



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

Approved April 2018

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." A commitment to bring our expertise, professional skills and research together with effective teaching is a shared value that underlies all of our scholarly activities.

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 due to the needs of the learners, but which are intended to benefit the students' education. Teaching activities include but are not limited to lectures, webinars/seminars, tutorials, workshops, discussions, laboratory/field experiences, professional skills training, continuing education, as well as research supervision (undergraduate, graduate and clinical) and supervision of professional learners in a practice setting. Teaching is shaped by defined learning outcomes, the development and application of relevant learning activities, and equitable assessment of student performance.

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>

Approved April, 2018

Text developed from policies and documents publicly available through the University of Toronto and constituent Faculties and Departments.

NOTE: This document is strongly based on the documents from the Leslie Dan Faculty of Pharmacy.

Policy and Procedures Governing Promotions in the Teaching Stream:

<http://www.governingcouncil.lamp4.utoronto.ca/wp-content/uploads/2017/01/p0105-papfgp-2016-2017pol.pdf>

To provide clarity, these Guidelines are organized into four categories that reflect the different contexts in which teaching is reviewed:

A. Tenure Review

1. Procedures for Gathering and Assessing Data
 - i. The Teaching Dossier
 - ii. Data Collection
 - iii. Evaluation
 - iv. Information Required for Evaluations
2. Criteria for Assessment of Teaching Effectiveness

B. Continuing Status Review for Teaching Stream

1. Procedures for Gathering and Assessing Data
 - i. The Teaching Dossier
 - ii. Data Collection
 - iii. Evaluation
 - iv. Information Required for Evaluations
2. Criteria for Assessment of Teaching Effectiveness
3. Criteria for Assessing Evidence of Demonstrated and Continuing Future Pedagogical/Professional Development

C. Promotion in the Tenure Stream and Promotion for Status-Only appointees

1. Procedures for Gathering and Assessing Data
 - i. The Teaching Dossier
 - ii. Data Collection
 - iii. Evaluation
 - iv. Information Required for Evaluations
2. Criteria for Assessment of Teaching Effectiveness

D. Promotion for Teaching Stream

1. Procedures for Gathering and Assessing Data
 - i. The Teaching Dossier
 - ii. Data Collection
 - iii. Evaluation
 - iv. Information Required for Evaluations
2. Criteria for Assessment of Teaching Effectiveness
3. Criteria for Assessment Demonstrated Educational Leadership and/or Achievement
4. Criteria for Assessment of ongoing Pedagogical/Professional Development, Sustained over Many Years

A. Tenure Review

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 review, and promotion decisions. All faculty members in the tenure stream will be expected to be effective teachers (whether at the level of competence or excellence as listed in this document) as part of the criteria for tenure and to sustain this level of performance as they progress through the ranks. The full criteria are: "achievement in research and creative professional work, effectiveness in teaching, and clear promise of future intellectual and professional development." For tenure to be awarded, "Clear promise of future intellectual and professional development must be affirmed Demonstrated excellence in one of research (including equivalent and creative or professional work) and teaching, and clearly established competence in the other, form the second essential requirement for a positive judgment by the tenure committee." (See the Policy and Procedures on Academic Appointments, paragraph 13.)

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

The Teaching Dossier

Each faculty member should maintain a Teaching Dossier¹ which should be updated annually and is required for tenure review. The Teaching Dossier should include the following where appropriate to the teaching role of the faculty member:

1. A candidate's curriculum vitae², to include, as appropriate
 - a. Research activities and teaching innovations related to the field(s) in which the faculty member teaches or in teaching/pedagogy itself
 - b. Pedagogical development courses/workshops
 - c. Professional development courses, if related to the field(s) of teaching
 - d. Creative Professional Activity, if related to the field(s) of teaching
 - e. Professional service and professional experience, if related to the field(s) of teaching
2. A statement of teaching philosophy
3. Summary list of all Teaching and Student Assessment Activities
 - a. List of courses taught, by year, organized by level³
 - i. Course number/name (including reading courses)
 - ii. Number of students
 - iii. Contact Hours (hours of instruction/supervision, not including marking or preparation)
 - iv. Role (e.g. Course Director, Sole Instructor, Co-Instructor, Guest Lecturer)
 - v. State if the candidate had a major responsibility for the course design

¹ It is recommended that one consult the guidelines developed by the Centre for Teaching Support & Innovations guidelines. (Reference: Centre for Teaching Support and Innovation (2017) Developing & Assessing Teaching Dossiers: A guide for University of Toronto faculty, administrators and graduate students. Toronto Centre for Teaching Support & Innovation, University of Toronto.) See http://teaching.utoronto.ca/wp-content/uploads/2017/06/Developing-and-Assessing-Teaching-Dossiers-a-guide-for-U-of-T-faculty_June2017.pdf.

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

³ Graduate, Undergraduate, Continuing Education.

