UNIVERSITY OF TORONTO

OFFICE OF THE GOVERNING COUNCIL

FOR APPROVAL   **PUBLIC**   **OPEN SESSION**

TO: Committee on Academic Policy and Programs

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PRESENTER: Sioban Nelson, Vice-Provost, Academic Programs
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DATE: October 10, 2017 for November 2, 2017

AGENDA ITEM: 3c

ITEM IDENTIFICATION:

Revised Divisional Teaching Evaluation Guidelines for the Leslie Dan, Faculty of Pharmacy: "Guideline for the Assessment of Effectiveness in Teaching in Promotion, Continuing Status and Tenure 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 (Nov. 23) – for information

PREVIOUS ACTION TAKEN:

HIGHLIGHTS:

The attached are the newly revised divisional teaching evaluation guidelines for the Leslie Dan Faculty of Pharmacy. 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]

In the Faculty of Pharmacy, the previous version had been approved in June 30, 2016. The current version retains the same content but was significantly reorganized in order to ensure that users of the document were absolutely clear on the distinct criteria that are relevant in tenure, continuing status, and promotion processes.

The process by which divisional guidelines were revised involved a highly consultative process. Within the Leslie Dan Faculty of Pharmacy, the revised guidelines were reviewed in detail by the Faculty's Education Advisory Committee which has representatives from across all programs and types of faculty appointments. They endorsed the changes and recommended that, given that there were no significant content changes, additional consultation was not required prior to proceeding to presentation at Faculty Council. The proposed revised guidelines were circulated prior to Faculty Council and the Dean made a 5 minute presentation on them, followed by a 10 minute question and answer session at Faculty Council to ensure there was a high comfort level with the revisions. The vote at Faculty Council was unanimous in support.

FINANCIAL IMPLICATIONS:

None

RECOMMENDATION:

BE IT RESOLVED

THAT the revised "Guideline for the Assessment of Effectiveness in Teaching in Promotion, Continuing Status and Tenure Decisions" brought forward from the Leslie Dan, Faculty of Pharmacy as attached, be approved effective immediately.

DOCUMENTATION PROVIDED:

- Leslie Dan, Faculty of Pharmacy:
    - "Guideline for the Assessment of Effectiveness in Teaching in Promotion, Continuing Status and Tenure Decisions";
    - previous 2016 version being replaced.

Guideline for the Assessment of Effectiveness in Teaching in Promotion, Continuing Status and Tenure Decisions

A commitment to excellence in teaching and research is at the core of our University *and Faculty*, and 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." 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 importance of teaching at the University of Toronto, evaluation of teaching effectiveness is a fundamental component of the career of teaching staff at the University and occurs regularly, during annual performance review as well as at career landmarks such as tenure, continuing status and promotion. These Guidelines for the Assessment of Teaching Effectiveness reflect the institutional and Faculty commitment to encouraging and supporting the highest standards of teaching, and to evaluating the teaching effectiveness of our teaching staff in a rigorous and multidimensional manner.

The pursuit of our teaching mission, as well as the 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 benefits. Teaching activities may include, but are not limited to, lectures, seminars and/or tutorials, individual and group discussion, 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 as teachers may also include a broad range of teaching-related activities such as pedagogical scholarship, and leadership in teaching or curriculum initiatives.

These Guidelines are intended to provide guidance on implementation of the following University of Toronto policies and procedures:

Policy and Procedures on Academic Appointments:
http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppoct302003.pdf

Policy and Procedures Governing Promotions:

http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppapr201980.pdf

Policy and Procedures Governing Promotions in the Teaching Stream;

http://www.governingcouncil.lamp4.utoronto.ca/wp-content/uploads/2017/01/p0105-papfgp-2016-2017pol.pdf

To provide clarity, these Guidelines are organized into four categories that reflect the different contexts in which teaching is reviewed:
- A. Tenure Review
- B. Promotion in the Tenure Stream and Promotion for Status Only appointees
- C. Continuing Status Review for Teaching Stream
- D. Promotion for Teaching Stream

A. Tenure Review

1. Procedures for Gathering and Assessing Data

The evaluation of teaching constitutes a fundamental part of every faculty member's career, through annual review, tenure review, 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. The full criteria 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."

The procedures for gathering and assessing the data needed for evaluation in the tenure review are as follows.

