

FOR APPROVAL

PUBLIC

OPEN SESSION

TO: Academic Board

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DATE: November 7, 2017 for November 23, 2017

AGENDA ITEM: 9b

ITEM IDENTIFICATION:

Revised Divisional Teaching Evaluation Guidelines for the Rotman School of Management:
“Guidelines for the Assessment of Effectiveness of Teaching in Promotion, Tenure, and Continuing Status Decisions”

JURISDICTIONAL INFORMATION:

The Committee on Academic Policy and Programs has the authority to approve revised Divisional Guidelines for the Assessment of Teaching and/or Creative Professional Activity (AP&P Terms of Reference, Guidelines Regarding Levels of Approval).

GOVERNANCE PATH:

1. Committee on Academic Policy and Programs (November 2, 2017) – *for approval*
2. **Academic Board (November 23rd, 2017) – for information**

PREVIOUS ACTION TAKEN:

HIGHLIGHTS:

The attached are the newly revised divisional teaching evaluation guidelines for the Rotman School of Management. This is one of a series of revised guidelines that are being or will be brought forward for approval by AP&P following local divisional approval.

These revisions are part of a University-wide initiative to bring divisional teaching evaluation guidelines into line with recent changes to the *Policy and Procedures on Academic Appointments*

[PPAA] and the approval of the new *Policy and Procedures Governing Promotion in the Teaching Stream* [PPPTS].

In December 2014, the Special Joint Advisory Committee negotiations between the University of Toronto administration and the University of Toronto Faculty Association resulted in agreement on a series of changes in principle in respect to teaching stream faculty (Approved February 26, 2015). Revisions to the *Policy and Procedures on Academic Appointments* [PPAA] were approved in June 2015 by Governing Council. These included a number of changes including the introduction of professorial ranks and titles for faculty in the teaching stream.

The agreement in principle achieved through the SJAC process also included agreement that promotion from Associate Professor, Teaching Stream to Professor, Teaching Stream “shall be based on excellent teaching, educational leadership and/or achievement, and ongoing pedagogical/professional development, sustained over many years.” The new PPPTS (approved December 16, 2016) enshrined this in policy.

In order to be implemented, the new policy relies on divisional teaching evaluation guidelines - like the PPAA (which governs the appointment and tenure review or continuing status review of faculty with continuing appointments in the tenure and teaching stream) and the Policy and Procedures Governing Promotions [PPP] (which governs the promotion of tenure stream faculty). As Vivek Goel explained in PDAD&C memo #134, the University's "Guidelines for Developing Written Assessments of Effectiveness of Teaching in Promotion and Tenure Decisions" provide a framework for the development by each division of the approved divisional guidelines for the evaluation of teaching. The “approved divisional guidelines have the force of policy.”

These divisional guidelines:

- Explain what evidence will be gathered to assess the candidate’s teaching
- Specify what a teaching dossier should contain, and
- Clarify what constitutes excellent teaching in the divisional context
- Describe the standards / expectations against which external referees should be evaluated

The revisions being made to divisional teaching evaluation guidelines by all divisions at this time include changes to bring them in line with recent changes as a result of the SJAC process to reflect

- Changes to the existing PPAA including:
 - New professorial rank for the teaching stream,
 - Introduction of mandatory probationary review
 - Change in terminology where teaching stream faculty now come forward for “continuing status review” rather than “promotion”
 - New language clarifying the criteria for continuing status
 - New language clarifying the scope of what is included under scholarship
 - The continuing status dossier must include “Written specialist assessments of the candidate's teaching and pedagogical/professional activities from outside the University.”

- Approval of the new *Policy and Procedures on Promotion in the Teaching Stream, 2016* [PPPTS]

The Rotman School of Management Teaching Evaluation Guidelines were revised to enhance clarity and usability across the streams.

The previous version of these divisional teaching evaluation guidelines was undated.

The process by which the divisional guidelines were revised involved a highly consultative process. A draft revision (along with a copy of the original guidelines) was circulated to all tenure stream and teaching stream faculty in March 2017 with a request for feedback. The Associate Dean, Faculty held a town hall meeting that month to explain the process and gather input. About 15-20 faculty attended the session. The discussion resulted in one addition to the list of elements relevant to the assessment of creative educational leadership and/or achievement, and innovative teaching initiatives for teaching stream faculty. An updated version of the draft was next discussed and ‘approved in principle’ at the Executive Committee meeting on April 21st, and this updated version was distributed to Rotman faculty, again with an invitation to comment, prior to the Rotman Council meeting on May 3, 2017. The most recent version which received approval from the Vice-provost, Faculty & Academic Life was discussed at the Executive Committee meeting on September 22, and the committee voted to put the revised guidelines on the agenda for faculty vote at the upcoming Rotman Council meeting on October 27. All feedback received on the revisions throughout the process has been positive.

