidence – This is equivalent to the actual papers and presentations that substantiate the research listed on your CV. It includes all your documented evaluations, the educational products you designed (for example, course outlines, booklets, simulated patient material, problems, etc) and the strategies you have adopted to respond to feedback, if appropriate.

G. HOW DOES THE DOSSIER OVERLAP WITH OTHER REPORTING TOOLS?

1. The Dossier will be a repository of the details regarding your educational activities and that are listed in the Education section of your curriculum vitae.
2. At times of annual career review, the full dossier (including supporting evidence) may be used as a basis for discussing future educational commitments with your Chair or Associate Dean. The dossier section on “educational activities” should reflect the originally negotiated Mutually Agreed Responsibilities as outlined on the R4 form and serve as the basis for this discussion.
3. For academic reviews such as Tenure and Promotion or Contractually Limited Appointments, a complete dossier will enable you and your Chair/Associate Dean to summarize the information requested by the Faculty and University within the formal academic review guidelines. (NB The suggested format of the Faculty of Health Sciences Education Dossier meets the University criteria.)
4. An annual report is generated for each faculty member by the Faculty Educational Database on his/her educational contributions. Maintaining an up-to-date dossier will provide a basis on which to compare the content in the annual report and facilitate accurate communication with your Department Chair/ Associate Dean. Depending on departmental/school policy, your DEC may be a suitable individual to help you develop your dossier.

H. WHO WILL BENEFIT FROM THE EDUCATION DOSSIER?

1. *You*, as a faculty member will benefit from communicating and being assessed on complete and accurate educational information.
2. *Your Chair/Associate Dean*, who is responsible for making informed recommendations about your career development to you and to the Faculty, and who is responsible for providing resources to, and maintaining excellence in, Faculty educational programs.
3. *Your Department Education Coordinator*, who represents the special interests of your Chair/Associate Dean in education, and may be involved in collating and reviewing educational information for tenure and promotion consideration.
4. *Faculty programs*, which will be able to negotiate more effectively with Departments/Schools and individuals regarding educational roles, if the full range of a faculty member’s involvement is understood.
5. *The Dean and Associate Dean Education*, who are committed to ensuring that educational involvement and excellence remains central to the Faculty mission.

I. DOCUMENTS FOR RE-APPOINTMENT, TENURE AND PROMOTION CONSIDERATION

Your Department or School is responsible for assembling the information required in an accurate and timely fashion and submitting the full documentation for review by the Faculty of Health Sciences Promotion and Tenure committee. In most cases, your DEC will be asked to work with you to ensure that your educational contributions, both in terms of quantity and quality, are fully recognized in the material you present for promotion and tenure. However, in some Departments or Schools the process may differ slightly in that the Department Chair or Associate Dean for the School will assist you or designate another faculty colleague to take on this responsibility.

University guidelines on the promotion and tenure process can be found in the following documents:

1. McMaster University Revised Policy and Regulations with Respect to Academic Appointment, Tenure and Promotion, 1998 (Revised April 2000) ('the yellow document') <http://www.mcmaster.ca/cgi-bin/bold/mufa/handbook/tenpro98.htm> and its Supplementary Statements:
2. Curriculum Vitae Guidelines
<http://www.mcmaster.ca/cgi-bin/bold/mufa/handbook/sps15a.htm>
3. The Preparation of Dossiers for Tenure and/or Promotion (SPS15b)
<http://www.mcmaster.ca/cgi-bin/bold/mufa/handbook/sps15b.htm>
4. Policy on Encouragement of Teaching Excellence SPS10
<http://www.mcmaster.ca/cgi-bin/bold/mufa/handbook/sps10.htm>

(NB – The Faculty of Health Sciences Education Dossier has been structured to meet University guidelines for academic reviews including Tenure and Promotion – if you have maintained your Dossier on an annual basis, you will be well-prepared for your submission to the tenure and promotion process.)

You are responsible for providing the following documents.

- **Curriculum Vitae (SPS 15A)**

You must follow the standardized format from the University for the CV (see document on Senate Committee on Appointments - SPS 15). As in the case of Research, for each educational activity, you need to include details regarding the specifics of the role (for example if you chaired a committee, name the committee; if you taught a course, name the course) and the quantity of activity by year. In the case of preceptor or elective supervisor, please include up to two sentences describing the specifics of the role and for how many students were involved. Please note that members of the Tenure and Promotion Committee at the Departmental, Faculty and University levels will scrutinize details of your educational contributions for the past 5 years closely.

