Promotion Dossier Checklist for Professor, Teaching Stream

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| **1.** | **CHAIR’S REPORT**  
   To include:  
   • Comments on positive and adverse statements  
   • Summary of the deliberations of the committee regarding the case for promotion  
   • List of Departmental Promotions Committee Membership |
| **2.** | **CURRICULUM VITAE –**  
   • In a standard format  
   • Provided by the candidate  
   • Should include, as relevant, components described in the UTSC Guidelines for the Assessment of Effectiveness of Teaching, Section VIII.A.1 |
| **3.** | **TEACHING PORTFOLIO**  
   • Provided by the candidate  
   • Should include a statement of teaching philosophy and goals and narrative discussion along with supporting documentation as per Section VII.A.2 of the UTSC Guidelines for the Assessment of Effectiveness of Teaching |
| **4.** | **LETTERS FROM (INTERNAL) COLLEAGUES**  
   • Collected by the Chair  
   • From departmental colleagues and/or those with whom courses have been co-taught |
| **5.** | **EXTERNAL REFEREE ASSESSMENTS (recommended minimum is five assessments)**  
   • Name, academic rank and institution of external referees from whom assessment was received and an overview of their qualifications  
   • Indication of those individuals suggested by the candidate and those suggested by the Promotions Committee  
   • All letters that are received in response to the Chair’s solicitation must be included  
   • Please do NOT list referees who were solicited but who did not submit assessments |
| **6.** | **TEACHING EVALUATION COMMITTEE REPORT**  
   • Report of the Teaching Evaluation Committee (single document signed by all committee members) providing a coherent, in depth assessment of teaching based on all materials available to them as per Section IX.A of the Guidelines |
| **7.** | **COURSE EVALUATIONS**  
   • Executive summaries of teaching evaluations for all courses taught in (at least) the past ten years  
   • Individual course evaluations should not be included |
| **8.** | **LETTERS FROM STUDENTS**  
   • Letters from current and former undergraduate and graduate students |