UNIVERSITY OF TORONTO

OFFICE OF THE GOVERNING COUNCIL

FOR RECOMMENDATION **PUBLIC** **OPEN SESSION**

TO:	Committee on Academic Policy and Programs
SPONSOR:	Sioban Nelson, Vice-Provost, Academic Programs
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PRESENTER:	Sioban Nelson, Vice-Provost, Academic Programs
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DATE:	March 20, 2018 for April 3, 2018
AGENDA ITEM:	3

ITEM IDENTIFICATION:

Divisional Teaching Evaluation Guidelines for the Dalla Lana School of Public Health: *"Guideline for the Assessment of Effectiveness in Teaching in Tenure, Continuing Status and Promotion"*

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 [April 3, 2018]** *(for approval)*
2. Academic Board [April 19, 2018, *(for information)*

PREVIOUS ACTION TAKEN:

HIGHLIGHTS:

The attached are the new divisional teaching evaluation guidelines for both teaching and tenure stream faculty for the Dalla Lana School of Public Health [DLSPH]. This is one of a series of guidelines that have been put forward for approval by AP&P following divisional approval.

This document is 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 rank and new 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]

The Dalla Lana School of Public Health was created effective July 1, 2013. In the intervening years, is has been using the Faculty of Medicine Teaching Evaluation Guidelines while

developing Guidelines of its own. The current draft Guidelines are a completely new. They are intended as fulsome document that will provide guidance to committees on how to implement policy and interpret policy when making different types of judgements on a faculty members teaching effectiveness. In particular, the guidelines are intended to provide concrete items that would be considered evidence for the different components of teaching effectiveness.

The process by which these divisional guidelines were developed involved a highly consultative process. At the Dalla Lana School of Public Health, the Associate Dean, Faculty Affairs, Michael Escobar, worked in a highly iterative process with a committee of faculty including members of the Faculty's Education Subcommittee and the Associate Dean Academic Affairs. Drafts were taken forward to the DLSPH's Faculty Council and to the Faculty's Educational Subcommittee for discussion and feedback. Following Provostial approval, the teaching evaluation guidelines were approved by the DLSPH Faculty Council on March 5, 2018.

FINANCIAL IMPLICATIONS:

None

RECOMMENDATION:

Be it Resolved

THAT the "Guideline for the Assessment of Effectiveness in Teaching in Tenure, Continuing Status and Promotion" dated February 28, 2018 and approved by the Dalla Lana School of Public Health Faculty Council on March 5, 2018, be approved effective immediately.

DOCUMENTATION PROVIDED:

Dalla Lana School of Public Health

- "Guideline for the Assessment of Effectiveness in Teaching in Tenure, Continuing Status and Promotion Teaching"
- previous guidelines used: "Guidelines for the Assessment of Effectiveness of Teaching in Promotion and Tenure Decisions in the Faculty of Medicine," 2013

UNIVERSITY OF TORONTO
DALLA LANA SCHOOL OF PUBLIC HEALTH

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

February 28, 2018

A commitment to excellence in teaching and research is at the core of our University *and Faculty*, and our mission statement affirms the University's commitment "to strive to ensure that its graduates are educated in the broadest sense of the term, with the ability to think clearly, judge objectively, and contribute constructively to society." A commitment to bring our expertise, professional skills and research together with effective teaching is a shared value that underlies all of our scholarly activities.

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

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

Teaching includes a broad range of pedagogical approaches, which vary due to the needs of the learners, but which are intended to benefit the students' education. Teaching activities include but are not limited to lectures, webinars/seminars, tutorials, workshops, discussions, laboratory/field experiences, professional skills training, continuing education, as well as research supervision (undergraduate, graduate and clinical) and supervision of professional learners in a practice setting. Teaching is shaped by defined learning outcomes, the development and application of relevant learning activities, and equitable assessment of student performance.

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

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

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

Policy and Procedures Governing Promotions in the Teaching Stream:

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

To provide clarity, these Guidelines are organized into four categories that reflect the different contexts in which teaching is reviewed:

A. Tenure Review

1. Procedures for Gathering and Assessing Data
    i. The Teaching Dossier
    ii. Data Collection
    iii. Evaluation
    iv. Information Required for Evaluations
2. Criteria for Assessment of Teaching Effectiveness

B. Continuing Status Review for Teaching Stream

1. Procedures for Gathering and Assessing Data
    i. The Teaching Dossier
    ii. Data Collection
    iii. Evaluation
    iv. Information Required for Evaluations
2. Criteria for Assessment of Teaching Effectiveness
3. Criteria for Assessing Evidence of Demonstrated and Continuing Future Pedagogical/Professional Development

C. Promotion in the Tenure Stream and Promotion for Status-Only appointees

1. Procedures for Gathering and Assessing Data
    i. The Teaching Dossier
    ii. Data Collection
    iii. Evaluation
    iv. Information Required for Evaluations
2. Criteria for Assessment of Teaching Effectiveness

D. Promotion for Teaching Stream

1. Procedures for Gathering and Assessing Data
    i. The Teaching Dossier
    ii. Data Collection
    iii. Evaluation
    iv. Information Required for Evaluations
2. Criteria for Assessment of Teaching Effectiveness
3. Criteria for Assessment Demonstrated Educational Leadership and/or Achievement
4. Criteria for Assessment of ongoing Pedagogical/Professional Development, Sustained over Many Years

A. Tenure Review

1. Procedures for Gathering and Assessing Data

The evaluation of teaching constitutes a fundamental part of every faculty member's career, through annual review, tenure review, and promotion decisions. All faculty members in the tenure stream will be expected to be effective teachers (whether at the level of competence or excellence as listed in this document) as part of the criteria for tenure and to sustain this level of performance as they progress through the ranks. The full criteria are: "achievement in research and creative professional work, effectiveness in teaching, and clear promise of future intellectual and professional development." For tenure to be awarded, "Clear promise of future intellectual and professional development must be affirmed …... Demonstrated excellence in one of research (including equivalent and creative or professional work) and teaching, and clearly established competence in the other, form the second essential requirement for a positive judgment by the tenure committee." (See the Policy and Procedures on Academic Appointments, paragraph 13.)

