Guideline for the Assessment of Effectiveness in Teaching in Promotion, Continuing Status and Tenure Decisions

A commitment to excellence in teaching and research is at the core of our University and Faculty, and our mission statement affirms the University's 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." Research and our commitment to bringing that research together with effective teaching continue to underlie all of our activities and to drive our academic priorities.

Given the importance of teaching at the University of Toronto, evaluation of teaching effectiveness is a fundamental component of the career of teaching staff at the University and occurs regularly, during annual performance review as well as at career landmarks such as tenure, continuing status and promotion. These Guidelines for the Assessment of Effectiveness in Teaching reflect the institutional and Faculty's commitment to encouraging and supporting the highest standards of teaching, and to evaluating the teaching effectiveness of our teaching staff in a rigorous and multidimensional manner.

The pursuit of our teaching mission, as well as the Guidelines used to measure our attainments, are deeply influenced by our aim of providing a learning environment that integrates our teaching and research missions in a manner that challenges our students to develop the knowledge, skills and ethics to be global citizens and leaders.

Teaching includes a broad range of pedagogical approaches, which vary across disciplines and by which students derive educational benefits. Teaching activities may include, but are not limited to, lectures, seminars and/or tutorials, individual and group discussion, laboratory teaching, practice-based teaching (e.g. clinical and preclinical), online teaching, as well as experiential and research supervision (undergraduate, graduate and clinical) and any other means by which students derive educational benefit. The role of faculty as teachers may also include a broad range of teaching-related activities such as pedagogical scholarship, and leadership in teaching or curriculum initiatives.

These Guidelines are intended to provide guidance on implementation of the following University of Toronto policies and procedures:

Policy and Procedures on Academic Appointments:
http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppoct302003.pdf

Policy and Procedures Governing Promotions:
http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppapr201980.pdf

Policy and Procedures Governing Promotions in the Teaching Stream:
http://www.governingcouncil.lamp4.utoronto.ca/wp-content/uploads/2017/01/p0105-papfgp-2016-2017pol.pdf

To provide clarity, these Guidelines are organized into four categories that reflect the different contexts in which teaching is reviewed:

A. Tenure Review
B. Promotion in the Tenure Stream and Promotion for Status Only Appointees
C. Continuing Status Review for Teaching Stream Faculty
D. Promotion for Teaching Stream Faculty

A. Tenure Review

1. Procedures for Gathering and Assessing Data

The evaluation of teaching constitutes a fundamental part of every faculty member's career, through annual review, tenure review, and promotion decisions. All faculty members in the tenure stream will be expected to be effective teachers (whether at the level of competence or excellence as listed in this document) as part of the criteria for tenure and to sustain this level of performance as they progress through the ranks. The full criteria are: "achievement in research and creative professional work, effectiveness in teaching, and clear promise of future intellectual and professional development." For tenure to be awarded, "Clear promise of future intellectual and professional development must be affirmed …... Demonstrated excellence in one of research (including equivalent and creative or professional work) and teaching, and clearly established competence in the other, form the second essential requirement for a positive judgment by the tenure committee." (See the Policy and Procedures on Academic Appointments, paragraph 13.)

The procedures for gathering and assessing the data needed for evaluation in the tenure review are as follows.

The Teaching Dossier

Each faculty member should maintain a Teaching Dossier[1] which should be updated annually and serve as a foundation for the documents that will be required for the tenure and promotion reviews.

The Teaching Dossier should include the following as appropriate:

1. A candidate's curriculum vitae[2].
2. A statement of teaching philosophy.
3. A list of all courses, graduate and undergraduate, taught by the candidate.
4. Representative course outlines and assessments. For courses in which the candidate has had major responsibility for the design, include at minimum the course outline, reading list if applicable and evaluation materials (e.g., assignments and/or examinations).
5. A list of all students (graduate and undergraduate) supervised, indicating whether primary or sole supervision, secondary, and/or joint supervision, period of supervision, as well as

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[1] The "Developing and Assessing Teaching Dossiers: A Guide for University of Toronto faculty, administrators and graduate students" is recommended as a guide for creating and maintaining Teaching Dossiers. See
http://www.dlsph.utoronto.ca/files/media/docs/Faculty/Teaching%20Dossier%20Publication%20Excerpt.pdf
[2] In most cases this is submitted a separate document as part of the tenure file and is not typically included in the Teaching Dossier.

thesis topic and time to completion. When relevant, copies of students' papers, especially those that have been published, and student theses may be included.

6. Summaries of annual student evaluations, unsolicited letters or testimonials from students regarding teaching performance.
7. Applications for instructional development grants if applicable.
8. Documentation of efforts made (both formal and informal) to improve teaching skills or course design, and a description of the outcomes.
9. Awards or nominations for awards for teaching excellence.
10. Documentation of innovations in teaching methods and contributions to curricular development, including activities related to the administration, organizational and developmental aspects of education, and the teaching process if applicable.
11. Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design if applicable.
12. Evidence of contributions in the general area of teaching such as presentations at conferences or publications on teaching if applicable.
13. Service to professional bodies or organizations through any methods that can be described as instructional if applicable.
14. Community outreach and service through teaching functions if applicable.
15. Plans for developing teaching skills and/or future contributions to teaching.

Data Collection

The candidate shall be responsible for submitting his or her Teaching Dossier to the Dean.

The Dean shall collect student course evaluation data, solicit letters from students, and from the candidate's peers and, where applicable, will obtain written specialist assessments from outside the University.

Evaluation

A Faculty Teaching Evaluation Committee shall serve to assess the material collected for the Tenure Committee. The Teaching Evaluation Committee members must provide a single joint, signed, report on the candidate's teaching effectiveness.

Information Required for Evaluations

The evaluation of teaching must be as thorough as possible. The sources of information for the evaluation should include, but are not limited to:

1. Faculty member's teaching dossier.

2. Student evaluations, as comprehensive and objective as possible. This should be in the form of:
   - Student letters solicited by the Chair. Such information should be gathered from students who have been taught and those who have been supervised by the faculty member.
   - Course evaluations.
   - Instructor evaluations.
3. Formal peer evaluation (internal and/or external) is considered best practice, including other departmental, divisional, or college assessments where cross-appointment is involved. When possible, evaluation will include a classroom visit.
4. Course enrolment data; including evidence of demand for elective/selective/graduate courses.
5. Documentation may include, but is not limited to, publications in a variety of media including but not limited to, scholarly and professional journals, non-peer-reviewed or lay publications, books, CDs, online publications, invited lectures and presentations given at conferences, design of and contribution to academic websites, examples of professional work, and any other evidence of professional development.
6. When relevant, data that will enable the unit to assess a candidate's success in graduate supervision, including number of students being supervised, quality of theses produced, quality of supervision, number of graduate students who have graduated and time-to-degree, and information on other efforts to foster scholarly and professional advancement of graduate students
7. Description of innovations in teaching and contributions to curricular development, such as course development initiatives and examples of particularly effective teaching strategies.

