



FOR APPROVAL

PUBLIC

OPEN SESSION

TO: Committee on Academic Policy and Programs

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DATE: December 6, 2017 for January 11, 2018

AGENDA ITEM: 7b

ITEM IDENTIFICATION:

Revised Divisional Teaching Evaluation Guidelines for the Faculty of Kinesiology and Physical Education: “Guidelines for the Assessment of Effectiveness of Teaching in Tenure, Continuing Status and Promotion 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 [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 Kinesiology and Physical Education. 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 Kinesiology and Physical Education, the previous version had been approved in 2004. In addition to the specific changes noted above, the guidelines were simplified with the goal of creating a document that was clear and easy to interpret. In the Faculty effective teaching has been defined by two standards, ‘competence’ and ‘excellence’. These standards were retained, and described in ways that established the criteria, but were not overly prescriptive such that they might detract from the best judgment evaluations of peer review committees evaluating candidates for tenure, continuing status, and promotion.

The process by which divisional guidelines were revised involved a highly consultative process. Within the Faculty of Kinesiology and Physical Education, the Acting Vice-Dean Academic established a committee comprising three teaching stream faculty members, three tenure stream faculty members and two students (one graduate and one undergraduate). The Committee took the lead in drafting a revised version of the teaching guidelines, informed by other Divisional guideline drafts. The final revised guidelines were taken forward to faculty colleagues in the fall for discussion and feedback. Following Provostial approval, the revised guidelines were taken forward to Faculty Council where they were approved.

FINANCIAL IMPLICATIONS:

None

RECOMMENDATION:

Be it Resolved

THAT the revised “Guidelines for the Assessment of Effectiveness of Teaching in Tenure, Continuing Status and Promotion Decisions” brought forward from the Faculty of Kinesiology and Physical Education as attached, be approved effective immediately.

DOCUMENTATION PROVIDED:

Faculty of Kinesiology and Physical Education

- “Guidelines for the Assessment of Effectiveness of Teaching in Tenure, Continuing Status and Promotion Decisions”
- previous 2004 version being replaced.

FACULTY OF KINESIOLOGY AND PHYSICAL EDUCATION

GUIDELINES FOR THE ASSESSMENT OF EFFECTIVENESS OF TEACHING IN TENURE, CONTINUING STATUS AND PROMOTION DECISIONS

Faculty Council – November, 2017

Preamble

A commitment to excellence in teaching and research is at the core of our University, and underlies the Faculty's mission to "develop, advance and disseminate knowledge about physical activity and health and their interactions, through education, research, leadership and the provision of opportunity." Excellent teaching contributes to the University's core mission to "strive to ensure that its graduates are educated in the broadest sense of the term, with the ability to think clearly, 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 reviews as well as career landmarks such as tenure, continuing status and promotion. These Guidelines for the Assessment of Effectiveness of Teaching reflect a Faculty and institutional 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 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 sub-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, online teaching, as well as 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. The role of faculty members as teachers may also include a broad range of teaching-

related activities such as pedagogical/professional development and scholarship, and leadership in teaching or curriculum initiatives.

These Guidelines for the Assessment of Effectiveness of Teaching reflect the Faculty of Kinesiology and Physical Education (FKPE) and institutional expectations for teaching, and outline criteria and standards of performance that align with policy. In accordance with the *Policy and Procedures on Academic Appointments*, the *Policy and Procedures Governing Promotions*, and the *Policy and Procedures Governing Promotions in the Teaching Stream*,¹ this document sets out the expectations for teaching effectiveness in the FKPE, how teaching effectiveness is to be evaluated, and what evidence should be collected annually to ensure the fairness and efficiency of this process.

1. *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>

Principles and Standards of Performance

The evaluation of teaching constitutes a fundamental part of every faculty member's career, through annual review, tenure, continuing status and promotion decisions. The following principles and standards apply to the assessment of teaching in tenure, continuing status, and promotion decisions:

Candidates for tenure must demonstrate effectiveness in teaching at the level of either competence or excellence, as outlined in the *Policy and Procedures on Academic Appointments*: "Clear promise of future intellectual and professional development must be affirmed for tenure to be awarded. Demonstrated excellence in one of research (including equivalent 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."

Candidates for continuing status in the teaching stream must demonstrate effectiveness in teaching at the level of excellence, as well as evidence of demonstrated and continuing future pedagogical/professional development, as outlined in the *Policy and Procedures on Academic Appointments*.