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

The Teaching Dossier

Each faculty member should maintain a Teaching Dossier[1] which should be updated annually and is required for tenure review. The Teaching Dossier should include the following where appropriate to the teaching role of the faculty member:

1. A candidate's curriculum vitae[2], to include, as appropriate
    a. Research activities and teaching innovations related to the field(s) in which the faculty member teaches or in teaching/pedagogy itself
    b. Pedagogical development courses/workshops
    c. Professional development courses, if related to the field(s) of teaching
    d. Creative Professional Activity, if related to the field(s) of teaching
    e. Professional service and professional experience, if related to the field(s) of teaching
2. A statement of teaching philosophy
3. Summary list of all Teaching and Student Assessment Activities
    a. List of courses taught, by year, organized by level[3]
        i. Course number/name (including reading courses)
        ii. Number of students
        iii. Contact Hours (hours of instruction/supervision, not including marking or preparation)
        iv. Role (e.g. Course Director, Sole Instructor, Co-Instructor, Guest Lecturer)
        v. State if the candidate had a major responsibility for the course design
    b. Graduate Student Supervision, by year

[1] It is recommended that one consult the guidelines developed by the Centre for Teaching Support & Innovations guidelines. (Reference: Centre for Teaching Support and Innovation (2017) Developing & Assessing Teaching Dossiers: A guide for University of Toronto faculty, administrators and graduate students. Toronto Centre for Teaching Support & Innovation, University of Toronto.) See http://teaching.utoronto.ca/wp-content/uploads/2017/06/Developing-and-Assessing-Teaching-Dossiers-a-guide-for-U-of-T-faculty_June2017.pdf.

[2] In most cases this is submitted as a separate document as part of the tenure/continuing status/promotion file and is not typically included in the Teaching Dossier.

[3] Graduate, Undergraduate, Continuing Education.

        i. Student name
        ii. Contact Hours, dates of supervision, and thesis topic
        iii. Role (e.g., PhD thesis supervisor, PhD committee member, MPH practicum supervisor, etc.)
    c. Other, summarizing dates/hours and level of responsibility, including:
        i. Judge for student competition
        ii. Panelist or speaker in student seminar/conference/workshop
4. List of Academic administrative service activities related to education, summarizing dates, level of responsibility and extent of involvement, including (not exhaustive list):
    a. Graduate Co-Ordinator, Program Lead
    b. Admissions Committee, Curriculum Committee
    c. Faculty Council Committees – Education, Appeals
5. Evidence/Data regarding Effectiveness of Teaching, including:
    a. Summaries (tabular) of annual course evaluations obtained by surveying students
    b. Unsolicited letters or testimonials from students or others regarding teaching performance
    c. Invitations to teach/present in courses, CE, professional development courses, etc.
6. Documentation of efforts made (both formal and informal) to improve teaching
    a. Attendance at pedagogical or course design workshops, communications or related skills development
    b. Evidence of course design/re-design and a description of the outcomes
    c. Documentation of innovations in teaching or student assessment methods
    d. Contributions to curricular development or administration of education activities
7. Other Activity including professional development and educational leadership
    a. Receiving or applying for instructional development grants
    b. Awards or nominations for awards for teaching excellence
    c. Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design
    d. Evidence of contributions in the general area of teaching such as presentations at conference or publications on teaching
    e. Description of Service to professional bodies or organizations through any methods that can be described as instructional or due to subject matter expertise in a field related to the subject matter taught
    f. Community outreach and service through teaching functions and/or professional practice in a field related to the subject matter taught
    g. Plans for developing teaching skills and/or future contributions to teaching and/or the subject matter for which expertise is claimed

Data Collection

The candidate shall be responsible for submitting their Teaching Dossier to the Dean.

The Dean shall collect student course evaluation data, and letters from students, the candidate's peers and, where applicable, obtain written specialist assessments from outside the University (e.g., if needed for evaluation of subject matter expertise).

Evaluation

A Faculty Teaching Evaluation Committee shall serve to assess the material collected for the Tenure Committee. The Teaching Evaluation Committee members must provide a single joint, signed, report on the candidate's teaching effectiveness.

Information Required for Evaluations

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

1. Faculty member's teaching portfolio
2. Student letters 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. Student course evaluations
4. Formal peer evaluation (internal and/or external) including classroom observations[4]. This includes 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 the evaluation will include a classroom observation. The classroom observation is normally done by a member of the Teaching Evaluation Committee.
5. When relevant, data that enables the unit to assess candidate's success in graduate supervision. This includes the number of students being supervised; quality of theses produced; quality of supervision; number graduated and time-to-degree and information on other efforts to foster scholarly and professional advancement of graduate students
6. When relevant, copies of students' papers, especially those that have been published and student theses
7. Course enrolment data, including evidence of demand for elective/senior courses
8. Documentation may include but not limited to, publications in a variety of media, scholarly and professional journals, non-peer-reviewed or lay publications, books, CDs, online publications, invited lectures, and any other evidence of professional development

2. Criteria for Assessment of Teaching Effectiveness

The criteria of Teaching Effectiveness, as understood at the University of Toronto, and the related standards of performance (e.g., requirements for competence and excellence) are outlined below. Please note that it is expected that competency is achieved in criterion 1—which has no distinction between competence and excellence—as a baseline to establish excellence in other criteria. For tenure reviews, a recommendation of excellence in teaching will normally be based on evidence of excellence across multiple criteria.

