

FACULTY OF KINESIOLOGY AND PHYSICAL EDUCATION

GUIDELINES FOR THE ASSESSMENT OF EFFECTIVENESS OF TEACHING IN TENURE, CONTINUING STATUS AND PROMOTION DECISIONS

Approved by the KPE Faculty Council – November, 2017

*Approved by the University of Toronto Committee on Academic Policy & Programs -
January 2018*

Preamble

A commitment to excellence in teaching and research is at the core of our University, and underlies the Faculty's mission to "develop, advance and disseminate knowledge about physical activity and health and their interactions, through education, research, leadership and the provision of opportunity." Excellent teaching contributes to the University's core mission to "strive to ensure that its graduates are educated in the broadest sense of the term, with the ability to think clearly, and contribute constructively to society." 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 reviews as well as career landmarks such as tenure, continuing status and promotion. These Guidelines for the Assessment of Effectiveness of Teaching reflect a Faculty and institutional 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 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 sub-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, online teaching, as well as 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. The role of faculty members as teachers may also include a broad range of teaching-

related activities such as pedagogical/professional development and scholarship, and leadership in teaching or curriculum initiatives.

These Guidelines for the Assessment of Effectiveness of Teaching reflect the Faculty of Kinesiology and Physical Education (FKPE) and institutional expectations for teaching, and outline criteria and standards of performance that align with policy. In accordance with the *Policy and Procedures on Academic Appointments*, the *Policy and Procedures Governing Promotions*, and the *Policy and Procedures Governing Promotions in the Teaching Stream*¹, this document sets out the expectations for teaching effectiveness in the FKPE, how teaching effectiveness is to be evaluated, and what evidence should be collected annually to ensure the fairness and efficiency of this process.

¹ *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>

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>

Principles and Standards of Performance

The evaluation of teaching constitutes a fundamental part of every faculty member's career, through annual review, tenure, continuing status and promotion decisions. The following principles and standards apply to the assessment of teaching in tenure, continuing status, and promotion decisions:

Candidates for tenure must demonstrate effectiveness in teaching at the level of either competence or excellence, as outlined in the *Policy and Procedures on Academic Appointments*: "Clear promise of future intellectual and professional development must be affirmed for tenure to be awarded. Demonstrated excellence in one of research (including equivalent 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."

Candidates for continuing status in the teaching stream must demonstrate effectiveness in teaching at the level of excellence, as well as evidence of demonstrated and continuing future pedagogical/professional development, as outlined in the *Policy and Procedures on Academic Appointments*.

Candidates for promotion to Professor in the tenure stream must demonstrate effectiveness in teaching as outlined in the *Policy and Procedures Governing Promotions* – in FKPE this means that they must achieve at least the level of competence. If the candidate is seeking promotion to Professor on the basis of teaching, then effectiveness in teaching must be demonstrated at the level of excellence: "[E]ither excellent teaching alone or excellent scholarship alone, sustained over many years, could also in itself justify eventual promotion to the rank of Professor."

Candidates for promotion to Professor, Teaching Stream must demonstrate effectiveness in teaching at the level of excellence, ongoing pedagogical/professional development, and educational leadership, as outlined in the *Policy and Procedures Governing Promotions in the Teaching Stream*: "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."

1. Procedures for Gathering and Assessing Data

The procedures for gathering and assessing the data needed for evaluation of teaching are as follows:

a. Information to be Provided by the Candidate:

The Teaching Portfolio

A *Teaching Portfolio*², or dossier, is a comprehensive record of teaching activities and accomplishments. It allows the faculty member to reflect on these activities, and to present information that most fairly and fully reflects their scholarship as evidenced in teaching and related professional activities. Each faculty member should maintain a *Teaching Portfolio*, which should be updated annually and serve as a foundation for the document that will be required for their interim review, continuing status review, and tenure and promotion reviews. The *Portfolio* may also be used as a reference for academic administrators when evaluating faculty members for annual PTR awards.