Candidates for promotion to Professor in the tenure stream must demonstrate effectiveness in teaching as outlined in the *Policy and Procedures Governing Promotions* – in FKPE this means that they must achieve at least the level of competence. If the candidate is seeking promotion to Professor on the basis of teaching, then effectiveness in teaching must be demonstrated at the level of excellence: "[E]ither excellent teaching alone or excellent scholarship alone, sustained over many years, could also in itself justify eventual promotion to the rank of Professor."

Candidates for promotion to Professor, Teaching Stream must demonstrate effectiveness in teaching at the level of excellence, ongoing pedagogical/professional development, and educational leadership, as outlined in the *Policy and Procedures Governing Promotions in the Teaching Stream*: "Promotion to Professor, Teaching Stream will be granted on the basis of excellent teaching, educational leadership and/or achievement, and ongoing pedagogical/professional development, sustained over many years."

1. Procedures for Gathering and Assessing Data

The procedures for gathering and assessing the data needed for evaluation of teaching are as follows:

a. *Information to be Provided by the Candidate:*

The Teaching Portfolio

A *Teaching Portfolio*,² or dossier, is a comprehensive record of teaching activities and accomplishments. It allows the faculty member to reflect on these activities, and to present information that most fairly and fully reflects their scholarship as evidenced in teaching and related professional activities. Each faculty member should maintain a *Teaching Portfolio*, which should be updated annually and serve as a foundation for the document that will be required for their interim review, continuing status review, and tenure and promotion reviews. The *Portfolio* may also be used as a reference for academic administrators when evaluating faculty members for annual PTR awards.

In general, faculty members, especially junior faculty members, should keep any documents that reflect success, experimentation and innovation in teaching. When compiling the *Teaching Portfolio* candidates are encouraged to give consideration to both the process of teaching and the outcomes of teaching activities.

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

1. A candidate's curriculum vitae;³
2. A statement of teaching philosophy;
3. Representative course outlines, reading lists and assignments, descriptions of internship programs, laboratory experiences, field experiences, and teaching assessment activities;

2. *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 Portfolios. See:

http://teaching.utoronto.ca/wp-content/uploads/2017/06/Developing-and-Assessing-Teaching-Dossiers-a-guide-for-U-of-T-faculty_June2017.pdf

See also the Centre for Teaching Support and Innovation's online Dossier Guide:

<http://teaching.utoronto.ca/teaching-support/documenting-teaching/teaching-dossier/>

3. In most cases CVs are submitted as a separate document, as part of the interim review/tenure/continuing status/promotion file, and are not typically included in the *Teaching Portfolio*.

4. New course proposals;
5. Summaries of annual student evaluations, and unsolicited letters or testimonials from students regarding teaching performance;
6. Applications for instructional development grants or similar documents;
7. Documentation of efforts made, both formal and informal, to improve teaching skills or course design, and a description of the outcomes;
8. Awards or nominations for awards for teaching excellence;
9. Documentation concerning innovations in teaching methods and contributions to curricular development, including activities related to the administrative, organizational and developmental aspects of education, and the use and development of technology, where appropriate, in the teaching process;
10. Examples of efforts to mentor colleagues and/or graduate and/or undergraduate students in the development of teaching skills and in the area of pedagogical design;
11. Evidence of professional contributions in the general area of teaching, such as workshops, relevant presentations at conferences, or publications on and in support of teaching (e.g., text books);
12. Service to professional bodies or organizations through any method that can be described as instructional;
13. Community outreach and service through teaching functions. Examples of such activity might include: relevant co-curricular activities; high school liaison; participating at science fairs; serving on relevant municipal, provincial or federal government committees; directing or having another significant role in physical activity performances, organizing local, national, and international student conferences and competitions; and contributing in the form of blogs or other media/social media outlets;
14. Plans for developing teaching skills and/or future contributions to teaching;
15. List of graduate and undergraduate students supervised, and postdoctoral fellows mentored, and titles of their research;

16. Examples of graduate and undergraduate students' work (e.g., research and advocacy materials) as appropriate and with students' permission; examples of students' published work; and examples of student success (graduate or professional school placement; job placement; awards).

17. Candidates for continuing status in the teaching stream should include any evidence of ongoing pedagogical/professional development.

18. Candidates for promotion to Professor, Teaching Stream should include evidence of ongoing pedagogical/professional development, and evidence of education leadership.

b. Information to be Solicited/Provided by the Dean for Tenure Stream and Teaching Stream Candidates

1. All available teaching evaluations.

2. Letters of assessment from current and former undergraduate students commenting on the candidate's success in:

- stimulating and challenging students and promoting their intellectual and scholarly development;
- developing students' mastery of a subject through discovery-based learning or other appropriate methods;
- encouraging students' sense of inquiry and understanding of a subject through discovery-based learning or other appropriate methods;
- creating opportunities, where appropriate, that involve students in the research process.

