

**TEMERTY FACULTY OF MEDICINE GUIDELINES
FOR THE
ASSESSMENT OF TEACHING EFFECTIVENESS IN TENURE DECISIONS FOR TENURE-STREAM
FACULTY¹
AND
ASSESSMENT OF TEACHING EFFECTIVENESS IN
CONTINUING STATUS DECISIONS AND PROMOTION FOR TEACHING STREAM FACULTY**

INTRODUCTION

A commitment to excellence in teaching and research is at the core of the University of Toronto and the mission statement affirms the responsibility "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." The Temerty Faculty of Medicine delivers on this commitment by providing exceptional education programs that prepare students to be the next generation of leaders in the health sciences and to excel in a constantly evolving global environment and workforce.

Given the critical importance of teaching, the evaluation of teaching effectiveness is a fundamental component of the career of the majority of our faculty and occurs regularly during annual performance reviews as well as at career landmarks such as tenure, continuing status and promotion. These *Guidelines for the Assessment of Teaching Effectiveness in Tenure for Tenure-Stream Faculty and Assessment of Teaching Effectiveness in Continuing Status Decisions and Promotion for Teaching Stream Faculty* reflect the University's and Faculty's commitment to encouraging and supporting the highest standards of teaching, and to evaluating the teaching effectiveness of faculty in a rigorous and multidimensional manner.

Teaching involves a broad range of activities including lectures, seminars and/or tutorials, individual and group discussions, laboratory teaching, practice-based teaching (e.g., clinical), online teaching, as well as experiential and research supervision (undergraduate, graduate and clinical) and any other means by which students derive educational benefit. The role of faculty

¹ The guidelines and requirements for tenure stream faculty coming forward for promotion from Associate Professor to Professor are included in the Temerty Faculty of Medicine's Manual for Academic Promotion.

as teachers may also include a variety of teaching-related activities such as pedagogical scholarship; leadership in teaching or curriculum initiatives; developing course content (including the creation of courseware, multi-media applications and assignments); academic oversight of practicum placements; coordinating the placement of students taking research project courses; administration of one or more large courses, or the coordination of courses or programs of a department; hiring Teaching Assistants; and other directly related administrative duties.

These Guidelines apply specifically to tenure stream faculty coming forward for tenure review, and to teaching stream faculty coming forward for continuing status review and promotion. They are intended to provide guidance on the implementation of the following University of Toronto policies and procedures:

Policy and Procedures on Academic Appointments:

<https://governingcouncil.utoronto.ca/secretariat/policies/academic-appointments-policy-and-procedures-july-1-2015>

Policy and Procedures Governing Promotions in the Teaching Stream:

<https://governingcouncil.utoronto.ca/secretariat/policies/promotion-teaching-stream-policy-and-procedures-governing-december-16-2016>

For purposes of clarity, the Guidelines are organized into two categories that reflect the different contexts in which teaching is reviewed for salaried tenure-stream and teaching stream faculty.

- A. Tenure Review for Tenure-Stream Faculty
- B. Continuing Status Review and Promotion for Teaching Stream Faculty

Guidance relative to and for tenure stream faculty coming forward for promotion from Associate Professor to Professor are included in the Temerty Faculty of Medicine's [Academic Promotions Manual 2018](#). Guidelines for the promotion of teaching stream faculty from Associate Professor, Teaching Stream to Professor, Teaching Stream are set out in this document and are also incorporated in the Temerty Faculty of Medicine's Manual for Academic Promotion. Guidelines for the appointment and promotion of clinical (MD) and status-only faculty are included in the [Faculty Academic Appointments Committee Manual](#) and the Temerty Faculty of Medicine's [Manual for Academic Promotion](#).

A. TENURE REVIEW

1. Introduction

The evaluation of teaching constitutes a fundamental part of every tenure-stream faculty member's career, through annual review, tenure review, and promotion decisions. All faculty in the tenure stream are expected to be effective teachers (whether at the level of competence or excellence as described 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 for tenure 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*, Part III, Section 13).

2. Procedures for Gathering and Assessing Data

The procedures for gathering and assessing the data needed for evaluation in the tenure review are set out below.