- b. Graduate Student Supervision, by year
 - i. Student name
 - ii. Contact Hours, dates of supervision, and thesis topic
 - iii. Role (e.g., PhD thesis supervisor, PhD committee member, MPH practicum supervisor, etc.)
- c. Other, summarizing dates/hours and level of responsibility, including:
 - i. Judge for student competition
 - ii. Panelist or speaker in student seminar/conference/workshop
- 4. List of Academic administrative service activities related to education, summarizing dates, level of responsibility and extent of involvement, including (not exhaustive list):
 - a. Graduate Co-Ordinator, Program Lead
 - b. Admissions Committee, Curriculum Committee
 - c. Faculty Council Committees – Education, Appeals
- 5. Evidence/Data regarding Effectiveness of Teaching, including:
 - a. Summaries (tabular) of annual course evaluations obtained by surveying students
 - b. Unsolicited letters or testimonials from students or others regarding teaching performance
 - c. Invitations to teach/present in courses, CE, professional development courses, etc.
- 6. Documentation of efforts made (both formal and informal) to improve teaching
 - a. Attendance at pedagogical or course design workshops, communications or related skills development
 - b. Evidence of course design/re-design and a description of the outcomes
 - c. Documentation of innovations in teaching or student assessment methods
 - d. Contributions to curricular development or administration of education activities
- 7. Other Activity including professional development and educational leadership
 - a. Receiving or applying for instructional development grants
 - b. Awards or nominations for awards for teaching excellence
 - c. Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design
 - d. Evidence of contributions in the general area of teaching such as presentations at conference or publications on teaching
 - e. Description of Service to professional bodies or organizations through any methods that can be described as instructional or due to subject matter expertise in a field related to the subject matter taught
 - f. Community outreach and service through teaching functions and/or professional practice in a field related to the subject matter taught
 - g. Plans for developing teaching skills and/or future contributions to teaching and/or the subject matter for which expertise is claimed

Data Collection

The candidate shall be responsible for submitting their Teaching Dossier to the Dean.

The Dean shall collect student course evaluation data, and letters from students, the candidate's peers and, where applicable, obtain written specialist assessments from outside the University (e.g., if needed for evaluation of subject matter expertise).

Evaluation

A Faculty Teaching Evaluation Committee shall serve to assess the material collected for the Tenure Committee. The Teaching Evaluation Committee members must provide a single joint, signed, report 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 letters 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. Student course evaluations
4. Formal peer evaluation (internal and/or external) including classroom observations⁴. This includes 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 the evaluation will include a classroom observation. The classroom observation is normally done by a member of the Teaching Evaluation Committee.
5. When relevant, data that enables the unit to assess candidate's success in graduate supervision. This includes the 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
6. When relevant, copies of students' papers, especially those that have been published and student theses
7. Course enrolment data, including evidence of demand for elective/senior courses
8. Documentation may include but not limited to, publications in a variety of media, scholarly and professional journals, non-peer-reviewed or lay publications, books, CDs, online publications, invited lectures, and any other evidence of professional development

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 (e.g., 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. For tenure reviews, a recommendation of excellence in teaching will normally be based on evidence of excellence across multiple criteria.

⁴ For guidelines on how to conduct peer observations of teaching, please see the guidelines developed by the Centre for Teaching Support & Innovations guidelines. (Reference: Centre for Teaching Support & Innovation. (2017). Peer observation of teaching: Effective practices. Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto. See <http://teaching.utoronto.ca/teaching-support/peer-observation-of-teaching/> or <http://teaching.utoronto.ca/wp-content/uploads/2017/01/Peer-Observation-of-Teaching-Guide.pdf>.

	Standards of Performance	
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 • Ability to stimulate and challenge the intellectual ability of students • Ability to influence the intellectual and scholarly development of students • 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	
	Demonstrated evidence of competence	Demonstrated evidence of excellence
2. Uses teaching practices that promote student learning	<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 • Good ratings in student evaluations • Acceptable ratings by in-class assessment of teaching effectiveness <p><i>For faculty members who supervise research students</i></p> <ul style="list-style-type: none"> • Creating opportunities that involve students in the research process (e.g., developing protocols, ethics applications, data collection and analysis, and presenting or publishing with students with a view to mentoring/coaching future researchers) 	<p>Exemplary achievement, in a consistent manner, of the criteria under “competence” and significant contributions to teaching practice as demonstrated, for example, by some combination of the following:</p> <p>Innovation</p> <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 <p>Recognition</p> <ul style="list-style-type: none"> • High ratings in student evaluations • High rating by formal or informal in-class assessment of teaching effectiveness <p>Curriculum/Program Enhancement</p> <ul style="list-style-type: none"> • Using teaching opportunities 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

	<ul style="list-style-type: none"> • Actively integrating one’s own research into teaching practice and curriculum 	<ul style="list-style-type: none"> ○ Ability to design unique learning experiences for students connected to professional practice
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 and/or professional development (e.g., participation in workshops, seminars, conferences and/or courses on teaching and learning; contribution to research or professional practice in the subject matter field, keeping abreast of current research in one’s field) and the application of these activities to enhance the quality and effectiveness of 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>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.) • Contribution to curriculum development/competencies, student assessments or administration outside of immediate courses taught