In addition, students should be asked to comment on the candidate's communication skills, active engagement with the student's learning progress and accessibility to students.

Normally, a random sample of approximately 75 students should be solicited for opinions, to be addressed in writing to the Chair. Students may be contacted by email, provided the process is random and attempts are made to contact students from all courses taught by the candidate.

[NB: These letters are distinct from the testimonial letters provided by candidates in their *Teaching Portfolios*.]

3. Letters of assessment solicited by the Dean from former and current graduate students commenting on the creation of:

- opportunities to involve students in the research process, and
- supervisory conditions conducive to student research, intellectual growth and academic progress consistent with the School of Graduate Studies *Guidelines for Graduate Supervision*.

4. Formal peer evaluation, including classroom observations of both teaching and tenure stream candidates, and other departmental, divisional or college assessments where candidates are cross-appointed. Where the candidate has participated in shared courses, letters attesting to the teaching competence of the candidate should be obtained from colleagues in those courses.

5. Evidence that will enable the Faculty to assess candidates' success in graduate supervision, including the number of students being supervised; quality of theses produced; quality of supervision; number graduated and time-to-completion; and information on other efforts to foster scholarly and professional advancement of graduate students. This could include 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. Descriptions of innovations in teaching and contributions to curricular development such as course development initiatives and examples of particularly effective teaching strategies.

8. Information about how much teaching the candidate has done at both the undergraduate and graduate levels. Where the amount of teaching varies from the norms of the Faculty, the extent of the difference and the reasons for it should be explained.

9. In cases of newly appointed persons from outside the University, information from the institution in which the candidate has taught with an indication of how this teaching experience compares with Faculty requirements of internal candidates.

c. Additional Information to be Solicited/Provided by the Dean for Teaching Stream Candidates:

In addition to relevant material from a. and b. (above), the following documentation is to be provided for candidates for continuing status review and promotion in the teaching stream:

1. For continuing status, as outlined in the *Policy and Procedures on Academic Appointments*, "Written specialist 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 division head or chair should solicit letters of reference from at least one of them and from one or more additional specialists chosen by himself or herself. These referees should be invited to assess the candidate's work against the Divisional Guidelines for the granting of continuing status and advise whether or not the candidate's work demonstrates the achievement of excellence in teaching and evidence of demonstrated and continuing future pedagogical/professional development."

2. For promotion to Professor, Teaching Stream, as outlined in the *Policy and Procedures Governing Promotions in the Teaching Stream*, confidential written assessments of the candidate's teaching effectiveness, educational leadership and/or achievement, and ongoing pedagogical/professional development, should also be obtained from specialists with expertise in the candidate's field from peer institutions outside the University and, whenever possible, from inside the University. The candidate will be invited to nominate several external referees, and the Dean will, whenever possible, add to the list of referees together with referees that may be suggested by the Continuing Status or Promotions Committee. 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 Continuing Status or Promotions Committee.

3. Normally, a larger random sample of approximately 150 students should be sampled for teaching stream candidates.

d. *The Teaching Evaluation Committee:*

1. The Dean will establish a Teaching Evaluation Committee to prepare a written assessment of the candidate's teaching effectiveness. The Committee serves to assess the data for the Tenure, Continuing Status and Promotion Committees. The Chair of the Teaching Evaluation Committee is responsible for providing the written statement of the candidate's teaching effectiveness.

2. The Teaching Evaluation Committee must consist of at least two members who are in a position to evaluate, carefully and rigorously, the candidate's teaching, pedagogical/professional development and educational leadership. In the case of both tenure stream and teaching stream candidates, the Chair or any member of the committee may not be a member of the Teaching Evaluation Committee. However, in exceptional circumstances, and with permission of the Dean, a member of the Promotion Committee may serve on the Teaching Evaluation Committee.

3. The Teaching Evaluation Committee will be given the candidate's *Teaching Portfolio* for review, and the information described in sections b. and/or c. (above), with the exception of any letters from colleagues who have co-taught with a candidate (item b.4 above).

Also, in the case of teaching stream candidates, the Teaching Evaluation Committee should not be given the letters from external assessors.