FINANCIAL IMPLICATIONS:

None

RECOMMENDATION:

This item is for information only.

DOCUMENTATION PROVIDED:

- Rotman School of Management:
 - “Guidelines for the Assessment of Effectiveness of Teaching in Promotion, Tenure, and Continuing Status Decisions”;
 - previous version being replaced.

Rotman School of Management
Guidelines for the Assessment of Effectiveness of
Teaching in Promotion, Tenure, and Continuing Status Decisions

A commitment to excellence in teaching and research is at the core of our mission as a University and is crucial to the success of the Rotman School of Management (RSM). Effective teaching obliges faculty to provide an environment that facilitates student learning, and recognizes that RSM's position as a professional faculty within the University of Toronto places a special onus on faculty to demonstrate real-world applications.

The evaluation of teaching is relevant to decisions on tenure and promotion in the tenure stream (including the transition from Assistant Professor to Associate Professor, and from Associate Professor to Professor) as well as to continuing status reviews and promotion in the teaching stream (including the transition from Assistant Professor, Teaching Stream to Associate Professor, Teaching Stream, and from Associate Professor, Teaching Stream to Professor, Teaching Stream). The standards and procedures to be followed and the documentation to be collected for each of these reviews are laid out in detail in relevant university policies and guidelines.¹

The purpose of the RSM Guidelines for the Assessment of Effectiveness of Teaching in Promotion, Tenure and Continuing Status Decisions (hereafter referred to as the 'RSM Guidelines') is to summarize the criteria for each of the aforementioned reviews, to describe how teaching effectiveness and related criteria are to be assessed and evaluated at RSM, and what documentation should be collected to support the relevant assessments. Parts 1 and 3 are relevant for reviews involving tenure stream faculty; Parts 2 and 3 apply to faculty in the teaching stream.

¹ See the *Policy and Procedures on Academic Appointments* <http://www.governingcouncil.utoronto.ca/policies/phoct302003i.htm>;
Policy and Procedures Governing Promotions <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppapr201980.pdf> ;
Policy and Procedures on Promotion in the Teaching Stream <http://www.governingcouncil.lamp4.utoronto.ca/wp-content/uploads/2017/01/p0105-papfqp-2016-2017pol.pdf>;

PART 1 – TEACHING EFFECTIVENESS FOR TENURE STREAM FACULTY

1.1. Tenure Review and Promotion Criteria for Tenure Stream Faculty

For tenure stream faculty, The Policy and Procedures on Academic Appointments (2015) (Section 3, Part 13) outlines the criteria relative to tenure as follows:

Tenured appointments should be granted on the basis of three essential criteria: achievement in research and creative professional work, effectiveness in teaching, and clear promise of future intellectual and professional development. Contributions in the area of university service may constitute a fourth factor in the tenure decision but should not, in general, receive a particularly significant weighting.

A positive recommendation for tenure and promotion to Associate Professor requires the judgement of demonstrated excellence in one of research and teaching, and clearly established competence in the other. Clear promise of future intellectual and professional development must also be affirmed.

The Policy and Procedures Governing Promotions (1980) (Part 7) outlines the criteria to be used for promotion to the rank of Professor for faculty in the tenure stream:

The successful candidate for promotion will be expected to have established a wide reputation in his or her field of interest, to be deeply engaged in scholarly work, and to have shown himself or herself to be an effective teacher. These are the main criteria. However, either excellent teaching alone or excellent scholarship alone, sustained over many years, could also in itself justify eventual promotion to the rank of Professor. 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.

1.2. Criteria for Assessment of Teaching Effectiveness for Tenure Stream Faculty

Tenure stream faculty demonstrate their effectiveness as teachers in lectures, seminars, laboratories, and tutorials, in less formal teaching situations, including directing the research of undergraduate and graduate students and advising students, and through involvement in curriculum development.

A. Competence in Teaching

To establish **competence** in teaching for the purpose of achieving tenure, RSM faculty members must demonstrate that they:

1. Stimulate and challenge the intellectual capacity of students and promote their intellectual and scholarly development;
2. Communicate effectively;
3. Develop students' mastery of a subject area and of the latest developments in the field;
4. Are accessible to students and engage with their learning progress; and
5. Encourage students' sense of inquiry and develop their critical skills and understanding of a subject.