[4] For guidelines on how to conduct peer observations of teaching, please see the guidelines developed by the Centre for Teaching Support & Innovations guidelines. (Reference: Centre for Teaching Support & Innovation. (2017). Peer observation of teaching: Effective practices. Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto. See http://teaching.utoronto.ca/teaching-support/peer-observation-of-teaching/ or http://teaching.utoronto.ca/wp-content/uploads/2017/01/Peer-Observation-of-Teaching-Guide.pdf.

<table>
<tr><td></td><td colspan="2">Standards of Performance</td></tr>
<tr><td>1. Fulfills the fundamental duties and responsibilities of a university teacher</td><td colspan="2">• Mastery of the subject area
• Strong communication skills
• Ability to stimulate and challenge the intellectual ability of students
• Ability to influence the intellectual and scholarly development of students
• Being accessible to students inside and outside the classroom
• Fair and ethical dealings with students that recognize the diverse needs and backgrounds of our student population
• Creation of supervisory conditions conducive to an undergraduate/graduate student's academic progress, intellectual growth and the development of research skills (applicable relevant to the appointment type)
• Professionalism and adherence to academic standards and administrative responsibilities as defined by University policy</td></tr>
<tr><td rowspan="2"></td><td colspan="2">Standards of Performance</td></tr>
<tr><td>Demonstrated evidence of competence</td><td>Demonstrated evidence of excellence</td></tr>
<tr><td>2. Uses teaching practices that promote student learning</td><td>• Challenging and stimulating students to promote their intellectual and scholarly development
• Advancement of student learning through the development of their mastery of the subject area
• The use of meaningful methods of assessment that reflect and contribute to student learning (e.g., the use of formative and summative assessment)
• Engagement of students in the learning process
• Critical reflection on student feedback and student outcomes in order to improve future teaching practices
• Good ratings in student evaluations
• Acceptable ratings by in-class assessment of teaching effectiveness

For faculty members who supervise research students</td><td>Exemplary achievement, in a consistent manner, of the criteria under "competence" and significant contributions to teaching practice as demonstrated, for example, by some combination of the following:

Innovation

• The use of an evidence-informed approach in the design of learning activities, assignments, courses, or curricula that motivate student learning

Recognition

• High ratings in student evaluations
• High rating by formal or informal in-class assessment of teaching effectiveness

Curriculum/Program Enhancement

• Using teaching opportunities in pedagogical research
• Using ones expertise and experience to deepen student understanding and enrich the application of theory. For example:
o Enabling students to build relationships to local communities and communities of practice
o Offering significant opportunities for community engagement
o Ability to design unique learning experiences for students connected</td></tr>
</table>

	• *Creating opportunities that involve students in the research process (e.g., developing protocols, ethics applications, data collection and analysis, and presenting or publishing with students with a view to mentoring/coaching future researchers)* • *Actively integrating one's own research into teaching practice and curriculum*	to professional practice
3. Contributes to curriculum development	• Understanding the context of one's courses within the broader program/curriculum or in relation to curricular developments in the discipline • Ensuring course content reflects current and relevant research and practice in the field	• Significant and ongoing contributions to curriculum or program development (e.g., innovation, revision, updating, evidence-informed improvement)
4. Engages in professional development	• Drawing on current research/developments in one's field to advance student learning and to enrich one's own teaching • Working to refine and enhance one's teaching practices over time	• Consistent engagement in pedagogical and/or professional development (e.g., participation in workshops, seminars, conferences and/or courses on teaching and learning; contribution to research or professional practice in the subject matter field, keeping abreast of current research in one's field) and the application of these activities to enhance the quality and effectiveness of teaching • Reflection on and assessment of new teaching practices

5. Demonstrates educational leadership and impact	• Not applicable	Evidence of a high level of achievement and impact beyond the classroom (e.g., Faculty, institution, discipline, community, etc.). For example: **Innovation** • Development of education materials (e.g., textbooks, teaching guides) • Production of technological tools or multi-media resources that enrich teaching and learning • Conducting research on teaching and/or learning that has potential for impact beyond a single classroom • Dissemination of one's own pedagogical research (e.g., through scholarly articles or educational resources, presentations at conferences or workshops, etc.) • Contribution to curriculum development/competencies, student assessments or administration outside of immediate courses taught • Performance outcomes of students in professional competency exams and/or practise • Contributions to the competency development or assessment of professionals in the field taught **Recognition** • Receipt of peer-reviewed grants for Scholarship of Teaching and Learning and research grants in the subject related to teaching • Recognition of teaching through nomination for or receipt of awards/honours • Receipt of leadership or pedagogical scholarship awards • Receipt of professional awards in the subject field taught • Invitations to teach outside of the School in academic, professional or continuing education settings • Invitations to assess professional competence in the subject field taught (e.g., oral or written professional examinations) **Mentorship** • Active engagement in the pedagogical development of others

