

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

**TO:** Committee on Academic Policy and Programs

**SPONSOR:** Sioban Nelson, Vice-Provost, Academic Programs  
**CONTACT INFO:** (416) 978-3742, vp.fal@utoronto.ca,

**PRESENTER:** Sioban Nelson, Vice-Provost, Academic Programs  
**CONTACT INFO:** (416) 978-3742, vp.fal@utoronto.ca

**DATE:** December 6, 2017 for January 11, 2018

**AGENDA ITEM:** 7a

**ITEM IDENTIFICATION:**

Revised Divisional Teaching Evaluation Guidelines for the Faculty of Information: “Faculty of Information Guidelines for Assessment of Teaching Effectiveness, Tenure Stream” and “Faculty of Information Guidelines for Assessment of Teaching Effectiveness, Teaching Stream”

**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 [for approval] (January 11, 2018)
2. Academic Board [for information] (January 25, 2018)

**PREVIOUS ACTION TAKEN:****HIGHLIGHTS:**

The attached are the newly revised divisional teaching evaluation guidelines for both teaching and tenure stream faculty for the Faculty of Information. 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 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 Information, the previous version had been approved in 1996. This earlier version was edited significantly and divided into two separate documents (one for the tenure

stream and one for teaching stream faculty) in order to bring it in line with the changes resulting from the SJAC process and to ensure enhanced clarity particularly in respect to the criteria for tenure, continuing status, and promotion in both streams.

The process by which divisional guidelines were revised involved a highly consultative process. Within the Faculty of Information, an initial draft of the revised document was circulated in the spring 2017 to faculty with an invitation to meet to provide feedback. Based on that input and a review of drafts from other divisions, a revised version was prepared and sent to all faculty in the early fall. A presentation on the guidelines was provided at the Faculty retreat on September 6 by the project lead Prof. Kelly Lyons (Associate Dean, Academic) followed by discussion and feedback. A number of faculty subsequently provided feedback via email or met one-on-one with the project lead. In response to this and other feedback, the document was revised further - at each stage a copy was sent to all faculty, inviting feedback. The vote at Faculty Council was unanimous in support (with two abstentions).

### **FINANCIAL IMPLICATIONS:**

None

### **RECOMMENDATION:**

Be it Resolved

THAT the revised “Faculty of Information Guidelines for Assessment of Teaching Effectiveness, Tenure Stream” and “Faculty of Information Guidelines for Assessment of Teaching Effectiveness, Teaching Stream” brought forward from the Faculty of Information as attached, be approved effective immediately.

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### **DOCUMENTATION PROVIDED:**

Faculty of Information

- “Faculty of Information Guidelines for Assessment of Teaching Effectiveness, Tenure Stream”
- “Faculty of Information Guidelines for Assessment of Teaching Effectiveness, Teaching Stream”
- previous 1996 version being replaced.

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

## Preamble

*These guidelines are intended for use within the Faculty of Information for assessing teaching activities and pedagogical/professional development as it relates to teaching in making decisions on Tenure and Promotion to Associate Professor and Professor, Tenure Stream.*

A commitment to excellence in teaching and research is at the core of our University and Faculty, and our mission statement recognizes the University's commitment "to strive to ensure that its graduates are educated in the broadest sense of the term, with the ability to think clearly, judge objectively, and contribute constructively to society." Research and our commitment to bringing that research to bear in teaching continue to underlie all of our activities and to drive our academic priorities.

Given the significance placed on teaching at the University of Toronto, evaluation of teaching effectiveness is a fundamental component of the career of all teaching staff at the University and occurs regularly, during annual performance review as well as at career landmarks such as tenure and promotion. These Guidelines for the Assessment of Teaching Effectiveness, Tenure Stream reflect the institutional and Faculty commitment to encouraging and supporting the highest standards of teaching, and to evaluating the teaching effectiveness of our tenure stream staff in a rigorous and multidimensional manner.

The pursuit of our teaching mission, as well as these Guidelines used to measure our attainments, are deeply influenced by our aim of providing a learning environment that integrates our teaching and research missions in a manner that challenges our students to develop the knowledge, skills and ethics to be global citizens and leaders.