	<ul style="list-style-type: none"> • Performance outcomes of students in professional competency exams and/or practise • Contributions to the competency development or assessment of professionals in the field taught <p>Recognition</p> <ul style="list-style-type: none"> • Receipt of peer-reviewed grants for Scholarship of Teaching and Learning and research grants in the subject related to teaching • Recognition of teaching through nomination for or receipt of awards/honours • Receipt of leadership or pedagogical scholarship awards • Receipt of professional awards in the subject field taught • Invitations to teach outside of the School in academic, professional or continuing education settings • Invitations to assess professional competence in the subject field taught (e.g., oral or written professional examinations) <p>Mentorship</p> <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 <p>External Impact & Consultation</p> <ul style="list-style-type: none"> • Significant contributions to pedagogical or professional development in a discipline or broader education context. For example:
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		<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 or professional publications or as an organizer/referee for pedagogical or professional conferences
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B. Continuing Status Review for Teaching Stream

1. Procedures for Gathering and Assessing Data

The evaluation of teaching constitutes a fundamental part of every faculty member's career, through annual review, continuing status and promotion decisions. All faculty members in the Teaching Stream will be expected to demonstrate excellence in teaching and evidence of demonstrated and continuing future pedagogical/professional development in order to be granted continuing status. The full criteria read: "A positive recommendation for continuing status will require the judgment of excellence in teaching and evidence of demonstrated and continuing future pedagogical/professional development.

- a) Excellence in teaching may be demonstrated through a combination of excellent teaching skills, creative educational leadership and/or achievement, and innovative teaching initiatives in accordance with appropriate divisional guidelines.
- b) Evidence of demonstrated and continuing future pedagogical/professional development may be demonstrated in a variety of ways, e.g., discipline-based scholarship in relation to, or relevant to, the field in which the faculty member teaches; participation at, and contributions to, academic conferences where sessions on pedagogical research and technique are prominent; teaching-related activity by the faculty member outside of their classroom functions and responsibilities; professional work that allows the faculty member to maintain a mastery of his or her subject area in accordance with appropriate divisional guidelines." (See the Policy and Procedures on Academic Appointments, paragraph 30.x.)

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

The Teaching Dossier

Each faculty member should maintain a Teaching Dossier⁵ which should be updated annually and is required for all Continuing Status Reviews. The Teaching Dossier should include the following where appropriate to the teaching role of the faculty member:

1. A candidate's curriculum vitae^{6 7}, to include, as appropriate
 - a. Research activities and teaching innovations related to the field(s) in which the faculty member teaches or in teaching/pedagogy itself
 - b. Pedagogical development courses/workshops
 - c. Professional development courses, if related to the field(s) of teaching
 - d. Creative Professional Activity, if related to the field(s) of teaching
 - e. Professional service and professional experience, if related to the field(s) of teaching
2. A statement of teaching philosophy
3. Summary list of all Teaching and Student Assessment Activities
 - a. List of courses taught, by year, organized by level⁸
 - i. Course number/name (including reading courses)
 - ii. Number of students
 - iii. Contact Hours (hours of instruction/supervision, not including marking or preparation)
 - iv. Role (e.g., Course Director, Sole Instructor, Co-Instructor, Guest Lecturer)
 - v. State if the candidate had a major responsibility for the course design
 - b. Graduate Student Supervision, by year
 - i. Student name
 - ii. Contact Hours, dates of supervision, and thesis topic
 - iii. Role (e.g., PhD thesis supervisor, PhD committee member, MPH practicum supervisor, etc.)
 - c. Other, summarizing dates/hours and level of responsibility, including:
 - i. Judge for student competition
 - ii. Panelist or speaker in student seminar/conference/workshop
4. List of Academic administrative service activities related to education, summarizing dates, level of responsibility and extent of involvement, including (not exhaustive list):
 - a. Graduate Co-Ordinator, Program Lead
 - b. Admissions Committee, Curriculum Committee
 - c. Faculty Council Committees – Education, Appeals
5. Evidence/Data regarding Effectiveness of Teaching, including:
 - a. Summaries (tabular) of annual course evaluations obtained by surveying students
 - b. Unsolicited letters or testimonials from students or others regarding teaching performance
 - c. Invitations to teach/present in courses, CE, professional development courses, etc.

⁵ It is recommended that one consult the guidelines developed by the Centre for Teaching Support & Innovations guidelines. (Reference: Centre for Teaching Support and Innovation (2017) Developing & Assessing Teaching Dossiers: A guide for University of Toronto faculty, administrators and graduate students. Toronto Centre for Teaching Support & Innovation, University of Toronto.) See http://teaching.utoronto.ca/wp-content/uploads/2017/06/Developing-and-Assessing-Teaching-Dossiers-a-guide-for-U-of-T-faculty_June2017.pdf.

⁶ In most cases this is submitted as a separate document as part of the tenure/continuing status/promotion file and is not typically included in the Teaching Dossier.

⁷ See paragraph 14 of the Policy and Procedures Governing Promotions in the Teaching Stream, University of Toronto Governing Council, December 16, 2016 for more details regarding the curriculum vitae for teaching stream faculty.

⁸ Graduate, Undergraduate, Continuing Education.

