



University of Toronto

OFFICE OF THE VICE-PRESIDENT AND PROVOST

TO: Committee Academic Policy and Programs

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AGENDA ITEM: 5

ITEM IDENTIFICATION:

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

JURISDICTIONAL INFORMATION:

The Committee has within its terms of reference consideration of University-wide policy in academic matters.

PREVIOUS ACTION TAKEN:

The previous version of these Provostial guidelines was approved by the Academic Affairs Committee, December 1980.

HIGHLIGHTS:

The Policy and Procedures on Academic Appointments and the Policy and Procedures governing Promotions set out the requirement that consideration of professoriate-stream faculty members for promotion and tenure decisions include an assessment of a faculty member's teaching effectiveness. The relevant paragraphs of these policies are attached as Appendix A. The Committee is asked to approve these Provostial guidelines for the development of Divisional guidelines.

Each Division is expected to develop its own teaching effectiveness guidelines and review them on a regular basis. These Divisional guidelines are submitted to the Vice-President and Provost. These guidelines, once approved by the Vice-President and Provost under delegated authority from the Committee on Academic Policy and Programs, become part of the approved policies of the University and have the same force as any other section of the appointments and promotion policies. Individual Departments may wish to develop specific criteria for their disciplines. These should be consistent with the approved Divisional guidelines and approved by the relevant Dean. It is expected that Divisional and Departmental criteria should be developed in a collegial manner with members of the Division/Department and should be broadly disseminated to all new and current faculty.

The overall Provostial guidelines have not been updated for approximately twenty-two years. The previous guidelines are attached as Appendix B.

The update reflects best practices that have been developed in the assessment of teaching effectiveness. Major changes include: a recommendation that each faculty member maintain a teaching portfolio; description of specific criteria for teaching competence and excellence; greater emphasis on graduate supervision; reference to the use of technology; and clearer description of the data to be used for evaluation.

FINANCIAL AND/OR PLANNING IMPLICATIONS:

None

RECOMMENDATION:

It is recommended that the Committee on Academic Policy and Programs approve:

THAT The Provostial Guidelines for Developing Written Assessments of Effectiveness of Teaching in Promotion and Tenure Decisions be approved.

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:

- Candidate's curriculum vitae
- a statement of teaching philosophy and plans for developing teaching skills
- all course outlines, bibliographies and assignments, description of internship programs, field experiences, and teaching assessment activities
- new course proposals
- digests of annual student evaluations and letters or testimonials from students regarding teaching performance
- 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
- 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

- 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
- 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 counselling 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 emphases 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 profession
7. creation of opportunities which involve students in the research process
8. creation of supervisory conditions conducive to a student's 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:

- 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
- 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
- publication of innovative textbooks and/or teaching guides
- development of significant new courses and/or reform of curricula
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- 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
- 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 student 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.

April 14, 2003

Appendix A

Section III: 15, iii) from the Policy and Procedures on Academic Appointments

iii) Assessments of the Candidate's Teaching Ability

Written assessments of the candidate's teaching ability shall be prepared in accordance with guidelines approved for the relevant department or division. These guidelines specify the manner in which the division will provide the committee with evidence from the individual's peers and from students and will offer the candidate the opportunity to supplement his or her files. Changes to divisional guidelines must be approved by the Vice-President and Provost and reviewed by the Academic Board.

Item 12b from the Policy and Procedures Governing Promotions

Assessment of Teaching

Written assessments of the candidate's teaching effectiveness will be prepared, in accordance with guidelines approved for the relevant department or division, and presented to the Promotions Committee. These guidelines specify the manner in which the division will provide the committee with evidence from the individual's peers and from students, and will offer the candidate the opportunity to supplement his or her file. Changes to divisional guidelines must be approved by the Vice-President and Provost and reviewed by the Academic Affairs Board.

Appendix B

Approved by the
Academic Affairs Committee
December 11, 1980

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

The Policy and Procedures on Academic Appointments and the Policy and Procedures Governing Promotions set out the requirements that an assessment of a faculty member's teaching effectiveness be included in promotion and tenure decisions. The relevant paragraphs of these policies are attached in appendix A. These policies having been approved by Governing Council constitute the University's statement governing the assessment of teaching effectiveness. As part of this policy written assessments are to be prepared in accordance with guidelines for the relevant division and/or department. These guidelines once approved by the Vice-President and Provost and reviewed by the Academic Affairs Committee become part of the approved policies. As part of the approved policies the divisional guidelines have the same force as any other section of the Appointments or Promotions Policy.