Teaching includes a broad range of pedagogical approaches which vary across disciplines and by which students derive educational and professional benefits. Teaching activities may include, but are not limited to, lectures, seminars and/or tutorials, individual and group discussion, studio-based teaching, practice-based teaching (e.g. workshops and labs), online teaching, as well as experiential and research supervision (undergraduate, graduate and co-op) and leadership in program and curricular development. Clear learning objectives, the development and

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<sup>1</sup> *Text reused and further developed from the Faculty of Pharmacy and from policies and documents publicly available through the University of Toronto and its Faculties and Departments*

application of related learning activities and fair and equitable assessment practices shapes teaching. In addition to duties related to the delivery of undergraduate and graduate courses and programs, tenure stream faculty may be responsible for developing course materials, including the creation of courseware, multi-media applications, teaching innovations, and assignments.

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

Policy and Procedures on Academic Appointments (PPAA):

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

Policy and Procedures Governing Promotions (PPP):

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

## 1. Procedures for Gathering and Assessing Data

The evaluation of teaching constitutes a fundamental part of every faculty member's career through progress through the ranks (PTR), tenure, and promotion decisions. All faculty members in the tenure stream will be expected to be effective teachers (whether at the level of competence or excellence as listed in this document) as part of the criteria for tenure and to sustain this level of performance as they progress through the ranks. Documentation required for assessment and tenure and promotion review is provided by both the tenure stream faculty member (candidate), the Dean, and the Teaching Interaction Committee.

### Information to be provided by the candidate:

1. Curriculum vitae
2. Teaching dossier (see below)

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

Each faculty member should maintain a Teaching Dossier and update it annually as needed. The Teaching Dossier serves as a foundation for the documents that will be required for the interim, tenure, and promotion reviews. The Teaching Dossier should include the following as appropriate:

1. A statement of teaching philosophy
2. Representative course outlines and assignments
3. New course proposals that were reviewed and approved
4. Unsolicited letters or testimonials from students related to your teaching and its impact on student learning or personal and professional development
5. Applications for instructional development grants
6. Documentation of efforts made (both formal and informal) to improve teaching skills or course design
  - Include a description of the outcomes of these improvements
7. Awards or nominations for awards for teaching excellence
8. Documentation of innovations in teaching methods and examples of particularly effective teaching strategies
9. Documentation of efforts to foster scholarly and professional advancement of students
  - Examples of mentoring students and engaging students in research
10. When relevant, copies of students' papers, especially those that have been published and student theses. If applicable include earlier versions of the paper with feedback provided
11. Contributions to Faculty and/or University curricular development including activities related to the administrative, organizational, and developmental aspects of education and the use and development of technology and other innovations in the teaching process
12. Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design
13. Evidence of contributions in the general area of pedagogy such as presentations at conferences or publications on teaching
14. Service to professional bodies or organizations through any methods that can be described as instructional or educational
15. Descriptions of community outreach and service through teaching functions
16. Plans for developing teaching and pedagogy

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<sup>2</sup> “Developing and Assessing Teaching Dossiers: A Guide for University of Toronto faculty, administrators and graduate students” is recommended as a guide for creating and maintaining Teaching Dossiers See <http://teaching.utoronto.ca/teaching-support/documenting-teaching/teaching-dossier/>

17. When relevant, information about graduate supervision, including number of students supervised (current and past), theses produced, number graduated and time-to-degree, and information on other efforts to foster scholarly and professional advancement of students

#### **Documentation to be collected by the Dean <sup>3</sup>**

1. Copies of teaching evaluations for the candidate while in a tenure stream position at the University
2. Peer evaluation (internal and/or external), including other departmental, divisional, or college assessments where cross-appointment is involved.
3. Letters of appraisal from current and former students (taught and supervised) commenting on the candidate's success at stimulating and challenging the student's intellectual curiosity and on his/her capacity to communicate knowledge effectively, and, where appropriate, his or her effectiveness as a supervisor of student research
4. Where the candidate has participated in shared or jointly taught courses, letters attesting to the teaching contributions of the candidate should be solicited from colleagues teaching in those courses
5. Where the candidate has contributed to or taught courses in other Departments or Faculties, letters from the Deans or Chairs of those Faculties or Departments.
6. Observation of teaching (see below)

#### **Information to be provided by the Teaching Interaction Committee**

The Teaching Interaction Committee is responsible for conducting a peer-review of the candidate's teaching including a review of the teaching dossier, student and course evaluations as well normally as an observation of classroom teaching (attend minimum of two classes) and producing a report of the Committee's findings.