2. Criteria for Assessment of Teaching Effectiveness

The criteria of teaching effectiveness, as understood at the University of Toronto, and the related standards of performance (i.e. requirements for competence and excellence) are outlined below. *The right hand column suggests the sources of information which may be helpful in informing the evaluation.* Please note that it is expected that competency is achieved in criterion 1—which has no distinction between competence and excellence—as a baseline to establish excellence in other criteria. For tenure reviews, a recommendation of excellence in teaching will normally be based on evidence of excellence across multiple criteria.

Criterion 1. Fulfills the fundamental responsibilities of a university teacher	
1. Demonstrated evidence of competence: - Mastery of the subject area. - Delivery of lecture and reading materials that facilitates learning. - Ability to stimulate and challenge the intellectual and scholarly capacity, and development of students. - Strong communication skills. - Professionalism and adherence to academic standards and administrative responsibilities as defined by University policy. - Upholds academic integrity and adherence to grading standards. - Being accessible to students inside and outside the classroom - Fair and ethical dealings with students, and recognition of the diverse needs and background of our student population. - Creation of clinical supervisory conditions conducive to students' development of clinical skills and professionalism. - Creation of supervisory conditions conducive to graduate students' academic progress, intellectual growth and development of research skills.	**Examples of sources of information for evaluation may include:** - Lecture content provided by instructor. - Course and Instructor evaluations by students. - Description in course outline of measures taken to counteract plagiarism, cheating and other forms of academic misconduct. - Exit survey by final year students. - Evaluation of thesis supervisor by graduate students, solicited by the Office of the Dean or Associate Dean, Graduate Education. - Achievement and progress of graduate students.

• Suitable academic role model, including being accessible for discussion of remediation with students, being a willing and effective participant in counseling and monitoring, and setting an example of ethical practice in patient care, teaching, and research activities as appropriate.	

Criterion 2. Uses teaching practices that promote student learning	
1. Demonstrated evidence of competence:	**Examples of sources of information for evaluation:**

1. Demonstrated evidence of competence:

- Helps students develop their mastery of the subject area.
- Use of methods of assessment that are fair and related to the learning activities in the course.
- Engagement of students in the learning process.
- Challenges and stimulates students to promote their intellectual and scholarly development.
- Critical reflection on student feedback and student outcomes to improve future teaching practices.

2. Demonstrated evidence of excellence:

Exemplary achievement, in a consistent manner, of each of the criteria under "competence" and significant contributions to teaching practice as demonstrated, for example, by some combination of the following:

Innovation:

- Innovations in teaching processes, materials or forms of assessment.

Examples of sources of information for evaluation:

- Description of course design provided by the instructor.
- Description of methods of assessment provided by the instructor.
- Use of formative and summative assessment in teaching.
- Course and Instructor evaluation by students.
- Description of strategies to stimulate students' intellectual development.
- Documentation in teaching dossier of steps taken to improve teaching based on feedback. Description of innovations and their benefits in teaching dossier.
- Peer-reviewed publication of the innovations.
- Recognition of successful innovations by colleagues locally, nationally and internationally.
- Application of educational research to course design and implementation (presented in teaching dossier).
- Nomination for, or receipt of teaching awards/honours.
- Conference abstracts with students.
- Publications with students.
- 'Exit survey' by final year students.

Recognition:
- Recognition of teaching through nomination for or receipt of awards/honours.

Curriculum/Program Enhancement:
- Use of an evidence-informed approach in the design of learning activities, assignments or curricula that motivates student learning.
- Creates opportunities to involve undergraduate and/or graduate students in scholarly activities e.g. research-based assignments.
- Integrates one's own research into teaching practice and curriculum.
- Uses one's own professional expertise and experience to guide students' development as a health care professional.
- Leadership in the establishment of new clinical teaching beyond the university and local communities.

- Provision of interdisciplinary or interprofessional learning opportunities.
- Support letters and/or other documentation from participating institutions and organizations.
- Graduate student outcomes, time to completion and career development.

Criterion 3. Contributes to curriculum development	
1. Demonstrated evidence of competence: • Understands the context of one's courses within the broader program/curriculum or in relation to curricular developments in the discipline. • Ensures course content reflects current and relevant research and practice in the field. • Coordination of didactic, preclinical and clinical teaching. **2. Demonstrated evidence of excellence:** • Significant and ongoing contributions to curriculum development or program development (e.g. innovation, revision, updates, evidence-informed improvement). Ensures curriculum development is guided by outcome analyses.	**Examples of sources of information for evaluation:** • Cooperation with colleagues to achieve horizontal and vertical integration of courses. • Course evaluation by students. • Supportive letters from colleagues solicited by the Dean's office that attest to the success in unifying the efforts in teaching a subject area (e.g. Restorative Dentistry is taught in didactic, preclinical and clinical settings). • Evidence of contribution to Faculty-wide curriculum development, i.e. outside of one's own field. • Presentation of the curriculum review process and outcomes in conferences and peer-reviewed publications.

Criterion 4. Engages in pedagogical/professional development	
1. Demonstrated evidence of competence: • Draws on current research/ developments in one's field to enrich the learning experience for students. • Works to refine and enhance one's teaching practices over time. **2. Demonstrated evidence of excellence:** • Sustained engagement in professional development and the application of these activities to enhance one's teaching. • Reflection on and assessment of new teaching practices.	**Examples of sources of information for evaluation:** • Attendance at courses or meetings (on teaching and learning), and implement new ideas, from these sources, to the classroom. • Documentation in teaching dossier of progressive development of teaching skills. • Evidence of having sought peer/independent/external assessment, and evidence of application as appropriate. • Systematic participation in workshops, courses and conferences on teaching and learning, and demonstration of developing skills as an educator. • Professional work that allows the faculty member to maintain a mastery of his/her subject area. • Completion of a postgraduate/graduate degree program in education.

Criterion 5. Demonstrates educational leadership/achievement and impact	
1. Demonstrated evidence of excellence: Evidence of high level of achievement and impact beyond the classroom (e.g. Faculty, institution, discipline, community etc.). • Significant contributions to pedagogical development in a discipline or broader education context. • Receives recognition for one's expertise as an educator. • Active engagement in the professional development of others. • Contributes to education scholarship (research and innovation). • Enhances student learning.	**Examples of sources of information for evaluation:** **Innovation:** • Authorship/editorship of education materials (e.g. textbooks, teaching guides, and the use of these materials at other institutions). • Production of technological tools or multi-media resources that improve teaching and learning. • Conducts research on teaching and/or learning that has potential for impact beyond a single classroom. • Dissemination of one's own pedagogical research (e.g. through scholarly articles or education resources, presentations at conferences or workshops, etc.). • Creation and/or development of models of effective teaching. • Calibration and standardization of clinical teaching and assessment of clinical skills. **Recognition:** • Receipt of peer-reviewed grants for Scholarship of Teaching and Learning. • Receipt of leadership or pedagogical scholarship awards. • Success in competition for educational research funds. **Mentorship:** • Active engagement in the pedagogical development of others. • Delivers workshops or courses on teaching and learning.