The Teaching Portfolio

Each faculty member should maintain a Teaching Dossier[1] which should be updated annually and serve as a foundation for the documents that will be required for the tenure and promotion reviews. The Teaching Dossier should include the following as appropriate:

   a. A candidate's curriculum vitae[2].
   b. A statement of teaching philosophy.
   c. A list of all courses, graduate and undergraduate, taught by the candidate.
   d. Representative course outlines and assessments.
   e. For courses in which the candidate has had major responsibility for the design, include at minimum the course outline, , reading list if applicable and evaluation materials (e.g., assignments and/or examinations)

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[1] 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://www.dlsph.utoronto.ca/files/media/docs/Faculty/Teaching%20Dossier%20Publication%20Excerpt.pdf
[2] In most cases this is submitted a separate document as part of the tenure file and is not typically included in the Teaching Dossier

f. A list of all students (graduate and undergraduate) supervised, indicated 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.
g. Summaries of annual student evaluations; unsolicited letters or testimonials from students regarding teaching performance.
h. Applications for instructional development grants if applicable.
i. Documentation of efforts made (both formal and informal) to improve teaching skills or course design and a description of the outcomes.
j. Awards or nominations for awards for teaching excellence.
k. 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 if applicable.
l. Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design if applicable.
m. Evidence of contributions in the general area of teaching such as presentations at conference or publications on teaching if applicable.
n. Service to professional bodies or organizations through any methods that can be described as instructional if applicable.
o. Community outreach and service through teaching functions if applicable.
p. Plans for developing teaching skills and/or future contributions to teaching.

Data Collection
The candidate shall be responsible for submitting his or her Teaching Dossier to the Dean.
The Dean shall collect student course evaluation data, letters of appraisal from students, assessments from the candidate's peers and, where applicable, will obtain written specialist assessments from outside the University.

Evaluation:
A Faculty Teaching Evaluation Committee shall serve to assess the material collected for the Tenure Committee. The Chair of the Teaching Evaluation Committee shall be responsible for providing the written statement on the candidate's teaching effectiveness.

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 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/or external) is considered best practice, including other departmental, divisional, or college assessments where cross-appointment is involved. For the purposes of tenure, it is expected that evaluation will include a classroom visit.
4. Course enrolment data; including evidence of demand for elective/selective/graduate courses.
5. 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.

2. 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. 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. For tenure reviews, a recommendation of excellence in teaching will normally be based on evidence of excellence across multiple criteria.

Criteria	Standards of Performance
1. **Fulfills the fundamental duties and responsibilities of a university teacher.**	• Mastery of the subject area • Strong communication skills • 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

Criteria	Standards of Performance	
	Demonstrated evidence of competence	**Demonstrated evidence of excellence**

2. Uses teaching practices that promote student learning	• Challenging and stimulating students to promote their intellectual and scholarly development
	• Advancement of student learning through the development of their mastery of the subject area
	• The use of meaningful methods of assessment that reflect and contribute to student learning (e.g. the use of formative and summative assessment)
	• Engagement of students in the learning process
	• Critical reflection on student feedback and student outcomes in order to improve future teaching practices
	
	For faculty members with a School of Graduate Studies appointment:
	• *Creating opportunities that involve undergraduate and/or graduate students in the research process (e.g. presenting or publishing with students, mentoring/coaching students)*
	• *Actively integrating one's own research into teaching practice and curriculum*
		• **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**:
		
		Innovation
		• The use of an evidence-informed approach in the design of learning activities, assignments, courses, or curricula that motivate student learning
		
		Recognition
		• Recognition of teaching through nomination for or receipt of awards/honours
		
		Curriculum/Program Enhancement
		• Creating opportunities to involve students in pedagogical research
		• 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

3. **Contributes to curriculum development**	• Understanding the context of one's courses within the broader program/curriculum or in relation to curricular developments in the discipline. • Ensuring course content reflects current and relevant research and practice in the field	• Significant and ongoing contributions to curriculum or program development (e.g. innovation, revision, updating, evidence-informed improvement)
4. **Engages in professional development**	• Drawing on current research/developments in one's field to advance student learning and to enrich one's own teaching • Working to refine and enhance one's teaching practices over time.	• 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
5. **Demonstrates educational leadership and impact)**	• Not applicable	Evidence of a high level of achievement and impact beyond the classroom (e.g. Faculty, institution, discipline, community, etc.) For example **Innovation** • Development of education materials (e.g. textbooks, teaching guides) • Production of technological tools or multi-media resources that enrich teaching and learning • 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). **Recognition**

		• Receipt of peer-reviewed grants for Scholarship of Teaching and Learning
		• Receipt of leadership or pedagogical scholarship awards
		
		Mentorship
		• 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.
		
