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GUIDELINES FOR THE ASSESSMENT OF EFFECTIVENESS IN TEACHING

A. The Teaching Portfolio

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 reviews, tenure, PTR and/or promotion. The contents should reflect success, experimentation and innovation in teaching, including graduate supervision. The Portfolio should include but not be limited to, as appropriate*:

1. the 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 assessment activities
4. new course proposals
5. digests of annual student evaluations and letters of testimonials from students regarding teaching performance
6. applications for instructional development grants or similar documents
7. documentation on 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 and 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
10. examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design
11. evidence of professional contributions in the general area of teaching, such as presentations at pedagogical conferences, or publications on teaching
12. service to professional bodies or organizations through any method that can be described as instructional
13. community outreach and service through teaching functions

B. Criteria for Assessment of Teaching Effectiveness

- 1) **Knowledge of subject area, including recent developments in that area.**
- 2) **Communication Skills**

* From the "Provostial Guidelines for Developing Written Assessments of Effectiveness of Teaching in Promotion and Tenure Decisions, May 26, 2003

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- (a) the ability to make presentations which are clear and appropriate to the level of the students (undergraduate, graduate, postgraduate or continuing education) and appropriate for the setting (lecture, seminar, laboratory, chairside, research laboratory, clinic)
- (b) the ability to stimulate the students' interest and intellectual development including the students' critical skills.

3) Organization Skills

- (a) organization of teaching material in his/her own course
- (b) integration of teaching material in the course with that of other courses and departments in order to avoid undue repetition in areas of overlap and to eradicate potential conflicts and confusion
- (c) (administration of tests and examinations, which evaluate comprehension analysis, synthesis and criticism rather than rote learning
- (d) implementation of early feedback to, and remedial work for, students after tests or after problems have been noted in clinical performance;
- (e) (ensuring uniformity of content and evaluation criteria where several demonstrators teach small groups in a single course or in the clinics;
- (f) maintaining clear and accurate records of class performance as evidence in case of disputes or appeals.

4) Creative Teaching Activity

- (a) development of new courses or major revision of the content of existing courses
- (b) development of new lectures or teaching materials; including both incorporation of new subject matter into the presentation, and improved ways of presenting existing material
- (c) utilization of new technologies to improve teaching and learning
- (d) development of innovative methods of student assessment
- (e) preparation and/or publication of teaching manuals or texts
- (f) publication of scholarly papers on dental education or research applied to teaching

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5) Development of Teaching Skills

- (a) participation in courses or workshops specifically designed to improve teaching skills
- (b) attendance/participation in meetings, conferences, symposia, etc., on the topic of dental or other specialty education
- (c) evidence that improvements have been made to teaching practices as a result of (5a) above, and in response to feedback from student or peer evaluations of teaching effectiveness
- (d) evidence of involvement in projects designed to improve teaching.

6) Role Model for Students

- (a) be accessible for discussion of remediation with students within the limits imposed by other commitments
- (b) be a willing and effective participant in student counseling and monitoring schemes such as the clerkship tutorial
- (c) set an example of ethical practice in patient care, teaching and research activities as appropriate.

Note: The evidence for the above assessments will be contained in the teaching dossier. The level of achievement deemed *necessary* under each of the headings will depend on two things (a) the rank being sought (i.e. promotion to Associate, Full Professor Senior Lecturer) and (b) the emphasis which the candidate wishes placed on teaching performance versus performance in scholarly activities. If promotion is sought primarily on the basis of teaching, then a higher standard will be expected.

B. Data Required for Evaluation of Teaching Effectiveness

- 1) Candidate's curriculum vitae and teaching dossier containing: teaching duties, course organization/coordination responsibilities and achievements, creative teaching activities and involvement in development of personal teaching skills. The dossier should also contain course outlines, bibliographies, student manuals and other documents related, to teaching as the individual deems appropriate (see Guidelines for Preparation of a Teaching Dossier);
- 2) Peer evaluation of teaching performance by:

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- (a) a three-member review team who will evaluate the accuracy and appropriateness of the teaching content and the quality of the teaching skills. A candidate wishing this review must request it from the Appointments and Promotions Committee at least one year prior to the expected formal tenure or promotion review--this will allow sufficient time for the evaluation of teaching effectiveness. A summary of the peer review team's findings must be provided to the candidate. This objective review will likely carry more weight in the tenure/promotions process than the more subjective evaluation described below in (b). For this reason the peer review is strongly recommended for candidates who wish to establish excellence in teaching. and/or
- (b) written statements from at least three colleagues (internal or external, but not members of the review team) who have direct knowledge of the candidate's teaching skills. At least one of these should be chosen from a list of those persons suggested by the candidate and at least one suggested by the Promotions or Tenure Committee.

