



Guideline for the Assessment of Effectiveness in Teaching in Promotion, Continuing Status and Tenure Decisions

A commitment to excellence in teaching and research is at the core of our University *and Faculty*, and our mission statement affirms the University's 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." Research and our commitment to bringing that research to bear in teaching continue to underlie all of our activities and to drive our academic priorities.

Given the importance of teaching at the University of Toronto, evaluation of teaching effectiveness is a fundamental component of the career of teaching staff at the University and occurs regularly, during annual performance review as well as at career landmarks such as tenure, continuing status and promotion. These Guidelines for the Assessment of Teaching Effectiveness reflect the institutional and Faculty commitment to encouraging and supporting the highest standards of teaching, and to evaluating the teaching effectiveness of our teaching staff in a rigorous and multidimensional manner.

The pursuit of our teaching mission, as well as the Guidelines used to measure our attainments, are deeply influenced by our aim of providing a learning environment that integrates our teaching and research missions in a manner that challenges our students to develop the knowledge, skills and ethics to be global citizens and leaders.

Teaching includes a broad range of pedagogical approaches, which vary across disciplines and by which students derive educational benefits. Teaching activities may include, but are not limited to, lectures, seminars and/or tutorials, individual and group discussion, laboratory teaching, practice-based teaching (e.g. clinical), online teaching, as well as experiential and research supervision (undergraduate, graduate and clinical). Teaching is shaped by clear learning objectives, the development and application of related learning activities and fair and equitable assessment practices.

These Guidelines are intended to provide guidance on implementation of the following University of Toronto policies and procedures:

Policy and Procedures on Academic Appointments:

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppoct302003.pdf>

Policy and Procedures Governing Promotions

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppapr201980.pdf>

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1. Procedures for Gathering and Assessing Data

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

The procedures for gathering and assessing the data needed for evaluation are as follows.

The Teaching Portfolio

Each faculty member should maintain a Teaching Dossier¹ which should be updated annually and serve as a foundation for the documents that will be required for the four year review, continuing status, tenure and promotion. The Teaching Dossier should include the following as appropriate:

- a. A candidate's curriculum vitae²
- b. A statement of teaching philosophy
- c. Representative course outlines and assessments
- d. New course proposals
- e. Summaries of annual student evaluations; unsolicited letters or testimonials from students regarding teaching performance
- f. Applications for instructional development grants
- g. Documentation of efforts made(both formal and informal) to improve teaching skills or course design and a description of the outcomes
- h. Awards or nominations for awards for teaching excellence
- i. Documentation of innovations in teaching methods and contributions to curricular development, including activities related to the administration, organizational and developmental aspects of education and the teaching process.
- j. Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design
- k. Evidence of contributions in the general area of teaching such as presentations at conference or publications on teaching
- l. Service to professional bodies or organizations through any methods that can be described as instructional
- m. Community outreach and service through teaching functions
- n. Plans for developing teaching skills and/or future contributions to teaching

¹ The "Developing and Assessing Teaching Dossiers: A Guide for University of Toronto faculty, administrators and graduate students" is recommended as a guide for creating and maintaining Teaching Dossiers See <http://www.dlsph.utoronto.ca/files/media/docs/Faculty/Teaching%20Dossier%20Publication%20Excerpt.pdf>

² In most cases this is submitted a separate document as part of the tenure/continuing status/promotion file and is not typically included in the Teaching Dossier

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Data Collection

The candidate shall be responsible for submitting his or her Teaching Dossier to the Dean. The Dean shall collect evaluation data from students, the candidate's peers and where applicable, obtain written specialist assessments from outside the University.

Evaluation:

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

Information Required for Evaluations

The evaluation of teaching must be as thorough as possible. The sources of information for the evaluation should include:

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/or 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. For the purposes of continuing status, written specialists' assessments of the candidate's teaching and pedagogical/professional activities should also be obtained from outside the University.
4. When relevant, data that will enable the unit to assess candidate's 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. When relevant, 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.