		• Delivering workshops, seminars or presentations on teaching and learning
		• Acting as an active and engaged teaching mentor to colleagues
		• Providing mentorship and establishing best practices in the management and leadership of teaching assistants and instructional team members
		
		External Impact & Consultation
		
		• Significant contributions to pedagogical or professional development in a discipline or broader education context. For example:
		  o Invitations to serve as curriculum or program evaluator for another Faculty or institution
		  o Active engagement in accreditation processes for another program, Faculty or institution
		• Engagement in professional teaching and learning organizations/associations or work with teaching centres
		• Engagement in professional organizations and the application of this knowledge to teaching and the curriculum in one's own Faculty or beyond
		• Serving as a journal review or editor of pedagogical or professional publications or as an organizer/referee for pedagogical or professional conferences

B. Continuing Status Review for Teaching Stream

1. Procedures for Gathering and Assessing Data

The evaluation of teaching constitutes a fundamental part of every faculty member's career, through annual review, continuing status and promotion decisions. All faculty members in the Teaching Stream will be expected to demonstrate excellence in teaching and evidence of demonstrated and continuing future pedagogical/professional development in order to be granted continuing status. The full criteria read: "A positive recommendation for continuing status will require the judgment of excellence in teaching and evidence of demonstrated and continuing future pedagogical/professional development.

a) Excellence in teaching may be demonstrated through a combination of excellent teaching skills, creative educational leadership and/or achievement, and innovative teaching initiatives in accordance with appropriate divisional guidelines.

b) Evidence of demonstrated and continuing future pedagogical/professional development may be demonstrated in a variety of ways, e.g., discipline-based scholarship in relation to, or relevant to, the field in which the faculty member teaches; participation at, and contributions to, academic conferences where sessions on pedagogical research and technique are prominent; teaching-related activity by the faculty member outside of their 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." (See the Policy and Procedures on Academic Appointments, paragraph 30.x.)

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

The Teaching Dossier

Each faculty member should maintain a Teaching Dossier[5] which should be updated annually and is required for all Continuing Status Reviews. The Teaching Dossier should include the following where appropriate to the teaching role of the faculty member:

1. A candidate's curriculum vitae[6] [7], to include, as appropriate
    a. Research activities and teaching innovations related to the field(s) in which the faculty member teaches or in teaching/pedagogy itself
    b. Pedagogical development courses/workshops
    c. Professional development courses, if related to the field(s) of teaching
    d. Creative Professional Activity, if related to the field(s) of teaching
    e. Professional service and professional experience, if related to the field(s) of teaching
2. A statement of teaching philosophy
3. Summary list of all Teaching and Student Assessment Activities

[5] It is recommended that one consult the guidelines developed by the Centre for Teaching Support & Innovations guidelines. (Reference: Centre for Teaching Support and Innovation (2017) Developing & Assessing Teaching Dossiers: A guide for University of Toronto faculty, administrators and graduate students. Toronto Centre for Teaching Support & Innovation, University of Toronto.) See http://teaching.utoronto.ca/wp-content/uploads/2017/06/Developing-and-Assessing-Teaching-Dossiers-a-guide-for-U-of-T-faculty_June2017.pdf.

[6] In most cases this is submitted as a separate document as part of the tenure/continuing status/promotion file and is not typically included in the Teaching Dossier.

[7] See paragraph 14 of the Policy and Procedures Governing Promotions in the Teaching Stream, University of Toronto Governing Council, December 16, 2016 for more details regarding the curriculum vitae for teaching stream faculty.

    a. List of courses taught, by year, organized by level[8]
        i. Course number/name (including reading courses)
        ii. Number of students
        iii. Contact Hours (hours of instruction/supervision, not including marking or preparation)
        iv. Role (e.g., Course Director, Sole Instructor, Co-Instructor, Guest Lecturer)
        v. State if the candidate had a major responsibility for the course design
    b. Graduate Student Supervision, by year
        i. Student name
        ii. Contact Hours, dates of supervision, and thesis topic
        iii. Role (e.g., PhD thesis supervisor, PhD committee member, MPH practicum supervisor, etc.)
    c. Other, summarizing dates/hours and level of responsibility, including:
        i. Judge for student competition
        ii. Panelist or speaker in student seminar/conference/workshop
4. List of Academic administrative service activities related to education, summarizing dates, level of responsibility and extent of involvement, including (not exhaustive list):
    a. Graduate Co-Ordinator, Program Lead
    b. Admissions Committee, Curriculum Committee
    c. Faculty Council Committees – Education, Appeals
5. Evidence/Data regarding Effectiveness of Teaching, including:
    a. Summaries (tabular) of annual course evaluations obtained by surveying students
    b. Unsolicited letters or testimonials from students or others regarding teaching performance
    c. Invitations to teach/present in courses, CE, professional development courses, etc.
6. Documentation of efforts made (both formal and informal) to improve teaching
    a. Attendance at pedagogical or course design workshops, communications or related skills development
    b. Evidence of course design/re-design and a description of the outcomes
    c. Documentation of innovations in teaching or student assessment methods
    d. Contributions to curricular development or administration of education activities
7. Other Activity including professional development and educational leadership
    a. Receiving or applying for instructional development grants
    b. Awards or nominations for awards for teaching excellence
    c. Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design
    d. Evidence of contributions in the general area of teaching such as presentations at conference or publications on teaching
    e. Description of Service to professional bodies or organizations through any methods that can be described as instructional or due to subject matter expertise in a field related to the subject matter taught
    f. Community outreach and service through teaching functions and/or professional practice in a field related to the subject matter taught
    g. Plans for developing teaching skills and/or future contributions to teaching and/or the subject matter for which expertise is claimed

Data Collection

The candidate shall be responsible for submitting their Teaching Dossier to the Dean.