3) Student evaluation by means of:

- (a) standardized instructor and course evaluations, obtained by the departmental head, acting on behalf of the Faculty, from the director of courses in which the candidate teaches;
- (b) written assessments by individual students such as Class Presidents, postgraduate students, etc.

C. Procedure for Gathering and Assessing Data

1) Tenure:

- (a) The Dean or his/her designate will be responsible for the collection of documentation necessary for the evaluation of teaching effectiveness. This will include the candidate's curriculum vitae and teaching dossier, and the peer and student evaluations of teaching performance.
- (b) The department/section head will be responsible for verifying that student evaluations of instructor effectiveness for courses/clinics in which the candidate teaches have been distributed, collected and summarized. These evaluations should be done at least once before the three-year review and at least twice before the five-year review. The candidate must be provided with a copy of the evaluation summary and will be free to examine the original evaluation sheets.
- (c) The Dean or his/her designate will appoint an ad hoc reading committee to examine in depth the above evidence of teaching effectiveness (a). This

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committee will produce a written, signed report of its assessment, but will not make a recommendation on tenure.

Note: The reading committee should be chaired by a person of professorial rank from outside the candidate's department/section and should include the candidate's department head and one other member of the professorial staff. If the candidate is cross-appointed in another Faculty of the University then a representative of that Faculty should be added to the reading committee.

- (d) A Tenure Committee, appointed by the Dean or his/her designate, will consider in its deliberations and decision the reports of the reading committees on teaching and research/creative professional activity and all the original documents described in (a).

2) Promotion:

- (a) The Chair of the Appointments and Promotions Committee (as the Dean's delegate) will be responsible for ensuring that all documentation for evaluation of teaching effectiveness is collected; this will include all of the data described above under Tenure.
- (b) The department/section head will be responsible for obtaining student evaluations of the candidate's teaching effectiveness as described above under Tenure (b).
- (c) An ad hoc reading committee will be appointed by the Chair of the Appointments and Promotions Committee; its composition and terms of reference will be similar to that described above under Tenure (c).
- (d) The Appointments and Promotions Committee will evaluate the reports of the reading committees on teaching and research/creative professional activity and all the original documents considered by them.

D. Appeal Against the Denial of Tenure or Promotion

Grounds for appeal include unfair assessment of teaching effectiveness. (see Manual of Staff Policies sections 3.01.02 and 3.01.05)

GUIDELINES FOR THE PREPARATION OF A TEACHING DOSSIER

General

The teaching dossier should be included with your curriculum vitae as it summarizes one of the major activities considered in tenure and promotion decisions. You should attempt to keep this teaching dossier brief; points that require further elaboration should appear in the appendix. These guidelines serve for a variety of candidates and it is likely, therefore, that you will not have entries under each subject heading.

Form and content

A. Summary

Start with a brief summary (1-2 paragraphs) of what you consider to be your major objectives and accomplishments in teaching.

B. Teaching Activities in Which You Participated

This section should include a list of your teaching assignments, lectures, seminars, laboratory and clinical teaching contributions. Student contact time in hours and the class years involved with each activity should be included with this list, and there should appear a total number of hours per year for this section. Emphasis should be given to the development of new lectures or lectures extensively revised (e.g. append* beside each of these lectures). It is advisable that you schedule a limited amount of time to spend in consultation (outside of assigned course time) with students and this should be recorded in your appointment book so that the total number of hours can be calculated.

- 1) Undergraduate courses (list the lectures, seminars, laboratory courses, elective programs and clinical teaching and include the number of hours of participation in each course).
- 2) Graduate & postgraduate courses (list the lectures, laboratory courses, elective programs and clinical teaching and include the number of hours of participation).
- 3) Continuing education (list the courses given and amount of time [hours] for continuing education).
- 4) Hospital intern programs (list the courses given and amount of time [hours] for dental interns. If courses are given to medical interns, these may be included here).

- 5) Invited teaching lectures at other institutions (list lectures or courses given to students and/or staff at other institutions and include formal letters of invitation in the appendix).
- 6) Unstructured time (amount of time [total number of hours per year] spent in consultation with undergraduate, postgraduate and graduate students outside of specific course time - include preparation of letters of reference).
- 7) Total time allocation (calculate the total number of hours per year for this section).

C. Teaching activities organized or directed

This section should include courses which, you organized or for which you are the principal director. Included with a list of the courses should be the estimated number of hours spent organizing or directing each activity. Emphasis should be given to the development of new lectures or lectures extensively revised (e.g. append* beside each of these lectures). Further detail along with examples should appear in the appendix.