Effective teachers show respect for students by abiding by the policies and procedures described in the instructors' manuals of each RSM program. In addition to demonstrating all of the criteria above, to be judged competent, faculty should also demonstrate the following behaviours. None of these behaviours alone is determinative, but competent teaching will generally involve:

- Maintaining a positive learning environment;
- Setting high expectations about student performance;
- Providing timely, accurate, and detailed feedback to students;
- Stimulating learning consistent with program objectives;
- Motivating students to apply the subject matter to real-world situations;
- Showing respect for program integrity and requirements;
- Helping improve the research capability of students where appropriate;
- Having the capacity to teach effectively across a range of courses and programs;
- Reflecting on, and striving for, improvement in teaching-related activities

The ultimate goal of these behaviours and other dimensions of effective teaching is to support a stimulating intellectual environment, free of prejudice and discrimination, and to facilitate learning.

B. Excellence in Teaching

To meet the standard of ***excellence*** in teaching for tenure or promotion in the tenure stream, RSM faculty must demonstrate excellent teaching skills, i.e., a high level of achievement on all of the numbered criteria (1-5) described in A, 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;
- 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;
- Significant contributions to pedagogical changes in a discipline, for example through publication of innovative textbooks and/or teaching guides that are widely adopted beyond RSM;

For promotion to the rank of Professor based on excellent teaching alone, candidates must have consistently met the standard of excellence set out above, sustained over many years.

PART 2 – TEACHING EFFECTIVENESS FOR TEACHING STREAM FACULTY

2.1. Continuing Status Review and Promotion Criteria for Teaching Stream Faculty

For faculty in the teaching stream, The Policy and Procedures on Academic Appointments (2015) (Section 7, Part 30, vi) outlines how performance is assessed in general terms:

Performance will be assessed on teaching effectiveness and pedagogical/ professional development related to teaching duties in accordance with approved divisional guidelines on the assessment of teaching. Administrative service will be considered, where such service is related to teaching or to curricular and professional development.

The Policy describes the specific criteria to be met for continuing status as follows: A positive recommendation for continuing status and promotion to Associate Professor, Teaching Stream, requires “*the judgement of excellence in teaching and evidence of continued future pedagogical/professional development.*” (PPAA, Section 7, Part 30, x)

a) 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.

b) 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

The Policy and Procedures Governing Promotions in the Teaching Stream (2016, Part 6), outlines the criteria to be used for promotion to the rank of Professor, 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... 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.

Administrative service, where such service is related to teaching or to curricular and professional development, will also be considered to assess performance for the purpose of continuing review and promotion in the teaching stream. These duties can include the co-ordination of undergraduate or graduate programs and administration of large undergraduate courses, and student counselling. Effective service in

academic administration can also be considered as evidence of pedagogical/professional development related to teaching duties. However, as specified in the Policy and Procedures Governing Promotions in the Teaching Stream (Part 10), administrative service will be given less weight than the main criteria: promotion will not be based primarily on service.

2.2. Criteria for Assessment of Excellence in Teaching for Teaching Stream Faculty

A. Excellent Teaching Skills

Teaching stream faculty members demonstrate excellent teaching skills in lectures, seminars, laboratories, and tutorials, as well as in less formal teaching situations, including advising and mentoring students.

To be judged to have excellent teaching skills for the purpose of continuing status and for promotion in the teaching stream, RSM faculty must demonstrate a high level of achievement on each of the following criteria:

1. Stimulating and challenging the intellectual capacity of students and promoting their intellectual and scholarly development;
2. Communicating effectively;
3. Developing students' mastery of a subject area and of the latest developments in the field;
4. Being accessible to students and engaging with their learning progress; and
5. Encouraging students' sense of inquiry and developing their critical skills and understanding of a subject.

Effective teachers show respect for students by abiding by the policies and procedures described in the instructors' manuals of each RSM program. In addition to demonstrating excellence on all of the criteria above, teaching stream faculty should also demonstrate the following behaviours.