	• Acts as an active and engaged teaching mentor to colleagues.
	• Provides mentorship and establishes best practices in the management and leadership of teaching assistants, instructional team members, and Instructors in Dentistry.
	
	External Impact and Consultation:
	• Letters of support from colleagues solicited by the Dean's office that attest to contributions to curriculum, courses or teaching approaches in the Faculty.
	• Significant contributions to pedagogical development in a discipline or broader education context. For example:
	  o Invitations to serve as a program evaluator for another Faculty or institution.
	  o Engagement in accreditation processes for another Faculty or institution.
	• Effects change in teaching practices within one's institution or beyond.
	• Engagement in professional teaching and learning organizations/ associations, or works with teaching centres, and the application of this knowledge to teaching and the curriculum in one's own Faculty or beyond.
	• Election to executive positions in professional teaching and learning organizations.
	• Serves as a journal review or editor of pedagogical publication or as a proposal referee for pedagogical conferences.
	• Brings significant changes in policy related to teaching as a profession.

B. Promotion in the Tenure Stream and Promotion for Status Only Faculty and for Part-time and CLTA Faculty in the Non-Tenure Stream

1. Procedures for Gathering and Assessing Data

The evaluation of teaching constitutes a fundamental part of every faculty member's career, through annual review, tenure, and promotion decisions. All faculty members in the tenure stream and all status only part-time and CLTA faculty, will be expected to at least achieve the standards of teaching for *effectiveness* listed in this document as part of the criteria for promotion. The full criteria are: "The successful candidate for promotion will be expected to have established a wide reputation in his or her field of interest, to be deeply engaged in scholarly work, and to have shown himself or herself to be an effective teacher. These are the main criteria. However, either excellent teaching alone or excellent scholarship alone, sustained over many years, could also in itself justify eventual promotion to the rank of Professor." For non-Tenure Stream promotions to the rank of Associate Professor, the policy states, "The same criteria apply to the promotion from Assistant Professor to Associate Professor, with a lesser level of accomplishment to be expected." (See the Policy and Procedures Governing Promotions, paragraphs 7 and 8.)The procedures for gathering and assessing the data needed for evaluation are as follows.

The Teaching Dossier

Each faculty member should maintain a Teaching Dossier[3] which should be updated annually and serve as a foundation for the documents that will be required for the promotion reviews. The Teaching Dossier should include the following as appropriate:

1. A candidate's curriculum vitae[4].
2. A statement of teaching philosophy.
3. A list of all courses, graduate and undergraduate, taught by the candidate during the preceding five years.
4. Representative course outlines and assessments. For courses in which the candidate has had major responsibility for the design, include at minimum the course outline, reading list, if applicable, and evaluation materials (e.g., assignments and/or examinations).

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[3] The "Developing and Assessing Teaching Dossiers: A Guide for University of Toronto faculty, administrators and graduate students" is recommended as a guide for creating and maintaining Teaching Dossiers. See
http://www.dlsph.utoronto.ca/files/media/docs/Faculty/Teaching%20Dossier%20Publication%20Excerpt.pdf

[4] In most cases this is submitted a separate document as part of the promotion file and is not typically included in the Teaching Dossier.

5.   A list of all students (graduate and undergraduate) supervised, indicating whether primary or sole supervision, secondary and/or joint supervision, period of supervision, as well as thesis topics and time to completion. When relevant, copies of students' papers, especially those that have been published, and student theses may be included.
6.   Summaries of annual student evaluations, unsolicited letters or testimonials from students regarding teaching performance.
7.   Applications for instructional development grants if applicable.
8.   Documentation of efforts made (both formal and informal) to improve teaching skills or course design, and a description of the outcomes.
9.   Awards or nominations for awards for teaching excellence.
10.   Documentation of innovations in teaching methods and contributions to curricular development, including activities related to the administration, organizational and developmental aspects of education and the teaching process.
11.   Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design if applicable.
12.   Evidence of contributions in the general area of teaching such as presentations at conferences or publications on teaching if applicable.
13.   Service to professional bodies or organizations through any methods that can be described as instructional if applicable.
14.   Community outreach and service through teaching functions if applicable.
15.   Plans for developing teaching skills and/or future contributions to teaching.

Data Collection

The candidate shall be responsible for submitting his or her Teaching Dossier to the Dean.

The Dean shall collect student course evaluation data, solicit letters from students and from the candidate's peers and, where applicable, will obtain written specialist assessments from outside the University.

Evaluation

A Faculty Teaching Evaluation Committee shall serve to assess the material collected for the Promotion Committee. The Teaching Evaluation Committee members must provide a single joint, signed, report on the candidate's teaching effectiveness.

Information Required for Evaluations

The evaluation of teaching must be as thorough as possible. The sources of information for the evaluation should include, but are not limited to:

1. Faculty member's teaching dossier.
2. Student evaluations, as comprehensive and objective as possible. This should be in the form of:
   - Student letters solicited by the Chair. Such information should be gathered from students who have been taught and those who have been supervised by the faculty member.
   - Course evaluations.
   - Instructor evaluations.
3. Formal peer evaluation (internal and/or external) is considered best practice, including other departmental, divisional, or college assessments where cross-appointment is involved.
4. Course enrolment data; including evidence of demand for elective/selective/graduate courses.
5. Documentation may include, but is not limited to, publications in a variety of media including but not limited to, scholarly and professional journals, non-peer-reviewed or lay publications, books, CDs, online publications, invited lectures and presentations given at conferences, design of and contribution to academic websites, examples of professional work, and any other evidence of professional development.
6. When relevant, data that will enable the unit to assess a candidate's success in graduate supervision, including number of students being supervised, quality of theses produced, quality of supervision, number of graduate students who have graduated and time-to-degree, and information on other efforts to foster scholarly and professional advancement of graduate students.
7. Description of innovations in teaching and contributions to curricular development, such as course development initiatives and examples of particularly effective teaching strategies.

2. Criteria for Assessment of Teaching Effectiveness

Candidates for promotion in the Tenure stream are expected "to have shown himself or herself to be an effective teacher." This means that candidates will demonstrate either competence or excellence. The criteria of teaching effectiveness, as understood at the University of Toronto, and the related standards of performance (i.e. requirements for competence and excellence) are outlined below. *The right hand column suggests sources of information which may be helpful in informing the evaluation.* Please note that it is expected that competency is achieved in criterion 1—which has no distinction between competence and excellence—as a baseline to establish excellence in other criteria. For tenure reviews, a recommendation of excellence in teaching will normally be based on evidence of excellence across multiple criteria.