[8] Graduate, Undergraduate, Continuing Education.

The Dean shall collect student course evaluation data, letters from students and the candidate's peers, and written specialist assessments from outside the University as required by the policy.

Evaluation

A Faculty Teaching Evaluation Committee shall serve to assess the material collected for the Continuing Status Committee.
The Teaching Evaluation Committee members must provide a single joint, signed, report on the candidate's teaching effectiveness as well as the candidate's demonstrated and continuing pedagogical and professional development.

Information Required for Evaluations

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

1. Faculty member's teaching portfolio
2. Student letters 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. Student course evaluations
4. Formal peer evaluation (internal and/or external) including classroom observations[9]. This includes other departmental, divisional, or college assessments where cross-appointment is involved. External assessments of syllabi are also encouraged. For the purposes of continuing status reviews, it is expected that evaluation will include a classroom observation. This classroom observation is normally done by a member of the Teaching Evaluation Committee.
5. For the purposes of continuing status, written specialists' assessments of the candidate's teaching and pedagogical/professional activities should also be obtained from outside the University. The candidate should be invited to nominate several external referees, and the Dean should solicit letters of reference from at least one of them and from one or more additional specialists chosen by themselves
6. When relevant, data that enables the unit to assess candidate's success in graduate supervision. This includes the number of students being supervised; quality of theses produced; quality of supervision; number graduated and time-to-degree and information on other efforts to foster scholarly and professional advancement of graduate students
7. When relevant, copies of students' papers, especially those that have been published and student theses
8. Course enrolment data, including evidence of demand for elective/senior courses
9. Documentation may include but not limited to, publications in a variety of media, scholarly and professional journals, non-peer-reviewed or lay publications, books, CDs, online publications, invited lectures, and any other evidence of professional development

2. Criteria for Assessment of Teaching Effectiveness

Faculty in the teaching stream are expected to demonstrate excellence in teaching. Excellence in teaching may be demonstrated through a combination of excellent teaching skills, creative

[9] For guidelines on how to conduct peer observations of teaching, please see the guidelines developed by the Centre for Teaching Support & Innovations guidelines. (Reference: Centre for Teaching Support & Innovation. (2017). Peer observation of teaching: Effective practices. Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto. See http://teaching.utoronto.ca/teaching-support/peer-observation-of-teaching/ or http://teaching.utoronto.ca/wp-content/uploads/2017/01/Peer-Observation-of-Teaching-Guide.pdf.

educational leadership and/or achievement, and innovative teaching initiatives. A recommendation of excellence in teaching will normally be based on evidence of a candidate's ability to demonstrate the "fundamental" elements of effective teaching and to go significantly beyond this to demonstrate excellence across multiple criteria.

	Standards of Performance
1. Fulfills the fundamental duties and responsibilities of a university teacher	• Mastery of the subject area • Strong communication skills • Ability to stimulate and challenge the intellectual ability of students • Ability to influence the intellectual and scholarly development of students • Being accessible to students inside and outside the classroom • Fair and ethical dealings with students that recognize the diverse needs and backgrounds of our student population • Creation of supervisory conditions conducive to an undergraduate/graduate student's academic progress, intellectual growth and the development of research skills (applicable relevant to the appointment type) • Professionalism and adherence to academic standards and administrative responsibilities as defined by University policy

	Standards of Performance	
	Fundamental elements	**Demonstrated evidence of excellence**
2. Uses teaching practices that promote student learning	• Challenging and stimulating students to promote their intellectual and scholarly development • Advancement of student learning through the development of their mastery of the subject area • The use of meaningful methods of assessment that reflect and contribute to student learning (e.g., the use of formative and summative assessment) • Engagement of students in the learning process • Critical reflection on student feedback and student outcomes in order to improve future teaching practices • Good ratings in student evaluations	Exemplary achievement, in a consistent manner, of the fundamental elements and significant contributions to teaching practice as demonstrated, for example, by some combination of the following: **Innovation** • The use of an evidence-informed approach in the design of learning activities, assignments, courses, or curricula that motivate student learning **Recognition** • High ratings in student evaluations • High rating by formal or informal in-class assessment of teaching effectiveness

	• Acceptable ratings by in-class assessment of teaching effectiveness ***For faculty members who supervise research students*** • *Creating opportunities that involve students in the research process (e.g., developing protocols, ethics applications, data collection and analysis, and presenting or publishing with students with a view to mentoring/coaching future researchers)* • *Actively integrating one's own research into teaching practice and curriculum*	
3. Innovative Teaching Initiatives	• Understanding the context of one's courses within the broader program/curriculum or in relation to curricular developments in the discipline • Ensuring course content reflects current and relevant research and practice in the field	**Curriculum/Program Enhancement** • Significant and ongoing contributions to curriculum or program development (e.g., Innovation, revision, updating, evidence-informed improvement) • Creative opportunities to involve students in pedagogical research • Using ones expertise and experience to deepen student understanding and enrich the application of theory. For example: o Enabling students to build relationships to local communities and communities of practice o Offering significant opportunities for community engagement o Ability to design unique learning experiences for students connected to professional practice
4. Demonstrates creative educational leadership and/or achievement	• Not applicable	Evidence of a high level of achievement and impact beyond the classroom (e.g., Faculty, institution, discipline, community, etc.). For example: **Innovation** • Development of education materials (e.g., textbooks, teaching guides) • Production of technological tools or multi-media resources that enrich teaching and learning • Conducting research on teaching and/or