6. Documentation of efforts made (both formal and informal) to improve teaching
 - a. Attendance at pedagogical or course design workshops, communications or related skills development
 - b. Evidence of course design/re-design and a description of the outcomes
 - c. Documentation of innovations in teaching or student assessment methods
 - d. Contributions to curricular development or administration of education activities
7. Other Activity including professional development and educational leadership
 - a. Receiving or applying for instructional development grants
 - b. Awards or nominations for awards for teaching excellence
 - c. Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design
 - d. Evidence of contributions in the general area of teaching such as presentations at conference or publications on teaching
 - e. Description of Service to professional bodies or organizations through any methods that can be described as instructional or due to subject matter expertise in a field related to the subject matter taught
 - f. Community outreach and service through teaching functions and/or professional practice in a field related to the subject matter taught
 - g. Plans for developing teaching skills and/or future contributions to teaching and/or the subject matter for which expertise is claimed

Data Collection

The candidate shall be responsible for submitting their Teaching Dossier to the Dean.

The Dean shall collect student course evaluation data, letters from students and the candidate's peers, and written specialist assessments from outside the University as required by the policy.

Evaluation

A Faculty Teaching Evaluation Committee shall serve to assess the material collected for the Continuing Status Committee.

The Teaching Evaluation Committee members must provide a single joint, signed, report on the candidate's teaching effectiveness as well as the candidate's demonstrated and continuing pedagogical and professional development.

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 letters 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. Student course evaluations

4. Formal peer evaluation (internal and/or external) including classroom observations⁹. This includes other departmental, divisional, or college assessments where cross-appointment is involved. External assessments of syllabi are also encouraged. For the purposes of continuing status reviews, it is expected that evaluation will include a classroom observation. This classroom observation is normally done by a member of the Teaching Evaluation Committee.
5. 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. The candidate should be invited to nominate several external referees, and the Dean should solicit letters of reference from at least one of them and from one or more additional specialists chosen by themselves
6. When relevant, data that enables the unit to assess candidate's success in graduate supervision. This includes the 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
7. When relevant, copies of students' papers, especially those that have been published and student theses
8. Course enrolment data, including evidence of demand for elective/senior courses
9. Documentation may include but not limited to, publications in a variety of media, scholarly and professional journals, non-peer-reviewed or lay publications, books, CDs, online publications, invited lectures, and any other evidence of professional development

2. Criteria for Assessment of Teaching Effectiveness

Faculty in the teaching stream are expected to demonstrate excellence in teaching. Excellence in teaching may be demonstrated through a combination of excellent teaching skills, creative educational leadership and/or achievement, and innovative teaching initiatives. A recommendation of excellence in teaching will normally be based on evidence of a candidate's ability to demonstrate the "fundamental" elements of effective teaching and to go significantly beyond this to demonstrate excellence across multiple criteria.

⁹ For guidelines on how to conduct peer observations of teaching, please see the guidelines developed by the Centre for Teaching Support & Innovations guidelines. (Reference: Centre for Teaching Support & Innovation. (2017). Peer observation of teaching: Effective practices. Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto. See <http://teaching.utoronto.ca/teaching-support/peer-observation-of-teaching/> or <http://teaching.utoronto.ca/wp-content/uploads/2017/01/Peer-Observation-of-Teaching-Guide.pdf>.

	Standards of Performance	
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 • Ability to stimulate and challenge the intellectual ability of students • Ability to influence the intellectual and scholarly development of students • 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	
	Fundamental elements	Demonstrated evidence of excellence
2. Uses teaching practices that promote student learning	<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 • Good ratings in student evaluations • Acceptable ratings by in-class assessment of teaching effectiveness <p><i>For faculty members who supervise research students</i></p> <ul style="list-style-type: none"> • Creating opportunities that involve students in the research process (e.g., developing protocols, ethics applications, data collection and analysis, and presenting or publishing with students with a view to 	<p>Exemplary achievement, in a consistent manner, of the fundamental elements and significant contributions to teaching practice as demonstrated, for example, by some combination of the following:</p> <p>Innovation</p> <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 <p>Recognition</p> <ul style="list-style-type: none"> • High ratings in student evaluations • High rating by formal or informal in-class assessment of teaching effectiveness

	<ul style="list-style-type: none"> mentoring/coaching future researchers) Actively integrating one’s own research into teaching practice and curriculum 	
<p>3. Innovative Teaching Initiatives</p>	<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 	<p>Curriculum/Program Enhancement</p> <ul style="list-style-type: none"> Significant and ongoing contributions to curriculum or program development (e.g., Innovation, revision, updating, evidence-informed improvement) Creative 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
<p>4. Demonstrates creative educational leadership and/or achievement</p>	<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>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.) Contribution to curriculum development/competencies, student assessments or administration outside of immediate courses taught

	<ul style="list-style-type: none"> • Performance outcomes of students in professional competency exams and/or practise • Contributions to the competency development or assessment of professionals in the field taught <p>Recognition</p> <ul style="list-style-type: none"> • Receipt of peer-reviewed grants for Scholarship of Teaching and Learning and research grants in the subject related to teaching • Recognition of teaching through nomination for or receipt of awards/honours • Receipt of leadership or pedagogical scholarship awards • Receipt of professional awards in the subject field taught • Invitations to teach outside of the School in academic, professional or continuing education settings • Invitations to assess professional competence in the subject field taught (e.g., oral or written professional examinations) <p>Mentorship</p> <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 <p>External Impact & Consultation</p> <ul style="list-style-type: none"> • Significant contributions to pedagogical or professional development in a discipline or broader education context. For example:
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		<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 and beyond ● Serving as a journal review or editor of pedagogical or professional publications or as an organizer/referee for pedagogical or professional conferences
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3. Criteria for Assessing Evidence of Demonstrated and Continuing Future Pedagogical/Professional Development