Criterion 1. Fulfills the fundamental responsibilities of a university teacher	
1. Demonstrated evidence of competence: • Mastery of the subject area. • Delivery of lecture and reading materials that facilitate learning. • Ability to stimulate and challenge the intellectual and scholarly capacity, and development of students. • Strong communication skills. • Professionalism and adherence to academic standards and administrative responsibilities as defined by University policy. • Upholds academic integrity and adherence to grading standards. • Being accessible to students inside and outside the classroom. • Fair and ethical dealings with students and recognition of the diverse needs and background of our student population. • Creation of clinical supervisory conditions conducive to students' development of clinical skills and professionalism. • Creation of supervisory conditions conducive to graduate students' academic	**Examples of sources of information for evaluation may include:** • Lecture content provided by instructor. • Course and Instructor evaluations by students. • Description in course outline of measures taken to counteract plagiarism, cheating and other forms of academic misconduct. • Exit survey by final year students. • Evaluation of thesis supervisor by graduate students, solicited by the Office of the Dean or Associate Dean, Graduate Education. • Achievement and progress of graduate students.

progress, intellectual growth and development of research skills.
- Suitable academic role model, including being accessible for discussion of remediation with students, being a willing and effective participant in counseling and monitoring, and setting an example of ethical practice in patient care, teaching, and research activities as appropriate.

Criterion 2. Uses teaching practices that promote student learning

1. Demonstrated evidence of competence:
- Helps students develop their mastery of the subject area.
- Use of methods of assessment that are fair and related to the learning activities in the course.
- Engagement of students in the learning process.
- Challenges and stimulates students to promote their intellectual and scholarly development.
- Critical reflection on student feedback and student outcomes to improve future teaching practices.

2. Demonstrated evidence of excellence:

Exemplary achievement, in a consistent manner, of each of the criteria under "competence" and significant contributions to teaching practice as demonstrated, for example, by some combination of the following:

Innovation:
- Innovations in teaching processes, materials or forms of assessment.

Examples of sources of information for evaluation:
- Description of course design provided by the instructor.
- Description of methods of assessment provided by the instructor.
- Use of formative and summative assessment in teaching.
- Course and Instructor evaluation by students.
- Description of strategies to stimulate students' intellectual development.
- Documentation in teaching dossier of steps taken to improve teaching based on feedback.
- Description of innovations and their benefits in teaching dossier.
- Peer-reviewed publication of the innovations.
- Recognition of successful innovations by colleagues locally, nationally and internationally.
- Application of educational research to course design and implementation (presented in teaching dossier).
- Nomination for, or receipt of teaching awards/honours.

Recognition: • Recognition of teaching through nomination for or receipt of awards/ honours. **Curriculum/Program Enhancement** • Use of an evidence-informed approach in the design of learning activities, assignments or curricula that motivate student learning. • Creates opportunities to involve undergraduate and/or graduate students in scholarly activities e.g. research-based assignments. • Integrates one's own research into teaching practice and curriculum. • Uses one's own professional expertise and experience to guide students' development as a health care professional. • Leadership in establishing new clinical teaching beyond the university and local communities.	• Conference abstracts with students. • Publications with students. • 'Exit survey' by final year students. • Provision of interdisciplinary or interprofessional learning opportunities. • Support letters and/or other documentation from participating institutions and organizations. • Graduate student outcomes, time to completion and career development.

Criterion 3. Contributes to curriculum development	
1. Demonstrated evidence of competence: • Understands the context of one's courses within the broader program/ curriculum or in relation to curricular developments in the discipline. • Ensures course content reflects current and relevant research and practice in the field. • Coordination of didactic, preclinical and clinical teaching. **2. Demonstrated evidence of excellence:** • Significant and ongoing contributions to curriculum development or program development (e.g. innovation, revision, updating, evidence-informed improvement). • Ensures curriculum development is guided by outcome analyses.	**Examples of sources of information for evaluation:** • Cooperation with colleagues to achieve horizontal and vertical integration of courses. • Course evaluation by students. • Supportive letters from colleagues solicited by the Dean's office that attest to the success in unifying the efforts in teaching a subject area (e.g. Restorative Dentistry is taught in didactic, preclinical and clinical settings). • Evidence of contribution to Faculty-wide curriculum development, i.e. outside of one's own field. • Presentation of the curriculum review process and outcomes in conferences and peer-reviewed publications.

Criterion 4. Engages in pedagogical/professional development	
1. Demonstrated evidence of competence: • Draws on current research/ developments in one's field to enrich the learning experience for students. • Works to refine and enhance one's teaching practices over time. **2. Demonstrated evidence of excellence:** • Sustained engagement in professional development, and the application of these activities to enhance one's teaching, • Reflection on and assessment of new teaching practices.	**Examples of sources of information for evaluation:** • Attendance at courses or meetings (on teaching and learning) and implement new ideas from these sources to the classroom. • Documentation in teaching dossier of progressive development of teaching skills. • Evidence of having sought peer/independent/external assessment and evidence of application as appropriate. • Systematic participation in workshops, courses and conferences on teaching and learning and demonstration of developing skills as an educator. • Professional work that allows the faculty member to maintain a mastery of his/her subject area. • Completion of a postgraduate/graduate degree program in education.

Criterion 5. Demonstrates educational leadership/achievement and impact	
1. Demonstrated evidence of excellence: Evidence of high level of achievement and impact beyond the classroom (e.g. Faculty, institution, discipline, community etc.). • Significant contributions to pedagogical development in a discipline or broader education context. • Receives recognition for one's expertise as an educator. • Active engagement in the professional development of others. • Contributes to education scholarship (research and innovation). • Enhances student learning.	**Examples of sources of information for evaluation:** **Innovation:** • Authorship/editorship of education materials (e.g. textbooks, teaching guides. and the use of these materials at other institutions) • Production of technological tools or multi-media resources that improve teaching and learning. • Conducts research on teaching and/or learning that has potential for impact beyond a single classroom. • Dissemination of one's own pedagogical research (e.g. through scholarly articles or education resources, presentations at conferences or workshops, etc.). • Creation and/or development of models of effective teaching. • Calibration and standardization of clinical teaching and assessment of clinical skills. **Recognition:** • Receipt of peer-reviewed grants for Scholarship of Teaching and Learning. • Receipt of leadership or pedagogical scholarship awards. • Success in competition for educational research funds. **Mentorship:** • Active engagement in the pedagogical development of others. • Delivers workshops or courses on teaching and learning.

	• Acts as an active and engaged teaching mentor to colleagues.
	• Provides mentorship and establishes best practices in the management and leadership of teaching assistants, instructional team members and Instructors in Dentistry.
	
	External Impact and Consultation:
	• Letters of support from colleagues solicited by the Dean's office that attest to contributions to curriculum, courses or teaching approaches in the Faculty.
	• Significant contributions to pedagogical development in a discipline or broader education context. For example:
	  o Invitations to serve as a program evaluator for another Faculty or institution.
	  o Engagement in accreditation processes for another Faculty or institution.
	• Effects change in teaching practices within one's institution or beyond.
	• Engagement in professional teaching and learning organizations/associations or works with teaching centres, and the application of this knowledge to teaching and the curriculum in one's own Faculty or beyond.
	• Election to executive positions in professional teaching and learning organizations.
	• Serves as a journal review or editor of pedagogical publication, or as a proposal referee for pedagogical conferences.
	• Brings significant changes in policy related to teaching as a profession.

