

Faculty of Information Guidelines for Assessment of Teaching Effectiveness, Teaching Stream¹

Preamble

These guidelines are intended for use within the Faculty of Information for assessing activities and pedagogical/professional development in making decisions on Continuing Status and Promotion to Associate Professor and Professor, Teaching Stream.

A commitment to excellence in teaching and research is at the core of our University and Faculty, and our mission statement recognizes 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." Our commitment to bringing scholarship to bear in teaching continues to underlie all of our activities and to drive our academic priorities. Teaching stream faculty are expected to engage in pedagogical and professional development which enriches their teaching including engaging in "discipline-based scholarship in relation to, or relevant to, the field in which the faculty-member teaches".

Given the significance placed on 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 continuing status and promotion. These Guidelines for the Assessment of Teaching Effectiveness, Teaching Stream reflect the institutional and Faculty commitment to encouraging and supporting the highest standards of teaching, and to evaluating the teaching effectiveness of our teaching stream staff in a rigorous and multidimensional manner.

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

Teaching includes a broad range of pedagogical approaches which vary across disciplines and by which students derive educational and professional benefits. Teaching activities may include, but are not limited to, lectures, seminars and/or tutorials, individual and group discussion, studio-based teaching, practice-based teaching (e.g. workshops and labs), online teaching, as well as experiential and research supervision (undergraduate, graduate and co-op) and leadership in program and curricular development. Clear learning objectives, the development and application of related learning activities and fair and equitable assessment practices shapes teaching. In addition to duties related to the delivery of undergraduate and graduate courses and programs, teaching stream faculty may be

¹Text reused and further developed from the Faculty of Pharmacy and from policies and documents publicly available through the University of Toronto and its Faculties and Departments

responsible for developing course materials, including the creation of courseware, multi-media applications, teaching innovations, and assignments.

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

Policy and Procedures on Academic Appointments (PPAA):

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

Policy and Procedures Governing Promotions in the Teaching Stream [PPPTS]

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

1. Procedures for Gathering and Assessing Data

The evaluation of teaching constitutes a fundamental part of every faculty member's career through progress through the ranks (PTR), continuing status, and promotion decisions. All teaching stream faculty members in the continuing status stream are expected to demonstrate excellence in teaching in order to be granted continuing status and to sustain the standards of excellence as they progress through the ranks.

Documentation required for assessment and continuing status and promotion review is the provided by both the teaching stream faculty member (candidate), the Dean, and the Teaching Interaction Committee.

Information to be provided by the candidate:

1. Curriculum vitae
2. Teaching dossier (see below)
3. The names of up to three assessors who are competent to assess the candidate's teaching and evidence of pedagogical/professional development, and, in the case of promotion to Professor, Teaching Stream, also assess the candidate's educational leadership and achievement. Assessors should be drawn from other academic institutions and should be specialists in the candidate's field. Where appropriate, one may be a specialist in the candidate's field from outside the University. The list should include a brief statement of each assessor's expertise as related to the continuing status review.

Teaching Dossier²

Each faculty member should maintain a Teaching Dossier and update it annually as needed. The Teaching Dossier serves as a foundation for the documents that will be required for the probationary, continuing status, and promotion reviews. The Teaching Dossier should include the following as appropriate:

1. A statement of teaching philosophy
2. Representative course outlines and assignments
3. New course proposals that were reviewed and approved
4. Unsolicited letters or testimonials from students related to your teaching and its impact on student learning or personal and professional development
5. Applications for instructional development grants
6. Examples of discipline-based scholarship that is relevant to one's teaching field
7. Descriptions of participation at and contributions to academic conferences that feature sessions on pedagogical research and techniques
8. Teaching-related activity outside classroom functions and responsibilities
9. Examples of professional work for maintaining subject-area mastery
10. Documentation of efforts made(both formal and informal) to improve teaching skills or course design
 - Include a description of the outcomes of these improvements
11. Awards or nominations for awards for teaching excellence
12. Documentation of innovations in teaching methods or activities that show significant impact in a variety of ways and examples of particularly effective teaching strategies
13. Documentation of efforts to foster scholarly and professional advancement of students
 - Examples of mentoring students and engaging students in research
14. When relevant, copies of students' papers, especially those that have been published and student theses. If applicable include earlier versions of the paper with feedback provided
15. Contributions Faculty and/or University to curricular development, including activities related to the administrative, organizational and developmental aspects of education and the use and development of technology and other innovations in the teaching process
16. Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design
17. Evidence of contributions in the general area of pedagogy such as presentations at conferences or publications on teaching

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 Dossiers See <http://teaching.utoronto.ca/teaching-support/documenting-teaching/teaching-dossier/>