		External Impact & Consultation
		• 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.

B. Promotion in the Tenure Stream and Promotion for Status Only appointees

1. Procedures for Gathering and Assessing Data

The evaluation of teaching constitutes a fundamental part of every faculty member's career, through annual review, tenure, and promotion decisions. All faculty members in the tenure stream and all status only appointees will be expected to at least achieve the standards of teaching for *effectiveness* listed in this document as part of the criteria for promotion. The full criteria are: "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."

The procedures for gathering and assessing the data needed for evaluation are as follows.

The Teaching Portfolio

Each faculty member should maintain a Teaching Dossier[3] which should be updated annually and serve as a foundation for the documents that will be required for the promotion reviews. The Teaching Dossier should include the following as appropriate:

a. A candidate's curriculum vitae[4].
b. A statement of teaching philosophy.
c. A list of all courses, graduate and undergraduate, taught by the candidate during the preceding five years.
d. Representative course outlines and assessments. For courses in which the candidate has had major responsibility for the design, include at minimum the course outline, reading list if applicable and evaluation materials (e.g., assignments and/or examinations).
e. A list of all students (graduate and undergraduate) supervised, indicated 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; unsolicited letters or testimonials from students regarding teaching performance.

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[3] 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://www.dlsph.utoronto.ca/files/media/docs/Faculty/Teaching%20Dossier%20Publication%20Excerpt.pdf
[4] In most cases this is submitted a separate document as part of the promotion file and is not typically included in the Teaching Dossier

g. Applications for instructional development grants if 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.
k. Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design if applicable.
l. Evidence of contributions in the general area of teaching such as presentations at conference or publications on teaching if applicable.
m. Service to professional bodies or organizations through any methods that can be described as instructional if applicable.
n. Community outreach and service through teaching functions if applicable.
o. Plans for developing teaching skills and/or future contributions to teaching.

Data Collection
The candidate shall be responsible for submitting his or her Teaching Dossier to the Dean.
The Dean shall collect student course evaluation data, assessment letters from students, assessments from the candidate's peers and, where applicable, will obtain written specialist assessments from outside the University.

Evaluation:
A Faculty Teaching Evaluation Committee shall serve to assess the material collected for the Promotion Committee. The Chair of the Teaching Evaluation Committee shall be responsible for providing the written statement on the candidate's teaching effectiveness.

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 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/or external) is considered best practice, including other departmental, divisional, or college assessments where cross-appointment is involved.
4. Course enrolment data; including evidence of demand for elective/selective/graduate courses.

5. 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.

2. 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. 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. A recommendation of excellence in teaching will normally be based on evidence of excellence across multiple criteria.

Criteria	Standards of Performance
1. **Fulfills the fundamental duties and responsibilities of a university teacher.**	- Mastery of the subject area - Strong communication skills - Ability to stimulate and challenge the intellectual ability of students - Ability to influence the intellectual and scholarly 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 (applicable relevant to the appointment type) - Professionalism and adherence to academic standards and administrative responsibilities as defined by University policy

Criteria	Standards of Performance	
	Demonstrated evidence of competence	**Demonstrated evidence of excellence**

2. Uses teaching practices that promote student learning	• Challenging and stimulating students to promote their intellectual and scholarly development
	• Advancement of student learning through the development of their mastery of the subject area
	• The use of meaningful methods of assessment that reflect and contribute to student learning (e.g. the use of formative and summative assessment)
	• Engagement of students in the learning process
	• Critical reflection on student feedback and student outcomes in order to improve future teaching practices
	
	For faculty members with a School of Graduate Studies appointment:
	• *Creating opportunities that involve undergraduate and/or graduate students in the research process (e.g. presenting or publishing with students, mentoring/coaching students)*
	• *Actively integrating one's own research into teaching practice and curriculum*
		• **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:**
		
		Innovation
		• The use of an evidence-informed approach in the design of learning activities, assignments, courses, or curricula that motivate student learning
		
		Recognition
		• Recognition of teaching through nomination for or receipt of awards/honours
		
		Curriculum/Program Enhancement
		• Creating opportunities to involve students in pedagogical research
		• 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

