



Divisional Guidelines for Developing Written Assessment of Effectiveness of Teaching in Promotion and Tenure Decisions

A commitment to excellence in teaching and research is at the core of our mission as a University. The University's mission statement expresses a commitment "to strive to ensure that its graduates are educated in the broadest sense of the term, with the ability to think clearly, judge objectively, and contribute constructively to society." The central place of research and scholarship - the creation of new knowledge and our commitment to bringing that knowledge and the process of discovery to bear in teaching - continues to underlie all of our activities and to drive our academic priorities.

The evaluation of teaching constitutes a fundamental part of every professoriate-stream faculty member's career, through annual review, tenure and promotion decisions. All faculty members will be expected to have at least achieved the standards for teaching competence listed in this document in order to be granted tenure and to maintain these as they progress through the ranks.

Social work is an applied discipline that seeks to train expert social work practitioners. For this reason, teaching in social work normally involves demonstrating the intimate connection between research and practice.

Criteria for the assessment of teaching effectiveness

A faculty member demonstrates competence as a teacher in formal courses, through giving lectures, conducting seminars, and organizing a range of learning activities. Teaching also includes educating students outside of the classroom, through advising, faculty field liaison, thesis supervision and thesis committee membership.

A. Evaluation of *competence* in teaching requires demonstration of:

1. Success in stimulating and challenging students and promoting their intellectual and scholarly development.
2. Strong communication skills.
3. Success in developing students' mastery of a subject and of the latest developments in the field.
4. Success in encouraging students' sense of inquiry and understanding of a subject through discovery based learning.
5. Active engagement with students' learning progress and accessibility to students.
6. Promotion of academic integrity and adherence to grading standards of the division and the ethical standards of the profession.
7. Creation of opportunities which involve students in the research process.
8. Creation of supervisory conditions conducive to a student's research, intellectual growth and academic progress consistent with the School of Graduate Studies Guidelines for Graduate Supervision.

These are the minimum standards required of all faculty members and which must be demonstrated in the granting of tenure.

B. Evaluation of *excellence* in teaching requires, in addition to the criteria for competence, demonstration of some combination of the following:

1. Superlative teaching skills.
2. Creative educational leadership.
3. Successful innovations in the teaching domain, including the creation of new and innovative teaching processes, materials and forms of evaluation.
4. Significant contribution to the technological enrichment of teaching in a given area, for example, through the development of effective new technology or the use of new media to fullest advantage.
5. Publication of innovative textbooks and/or teaching guides.
6. Development of significant new courses and/or reform of curricula.
7. Development of innovative and creative ways to promote students' involvement in the research process and provide opportunities for them to learn through discovery-based methods.
8. Significant contribution to pedagogical changes in a discipline.
9. Significant contribution to scholarship and research on education in the discipline.

For tenure cases that are to be based on excellence in teaching the level of involvement will go well beyond that of competence.

Data for Evaluation

Each faculty member should maintain a Teaching Portfolio, or dossier, which should be updated annually and serve as a foundation for the documents that will be required for the three year review, tenure and promotion. It will also be used as a reference for academic administrators when evaluating faculty members for annual PTR awards.

A. The material in the Teaching Portfolio should include, as appropriate:

1. Candidate's curriculum vitae.
2. A statement of teaching philosophy and plans for developing teaching skills.
3. Representative course outlines, bibliographies and assignments, description of internship programs, field experiences, and teaching efforts to assess one's teaching.
4. New course proposals.
5. Digest of annual student evaluations and letters of testimonials from students regarding teaching performance.
6. Applications for instructional development grants or similar documents.
7. Documentation of efforts made {through both formal and informal means) to improve teaching skills or course design and a description of the outcomes.
8. Awards or nominations for awards for teaching excellence.
9. Documentation concerning innovations in Teaching methods such as:
 - Examples of particularly effective teaching strategies
 - Efforts to foster scholarly and professional advancement of doctoral students
10. Contributions to curricular development including activities related to the administrative, organizational, and developmental aspects of education and the use and development of technology in the teaching process.
11. Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design.

12. Evidence of professional contributions in the general area of teaching, such as presentations at pedagogical conferences or publications on teaching.
13. Service to professional bodies or organizations through any method that can be described as instructional.
14. Community outreach and service through teaching functions.

B. Information Required for Evaluations

The evaluation of teaching must be as thorough as possible. The sources of information for the evaluation should include:

1. Information provided by applicant:
 - Faculty members teaching portfolio.
 - Data that will enable assessment of the candidate's success in graduate supervision, including number of students being supervised; quality of theses produced; quality of supervision; number graduated and time-to-degree and information on other efforts to foster scholarly and professional advancement of graduate students.
 - Copies of students' papers, especially those that have been published; and student theses.
 - Description of innovations in teaching and contributions to curricular development, such as course development initiatives and examples of particularly effective teaching strategies.
2. Information obtained by the Dean's Office:
 - Student evaluations, as comprehensive and objective as possible. Such information will be gathered from students who have been taught and those who have been supervised by the faculty member.
 - Formal peer evaluation including other departmental/divisional, or college assessments where cross-appointment is involved. For the purposes of tenure, it is expected that evaluation will include a classroom visit.
 - Course enrolment data: including evidence of demand for elective/senior courses.

Procedures for gathering and assessment of data

For Tenure

1. The Dean, as Chair of the Tenure Committee, will be responsible for informing the candidate of all required documentation for evaluation of teaching effectiveness.
2. The candidate will prepare the necessary documentation on or before the time specified by the Dean.
3. The teaching materials will be reviewed by faculty peers appointed by the Dean.
4. The documentation will then be evaluated through a written assessment by members of the Tenure Committee (which includes the Provostial Assessor).

For Promotion

1. The Dean, as Chair of the Promotions Committee will be responsible for informing the candidate of all required documentation for evaluation of teaching effectiveness.
2. The candidate will prepare the necessary documentation on or before the time specified by the Dean.
3. The teaching materials will be reviewed by faculty peers appointed by the Dean.
4. The documentation and peer review reports will then be evaluated by members of the Promotions Committee (which includes the Provostial Assessor).