Candidates must demonstrate achievement across some of the following:

Criteria	Standards of Performance
Evidence of demonstrated and continuing future pedagogical/professional development	<ul style="list-style-type: none"> ● Working to refine and enhance one's teaching practices over time ● 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 ● Teaching-related activity by the faculty member outside their classroom functions and responsibilities ● Professional work that allows the faculty member to maintain a mastery of their subject area ● Discipline-based scholarship in relation to, or relevant to, the field in which the faculty member teaches ● 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.)

C. Promotion in the Tenure Stream and Promotion for Status-Only faculty and for part-time and CLTA faculty in the non-tenure stream

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, and promotion decisions. All faculty members in the Tenure Stream and all Status-Only appointees will be expected to at least achieve the standards of teaching for *effectiveness* listed in this document as part of the criteria for promotion. The full criteria are: "The successful candidate for promotion will be expected to have established a wide reputation in his or her field of interest, to be deeply engaged in scholarly work, and to have shown himself or herself to be an effective teacher. These are the main criteria. However, either excellent teaching alone or excellent scholarship alone, sustained over many years, could also in itself justify eventual promotion to the rank of Professor." For non-Tenure Stream promotions to the rank of Associated Professor, the policy states, "The same criteria apply to the promotion from Assistant Professor to Associate Professor, with a lesser level of accomplishment to be expected." (See the Policy and Procedures Governing Promotions, paragraphs 7 and 8.)

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

The Teaching Dossier

Each faculty member should maintain a Teaching Dossier¹⁰ which should be updated annually and is required for all promotional reviews (Tenure Stream, Status-Only faculty, and part-time, and CLTA faculty in the non-tenure stream). The Teaching Dossier should include the following where appropriate to the teaching role of the faculty member:

1. A candidate's curriculum vitae¹¹, to include, as appropriate
 - a. Research activities and teaching innovations related to the field(s) in which the faculty member teaches or in teaching/pedagogy itself
 - b. Pedagogical development courses/workshops
 - c. Professional development courses, if related to the field(s) of teaching
 - d. Creative Professional Activity, if related to the field(s) to teaching
 - e. Professional service and professional experience, if related to the field(s) of teaching
2. A statement of teaching philosophy
3. Summary list of all Teaching and Student Assessment Activities
 - a. List of courses taught, by year, organized by level¹² for the previous five years
 - i. Course number/name (including reading courses)
 - ii. Number of students
 - iii. Contact Hours (hours of instruction/supervision, not including marking or preparation)
 - iv. Role (e.g., Course Director, Sole Instructor, Co-Instructor, Guest Lecturer)
 - v. State if the candidate had a major responsibility for the course design

¹⁰ It is recommended that one consult the guidelines developed by the Centre for Teaching Support & Innovations guidelines. (Reference: Centre for Teaching Support and Innovation (2017) Developing & Assessing Teaching Dossiers: A guide for University of Toronto faculty, administrators and graduate students. Toronto Centre for Teaching Support & Innovation, University of Toronto.) See http://teaching.utoronto.ca/wp-content/uploads/2017/06/Developing-and-Assessing-Teaching-Dossiers-a-guide-for-U-of-T-faculty_June2017.pdf.

¹¹ In most cases this is submitted as a separate document as part of the tenure/continuing status/promotion file and is not typically included in the Teaching Dossier.

¹² Graduate, Undergraduate, Continuing Education.

- b. Graduate Student Supervision, by year
 - i. Student name
 - ii. Contact Hours, dates of supervision, and thesis topic
 - iii. Role (e.g., PhD thesis supervisor, PhD committee member, MPH practicum supervisor, etc.)
- c. Other, summarizing dates/hours and level of responsibility, including:
 - i. Judge for student competition
 - ii. Panelist or speaker in student seminar/conference/workshop
- 4. List of Academic administrative service activities related to education, summarizing dates, level of responsibility and extent of involvement, including (not exhaustive list):
 - a. Graduate Co-Ordinator, Program Lead
 - b. Admissions Committee, Curriculum Committee
 - c. Faculty Council Committees – Education, Appeals
- 5. Evidence/Data regarding Effectiveness of Teaching, including:
 - a. Summaries (tabular) of annual course evaluations obtained by surveying students
 - b. Unsolicited letters or testimonials from students or others regarding teaching performance
 - c. Invitations to teach/present in courses, CE, professional development courses, etc.
- 6. Documentation of efforts made (both formal and informal) to improve teaching
 - a. Attendance at pedagogical or course design workshops, communications or related skills development
 - b. Evidence of course design/re-design and a description of the outcomes
 - c. Documentation of innovations in teaching or student assessment methods
 - d. Contributions to curricular development or administration of education activities
- 7. Other Activity including professional development and educational leadership
 - a. Receiving or applying for instructional development grants
 - b. Awards or nominations for awards for teaching excellence
 - a. Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design
 - b. Evidence of contributions in the general area of teaching such as presentations at conference or publications on teaching
 - c. Description of Service to professional bodies or organizations through any methods that can be described as instructional or due to subject matter expertise in a field related to the subject matter taught
 - d. Community outreach and service through teaching functions and/or professional practice in a field related to the subject matter taught
 - e. Plans for developing teaching skills and/or future contributions to teaching and/or the subject matter for which expertise is claimed

Data Collection

The candidate shall be responsible for submitting their Teaching Dossier to the Dean.