3. **Contributes to curriculum development**	• Understanding the context of one's courses within the broader program/curriculum or in relation to curricular developments in the discipline. • Ensuring course content reflects current and relevant research and practice in the field	• Significant and ongoing contributions to curriculum or program development (e.g. innovation, revision, updating, evidence-informed improvement)
4. **Engages in professional development**	• Drawing on current research/developments in one's field to advance student learning and to enrich one's own teaching • Working to refine and enhance one's teaching practices over time.	• 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
5. **Demonstrates educational leadership and impact)**	• Not applicable	Evidence of a high level of achievement and impact beyond the classroom (e.g. Faculty, institution, discipline, community, etc.) For example **Innovation** • Development of education materials (e.g. textbooks, teaching guides) • Production of technological tools or multi-media resources that enrich teaching and learning • 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). **Recognition**

		- Receipt of peer-reviewed grants for Scholarship of Teaching and Learning
		- Receipt of leadership or pedagogical scholarship awards
		
		Mentorship
		- 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.
		
		External Impact & Consultation
		- 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.

C. Continuing Status Review for Teaching Stream

1. Procedures for Gathering and Assessing Data

The evaluation of teaching constitutes a fundamental part of every faculty member's career, through annual review, continuing status and promotion decisions. All faculty members in the teaching stream will be expected to demonstrate excellence in teaching and evidence of demonstrated and continuing future pedagogical/professional development in order to be granted 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.

> 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 procedures for gathering and assessing the data needed for evaluation are as follows.

The Teaching Portfolio
Each faculty member should maintain a Teaching Dossier[5] 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:

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[5] 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://www.dlsph.utoronto.ca/files/media/docs/Faculty/Teaching%20Dossier%20Publication%20Excerpt.pdf

a. A candidate's curriculum vitae[6,7].
b. A statement of teaching philosophy.
c. A list of all courses and/or experiential rotations taught by the candidate.
d. Representative course outlines and assessments. For courses in which the candidate has had major responsibility for the design, include at minimum the course outline, reading list if applicable and evaluation materials (e.g., assignments and/or examinations).
e. A list of all students (undergraduate and if applicable graduate) supervised, indicated whether primary or sole supervision or secondary and or joint supervision, period of supervision, as well as thesis or project topics and time to completion (if applicable). When relevant, copies of students' papers or posters, especially those that have been published; and student theses may be included.
f. Summaries of annual student evaluations; unsolicited letters or testimonials from students regarding teaching performance.
g. When relevant, copies of students' papers, especially those that have been published; and student theses.
h. Applications for instructional development grants.
i. Documentation of efforts made (both formal and informal) to improve teaching skills or course design and a description of the outcomes.
j. Awards or nominations for awards for teaching excellence.
k. 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.
l. Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design.
m. Evidence of contributions in the general area of teaching such as presentations at conference or publications on teaching.
n. Service to professional bodies or organizations through any methods that can be described as instructional.
o. Community outreach and service through teaching functions.
p. Plans for developing teaching skills and/or future contributions to teaching.

Data Collection
The candidate shall be responsible for submitting his or her Teaching Dossier to the Dean.
The Dean shall collect student course evaluation data and letters from students, assessments from the candidate's peers and will obtain written specialist assessments from outside the University.

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[6] In most cases this is submitted a separate document as part of the continuing status file and is not typically included in the Teaching Dossier
[7] See Part 14 of the Policy and Procedures Governing Promotions in the Teaching Stream, University of Toronto Governing Council, December 16, 2016 for more details regarding the curriculum vitae for teaching stream faculty.

Evaluation:

A Faculty Teaching Evaluation Committee shall serve to assess the material collected for the Continuing Status Committee. The Chair of the Teaching Evaluation Committee shall be responsible for providing the written statement on the candidate's teaching effectiveness as well as the candidate's demonstrated and continuing pedagogical and professional development.

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/or external) is considered best practice, including other departmental, divisional, or college 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.

4. For the purposes of continuing status, written specialists' assessments of the candidate's teaching and pedagogical/professional activities should also be obtained from outside the University. The candidate should be invited to nominate several external referees, and the Dean should solicit letters of reference from at least one of them and from one or more additional specialists chosen by himself or herself.

5. Course enrolment data; including evidence of demand for elective/selective/graduate courses.

6. 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.[8]

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[8] See Part 13 of the Policy and Procedures Governing Promotions in the Teaching Stream, University of Toronto Governing Council, December 16, 2016 for more details regarding documentation to be included in the teaching dossier.

