



**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

**TO:** Academic Board

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**DATE:** May 22, 2018 for May 31, 2018

**AGENDA ITEM:** 8b

**ITEM IDENTIFICATION:**

Divisional Teaching Evaluation Guidelines for the Faculty of Applied Science and Engineering: “Divisional Guidelines for the Evaluation of Teaching Effectiveness for Promotion to Professor, Teaching Stream”

**JURISDICTIONAL INFORMATION:**

The Committee on Academic Policy and Programs has the authority to approve revised Divisional Guidelines for the Assessment of Teaching and/or Creative Professional Activity (*AP&P Terms of Reference, Guidelines Regarding Levels of Approval*)

**GOVERNANCE PATH:**

1. Committee on Academic Policy and [May 10, 2018] (for approval)
2. **Academic Board (May 31, 2018) – for information**

**PREVIOUS ACTION TAKEN:**

**HIGHLIGHTS:**

The attached are the new “Divisional Guidelines for the Evaluation of Teaching Effectiveness for Promotion to Professor, Teaching Stream”. This is one of a series of guidelines that have been put forward for approval by AP&P following divisional approval.

This document is part of a University-wide initiative to bring divisional teaching evaluation guidelines into line with recent changes to the *Policy and Procedures on Academic Appointments* [PPAA] and the approval of the new *Policy and Procedures Governing Promotion in the Teaching Stream* [PPPTS].

In December 2014, the Special Joint Advisory Committee negotiations between the University of Toronto administration and the University of Toronto Faculty Association resulted in agreement on a series of changes in principle in respect to teaching stream faculty (Approved February 26, 2015). Revisions to the *Policy and Procedures on Academic Appointments* [PPAA] were approved in June 2015 by Governing Council. These included a number of changes including the introduction of professorial rank and new titles for faculty in the teaching stream.

The agreement in principle achieved through the SJAC process also included agreement that promotion from Associate Professor, Teaching Stream to Professor, Teaching Stream “shall be based on excellent teaching, educational leadership and/or achievement, and ongoing pedagogical/professional development, sustained over many years.” The new PPPTS (approved December 16, 2016) enshrined this in policy.

In order to be implemented, the new policy relies on divisional teaching evaluation guidelines - like the PPAA (which governs the appointment and tenure review or continuing status review of faculty with continuing appointments in the tenure and teaching stream) and the Policy and Procedures Governing Promotions [PPP] (which governs the promotion of tenure stream faculty). As Vivek Goel explained in PDAD&C memo #134, the University's "Guidelines for Developing Written Assessments of Effectiveness of Teaching in Promotion and Tenure Decisions" provide a framework for the development by each division of the approved divisional guidelines for the evaluation of teaching. The “approved divisional guidelines have the force of policy.”

These divisional guidelines:

- Explain what evidence will be gathered to assess the candidate’s teaching
- Specify what a teaching dossier should contain, and
- Clarify what constitutes excellent teaching in the divisional context
- Describe the standards / expectations against which external referees should be evaluated

The revisions being made to divisional teaching guidelines by all divisions at this time include changes to bring them in line with recent changes as a result of the SJAC process to reflect

- Changes to the existing PPAA including:
  - New professorial rank for the teaching stream,
  - Introduction of mandatory probationary review
  - Change in terminology where teaching stream faculty now come forward for “continuing status review” rather than “promotion”
  - New language clarifying the criteria for continuing status
  - New language clarifying the scope of what is included under scholarship
  - The continuing status dossier must include “Written specialist assessments of the candidate's teaching and pedagogical/professional activities .... from outside the University.”
- Approval of the new *Policy and Procedures on Promotion in the Teaching Stream*, 2016 [PPPTS]

The Faculty of Applied Science and Engineering did not previously have Guidelines that specifically applied to teaching stream faculty. The Guidelines being brought forward for approval to AP&P are an entirely new document.

The process by which these divisional guidelines were developed was highly collegial. The process began with a town hall for teaching stream faculty to provide input at the outset of the process. The document was shared at a meeting of Chairs and Directors twice and a final draft was then taken to a second town hall meeting. Following Provostial approval, the teaching evaluation guidelines were approved by the Faculty of Applied Science and Engineering's Faculty Council on April 11, 2018.

The original document as it went forward to the FASE Council was originally called the "Associate Professor, Teaching Stream to Professor, Teaching Stream Teaching Stream Promotion Checklist". It was subsequently agreed that it would be preferable to bring the title of the document in line with norms in other Faculties and on May 9, 2018 the Executive of the FASE Council approved a revised title: "Divisional Guidelines for the Evaluation of Teaching Effectiveness for Promotion to Professor, Teaching Stream"

**FINANCIAL IMPLICATIONS:**

None

**RECOMMENDATION:**

This item is for information.

