

FOM Teaching Evidence Guide for Department Heads and School Directors

*This is the information to be inserted into the Head's Letter or a separate document in the SAC dossier. Remember that the candidate's CV will contain the factual listing of their teaching – please do not duplicate this information. Do NOT send the **Teaching Dossier or SPROT** to External Referees – they are asked to assess scholarly activities and service but are NOT asked to evaluate the teaching component (because teaching expectations vary between institutions). Also, do NOT forward the Teaching Dossier to the Faculty Tenure and Promotion Committee – instead, provide a 3-4 page summary of the Teaching Dossier or **SPROT** except in cases of reviews for tenure at the rank of Senior Instructor or promotion to Professor of Teaching where more evidence is required in order to demonstrated the candidate has met the requisite standard of excellence. This same summary will be forwarded to the UBC Senior Appointments Committee for their assessment of the teaching component of the file.*

Please note that it is possible to work with the candidate or with a teaching committee on gathering the facts and providing summaries. It is then up to the Head of Academic Unit to provide the qualitative assessment and the context within the Academic Unit.

1. Description of the Teaching Activities/Methods of the Academic Unit

(i.e. undergraduate, graduate or postgraduates; lectures (small and large), PBL, residents, etc.)

2. The Quantity and Quality of Teaching

- a. Quantitative Summary of the amount of teaching of all kinds performed by the candidate at the undergraduate, graduate and postgraduate levels. (e.g. Dr. X taught 24 undergraduate courses and 15 graduate courses.)
- b. Each course should have a student evaluation rating and ideally the associated norm. **For bedside teaching**, a summary of the # of residents or undergrads should be provided - quality is identified through One45 evaluations and a norm should be provided. Where the faculty member **teaches in multiple programs outside of the Department/School**, the ratings and norms should be provided by that program.
- c. Provide the context and norms for teaching and supervision both in quantity and quality within the Department / School. A statement regarding how the amount of teaching and supervision compares to the expected norms of the

Department/School both in quantity and quality. (e.g. The amount of teaching by Dr. X is comparable/not comparable to other colleagues in the Department at the same rank.)

- d. If the amount of teaching in one or more particular areas does not meet the expected norms, an explanatory statement or comment should also be included. (e.g. The amount of teaching is not comparable due to Dr. X's higher administrative load during the period X to X.)

3. The Student Evaluations

- a. A quantitative summary for levels and formats in which the candidate teaches, including the rating scales used.
- b. A qualitative assessment for levels and formats in which the candidate teaches
- c. A statement regarding how these evaluations compare to the expected norms in the Department, School or Faculty.
- d. If the candidate's student evaluations in one or more particular areas do not meet the expected norms, a comment or explanatory statement should also be included.

4. Peer Evaluations

- a. A summary of qualitative peer evaluations of the candidate's teaching at the undergraduate, graduate and postgraduate levels.
- b. A statement regarding how these assessments compare to the expected norms of the Department, School or Faculty.
- c. If the candidate's peer evaluations in one or more particular areas do not meet the normally expected standard, a comment or explanatory statement should also be included.

Peer evaluations are to be solicited by the Department, not the candidate. Include copies of at least 2 peer evaluations. Refer to our [peer review of teaching tools](#).

5. Graduate Student Supervision

- a. A statement regarding the candidate's performance as a supervisor of graduate student, postdoctoral fellows, residents, clinical fellows and others).
- b. A statement regarding how the amount of supervision compares to the expected norms of the Department, School or Faculty.

6. Other Major Teaching or Educational Activities

A description of any other major teaching or educational activities performed by the candidate, along with statements supported by summarized evidence regarding the candidate's effectiveness and the importance of these activities to the Department, School or Faculty. Included should be such activities as curriculum development,

programme or course direction, or development of instructional materials and/or websites.

7. Awards and Recognition of Teaching Excellence

A summary of any awards or other recognition of teaching excellence the candidate has received.

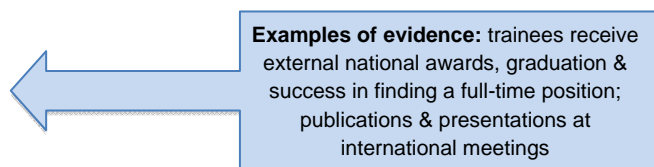
8. Teaching Performance

A list and brief description of any special or remedial efforts undertaken by the candidate to improve teaching performance (such as TAG courses).

9. Other Evidence of Effectiveness or Quality

A summary of any other evidence that bears upon the effectiveness or quality of the candidate's teaching. For example, this might include national professional accreditation of a training programme the candidate directs or recognition by a scholarly society of the candidate's educational contributions to the field. It might also include examples of the candidate's trainees accomplishments by way of awards, publications and presentations at international meetings.

Undergraduate Teaching
Graduate Teaching
Post-Graduate Teaching
Graduate Student Supervision
Post-Graduate Supervision



10. Summary of Performance

An overall summary of the candidate's performance as a university teacher and educator, and a statement describing how this compares to the expected norm for the Department, School or Faculty.