2. 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 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. Excellence in teaching may be demonstrated through a combination of excellent teaching skills, creative educational leadership and/or achievement, and innovative teaching initiatives. A recommendation of excellence in teaching will normally be based on evidence of excellence across multiple criteria. It is important to emphasize that the criteria for Continuing Status require excellence in teaching

Criteria	Standards of Performance
1. **Fulfills the fundamental duties and responsibilities of a university teacher.**	• Mastery of the subject area • Strong communication skills • Ability to stimulate and challenge the intellectual ability of students • Ability to influence the intellectual and scholarly 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 (applicable relevant to the appointment type) • Professionalism and adherence to academic standards and administrative responsibilities as defined by University policy

Criteria	Standards of Performance	
	Demonstrated evidence of competence	Demonstrated evidence of excellence
2. **Uses teaching practices and skills that promote student learning**	• Challenging and stimulating students to promote their intellectual and scholarly development • Advancement of student learning through the development of their mastery of the subject area • The use of meaningful methods of assessment that reflect and contribute to student learning (e.g. the use of formative and summative assessment) • Engagement of students in the learning process • Critical reflection on student feedback and student outcomes in order to improve future teaching practices *For faculty members with a School of Graduate Studies appointment:* • *Creating opportunities that involve undergraduate and/or graduate students in the research process (e.g. presenting or publishing with students, mentoring/coaching students)* • *Actively integrating one's own research into teaching practice and curriculum*	• **Exemplary achievement, in a consistent manner sustained over many years, of each of the criteria under "competence" and significant contributions to teaching practice as demonstrated, for example, by some combination of the following**: **Innovation** • The use of an evidence-informed approach in the design of learning activities, assignments, courses, or curricula that motivate student learning **Recognition** • Recognition of teaching through nomination for or receipt of awards/honours

3. **Innovative Teaching Initiatives**	• Understanding the context of one's courses within the broader program/curriculum or in relation to curricular developments in the discipline.
	• Ensuring course content reflects current and relevant research and practice in the field
		Curriculum/Program Enhancement
		• Significant and ongoing contributions to curriculum or program development (e.g. innovation, revision, updating, evidence-informed improvement)
		• Creating opportunities to involve students in pedagogical research
		• Using ones expertise and experience to deepen student understanding and enrich the application of theory. For example:
		   o Enabling students to build relationships to local communities and communities of practice
		   o Offering significant opportunities for community engagement
		• Ability to design unique learning experiences for students connected to professional practice

4. **Demonstrates creative educational leadership and/or achievement**	• Not applicable	Evidence of a high level of achievement and impact beyond the classroom (e.g. Faculty, institution, discipline, community, etc.). For example: **Innovation** • Development of education materials (e.g. textbooks, teaching guides) • Production of technological tools or multi-media resources that enrich teaching and learning • through engagement in the scholarly conversation via pedagogical scholarship, or creative professional activity • through significant changes in policy related to teaching as a profession

		Recognition
		• Receipt of peer-reviewed grants for Scholarship of Teaching and Learning
		• Receipt of leadership or pedagogical scholarship awards
		
		Mentorship
		• 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.
		
		External Impact & Consultation
		• Significant contributions to pedagogical development in a discipline or broader education context. For example:
		    o Invitations to serve as curriculum or program evaluator for another Faculty or institution.
		    o 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.

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3. Criteria for Assessing Evidence of demonstrated and continuing future pedagogical/professional development

Criteria	Standards of Performance	
	Demonstrated evidence of competence	Demonstrated evidence of excellence
Evidence of demonstrated and continuing future pedagogical/professional development	• Drawing on current research/developments in one's field to advance student learning and to enrich one's own teaching • Working to refine and enhance one's teaching practices over time.	• 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 • Teaching-related activity by the faculty member outside his/her classroom functions and responsibilities • Professional work that allows the faculty member to maintain a mastery of his or her subject area • Discipline-based scholarship in relation to, or relevant to, the field in which the faculty member teaches • 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).

D. Promotion for Teaching Stream

1. Procedures for Gathering and Assessing Data

The evaluation of teaching constitutes a fundamental part of every faculty member's career, through annual review, continuing status and promotion decisions. "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, outlined more fully below in paragraphs 8, 9, and 10 and recommendation on their assessment are set forth in paragraph 11" of the Policy and Procedures Governing Promotions in the Teaching Stream.[11]

The procedures for gathering and assessing the data needed for evaluation are as follows.