As an aid to divisions in drawing up specific divisional guidelines the Academic Affairs Committee in April 1977 approved a set of general Guidelines. These Guidelines were based on the approved policies but did not have the force of the policies. They were designed as an aid. The Guidelines set forth below are a revision of the earlier Guidelines again with the purpose to assist divisions to prepare and revise, and the Academic Affairs Committee to review divisional guidelines.

A. Method for Establishing and Changing Divisional Statements:

Given the complexity of this University's academic instruction, and given that there is no single way to achieve the desired goal of "stimulating and challenging the intellectual capacity of the students", each academic division shall have a set of teaching goals and a policy as to the kinds of evidence of good teaching that will be used in arriving at tenure and promotion decisions. Both the establishment of, and any major revisions to a divisions' teaching goals or to the manner of their evaluation shall be recommended to the division head by a committee drawn from the general membership of the division or the departments in the multi-department divisions.* Such recommendations will be forwarded to the Vice-President and Provost for approval and to the Academic Affairs Committee for review. These guidelines should be reviewed following any changes to the teaching components of the Policy and Procedures Governing Promotions and the Policy and Procedures on Academic Appointments.

* It is expected that the chairmen in the multi-departmental faculties of Arts and Science, Applied Science and Engineering, Medicine, and Architecture and Landscape Architecture will assume most of the responsibilities for the evaluation.

B. Teaching Goals:

While recognizing that there will be variations in teaching goals among divisions, the following goals represent basic minima which should be encompassed in the divisional statements. These minima have been abstracted from the Policy and Procedures on Academic Appointments and the Policy and Procedures Governing Promotion.

Effective Teaching is Demonstrated by:

1. stimulating and challenging intellectual capacity of students;
2. giving evidence of skill at communicating;
3. a mastery of the subject area, and an acquaintance with the latest developments in the field;
4. a high degree of accessibility to students; and
5. influencing the students' intellectual development and the development of their critical skills.

C. Policy Governing Evaluation:

Effectiveness in teaching is demonstrated in lectures, seminars, laboratories and tutorials as well as in more informal teaching situations such as counselling students and directing graduate students in the preparation of theses. Since no single method of evaluation is adequate in itself, each division should base its evaluation of teaching effectiveness on at least the following materials:

1. student evaluation, as comprehensive and objective as possible. As far as possible, such information should be gathered from all types of students who have been taught or supervised or counselled by the candidate. In addition, individual students may be asked to provide confidential assessments to the committee.
2. peer evaluation by formal assessments (internal and external), including other departmental, divisional, or college assessments where cross-appointment is involved.
3. the faculty member's Teaching Portfolio. A Teaching Portfolio is the teaching component of the individual's curriculum vitae as specified in the Policy and Procedures on Academic Appointments and the Policy and Procedures Governing Promotions.

D. Procedures:

Both the procedures and forms, and the manner of assessment of faculty members within the division should be of reasonable uniformity. Similarly an effort should be made to collect information from year to year as stipulated in the Policy and Procedures Governing Promotions. It is expected that each division will wish to write its own procedures in conjunction with the policies and procedures already established for tenure and promotion, etc. However, certain aspects of the procedures are specified below, again as basic minima:

1. From the outset of employment, every faculty member should be provided in writing with the divisional and/or departmental teaching goals and a description of the kinds of evidence that will be presented at the time tenure and promotion decisions are to be made.

2. The division head and/or chairman shall ensure that the evaluation is being carried out and shall have the responsibility of collecting the data from students and the faculty member's peers.
3. The faculty member shall be responsible for submitting his or her Teaching Portfolio to the division head or chairman.
4. Divisional procedures should specify areas of confidentiality and should draw attention to the provisions in the tenure and promotion regulations governing the faculty member's rights in response to a negative decision.
5. Divisions and departments shall establish an internal evaluation committee to assess the materials. This committee shall be responsible for providing the written statement on the faculty member's teaching effectiveness. Divisions may wish to have the existing Internal Departmental or Divisional Evaluation Committees, as specified in Section 15-4 of the Policy and Procedures on Academic Appointments, designated as the committee to assess teaching effectiveness for tenure decisions. In the case of Promotions Committees the responsibility for preparing the written assessment lies with the chairman or division head, who may delegate it to such a committee as referred to above.
6. The Vice-President and Provost shall have the general responsibility of ensuring that a faculty member's effectiveness in teaching is properly assessed.

November 1980

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