C. Continuing Status Review for Teaching Stream

1. Procedures for Gathering and Assessing Data

The evaluation of teaching constitutes a fundamental part of every faculty member's career, through annual review, continuing status and promotion decisions. All faculty members in the teaching stream will be expected to demonstrate excellence in teaching and evidence of demonstrated and continuing future pedagogical/professional development in order to be granted continuing status. The full criteria read: "A positive recommendation for continuing status will require the judgment of excellence in teaching and evidence of demonstrated and continuing future pedagogical/professional development.

a)   Excellence in teaching may be demonstrated through a combination of excellent teaching skills, creative educational leadership and/or achievement, and innovative teaching initiatives in accordance with appropriate divisional guidelines.

b)   Evidence of demonstrated and continuing future pedagogical/professional development may be demonstrated in a variety of ways e.g. discipline-based scholarship in relation to, or relevant to, the field in which the faculty member teaches, participation at, and contributions to, academic conferences where sessions on pedagogical research and technique are prominent, teaching-related activity by the faculty member outside of his or her classroom functions and responsibilities, professional work that allows the faculty member to maintain a mastery of his or her subject area in accordance with appropriate divisional guidelines."

The procedures for gathering and assessing the data needed for evaluation are as follows.

The Teaching Dossier

Each faculty member should maintain a Teaching Dossier[5] which should be updated annually and serve as a foundation for the documents that will be required for the probationary status review continuing status review, and promotion in the Teaching Stream.

The Teaching Dossier should include the following as appropriate:

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[5] The "Developing and Assessing Teaching Dossiers: A Guide for University of Toronto faculty, administrators and graduate students" is recommended as a guide for creating and maintaining Teaching Dossiers. See
http://www.dlsph.utoronto.ca/files/media/docs/Faculty/Teaching%20Dossier%20Publication%20Excerpt.pdf

1. A candidate's curriculum vitae[6,7]
2. A statement of teaching philosophy.
3. A list of all courses and/or experiential rotations taught by the candidate.
4. Representative course outlines and assessments. For courses in which the candidate has had major responsibility for the design, include at minimum the course outline, reading list if applicable and evaluation materials (e.g., assignments and/or examinations).
5. A list of all students (undergraduate and if applicable graduate) supervised, indicate whether primary or sole supervision, secondary and/or joint supervision, period of supervision, as well as thesis or project topics and time to completion (if applicable). When relevant, copies of students' papers or posters, especially those that have been published, and student theses may be included.
6. Summaries of annual student evaluations, unsolicited letters or testimonials from students regarding teaching performance.
7. Applications for instructional development grants.
8. Discussion of relevant research and scholarship in the discipline.
9. Documentation of efforts made (both formal and informal) to improve teaching skills or course design and a description of the outcomes.
10. Awards or nominations for awards for teaching excellence.
11. Documentation of innovations in teaching methods and contributions to curricular development, including activities related to the administration, organizational and developmental aspects of education and the teaching process.
12. Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design.
13. Evidence of contributions in the general area of teaching such as presentations at conferences or publications on teaching.
14. Service to professional bodies or organizations through any methods that can be described as instructional.
15. Community outreach and service through teaching functions.
16. Plans for developing teaching skills and/or future contributions to teaching.

Data Collection

The candidate shall be responsible for submitting his or her Teaching Dossier to the Dean.

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[6] In most cases this is submitted a separate document as part of the continuing status file and is not typically included in the Teaching Dossier.

[7] See Part 14 of the Policy and Procedures Governing Promotions in the Teaching Stream, University of Toronto Governing Council, December 16, 2016 for more details regarding the curriculum vitae for teaching stream faculty.

The Dean shall collect student course evaluation, solicit letters from students and from the candidate's peers, and will obtain written specialist assessments from outside the University as required by the policy.

Evaluation

A Faculty Teaching Evaluation Committee shall serve to assess the material collected for the Continuing Status Committee. The Teaching Evaluation Committee members must provide a single joint, signed, report on the candidate's teaching effectiveness as well as the candidate's demonstrated and continuing pedagogical and professional development.

Information Required for Evaluations

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

1. Faculty member's teaching dossier.
2. Student evaluations, as comprehensive and objective as possible. This should be in the form of:
   - Student letters solicited by the Chair. Such information should be gathered from students who have been taught and those who have been supervised by the faculty member.
   - Course evaluations.
   - Instructor evaluations.
3. Formal peer evaluation (internal and/or external) is considered best practice, including other departmental, divisional, or college assessments where cross-appointment is involved. External assessments of syllabi are also encouraged. When possible, evaluation will include a classroom visit.
4. For the purposes of continuing status, written specialists' assessments of the candidate's teaching and pedagogical/professional activities should also be obtained from outside the University. The candidate should be invited to nominate several external referees, and the Dean should solicit letters of reference from at least one of them and from one or more additional specialists chosen by himself or herself.
5. Course enrolment data, including evidence of demand for elective/selective/graduate courses.
6. Documentation may include, but is not limited to, publications in a variety of media including but not limited to, scholarly and professional journals, non-peer-reviewed or lay publications, books, CDs, online publications, invited lectures and presentations given at

conferences, design of and contribution to academic websites, examples of professional work, and any other evidence of professional development.[8]

7. When relevant, data that will enable the unit to assess candidate's success in graduate supervision, including number of students being supervised; quality of theses produced, quality of supervision, number of graduate student who have graduated and time-to-degree, and information on other efforts to foster scholarly and professional advancement of graduate students.

8. Description of innovations in teaching and contributions to curricular development, such as course development initiatives and examples of particularly effective teaching strategies.

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[8] See Part 13 of the Policy and Procedures Governing Promotions in the Teaching Stream, University of Toronto Governing Council, December 16, 2016 for more details regarding documentation to be included in the Teaching Dossier.

2. Criteria for Assessment of Teaching Effectiveness

Faculty in the teaching stream are expected to demonstrate excellence in teaching. Excellence in teaching may be demonstrated through a combination of excellent teaching skills, creative educational leadership and/or achievement, and innovative teaching initiatives. A recommendation of excellence in teaching will normally be based on evidence of a candidate's ability to demonstrate the fundamental elements of effective teaching and to go significantly beyond this to demonstrate excellence across multiple categories. *The right hand column suggests the sources of information which may be helpful in informing the evaluation.*

Category 1. Fulfills the fundamental responsibilities of a university teacher	
• Mastery of the subject area. • Delivery of lecture and reading materials that facilitate learning. • Ability to stimulate and challenge the intellectual and scholarly capacity and development of students. • Strong communication skills. • Professionalism and adherence to academic standards and administrative responsibilities as defined by University policy. • Upholds academic integrity and adherence to grading standards. • Being accessible to students inside and outside the classroom. • Fair and ethical dealings with students and recognition of the diverse needs and background of our student population. • Creation of clinical supervisory conditions conducive to students' development of clinical skills and professionalism. • Creation of supervisory conditions conducive to graduate students' academic progress, intellectual growth and development of research skills. • Suitable academic role model, including being accessible for discussion of	**Examples of sources of information for evaluation may include:** • Lecture content provided by instructor. • Course and Instructor evaluations by students. • Description in course outline of measures taken to counteract plagiarism, cheating and other forms of academic misconduct. • Exit survey by final year students. • Evaluation of thesis supervisor by graduate students, solicited by the Office of the Dean or Associate Dean, Graduate Education. • Achievement and progress of graduate students.

remediation with students, being a willing and effective participant in counseling and monitoring, and setting an example of ethical practice in patient care, teaching, and research activities as appropriate.	