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

## Observation of Classroom Teaching

Observing classroom teaching is an essential element of an assessment of teaching effectiveness. The Teaching Interaction Committee will normally carry out at least two classroom visits (online or onsite) scheduled on an agreed-to date by the candidate a minimum of two weeks apart. *As general guidelines, the committee members should assess the following teaching behaviours:*

- Organization –recaps previous learning and provides summary at the end; emphasizes most important points; clearly states when topics are changing; etc.
- Communication – addresses students directly when talking; speaks audibly and clearly; rephrases or reframes difficult concepts, etc.
- Rapport – solicits student feedback, addresses students by name, and encourages students to build on each other’s comments and questions, etc.

For samples of an observation template and narrative log to be used in the assessment, consult, the Centre for Teaching Support & Innovation “Peer Observation of Teaching: Effective Practices” <http://teaching.utoronto.ca/wp-content/uploads/2017/01/Peer-Observation-of-Teaching-Guide.pdf>

### 1. Criteria for Assessing Teaching Effectiveness

The criteria of teaching effectiveness, as understood at the University of Toronto, and the related standards of performance (i.e. requirements for competence and excellence) are outlined below. Please note that it is expected that competency is achieved in criterion 1—which has no distinction between competence and excellence—as a baseline to establish excellence in other criteria, particularly for consideration of promotion or tenure application. A recommendation of excellence in teaching will normally be based on evidence of excellence across multiple of the five criteria. Criteria for tenure expect an assessment of either competence or excellence while the criteria for promotion expects the candidate “to have shown himself or herself to be an effective teacher”.



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

<b>Standards of Performance</b>		
	<b>Demonstrated evidence of competence</b>	<b>Demonstrated evidence of excellence</b>
	<p>(e.g. presenting or publishing with students)</p> <ul style="list-style-type: none"> <li>• Directs graduate research, for example, supervision of reading courses, guidance of research-stream projects, and doctoral research</li> <li>• Actively integrates one’s own research into teaching practice and curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Uses one’s expertise and experience to deepen student understanding and enrich the application of theory. For example:                             <ul style="list-style-type: none"> <li>✓ Enables students to build relationships with local communities and communities of practice</li> <li>✓ Offers significant opportunities for community engagement</li> <li>✓ Designs unique learning experiences for students connected to professional practice</li> </ul> </li> <li>• Demonstrates superlative teaching skills</li> </ul>
2. <b>Contributes to curriculum development</b>	<ul style="list-style-type: none"> <li>• Situates the context of one’s courses within the broader program/curriculum or in relation to curricular developments in the discipline.</li> <li>• Ensures course content reflects current and relevant research and practice in the field</li> </ul>	<ul style="list-style-type: none"> <li>• Has significant and ongoing contributions to curriculum or program development (e.g. innovation, revision, updating, evidence-informed improvement)</li> <li>• Includes and promotes cutting-edge research and/or practice in one’s teaching field</li> </ul>
3. <b>Engages in pedagogical and professional development</b>	<ul style="list-style-type: none"> <li>• Draws on current research/development in one’s field to advance student learning and to enrich one’s own teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently engages in pedagogical professional development (e.g. participation in workshops, seminars, conferences and/or courses on teaching and learning; keeping abreast of current pedagogical research in one’s teaching field) and the application of these activities to enhance the quality and effectiveness of one’s teaching</li> </ul>

Standards of Performance		
	Demonstrated evidence of competence	Demonstrated evidence of excellence
	<ul style="list-style-type: none"> <li>Works to refine and enhance one's teaching practices over time.</li> </ul>	<ul style="list-style-type: none"> <li>Provides leadership in professional practice and develops innovative partnerships that bridge teaching and professional practice</li> <li>Reflects on and assesses new teaching practices</li> <li>Conducts research on teaching and/or learning that has potential for impact beyond a single classroom</li> <li>Disseminates one's own pedagogical research (e.g., through scholarly articles or educational resources, presentations at conferences or workshop, etc.)</li> <li>Evidence of sustained pedagogical and professional development</li> <li>Engages in the scholarly conversation via pedagogical scholarship or creative professional activity</li> </ul>
4. <b>Demonstrates educational leadership and impact</b>	<ul style="list-style-type: none"> <li>Not applicable</li> </ul>	<p>Evidence of a high level of achievement and impact beyond the classroom (e.g. Faculty, institution, discipline, community, etc.) For example</p> <ol style="list-style-type: none"> <li><b>Innovation</b> <ul style="list-style-type: none"> <li>Develops education materials (e.g. textbooks, teaching guides)</li> <li>Produces technological tools or multi-media resources that enrich teaching and learning</li> <li>Conducts research on teaching and/or learning that has potential for impact beyond a single classroom</li> <li>Disseminates one's own pedagogical research (e.g., through scholarly articles or educational resources, presentations at conferences or workshops, etc).</li> </ul> </li> </ol>

