

FACULTY OF PHYSICAL EDUCATION AND HEALTH

GUIDELINES FOR THE ASSESSMENT OF EFFECTIVENESS OF TEACHING IN PROMOTION AND TENURE DECISIONS IN THE FACULTY OF PHYSICAL EDUCATION AND HEALTH

Faculty Council – March 17, 2004

A commitment to excellence in teaching underlies the Faculty's mission to "develop, advance and disseminate knowledge about physical activity and health and their interactions, through education, research, leadership and the provision of opportunity." Excellent teaching contributes to the University's core mission to "strive to ensure that its graduates are educated in the broadest sense of the term, with the ability to think clearly, and contribute constructively to society." The evaluation of teaching therefore constitutes part of every faculty member's career, through annual review and promotion decisions.

In accordance with the Policy and Procedures on Academic Appointments, the Policy on Part-time Academic Staff, and the Policy and Procedures Governing Promotions, this document sets out the expectations for teaching effectiveness in the Faculty of Physical Education and Health, how teaching effectiveness is to be evaluated, and what evidence should be collected annually to ensure the fairness and efficiency of this process.

All professoriate stream faculty members will be expected to have achieved at least 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. For tenure cases that are to be based on excellence in teaching, the level of involvement will go well beyond that of competence.

All teaching stream faculty members will be expected to have achieved the standards for excellence in this document, and to provide evidence of continued future pedagogical/professional development, in order to be granted promotion to Senior Lecturer. Teaching stream faculty undertake a broad range of teaching activities and related professional and administrative duties, including classroom and physical activity instruction, the organization and supervision of courses, practica and internships, individual tutoring and the direction and conduct of writing programs. In accordance with the Policy and Procedures on Academic Appointments (Chapter 7, No.30, section vi), performance by teaching stream faculty for the purpose of review will be assessed on teaching effectiveness and pedagogical/professional development related to teaching duties in accordance with approved divisional guidelines on the assessment of teaching. Administrative service will be considered, where such service is related to teaching or to curricular and professional development.

Part 1. The Teaching Portfolio:

A Teaching Portfolio, or dossier, is a comprehensive record of teaching activities and accomplishments. It allows the faculty member to reflect on these activities, and to present information which most fairly and fully reflects their scholarship as evidenced in teaching and related professional activities. Each faculty member should maintain a Teaching Portfolio, which should be updated

annually and serve as a foundation for the document 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. In general, faculty, especially junior faculty, should keep any document that reflects success, experimentation and innovation in teaching.

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, developmental aspects of education and the use and development of technology, where appropriate, in the teaching process
10. examples of efforts to mentor colleagues and/or graduate students 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. Examples of such activity could be: high school liaison, participating at science fairs, serving on relevant municipal, provincial or federal government committees, directing or having another significant role in physical activity performances, organizing local, national, and international student conferences and competitions.

Part 2. Criteria for Assessment of Teaching Effectiveness

A faculty member demonstrates capabilities as a teacher in lectures, seminars, laboratories, tutorials, and individual instruction, as well as in the supervision and mentoring of graduate students and in counselling students. The policies for tenure and promotion prescribe in detail the procedures to be followed in the evaluation of teaching activities. The level of achievement (i.e., competence or excellence) that is deemed *necessary* will depend on the rank being sought. Accordingly, there will be some variation in the components and emphases of the documentation collected for each process, reflecting the different stages of an academic career.

The criteria used to define excellence versus competence in teaching are clearly more qualitative than quantitative. Thus, it is more difficult to demonstrate excellence in teaching compared to that in research. The distinction between "excellence" and "competence" in teaching requires a clear separation in the quality of the criterion measures outlined below. As such, "excellence" must clearly convey qualities of leadership and superiority in most if not all criterion measures, major contributions in teaching, and in particular, innovative approaches.

Some or all of the following components of competence or excellence in teaching and related professional activities, depending on the nature of the candidate's position, should be evident in her or his teaching:

Part 2A: Criteria for Assessment of Competence in Teaching

In general, a judgment of competence in teaching requires demonstration of success, strength, and active engagement in teaching and related activities.

1. Teaching is based on a mastery of the subject area:

1. Has a comprehensive theoretical knowledge base in the subject area
2. Has strong knowledge of content and skill in the subject area, including a clear understanding of debates, new directions and challenges in the field
3. Organizes materials and assignments in comprehensive, pedagogically sound manner
4. In graduate teaching, prepares students to succeed at their comprehensive exams
5. Integrates principles from own and other disciplines in teaching
6. Regularly revises course content and methods of evaluation, integrating relevant research and recent developments in the subject area and related disciplines
7. Develops new courses or programs and/or reform of curricula
8. Engages in publication of textbooks and/or teaching guides
9. Where appropriate, makes a useful contribution to the technological enrichment of teaching in a given area, for example, through the development of new technology or the use of new media to fullest advantage
10. Provides examples of efforts to mentor teaching assistants and colleagues in the development of teaching skills and in the area of pedagogical design.