- **Candidate's Submission (SPS 15B #3)**

Here you will summarize your activities in the areas of research, education, service, and administrative responsibilities (two pages in total) drawing on the information in your Education Dossier. This description should be in addition to that provided in the Mutually Agreed Responsibilities (R4) form from the Faculty of Health Sciences/Affiliated Teaching Hospital/Community Agency. Listed below are the issues that you should consider when summarizing your education contributions. [Note: These are identical to the Personal Statement questions in your ongoing Education Dossier].

1. Educational goals, philosophy and practices: This should include career goals with respect to education, how one perceives one's strengths as an educator and how one evaluates both one's progress, the progress of one's students and professional development initiatives.
2. Major educational roles: In this section you need to: i) state how much of your time (%) is devoted to educational activities; ii) identify your

Education Dossier

major educational contributions/roles (most faculty members will have 2 to 4 major contributions, for example, tutor, lecturer/instructor; supervisor; committee chair); and iii) describe your involvement in your major educational roles.

3. Innovation and creativity: If you are involved in the development of new initiatives or the revision of old ones, please describe your activities and how they have strengthened Faculty of Health Sciences educational programs.
4. Continuing professional growth: As an educator, this would contain a description as to what your plans are to augment and strengthen your teaching abilities, especially in relation to any new areas that are of particular interest.
5. Other: This would summarize any other pertinent areas of educational activities, not covered above, including mentoring of faculty colleagues.

- **Teaching evaluation forms from the students and colleagues/peer (SPS 15B #5 & #6)**

Your DEC/Chair/Associate Dean will prepare a Table with a quantitative summary of student evaluation of you in various educational roles identified by you in your submission and CV. They will also provide a narrative summary of the quality of your educational performance. Therefore it is essential for you to verify with them that the documents they have in their files are accurate and up to date.

- **Candidate's Response to Peer Teaching Evaluation Report (SPS 15B #7)**

You will be given an opportunity to respond to this report, in particular with regard to its accuracy and completeness. If there are disagreements that cannot be rectified then a written response from you can be included in the dossier for the Promotion and Tenure Committee.

J**Educational Roles**

Role	Examples (from FHS Task Force on Evaluation of Educational Contributions)
Tutor	<ul style="list-style-type: none"> • Undergraduate: MD, Nursing (Clinical tutor/MD, Clinical tutor/nursing, Co-tutor MD, Research tutor – nursing) • Graduate: Rehabilitation Sciences, OT, PT, CHS-Nursing, CHS- Health Research Methodology, Medical Sciences • Post-professional: Bio/Pharm, Biochemistry, Midwifery • Other non-FHS programs: e.g., Biology, Psychology
Lecturer/Instructor	<ul style="list-style-type: none"> • Undergraduate: MD, Nursing, BHSc (lectures, inquiry) • Graduate: Rehabilitation Sciences, OT, PT, CHS -Nursing, CHS- Health Research Methodology, Medical Sciences • Post-professional: Bio/Pharm, Biochemistry, Midwifery • Resource Session – MD • Other non-FHS programs: e.g., Biology, Psychology
Course Co-ordinator	<ul style="list-style-type: none"> • with teaching • without teaching
Clinical Supervisor	<ul style="list-style-type: none"> • inpatient • outpatient • block elective • horizontal elective • independent study • remedial support
Student Advisor	<ul style="list-style-type: none"> • Undergraduate: MD, Nursing, BHSc • Graduate: Rehabilitation Sciences, OT, PT, CHS-Nursing, CHS- Health Research Methodology, Medical Sciences • Post-professional: Bio/Pharm, Biochemistry, Midwifery • Other non-FHS programs: e.g., Biology, Psychology
Graduate Studies	<ul style="list-style-type: none"> • Thesis supervisor (MSc; PhD) • Comprehensive Examiner • Member, supervisory committee (PhD) • Thesis examiner/reader (MSc, PhD) • Chair, Thesis Defence
Admissions	<ul style="list-style-type: none"> • Reader • Admissions committee member • Collation - MD, Nursing • Interviewer/Observer/Assessor
Preceptor	<ul style="list-style-type: none"> • OSCE Preceptor/communication skills/(longitudinal) clinical skills - MD, Rehab, Midwifery
Evaluation	<ul style="list-style-type: none"> • Assessor/Examiner in OSCE, CRE, Single/double/triple Jump, Mock Orals - Nursing, MD, Postgraduate
Administration/Leadership	Member or Chair of educational committee, Unit/subunit/course planner, Program director, Coordinator of Academic Half-Days, Department Education Coordinator.
Professional Development	Attendance or teaching at educational workshops or conference
Scholarship	Educational publications/presentations

K.