Standards of Performance	
	Standards of Performance
	Demonstrated evidence of competence
	Demonstrated evidence of excellence
	<p><b>2. Recognition</b></p> <ul style="list-style-type: none"> <li>• Receives peer-reviewed grants for Scholarship of Teaching and Learning</li> <li>• Receives leadership or pedagogical awards</li> </ul> <p><b>3. Mentorship</b></p> <ul style="list-style-type: none"> <li>• Actively engages in the pedagogical development of others</li> <li>• Delivers workshops, seminars, or presentations on teaching and learning</li> <li>• Acts as an active and engaged teaching mentor to colleagues</li> <li>• Provides mentorship and establishes best practices in the management and leadership of teaching assistants and instructional team members</li> <li>• Establishes best practices for mentoring students and groups of students beyond the classroom</li> </ul> <p><b>4. External Impact &amp; Consultation</b></p> <ul style="list-style-type: none"> <li>• Significantly contributes to pedagogical development in a discipline or broader education context. For example:                             <ul style="list-style-type: none"> <li>• Receives invitations to serve as curriculum or program evaluator for another Faculty or institution</li> <li>• Actively engages in accreditation processes for another program, Faculty, or institution.</li> <li>• Serves on accreditation boards and/or evaluation committees</li> </ul> </li> </ul>

<b>Standards of Performance</b>		
	<b>Demonstrated evidence of competence</b>	<b>Demonstrated evidence of excellence</b>
		<ul style="list-style-type: none"> <li>• Engages in professional teaching and learning organizations/associations, education committees of professional committees, or work with teaching centres</li> <li>• Engages in professional organizations and applies this knowledge to teaching and the curriculum in one’s own Faculty or beyond</li> <li>• Serves as a journal reviewer or editor of pedagogical publications or as a proposal referee for pedagogical conferences, awards, or grants</li> </ul>

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

## Preamble

*These guidelines are intended for use within the Faculty of Information for assessing activities and pedagogical/professional development in making decisions on Continuing Status and Promotion to Associate Professor and Professor, Teaching Stream.*

A commitment to excellence in teaching and research is at the core of our University and Faculty, and our mission statement recognizes the University's commitment "to strive to ensure that its graduates are educated in the broadest sense of the term, with the ability to think clearly, judge objectively, and contribute constructively to society." Our commitment to bringing scholarship to bear in teaching continues to underlie all of our activities and to drive our academic priorities. Teaching stream faculty are expected to engage in pedagogical and professional development which enriches their teaching including engaging in "discipline-based scholarship in relation to, or relevant to, the field in which the faculty-member teaches".

Given the significance placed on 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 continuing status and promotion. These Guidelines for the Assessment of Teaching Effectiveness, Teaching Stream reflect the institutional and Faculty commitment to encouraging and supporting the highest standards of teaching, and to evaluating the teaching effectiveness of our teaching stream staff in a rigorous and multidimensional manner.

The pursuit of our teaching mission, as well as these Guidelines used to measure our attainments, are deeply influenced by our aim of providing a learning environment that integrates our teaching and research missions in a manner that challenges our students to develop the knowledge, skills and ethics to be global citizens and leaders.

Teaching includes a broad range of pedagogical approaches which vary across disciplines and by which students derive educational and professional benefits. Teaching activities may include, but are not limited to, lectures, seminars and/or tutorials, individual and group

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discussion, studio-based teaching, practice-based teaching (e.g. workshops and labs), online teaching, as well as experiential and research supervision (undergraduate, graduate and co-op) and leadership in program and curricular development. Clear learning objectives, the development and application of related learning activities and fair and equitable assessment practices shapes teaching. In addition to duties related to the delivery of undergraduate and graduate courses and programs, teaching stream faculty may be responsible for developing course materials, including the creation of courseware, multi-media applications, teaching innovations, and assignments.

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

Policy and Procedures on Academic Appointments (PPAA):

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppoct302003.pdf>

Policy and Procedures Governing Promotions in the Teaching Stream [PPPTS]

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

### **1. Procedures for Gathering and Assessing Data**

The evaluation of teaching constitutes a fundamental part of every faculty member's career through progress through the ranks (PTR), continuing status, and promotion decisions. All teaching stream faculty members in the continuing status stream are expected to demonstrate excellence in teaching in order to be granted continuing status and to sustain the standards of excellence as they progress through the ranks.