4. The Teaching Evaluation Committee's Report should be a critical evaluation of all of the material available (as above) and any other relevant documentation that the candidate wishes to have taken into account in support of its recommendations relative to the appropriate criteria regarding teaching effectiveness; and, in the case of teaching stream candidates, ongoing pedagogical/professional development for continuing status candidates, and pedagogical/professional development and educational leadership for promotion candidates.

5. The success of the candidate's supervision of graduate students should be reviewed explicitly, especially for tenure stream candidates.

6. Any evidence of the impact of the candidate's teaching on the discipline or profession, or of how her/his teaching is creative, must be indicated. Possible examples of how teaching ability might be demonstrated are:

- successful innovations in the teaching domain, including the creation of new and innovative teaching processes, materials and forms of evaluation;
- significant contribution(s) to the technological enrichment of teaching;
- development of significant new courses and/or reform of the curricula; and,
- publication of innovative textbooks, websites or other online material and/or teaching guides.

7. The Report of the Teaching Committee must take into account Article 5 of the *Memorandum of Agreement* which states that:

A Faculty member shall carry out his or her responsibility for teaching with all due attention to the establishment of fair and ethical dealings with students, taking care to make himself or herself accessible to students for academic consultation, to inform students adequately regarding course formats, assignments and methods of evaluation, to maintain teaching schedules in all but exceptional circumstances, to inform students adequately of any necessary cancellation and rescheduling of instructions and to comply with established procedures and deadlines for determining, reporting and reviewing the grades of his or her students.

8. One or more members of the Teaching Evaluation Committee, with advance notice and permission of the candidate, **must observe the candidate in the classroom on at least one, and preferably two occasions.** If such permission is refused by the candidate, the fact should be noted in the Committee's Report.

9. A comprehensive summary of all teaching evaluations should be prepared by the Teaching Evaluation Committee and included in the candidate's file. For Promotion Committees, copies of teaching evaluations for at least the most recent five-year period should be included in the file.

2. Criteria for Assessment of Effective Teaching

A faculty member demonstrates capabilities as a teacher in lectures, seminars, laboratories and tutorials as well as in less formal teaching situations including directing graduate students and counselling students. The guidelines for tenure, continuing status and promotion describe in detail the procedures to be followed in the evaluation of teaching activities. The level of achievement deemed necessary will depend on the rank being sought. Accordingly, there will be some variation in the components and emphases of the documentation collected for each process, reflecting the different stages of an academic career.

Competence in Teaching

The minimum standards of teaching effectiveness required for tenure stream faculty members in the granting of tenure or promotion are as follows:

1. success in stimulating and challenging students and promoting their intellectual and scholarly development;
2. strong communication skills;
3. success in developing students' mastery of a subject and of the latest developments in the field;
4. success in encouraging students' sense of inquiry;
5. active engagement with students' learning process and accessibility to students;
6. promotion of academic integrity;
7. where appropriate, creation of opportunities to engage students in the research process; and
8. where appropriate, creation of supervisory conditions conducive to a student's research, intellectual growth and academic progress consistent with the School of Graduate Studies Guidelines for Graduate Supervision.

Excellence in Teaching

Tenure stream faculty members: For tenure cases based on excellence in teaching, and for promotion cases based primarily on excellent teaching sustained over many years, the standard of teaching goes well beyond that of competence. In cases where the Teaching Evaluation Committee considers that the candidate has demonstrated excellence in teaching over the pre-tenure period, or in the case of promotion based on excellence in teaching sustained over many years, the grounds for this view must be stated in the Teaching Evaluation Committee's Report. Evaluations of excellence in teaching require, in addition to the criteria for competence (listed above), demonstration of some combination of the criteria listed below.

Teaching stream faculty members: For successful continuing status review and promotion, the level of involvement in teaching goes well beyond that of competence. Evaluations of excellence in teaching require, in addition to the criteria for competence listed above, demonstration of some combination of the following:

1. superlative teaching skills;
2. creative educational leadership and/or achievement;
3. successful innovations in the teaching domain, including the creation of new and innovative teaching processes, materials and forms of evaluation;
4. significant contribution to the technological enrichment of teaching in a given area, for example, through the development of effective new technology or the use of new media to the fullest advantage;
5. publication of innovative textbooks, websites and other online material, and/or teaching guides;
6. development of significant new courses and/or reform of curricula;
7. development of innovative and creative ways to promote students' involvement in the research process, and providing opportunities for students to learn through discovery-based methods; and
8. significant contribution to pedagogical changes in a discipline.