3. The Teaching Dossier

In addition to ensuring an up-to-date CV, each faculty member should maintain a Teaching Dossier² that should be updated annually for the purposes of the tenure review. The Teaching Dossier should include the following as appropriate:

- a. A statement of teaching interests and philosophy
- b. A list of all graduate and undergraduate courses, taught by the candidate

² The "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/>

- c. Representative course outlines and assessments
- d. For courses in which the candidate has had major responsibility for the design, include the course outline, reading list if applicable and evaluation materials (e.g., assignments and/or examinations).
- e. A list of all students whose research work has been supervised by the candidate, indicating whether primary or sole supervision or secondary and/or joint supervision, period of supervision, as well as thesis topics and time to completion. When relevant, copies of students' papers, especially those that have been published, and student theses may be included.
- f. Summaries of annual student evaluations and unsolicited opinion letters or testimonials from students regarding teaching performance.
- g. Applications for instructional development grants, where applicable.
- h. Documentation of efforts made (both formal and informal) to improve teaching skills or course design and a description of the outcomes.
- i. Awards or nominations for awards for teaching excellence.
- j. Documentation of innovations in teaching methods, scholarship and/or research in education, and contributions to curricular development, including activities related to the administration, organizational and developmental aspects of education and the teaching process, where applicable.
- k. Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design, where applicable.
- l. Evidence of contributions in the general area of teaching such as presentations at conferences or publications on teaching, where applicable.
- m. Service to professional bodies or organizations through any methods that can be described as instructional, where applicable.
- n. Community outreach and service through teaching functions, where applicable.
- o. Plans for developing teaching skills and/or future contributions to teaching.

4. Data Collection

Candidates shall be responsible for submitting their Teaching Dossier to the Department Chair.

The Chair shall collect student course evaluation data, solicit letters from students and the candidate's peers and, where applicable, will obtain written specialist assessments from outside the University.

5. Evaluation:

A Teaching Evaluation Committee shall serve to assess the material collected for the Tenure Committee and prepare a single, joint and signed report on the candidate's teaching effectiveness.

6. Information Required for Evaluation

The evaluation of teaching must be as thorough as possible. The sources of information for the evaluation should include, but are not limited to:

1. Faculty member's teaching dossier including a teaching statement and philosophy.
2. Student evaluations, as comprehensive and objective as possible. This should be in the form of student letters solicited by the Chair. Such information should be gathered from students who have been taught and/or supervised by the faculty member.
3. Student course evaluations
4. Formal peer evaluation (internal and/or external) is considered best practice, including other departmental or divisional assessments where cross-appointment is involved. For the purposes of tenure, it is expected that evaluation will include a classroom visit.
5. Course enrolment data, including evidence of demand for elective/selective/graduate courses Documentation may include, but is not limited to, publications in a variety of media including but not limited to, scholarly and professional journals, non-peer-reviewed scholarly publications (for example, white papers, position or policy papers on education), books, CDs, online publications, invited lectures and presentations given at academic conferences, design of and contribution to academic websites, examples of professional work, and any other evidence of professional development.

7. Criteria for Assessment of Teaching Effectiveness

The criteria of teaching effectiveness, as understood at the University of Toronto, and the related standards of performance (i.e., requirements for competence and excellence) are outlined below.

To establish **competence** in teaching for the purpose of achieving tenure, there must be evidence of:

- Mastery of the subject area
- Strong communication skills

- The ability to stimulate and challenge the intellectual and scholarly capacity and 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.
- Professionalism and adherence to academic standards and administrative responsibilities as defined by University policy.

In addition to demonstrating the criteria listed above, to be judged **competent**, faculty should also demonstrate that they:

- Use meaningful methods of assessment that reflect and contribute to student learning (e.g., the use of formative and summative assessment)
- Engage students in the learning process
- Reflect on, and strive for, improvement in teaching-related activities
- Create opportunities that involve students in the research process, where appropriate (e.g., presenting or publishing with students, mentoring/coaching students)
- Actively integrate one's own research, into teaching practice and curriculum
- Ensure course content reflects current and relevant research and practice in the field.

To meet the standard of **excellence** in teaching for tenure, faculty must demonstrate excellent teaching skills, i.e., exemplary achievement, in a consistent manner on the criteria described above. In addition, the candidate must demonstrate **excellence** in some combination of the following elements:

- Successful innovations in the teaching domain, including the creation of significant and innovative teaching processes, materials, and forms of evaluation
- Recognition of teaching through nomination for or receipt of awards/honours
- Teaching evaluation scores above the acceptable standard for the department
- Receipt of peer-reviewed grants for scholarship of teaching and learning
- Development of significant new courses and/or reform of curricula
- Significant contributions to the technological environment of teaching in a given area, for example, through the development of effective new technology or the use of new media to fullest advantage

- Development of innovative and creative ways to promote students' involvement in the research process and provide opportunities for students to learn through discovery based methods
- Using ones expertise and experience to deepen student understanding and enrich the application of theory. For example:
 - 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
- Significant contributions to pedagogical changes in a discipline, for example, through publication of innovative textbooks and/or teaching guides that are adopted beyond the Temerty Faculty of Medicine
- 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
- 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.)
- 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
- Significant contributions to pedagogical development in a discipline or broader education context. For example:
 - 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 publications or as a proposal referee for pedagogical conferences
- Invited national and international talks on teaching and education.

