

## Faculty of Information Guidelines for Assessment of Teaching Effectiveness, Tenure Stream<sup>1</sup>

### Preamble

*These guidelines are intended for use within the Faculty of Information for assessing teaching activities and pedagogical/professional development as it relates to teaching in making decisions on Tenure and Promotion to Associate Professor and Professor, Tenure 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." 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 significance placed on teaching at the University of Toronto, evaluation of teaching effectiveness is a fundamental component of the career of all teaching staff at the University and occurs regularly, during annual performance review as well as at career landmarks such as tenure and promotion. These Guidelines for the Assessment of Teaching Effectiveness, Tenure Stream reflect the institutional and Faculty commitment to encouraging and supporting the highest standards of teaching, and to evaluating the teaching effectiveness of our tenure 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

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<sup>1</sup> Text 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

of undergraduate and graduate courses and programs, tenure stream faculty may be 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/ppapr201980.pdf>

Policy and Procedures Governing Promotions (PPP):

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppapr201980.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), tenure, and promotion decisions. All faculty members in the tenure stream will be expected to be effective teachers (whether at the level of competence or excellence as listed in this document) as part of the criteria for tenure and to sustain this level of performance as they progress through the ranks. Documentation required for assessment and tenure and promotion review is provided by both the tenure 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)

## Teaching Dossier<sup>2</sup>

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 interim, tenure, 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. Documentation of efforts made (both formal and informal) to improve teaching skills or course design
  - Include a description of the outcomes of these improvements
7. Awards or nominations for awards for teaching excellence
8. Documentation of innovations in teaching methods and examples of particularly effective teaching strategies
9. Documentation of efforts to foster scholarly and professional advancement of students
  - Examples of mentoring students and engaging students in research
10. 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
11. Contributions to Faculty and/or University 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
12. Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design
13. Evidence of contributions in the general area of pedagogy such as presentations at conferences or publications on teaching
14. Service to professional bodies or organizations through any methods that can be described as instructional or educational
15. Descriptions of community outreach and service through teaching functions
16. Plans for developing teaching and pedagogy

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<sup>2</sup> "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/>

17. 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 Dean<sup>3</sup>**

1. Copies of teaching evaluations for the candidate while in a tenure 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 of appraisal 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)

#### **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 normally as an observation of classroom teaching (attend minimum of two classes) and producing a report of the Committee's findings.

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

## Observation of Classroom Teaching

Observing classroom teaching is an essential element of an assessment of teaching effectiveness. The Teaching Interaction Committee will normally 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 for Assessing 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. Please note that it is expected that competency is achieved in criterion 1—which has no distinction between competence and excellence—as a baseline to establish excellence in other criteria, particularly for consideration of promotion or tenure application. A recommendation of excellence in teaching will normally be based on evidence of excellence across multiple of the five criteria. Criteria for tenure expect an assessment of either competence or excellence while the criteria for promotion expects the candidate “to have shown himself or herself to be an effective teacher”.

<b>Standards of Performance</b>		
	<b>Demonstrated evidence of competence</b>	<b>Demonstrated evidence of excellence</b>
1. Fulfills the fundamental duties and responsibilities of a university teacher.	<ul style="list-style-type: none"> <li>• Mastery of the subject area</li> <li>• Strong communication skills</li> <li>• Being accessible to students inside and outside the classroom</li> <li>• Fair and ethical dealings with students that recognize the diverse needs and backgrounds of our student population</li> <li>• Creation of supervisory conditions conducive to a student’s academic progress, intellectual growth and the development of research skills</li> <li>• Professionalism and adherence to academic standards and administrative responsibilities as defined by University policy</li> <li>• Success in developing students’ mastery of a subject and of the latest developments in the field</li> </ul>	
2. Uses teaching practices that promote student learning	<ul style="list-style-type: none"> <li>• Challenges and stimulates students to promote their intellectual and scholarly development and encourages independent thinking</li> <li>• Advances student learning through the development of their mastery of the subject area</li> <li>• Enables students to think across disciplinary boundaries and/or to make connections between what they learn inside as well as outside the classroom</li> <li>• Creates opportunities that involve students in the research process (e.g. presenting or publishing with students)</li> <li>• Directs graduate research, for example, supervision of reading courses, guidance of research-stream projects, and doctoral research</li> </ul>	<p>Exemplary achievement, in a consistent manner, of each of the criteria under “competence” and significant contributions to teaching practice as demonstrated, for example, by some combination of the following:</p> <ol style="list-style-type: none"> <li>1. <b>Innovation</b> <ul style="list-style-type: none"> <li>• Uses an evidence-informed approach in the design of learning activities, experiences, assignments, courses, or curricula that motivate student learning</li> </ul> </li> <li>2. <b>Recognition</b> <ul style="list-style-type: none"> <li>• Receives recognition of teaching through nomination for or receipt of awards/honours</li> </ul> </li> <li>3. <b>Curriculum/Program Enhancement</b> <ul style="list-style-type: none"> <li>• Creates opportunities to involve students in pedagogical research</li> <li>• Uses one’s expertise and experience to deepen student understanding and enrich the application of theory. For example:</li> </ul> </li> </ol>