Teaching stream faculty members: In addition to demonstrating excellence in teaching, candidates for continuing status must also demonstrate continuing pedagogical/professional development; and candidates for promotion to Professor must also demonstrate both continuing pedagogical/professional development and educational leadership.

Pedagogical/Professional Development

Evidence of ongoing and future pedagogical/professional development may be demonstrated in a variety of ways. Some examples include:

1. curricular development, relevant work in progress, and the introduction of new pedagogical techniques;
2. the ongoing pursuit of further academic qualifications;
3. participation at and contributions to academic conferences where sessions on pedagogical research and technique are prominent;
4. teaching-related activity by candidates outside of their classroom function and responsibilities; and
5. professional work that allows faculty members to maintain a mastery of their subject area, provided that such professional work enhances directly the teaching mission of the Faculty.

Educational Leadership

Sustained over many years, educational leadership and/or achievement is often reflected in teaching-related activities that show significant impact in a variety of ways. Some examples include:

1. through enhanced student learning;
2. through creation and/or development of models of effective teaching;
3. through engagement in the scholarly conversation via pedagogical scholarship, or creative professional activity;
4. through involvement in significant changes in policy related to teaching as a profession; and
5. through contributions to technological or other advances in the delivery of education in a discipline or profession.

Administrative Service

Under the *Policy and Procedures on Academic Appointments* (Section VII.30(i)) administrative service, where such service is related to teaching or to curricular and professional development, is one of the criteria to be considered to assess candidates for the purpose of review for continuing status. These duties may include the coordination of undergraduate programs and administration of large undergraduate courses, organizing labs, hiring Teaching Assistants, and student counselling. Effective service in academic administration may also be considered as evidence of pedagogical/professional development related to teaching duties.

November, 2017

FACULTY OF PHYSICAL EDUCATION AND HEALTH

GUIDELINES FOR THE ASSESSMENT OF EFFECTIVENESS OF TEACHING IN PROMOTION AND TENURE DECISIONS IN THE FACULTY OF PHYSICAL EDUCATION AND HEALTH

Faculty Council – March 17, 2004

A commitment to excellence in teaching underlies the Faculty's mission to "develop, advance and disseminate knowledge about physical activity and health and their interactions, through education, research, leadership and the provision of opportunity." Excellent teaching contributes to the University's core mission to "strive to ensure that its graduates are educated in the broadest sense of the term, with the ability to think clearly, and contribute constructively to society." The evaluation of teaching therefore constitutes part of every faculty member's career, through annual review and promotion decisions.

In accordance with the Policy and Procedures on Academic Appointments, the Policy on Part-time Academic Staff, and the Policy and Procedures Governing Promotions, this document sets out the expectations for teaching effectiveness in the Faculty of Physical Education and Health, how teaching effectiveness is to be evaluated, and what evidence should be collected annually to ensure the fairness and efficiency of this process.

All professoriate stream faculty members will be expected to have achieved at least the standards for teaching competence listed in this document in order to be granted tenure and to maintain these as they progress through the ranks. For tenure cases that are to be based on excellence in teaching, the level of involvement will go well beyond that of competence.

All teaching stream faculty members will be expected to have achieved the standards for excellence in this document, and to provide evidence of continued future pedagogical/professional development, in order to be granted promotion to Senior Lecturer. Teaching stream faculty undertake a broad range of teaching activities and related professional and administrative duties, including classroom and physical activity instruction, the organization and supervision of courses, practica and internships, individual tutoring and the direction and conduct of writing programs. In accordance with the Policy and Procedures on Academic Appointments (Chapter 7, No.30, section vi), performance by teaching stream faculty for the purpose of review will be assessed on teaching effectiveness and pedagogical/professional development related to teaching duties in accordance with approved divisional guidelines on the assessment of teaching. Administrative service will be considered, where such service is related to teaching or to curricular and professional development.

Part 1. The Teaching Portfolio:

A Teaching Portfolio, or dossier, is a comprehensive record of teaching activities and accomplishments. It allows the faculty member to reflect on these activities, and to present information which most fairly and fully reflects their scholarship as evidenced in teaching and related professional activities. Each faculty member should maintain a Teaching Portfolio, which should be updated

annually and serve as a foundation for the document that will be required for the three year review, tenure and promotion. It should also be used as a reference for academic administrators when evaluating faculty members for annual PTR awards. In general, faculty, especially junior faculty, should keep any document that reflects success, experimentation and innovation in teaching.