Guidelines for Organizing Student and Peer Evaluations Regarding Education in a Tenure and Promotion Dossier by a Department Education Co-ordinator (DEC)

As a DEC, you may be called upon by your Chair/Associate Dean to prepare documents for submission to the Faculty Tenure and Promotion Committee for members of your Department/School. The purpose of this document is to help you to prepare the following materials for submission.

Student Teaching Evaluation Tables

These tables provide a quantitative summary of student evaluations of the major educational roles identified by the candidate in his/her submission. They will be derived from his/her educational dossier and the candidate should verify its. It is important to note that its absence from the Promotion and Tenure dossier will prejudice the submission. **Table 1** provides examples of evaluation tools for teaching roles in each of the main FHS educational programs and illustrates a simple approach to how they might be summarized.

Peer Teaching Evaluation Report

This can be part of your recommendation letter in the dossier. The objective is to provide a narrative summary of the quality of the candidate's educational performance for each of the major educational roles identified in the 'Candidate's Submission'. The sources of data for this report include:

1. Evaluations from students: for example, summaries of standardized student evaluation teaching forms; testimonials from students.
2. Evaluations from one's peers: Table 2 contains a standardized evaluation tool that can be used to collect data from peers.
3. Evaluations from Program Deans or Heads: Assistant and Associate Deans and/or the Chair of the MD Undergraduate and Residency Programs may be asked to provide narrative feedback on the candidate's educational contributions.

The peer teaching evaluation report should also be used to highlight any teaching awards or nominations that the candidate has received.

A sample letter is given in Appendix I.

Table 1: How to Summarize Student Evaluations of Teaching

Below are examples from various programs of how to summarize student ratings of your teaching. Additional examples would be welcomed by the authors of this document and will be incorporated as received.

1. Undergraduate Programs

a) MD

Role	1 Less than Satisfactory	2 Satisfactory	3 Very good	4 Excellent

b) Nursing

Role	1 Poor	2	3	4	5	6	7 Excellent

c) Rehabilitation Science (OT/PT up to 1999 when transition to MCHS occurred)

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Role	1 Very Poor	2 Poor	3	4 Acceptable	5	6	7 Good	8	9 Very Good	10 Excellent

d) Bachelor of Health Sciences

Role	1 Very Poor	2 Poor	3	4 Acceptable	5	6	7 Good	8	9 Very Good	10 Excellent

e) Midwifery

Role	1 Inadequate	2 Less than adequate	2 Adequate	3 More than adequate	4 Outstanding

f) Other non- FHS program

Education Dossier

Role							
	1						X

2. Post-graduate – Residency Program

Role	# of Students	1 Unsatisfactory	2 Needs Improvement	3 Satisfactory	4 Good	5 Excellent
Supervision						
Teaching						
Evaluation						
Professional Behaviour						
Overall						

3. Graduate Programme

- Medical Sciences
- Clinical Health Sciences (Nursing)
- Clinical Health Sciences (Health Research Methodology)

Role	1 Poor	2	3	4	5	6	7 Excellent

- Clinical Health Sciences (Rehabilitation Sciences – MSc thesis)
- Clinical Health Sciences (OT – MCHS)
- Clinical Health Sciences (PT – MCHS)

Table 2

Peer Teaching Performance Appraisal Form

To the Assessor: _____

(name of proposed evaluator)

Your colleague _____ has identified you as _____ (name of person being evaluated)

his/her educational involvement as _____ (specify role, program, student level) **which represents one of my main educational involvements.**

Please evaluate the individual's performance in this context by placing an "X" in the appropriate box.

Unsatisfactory	Below Average	Average	Good	Very Good	Excellent	Exceptional

Comments: Your responses to the following questions will allow us to improve the quality of feedback to this faculty member.

Areas of particular strength:

Suggestions to improve effectiveness:

SIGNATURE OF ASSESSOR: _____

DATE: _____

Please return form marked "Confidential" within two days to _____

Peer Teaching Evaluation Report – An Example

The following letter provides an example of how the peer teaching evaluation report should be presented. It is a narrative summary based on the assembly and evaluative synthesis of three or more sources of data about the quantity and quality of the teaching contributions of the candidate.