2. Candidate shows evidence of skill at communicating:

1. Prepares individually and/or as a team member for classes, seminars, labs, individual instruction, physical activity instruction, and advising
2. Recognizes and addresses the variables affecting the learning setting
3. Explores with the student her or his goals in relation to the learning experience
4. Clarifies learning tools that facilitate student learning, and selects appropriate learning experiences
5. Presents ideas with an understanding and awareness of students' readiness
6. Develops and presents ideas in thought-provoking and stimulating ways
7. In graduate teaching, communicates both the breadth and complexity of the field
8. For tests and assignments, clearly defines learning objectives and criteria for evaluation
9. Uses methods of evaluation that are based on the learning objectives and that are appropriate to the learning setting
10. Provides regular and constructive feedback through evaluative written comments
11. Maintains a high level of accessibility to students.

3. Teaching stimulates and challenges the intellectual, critical, and affective capacities of students:

1. Stimulates and challenges students and promotes their intellectual and scholarly development
2. Develops students' mastery of a subject and of the latest developments in the field
3. Encourages students' sense of inquiry and understanding of a subject through discovery-based learning
4. Demonstrates active engagement with students' learning progress
5. Promotes academic integrity and adherence to grading standards of the division and the ethical standards of the profession
6. Creates opportunities which involve students in the research process
7. Creates supervisory conditions conducive to a student's research, intellectual growth and academic progress consistent with the School of Graduate Studies *Guidelines for Graduate Supervision*.

4. Candidate demonstrates professional integrity:

1. Demonstrates concern for students, colleagues, and the community
2. Communicates respect for students and colleagues as individuals
3. Meets commitments to students and colleagues
4. Communicates a critical respect for other points of view
5. Evaluates and attempts to improve effectiveness as a teacher
6. Assumes responsibility toward his or her profession, including continuation of personal and professional development

7. Demonstrates service to professional bodies or organizations through any method that can be described as instructional
8. Contributes to the Faculty and the University through participation in relevant teaching-related committees and/or other appropriate activities
9. Makes professional contributions in the general area of teaching, such as presentations at pedagogical conferences or publications on teaching
10. Performs community outreach and service through teaching functions.

Part 2B: Criteria for Assessment of Excellence in Teaching

In general, a judgment of excellence in teaching requires demonstration of superlative skills, outstanding success, successful innovation, and significant contribution.

1. Teaching is based on a mastery of the subject area:

1. Has a superb theoretical knowledge base in the subject area
2. Has superlative knowledge of content and skill in the subject area, including a clear understanding of debates, new directions and challenges in the field
3. Organizes materials and assignments in comprehensive, pedagogically excellent manner
4. In graduate teaching, prepares students for outstanding success at their comprehensive exams
5. Thoroughly integrates principles from own and other disciplines in teaching
6. Regularly revises course content and methods of evaluation, integrating relevant research and recent developments in the subject area and related disciplines
7. Develops significant new courses or programs and/or reform of curricula
8. Engages in publication of innovative textbooks and/or teaching guides
9. Where appropriate, makes a 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
10. Provides outstanding examples of efforts to mentor teaching assistants and colleagues in the development of teaching skills and in the area of pedagogical design.

2. Candidate shows evidence of skill at communicating:

1. Provides regular, telling, and constructive feedback through evaluative written comments
2. Maintains a consistently high level of accessibility to students. Prepares individually and/or as a team member for classes, seminars, labs, individual instruction, physical activity instruction, and advising
3. Insightfully recognizes and addresses the variables affecting the learning setting
4. Explores thoroughly with the student her or his goals in relation to the learning experience
5. Clarifies learning tools that facilitate student learning, and selects innovative, appropriate learning experiences

6. Presents ideas with a thorough understanding and awareness of students' readiness
7. Develops and presents ideas in thought-provoking and stimulating ways
8. In graduate teaching, brilliantly communicates both the breadth and complexity of the field
9. For tests and assignments, clearly defines learning objectives and criteria for evaluation
10. Uses superior methods of evaluation that are based on the learning objectives and that are appropriate to the learning setting

3. Teaching stimulates and challenges the intellectual, critical, and affective capacities of students:

1. Stimulates and challenges students and promotes their intellectual and scholarly development in exceptional ways
2. Successfully develops students' mastery of a subject and of the latest developments in the field
3. Successfully encourages students' sense of inquiry and understanding of a subject through discovery-based learning
4. Demonstrates active engagement with students' learning progress
5. Promotes the highest standards of academic integrity and adherence to grading standards of the division and the ethical standards of the profession
6. Creates innovative opportunities which involve students in the research process
7. Creates excellent supervisory conditions conducive to a student's research, intellectual growth and academic progress consistent with the School of Graduate Studies *Guidelines for Graduate Supervision*.