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

1. Candidate's curriculum vitae
2. a statement of teaching philosophy and plans for developing teaching skills
3. representative course outlines, bibliographies and assignments, description of internship programs, field experiences, and teaching assessment activities
4. new course proposals
5. digests of annual student evaluations and letters or testimonials from students regarding teaching performance
6. applications for instructional development grants or similar documents
7. documentation on efforts made (through both formal and informal means) to improve teaching skills or course design and a description of the outcomes
8. awards or nominations for awards for teaching excellence
9. documentation concerning innovations in teaching methods and contributions to curricular development, including activities related to the administrative, organizational, developmental aspects of education and the use and development of technology, where appropriate, in the teaching process
10. examples of efforts to mentor colleagues and/or graduate students in the development of teaching skills and in the area of pedagogical design
11. evidence of professional contributions in the general area of teaching, such as presentations at pedagogical conferences or publications on teaching
12. service to professional bodies or organizations through any method that can be described as instructional
13. community outreach and service through teaching functions. Examples of such activity could be: high school liaison, participating at science fairs, serving on relevant municipal, provincial or federal government committees, directing or having another significant role in physical activity performances, organizing local, national, and international student conferences and competitions.

Part 2. Criteria for Assessment of Teaching Effectiveness

A faculty member demonstrates capabilities as a teacher in lectures, seminars, laboratories, tutorials, and individual instruction, as well as in the supervision and mentoring of graduate students and in counselling students. The policies for tenure and promotion prescribe in detail the procedures to be followed in the evaluation of teaching activities. The level of achievement (i.e., competence or excellence) that is deemed *necessary* will depend on the rank being sought. Accordingly, there will be some variation in the components and emphases of the documentation collected for each process, reflecting the different stages of an academic career.

The criteria used to define excellence versus competence in teaching are clearly more qualitative than quantitative. Thus, it is more difficult to demonstrate excellence in teaching compared to that in research. The distinction between "excellence" and "competence" in teaching requires a clear separation in the quality of the criterion measures outlined below. As such, "excellence" must clearly convey qualities of leadership and superiority in most if not all criterion measures, major contributions in teaching, and in particular, innovative approaches.

Some or all of the following components of competence or excellence in teaching and related professional activities, depending on the nature of the candidate's position, should be evident in her or his teaching:

Part 2A: Criteria for Assessment of Competence in Teaching

In general, a judgment of competence in teaching requires demonstration of success, strength, and active engagement in teaching and related activities.

1. Teaching is based on a mastery of the subject area:

1. Has a comprehensive theoretical knowledge base in the subject area
2. Has strong knowledge of content and skill in the subject area, including a clear understanding of debates, new directions and challenges in the field
3. Organizes materials and assignments in comprehensive, pedagogically sound manner
4. In graduate teaching, prepares students to succeed at their comprehensive exams
5. Integrates principles from own and other disciplines in teaching
6. Regularly revises course content and methods of evaluation, integrating relevant research and recent developments in the subject area and related disciplines
7. Develops new courses or programs and/or reform of curricula
8. Engages in publication of textbooks and/or teaching guides
9. Where appropriate, makes a useful contribution to the technological enrichment of teaching in a given area, for example, through the development of new technology or the use of new media to fullest advantage
10. Provides examples of efforts to mentor teaching assistants and colleagues in the development of teaching skills and in the area of pedagogical design.

2. Candidate shows evidence of skill at communicating:

1. Prepares individually and/or as a team member for classes, seminars, labs, individual instruction, physical activity instruction, and advising
2. Recognizes and addresses the variables affecting the learning setting
3. Explores with the student her or his goals in relation to the learning experience
4. Clarifies learning tools that facilitate student learning, and selects appropriate learning experiences
5. Presents ideas with an understanding and awareness of students' readiness
6. Develops and presents ideas in thought-provoking and stimulating ways
7. In graduate teaching, communicates both the breadth and complexity of the field
8. For tests and assignments, clearly defines learning objectives and criteria for evaluation
9. Uses methods of evaluation that are based on the learning objectives and that are appropriate to the learning setting
10. Provides regular and constructive feedback through evaluative written comments
11. Maintains a high level of accessibility to students.

3. Teaching stimulates and challenges the intellectual, critical, and affective capacities of students:

1. Stimulates and challenges students and promotes their intellectual and scholarly development
2. Develops students' mastery of a subject and of the latest developments in the field
3. Encourages students' sense of inquiry and understanding of a subject through discovery-based learning
4. Demonstrates active engagement with students' learning progress
5. Promotes academic integrity and adherence to grading standards of the division and the ethical standards of the profession
6. Creates opportunities which involve students in the research process
7. Creates supervisory conditions conducive to a student's research, intellectual growth and academic progress consistent with the School of Graduate Studies *Guidelines for Graduate Supervision*.