The key sections of the letter are as follows:

1. Data sources: At least three sources should be named at the outset. This should include student evaluation of teaching and a letter from the appropriate program head or dean, selected according to the major educational contributions of the candidate.
2. Evaluative summary of quantity of teaching contributions.
3. Evaluative summary of quality of teaching contributions.
4. Evaluative summary of teaching innovations or scholarly work.

SAMPLE:

Dear Department Chair,

Re: Promotion of Dr. FHS Hopeful

At your request I conducted a peer evaluation of Dr.Hopeful’s teaching ability.

Information Sources

- i) Interviewing Dr. Hopeful
- ii) Interviewing both students and colleagues who have worked with Dr. Hopeful and observed his/her abilities (for example, to develop course curriculum, tutor, conduct classes, provide feedback to students and supervise students on electives, independent study and/or graduate thesis work).
- iii) Requested feedback from faculty deans and/or program chairs on the contributions of Dr. Hopeful to their program.

The following students and former students were interviewed or invited to write to me about their experiences with Dr. Hopeful as a teacher and supervisor:

- 1.
- 2.
- 3.
- 4.

As well, I spoke to two faculty members, Dr.’s A and B, who have had an opportunity to observe Dr. Hopeful teach. My own impression of Dr. Hopeful’s teaching abilities are also included since, in my role as DEC/programme co-ordinator I have reviewed the course outlines and reading lists for the courses he/she has taught at McMaster and have received feedback from students about Dr. Hopeful.

Finally, I requested a letter from the Chair of the MD undergraduate program/ Associate Dean, Graduate Studies as Dr. Hopeful’s main educational contributions are to this program. (Note that the program heads named are provided as examples. The specific program chair or dean will vary from individual to individual and should be identified based on the focus of the main contributions of the candidate).

Evaluative Summary

Both faculty and students comment on how well course materials are sequenced. They are impressed by Dr. Hopeful's ability to take a complex subject and prepare the curriculum in such a way that each session logically builds upon the previous sessions. They uniformly tell me that his/her excellent approach to course planning allows novices in a subject area to grasp the material more readily and to gain a good understanding of the material. Each course session builds upon the understanding conveyed in previous sessions.

Students report that Dr. Hopeful is a highly effective teacher in the classroom. He/she is very personable, is easily approachable by students and is well prepared for each class. His/her enthusiasm for the topics he/she teaches is infectious and is picked up by his/her students as well. Interviewees also comment very favourably about his/her expertise in the areas where he/she contributes as a teacher. They are impressed by how she/he takes the course materials beyond the level of the readings and adds valuable information that enriches their learning experience. They also note that he/she often suggests Internet – based and other learning resources which interested students can use to pursue a topic further. He/she is effective in leading and directing group discussions. His/her approach seems non-directive. He/she asks good questions and gets students to express themselves. As well, in the HHH course, students comment on the value of the succinct, didactic lecture he/she often gives at the beginning of a new session, summarizing and highlighting key points from the previous week. They comment on his/her flexibility. He/she is open to making changes so that topics students need greater time on to understand get discussed in greater detail while others, that they have grasped easily, are given less time.

Both students and faculty are impressed with the quantity and quality of feedback that Dr. Hopeful offers to students. For example, he/she assigns weekly essays in course HHH. These essays are returned to students with detailed, constructive comments. Final papers are also marked fairly and provide students with helpful detailed comments.

If the candidate is involved in graduate teaching the following applies:

Dr. Hopeful has also functioned effectively in FHS graduate supervision. He/she has completed the supervision of xx MSc students and yy PhD students. At present the following students are in progress: xx MSc; yy PhD. Dr Hopeful has also acted as a supervisor outside the faculty as follows: _____. In addition, Dr. Hopeful has participated in x supervisory committees: x PhD comprehensive committees, x MSc oral defences, x PhD oral defences. The quality of Dr. Hopeful's supervision is highly regarded, He/she is adequately available to help students with problems and provides sufficient guidance with critical, but constructive feedback. Written work submitted by the student is reviewed in a timely and constructive fashion as are progress reports and other degree requirements of individual students.

Another area mentioned often by her students is her interest in them as people and her willingness to spend time mentoring their careers, whether he/she is their supervisor, instructor or on their supervisory committee. For example, Dr. Hopeful encourages students to polish their final papers and submit them for publication. He/she takes a proactive role in talking with students about their career goals and in helping them shape their work into publishable papers and presentations at scientific meetings. He/she goes out of her way to recommend good resources for his/her students and takes the time to discuss the results of their independent scholarly work with them. Several students described him/her as very influential in their career development. He/she cares about the progress students make toward their career goals and he/she nudges them to get on with it in a helpful supportive way.