Documentation required for assessment and continuing status and promotion review is the provided by both the teaching stream faculty member (candidate), the Dean, and the Teaching Interaction Committee.

#### **Information to be provided by the candidate:**

1. Curriculum vitae
2. Teaching dossier (see below )

3. The names of up to three assessors who are competent to assess the candidate's teaching and evidence of pedagogical/professional development, and, in the case of promotion to Professor, Teaching Stream, also assess the candidate's educational leadership and achievement. Assessors should be drawn from other academic institutions and should be specialists in the candidate's field. Where appropriate, one may be a specialist in the candidate's field from outside the University. The list should include a brief statement of each assessor's expertise as related to the continuing status review.

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

Each faculty member should maintain a Teaching Dossier and update it annually as needed. The Teaching Dossier serves as a foundation for the documents that will be required for the probationary, continuing status, and promotion reviews. The Teaching Dossier should include the following as appropriate:

1. A statement of teaching philosophy
2. Representative course outlines and assignments
3. New course proposals that were reviewed and approved
4. Unsolicited letters or testimonials from students related to your teaching and its impact on student learning or personal and professional development
5. Applications for instructional development grants
6. Examples of discipline-based scholarship that is relevant to one's teaching field
7. Descriptions of participation at and contributions to academic conferences that feature sessions on pedagogical research and techniques
8. Teaching-related activity outside classroom functions and responsibilities
9. Examples of professional work for maintaining subject-area mastery
10. Documentation of efforts made(both formal and informal) to improve teaching skills or course design
  - Include a description of the outcomes of these improvements
11. Awards or nominations for awards for teaching excellence

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<sup>2</sup> "Developing and Assessing Teaching Dossiers: A Guide for University of Toronto faculty, administrators and graduate students" is recommended as a guide for creating and maintaining Teaching Dossiers See <http://teaching.utoronto.ca/teaching-support/documenting-teaching/teaching-dossier/>



12. Documentation of innovations in teaching methods or activities that show significant impact in a variety of ways and examples of particularly effective teaching strategies
13. Documentation of efforts to foster scholarly and professional advancement of students
  - Examples of mentoring students and engaging students in research
14. When relevant, copies of students' papers, especially those that have been published and student theses. If applicable include earlier versions of the paper with feedback provided
15. Contributions Faculty and/or University to curricular development, including activities related to the administrative, organizational and developmental aspects of education and the use and development of technology and other innovations in the teaching process
16. Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design
17. Evidence of contributions in the general area of pedagogy such as presentations at conferences or publications on teaching
18. Service to professional bodies or organizations through any methods that can be described as instructional or educational
19. Descriptions of community outreach and service through teaching functions
20. Plans for developing teaching and pedagogy
21. When relevant, information about graduate supervision, including number of students supervised (current and past), theses produced, number graduated and time-to-degree, and information on other efforts to foster scholarly and professional advancement of students

#### **Documentation to be collected by the Dean <sup>3</sup>**

1. Copies of teaching evaluations for the candidate while in a continuing teaching stream position at the University.
2. Peer evaluation (internal and/or external), including other departmental, divisional, or college assessments where cross-appointment is involved.
3. Letters to be addressed to the Dean, from current and former students (taught and supervised) commenting on the candidate's success at stimulating and challenging the student's intellectual curiosity and on his/her capacity to communicate knowledge effectively, and, where appropriate, his or her effectiveness as a supervisor of student research
4. Where the candidate has participated in shared or jointly taught courses, letters attesting to the teaching contributions of the candidate should be solicited from colleagues teaching in those courses
5. Where the candidate has contributed to or taught courses in other Departments or Faculties, letters from the Deans or Chairs of those Faculties or Departments.

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## 6. Observation of teaching (see below)

For a continuing status review and promotion in Teaching Stream a minimum of three written specialist assessments from outside of the university of the candidate's teaching and pedagogical/professional activities. For promotion to Professor, Teaching Stream, the assessments should also address educational leadership or achievement. There should be at least one letter from an assessor selected from the candidate's list and a minimum of two letters from assessors chosen by the Dean. At least one of these three appraisals should be prepared by a faculty member who is engaged in pedagogical research related to the candidate's field. Appraisals from assessors from the external community who are experts in their field may also be solicited for comment on the candidate's professional work or contributions to the profession. Assessors will be asked to comment on the quality of the candidate's teaching, administrative service and professional work, as they relate to teaching effectiveness and pedagogical/professional development.