The Dean shall collect student course evaluation data, letters from students and the candidate's peers and where applicable, obtain written specialist assessments from outside the University (e.g., if needed for evaluation of subject matter expertise).

Evaluation

A Faculty Teaching Evaluation Committee shall serve to assess the material collected for the Promotion Committee. The Teaching Evaluation Committee members must provide a single joint, signed, report 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 letters, 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. Student course evaluations over at least the last 5 years
4. Formal peer evaluation (internal and/or external) including classroom observations¹³. This includes other departmental, divisional, or college assessments where cross-appointment is involved. External assessments of syllabi are also encouraged. A formal classroom observation is considered best practice. The classroom observation is normally done by a member of the Teaching Evaluation Committee.
5. When relevant, data that enables the unit to assess candidate's success in graduate supervision. This includes the 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.
6. When relevant copies of students' papers, when relevant, copies of students' papers, especially those that have been published and student theses
7. Course enrolment data, including evidence of demand for elective/senior courses
8. Documentation may include but not limited to, publications in a variety of media, scholarly and professional journals, non-peer-reviewed or lay publications, books, CDs, online publications, invited lectures, and any other evidence of professional development

2. Criteria for Assessment of Teaching Effectiveness

Candidates for promotion in the Tenure stream are expected "to have shown himself or herself to be an effective teacher." This means that candidates will demonstrate either competence or excellence. The criteria of Teaching Effectiveness, as understood at the University of Toronto, and the related standards of performance (e.g., 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. A recommendation of excellence in teaching will normally be based on evidence of excellence across multiple criteria.

¹³ For guidelines on how to conduct peer observations of teaching, please see the guidelines developed by the Centre for Teaching Support & Innovations guidelines. (Reference: Centre for Teaching Support & Innovation. (2017). Peer observation of teaching: Effective practices. Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto. See <http://teaching.utoronto.ca/teaching-support/peer-observation-of-teaching/> or <http://teaching.utoronto.ca/wp-content/uploads/2017/01/Peer-Observation-of-Teaching-Guide.pdf>.

	Standards of Performance	
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 • Ability to stimulate and challenge the intellectual ability of students • Ability to influence the intellectual and scholarly development of students • 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	
	Demonstrated evidence of competence	Demonstrated evidence of excellence
2. Uses teaching practices that promote student learning	<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 • Good ratings in student evaluations • Acceptable ratings by in-class assessment of teaching effectiveness <p><i>For faculty members who supervise research students</i></p> <ul style="list-style-type: none"> • Creating opportunities that involve students in the research process (e.g., developing protocols, ethics 	<p>Exemplary achievement, in a consistent manner, of the criteria under “competence” and significant contributions to teaching practice as demonstrated, for example, by some combination of the following:</p> <p>Innovation</p> <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 <p>Recognition</p> <ul style="list-style-type: none"> • High ratings in student evaluations • High rating by formal or informal in-class assessment of teaching effectiveness

	<p>applications, data collection and analysis, and presenting or publishing with students with a view to mentoring/coaching future researchers)</p> <ul style="list-style-type: none"> • Actively integrating one's own research into teaching practice and curriculum 	
3. Innovative Teaching Initiatives	<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 	<p>Curriculum/Program Enhancement</p> <ul style="list-style-type: none"> • Using teaching opportunities in pedagogical research • Using one's 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
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 and/or professional development (e.g., participation in workshops, seminars, conferences and/or courses on teaching and learning; contribution to research or professional practice in the subject matter field, keeping abreast of current research in one's field) and the application of these activities to enhance the quality and effectiveness of 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>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

	<ul style="list-style-type: none"> • 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.) • Contribution to curriculum development/competencies, student assessments or administration outside of immediate courses taught • Performance outcomes of students in professional competency exams and/or practise • Contributions to the competency development or assessment of professionals in the field taught <p>Recognition</p> <ul style="list-style-type: none"> • Receipt of peer-reviewed grants for Scholarship of Teaching and Learning and research grants in the subject related to teaching • Recognition of teaching through nomination for or receipt of awards/honours • Receipt of leadership or pedagogical scholarship awards • Receipt of professional awards in the subject field taught • Invitations to teach outside of the School in academic, professional or continuing education settings • Invitations to assess professional competence in the subject field taught (e.g., oral or written professional examinations) <p>Mentorship</p> <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
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		<p>External Impact & Consultation</p> <ul style="list-style-type: none"> • Significant contributions to pedagogical or professional 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 or professional publications or as an organizer/referee for pedagogical or professional conferences
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D. Promotion for Teaching Stream

1. Procedures for Gathering and Assessing Data

The evaluation of teaching constitutes a fundamental part of every faculty member's career, through annual review, continuing status and promotion decisions. "Promotion to Professor, Teaching Stream will be granted on the basis of excellent teaching, educational leadership and/or achievement, and ongoing pedagogical/professional development, sustained over many years, outlined more fully below in paragraphs 8, 9, and 10 and recommendation on their assessment are set forth in paragraph 11" of the Policy and Procedures Governing Promotions in the Teaching Stream.