The Teaching Portfolio
Each faculty member should maintain a Teaching Dossier[9] which should be updated annually and serve as a foundation for the documents that will be required for the four year review, continuing status, tenure and promotion. The Teaching Dossier should include the following as appropriate:
   a. A candidate's curriculum vitae[10,11].
   b. A statement of teaching philosophy.
   c. A list of all courses and/or experiential rotations taught by the candidate during at least the preceding 5 years.
   d. Representative course outlines and assessments. For courses in which the candidate has had major responsibility for the design, include at minimum the course outline, reading list if applicable and evaluation materials (e.g., assignments and/or examinations).
   e. A list of all students (undergraduate and if applicable graduate) supervised, indicated whether primary or sole supervision or secondary and or joint supervision, period of supervision, as well as thesis or project topics and time to completion (if

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[9] 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://www.dlsph.utoronto.ca/files/media/docs/Faculty/Teaching%20Dossier%20Publication%20Excerpt.pdf
[10] In most cases this is submitted a separate document as part of the tenure/continuing status/promotion file and is not typically included in the Teaching Dossier
[11] See Part 14 of the Policy and Procedures Governing Promotions in the Teaching Stream, University of Toronto Governing Council, December 16, 2016 for more details regarding the curriculum vitae for teaching stream faculty.

applicable). When relevant, copies of students' papers or posters, especially those that have been published; and student theses may be included.

f. Summaries of annual student evaluations; unsolicited letters or testimonials from students regarding teaching performance.
g. Applications for instructional development grants.
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.
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 conference 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.

Data Collection
The candidate shall be responsible for submitting his or her Teaching Dossier to the Dean.
The Dean shall collect student course evaluation data and letters from students, assessments from the candidate's peers and, will obtain written specialist assessments from outside the University.

Evaluation:
A Faculty Teaching Evaluation Committee shall serve to assess the material collected for the Tenure, Continuing Status or Promotion Committee. The Chair of the Teaching Evaluation Committee shall be responsible for providing the written statement on the candidate's teaching effectiveness, educational leadership and/or achievement, and ongoing pedagogical/professional development, sustained over many years.

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/or external), including other departmental, divisional, or college assessments where cross-appointment is involved. External assessments of syllabi are also encouraged. For the purposes of promotion in the teaching stream, it is expected that evaluation will include a classroom visit.
4. For the purpose of promotion in the teaching stream, confidential written assessments of the candidate's teaching, educational leadership and/or achievement, and ongoing pedagogical/professional development, should also be obtained from specialists in the candidate's field from outside the University and whenever possible from inside the University. The candidate will be invited to nominate several external referees. The Dean and the Promotions Committee (see paragraph 20) will whenever possible add to the list of referees. The Dean will solicit letters from at least three external referees and where possible these should include at least one referee suggested by the candidate and one referee suggested by the Promotions Committee.
5. Course enrolment data; including evidence of demand for elective/selective/graduate courses.
6. 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.[12]

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[12] See Part 13 of the Policy and Procedures Governing Promotions in the Teaching Stream, University of Toronto Governing Council, December 16, 2016 for more details regarding documentation to be included in the teaching dossier.

2. 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 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. Excellent teaching may be demonstrated through a combination of excellent teaching skills, creative educational leadership and/or achievement, and innovative teaching initiatives. A recommendation of excellent teaching will normally be based on evidence of excellence across multiple criteria.

Criteria	Standards of Performance
1. **Fulfills the fundamental duties and responsibilities of a university teacher.**	- Mastery of the subject area - Strong communication skills - Ability to stimulate and challenge the intellectual ability of students - Ability to influence the intellectual and scholarly 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 (applicable relevant to the appointment type) - Professionalism and adherence to academic standards and administrative responsibilities as defined by University policy

Criteria	Standards of Performance	
	Demonstrated evidence of competence	**Demonstrated evidence of excellence**
2. **Uses teaching practices and skills that promote student learning**	• Challenging and stimulating students to promote their intellectual and scholarly development • Advancement of student learning through the development of their mastery of the subject area • The use of meaningful methods of assessment that reflect and contribute to student learning (e.g. the use of formative and summative assessment) • Engagement of students in the learning process • Critical reflection on student feedback and student outcomes in order to improve future teaching practices *For faculty members with a School of Graduate Studies appointment:* • *Creating opportunities that involve undergraduate and/or graduate students in the research process (e.g. presenting or publishing with students, mentoring/coaching students)* • *Actively integrating one's own research into teaching practice and curriculum*	• **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:** **Innovation** • The use of an evidence-informed approach in the design of learning activities, assignments, courses, or curricula that motivate student learning **Recognition** • Recognition of teaching through nomination for or receipt of awards/honours