18. Service to professional bodies or organizations through any methods that can be described as instructional or educational
19. Descriptions of community outreach and service through teaching functions
20. Plans for developing teaching and pedagogy
21. When relevant, information about graduate supervision, including number of students supervised (current and past), theses produced, number graduated and time-to-degree, and information on other efforts to foster scholarly and professional advancement of students

Documentation to be collected by the Dean³

1. Copies of teaching evaluations for the candidate while in a continuing teaching stream position at the University.
2. Peer evaluation (internal and/or external), including other departmental, divisional, or college assessments where cross-appointment is involved.
3. Letters to be addressed to the Dean, from current and former students (taught and supervised) commenting on the candidate's success at stimulating and challenging the student's intellectual curiosity and on his/her capacity to communicate knowledge effectively, and, where appropriate, his or her effectiveness as a supervisor of student research
4. Where the candidate has participated in shared or jointly taught courses, letters attesting to the teaching contributions of the candidate should be solicited from colleagues teaching in those courses
5. Where the candidate has contributed to or taught courses in other Departments or Faculties, letters from the Deans or Chairs of those Faculties or Departments.
6. Observation of teaching (see below)

For a continuing status review and promotion in Teaching Stream a minimum of three written specialist assessments from outside of the university of the candidate's teaching and pedagogical/professional activities. For promotion to Professor, Teaching Stream, the assessments should also address educational leadership or achievement. There should be at least one letter from an assessor selected from the candidate's list and a minimum of two letters from assessors chosen by the Dean. At least one of these three appraisals should be prepared by a faculty member who is engaged in pedagogical research related to the candidate's field. Appraisals from assessors from the external community who are experts in their field may also be solicited for comment on the candidate's professional work or contributions to the profession. Assessors will be asked to comment on the quality of the candidate's teaching, administrative service and professional work, as they relate to teaching effectiveness and pedagogical/professional development.

³ Internet-based measures, such as RateMyProfessor.com will not be included in the documentation

Information to be provided by the Teaching Interaction Committee

The Teaching Interaction Committee is responsible for conducting a peer-review of the candidate's teaching including a review of the teaching dossier, student and course evaluations as well as observation of classroom teaching (attend minimum of two classes) and producing a report of the Committee's findings.

Observation of Classroom Teaching

Observing classroom teaching is an essential element of an assessment of teaching effectiveness. The Teaching Interaction Committee will carry out at least two classroom visits (online or onsite) scheduled on an agreed-to date by the candidate a minimum of two weeks apart. *As general guidelines, the committee members should assess the following teaching behaviours:*

- Organization – recaps previous learning and provides summary at the end; emphasizes most important points; clearly states when topics are changing; etc.
- Communication – addresses students directly when talking; speaks audibly and clearly; rephrases or reframes difficult concepts, etc.
- Rapport – solicits student feedback, addresses students by name, and encourages students to build on each other's comments and questions, etc.

For samples of an observation template and narrative log to be used in the assessment, consult, the Centre for Teaching Support & Innovation "Peer Observation of Teaching: Effective Practices" <http://teaching.utoronto.ca/wp-content/uploads/2017/01/Peer-Observation-of-Teaching-Guide.pdf>

2. Criteria to Assess Performance

Probationary Review

The PPAA, Section VII.30 (vii) outlines the questions to be answered in for probationary review as follows:

- a) Has the appointee's performance been sufficiently satisfactory for a second probationary appointment to be recommended?
- b) If reappointment is recommended, what counselling should be given to the appointee to assist him or her to improve areas of weakness and maintain areas of strength?

Continuing Status Review

The PPAA, Section VII.30 (x) states “A positive recommendation for continuing status will require the judgment of excellence in teaching and evidence of demonstrated and continuing future pedagogical/professional development.

1. 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.
2. 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 his or her 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.”

Full Professor in Teaching Stream Review

PPPTS, Section 6 states: “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,”

3. Criteria for Assessing Excellence in Teaching

The judgement of excellence in teaching should be based on the demonstrated ability of the teaching stream faculty member to directly enhance and enrich undergraduate and graduate education and experience.

With such a broad array of duties as described above, the emphasis on the assessment of performance may vary within the Faculty. For example, in some cases the judgement of excellence in teaching will be made based on classroom, or studio performance alone (for the purpose of this document classroom performance also includes the development of web based curricula). In others, administration of degree programs, where such service is directly related to the delivery of teaching and development of curriculum and programming will have significant weight. However, administrative service alone should not be sufficient for a recommendation for continuing status or for promotion to full professor in teaching stream. In all cases, excellence in the classroom, or studio must be clearly established. A recommendation of excellence in teaching will normally be based on evidence of excellence across multiple of the three criteria.