		learning that has potential for impact beyond a single classroom • Dissemination of one's own pedagogical research (e.g., through scholarly articles or educational resources, presentations at conferences or workshops, etc.) • Contribution to curriculum development/competencies, student assessments or administration outside of immediate courses taught • Performance outcomes of students in professional competency exams and/or practise • Contributions to the competency development or assessment of professionals in the field taught **Recognition** • Receipt of peer-reviewed grants for Scholarship of Teaching and Learning and research grants in the subject related to teaching • Recognition of teaching through nomination for or receipt of awards/honours • Receipt of leadership or pedagogical scholarship awards • Receipt of professional awards in the subject field taught • Invitations to teach outside of the School in academic, professional or continuing education settings • Invitations to assess professional competence in the subject field taught (e.g., oral or written professional examinations) **Mentorship** • Active engagement in the pedagogical development of others • Delivering workshops, seminars or presentations on teaching and learning • Acting as an active and engaged teaching mentor to colleagues • Providing mentorship and establishing best practices in the management and leadership of teaching assistants and instructional team members **External Impact & Consultation** • Significant contributions to pedagogical or professional development in a

		discipline or broader education context. For example: o Invitations to serve as curriculum or program evaluator for another Faculty or institution o Active engagement in accreditation processes for another program, Faculty or institution • Engagement in professional teaching and learning organizations/associations or work with teaching centres • Engagement in professional organizations and the application of this knowledge to teaching and the curriculum in one's own Faculty and beyond • Serving as a journal review or editor of pedagogical or professional publications or as an organizer/referee for pedagogical or professional conferences

3. Criteria for Assessing Evidence of Demonstrated and Continuing Future Pedagogical/Professional Development

Candidates must demonstrate achievement across some of the following:

Criteria	Standards of Performance
Evidence of demonstrated and continuing future pedagogical/ professional development	• Working to refine and enhance one's teaching practices over time • Consistent engagement in pedagogical professional development (e.g., participation in workshops, seminars, conferences and/or courses on teaching and learning; keeping abreast of current pedagogical research in one's field) and the application of these activities to enhance the quality and effectiveness of one's teaching • Reflection on and assessment of new teaching practices • Teaching-related activity by the faculty member outside their classroom functions and responsibilities • Professional work that allows the faculty member to maintain a mastery of their subject area • Discipline-based scholarship in relation to, or relevant to, the field in which the faculty member teaches • Conducting research on teaching and/or learning that has potential for impact beyond a single classroom • Dissemination of one's own pedagogical research (e.g., through scholarly articles or educational resources, presentations at conferences or workshops, etc.)

C. Promotion in the Tenure Stream and Promotion for Status-Only faculty and for part-time and CLTA faculty in the non-tenure stream

1. Procedures for Gathering and Assessing Data

The evaluation of teaching constitutes a fundamental part of every faculty member's career, through annual review, tenure, and promotion decisions. All faculty members in the Tenure Stream and all Status-Only appointees will be expected to at least achieve the standards of teaching for *effectiveness* listed in this document as part of the criteria for promotion. The full criteria are: "The successful candidate for promotion will be expected to have established a wide reputation in his or her field of interest, to be deeply engaged in scholarly work, and to have shown himself or herself to be an effective teacher. These are the main criteria. However, either excellent teaching alone or excellent scholarship alone, sustained over many years, could also in itself justify eventual promotion to the rank of Professor." For non-Tenure Stream promotions to the rank of Associated Professor, the policy states, "The same criteria apply to the promotion from Assistant Professor to Associate Professor, with a lesser level of accomplishment to be expected." (See the Policy and Procedures Governing Promotions, paragraphs 7 and 8.)

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

The Teaching Dossier

Each faculty member should maintain a Teaching Dossier[10] which should be updated annually and is required for all promotional reviews (Tenure Stream, Status-Only faculty, and part-time, and CLTA faculty in the non-tenure stream. The Teaching Dossier should include the following where appropriate to the teaching role of the faculty member:

1. A candidate's curriculum vitae[11], to include, as appropriate
    a. Research activities and teaching innovations related to the field(s) in which the faculty member teaches or in teaching/pedagogy itself
    b. Pedagogical development courses/workshops
    c. Professional development courses, if related to the field(s) of teaching
    d. Creative Professional Activity, if related to the field(s) to teaching
    e. Professional service and professional experience, if related to the field(s) of teaching
2. A statement of teaching philosophy
3. Summary list of all Teaching and Student Assessment Activities
    a. List of courses taught, by year, organized by level[12] for the previous five years
        i. Course number/name (including reading courses)

[10] It is recommended that one consult the guidelines developed by the Centre for Teaching Support & Innovations guidelines. (Reference: Centre for Teaching Support and Innovation (2017) Developing & Assessing Teaching Dossiers: A guide for University of Toronto faculty, administrators and graduate students. Toronto Centre for Teaching Support & Innovation, University of Toronto.) See http://teaching.utoronto.ca/wp-content/uploads/2017/06/Developing-and-Assessing-Teaching-Dossiers-a-guide-for-U-of-T-faculty_June2017.pdf.

[11] In most cases this is submitted as a separate document as part of the tenure/continuing status/promotion file and is not typically included in the Teaching Dossier.