In general, faculty members, especially junior faculty members, should keep any documents that reflect success, experimentation and innovation in teaching. When compiling the *Teaching Portfolio* candidates are encouraged to give consideration to both the process of teaching and the impact and outcomes of teaching activities. The material in the *Teaching Portfolio* should include the following, as appropriate:

1. A candidate's curriculum vitae³;
2. A statement of teaching philosophy;
3. Representative course outlines, reading lists and assignments, descriptions of internship programs, laboratory experiences, field experiences, and teaching assessment activities;

² *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 Portfolios. See: http://teaching.utoronto.ca/wp-content/uploads/2017/06/Developing-and-Assessing-Teaching-Dossiers-a-guide-for-U-of-T-faculty_June2017.pdf

See also the Centre for Teaching Support and Innovation's online Dossier Guide: <http://teaching.utoronto.ca/teaching-support/documenting-teaching/teaching-dossier/>

³ In most cases CVs are submitted as a separate document, as part of the interim review/ tenure/continuing status/promotion file, and are not typically included in the *Teaching Portfolio*.

4. New course proposals;
5. Summaries of annual student evaluations, and unsolicited letters or testimonials from students regarding teaching performance;
6. Applications for instructional development grants or similar documents;
7. Documentation of efforts made, both formal and informal, to improve teaching skills or course design, and a description of the outcomes;
8. Awards or nominations for awards for teaching excellence;
9. Documentation concerning innovations in teaching methods and contributions to curricular development, including activities related to the administrative, organizational and developmental aspects of education, and the use and development of technology, where appropriate, in the teaching process;
10. Examples of efforts to mentor colleagues and/or graduate and/or undergraduate students in the development of teaching skills and in the area of pedagogical design;
11. Evidence of professional contributions in the general area of teaching, such as workshops, relevant presentations at conferences, or publications on and in support of teaching (e.g., text books);
12. Service to professional bodies or organizations through any method that can be described as instructional;
13. Community outreach and service through teaching functions. Examples of such activity might include: relevant co-curricular activities; high school liaison; participating at science fairs; serving on relevant municipal, provincial or federal government committees; directing or having another significant role in physical activity performances, organizing local, national, and international student conferences and competitions; and contributing in the form of blogs or other media/social media outlets;
14. Plans for developing teaching skills and/or future contributions to teaching;
15. List of graduate and undergraduate students supervised, and postdoctoral fellows mentored, and titles of their research;
16. Examples of graduate and undergraduate students' work (e.g., research and advocacy materials) as appropriate and with students' permission; examples of students' published work; and examples of student success (graduate or professional school placement; job placement; awards).

17. Candidates for continuing status in the teaching stream should include any evidence of ongoing pedagogical/professional development.
18. Candidates for promotion to Professor, Teaching Stream should include evidence of ongoing pedagogical/professional development, and evidence of education leadership.

b. Information to be Solicited/Provided by the Dean for Tenure Stream and Teaching Stream Candidates

1. All available teaching evaluations.
2. Letters of assessment from current and former undergraduate students commenting on the candidate's success in:
 - stimulating and challenging students and promoting their intellectual and scholarly development;
 - developing students' mastery of a subject through discovery-based learning or other appropriate methods;
 - encouraging students' sense of inquiry and understanding of a subject through discovery-based learning or other appropriate methods;
 - creating opportunities, where appropriate, that involve students in the research process.

In addition, students should be asked to comment on the candidate's communication skills, active engagement with the student's learning progress and accessibility to students.

Normally, a random sample of approximately 75 students should be solicited for opinions, to be addressed in writing to the Chair. Students may be contacted by email, provided the process is random and attempts are made to contact students from all courses taught by the candidate.

[NB: These letters are distinct from the testimonial letters provided by candidates in their *Teaching Portfolios*.]

3. Letters of assessment solicited by the Dean from former and current graduate students commenting on the creation of:
 - opportunities to involve students in the research process, and
 - supervisory conditions conducive to student research, intellectual growth and academic progress consistent with the School of Graduate Studies *Guidelines for Graduate Supervision*.
4. Formal peer evaluation, including classroom observations of both teaching and tenure stream candidates, and other departmental, divisional or college

assessments where candidates are cross-appointed. Where the candidate has participated in shared courses, letters attesting to the teaching competence of the candidate should be obtained from colleagues in those courses.