None of these behaviours alone is determinative, but effective teaching will generally involve:

- Maintaining a positive learning environment;
- Setting high expectations about student performance;
- Providing timely, accurate, and detailed feedback to students;

- Stimulating learning consistent with program objectives;
- Motivating students to apply the subject matter to real-world situations;
- Showing respect for program integrity and requirements;
- Helping improve the research capability of students where appropriate;
- Having the capacity to teach effectively across a range of courses and programs;
- Reflecting on, and striving for, improvement in teaching-related activities

The ultimate goal of these behaviours and other dimensions of effective teaching is to support a stimulating intellectual environment, free of prejudice and discrimination, and to facilitate learning.

B. Creative Educational Leadership and/or Achievement, and Innovative Teaching Initiatives

In addition to excellent teaching skills, as defined above, for the purpose of continuing status and for promotions in the teaching stream, RSM faculty must demonstrate excellence in some combination of the following elements of creative educational leadership and/or achievement, and innovative teaching initiatives:

- Engagement in the scholarly conversation via pedagogical scholarship or creative professional activity;
- 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 them to learn through discovery based methods;
- Creation of significant new pathways to promote students' professional skill development;

- Significant contributions to pedagogical changes in a discipline, for example through publication of innovative textbooks and/or teaching guides that are widely adopted beyond RSM;

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

Teaching stream faculty members demonstrate continuing pedagogical/professional development in a variety of ways, including:

- Teaching-related activity by the faculty member outside of his or her classroom functions and responsibilities, including curricular development and related work in progress and the introduction of new pedagogical techniques;
- The ongoing pursuit of further academic and professional qualifications and/or discipline-based scholarship 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;
- Professional work that allows the candidate to maintain a mastery of his or her subject area, provided that such professional work enhances RSM's teaching mission. Examples include engagement with professional organizations associated with the candidate's area of expertise.

2.4. 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 2.2 and 2.3, above), sustained over many years. When reviewing candidates for promotion to the rank of Professor, Teaching Stream, educational leadership and achievement (section 2.2B) is also assessed as a separate criteria, 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.

PART 3: DOCUMENTATION AND EVALUATION

3.1. The Teaching Portfolio

Each faculty member should maintain a Teaching Portfolio, which should be updated annually and serve as a foundation for the documents that will be required for the interim or probationary review, tenure or continuing review, and promotion. It should also function as a basis for discussion between faculty members and academic administrators regarding the teaching component of annual PTR awards. The general advice that should be given to all faculty- especially junior faculty - is to keep any document that reflects success, experimentation, and innovation in teaching.

The material in the Teaching Portfolio should include:

- Candidate's Curriculum Vitae;
- A statement of teaching philosophy;
- All course outlines, bibliographies, assignments, descriptions of internship programs, field experiences, and teaching assessment activities; For promotion in the Tenure Stream Policy requires that these should be provided for the past five years. The PPPTS requires that Teaching Stream faculty provide these "for at least the last five years"
- New course proposals;
- Digests of annual student evaluations and letters or testimonials from students regarding teaching performance;²
- Applications for instructional development grants or similar documents;
- Documentation on efforts made (through both formal and informal means) to improve teaching skills or course design and a description of the outcomes;
- Awards or nominations for awards for teaching excellence;

² Note that these are distinct from letters of assessment from students that may be solicited by the Tenure / Promotion Committee Chair

- Documentation concerning innovations in teaching methods and contributions to curricular development, including activities related to the administrative, organizational, and development aspects of education and the use and development of technology in the teaching process;
- Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design;
- Evidence of professional contributions in the general area of teaching, such as presentations at pedagogical conferences or publications on teaching;
- Service to professional bodies or organizations through any method that can be described as instructional; and
- Community outreach and service through teaching functions.

3.2. Evaluation of Teaching Effectiveness

The evaluation of teaching effectiveness must be as thorough as possible. The sources of information for the evaluation should include the following:

1. Faculty member's teaching portfolio.
2. Student evaluations, as comprehensive and objective as possible. Such information should include letters of assessment solicited from students who have been taught and/or supervised by the faculty member.
3. Course enrollment data, including evidence of demand for elective courses.
4. Data that will enable the Committee to assess candidates' success in graduate supervision, including number of students being supervised; quality of theses produced; quality of supervision; number graduated and time-to-degree and information on other efforts to foster scholarly and professional advancement of graduate students.
5. Descriptions of innovations in teaching and contributions to curricular development.
6. Formal peer evaluation by an internal teaching committee, and other departmental, divisional, or college assessments where cross-appointment is involved. For the purposes

of tenure and continuing status reviews, it is expected that evaluation will include one or more classroom visits wherever possible.