In summary Dr. Hopeful is an outstanding educator who is highly effective in assisting students' learning both in the classroom and as a supervisor. The students whom he/she has supervised report that he/she is very supportive, while being proactive, rigorous and critical with her supervision. His/her course planning abilities were described as 'magnificent'. These observations concur with my own observations.

Sincerely,
Dr. DEC.

cc.

Dr. Hopeful

APPENDIX I

MCMASTER UNIVERSITY – FACULTY OF HEALTH SCIENCES

GUIDELINES FOR REPORTING EDUCATIONAL ACTIVITIES

EDUCATION DOSSIER – CORE MATERIAL

Education Dossier

Department/School: _____ Name: _____

Academic Year: July _____ to June _____

Academic Rank: _____

This template can serve as an outline for cataloguing your educational interests and activities. The size of each section will vary, depending on your particular involvement. Individual schools/departments may choose to add specific content relevant to their programmes and faculty activities. Please refer to the booklet entitled "... So You Have to Prepare an Educational Dossier: A Brief Guide" for details and clarification.

I. PERSONAL STATEMENT; (To be modified as often as appropriate)

- a) Present your personal philosophy of teaching and learning.
 - This should include career goals with respect to education, how you perceive your strengths as an educator and how you evaluate your progress and the progress of your students and professional development initiatives.
- b) Place your educational activities in the context of your personal interests/expertise. Identify your major educational roles:
 - State how much of your time (%) is devoted to educational activities
 - Identify and describe your major educational contributions/roles (most faculty members will have 2 to 4 major contributions i.e. tutor, lecturer/instructor; supervisor, committee chair) and;
 - Describe your involvement in your major educational roles. [See Section II for a full listing of all educational activities]
- c) Innovation and creativity.
 - Describe your activities in the development of new initiatives or the revision of old ones. Identify any initiatives you have undertaken to ensure ongoing professional enhancement in education.
 - How have these activities strengthened the Faculty of Health Sciences Educational programs.
- d) Continuing Professional Growth
 - Describe your professional activities and your plan to augment and strengthen your teaching abilities (especially in relation to any new areas that are of particular interest).
- e) Other
 - Summarize any other pertinent areas of educational activities, not covered above, including mentoring of faculty colleagues.
For the purpose of an academic review for Tenure and Promotion the ATP policy requires that you:
 - Have seen the evaluation of teaching (Student Teaching Evaluations or the Peer Teaching Evaluation Report) to be included in the Tenure and Promotion dossier submitted by the Department and have had the opportunity to comment on or make an explanation about any of the evaluation.

II DIMENSIONS OF EDUCATIONAL INVOLVEMENT (To be updated annually and inserted into the Education portion of your CV)

- a) **Direct involvement with learners** (Note: Time allocations will be derived from the educational database)

<u>Programs</u>	<u>Role</u>	<u>Level</u>	<u>Dates</u>	<u>Sources & Summary of Evaluation Data</u>
[FHSc (e.g. MD; PG; BScN; BSc (OT); BSC(PT); Midwifery; Grad Studies/ Diplomas etc.)/Other Faculties/Other]			(From - To)	

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b) **Indirect involvement**, e.g. development of course/curriculum/learning resources

<u>Programs</u>	<u>Content Area</u>	<u>Format</u>	<u>Dates</u> (From - To)	<u>Time</u> <u>Commitment</u>	<u>Sources & Summary of Evaluation Data</u>
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c) **Administration/leadership in education**

Time Commitment

<u>Program/Committee/Organization</u>	<u>Role</u>	<u>Dates</u>	(Frequency/Length of Meetings plus other related activities)	<u>Sources & Summary of Evaluation Data</u>
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d) **Personal/professional development in education**

< Title/Theme	Attendance at educational rounds, workshops, etc./preparation for educational roles (e.g. Tutor-Training/Problem-Based Learning workshops)	Dates	Locale	Total Time Commitment	“Lessons Learned”
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e) **Scholarship in Education**

< Presentations at educational for a (workshops/rounds)	<u>Date</u>	<u>Time Commitment</u>	<u>Sources & Summary of Evaluation Data</u>
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Education Dossier

< Membership/Readership in educational associations

< Educational Research*
Program

Project Title

Funding (Source & Amount)

Collaborators

< Educational research-based presentations & publications*