| 3. Innovative Teaching Initiatives | • Understanding the context of one's courses within the broader program/curriculum or in relation to curricular developments in the discipline.
• Ensuring course content reflects current and relevant research and practice in the field | **Curriculum/Program Enhancement**
• Significant and ongoing contributions to curriculum or program development (e.g. innovation, revision, updating, evidence-informed improvement)
• Creating opportunities to involve students in pedagogical research
• Using ones expertise and experience to deepen student understanding and enrich the application of theory. For example:
   o Enabling students to build relationships to local communities and communities of practice
   o Offering significant opportunities for community engagement
• Ability to design unique learning experiences for students connected to professional practice |

3. Criteria for Assessment of Demonstrated Educational Leadership and/or Achievement

Criteria: Demonstrated Educational Leadership and/or Achievement	Standards of Performance	
	Demonstrated evidence of competence	**Demonstrated evidence of excellence**
Demonstrates creative educational leadership and/or achievement	• Not applicable	Evidence of a high level of achievement and impact beyond the classroom (e.g. Faculty, institution, discipline, community, etc.) sustained over many years. For example:

		Innovation
		• Development of education materials (e.g. textbooks, teaching guides)
		• Production of technological tools or multi-media resources that enrich teaching and learning
		• through engagement in the scholarly conversation via pedagogical scholarship, or creative professional activity
		• through significant changes in policy related to teaching as a profession
		Recognition
		• Receipt of peer-reviewed grants for Scholarship of Teaching and Learning
		• Receipt of leadership or pedagogical scholarship awards
		Mentorship
		• 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.
		External Impact & Consultation
		• 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.

4. Criteria for Assessment of Ongoing Pedagogical/Professional Development, Sustained Over Many Years

Criteria: Assessment of Ongoing Pedagogical/ Professional Development, Sustained Over Many Years	Standards of Performance	
	Demonstrated evidence of competence	**Demonstrated evidence of excellence**
Evidence of demonstrated and continuing future pedagogical/professional development	• Drawing on current research/developments in one's field to advance student learning and to enrich one's own teaching • Working to refine and enhance one's teaching practices over time.	• 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 • Teaching-related activity by the faculty member outside his/her

		classroom functions and responsibilities
		- Professional work that allows the faculty member to maintain a mastery of his or her subject area - Discipline-based scholarship in relation to, or relevant to, the field in which the faculty member teaches - 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). - Evidence of these activities sustained over many years.

Guideline for the Assessment of Effectiveness in Teaching in Promotion, Continuing Status and Tenure Decisions

A commitment to excellence in teaching and research is at the core of our University *and Faculty*, and 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." 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 importance of teaching at the University of Toronto, evaluation of teaching effectiveness is a fundamental component of the career of teaching staff at the University and occurs regularly, during annual performance review as well as at career landmarks such as tenure, continuing status and promotion. These Guidelines for the Assessment of Teaching Effectiveness reflect the institutional and Faculty commitment to encouraging and supporting the highest standards of teaching, and to evaluating the teaching effectiveness of our teaching staff in a rigorous and multidimensional manner.

The pursuit of our teaching mission, as well as the 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 benefits. Teaching activities may include, but are not limited to, lectures, seminars and/or tutorials, individual and group discussion, laboratory teaching, practice-based teaching (e.g. clinical), online teaching, as well as experiential and research supervision (undergraduate, graduate and clinical). Teaching is shaped by clear learning objectives, the development and application of related learning activities and fair and equitable assessment practices.

These Guidelines are intended to provide guidance on implementation of the following University of Toronto policies and procedures:

Policy and Procedures on Academic Appointments:
http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppoct302003.pdf

Policy and Procedures Governing Promotions
http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppapr201980.pdf

Approved June 30 2016
Text developed from policies and documents publicly available through the University of Toronto and constituent Faculties and Departments

1. Procedures for Gathering and Assessing Data

The evaluation of teaching constitutes a fundamental part of every faculty member's career, through annual review, tenure, continuing status and promotion decisions. All faculty members in the tenure stream will be expected to at least achieve the standards of teaching for *competence* listed in this document in order to be granted tenure and to maintain these as they progress through the ranks. All teaching stream members in the continuing status stream are expected to demonstrate excellence in teaching in order to be granted continuing status and to sustain excellence as they progress through the ranks.

The procedures for gathering and assessing the data needed for evaluation are as follows.