7. For continuing status reviews and promotion in the teaching stream, confidential written assessments of the candidate's teaching, educational leadership and/or achievement, and ongoing pedagogical / professional development by at least three referees who are specialists in the candidate's field from outside the University, and including at least one referee suggested by the candidate.

RSM Guidelines for Developing Written Assessments of Effectiveness of Teaching in Promotion and Tenure Decisions

Introductory Comments

In its 2003 "Provostial Guidelines for Developing Written Assessments of Effectiveness of Teaching in Promotion and Tenure Decisions", the University of Toronto gives detailed guidance for the university community at large. The Joseph L. Rotman School of Management (RSM) is bound by these university guidelines, which consist of:

A preamble

- Section 1: The Teaching Portfolio
- Section 2: Criteria for Assessment of Teaching Effectiveness
 - a) Evaluation of competence in teaching
 - b) Evaluation of excellence in teaching

Section 3: Information Required for Evaluations

These guidelines are produced in their entirety below:

Provostial Guidelines for Developing Written Assessments of Effectiveness of Teaching in Promotion and Tenure Decisions

A commitment to excellence in teaching and research is the core of our mission as a University. Our mission statement affirms 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." The central place of research and scholarship – the creation of new knowledge and our commitment to bringing that knowledge and the process of discovery to bear in teaching – continues to underlie all of our activities and to drive our academic priorities. The establishment of the Office of Teaching Advancement is one example of our institutional commitment to fostering teaching development, as are the services and programs that have been established divisionally to support mentorship and promote teaching excellence.

The evaluation of teaching also constitutes a fundamental part of every professoriate-stream faculty member's career, through annual review, tenure and promotion decisions. It is therefore essential that divisions develop and communicate a clear indication of how teaching effectiveness is to be evaluated and what evidence should be collected annually to ensure the fairness and efficiency of this process. All faculty members will be expected to have at least achieved the standards for teaching competence listed in this document in order to be granted tenure and to maintain these as they progress through the ranks.

The University of Toronto is a complex institution and, consequently, the guidelines developed in each division should reflect variations in academic programming and in the means of instruction used to stimulate and challenge our students' intellectual capacity. Nevertheless, some common guidelines that express our commitment to excellence in teaching and to a rigorous evaluation of teaching effectiveness for members of the professoriate should inform the evaluation process.

1. The Teaching Portfolio

Each faculty member should maintain a Teaching Portfolio, or dossier, which should be updated annually and serve as a foundation for the documents that will be required for the three year review, tenure and promotion. It should also be used as a reference for academic administrators when evaluating faculty members for annual PTR awards. The general advice that should be given to all faculty, especially junior faculty, is to keep any document that reflects success, experimentation and innovation in teaching.

The material in the Teaching Portfolio should include, as appropriate:

1. Candidate's curriculum vitae.
2. a statement of teaching philosophy and plans for developing teaching skills.
3. representative course outlines, bibliographies and assignments, description of internship programs, field experiences, and teaching assessment activities.
4. new course proposals.
5. digests of annual student evaluations and letters or testimonials from students regarding teaching performance.
6. applications for instructional development grants or similar documents.
7. documentation on efforts made (through both formal and informal means) 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 in the teaching process.
10. examples of efforts to mentor colleagues 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 presentations at pedagogical conferences or publications on teaching.
12. service to professional bodies or organizations through any method that can be described as instructional.
13. community outreach and service through teaching functions.

This list is not definitive and will vary by discipline and from division to division

2. Criteria for Assessment of Teaching Effectiveness

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 counseling students. The guidelines for tenure and promotion prescribe 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 emphasis of the documentation collected for each process, reflecting the different stages of an academic career.

a) *Evaluation of competence in teaching requires demonstration of:*

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 and understanding of a subject through discovery-based learning.
5. active engagement with students' learning progress and accessibility to students.
6. promotion of academic integrity and adherence to grading standards of the division and, as appropriate, the ethical standards of the profession.
7. creation of opportunities which involve students in the research process.
8. creation of supervisory conditions conducive to a students' research, intellectual growth and academic progress consistent with the School of Graduate Studies Guidelines for Graduate Supervision.

These are the minimum standards required of all faculty members and which must be demonstrated in the granting of tenure.

b) *Evaluation of excellence in teaching requires, in addition to the criteria for competence, demonstration of some combination of the following:*

1. superlative teaching skills.
2. creative educational leadership.
3. successful innovations in the teaching domain, including the creation of new and innovative teaching process, 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 fullest advantage.