### **Information to be provided by the Teaching Interaction Committee**

The Teaching Interaction Committee is responsible for conducting a peer-review of the candidate's teaching including a review of the teaching dossier, student and course evaluations as well as observation of classroom teaching (attend minimum of two classes) and producing a report of the Committee's findings.

### **Observation of Classroom Teaching**

Observing classroom teaching is an essential element of an assessment of teaching effectiveness. The Teaching Interaction Committee will carry out at least two classroom visits (online or onsite) scheduled on an agreed-to date by the candidate a minimum of two weeks apart. *As general guidelines, the committee members should assess the following teaching behaviours:*

- Organization –recaps previous learning and provides summary at the end; emphasizes most important points; clearly states when topics are changing; etc.
- Communication – addresses students directly when talking; speaks audibly and clearly; rephrases or reframes difficult concepts, etc.
- Rapport – solicits student feedback, addresses students by name, and encourages students to build on each other's comments and questions, etc.

For samples of an observation template and narrative log to be used in the assessment, consult, the Centre for Teaching Support & Innovation “Peer Observation of Teaching: Effective Practices” <http://teaching.utoronto.ca/wp-content/uploads/2017/01/Peer-Observation-of-Teaching-Guide.pdf>

## 2. Criteria to Assess Performance

### *Probationary Review*

The PPAA, Section VII.30 (vii) outlines the questions to be answered in for probationary review as follows:

- a) Has the appointee’s performance been sufficiently satisfactory for a second probationary appointment to be recommended?
- b) If reappointment is recommended, what counselling should be given to the appointee to assist him or her to improve areas of weakness and maintain areas of strength?

### *Continuing Status Review*

The PPAA, Section VII.30 (x) states “A positive recommendation for continuing status will require the judgment of excellence in teaching and evidence of demonstrated and continuing future pedagogical/professional development.

1. 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.
2. 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.”

### *Full Professor in Teaching Stream Review*

PPPTS, Section 6 states: “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,”

### 3. Criteria for Assessing Excellence in Teaching

The judgement of excellence in teaching should be based on the demonstrated ability of the teaching stream faculty member to directly enhance and enrich undergraduate and graduate education and experience.

With such a broad array of duties as described above, the emphasis on the assessment of performance may vary within the Faculty. For example, in some cases the judgement of excellence in teaching will be made based on classroom, or studio performance alone (for the purpose of this document classroom performance also includes the development of web based curricula). In others, administration of degree programs, where such service is directly related to the delivery of teaching and development of curriculum and programming will have significant weight. However, administrative service alone should not be sufficient for a recommendation for continuing status or for promotion to full professor in teaching stream. In all cases, excellence in the classroom, or studio must be clearly established.

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

<b>Standards of Performance</b>	
<b>Demonstrated evidence of excellence</b>	
1. Fulfils the fundamental duties and responsibilities of a university teacher	<ul style="list-style-type: none"> <li>• Mastery of the subject area</li> <li>• Superlative teaching skills including success in stimulating and challenging students and promoting their intellectual and scholarly development</li> <li>• Excellent communication skills</li> <li>• Promotion of academic integrity and adherence to grading standards of the division and the ethical standards of a profession;</li> <li>• Professionalism and adherence to academic standard and administrative responsibilities as defined by university policy</li> <li>• Creation of supervisory conditions conducive to the development of research and/or professional skills</li> </ul>
2. Uses teaching practices and skills that promote student learning.	<ul style="list-style-type: none"> <li>• Challenges and stimulates students to promote their intellectual, professional, and scholarly development</li> <li>• Advances student learning through the development of their mastery of the subject area</li> </ul>