Standards of Performance	
Demonstrated evidence of excellence	
<p>1. Fulfils the fundamental duties and responsibilities of a university teacher</p>	<ul style="list-style-type: none"> • Mastery of the subject area • Superlative teaching skills including success in stimulating and challenging students and promoting their intellectual and scholarly development • Excellent communication skills • Promotion of academic integrity and adherence to grading standards of the division and the ethical standards of a profession; • Professionalism and adherence to academic standard and administrative responsibilities as defined by university policy • Creation of supervisory conditions conducive to the development of research and/or professional skills
<p>2. Uses teaching practices and skills that promote student learning.</p>	<ul style="list-style-type: none"> • Challenges and stimulates students to promote their intellectual, professional, and scholarly development • Advances student learning through the development of their mastery of the subject area • Enables students to think across disciplinary boundaries and/or to make connections between what they learn inside as well as outside the classroom • Uses innovative methods of assessment that reflect and contribute to student learning (e.g. the use of formative and summative assessment) as well as critical reflection on student feedback and student outcomes in order to improve future teaching practices • Makes significant contributions to teaching practice and experiential learning as demonstrated, for example, by some combination of the following: <ol style="list-style-type: none"> 1. Innovation Uses an evidence-informed approach in the design of learning activities, experiences, assignments, courses, or curricula that motivate student learning 2. Recognition Receives recognition of teaching through nomination for or receipt of awards/honours 3. Curriculum/Program Enhancement <ul style="list-style-type: none"> • Creates opportunities to involve students in pedagogical research

Standards of Performance Demonstrated evidence of excellence	
	<ul style="list-style-type: none"> • Uses ones expertise and experience to deepen student understanding and enrich the application of theory. For example: <ul style="list-style-type: none"> ○ Enables students to build relationships with local communities and communities of practice ○ Offers significant opportunities for community engagement ○ Designs unique learning experiences for students connected to professional practice • Creates opportunities for students to contribute to the community, and the information professions
3. Contributes to curriculum development	<ul style="list-style-type: none"> • Has significant and ongoing contributions to curriculum or program development (e.g. innovation, revision, updating, evidence-informed improvement) • Includes and promotes cutting-edge research and/or practice in one’s teaching field

4. Criteria for Assessing Pedagogical and Professional Development

Standards of Performance Demonstrated evidence of excellence	
Engages in pedagogical and professional development	<ul style="list-style-type: none"> • Consistently engages 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 teaching field) and the application of these activities to enhance the quality and effectiveness of one’s teaching • Provides leadership in professional practice and develops innovative partnerships that bridge teaching and professional practice • Reflects on and assesses new teaching practices • Conducts research on teaching and/or learning that has potential for impact beyond a single classroom • Disseminates one’s own pedagogical research (e.g., through scholarly articles or educational resources, presentations at conferences or workshop, etc.) • Evidence of sustained pedagogical and professional development • Engages in the scholarly conversation via pedagogical scholarship or creative professional activity

5. Criteria for Assessing Educational Leadership or Achievement (relevant specifically to Promotion)

Standards of Performance	
Demonstrated evidence of excellence	
<p>Demonstrates creative educational leadership and impact</p>	<p>Evidence of a high level of achievement and impact beyond the classroom (e.g. Faculty, institution, discipline, community, etc.) For example</p> <ol style="list-style-type: none"> 1. Innovation <ul style="list-style-type: none"> • Develops education materials (e.g. textbooks, teaching guides) • Produces technological tools or multi-media resources that enrich teaching and learning • Conducts research on teaching and/or learning that has potential for impact beyond a single classroom • Disseminates one’s own pedagogical research (e.g., through scholarly articles or educational resources, presentations at conferences or workshops, etc). 2. Recognition <ul style="list-style-type: none"> • Receives peer-reviewed grants for Scholarship of Teaching and Learning • Receives leadership or pedagogical awards 3. Mentorship <ul style="list-style-type: none"> • Actively engages in the pedagogical development of others • Delivers workshops, seminars, or presentations on teaching and learning • Acts as an active and engaged teaching mentor to colleagues • Provides mentorship and establishes best practices in the management and leadership of teaching assistants and instructional team members • Establishes best practices for mentoring students and groups of students beyond the classroom 4. External Impact & Consultation

	<ul style="list-style-type: none">• Significantly contributes to pedagogical development in a discipline or broader education context. For example:<ul style="list-style-type: none">• Receives invitations to serve as curriculum or program evaluator for another Faculty or institution.• Actively engages in accreditation processes for another program, Faculty, or institution.• Serves on accreditation boards and/or evaluation committees • Engages in professional teaching and learning organizations/associations, education committees of professional committees, or work with teaching centres• Engages in professional organizations and applies this knowledge to teaching and the curriculum in one's own Faculty or beyond• Serves as a journal reviewer or editor of pedagogical publications or as a proposal referee for pedagogical conferences, awards, or grants
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