4. Candidate demonstrates professional integrity:

1. Demonstrates concern for students, colleagues, and the community
2. Communicates respect for students and colleagues as individuals
3. Meets commitments to students and colleagues
4. Communicates a critical respect for other points of view
5. Evaluates and attempts to improve effectiveness as a teacher
6. Assumes responsibility toward his or her profession, including continuation of personal and professional development

7. Demonstrates service to professional bodies or organizations through any method that can be described as instructional
8. Contributes to the Faculty and the University through participation in relevant teaching-related committees and/or other appropriate activities
9. Makes professional contributions in the general area of teaching, such as presentations at pedagogical conferences or publications on teaching
10. Performs community outreach and service through teaching functions.

Part 2B: Criteria for Assessment of Excellence in Teaching

In general, a judgment of excellence in teaching requires demonstration of superlative skills, outstanding success, successful innovation, and significant contribution.

1. Teaching is based on a mastery of the subject area:

1. Has a superb theoretical knowledge base in the subject area
2. Has superlative knowledge of content and skill in the subject area, including a clear understanding of debates, new directions and challenges in the field
3. Organizes materials and assignments in comprehensive, pedagogically excellent manner
4. In graduate teaching, prepares students for outstanding success at their comprehensive exams
5. Thoroughly integrates principles from own and other disciplines in teaching
6. Regularly revises course content and methods of evaluation, integrating relevant research and recent developments in the subject area and related disciplines
7. Develops significant new courses or programs and/or reform of curricula
8. Engages in publication of innovative textbooks and/or teaching guides
9. Where appropriate, makes a significant contribution to the technological enrichment of teaching in a given area, for example, through the development of effective new technology or the use of new media to fullest advantage
10. Provides outstanding examples of efforts to mentor teaching assistants and colleagues in the development of teaching skills and in the area of pedagogical design.

2. Candidate shows evidence of skill at communicating:

1. Provides regular, telling, and constructive feedback through evaluative written comments
2. Maintains a consistently high level of accessibility to students. Prepares individually and/or as a team member for classes, seminars, labs, individual instruction, physical activity instruction, and advising
3. Insightfully recognizes and addresses the variables affecting the learning setting
4. Explores thoroughly with the student her or his goals in relation to the learning experience
5. Clarifies learning tools that facilitate student learning, and selects innovative, appropriate learning experiences

6. Presents ideas with a thorough understanding and awareness of students' readiness
7. Develops and presents ideas in thought-provoking and stimulating ways
8. In graduate teaching, brilliantly communicates both the breadth and complexity of the field
9. For tests and assignments, clearly defines learning objectives and criteria for evaluation
10. Uses superior methods of evaluation that are based on the learning objectives and that are appropriate to the learning setting

3. Teaching stimulates and challenges the intellectual, critical, and affective capacities of students:

1. Stimulates and challenges students and promotes their intellectual and scholarly development in exceptional ways
2. Successfully develops students' mastery of a subject and of the latest developments in the field
3. Successfully encourages students' sense of inquiry and understanding of a subject through discovery-based learning
4. Demonstrates active engagement with students' learning progress
5. Promotes the highest standards of academic integrity and adherence to grading standards of the division and the ethical standards of the profession
6. Creates innovative opportunities which involve students in the research process
7. Creates excellent supervisory conditions conducive to a student's research, intellectual growth and academic progress consistent with the School of Graduate Studies *Guidelines for Graduate Supervision*.

4. Candidate demonstrates professional integrity:

1. Demonstrates the highest level of concern for students, colleagues, and the community
2. Always communicates respect for students and colleagues as individuals
3. Meets all commitments to students and colleagues
4. Always communicates a critical respect for other points of view
5. Consistently evaluates and attempts to improve effectiveness as a teacher
6. Strongly committed to his or her profession in innovative ways, including continuation of personal and professional development
7. Demonstrates outstanding service to professional bodies or organizations through any method that can be described as instructional
8. Contributes significantly to the Faculty and the University through active participation in relevant teaching-related committees and/or other appropriate activities
9. Makes innovative professional contributions in the general area of teaching, such as presentations at pedagogical conferences or publications on teaching
10. Performs innovative community outreach and service through teaching functions.