<b>Standards of Performance</b> <b>Demonstrated evidence of excellence</b>	
	<ul style="list-style-type: none"><li>• Enables students to think across disciplinary boundaries and/or to make connections between what they learn inside as well as outside the classroom</li><li>• Uses innovative methods of assessment that reflect and contribute to student learning (e.g. the use of formative and summative assessment) as well as critical reflection on student feedback and student outcomes in order to improve future teaching practices</li><li>• Makes significant contributions to teaching practice and experiential learning as demonstrated, for example, by some combination of the following:<ul style="list-style-type: none"><li><b>1. Innovation</b> Uses an evidence-informed approach in the design of learning activities, experiences, assignments, courses, or curricula that motivate student learning</li><li><b>2. Recognition</b> Receives recognition of teaching through nomination for or receipt of awards/honours</li><li><b>3. Curriculum/Program Enhancement</b><ul style="list-style-type: none"><li>• Creates opportunities to involve students in pedagogical research</li><li>• Uses ones expertise and experience to deepen student understanding and enrich the application of theory. For example:<ul style="list-style-type: none"><li>○ Enables students to build relationships with local communities and communities of practice</li><li>○ Offers significant opportunities for community engagement</li><li>○ Designs unique learning experiences for students connected to professional practice</li></ul></li><li>• Creates opportunities for students to contribute to the community, and the information professions</li></ul></li></ul></li></ul>

<b>Standards of Performance</b> <b>Demonstrated evidence of excellence</b>	
3. Contributes to curriculum development	<ul style="list-style-type: none"> <li>• Has significant and ongoing contributions to curriculum or program development (e.g. innovation, revision, updating, evidence-informed improvement)</li> <li>• Includes and promotes cutting-edge research and/or practice in one’s teaching field</li> </ul>

**4. Criteria for Assessing Pedagogical and Professional Development**

<b>Standards of Performance</b> <b>Demonstrated evidence of excellence</b>	
Engages in pedagogical and professional development	<ul style="list-style-type: none"> <li>• Consistently engages in pedagogical professional development (e.g. participation in workshops, seminars, conferences and/or courses on teaching and learning; keeping abreast of current pedagogical research in one’s teaching field) and the application of these activities to enhance the quality and effectiveness of one’s teaching</li> <li>• Provides leadership in professional practice and develops innovative partnerships that bridge teaching and professional practice</li> <li>• Reflects on and assesses new teaching practices</li> <li>• Conducts research on teaching and/or learning that has potential for impact beyond a single classroom</li> <li>• Disseminates one’s own pedagogical research (e.g., through scholarly articles or educational resources, presentations at conferences or workshop, etc.)</li> <li>• Evidence of sustained pedagogical and professional development</li> <li>• Engages in the scholarly conversation via pedagogical scholarship or creative professional activity</li> </ul>

**5. Criteria for Assessing Educational Leadership or Achievement (relevant specifically to Promotion)**

<b>Standards of Performance</b>
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Demonstrated evidence of excellence	
<p>Demonstrates creative educational leadership and impact</p>	<p>Evidence of a high level of achievement and impact beyond the classroom (e.g. Faculty, institution, discipline, community, etc.) For example</p> <ol style="list-style-type: none"> <li><b>1. Innovation</b> <ul style="list-style-type: none"> <li>• Develops education materials (e.g. textbooks, teaching guides)</li> <li>• Produces technological tools or multi-media resources that enrich teaching and learning</li> <li>• Conducts research on teaching and/or learning that has potential for impact beyond a single classroom</li> <li>• Disseminates one’s own pedagogical research (e.g., through scholarly articles or educational resources, presentations at conferences or workshops, etc).</li> </ul> </li> <li><b>2. Recognition</b> <ul style="list-style-type: none"> <li>• Receives peer-reviewed grants for Scholarship of Teaching and Learning</li> <li>• Receives leadership or pedagogical awards</li> </ul> </li> <li><b>3. Mentorship</b> <ul style="list-style-type: none"> <li>• Actively engages in the pedagogical development of others</li> <li>• Delivers workshops, seminars, or presentations on teaching and learning</li> <li>• Acts as an active and engaged teaching mentor to colleagues</li> <li>• Provides mentorship and establishes best practices in the management and leadership of teaching assistants and instructional team members</li> <li>• Establishes best practices for mentoring students and groups of students beyond the classroom</li> </ul> </li> <li><b>4. External Impact &amp; Consultation</b> <ul style="list-style-type: none"> <li>• Significantly contributes to pedagogical development in a discipline or broader education context. For example:                             <ul style="list-style-type: none"> <li>▪ Receives invitations to serve as curriculum or program evaluator for another Faculty or institution.</li> <li>▪ Actively engages in accreditation processes for another program, Faculty, or institution.</li> <li>▪ Serves on accreditation boards and/or evaluation committees</li> </ul> </li> <li>• Engages in professional teaching and learning organizations/associations, education committees of professional committees, or work with teaching centres</li> </ul> </li> </ol>

	<ul style="list-style-type: none"><li>• Engages in professional organizations and applies this knowledge to teaching and the curriculum in one's own Faculty or beyond</li><li>• Serves as a journal reviewer or editor of pedagogical publications or as a proposal referee for pedagogical conferences, awards, or grants</li></ul>
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# Guidelines for assessment of teaching effectiveness

**Revised: 1996**

**Issued: 1989**

**Approved by FIS Council: 1981, October 15**

## Preamble

These guidelines are intended for use within the Faculty of Information Studies in making decisions on tenure and promotion for regular faculty, and on the reappointment of tutors. Because evaluation of research is based on other University guidelines, these guidelines focus on subject mastery and other essential qualities affecting teaching effectiveness.