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

The Teaching Dossier

Each faculty member should maintain a Teaching Dossier¹⁴, which should be updated annually and is required for all promotion reviews in the Teaching Stream. The Teaching Dossier should include the following where appropriate to the teaching role of the faculty member:

¹⁴ It is recommended that one consult the guidelines developed by the Centre for Teaching Support & Innovations guidelines. (Reference: Centre for Teaching Support and Innovation (2017) Developing & Assessing Teaching Dossiers: A guide for University of Toronto faculty, administrators and graduate students. Toronto Centre for Teaching Support & Innovation, University of Toronto.) See http://teaching.utoronto.ca/wp-content/uploads/2017/06/Developing-and-Assessing-Teaching-Dossiers-a-guide-for-U-of-T-faculty_June2017.pdf.

1. A candidate's curriculum vitae¹⁵, to include, as appropriate
 - a. Research activities and teaching innovations related to the field(s) in which the faculty member teaches or in teaching/pedagogy itself. Pedagogical development courses/workshops
 - b. Professional development courses, if related to the field(s) of teaching
 - c. Creative Professional Activity, if related to the field(s) to teaching
 - d. Professional service and professional experience, if related to the field(s) of teaching
2. A statement of teaching philosophy
3. Summary list of all Teaching and Student Assessment Activities
 - a. List of courses taught, by year, organized by level¹⁶ for at least the previous five years
 - i. Course number/name (including reading courses)
 - ii. Number of students
 - iii. Contact Hours (hours of instruction/supervision, not including marking or preparation)
 - iv. Role (e.g., Course Director, Sole Instructor, Co-Instructor, Guest Lecturer)
 - v. State if the candidate had a major responsibility for the course design
 - b. Graduate Student Supervision, by year
 - i. Student name
 - ii. Contact Hours, dates of supervision, and thesis topic
 - iii. Role (e.g., PhD thesis supervisor, PhD committee member, MPH practicum supervisor, etc.)
 - c. Other, summarizing dates/hours and level of responsibility, including:
 - i. Judge for student competition
 - ii. Panelist or speaker in student seminar/conference/workshop
4. List of Academic administrative service activities related to education, summarizing dates, level of responsibility and extent of involvement, including (not exhaustive list):
 - a. Graduate Co-Ordinator, Program Lead
 - b. Admissions Committee, Curriculum Committee
 - c. Faculty Council Committees – Education, Appeals
5. Evidence/Data regarding Effectiveness of Teaching, including:
 - a. Summaries (tabular) of annual course evaluations obtained by surveying students
 - b. Unsolicited letters or testimonials from students or others regarding teaching performance
 - c. Invitations to teach/present in courses, CE, professional development courses, etc.
6. Documentation of efforts made (both formal and informal) to improve teaching
 - a. Attendance at pedagogical or course design workshops, communications or related skills development
 - b. Evidence of course design/re-design and a description of the outcomes
 - c. Documentation of innovations in teaching or student assessment methods
 - d. Contributions to curricular development or administration of education activities
7. Other Activity including professional development and educational leadership
 - a. Receiving or applying for instructional development grants
 - b. Awards or nominations for awards for teaching excellence
 - c. Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design
 - d. Evidence of contributions in the general area of teaching such as presentations at conference or publications on teaching

¹⁵ In most cases this is submitted as a separate document as part of the tenure/continuing status/promotion file and is not typically included in the Teaching Dossier.

¹⁶ Graduate, Undergraduate, Continuing Education.

- e. Description of Service to professional bodies or organizations through any methods that can be described as instructional or due to subject matter expertise in a field related to the subject matter taught
- f. Community outreach and service through teaching functions and/or professional practice in a field related to the subject matter taught
- g. Plans for developing teaching skills and/or future contributions to teaching and/or the subject matter for which expertise is claimed

Data Collection

The candidate shall be responsible for submitting their Teaching Dossier to the Dean.

The Dean shall collect student course evaluation data, letters from students and the candidate's peers and written specialist assessments from outside the University as required in policy.

Evaluation

A Faculty Teaching Evaluation Committee shall serve to assess the material collected for the Promotion Committee. The Teaching Evaluation Committee members must provide a single joint, signed, report on the candidate's teaching effectiveness as well as the candidate's demonstrated educational leadership and/or achievement and the candidate's ongoing pedagogical and professional development.