Part 3. Information Required for Evaluations

1. Faculty member's teaching portfolio.
2. Student evaluations, as comprehensive and objective as possible. Such information should be gathered from students who have been taught and those who have been supervised by the faculty member
3. Formal peer evaluation (internal and external), including other departmental, divisional, or college assessments where cross-appointment is involved. External assessments of syllabi are also encouraged. For the purposes of tenure, it is expected that evaluation will include a classroom visit
4. Data that will enable assessment of the candidate's success in undergraduate and 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 undergraduate and graduate students
5. Copies of student 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.

Part 4. Procedures for Gathering and Assessing Data

A. Information to be provided by the Faculty Member:

1. Faculty member's teaching portfolio
2. A list of referees who are competent to assess the candidate's teaching. One may be an expert in the field from the external community. The list should include a brief statement of each referee's expertise as related to the tenure or promotion review.

B. Information to be solicited/provided by the Faculty:

1. Copies of teaching evaluations for the candidate's **entire career** at the University should be included in the dossier. Annual evaluations by students of teaching effectiveness are required for all courses. A comprehensive summary of all teaching evaluations should be prepared by the Teaching Evaluation Committee and included in the teaching dossier. The Faculty of Physical Education and Health requires that student evaluation forms be completed in all courses taught by FPEH faculty members. These forms are administered by the Undergraduate Office
2. Letters of reference from at least one of the external referees from the candidate's list and two additional referees chosen by the Dean must be obtained. The dossier should contain a minimum of three external appraisals, at least one of which will be submitted by a faculty member whose appointment is either at this University or whose appointment elsewhere is similar. In addition to the three referees as above, a principal external referee from another academic institution that has excellent programs in the same or similar discipline will be chosen by the Dean to undertake a review of the candidate. The external referee's report will be given to the Promotion Committee and should be appended separately to its report. Assessments from referees from the external community who are experts in their field may be solicited for comment on the candidate's professional work or contributions to the profession. External referees 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.
3. Letters from current and former students commenting on the candidate's ability to stimulate and challenge the student's intellectual curiosity and on his/her mastery of the subject area and, where appropriate, upon the candidate's effectiveness as a supervisor of undergraduate or graduate student research. Normally, a random sample of approximately 50 students should be solicited for opinions, to be addressed, in writing, to the Dean.
4. Where the candidate has participated in shared courses, letters attesting to the teaching competence of the candidate should be obtained from colleagues in those courses.
5. Where the amount of teaching varies from the norms of the Faculty, the extent of the difference and the reasons for it should be explained.
6. In cases of persons who are being newly appointed from outside the University, information from the institutions in which they have taught with an indication of how this teaching experience compares with the Faculty's requirements of internal candidates for promotion and tenure.

C. The Teaching Evaluation Committee

1. A Teaching Evaluation Committee's report on the candidate's teaching effectiveness should be a critical assessment of all the material available in support of teaching effectiveness (i.e., the information in A and B above). It should take into account course materials for all courses the candidate has taught and any other documentation which the candidate wishes to have taken into account. The success of the candidate's supervision of undergraduate or graduate students, where appropriate, should be reviewed explicitly.
2. Note should also be taken of any awards received by the candidate for teaching performance, along with an explanation of the significance of each award.
3. Any evidence of the impact of the candidate's teaching on the discipline or profession, or of how his/her teaching is creative must be indicated. Possible examples of how teaching ability might be demonstrated are: (a) major contributions to the curriculum, (b) evidence of major impact on how the subject is taught, (c) contributions to journals devoted to teaching, (d) publications such as text books and multi-media and web-based applications.

The report of the Teaching Evaluation Committee must also take into account Article 5 of the Memorandum of Agreement which states that:

A faculty member shall carry out his or her responsibility for teaching with all due attention to the establishment of fair and ethical dealings with students, taking care to make himself or herself accessible to students for academic consultation, to inform students adequately regarding course formats, assignments, and methods of evaluation, to maintain teaching schedules in all but exceptional circumstances, to inform students adequately of any necessary cancellation and rescheduling of instructions and to comply with established procedures and deadlines for determining, reporting and reviewing the grades of his or her students.

4. One or more members of the Teaching Evaluation Committee and the external appraiser selected by the Dean, with advance notice and the permission of the candidate, must observe the candidate in the classroom on at least two separate occasions. If such permission to observe the class is refused by the candidate, this fact should be reported in the Committee's Report.
5. The Teaching Evaluation Committee's report on the evidence of the candidate's continued future pedagogical/professional development should take into consideration the criteria found in Part 1 above.