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2. Criteria for Assessment of Teaching Effectiveness

The criteria of teaching effectiveness, as understood at the University of Toronto, and the related standards of performance (i.e. requirements for competence and excellence) are outlined below. Please note that it is expected that competency is achieved in criterion 1—which has no distinction between competence and excellence—as a baseline to establish excellence in other criteria, particularly for consideration of promotion or tenure application. A recommendation of excellence in teaching will normally be based on evidence of excellence across multiple criteria.

| | Standards of Performance |
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| 1. Fulfills the fundamental duties and responsibilities of a university teacher. | <ul style="list-style-type: none">• Mastery of the subject area• Strong communication skills• Being accessible to students inside and outside the classroom• Fair and ethical dealings with students that recognize the diverse needs and backgrounds of our student population• Creation of supervisory conditions conducive to an undergraduate/graduate student’s academic progress, intellectual growth and the development of research skills (applicable relevant to the appointment type)• Professionalism and adherence to academic standards and administrative responsibilities as defined by University policy |

| | Standards of Performance | |
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| | Demonstrated evidence of competence | Demonstrated evidence of excellence |
| <p>2. Uses teaching practices that promote student learning</p> | <ul style="list-style-type: none"> Challenging and stimulating students to promote their intellectual and scholarly development Advancement of student learning through the development of their mastery of the subject area The use of meaningful methods of assessment that reflect and contribute to student learning (e.g. the use of formative and summative assessment) Engagement of students in the learning process Critical reflection on student feedback and student outcomes in order to improve future teaching practices <hr/> <p><i>For faculty members with a School of Graduate Studies appointment:</i></p> <ul style="list-style-type: none"> <i>Creating opportunities that involve undergraduate and/or graduate students in the research process (e.g. presenting or publishing with students, mentoring/coaching students)</i> <i>Actively integrating one's own research into teaching practice and curriculum</i> | <ul style="list-style-type: none"> Exemplary achievement, in a consistent manner, of each of the criteria under “competence” and significant contributions to teaching practice as demonstrated, for example, by some combination of the following: <ol style="list-style-type: none"> Innovation <ul style="list-style-type: none"> The use of an evidence-informed approach in the design of learning activities, assignments, courses, or curricula that motivate student learning Recognition <ul style="list-style-type: none"> Recognition of teaching through nomination for or receipt of awards/honours Curriculum/Program Enhancement <ul style="list-style-type: none"> Creating opportunities to involve students in pedagogical research Using ones expertise and experience to deepen student understanding and enrich the application of theory. For example: <ul style="list-style-type: none"> Enabling students to build relationships to local communities and communities of practice Offering significant opportunities for community engagement Ability to design unique learning experiences for students connected to professional practice |

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| 3. Contributes to curriculum development | <ul style="list-style-type: none"> • Understanding the context of one's courses within the broader program/curriculum or in relation to curricular developments in the discipline. • Ensuring course content reflects current and relevant research and practice in the field | <ul style="list-style-type: none"> • Significant and ongoing contributions to curriculum or program development (e.g. innovation, revision, updating, evidence-informed improvement) |
| 4. Engages in professional development | <ul style="list-style-type: none"> • Drawing on current research/developments in one's field to advance student learning and to enrich one's own teaching • Working to refine and enhance one's teaching practices over time. | <ul style="list-style-type: none"> • Consistent engagement in pedagogical professional development (e.g. participation in workshops, seminars, conferences and/or courses on teaching and learning; keeping abreast of current pedagogical research in one's field) and the application of these activities to enhance the quality and effectiveness of one's teaching • Reflection on and assessment of new teaching practices |
| 5. Demonstrates educational leadership and impact | <ul style="list-style-type: none"> • Not applicable | <p>Evidence of a high level of achievement and impact beyond the classroom (e.g. Faculty, institution, discipline, community, etc.) For example</p> <p>1. Innovation</p> <ul style="list-style-type: none"> • Development of education materials (e.g. textbooks, teaching guides) • Production of technological tools or multi-media resources that enrich teaching and learning • Conducting research on teaching and/or learning that has potential for impact beyond a single classroom • Dissemination of one's own pedagogical research (e.g., through scholarly articles or educational resources, presentations at conferences or workshops, etc). |

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| | | <ul style="list-style-type: none">2. Recognition<ul style="list-style-type: none">• Receipt of peer-reviewed grants for Scholarship of Teaching and Learning• Receipt of leadership or pedagogical scholarship awards 3. Mentorship<ul style="list-style-type: none">• Active engagement in the pedagogical development of others.• Delivering workshops, seminars or presentations on teaching and learning,• Acting as an active and engaged teaching mentor to colleagues• Providing mentorship and establishing best practices in the management and leadership of teaching assistants and instructional team members. 4. External Impact & Consultation<ul style="list-style-type: none">• Significant contributions to pedagogical development in a discipline or broader education context. For example:<ul style="list-style-type: none">• Invitations to serve as curriculum or program evaluator for another Faculty or institution.• Active engagement in accreditation processes for another program, Faculty or institution.• Engagement in professional teaching and learning organizations/associations or work with teaching centres.• Engagement in professional organizations and the application of this knowledge to teaching and the curriculum in one's own Faculty or beyond.• Serving as a journal review or editor of pedagogical publications or as a proposal referee for pedagogical conferences. |
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