[12] Graduate, Undergraduate, Continuing Education.

        ii. Number of students
        iii. Contact Hours (hours of instruction/supervision, not including marking or preparation)
        iv. Role (e.g., Course Director, Sole Instructor, Co-Instructor, Guest Lecturer)
        v. State if the candidate had a major responsibility for the course design
    b. Graduate Student Supervision, by year
        i. Student name
        ii. Contact Hours, dates of supervision, and thesis topic
        iii. Role (e.g., PhD thesis supervisor, PhD committee member, MPH practicum supervisor, etc.)
    c. Other, summarizing dates/hours and level of responsibility, including:
        i. Judge for student competition
        ii. Panelist or speaker in student seminar/conference/workshop
4. List of Academic administrative service activities related to education, summarizing dates, level of responsibility and extent of involvement, including (not exhaustive list):
    a. Graduate Co-Ordinator, Program Lead
    b. Admissions Committee, Curriculum Committee
    c. Faculty Council Committees – Education, Appeals
5. Evidence/Data regarding Effectiveness of Teaching, including:
    a. Summaries (tabular) of annual course evaluations obtained by surveying students
    b. Unsolicited letters or testimonials from students or others regarding teaching performance
    c. Invitations to teach/present in courses, CE, professional development courses, etc.
6. Documentation of efforts made (both formal and informal) to improve teaching
    a. Attendance at pedagogical or course design workshops, communications or related skills development
    b. Evidence of course design/re-design and a description of the outcomes
    c. Documentation of innovations in teaching or student assessment methods
    d. Contributions to curricular development or administration of education activities
7. Other Activity including professional development and educational leadership
    a. Receiving or applying for instructional development grants
    b. Awards or nominations for awards for teaching excellence
    c. Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design
    d. Evidence of contributions in the general area of teaching such as presentations at conference or publications on teaching
    e. Description of Service to professional bodies or organizations through any methods that can be described as instructional or due to subject matter expertise in a field related to the subject matter taught
    f. Community outreach and service through teaching functions and/or professional practice in a field related to the subject matter taught
    g. Plans for developing teaching skills and/or future contributions to teaching and/or the subject matter for which expertise is claimed

Data Collection

The candidate shall be responsible for submitting their Teaching Dossier to the Dean.

The Dean shall collect student course evaluation data, letters from students and the candidate's peers and where applicable, obtain written specialist assessments from outside the University (e.g., if needed for evaluation of subject matter expertise).

Evaluation

A Faculty Teaching Evaluation Committee shall serve to assess the material collected for the Promotion Committee. The Teaching Evaluation Committee members must provide a single joint, signed, report on the candidate's teaching effectiveness.

Information Required for Evaluations

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

1. Faculty member's teaching portfolio
2. Student letters, 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. Student course evaluations over at least the last 5 years
4. Formal peer evaluation (internal and/or external) including classroom observations[13]. This includes other departmental, divisional, or college assessments where cross-appointment is involved. External assessments of syllabi are also encouraged. A formal classroom observation is considered best practice. The classroom observation is normally done by a member of the Teaching Evaluation Committee.
5. When relevant, data that enables the unit to assess candidate's success in graduate supervision. This includes the number of students being supervised; quality of theses produced; quality of supervision; number graduated and time-to-degree and information on other efforts to foster scholarly and professional advancement of graduate students.
6. When relevant copies of students' paper, hen relevant, copies of students' papers, especially those that have been published and student theses
7. Course enrolment data, including evidence of demand for elective/senior courses
8. Documentation may include but not limited to, publications in a variety of media, scholarly and professional journals, non-peer-reviewed or lay publications, books, CDs, online publications, invited lectures, and any other evidence of professional development

2. Criteria for Assessment of Teaching Effectiveness

Candidates for promotion in the Tenure stream are expected "to have shown himself or herself to be an effective teacher." This means that candidates will demonstrate either competence or excellence. The criteria of Teaching Effectiveness, as understood at the University of Toronto, and the related standards of performance (e.g., requirements for competence and excellence) are

[13] For guidelines on how to conduct peer observations of teaching, please see the guidelines developed by the Centre for Teaching Support & Innovations guidelines. (Reference: Centre for Teaching Support & Innovation. (2017). Peer observation of teaching: Effective practices. Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto. See http://teaching.utoronto.ca/teaching-support/peer-observation-of-teaching/ or http://teaching.utoronto.ca/wp-content/uploads/2017/01/Peer-Observation-of-Teaching-Guide.pdf .

outlined below. Please note that it is expected that competency is achieved in criterion 1—which has no distinction between competence and excellence—as a baseline to establish excellence in other criteria. A recommendation of excellence in teaching will normally be based on evidence of excellence across multiple criteria.