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**DOCUMENTATION PROVIDED:**

Faculty of Applied Science and Engineering

- "Divisional Guidelines for the Evaluation of Teaching Effectiveness for Promotion to Professor, Teaching Stream"

**Faculty of Applied Science and Engineering**  
**Divisional Guidelines for the Evaluation of Teaching Effectiveness for Promotion to Professor, Teaching Stream**

All References are to the Policy and Procedures Governing Promotions in the Teaching Stream, December 16, 2016 (PPPTS)), as well as to the Policy and Procedures on Academic Appointments, as amended, June 26, 2015.

**A. Establishment of the Departmental/ Divisional Promotion Committee**

**Step 1. Membership of the Promotion Committee**

(As per the PPPTS) “There will normally be a single departmental Promotion Committee to review candidates for promotion in the teaching stream and in the tenure stream. However, the membership of the Promotions Committee considering a teaching stream candidate will consist of at least five tenured or continuing status faculty at the rank of Professor, and/or Professor, Teaching Stream, with at least one faculty member at the rank of Professor, Teaching Stream\*. Normally the Chair of the Promotions Committee will be the Chair of the department or his or her designate.” Members should be drawn from the Division or Department wherever possible, and for smaller units, from cognate departments as well.

\* As per the PPPTS ”Until a sufficient number of teaching stream faculty members have attained this rank, the requirement of having a teaching stream faculty member on the committee shall be waived and the full committee shall be constituted by five (5) tenured faculty at the rank of Professor.”.

**Step2. Annual Consideration**

“Each year the Department Chair will place before the Promotions Committee for preliminary consideration the names of all Associate Professors, Teaching Stream in the Department, together with their curricula vitae. The Committee will advise the Chair as to which faculty members should receive more detailed consideration for promotion.”

“Associate Professors, Teaching Stream may request that they be considered for promotion in any given year. Such requests are to be made in writing to the Chair of the department on or before October 15 of the calendar year preceding the possible promotion. In this case, the Promotions Committee is obliged to give the faculty member detailed consideration along with any other candidates under consideration.”

Step 3.      **Notification of the Candidate**

Written notification to candidates that their Promotion Review will take place should be issued by the Chair, normally no later than October 31. The candidate must be informed of the following:

1.      The text of the **Policy and Procedures on Promotion in the Teaching Stream**
2.      The divisional/departmental guidelines and procedures to be used to evaluate the criteria for the promotion (this document).
3.      The membership of the Promotion Committee.
4.      The proposed Teaching Evaluation Committee members.
5.      The requirement for the candidate to prepare and submit their dossier (as described in the following section) normally by December 1.
6.      The requirement for the candidate to provide a list of three appraisers/referees who are external to the University normally by November 15. The list should include a brief statement of each referee's expertise as related to the promotion review. The Candidate may also suggest assessors, internal to the University and all appraisers must be at arm's length (i.e. no collaboration within the last six years).
7.      The requirement to provide a list of up to three colleagues or collaborators who can provide letters of support.
8.      If applicable, the requirement to provide a list of students whose research work has been supervised, together with their thesis topics and the dates of the period of supervision.
9.      A List of former students able to speak to any of the 3 criteria and the influence or impact of the candidate on their subsequent career path.

As stated in the PPPTS, "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."

Step 4.

**Documentation to be supplied by the candidate**

1. A teaching portfolio. This portfolio will be used by both the teaching evaluation committee and external reviewers to assess the candidate's teaching record. The portfolio should include, as appropriate:
  - a) A list of teaching assignments over at least the past five years.
  - b) A statement of teaching interests and philosophy of approach to teaching.
  - c) A description of teaching methods and material or texts developed and/or other pedagogical vehicles utilized.
  - d) A complete list of undergraduate/graduate students, where appropriate, for whom the candidate has been the principal supervisor or co-supervisor.
  - e) A list of awards for which the candidate has been nominated and/or which have been received for teaching.
  - f) A statistical summary of teaching evaluations, including the comparison of scores with FASE and departmental averages.
  - g) Evidence of educational leadership and or achievement relating to teaching, as per Section 10 in the PPPTS. This could include pedagogical scholarship, building opportunities for industry/educational partnerships, community/service learning partnerships, or opportunities for students to participate in civic engagement. It can also include the development of collaborative or interdisciplinary teaching modalities.
  - h) Evidence of pedagogical/professional development as per item 11 in the PPPTS. For example, innovations in teaching by the candidate, such as the development of new teaching methods or new teaching materials including text books, courseware multi-media applications and undergraduate student research projects should be included. Professional practice that pertains directly to the advancement of the teaching mission of the Academic Unit and the Faculty of Applied Science and Engineering can also be included. Evidence of pedagogical/professional development can also include discipline-based scholarship in relation to, or relevant to, the field in which the faculty member teaches.
  - i) Evidence of teaching-related activity by the candidate outside of his/her classroom functions and responsibilities. Examples of such activity could be: outreach activities such as high school liaison, participation at science fairs, serving on Ministry Committees, serving the Department as Associate Chair for undergraduate studies, the administration of one or more large undergraduate courses (often with several sections) or the co-ordination of undergraduate programs at the Academic Unit level, organizing national and international student competitions or participating in student conferences. These activities could pertain to both of the criteria listed in items g) and h) listed immediately above.
2. The candidate's curriculum vitae, as described in the PPPTS. The CV is an additional opportunity for the candidate to list items relevant to both educational leadership and/or achievement, and ongoing pedagogical / professional development.
3. Supplementary material to the CV which provides a fuller picture of any area that the candidate would like to highlight that is not already covered by the teaching portfolio, particularly with regards to demonstrating impact outside of FASE or the University.