<b>Standards of Performance</b>		
	<b>Demonstrated evidence of competence</b>	<b>Demonstrated evidence of excellence</b>
	<ul style="list-style-type: none"> <li>Actively integrates one’s own research into teaching practice and curriculum</li> </ul>	<ul style="list-style-type: none"> <li>✓ Enables students to build relationships with local communities and communities of practice</li> <li>✓ Offers significant opportunities for community engagement</li> <li>✓ Designs unique learning experiences for students connected to professional practice</li> <li>• Demonstrates superlative teaching skills</li> </ul>
<b>3. Contributes to curriculum development</b>	<ul style="list-style-type: none"> <li>Situates the context of one’s courses within the broader program/curriculum or in relation to curricular developments in the discipline.</li> <li>Ensures course content reflects current and relevant research and practice in the field</li> </ul>	<ul style="list-style-type: none"> <li>Has significant and ongoing contributions to curriculum or program development (e.g. innovation, revision, updating, evidence-informed improvement)</li> <li>Includes and promotes cutting-edge research and/or practice in one’s teaching field</li> </ul>
<b>4. Engages in pedagogical and professional development</b>	<ul style="list-style-type: none"> <li>Draws on current research/development in one’s field to advance student learning and to enrich one’s own teaching</li> <li>Works to refine and enhance one’s teaching practices over time.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Provides leadership in professional practice and develops innovative partnerships that bridge teaching and professional practice</li> <li>Reflects on and assesses new teaching practices</li> <li>Conducts research on teaching and/or learning that has potential for impact beyond a single classroom</li> </ul>

<b>Standards of Performance</b>		
	<b>Demonstrated evidence of competence</b>	<b>Demonstrated evidence of excellence</b>
		<ul style="list-style-type: none"> <li>• Disseminates one’s own pedagogical research (e.g., through scholarly articles or educational resources, presentations at conferences or workshop, etc.)</li> <li>• Evidence of sustained pedagogical and professional development</li> <li>• Engages in the scholarly conversation via pedagogical scholarship or creative professional activity</li> </ul>
5. Demonstrates educational leadership and impact	<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>	<p>Evidence of a high level of achievement and impact beyond the classroom (e.g. Faculty, institution, discipline, community, etc.) For example:</p> <p><b>1. Innovation</b></p> <ul style="list-style-type: none"> <li>• Develops education materials (e.g. textbooks, teaching guides)</li> <li>• Produces technological tools or multi-media resources that enrich teaching and learning</li> <li>• Conducts research on teaching and/or learning that has potential for impact beyond a single classroom</li> <li>• Disseminates one’s own pedagogical research (e.g., through scholarly articles or educational resources, presentations at conferences or workshops, etc).</li> </ul> <p><b>2. Recognition</b></p> <ul style="list-style-type: none"> <li>• Receives peer-reviewed grants for Scholarship of Teaching and Learning</li> <li>• Receives leadership or pedagogical awards</li> </ul> <p><b>3. Mentorship</b></p> <ul style="list-style-type: none"> <li>• Actively engages in the pedagogical development of others</li> <li>• Delivers workshops, seminars, or presentations on teaching and learning</li> </ul>



<b>Standards of Performance</b>		
	<b>Demonstrated evidence of competence</b>	<b>Demonstrated evidence of excellence</b>
		<ul style="list-style-type: none"> <li>• Acts as an active and engaged teaching mentor to colleagues</li> <li>• Provides mentorship and establishes best practices in the management and leadership of teaching assistants and instructional team members</li> <li>• Establishes best practices for mentoring students and groups of students beyond the classroom</li> </ul> <p><b>4. External Impact &amp; Consultation</b></p> <ul style="list-style-type: none"> <li>• Significantly contributes to pedagogical development in a discipline or broader education context. For example:                             <ul style="list-style-type: none"> <li>✓ Receives invitations to serve as curriculum or program evaluator for another Faculty or institution</li> <li>✓ Actively engages in accreditation processes for another program, Faculty, or institution.</li> <li>✓ Serves on accreditation boards and/or evaluation committees</li> </ul> </li> <li>• Engages in professional teaching and learning organizations/associations, education committees of professional committees, or work with teaching centres</li> <li>• Engages in professional organizations and applies this knowledge to teaching and the curriculum in one’s own Faculty or beyond</li> <li>• Serves as a journal reviewer or editor of pedagogical publications or as a proposal referee for pedagogical conferences, awards, or grants</li> </ul>