Category 2. Uses teaching practices that promote student learning	
1. Fundamental Elements: • Helps students develop their mastery of the subject area. • Uses methods of assessment that are fair and related to the learning activities in the course. • Engagement of students in the learning process. • Challenges and stimulates students to promote their intellectual and scholarly development. • Critical reflection on student feedback and student outcomes to improve future teaching practices. **2. Demonstrated evidence of excellence:** • Exemplary achievement, in a consistent manner, of each of the criteria under "fundamental elements" and significant contributions to teaching practice as demonstrated, for example, by some combination of the following: **Innovation:** • Innovations in teaching processes, materials or forms of assessment.	**Examples of sources of information for evaluation:** • Description of course design provided by the instructor. • Description of methods of assessment provided by the instructor. • Use of formative and summative assessment in teaching. • Course and Instructor evaluation by students. • Description of strategies to stimulate students' intellectual development. • Documentation in teaching dossier of steps taken to improve teaching based on feedback. • Description of innovations and their benefits in teaching dossier. • Peer-reviewed publication of the innovations. • Recognition of successful innovations by colleagues locally, nationally and internationally. • Application of educational research to course design and implementation (presented in teaching dossier) • Nomination for, or receipt of teaching awards/honours • 'Exit survey' by final year students • Providing interdisciplinary or interprofessional learning opportunities

Recognition: • Recognition of teaching through nomination for or receipt of awards/ honours.	• Support letters and/or other documentation from participating institutions and organizations • Graduate student outcomes, time to completion and career development.

Category 3. Innovative Teaching Initiatives	
1. Fundamental Elements: • Understands the context of one's courses within the broader program/curriculum or in relation to curricular developments in the discipline. • Ensures course content reflects current and relevant research and practice in the field. Coordination of didactic, preclinical and clinical teaching. **2. Demonstrated evidence of excellence:** **Curriculum/Program Enhancement:** • Use of an evidence-informed approach in the design of learning activities, assignments or curricula that motivate student learning. • Creates opportunities to involve undergraduate and/or graduate students in scholarly activities e.g. research-based assignments. • Integrates one's own research into teaching practice and curriculum. • Uses one's own professional expertise and experience to guide students' development as a health care professional.	**Examples of sources of information for evaluation:** • Cooperation with colleagues to achieve horizontal and vertical integration of courses. • Course evaluation by students. • Supportive letters from colleagues solicited by the Dean's office that attest to the success in unifying the efforts in teaching a subject area (e.g. Restorative Dentistry is taught in didactic, preclinical and clinical settings). • Evidence of contribution to Faculty-wide curriculum development, i.e. outside of one's own field. • Presentation of the curriculum review process and outcomes at conferences and peer-reviewed publications. • Conference abstracts with students. • Publications with students. • Documentation in teaching dossier of steps taken to improve teaching based on feedback. • Description of innovations and their benefits in teaching dossier. • Peer-reviewed publication of the innovations.

• Leadership in the establishment of new clinical teaching beyond the university and local communities.	• Recognition of successful innovations by colleagues locally, nationally and internationally. • Application of educational research to course design and implementation (presented in teaching dossier).

Category 4. Demonstrates educational leadership/achievement and impact	
1. Demonstrated evidence of excellence: Evidence of high level of achievement and impact beyond the classroom (e.g. Faculty, institution, discipline, community, etc.). • Significant contributions to pedagogical development in a discipline or broader education context. • Receives recognition for one's expertise as an educator. • Active engagement in the professional development of others. • Contributes to education scholarship (research and innovation). • Enhances student learning.	**Examples of sources of information for evaluation:** **Innovation:** • Authorship/editorship of education materials (e.g. textbooks, teaching guides, and the use of these materials at other institutions). • Production of technological tools or multi-media resources that improve teaching and learning. • Conducts research on teaching and/or learning that has potential for impact beyond a single classroom. • Dissemination of one's own pedagogical research (e.g. through scholarly articles or education resources, presentations at conferences or workshops, etc.). • Creation and/or development of models of effective teaching. • Calibration and standardization of clinical teaching and assessment of clinical skills. **Recognition:** • Receipt of peer-reviewed grants for Scholarship of Teaching and Learning. • Receipt of leadership or pedagogical scholarship awards. • Success in competition for educational research funds. **Mentorship:** • Active engagement in the pedagogical development of others. • Delivers workshops or courses on teaching and learning.

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- Acts as an active and engaged teaching mentor to colleagues.
- Provides mentorship and establishes best practices in the management and leadership of teaching assistants, instructional team members, and Instructors in Dentistry.

External Impact and Consultation:

- Letters of support from colleagues solicited by the Dean's office that attest to contributions to curriculum, courses or teaching approaches in the Faculty.
- Significant contributions to pedagogical development in a discipline or broader education context. For example:
  - Invitations to serve as a program evaluator for another Faculty or institution.
  - Engagement in accreditation processes for another Faculty or institution.
- Effects change in teaching practices within one's institution or beyond.
- Engagement in professional teaching and learning organizations/association or works with teaching centres, and the application of this knowledge to teaching and the curriculum in one's own Faculty or beyond.
- Election to executive positions in professional teaching and learning organizations.
- Serves as a journal review or editor of pedagogical publication or as a proposal referee for pedagogical conferences.
- Brings significant changes in policy related to teaching as a profession.

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3. Criteria for Assessing Evidence of demonstrated and continuing future pedagogical/ professional development

Category: Evidence of demonstrated and continuing future pedagogical/professional development

Candidates must demonstrate achievement across some of the following:	**Examples of sources of information for evaluation:**
• Works to refine and enhance one's teaching practices over time. • Sustained engagement in professional development and the application of these activities to enhance one's teaching. • Reflection on and assessment of new teaching practices.	• Attendance at courses or meetings (on teaching and learning) and implements new ideas from these sources to the classroom. • Documentation in teaching dossier of progressive development of teaching skills. • Evidence of having sought peer/independent/external assessment and evidence of application as appropriate. • Systematic participation in workshops, courses and conferences on teaching and learning, and demonstration of developing skills as an educator. • Professional work that allows the faculty member to maintain a mastery of his/her subject area. • Completion of a postgraduate/graduate degree program in education Authorship/editorship of education materials (e.g. textbooks, teaching guides, and the use of these materials at other institutions). • Production of technological tools or multi-media resources that improve teaching and learning. • Conducts research on teaching and/or learning that has potential for impact beyond a single classroom. • Dissemination of one's own pedagogical research (e.g. through scholarly articles or

	education resources, presentations at conferences or workshops, etc.). • Creation and/or development of models of effective teaching. • Calibration and standardization of clinical teaching and assessment of clinical skills.

