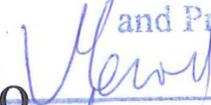


UNIVERSITY OF TORONTO
FACULTY OF MUSIC


signature
Nov. 26/03
date

GUIDELINES FOR THE ASSESSMENT OF TEACHING

(for use in helping to determine promotion, tenure, and merit increase)

The University of Toronto is committed to excellence in teaching. As part of the ongoing efforts to foster continuing development in teaching, there is a mandate to ensure continuing excellence through regular evaluation. These guidelines for the Faculty of Music provide a faculty-specific interpretation of the University of Toronto's common guidelines for the evaluation of the teaching of members of the professoriate.

TEACHING GOALS

The Faculty of Music is devoted to the development of professional and independent attitudes to music in its many forms and contexts.

The Faculty of Music seeks to stimulate critical and scholarly thought, performance abilities, pedagogical skills, and creative imagination, both by example and by guidance, so that students may grow into assured and creative composers, performers, teachers and scholars.

The Faculty of Music encourages all of its instructors to continue to explore new avenues for teaching excellence.

CRITERIA FOR ASSESSMENT OF TEACHING EFFECTIVENESS

University of Toronto policy indicates that annual evaluation and promotion is based in part on an assessment of teaching effectiveness. University policy indicates two standards of teaching effectiveness: competence and excellence. While all instructors are expected to demonstrate teaching competence, it is expected that they will strive for and achieve excellence, particularly in situations of promotion and tenure.

CRITERIA FOR ASSESSING COMPETENCE IN TEACHING

(The minimum standard required of all teachers)

- Success in stimulating and challenging students and promoting their intellectual, musical and scholarly development
- Strong communication skills
- Success in developing students' mastery of a subject and of the latest developments in the field
- Success in encouraging students' sense of inquiry and understanding of a subject through a variety of teaching strategies and learning contexts

- Active engagement with students' learning progress and accessibility to students, in class situations and outside of class time
- Promotion of academic integrity and adherence to grading standards of the division and the ethical standards of the profession
- Creation of opportunities which involve students in the research/creative process
- Creation of supervisory conditions conducive to a student's research, intellectual and musical growth, and academic progress

CRITERIA FOR ASSESSING EXCELLENCE IN TEACHING

(Tenure cases based on excellence in teaching must go well beyond the level of "competence")

In addition to the criteria for competence some combination of the following must be demonstrated:

- Superlative teaching skills
- Creative educational leadership
- Successful innovations in the teaching domain, including the creation of new and innovative teaching processes, materials and forms of evaluation
- Significant contribution to the technological enrichment of teaching in a given area
- Publication of innovative textbooks and/or teaching guides
- Development of significant new courses and/or reform of curricula
- Development of innovative and creative ways to promote students' involvement in the research process and provide opportunities for them to learn through a wide variety of teaching methods
- Significant contribution to pedagogical changes in a discipline

MATERIALS OF ASSESSMENT

TEACHING PORTFOLIO

In preparation for the three-year review, tenure and promotion, each faculty member should maintain a Teaching Portfolio. The portfolio is a purposeful collection of materials that provides evidence of the depth and breadth of the teaching practice and achievement, and documents continuing growth over time. While these portfolios are not required for an annual review or for PTR awards, they may be submitted with the annual PTR forms, or as further evidence in the case of inconclusive or insufficient evidence during the PTR evaluation process.

The Portfolio should include:

- description of the contents of the portfolio
- statement of teaching goals, aims and methods
- self-evaluation and reflections on career teaching development
- list of courses taught, course enrollment

- course outlines
- bibliographies, listening, reading and viewing lists, required texts
- assignments, tests and examinations
- samples of student work
- copies of annual student evaluation
- contributions to course curriculum development
- lists of current and former students who have distinguished themselves in the field
- examples of supervision of theses and major papers

Additional items may include:

- videotape documentation of teaching, coaching and/or masterclass situations
- evidence of innovative uses of technology
- evidence of innovative teaching methods
- evidence of creative and innovative student assignments
- evidence of continuing professional development in teaching
- documentation of applications for instructional development grants, or similar documents
- documentation of teaching based workshops, pedagogical partnerships within and external to the university
- examples of mutual enrichment of teaching and research
- awards and honours for teaching
- examples of efforts to mentor colleagues in the profession
- service to professional bodies in an instructional capacity
- community outreach and service through teaching functions
- preparation or performance of educational concerts
- supervision of students in teaching opportunities

STUDENT EVALUATIONS

Student evaluations should be specific to the course design, reflecting the individual needs and contingencies of each teaching learning context. Additionally, while the evaluations remain anonymous, it is important that students be given an opportunity to indicate their level of interaction with the teaching context indicated in each question. There is an opportunity for both standardized rating scale and students' written responses.

PEER EVALUATION and/or other participant evaluations from teaching related institutes, workshops and masterclasses in venues outside the university.

LETTERS from colleagues, former students, and external reviewers.

IMPLEMENTATION

Every instructor, regardless of rank or terms of appointment, and every course should be surveyed by student questionnaire, without exception, including applied music, the Opera Division and the Graduate Department.

The questionnaires, teaching portfolio and additional documentation taken together will be used in reviews relating to tenure and to promotion. Results of the questionnaire will also be available for consideration of merit increases, but the other categories may be considered if requested by the Dean or the instructor.

It is understood that nothing in this policy for assessing teaching in the Faculty of Music is to be construed in any way that contradicts established University policy.

October 2003