4. Candidate demonstrates professional integrity:

1. Demonstrates the highest level of concern for students, colleagues, and the community
2. Always communicates respect for students and colleagues as individuals
3. Meets all commitments to students and colleagues
4. Always communicates a critical respect for other points of view
5. Consistently evaluates and attempts to improve effectiveness as a teacher
6. Strongly committed to his or her profession in innovative ways, including continuation of personal and professional development
7. Demonstrates outstanding service to professional bodies or organizations through any method that can be described as instructional
8. Contributes significantly to the Faculty and the University through active participation in relevant teaching-related committees and/or other appropriate activities
9. Makes innovative professional contributions in the general area of teaching, such as presentations at pedagogical conferences or publications on teaching
10. Performs innovative community outreach and service through teaching functions.

Part 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 assessment of the candidate's success in undergraduate and 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 undergraduate and graduate students
5. Copies of student 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.

Part 4. Procedures for Gathering and Assessing Data

A. Information to be provided by the Faculty Member:

1. Faculty member's teaching portfolio
2. A list of referees who are competent to assess the candidate's teaching. One may be an expert in the field from the external community. The list should include a brief statement of each referee's expertise as related to the tenure or promotion review.

B. Information to be solicited/provided by the Faculty:

1. Copies of teaching evaluations for the candidate's **entire career** at the University should be included in the dossier. Annual evaluations by students of teaching effectiveness are required for all courses. A comprehensive summary of all teaching evaluations should be prepared by the Teaching Evaluation Committee and included in the teaching dossier. The Faculty of Physical Education and Health requires that student evaluation forms be completed in all courses taught by FPEH faculty members. These forms are administered by the Undergraduate Office
2. Letters of reference from at least one of the external referees from the candidate's list and two additional referees chosen by the Dean must be obtained. The dossier should contain a minimum of three external appraisals, at least one of which will be submitted by a faculty member whose appointment is either at this University or whose appointment elsewhere is similar. In addition to the three referees as above, a principal external referee from another academic institution that has excellent programs in the same or similar discipline will be chosen by the Dean to undertake a review of the candidate. The external referee's report will be given to the Promotion Committee and should be appended separately to its report. Assessments from referees from the external community who are experts in their field may be solicited for comment on the candidate's professional work or contributions to the profession. External referees will be asked to comment on the quality of the candidate's teaching, administrative service and professional work, as they relate to teaching effectiveness and pedagogical/professional development.
3. Letters from current and former students commenting on the candidate's ability to stimulate and challenge the student's intellectual curiosity and on his/her mastery of the subject area and, where appropriate, upon the candidate's effectiveness as a supervisor of undergraduate or graduate student research. Normally, a random sample of approximately 50 students should be solicited for opinions, to be addressed, in writing, to the Dean.
4. Where the candidate has participated in shared courses, letters attesting to the teaching competence of the candidate should be obtained from colleagues in those courses.
5. Where the amount of teaching varies from the norms of the Faculty, the extent of the difference and the reasons for it should be explained.
6. In cases of persons who are being newly appointed from outside the University, information from the institutions in which they have taught with an indication of how this teaching experience compares with the Faculty's requirements of internal candidates for promotion and tenure.

C. The Teaching Evaluation Committee

1. A Teaching Evaluation Committee's report on the candidate's teaching effectiveness should be a critical assessment of all the material available in support of teaching effectiveness (i.e., the information in A and B above). It should take into account course materials for all courses the candidate has taught and any other documentation which the candidate wishes to have taken into account. The success of the candidate's supervision of undergraduate or graduate students, where appropriate, should be reviewed explicitly.
2. Note should also be taken of any awards received by the candidate for teaching performance, along with an explanation of the significance of each award.
3. Any evidence of the impact of the candidate's teaching on the discipline or profession, or of how his/her teaching is creative must be indicated. Possible examples of how teaching ability might be demonstrated are: (a) major contributions to the curriculum, (b) evidence of major impact on how the subject is taught, (c) contributions to journals devoted to teaching, (d) publications such as text books and multi-media and web-based applications.

The report of the Teaching Evaluation Committee must also take into account Article 5 of the Memorandum of Agreement which states that:

A faculty member shall carry out his or her responsibility for teaching with all due attention to the establishment of fair and ethical dealings with students, taking care to make himself or herself accessible to students for academic consultation, to inform students adequately regarding course formats, assignments, and methods of evaluation, to maintain teaching schedules in all but exceptional circumstances, to inform students adequately of any necessary cancellation and rescheduling of instructions and to comply with established procedures and deadlines for determining, reporting and reviewing the grades of his or her students.

4. One or more members of the Teaching Evaluation Committee and the external appraiser selected by the Dean, with advance notice and the permission of the candidate, must observe the candidate in the classroom on at least two separate occasions. If such permission to observe the class is refused by the candidate, this fact should be reported in the Committee's Report.
5. The Teaching Evaluation Committee's report on the evidence of the candidate's continued future pedagogical/professional development should take into consideration the criteria found in Part 1 above.