5. Evidence that will enable the Faculty to assess candidates' success in graduate supervision, including the number of students being supervised; quality of theses produced; quality of supervision; number graduated and time-to-completion; and information on other efforts to foster scholarly and professional advancement of graduate students. This could include 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. Descriptions of innovations in teaching and contributions to curricular development such as course development initiatives and examples of particularly effective teaching strategies.
8. Information about how much teaching the candidate has done at both the undergraduate and graduate levels. Where the amount of teaching varies from the norms of the Faculty, the extent of the difference and the reasons for it should be explained.
9. In cases of newly appointed persons from outside the University, information from the institution in which the candidate has taught with an indication of how this teaching experience compares with Faculty requirements of internal candidates.

c. Additional Information to be Solicited/Provided by the Dean for Teaching Stream Candidates:

In addition to relevant material from a. and b. (above), the following documentation is to be provided for candidates for continuing status review and promotion in the teaching stream:

1. For continuing status, as outlined in the *Policy and Procedures on Academic Appointments*, "Written specialist 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 division head or chair should solicit letters of reference from at least one of them and from one or more additional specialists chosen by himself or herself. These referees should be invited to assess the candidate's work against the Divisional Guidelines for the granting of continuing status and advise whether or not the candidate's work demonstrates the achievement of

excellence in teaching and evidence of demonstrated and continuing future pedagogical/professional development.”

2. For promotion to Professor, Teaching Stream, as outlined in the *Policy and Procedures Governing Promotions in the Teaching Stream*, confidential written assessments of the candidate's teaching effectiveness, educational leadership and/or achievement, and ongoing pedagogical/professional development, should also be obtained from specialists with expertise in the candidate's field from peer institutions outside the University and, whenever possible, from inside the University. The candidate will be invited to nominate several external referees, and the Dean will, whenever possible, add to the list of referees together with referees that may be suggested by the Continuing Status or Promotions Committee. 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 Continuing Status or Promotions Committee.
3. Normally, a larger random sample of approximately 150 students should be sampled for teaching stream candidates.

d. The Teaching Evaluation Committee:

1. The Dean will establish a Teaching Evaluation Committee to prepare a written assessment of the candidate's teaching effectiveness. The Committee serves to assess the data for the Tenure, Continuing Status and Promotion Committees. The Chair of the Teaching Evaluation Committee is responsible for providing the written statement of the candidate's teaching effectiveness.
2. The Teaching Evaluation Committee must consist of at least two members who are in a position to evaluate, carefully and rigorously, the candidate's teaching, pedagogical/professional development and educational leadership. In the case of both tenure stream and teaching stream candidates, the Chair or any member of the committee may not be a member of the Teaching Evaluation Committee. However, in exceptional circumstances, and with permission of the Dean, a member of the Promotion Committee may serve on the Teaching Evaluation Committee.
3. The Teaching Evaluation Committee will be given the candidate's *Teaching Portfolio* for review, and the information described in sections b. and/or c. (above), with the exception of any letters from colleagues who have co-taught with a candidate (item b.4 above). Also, in the case of teaching stream candidates, the Teaching Evaluation Committee should **not** be given the letters from external assessors.

4. The Teaching Evaluation Committee's Report should be a critical evaluation of all of the material available (as above) and any other relevant documentation that the candidate wishes to have taken into account in support of its recommendations relative to the appropriate criteria regarding teaching effectiveness; and, in the case of teaching stream candidates, ongoing pedagogical/professional development for continuing status candidates, and pedagogical/professional development and educational leadership for promotion candidates.
5. The success of the candidate's supervision of graduate students should be reviewed explicitly, especially for tenure stream candidates.
6. Any evidence of the impact of the candidate's teaching on the discipline or profession, or of how her/his teaching is creative, must be indicated. Possible examples of how teaching ability might be demonstrated are:
 - successful innovations in the teaching domain, including the creation of new and innovative teaching processes, materials and forms of evaluation;
 - significant contribution(s) to the technological enrichment of teaching;
 - development of significant new courses and/or reform of the curricula; and,
 - publication of innovative textbooks, websites or other online material and/or teaching guides.
7. The Report of the Teaching Committee must take into account Article 5 of the Memorandum of Agreement which states that:

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

8. One or more members of the Teaching Evaluation Committee, with advance notice and permission of the candidate, **must observe the candidate in the classroom on at least one, and preferably two occasions.** If such permission is refused by the candidate, the fact should be noted in the Committee's Report.
9. A comprehensive summary of all teaching evaluations should be prepared by the Teaching Evaluation Committee and included in the candidate's file. For Promotion Committees, copies of teaching evaluations for at least the most recent five-year period should be included in the file.

