

**Leslie Dan Faculty of Pharmacy**  
**GUIDELINES FOR THE**  
**ASSESSMENT OF EFFECTIVENESS OF TEACHING**  
**IN**  
**PROMOTION AND TENURE DECISIONS**

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

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

### **1. 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 the three year review, tenure and promotion. It should also be used as a reference for academic administrators when evaluating faculty members for annual PTR awards. The material in the Teaching Portfolio should include, as appropriate:

1. candidate's curriculum vitae
2. a statement of teaching philosophy and plans for developing teaching skills
3. representative course outlines, bibliographies and assignments, description of internship programs, field experiences, and teaching assessment activities
4. new course proposals
5. digests of annual student evaluations and letters or 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.

## 2. Criteria for Assessment of Teaching Effectiveness

a) *Evaluation of competence in teaching requires demonstration of:*

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

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

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

1. superlative teaching skills
2. creative educational leadership
3. successful innovations in the teaching domain, including the creation of new and innovative teaching processes, materials and forms of evaluation
4. significant contribution to the technological enrichment of teaching in a given area, for example, through the development of effective new technology or the use of new media to fullest advantage
5. publication of innovative textbooks and/or teaching guides
6. development of significant new courses and/or reform of curricula

7. development of innovative and creative ways to promote students' involvement in the research process and provide opportunities for them to learn through discovery-based methods
8. significant contribution to pedagogical changes in a discipline.

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

### **3. Information Required for Evaluations**

1. faculty member's teaching portfolio
2. student evaluations, as comprehensive and objective as possible. Such information should be gathered from students who have been taught and those who have been supervised by the faculty member
3. formal peer evaluation (internal and external), including other departmental, divisional, or college assessments where cross-appointment is involved. External assessments of syllabi are also encouraged. For the purposes of tenure, it is expected that evaluation will include a classroom visit
4. data that will enable the unit to assess candidates' success in graduate supervision, including number of students being supervised; quality of theses produced; quality of supervision; number graduated and time-to-degree and information on other efforts to foster scholarly and professional advancement of graduate students
5. copies of students papers, especially those that have been published; and student theses
6. course enrolment data; including evidence of demand for elective/senior courses
7. description of innovations in teaching and contributions to curricular development, such as course development initiatives and examples of particularly effective teaching strategies.

### **4. Procedures for Gathering and Assessing Data**

The procedures to be employed are as follows:

#### **Collection:**

1. The Dean shall collect the evaluation data from students and the candidate's peers.
2. The candidate shall be responsible for submitting his or her Teaching Portfolio and evidence as cited above to the Dean.

#### **Evaluation:**

1. A Faculty Teaching Evaluation Committee shall serve to assess the data for the Tenure Committee. The Chair of the Teaching Evaluation Committee shall be responsible for providing the written statement on the candidate's teaching effectiveness.