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's letters 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. Student course evaluations
4. Formal peer evaluation (internal and/or external) is considered best practice, including other departmental, divisional, or college assessments where cross-appointment is involved. External assessments of syllabi are also encouraged. For the purposes of promotion in the teaching stream, it is expected that the evaluation includes a classroom observation¹⁷.
5. For the purpose of promotion in the teaching stream, confidential written assessments of the candidate's teaching, educational leadership and/or achievement, and ongoing pedagogical/professional development, should also be obtained from specialists in the candidate's field from outside the University and whenever possible from inside the University. The candidate will be invited to nominate several external referees. The Dean and the Promotions Committee (see paragraph 20) will whenever possible add to the list of referees. The Dean will solicit letters from at least three external referees and where possible these should include at least one referee suggested by the candidate and one referee suggested by the Promotions Committee

¹⁷ For guidelines on how to conduct peer observations of teaching, please see the guidelines developed by the Centre for Teaching Support & Innovations guidelines. (Reference: Centre for Teaching Support & Innovation. (2017). Peer observation of teaching: Effective practices. Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto. See <http://teaching.utoronto.ca/teaching-support/peer-observation-of-teaching/> or <http://teaching.utoronto.ca/wp-content/uploads/2017/01/Peer-Observation-of-Teaching-Guide.pdf>.

6. When relevant, data that enables the unit to assess candidate's success in graduate supervision. This includes the 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.
7. When relevant, copies of students' papers, especially those that have been published and student theses
8. Course enrolment data, including evidence of demand for elective/senior courses
9. Documentation may include but not limited to, publications in a variety of media, scholarly and professional journals, non-peer-reviewed or lay publications, books, CDs, online publications, invited lectures, and any other evidence of professional development

2. Criteria for Assessment of Teaching Effectiveness

Faculty in the teaching stream are expected to demonstrate excellence in teaching. Excellent teaching may be demonstrated through a combination of excellent teaching skills, creative educational leadership and/or achievement, and innovative teaching initiatives. A recommendation of excellent teaching will normally be based on evidence of a candidate's ability to demonstrate the fundamental elements of effective teaching and to go significantly beyond this to demonstrate evidence of excellence across multiple criteria.

	Standards of Performance	
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 • Ability to stimulate and challenge the intellectual ability of students • Ability to influence the intellectual and scholarly development of students • 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	
	Fundamental Elements	Demonstrated evidence of excellence
2. Uses teaching practices that promote student learning	<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 	<p>Exemplary achievement, in a consistent manner, the fundamental elements and significant contributions to teaching practice as demonstrated, for example, by some combination of the following:</p> <p>Innovation</p> <ul style="list-style-type: none"> • The use of an evidence-informed approach in the design of learning activities, assignments,

	<p>contribute to student learning (e.g., the use of formative and summative assessment)</p> <ul style="list-style-type: none"> • Engagement of students in the learning process • Critical reflection on student feedback and student outcomes in order to improve future teaching practices • Good ratings in student evaluations • Acceptable ratings by in-class assessment of teaching effectiveness <p><i>For faculty members who supervise research students</i></p> <ul style="list-style-type: none"> • Creating opportunities that involve students in the research process (e.g., developing protocols, ethics applications, data collection and analysis, and presenting or publishing with students with a view to mentoring/coaching future researchers) • Actively integrating one’s own research into teaching practice and curriculum 	<p>courses, or curricula that motivate student learning</p> <p>Recognition</p> <ul style="list-style-type: none"> • High ratings in student evaluations • High rating by formal or informal in-class assessment of teaching effectiveness
<p>3. Innovative Teaching Initiatives</p>	<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 	<p>Curriculum/Program Enhancement</p> <ul style="list-style-type: none"> • Significant and ongoing contributions to curriculum or program development (e.g., innovation, revision, updating, evidence-informed improvement) • Creative 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

3. Criteria for Assessment of Demonstrated Educational Leadership and/or Achievement

Candidates must demonstrate achievement across some of the following:

	Standards of Performance
Demonstrated Educational Leadership and/or Achievement	<ul style="list-style-type: none"> • Evidence of a high level of achievement and impact beyond the classroom (e.g., Faculty, institution, discipline, community, etc.). For example: <p>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.) • Contribution to curriculum development/competencies, student assessments or administration outside of immediate courses taught • Performance outcomes of students in professional competency exams and/or practise • Contributions to the competency development or assessment of professionals in the field taught <p>Recognition</p> <ul style="list-style-type: none"> • Receipt of peer-reviewed grants for Scholarship of Teaching and Learning and research grants in the subject related to teaching • Recognition of teaching through nomination for or receipt of awards/honours • Receipt of leadership or pedagogical scholarship awards • Receipt of professional awards in the subject field taught • Invitations to teach outside of the School in academic, professional or continuing education settings • Invitations to assess professional competence in the subject field taught (e.g., oral or written professional examinations) <p>Mentorship</p> <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

	<p>External Impact & Consultation</p> <ul style="list-style-type: none"> • Significant contributions to pedagogical or professional 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 or professional publications or as an organizer/referee for pedagogical or professional conferences
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4. Criteria for Assessment of Ongoing Pedagogical/Professional Development, Sustained Over Many Years

Candidates must demonstrate achievement across some of the following:

Criteria	Standards of Performance
Criteria for assessment of ongoing Pedagogical/Professional Development, sustained over many years	<ul style="list-style-type: none"> • Working to refine and enhance one’s teaching practices over time • 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 • Teaching-related activity by the faculty member outside their classroom functions and responsibilities • Professional work that allows the faculty member to maintain a mastery of their subject area • Discipline-based scholarship in relation to, or relevant to, the field in which the faculty member teaches • 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.)