- 1) Undergraduate courses (include lecture, seminar, laboratory, elective and clinical courses, along with new or extensively revised lectures. Include the number of hours dedicated to each. Append pertinent detail and examples).
- 2) Graduate & postgraduate courses (include lecture, seminar, laboratory, elective and clinical courses along with new or extensively revised lectures. Include the number of hours dedicated to each. Append pertinent detail and examples).
- 3) Continuing Education (include lecture courses, workshops and symposia that you organized or directed -include the number of hours).
- 4) Hospital intern programs (include courses, which you are directing, or that you organized. Include the number of hours of preparation time).
- 5) In-service training (include courses organized for part-time clinical demonstrators. Courses on training for the support staff may be included if it is directly related to your teaching activities. Total time, hours).
- 6) Summer students supervised (list the name and project and awards won-further detail regarding the project may appear in the Appendix).

- 7) Formulating exams and clinical assessment criteria
(list exams and clinical assessment schemes that you organized or directed - examples may appear in the Appendix. Include fourth year oral exams in this section - number of hours).
- 8) Clerkship students supervised (list the names and dates and number of hours dedicated).
- 9) Total time allocation (calculate the total time in hours per year for this section).

D. Other graduate and/or postgraduate teaching activities.

Do not include any items mentioned in sections B and C.

- 1) Students and (teaching) technicians supervised (list the name, date, projects or duties and include any awards - further detail regarding projects or duties may appear in the Appendix).
- 2) Participation in graduate supervisor committees (list the name and year of student - exclude any names already included in D[1]).
- 3) Participation in advanced degree examination committees (list the name and year of the student).
- 4) Postgraduate essay projects supervised (list the name, year, project and awards won).
- 5) Invitations as external examiner for graduate exams in other institutions (list name and date and include letters of invitation in the Appendix).

E. Creative Teaching Activity

Original teaching activities should appear in this section such as new courses, new original lectures or lectures which have undergone major revisions, or other new and creative teaching methods. These will have been listed already in B and C and designated with an asterisk, but should be grouped here for emphasis. Examples should be included in the Appendix).

- 1) New courses created (include a brief description of the course and list the lectures or seminars in the Appendix).

- 2) New lectures and teaching aids (list lectures, self-instructional packages, computer software, slidesets, videos, formative evaluation, etc. and the date that each was created - examples should appear in the Appendix).
- 3) New and innovative methods of student assessment (this list may include exams, tests or clinical assessment methods which you have created - examples should appear in the Appendix).
- 4) Chapters, textbooks and manuals (these may be included when the subject matter relates directly to your teaching activities; emphasize if they have been adopted by outside teaching institutions - examples should appear in the Appendix).
- 5) Scientific papers (those papers or scientific presentations pertaining to teaching techniques or research applied to teaching may be included -do not duplicate items already listed under E4).

F. Development of Teaching Skills

This section should include any activities, which were designed to improve your teaching skills.

- 1) Courses (list the name and date of any course(s) taken specifically to improve teaching skills).
- 2) Conferences, workshops & symposia (briefly list and document participation in local, national or international conferences, which concerned teaching and education).
- 3) Self-improvement (briefly outline any steps which you have taken to improve your teaching skills, e.g. changes in response to previous student or peer evaluation).
- 4) Research and development projects in dental education (list projects related to the development and/or evaluation of students' learning skills).

G. Teaching Evaluation

This section may not include all of the evaluation information, as some of it may be confidentially handled by the department head, and should not be solicited by the candidate. However, it is your responsibility to ensure that student evaluations are being

distributed, completed, collected and summarized, by the department head, for each course/program in which you participate. Make sure that the department head reviews the results with you and include in this section any remedial action that you have taken as a result of the evaluation.

- 1) Results of undergraduate student evaluation (append summaries provided by the head of the department - list any changes made since the evaluation; pertinent detail may appear in the Appendix).
- 2) Results of graduate and postgraduate student evaluation (append summaries provided by the head of the department - list any changes made since the evaluation; pertinent detail may appear in the Appendix).
- 3) Evaluation by peers or colleagues (list names and dates) - Such evaluations will carry more weight if they are requested by the department Chair and are confidential. If there has been a formal peer review of your teaching, the summary should appear in the Appendix. Any evaluations, which you have received from continuing education courses, should appear here as well).
- 4) Evaluations from outside institutions (list lectures or presentations with their dates; include any evaluations which you have received in the Appendix).

NOTE: Remember to make this document as brief as possible, with detail appearing in the Appendix.