2. Criteria for Assessment of Effective Teaching

A faculty member demonstrates capabilities as a teacher in lectures, seminars, laboratories and tutorials as well as in less formal teaching situations including directing graduate students and counselling students. The guidelines for tenure, continuing status and promotion describe in detail the procedures to be followed in the evaluation of teaching activities. The level of achievement deemed necessary will depend on the rank being sought. Accordingly, there will be some variation in the components and emphases of the documentation collected for each process, reflecting the different stages of an academic career.

Competence in Teaching

The minimum standards of teaching effectiveness required for tenure stream faculty members in the granting of tenure or promotion are as follows:

1. success in stimulating and challenging students and promoting their intellectual and scholarly development;
2. strong communication skills;
3. success in developing students' mastery of a subject and of the latest developments in the field;
4. success in encouraging students' sense of inquiry;
5. active engagement with students' learning process and accessibility to students;
6. promotion of academic integrity;
7. where appropriate, creation of opportunities to engage students in the research process; and
8. where appropriate, creation of supervisory conditions conducive to a student's research, intellectual growth and academic progress consistent with the School of Graduate Studies Guidelines for Graduate Supervision.

Excellence in Teaching

Tenure stream faculty members: For tenure cases based on excellence in teaching, and for promotion cases based primarily on excellent teaching sustained over many years, the standard of teaching goes well beyond that of competence. In cases where the Teaching Evaluation Committee considers that the candidate has demonstrated excellence in teaching over the pre-tenure period, or in the case of promotion based on excellence in teaching sustained over many years, the grounds for this view must be stated in the Teaching Evaluation Committee's Report. Evaluations of excellence in teaching require, in addition to the criteria for competence (listed above), demonstration of some combination of the criteria listed below.

Teaching stream faculty members: For successful continuing status review and promotion, the level of involvement in teaching goes well beyond that of competence. Evaluations of excellence in teaching require, in addition to the criteria for competence listed above, demonstration of some combination of the following:

1. superlative teaching skills;
2. creative educational leadership and/or achievement;
3. successful innovations in the teaching domain, including the creation of new and innovative teaching processes, materials and forms of evaluation;
4. significant contribution to the technological enrichment of teaching in a given area, for example, through the development of effective new technology or the use of new media to the fullest advantage;
5. publication of innovative textbooks, websites and other online material, and/or teaching guides;
6. development of significant new courses and/or reform of curricula;
7. development of innovative and creative ways to promote students' involvement in the research process, and providing opportunities for students to learn through discovery-based methods; and
8. significant contribution to pedagogical changes in a discipline.

Teaching stream faculty members: In addition to demonstrating excellence in teaching, candidates for continuing status must also demonstrate continuing pedagogical/professional development; and candidates for promotion to Professor must also demonstrate both continuing pedagogical/professional development and educational leadership.

Pedagogical/Professional Development

Evidence of ongoing and future pedagogical/professional development may be demonstrated in a variety of ways. Some examples include:

1. curricular development, relevant work in progress, and the introduction of new pedagogical techniques;
2. the ongoing pursuit of further academic qualifications;
3. participation at and contributions to academic conferences where sessions on pedagogical research and technique are prominent;
4. 4. teaching-related activity by candidates outside of their classroom function and responsibilities; and
5. professional work that allows faculty members to maintain a mastery of their subject area, provided that such professional work enhances directly the teaching mission of the Faculty.

Educational Leadership

Sustained over many years, educational leadership and/or achievement is often reflected in teaching-related activities that show significant impact in a variety of ways. Some examples include:

1. through enhanced student learning;
2. through creation and/or development of models of effective teaching;
3. through engagement in the scholarly conversation via pedagogical scholarship, or creative professional activity;
4. through involvement in significant changes in policy related to teaching as a profession; and
5. through contributions to technological or other advances in the delivery of education in a discipline or profession.

Administrative Service

Under the *Policy and Procedures on Academic Appointments* (Section VII.30(i)) administrative service, where such service is related to teaching or to curricular and professional development, is one of the criteria to be considered to assess candidates for the purpose of review for continuing status. These duties may include the coordination of undergraduate programs and administration of large undergraduate courses, organizing labs, hiring Teaching Assistants, and student counselling. Effective service in academic administration may also be considered as evidence of pedagogical/professional development related to teaching duties.

November, 2017