5. publication of innovative textbooks 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 provide opportunities for them to learn through discovery-based methods.
8. significant contribution to pedagogical changes in a discipline.

For tenure cases that are to be based on excellence in teaching, the level of involvement will go well beyond that of competence.

3) Information Required for Evaluations

The evaluation of teaching must be as thorough as possible. The sources of information for the evaluation should include:

1. Faculty member's teaching portfolio.
2. Student evaluations, as comprehensive and objective as possible. Such information should be gathered from students who have been taught and those who have been supervised by the faculty member.
3. Formal peer evaluation (internal and external), including other departmental, divisional, or college assessments where cross-appointment is involved. External assessments of syllabi are also encouraged. For the purposes of tenure, it is expected that evaluation will include a classroom visit.
4. Data that will enable the unit to assess candidates' success in graduate supervision, including number of students being supervised; quality of theses produced; quality of supervision; number graduated and time-to-degree and information on other efforts to foster scholarly and professional advancement of graduate students.
5. Copies of students papers, especially those that have been published; and students theses.
6. Course enrolment data; including evidence of demand for elective/senior courses.
7. Description of innovations in teaching and contributions to curricular development, such as course development initiatives and examples of particularly effective teaching strategies.

Guidelines Specific to RSM

The following additional points amplify the University's guidelines, with special consideration for RSM's unique circumstances, in particular its professional nature.

The ultimate goal of effective teaching is to support a stimulating environment, free of prejudice and discrimination, to facilitate learning. Good teaching results in students who have learned much about important matters; it is thus extremely important at RSM. Good teaching recognizes that RSM's position as a professional faculty within the University of Toronto places a special requirement on faculty to demonstrate real-world applications. Good teaching also requires that faculty show respect for students and

administrative staff by abiding by the policies and procedures described in the instructors' manuals of each RSM program.

1. The Teaching Portfolio

In addition to the material outlined in Section 1 of the University's guidelines, the following should also be included in the candidate's Teaching Portfolio:

A statement discussing both the contribution of new courses developed and the integration of those courses into RSM programs.

2. Criteria for Assessment of Teaching Effectiveness

In addition to the criteria outlined in Section 2 of the University's guidelines, evaluations of competence in teaching at RSM would involve discussion of the following behaviours:

- Maintaining a positive learning environment;
- Setting high expectations about student performance;
- Providing timely, accurate, and detailed feedback to students;
- Stimulating learning consistent with program objectives;
- Motivating students to apply the subject area to real-world situations;
- Showing respect for program integrity and requirements;
- Improving the research capability of students where appropriate;
- Teaching effectively across a range of courses and programs.

3. Information Required for Evaluations

While management is a diverse field incorporating aspects of several disciplines, the area-specific aspects of a candidate's performance are of particular importance. In addition to the materials outlined in Section 3 of the University's guidelines, the evaluation of teaching should be accompanied by information from the candidate's Area Coordinator (or a deputy). This report will be prepared after full consultation with the relevant program directors. It will consist of:

- a. An explanation of the strategy developed by the Area Coordinator to enhance the candidate's teaching effectiveness.
- b. A discussion of enrolment trends in courses taught by the candidate, and the extent to which the candidate has contributed to the attractiveness of area course offerings.
- c. The results, if any, of formal peer assessments of the candidate's teaching competence. These may involve classroom observation,

video assessment, and professional feedback on course content and instructional style.

- d. The candidate's demonstrated commitment to self-improvement in teaching.

If candidates request it, the following commentaries on their teaching effectiveness will be collected by the Associate Dean and relevant Area Coordinator:

- e. A discussion of the flexibility that the candidate adds to the effective delivery of RSM's various programs.
- f. A written assessment prepared by a member of the GBC, CSA, or other relevant student body chosen by the relevant Area Coordinator. This student shall interview students taught by the candidate.
- g. A written peer assessment by an expert in the candidate's field selected by the Dean's Office in consultation with the relevant area coordinator. The expert will confer with Area members and others familiar with the candidate's teaching to judge the quality of both delivery and course content.
- h. A formal evaluation of the candidate's teaching effectiveness by a teaching professional chosen by the Associate Dean from a panel of recognized experts.

All evaluation materials are confidential, except those already in the public domain.

4. Other Issues

Other aspects of promotion and tenure decisions, including review procedures, timing of evaluation and appeal of a negative decision, are documented in the faculty handbook ("blue book") and candidates are referred to this document for further information.