This may include testimonial letters collected by the candidate and any discussion of these by way of context

*NOTE: The Chair is also responsible for assisting the candidate in identifying documentation which the candidate is expected to supply.*

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**Step 5. Appointment of Teaching Evaluation Committee**

The Chair will establish a Teaching Evaluation Committee to prepare written evaluations relative to all three criteria that the Promotion Committee will be considering. This committee will have a minimum of two members. All members of the Teaching Evaluation Committee, with advance notice and the permission of the candidate, should normally observe the candidate (on separate occasions) in the classroom, or other appropriate teaching venue (e.g. student laboratory). If such permission to observe the class is refused by the candidate, this fact should be noted in the Committee's report. The Committee should **NOT MAKE A RECOMMENDATION EITHER FOR OR AGAINST PROMOTION**. There should be no overlap of membership on the Promotion Committee and Teaching Evaluation Committee. The Chair of the Department/Chair of the Promotion Committee must not be a member of the Teaching Evaluation Committee. The Teaching Evaluation Committee will be provided with a copy of the candidate's teaching portfolio and CV (as described above), teaching evaluations (including any student comments), letters of assessment from students (as obtained by the Chair), and a copy of the Faculty's Guidelines on the Evaluation of Teaching Effectiveness.

**Step 6. Written Assessments by Referees**

The Chair will obtain letters of reference from at least one referee from the candidate's list and from at least one additional referee chosen by him/herself. The dossier must contain a minimum of three external appraisals. As per the PPPTS: "These referees should be invited to assess the candidate's work against the Divisional Guidelines and advise whether or not the candidate's work demonstrates the achievement of excellent teaching, educational leadership and/or achievement, and ongoing pedagogical/professional development, sustained over many years." The referees must **NOT** be asked to make a recommendation either for or against promotion to Professor, Teaching Stream. External referees will be provided with a copy of the candidate's updated CV, teaching portfolio, a statistical summary of teaching evaluations, this document, and a copy of the Faculty's Guidelines on the Evaluation of Teaching Effectiveness.

**Step 7. Written Assessments by Students**

The Chair will obtain letters from undergraduate and/or graduate students commenting on the candidate's ability to stimulate and challenge the intellectual capacity of students; the candidate's ability to communicate effectively; the candidate's accessibility to students; and the candidate's mastery of the subject area, and where applicable, the candidate's

ability to advise research. Normally, a sample of at least 10 letters should be obtained, and addressed, in writing, to the Chair.

Step 8.      **Letters of Assessment from the list provided by the candidate**

Where the candidate has provided a list of names of former students able to speak to any of the three criteria as outlined in Step 3, #10, the Chair should normally solicit confidential letters of assessment from at least 3 of these people.

Step 9.      **Assembling of the Promotion Dossier**

The Chair must assemble the dossier for the departmental Promotion Committee to include the candidate's CV, teaching portfolio (both are supplied by the candidate) in addition to the following documents:

- a) Assessments by external referees (minimum of 3). The dossier must contain a separate section listing the name, title, and institution/organization of each external referee and a brief statement of their expertise and why they were chosen.
- b) Report of the Teaching Evaluation Committee
- c) Assessment Letters from students (and colleagues, if applicable) commenting on any of the three criteria for promotion
- d) Student evaluations, as comprehensive and objective as possible, along with a statistical summary of evaluations.

**B. Promotions Committee Deliberation**

Step 1.      **Documentation to be Provided to the Promotions Committee**

The Chair shall assemble the Promotion Dossier as outlined in Section A, Step 9 and provide documentation to the Promotions Committee at least 7 days prior to the committee meeting.

Step 2.      **Convening the Promotions Committee**

The Chair shall convene the Promotions Committee. Meetings are held IN CAMERA and deliberations are confidential.

Step 3.      **Committee Deliberation**

The Promotions Committee shall make its decision solely on the evidence it has before it. Provision is made for recess of up to one month if additional information is required. The



Committee may recommend only that promotion be granted or denied. A recommendation to promote must be approved by a majority of the members of the Committee.

A positive recommendation will result in the forwarding of the Promotion Dossier to the Decanal Promotions Committee, along with a chair's summary of the committee's discussion and the results of the vote from the committee.

December 12, 2003

## **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**

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

- (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

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:

- (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

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.