

UNIVERSITY OF TORONTO FACULTY OF MUSIC

GUIDELINES FOR THE ASSESSMENT OF TEACHING

(for use in interim/probationary, tenure, continuing status, and promotion reviews, and in helping to determine annual progress-through-the-ranks (PTR) evaluation)

The University of Toronto is committed to excellence in teaching. As part of the ongoing efforts to foster continuing development in teaching, there is a mandate to ensure continuing excellence through regular evaluation. These guidelines for the Faculty of Music provide a faculty-specific interpretation of the University of Toronto's common guidelines for the evaluation of the teaching of members of the professoriate.

TEACHING GOALS

The Faculty of Music is devoted to the development of professional and independent attitudes to music in its many forms and contexts.

The Faculty of Music seeks to stimulate critical and scholarly thought, performance abilities, pedagogical skills, and creative imagination, both by example and by guidance, so that students may grow into assured and creative professionals.

The Faculty of Music encourages all of its instructors to continue to explore new avenues for teaching excellence.

CRITERIA FOR ASSESSMENT OF TEACHING EFFECTIVENESS

University policy indicates two standards of teaching effectiveness: Competence and Excellence. In addition, evaluation of teaching for teaching-stream faculty involves consideration of Educational Leadership/Achievement and Pedagogical/Professional Development.

CRITERIA FOR ASSESSING COMPETENCE IN TEACHING

- Mastery of the subject area
- Success in stimulating and challenging students and promoting their intellectual, musical and scholarly development
- Strong communication skills
- Success in developing students' mastery of a subject and of the latest developments in the field
- Success in encouraging students' sense of inquiry and understanding of a subject through a variety of teaching strategies and learning contexts

- Active engagement with students' learning progress and accessibility to students, in class situations and outside of class time
- Promotion of academic integrity and adherence to grading standards of the division and the ethical standards of the profession
- Creation of opportunities which involve students in the research/creative process
- Creation of supervisory conditions conducive to a student's research, intellectual and musical growth, and academic progress

CRITERIA FOR ASSESSING EXCELLENCE IN TEACHING

In addition to the criteria for competence some combination of the following must be demonstrated:

- Superlative teaching skills
- Creative educational leadership
- Successful innovations in the teaching domain, including the creation of new and innovative teaching processes, materials and forms of evaluation, and experiential learning opportunities
- Significant contribution to the technological enrichment of teaching in a given area
- Publication of innovative textbooks and/or teaching guides
- Development of significant new courses and/or reform of curricula
- Development of innovative and creative ways to promote students' involvement in the research process and provide opportunities for them to learn through a wide variety of teaching methods
- Significant contribution to pedagogical changes in a discipline, including publications on pedagogical topics, participation in conference sessions on pedagogical research and technique, and presentation of workshops on teaching
- Recognition through nomination or receipt of honours or awards
- Evidence of student achievement, such as positions at universities and performing organizations, awards, grants, etc.

CRITERIA FOR ASSESSING EDUCATIONAL LEADERSHIP/ACHIEVEMENT

Educational Leadership and/or Achievement in Music (for promotion to Professor, Teaching Stream) is demonstrated through some combination of the following:

- Contributions to scholarly and other professional conversations surrounding pedagogy, primarily through engaging with professional groups who focus on the teaching and learning of the field of music and related fields
- Ongoing creation of models and methods of effective teaching in music and related fields
- Evidence of significant engagement with developing policy around pedagogy
- Publication of innovative textbooks and/or teaching guides

- Development of advances in delivering teaching and learning in music, including but not limited to the use of technology, the creation of meta-pedagogical materials, and advances in modes of delivery
- Leadership in organizing and offering conferences, symposia and workshops
- Mentorship of colleagues, teaching assistants and other instructional teams in the development of teaching skills and in the area of pedagogical design
- Service to professional bodies or organizations through any methods that can be described as instructional

CRITERIA FOR ASSESSING PEDAGOGICAL/PROFESSIONAL DEVELOPMENT

Evidence of demonstrated and continuing future Pedagogical/Professional Development (for teaching-stream continuing status review) and evidence of ongoing Pedagogical/Professional Development (for promotion to Professor, Teaching Stream) are demonstrated through some combination of the following:

- Consistent engagement in and contributions to professional conferences related to the individual's field
- Teaching or teaching-related activity outside of the faculty member's own classroom responsibilities, including workshops, masterclasses, and symposia, as well as teaching residencies at other institutions
- Discipline-based scholarship, performances, and other professional work that allows the faculty member to maintain a mastery of his or her subject area
- Plans for developing teaching skills and/or future contributions to teaching
- Evidence of reflection on the individual's own teaching practice and new teaching practices
- Invitations to consult and participate in curriculum development or program evaluation in professional organizations or other academic institutions

MATERIALS OF ASSESSMENT

TEACHING PORTFOLIO (submitted by candidate)

The portfolio is a purposeful collection of materials that provides evidence of the depth and breadth of the teaching practice and achievement, and documents continuing growth over time. The portfolio should include:

- a table of contents of the portfolio
- statement of teaching goals, aims and methods
- self-evaluation and reflections on career teaching development
- list of courses taught, including course enrollment
- list of students supervised, including thesis topics and dates of the period of supervision
- course outlines, bibliographies, listening, reading and viewing lists, required texts
- samples of assignments, tests and examinations
- samples of video, audio and media resources used in teaching
- samples of student work, including audio, video, and print material, as appropriate and with permission
- copies of annual student evaluations
- evidence of contributions to course curriculum development
- lists of current and former students who have distinguished themselves in the field

Additional items may include:

- video documentation of teaching, coaching and/or masterclass situations, as appropriate and with permission
- evidence of innovative uses of technology
- evidence of innovative teaching methods
- evidence of creative and innovative student assignments
- evidence of continuing professional development in teaching
- evidence of conference presentations and/or publications on pedagogical topics
- documentation of applications for instructional development grants, or similar documents
- documentation of teaching-based workshops, pedagogical partnerships within and external to the university
- examples of mutual enrichment of teaching and research
- awards and honours for teaching
- examples of efforts to mentor colleagues in the profession
- service to professional bodies in an instructional capacity
- community outreach and service through teaching functions
- preparation or performance of educational concerts
- supervision of students in teaching or other experiential learning opportunities
- participant evaluations from teaching-related institutes, workshops, and masterclasses in venues outside the university

STUDENT EVALUATIONS (collected by Faculty of Music)

Student evaluations should be specific to the course design, reflecting the individual needs and contingencies of each teaching-learning context. Additionally, while the evaluations remain anonymous, it is important that students be given an opportunity to indicate their level of interaction with the teaching context indicated in each question. There is an opportunity for both standardized rating scale and students' written responses.

PEER EVALUATIONS (solicited by Faculty of Music)

For teaching-stream faculty (both for continuing status review and for promotion to Professor, Teaching Stream) evaluations of the teaching dossier will be solicited from external reviewers with knowledge of the specific field of teaching and professional practice.

For tenure-stream faculty (both for tenure and promotion to Professor) and teaching-stream faculty (both for continuing status review and for promotion to Professor, Teaching Stream) a two-member internal faculty committee will observe teaching in at least one instructional setting.

LETTERS (solicited by Faculty of Music)

The Faculty of Music will invite letters from current students, former students, and faculty colleagues at interim/probationary, tenure, continuing status, and promotion reviews.

It is understood that nothing in this policy for assessing teaching in the Faculty of Music is to be construed in any way that contradicts established University policy.