D. Promotion for Teaching Stream

1. Procedures for Gathering and Assessing Data

The evaluation of teaching constitutes a fundamental part of every faculty member's career, through annual review, continuing status and promotion decisions. "Promotion to Professor, Teaching Stream will be granted on the basis of excellent teaching, educational leadership and/or achievement, and ongoing pedagogical/professional development, sustained over many years, outlined more fully below in paragraphs 8, 9, and 10 and recommendation on their assessment are set forth in paragraph 11" of the Policy and Procedures Governing Promotions in the Teaching Stream[11].

The procedures for gathering and assessing the data needed for evaluation are as follows.

The Teaching Dossier

Each faculty member should maintain a Teaching Dossier[9] which should be updated annually and serve as a foundation for the documents that will be required for the four year review, continuing status, tenure and promotion. The Teaching Dossier should include the following as appropriate:

1. A candidate's curriculum vitae[10,11]
2. A statement of teaching philosophy.
3. A list of all courses and/or experiential rotations taught by the candidate during at least the preceding five years.
4. Representative course outlines and assessments. For courses in which the candidate has had major responsibility for the design, include at minimum the course outline, reading list if applicable and evaluation materials (e.g., assignments and/or examinations).
5. A list of all students (undergraduate and if applicable graduate) supervised, indicate whether primary or sole supervision, secondary and/or joint supervision, period of supervision, as well as thesis or project topics and time to completion (if applicable). When relevant, copies of students' papers or posters, especially those that have been published, and student theses may be included.

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[9] The "Developing and Assessing Teaching Dossiers: A Guide for University of Toronto faculty, administrators and graduate students" is recommended as a guide for creating and maintaining Teaching Dossiers. See
http://www.dlsph.utoronto.ca/files/media/docs/Faculty/Teaching%20Dossier%20Publication%20Excerpt.pdf

[10] In most cases this is submitted a separate document as part of the tenure/continuing status/promotion file and is not typically included in the Teaching Dossier.

[11] See Part 14 of the Policy and Procedures Governing Promotions in the Teaching Stream, University of Toronto Governing Council, December 16, 2016 for more details regarding the curriculum vitae for teaching stream faculty.

6. Summaries of annual student evaluations, unsolicited letters or testimonials from students regarding teaching performance.
7. Applications for instructional development grants.
8. Discussion of relevant research and scholarship in the discipline.
9. Documentation of efforts made (both formal and informal) to improve teaching skills or course design and a description of the outcomes.
10. Awards or nominations for awards for teaching excellence.
11. Documentation of innovations in teaching methods and contributions to curricular development, including activities related to the administration, organizational and developmental aspects of education and the teaching process.
12. Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design.
13. Evidence of contributions in the general area of teaching such as presentations at conferences or publications on teaching.
14. Service to professional bodies or organizations through any methods that can be described as instructional.
15. Community outreach and service through teaching functions.
16. Plans for developing teaching skills and/or future contributions to teaching.

Data Collection

The candidate shall be responsible for submitting his or her Teaching Dossier to the Dean.

The Dean shall collect student course evaluation data, solicit letters from students and from the candidate's peers, and will obtain written specialist assessments from outside the University as required in policy.

Evaluation

A Faculty Teaching Evaluation Committee shall serve to assess the material collected for the Tenure, Continuing Status or Promotion Committee. The Teaching Evaluation Committee members must provide a single joint, signed, report on the candidate's teaching effectiveness as well as the candidate's demonstrated educational leadership and/or achievement and the candidate's ongoing pedagogical and professional development

Information Required for Evaluations

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

1. Faculty member's Teaching Dossier.
2. Student evaluations, as comprehensive and objective as possible. This should be in the form of:
    *   Student letters solicited by the Chair. Such information should be gathered from students who have been taught and those who have been supervised by the faculty member.
    *   Course evaluations.
    *   Instructor evaluations.
3. Formal peer evaluation (internal and/or external), including other departmental, divisional, or college assessments where cross-appointment is involved. External assessments of syllabi are also encouraged. When possible, evaluation will include a classroom visit.
4. For the purpose of promotion in the teaching stream, confidential written assessments of the candidate's teaching, educational leadership and/or achievement, and ongoing pedagogical/ professional development, should also be obtained from specialists in the candidate's field from outside the University and whenever possible from inside the University. The candidate will be invited to nominate several external referees. The Dean and the Promotions Committee (see paragraph 20) will whenever possible add to the list of referees. The Dean will solicit letters from at least three external referees and where possible these should include at least one referee suggested by the candidate and one referee suggested by the Promotions Committee.
5. Course enrolment data, including evidence of demand for elective/selective/graduate courses.
6. Documentation may include, but is not limited to, publications in a variety of media including scholarly and professional journals, non-peer-reviewed or lay publications, books, CDs, online publications, invited lectures and presentations given at conferences, design of and contribution to academic websites, examples of professional work, and any other evidence of professional development.[12]
7. When relevant, data that will enable the unit to assess candidate's success in graduate supervision, including number of students being supervised, quality of theses produced, quality of supervision, number of graduate students who have graduated and time-to-degree, and information on other efforts to foster scholarly and professional advancement of graduate students.
8. Description of innovations in teaching and contributions to curricular development, such as course development initiatives and examples of particularly effective teaching strategies.

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[12] See Part 13 of the Policy and Procedures Governing Promotions in the Teaching Stream, University of Toronto Governing Council, December 16, 2016 for more details regarding documentation to be included in the teaching dossier.

2. Criteria for Assessment of Teaching Effectiveness

Faculty in the teaching stream are expected to demonstrate excellence in teaching. Excellence in teaching may be demonstrated through a combination of excellent teaching skills, creative educational leadership and/or achievement, and innovative teaching initiatives. A recommendation of excellent teaching will normally be based on evidence of a candidate's ability to demonstrate the fundamental elements of effective teaching and to go significantly beyond this to demonstrate evidence of excellence across multiple categories. *The right hand column suggests the sources of information which may be helpful in informing the evaluation.*

Category 1. Fulfills the fundamental responsibilities of a university teacher	
- Mastery of the subject area. - Delivery of lecture and reading materials that facilitate learning. - Ability to stimulate and challenge the intellectual and scholarly capacity and development of students. - Strong communication skills. - Professionalism and adherence to academic standards and administrative responsibilities as defined by University policy. - Upholds academic integrity and adherence to grading standards. - Being accessible to students inside and outside the classroom. - Fair and ethical dealings with students and recognition of the diverse needs and background of our student population. - Creation of clinical supervisory conditions conducive to students' development of clinical skills and professionalism. - Creation of supervisory conditions conducive to graduate students' academic progress, intellectual growth and development of research skills.	**Examples of sources of information for evaluation may include:** - Lecture content provided by instructor. - Course and Instructor evaluations by students. - Description in course outline of measures taken to counteract plagiarism, cheating and other forms of academic misconduct. - Exit survey by final year students. - Evaluation of thesis supervisor by graduate students, solicited by the Office of the Dean or Associate Dean, Graduate Education. - Achievement and progress of graduate students.