B. CONTINUING STATUS REVIEW AND PROMOTION FOR TEACHING STREAM FACULTY

1. Introduction

All faculty in the teaching stream are expected to demonstrate excellence in teaching and evidence of demonstrated and continuing future pedagogical/professional development in order to be granted continuing status and be promoted to Associate Professor, Teaching Stream³. For purposes of 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.

- 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.*
- 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."*⁴

³ In exceptional circumstances and only with the approval of the Dean and Vice-President and Provost, promotion to Associate Professor, Teaching Stream can occur prior to the continuing status review.

⁴ <https://governingcouncil.utoronto.ca/secretariat/policies/academic-appointments-policy-and-procedures-july-1-2015>
Section VII, Part 30, X.

The criteria for promotion to the rank of Professor, Teaching Stream are outlined in the University of Toronto *Policy and Procedures Governing Promotion in the Teaching Stream* (<https://governingcouncil.utoronto.ca/secretariat/policies/promotion-teaching-stream-policy-and-procedures-governing-december-16-2016>):

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. Administrative or other service to the University and related activities will be taken into account in assessing candidates for promotion but given less weight than the main criteria: promotion will not be based primarily on such service.

2. Procedures for Gathering and Assessing Data

The Teaching Portfolio

In addition to ensuring an up-to-date CV, each faculty member should maintain a Teaching Dossier⁵ which should be updated annually and serve as a foundation for the documents that will be required for the probationary status review, continuing status review, and promotion in the Teaching Stream.

The Teaching Dossier should include the following as appropriate:

- a. A statement of teaching interests and philosophy
- b. A list of graduate and undergraduate courses, taught by the candidate (for promotion, during at least the preceding five (5) years.)
- c. Representative course outlines and assessments
- d. For courses in which the candidate has had major responsibility for the design, at minimum the course outline, reading list if applicable and evaluation materials (e.g., assignments and/or examinations)
- e. A list of all students whose research work has been supervised by the candidate, indicating whether primary or sole supervision or secondary and/or joint supervision, period of supervision, as well as thesis topics and time to completion. When relevant,

⁵ “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/>

copies of students' papers, especially those that have been published, and student theses may be included.

- f. Summaries of annual student evaluations and unsolicited opinion letters or testimonials from students regarding teaching performance
- g. Applications for instructional development grants, where applicable
- h. Documentation of efforts made (both formal and informal) to improve teaching skills or course design and a description of the outcomes
- i. Awards or nominations for awards for teaching excellence
- j. Documentation of innovations in teaching methods and contributions to curricular development, including activities related to the administration, organizational and developmental aspects of education and the teaching process, where applicable
- k. Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design
- l. Evidence of contributions in the general area of teaching such as presentations at conferences or publications on teaching
- m. Service to professional bodies or organizations through any methods that can be described as instructional
- n. Community outreach and service through teaching functions
- o. Plans for developing teaching skills and/or future contributions to teaching.

3. Data Collection

Candidates shall be responsible for submitting their Teaching Dossier to the Department Chair. The Chair shall collect student course evaluation data, solicit letters from students and from the candidate's peers, and will also obtain written specialist assessments from outside the University as required by policy.

4. Evaluation

A Teaching Evaluation Committee shall serve to assess the material collected and provide a single, joint, and signed written report. For Continuing Status Review the report will address the candidate's teaching effectiveness as well as the candidate's demonstrated and continuing pedagogical and professional development. For promotion in the Teaching Stream from Associate Professor, Teaching Stream to Professor, Teaching Stream, the report will address 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.

5. Establishment of the Departmental Promotion Committee

Where an Associate Professor, Teaching Stream is seeking promotion to Professor, Teaching Stream, the department chair must ensure that their Departmental Promotion Committee (DPC) consists of at least five tenured or continuing status faculty at the rank of Professor and/or Professor Teaching Stream, with at least one faculty member at the rank of Professor Teaching Stream.⁶

6. Information Required for Evaluations

The evaluation of teaching must be as thorough as possible. The sources of information for the evaluation should include, but are not limited to:

1. Faculty member's teaching dossier.
2. Student evaluations, as comprehensive and objective as possible. This should be in the form of student letters solicited by the Chair. 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: Copies of teaching/course evaluations for a representative period of the candidate's career at the University should be included in the dossier. The Temerty Faculty of Medicine requires that end-of-course student evaluation forms on teaching excellence be completed in courses taught by faculty members in programs administered either solely by Medicine, or those given in partnership with another Faculty (e.g., the Life Science Programs administered through the Faculty of Arts and Science). Where a candidate for continuing status review or promotion is, or has been teaching at the University of Toronto at Mississauga or at the University of Toronto at Scarborough, teaching/course evaluations from the respective campus should be obtained by the Chair and included in the candidate's dossier. A comprehensive summary of **all** teaching evaluations should be prepared for the Teaching Evaluation Committee and included in the teaching dossier.
4. Formal peer evaluation (internal and/or external) is considered best practice, including other departmental or divisional 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 visit.
5. For the purposes of continuing status and promotion to Professor, Teaching Stream, written specialists' assessments of the candidate's teaching and pedagogical/professional activities should be obtained from outside the University. The candidate should be invited to