### W.03.02

## Characteristics of an effective teacher in the field of Information Studies

The Faculty of Information Studies is one of the professional faculties that offer no undergraduate instruction and it therefore falls wholly within the School of Graduate Studies. At the level of graduate education mastery of a subject and its literature and active involvement in research are the sine qua non of a good teacher.

Other essential qualities for effective teaching are the ability to stimulate the students' interest in the field, to challenge their intellectual capacity, and to encourage independent thinking and the development of critical skills. The best teachers will impart to students the ability to learn for themselves.

Both skills in communicating and accessibility enhance the effectiveness of a good teacher but do not, of themselves, make a good teacher.

### W.03.03

## Methods of instruction and the teaching function

No one method of instruction is preferred at the Faculty of Information Studies but the methods used should be appropriate to the subject being taught and to the size of the class.

Teaching at the level of graduate education is not confined to formal lectures or seminars. An important part occurs in one-to-one situations especially at the Ph.D. level:

- directing graduate research, for example, supervision of reading courses, guidance of research-stream projects and doctoral research
- assessment (oral and written) of student work
- supervision of field work and practicum projects
- informal conversations and discussions between students and teachers, which may or may not be related to any formal course

## W.03.04

### Documentation used in assessing teaching effectiveness

As a basis for assessing teaching effectiveness, the Faculty of Information Studies obtains documentation as appropriate:

#### **W.03.04.01**

##### **Material supplied by the faculty member**

- statements of course objectives
- course outlines
- reading lists
- papers and projects, published or unpublished, produced by students
- any other evidence of teaching skills, as appropriate.

#### **W.03.04.02**

##### **Material solicited from academic and professional peers**

- assessments of teaching ability from academic colleagues, particularly colleagues teaching the same course(s)
- evidence of contribution of expertise to the teaching activities of colleagues
- assessments from professional colleagues within and outside the University
- assessments of contributions to professional conferences

- assessments of contributions to continuing education programs
- reports on consulting (formal and informal) on professional problems.

#### **W.03.04.03**

##### **Material solicited from students and graduates**

- annual course evaluations (up to 5 years previous)
- confidential assessments solicited from individual students in representative courses taught by the faculty member
- achievements of graduates when a connection with teaching ability can be substantiated.

#### **W.03.04.04**

##### **Material supplied by the Dean**

- grade distributions
- comparative course evaluation point scores.

#### **W.03.04.05**

##### **Other evidence, usually obtained from the CV**

- courses designed and/or taught
- special systems developed to support teaching, e.g. CAI, A/V, etc.
- supervision of research-stream projects or membership on research-stream committees
- supervision of Ph.D. theses or membership on thesis committees
- membership on Ph.D. oral examination committees
- awards received for excellence as a teacher, and other forms of external recognition
- invited addresses on teaching techniques, innovations, etc.
- published papers/reports on teaching techniques, etc.

### **W.03.05**

#### **Collection of documentation**

It is the responsibility of the Dean to solicit, acquire, and organize letters from students and graduates and from academic and professional colleagues. The Dean should consult the candidate as well as the Promotions

and Tenure Committees for assistance in identifying appropriate evidence of teaching effectiveness, but all responsibility for the actual collection and submission of documentation that only the candidate can provide rests with the candidate.

## W.03.06 Method of evaluation

Confidentiality shall be observed in all aspects and stages of the evaluation process.

Either the Dean, or a body as defined in the applicable University policy, or a member of the Promotions and Tenure Committees shall be responsible for preparing a written assessment of teaching effectiveness based on the documentation.

The actual method of evaluation will be determined by the University policy governing the type of assessment for which the documentation has been collected. When there is no written University policy, as in the case of the reappointment of tutors, a policy shall be developed by the Faculty's Promotions and Tenure Committees and made known in advance to the candidate.