• Suitable academic role model, including being accessible for discussion of remediation with students, being a willing and effective participant in counseling and monitoring, and setting an example of ethical practice in patient care, teaching, and research activities as appropriate.	

Category 2. Uses teaching practices that promote student learning	
1. Fundamental elements • Helps students develop their mastery of the subject area. • Use of methods of assessment that are fair and related to the learning activities in the course. • Engages students in the learning process. • Challenges and stimulates students to promote their intellectual and scholarly development. • Critical reflection on student feedback and student outcomes to improve future teaching practices. **2. Demonstrated evidence of excellence:** Exemplary achievement, in a consistent manner, of each of the criteria under "fundamental elements" and significant contributions to teaching practice as demonstrated, for example, by some combination of the following: **Innovation:** • Innovations in teaching processes, materials or forms of assessment.	**Examples of sources of information for evaluation:** • Description of course design provided by the instructor. • Description of methods of assessment provided by the instructor. • Use of formative and summative assessment in teaching. • Course and Instructor evaluation by students. • Description of strategies to stimulate students' intellectual development. • Documentation in teaching dossier of steps taken to improve teaching based on feedback. • Description of innovations and their benefits in teaching dossier. • Peer-reviewed publication of the innovations. • Recognition of successful innovations by colleagues locally, nationally and internationally. • Application of educational research to course design and implementation (presented in teaching dossier). • Nomination for, or receipt of teaching awards/honours. • 'Exit survey' by final year students.

| **Recognition:**
• Recognition of teaching through nomination for or receipt of awards/ honours. | • Provision of interdisciplinary or interprofessional learning opportunities.
• Support letters and/or other documentation from participating institutions and organizations.
• Provides graduate student outcomes, time to completion and career development. |

Category 3. Innovative Teaching Initiatives	
1. Fundamental elements: • Understands the context of one's courses within the broader program/curriculum or in relation to curricular developments in the discipline. • Ensures course content reflects current and relevant research and practice in the field. • Coordination of didactic, preclinical and clinical teaching. **2. Demonstrated evidence of excellence:** **Curriculum/Program Enhancement:** • Use of an evidence-informed approach in the design of learning activities, assignments or curricula that motivate student learning. • Creates opportunities to involve undergraduate and/or graduate students in scholarly activities e.g. research-based assignments. • Integrates one's own research into teaching practice and curriculum. • Uses one's own professional expertise and experience to guide students' development as a health care professional.	**Examples of sources of information for evaluation:** • Cooperation with colleagues to achieve horizontal and vertical integration of courses. • Course evaluation by students. • Supportive letters from colleagues solicited by the Dean's office that attest to the success in unifying the efforts in teaching a subject area (e.g. Restorative Dentistry is taught in didactic, preclinical and clinical settings). • Evidence of contribution to Faculty-wide curriculum development, i.e. outside of one's own field. • Presentation of the curriculum review process and outcomes at conferences, and peer-reviewed publications. • Conference abstracts with students. • Publications with students. • Documentation in teaching dossier of steps taken to improve teaching based on feedback. • Description of innovations and their benefits in teaching dossier. • Peer-reviewed publication of the innovations.

• Leadership in establishing new clinical teaching beyond the university and local communities.	• Recognition of successful innovations by colleagues locally, nationally and internationally. • Application of educational research to course design and implementation (presented in teaching dossier).

3. Criteria for Assessment of Demonstrated Educational Leadership and/or Achievement

Category: Demonstrates educational leadership/achievement and impact	
Candidates must demonstrate achievement across some of the following:	**Examples of sources of information for evaluation:**
Evidence of high level of achievement and impact beyond the classroom (e.g. Faculty, institution, discipline, community, etc.). • Significant contributions to pedagogical development in a discipline or broader education context. • Receives recognition for one's expertise as an educator. • Active engagement in the professional development of others • Contributing to education scholarship (research and innovation). • Enhances student learning.	**Innovation:** • Authorship/editorship of education materials (e.g. textbooks, teaching guides, and the use of these materials at other institutions). • Production of technological tools or multi-media resources that improve teaching and learning. • Conducts research on teaching and/or learning that has potential for impact beyond a single classroom. • Dissemination of one's own pedagogical research (e.g. through scholarly articles or education resources, presentations at conferences or workshops, etc.). • Creation and/or development of models of effective teaching. • Calibration and standardization of clinical teaching and assessment of clinical skills. **Recognition:** • Receipt of peer-reviewed grants for Scholarship of Teaching and Learning. • Receipt of leadership or pedagogical scholarship awards. • Success in competition for educational research funds. **Mentorship:** • Active engagement in the pedagogical development of others.

	• Delivers workshops or courses on teaching and learning.
	• Acts as an active and engaged teaching mentor to colleagues.
	• Provides mentorship and establishes best practices in the management and leadership of teaching assistants, instructional team members, and Instructors in Dentistry.
	External Impact and Consultation:
	• Letters of support from colleagues solicited by the Dean's office that attest to contributions to curriculum, courses or teaching approaches in the Faculty.
	• Significant contributions to pedagogical development in a discipline or broader education context. For example:
	o Invitations to serve as a program evaluator for another Faculty or institution.
	o Engagement in accreditation processes for another Faculty or institution.
	• Effects change in teaching practices within one's institution or beyond.
	• Engages in professional teaching and learning organizations/ associations, or works with teaching centres, and the application of this knowledge to teaching and the curriculum in one's own Faculty or beyond.
	• Election to executive positions in professional teaching and learning organizations.
	• Serves as a journal review or editor of pedagogical publication or as a proposal referee for pedagogical conferences.

	• Brings significant changes in policy related to teaching as a profession.

4. **Criteria for Assessment of Ongoing Pedagogical/Professional Development, Sustained Over Many Years**

Category: Assessment of Ongoing Pedagogical/Professional Development Sustained Over Many Years	
Candidates must demonstrate achievement across some of the following:	**Examples of sources of information for evaluation:**
- Works to refine and enhance one's teaching practices over time. - Sustained engagement in professional development and the application of these activities to enhance one's teaching. - Reflection on and assessment of new teaching practices. - Professional work that allows the faculty member to maintain a mastery of his/her subject area. - Discipline based scholarship in relation to, or relevant to, the field in which the faculty member teaches. - Conducts research on teaching and/or learning that has potential for impact beyond a single classroom. - Dissemination of one's own pedagogical research (e.g. through scholarly articles or education resources, presentations at conferences or workshops, etc.). - Evidence of these activities sustained over many years.	- Attendance at courses or meetings (on teaching and learning) and implements new ideas from these sources to the classroom. - Documentation in teaching dossier of progressive development of teaching skills. - Evidence of having sought peer/ independent/external assessment and evidence of application as appropriate. - Systematic participation in workshops, courses and conferences on teaching and learning, and demonstration of developing skills as an educator. - Completion of a postgraduate/ graduate degree program in education. - Authorship/editorship of education materials (e.g. textbooks, teaching guides, and the use of these materials at other institutions). - Production of technological tools or multi-media resources that improve teaching and learning. - Creation and/or development of models of effective teaching. - Calibration and standardization of clinical teaching and assessment of clinical skills.