⁶ Until a sufficient number of teaching stream faculty have attained the rank of Professor Teaching Stream, this requirement shall be waived and the DPC shall be constituted by five (5) tenured faculty at the rank of Professor.

nominate several external referees, and the Department Chair should solicit letters of reference from at least one of them and from one or more additional specialists chosen by the Chair.

6. Course enrolment data; including evidence of demand for elective/selective/graduate courses Documentation may include, but is not limited to, publications in a variety of media including but not limited to, scholarly and professional journals, non-peer-reviewed or lay publications, books, CDs, online publications, invited lectures and presentations given at conferences, design of and contribution to academic websites, examples of professional work, and any other evidence of professional development.⁷

7. Criteria for Assessment of Teaching Effectiveness

A. Excellent Teaching

Teaching stream faculty demonstrate excellent teaching in lectures, seminars, research and teaching labs and tutorials, as well as in less formal settings, including advising and mentoring students.

To be judged to have excellent teaching skills, there must be evidence of:

- Mastery of the subject area
- Strong communication skills
- The ability to stimulate and challenge the intellectual capacity of students and promote their intellectual and scholarly development
- 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.
- Professionalism and adherence to academic standards and administrative responsibilities as defined by University policy.

⁷ Further information regarding documentation to be included in the teaching dossiers is set out in Part 13 of the *Policy and Procedures Governing Promotion in the Teaching Stream* available at:

<https://governingcouncil.utoronto.ca/secretariat/policies/promotion-teaching-stream-policy-and-procedures-governing-december-16-2016>

In addition to demonstrating excellence on the criteria listed above faculty should also demonstrate that they:

- Use meaningful methods of assessment that reflect and contribute to student learning (e.g., the use of formative and summative assessments)
- Engage students in the learning process
- Reflect on, and strive for, improvement in teaching-related activities
- Create opportunities that involve students in the research process, where appropriate (e.g., presenting or publishing with students, mentoring/coaching students)
 - Actively integrate one's own research, into teaching practice and curriculum
 - Ensure course content reflects current and relevant research and practice in the field.

In addition to excellent teaching skills, as defined above, candidates must demonstrate evidence of some combination of creative educational leadership and/or achievement, and innovative teaching initiatives. Examples are set out below:

- Successful innovations in the teaching domain, including the creation of significant and innovative teaching processes, materials, and forms of evaluation
- Development of significant new courses and/or reform of curricula
- Significant contributions to the technological environment of teaching in a given area, for example, through the development of effective new technology or the use of new media to fullest advantage
- Development of innovative and creative ways to promote students' involvement in the research process and provide opportunities for students to learn through discovery based methods
- Using ones expertise and experience to deepen student understanding and enrich the application of theory. For example:
 - 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
- Significant contributions to pedagogical changes in a discipline, for example through publication of innovative textbooks and/or teaching guides that are adopted beyond the Temerty Faculty of Medicine.

B. Criteria for Assessment of Pedagogical/Professional Development for Teaching Stream Faculty

Separately, teaching stream faculty must also demonstrate evidence of continuing pedagogical/professional development. Examples are set out below.

- 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
- 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)
- Teaching-related activities outside the faculty member's classroom functions and responsibilities
- Professional work that allows the faculty member to maintain a mastery of the individual's subject area
- Discipline-based scholarship in relation to, or of relevance to, the field in which the faculty member teaches.

C. Additional Criteria for Promotion to the Rank of Professor, Teaching Stream

For promotion to the rank of Professor, Teaching Stream, candidates must consistently meet the standard of excellence in teaching and demonstrate ongoing pedagogical/professional development (as set out in sections A and B above), sustained over many years. When reviewing candidates for promotion to the rank of Professor, Teaching Stream, educational leadership and achievement (part of section A above) is also assessed as a separate criterion, distinct from teaching excellence. This assessment is undertaken in accordance with the *Policy and Procedures Governing Promotions in the Teaching Stream* (Part 9), which indicates that:

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, for example: through enhanced student learning; through creation and/or development of models of effective teaching; through engagement in the scholarly

conversation via pedagogical scholarship, or creative professional activity; through significant changes in policy related to teaching as a profession; through technological or other advances in the delivery of education in a discipline or profession.