



GUIDELINES FOR EVALUATION OF TEACHING ACTIVITIES

These guidelines were developed in response to the University of Toronto's *Policy and Procedures on Academic Appointments* and *Policy and Procedures Governing Promotions*, which stipulate that each academic division should have a set of guidelines for the evaluation of teaching activities. These guidelines have the force of policy and must be closely observed in both tenure and promotion decisions. It is expected that the guidelines will be reviewed and assessed on a regular basis. Changes to these guidelines shall be recommended to the Dean by a committee drawn from the Faculty's general membership, and must be approved by the Vice-President and Provost and reviewed by the University's Academic Affairs Committee.

1. Teaching Activities

Teaching in the John H. Daniels Faculty of Architecture, Landscape, and Design (Daniels) includes lecturing, activity in seminars and tutorials, studio teaching, workshop teaching, laboratory and "field" teaching, individual and group discussion, and any other means by which students derive educational benefit. Teaching effectiveness is demonstrated by the degree to which the candidate for promotion and/or tenure is able to stimulate and develop the intellectual, creative, and critical capacity and ability of students, to communicate academic and professional material effectively, and to maintain a mastery of her or his subject areas. Teaching effectiveness involves being accessible to students; it also involves counseling and directing graduate students in the preparation of theses.

2. Assessment of Teaching Effectiveness

In tenure and/or promotion cases, written assessments of the candidate's teaching effectiveness will be prepared in accordance with the guidelines in the third section of this document, "Guidelines for Evaluation of Teaching Effectiveness," and presented to the Tenure Review Committee or the Promotions Committee. These guidelines specify the manner in which the Faculty provides appropriate committees with evidence from the individual's peers and students, and the manner in which the candidate will be offered the opportunity to supplement her or his file.

3. Guidelines for Evaluation of Teaching Effectiveness

a. Materials Required

Four kinds of material must be assembled in order for an assessment of teaching effectiveness to proceed. The candidate must submit a Teaching Portfolio, comprehensively reflecting the teaching component of her or his curriculum vitae; the Faculty must provide student course evaluations in a comprehensive and objective manner; the Faculty must obtain letters from current and former graduate students, commenting on the candidate's ability and effectiveness; and the Faculty must conduct peer evaluation by formal assessments (internal and external), including other divisional assessments where cross-appointment is involved.

As a minimum, the Teaching Portfolio should contain the individual's curriculum vitae, list of teaching assignments over the past five years, course outlines and bibliographies, description of pedagogical vehicles used, list of graduate students for whom the candidate has been the principal supervisor, and a list of any teaching awards received (or awards for which the candidate has been nominated). As well, the portfolio may also contain other documents related to teaching, as the individual deems appropriate.

In the case of a person newly appointed from outside the University, information regarding her or his teaching in the former institution should be provided, including student course evaluations from the past five years.

b. Collection of Materials

The Dean (or designate), as chair of the Faculty tenure and promotion committees, is responsible for the collection and completeness of the required materials. The Dean is assisted in the collection and compilation by the Executive Assistant to the Dean.

c. Internal Evaluation

Prior to a tenure or promotion committee meeting, the Dean (or designate) will establish an internal Teaching Evaluation Committee to assess the material collected as specified in 3a above. University policy will be followed in determining the committee membership, but normally the committee will consist of at least two members who are in a position to rigorously and fairly evaluate the candidate's teaching and who are not members of the tenure and/or promotions committee. This committee shall be responsible for providing a written statement to the Dean (or designate) on the candidate's teaching effectiveness for consideration by the promotion and/or tenure committee. The report of the Teaching Evaluation Committee must take into account Article 5 of the *Memorandum of Agreement* between Governing Council and the University of Toronto Faculty Association, which states that

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

d. Confidentiality and Candidate's Rights

Both matters of confidentiality and member's rights in response to a negative decision shall be governed by University policy.