The Teaching Portfolio
Each faculty member should maintain a Teaching Dossier[1] which should be updated annually and serve as a foundation for the documents that will be required for the four year review, continuing status, tenure and promotion. The Teaching Dossier should include the following as appropriate:
   a. A candidate's curriculum vitae[2]
   b. A statement of teaching philosophy
   c. Representative course outlines and assessments
   d. New course proposals
   e. Summaries of annual student evaluations; unsolicited letters or testimonials from students regarding teaching performance
   f. Applications for instructional development grants
   g. Documentation of efforts made(both formal and informal) to improve teaching skills or course design and a description of the outcomes
   h. Awards or nominations for awards for teaching excellence
   i. 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.
   j. Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design
   k. Evidence of contributions in the general area of teaching such as presentations at conference or publications on teaching
   l. Service to professional bodies or organizations through any methods that can be described as instructional
   m. Community outreach and service through teaching functions
   n. Plans for developing teaching skills and/or future contributions to teaching

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[1] 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://www.dlsph.utoronto.ca/files/media/docs/Faculty/Teaching%20Dossier%20Publication%20Excerpt.pdf
[2] In most cases this is submitted a separate document as part of the tenure/continuing status/promotion file and is not typically included in the Teaching Dossier

Data Collection
The candidate shall be responsible for submitting his or her Teaching Dossier to the Dean. The Dean shall collect evaluation data from students, the candidate's peers and where applicable, obtain written specialist assessments from outside the University.

Evaluation:
A Faculty Teaching Evaluation Committee shall serve to assess the data for the Tenure, Continuing Status or Promotion Committee. The Chair of the Teaching Evaluation Committee shall be responsible for providing the written statement on the candidate's teaching effectiveness.

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/or 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. For the purposes of continuing status, written specialists' assessments of the candidate's teaching and pedagogical/professional activities should also be obtained from outside the University.
4. When relevant, data that will enable the unit to assess candidate's 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. When relevant, 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.

2. 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. 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 criteria.

	Standards of Performance
1. **Fulfills the fundamental duties and responsibilities of a university teacher.**	• Mastery of the subject area • Strong communication skills • 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 (applicable relevant to the appointment type) • Professionalism and adherence to academic standards and administrative responsibilities as defined by University policy

	Standards of Performance	
	Demonstrated evidence of competence	**Demonstrated evidence of excellence**

2. Uses teaching practices that promote student learning	• Challenging and stimulating students to promote their intellectual and scholarly development
	• Advancement of student learning through the development of their mastery of the subject area
	• The use of meaningful methods of assessment that reflect and contribute to student learning (e.g. the use of formative and summative assessment)
	• Engagement of students in the learning process
	• Critical reflection on student feedback and student outcomes in order to improve future teaching practices
	
	For faculty members with a School of Graduate Studies appointment:
	• *Creating opportunities that involve undergraduate and/or graduate students in the research process (e.g. presenting or publishing with students, mentoring/coaching students)*
	• *Actively integrating one's own research into teaching practice and curriculum*
		• **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**:
		
		1. **Innovation**
		   • The use of an evidence-informed approach in the design of learning activities, assignments, courses, or curricula that motivate student learning
		
		2. **Recognition**
		   • Recognition of teaching through nomination for or receipt of awards/honours
		
		3. **Curriculum/Program Enhancement**
		   • Creating opportunities to involve students in pedagogical research
		   • 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

3. **Contributes to curriculum development**	• Understanding the context of one's courses within the broader program/curriculum or in relation to curricular developments in the discipline. • Ensuring course content reflects current and relevant research and practice in the field	• Significant and ongoing contributions to curriculum or program development (e.g. innovation, revision, updating, evidence-informed improvement)
4. **Engages in professional development**	• Drawing on current research/developments in one's field to advance student learning and to enrich one's own teaching • Working to refine and enhance one's teaching practices over time.	• 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

5. **Demonstrates educational leadership and impact**	• Not applicable	Evidence of a high level of achievement and impact beyond the classroom (e.g. Faculty, institution, discipline, community, etc.) For example
		   1. **Innovation**
		     • Development of education materials (e.g. textbooks, teaching guides)
		     • Production of technological tools or multi-media resources that enrich teaching and learning
		     • 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).

		2. **Recognition**
		   • Receipt of peer-reviewed grants for Scholarship of Teaching and Learning
		   • Receipt of leadership or pedagogical scholarship awards
		
		3. **Mentorship**
		   • 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.
		
		4. **External Impact & Consultation**
		   • 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.