<table>
<tr><th></th><th colspan="2">Standards of Performance</th></tr>
<tr><td>1. Fulfills the fundamental duties and responsibilities of a university teacher</td><td colspan="2">• Mastery of the subject area
• Strong communication skills
• Ability to stimulate and challenge the intellectual ability of students
• Ability to influence the intellectual and scholarly development of students
• Being accessible to students inside and outside the classroom
• Fair and ethical dealings with students that recognize the diverse needs and backgrounds of our student population
• Creation of supervisory conditions conducive to an undergraduate/graduate student's academic progress, intellectual growth and the development of research skills (applicable relevant to the appointment type)
• Professionalism and adherence to academic standards and administrative responsibilities as defined by University policy</td></tr>
<tr><td rowspan="2"></td><td colspan="2">Standards of Performance</td></tr>
<tr><td>Demonstrated evidence of competence</td><td>Demonstrated evidence of excellence</td></tr>
<tr><td>2. Uses teaching practices that promote student learning</td><td>• Challenging and stimulating students to promote their intellectual and scholarly development
• Advancement of student learning through the development of their mastery of the subject area
• The use of meaningful methods of assessment that reflect and contribute to student learning (e.g., the use of formative and summative assessment)
• Engagement of students in the learning process
• Critical reflection on student feedback and student outcomes in order to improve future teaching practices
• Good ratings in student evaluations</td><td>Exemplary achievement, in a consistent manner, of the criteria under "competence" and significant contributions to teaching practice as demonstrated, for example, by some combination of the following:

Innovation

• The use of an evidence-informed approach in the design of learning activities, assignments, courses, or curricula that motivate student learning

Recognition

• High ratings in student evaluations
• High rating by formal or informal in-class assessment of teaching effectiveness</td></tr>
</table>

	• Acceptable ratings by in-class assessment of teaching effectiveness ***For faculty members who supervise research students*** • *Creating opportunities that involve students in the research process (e.g., developing protocols, ethics applications, data collection and analysis, and presenting or publishing with students with a view to mentoring/coaching future researchers)* • *Actively integrating one's own research into teaching practice and curriculum*	
3. Innovative Teaching Initiatives	• Understanding the context of one's courses within the broader program/curriculum or in relation to curricular developments in the discipline • Ensuring course content reflects current and relevant research and practice in the field	**Curriculum/Program Enhancement** • Using teaching opportunities in pedagogical research • Using ones expertise and experience to deepen student understanding and enrich the application of theory. For example: o Enabling students to build relationships to local communities and communities of practice o Offering significant opportunities for community engagement o Ability to design unique learning experiences for students connected to professional practice
4. Engages in professional development	• Drawing on current research/developments in one's field to advance student learning and to enrich one's own teaching • Working to refine and enhance one's teaching practices over time	• Consistent engagement in pedagogical and/or professional development (e.g., participation in workshops, seminars, conferences and/or courses on teaching and learning; contribution to research or professional practice in the subject matter field, keeping abreast of current research in one's field) and the application of these activities to enhance the quality and effectiveness of teaching • Reflection on and assessment of new teaching practices

5. Demonstrates educational leadership and impact	• Not applicable	Evidence of a high level of achievement and impact beyond the classroom (e.g., Faculty, institution, discipline, community, etc.). For example: **Innovation** • Development of education materials (e.g., textbooks, teaching guides) • Production of technological tools or multi-media resources that enrich teaching and learning • Conducting research on teaching and/or learning that has potential for impact beyond a single classroom • Dissemination of one's own pedagogical research (e.g., through scholarly articles or educational resources, presentations at conferences or workshops, etc.) • Contribution to curriculum development/competencies, student assessments or administration outside of immediate courses taught • Performance outcomes of students in professional competency exams and/or practise • Contributions to the competency development or assessment of professionals in the field taught **Recognition** • Receipt of peer-reviewed grants for Scholarship of Teaching and Learning and research grants in the subject related to teaching • Recognition of teaching through nomination for or receipt of awards/honours • Receipt of leadership or pedagogical scholarship awards • Receipt of professional awards in the subject field taught • Invitations to teach outside of the School in academic, professional or continuing education settings • Invitations to assess professional competence in the subject field taught (e.g., oral or written professional examinations) **Mentorship** • Active engagement in the pedagogical development of others

		• Delivering workshops, seminars or presentations on teaching and learning • Acting as an active and engaged teaching mentor to colleagues • Providing mentorship and establishing best practices in the management and leadership of teaching assistants and instructional team members **External Impact & Consultation** • Significant contributions to pedagogical or professional development in a discipline or broader education context. For example: o Invitations to serve as curriculum or program evaluator for another Faculty or institution o Active engagement in accreditation processes for another program, Faculty or institution • Engagement in professional teaching and learning organizations/associations or work with teaching centres • Engagement in professional organizations and the application of this knowledge to teaching and the curriculum in one's own Faculty or beyond • Serving as a journal review or editor of pedagogical or professional publications or as an organizer/referee for pedagogical or professional conferences

D. Promotion for Teaching Stream

1. Procedures for Gathering and Assessing Data

The evaluation of teaching constitutes a fundamental part of every faculty member's career, through annual review, continuing status and promotion decisions. "Promotion to Professor, Teaching Stream will be granted on the basis of excellent teaching, educational leadership and/or achievement, and ongoing pedagogical/professional development, sustained over many years, outlined more fully below in paragraphs 8, 9, and 10 and recommendation on their assessment are set forth in paragraph 11" of the Policy and Procedures Governing Promotions in the Teaching Stream.

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

The Teaching Dossier

Each faculty member should maintain a Teaching Dossier[14], which should be updated annually and is required for all promotion reviews in the Teaching Stream. The Teaching Dossier should include the following where appropriate to the teaching role of the faculty member:

1. A candidate's curriculum vitae[15], to include, as appropriate
    a. Research activities and teaching innovations related to the field(s) in which the faculty member teaches or in teaching/pedagogy itself. Pedagogical development courses/workshops
    b. Professional development courses, if related to the field(s) of teaching
    c. Creative Professional Activity, if related to the field(s) to teaching
    d. Professional service and professional experience, if related to the field(s) of teaching
2. A statement of teaching philosophy
3. Summary list of all Teaching and Student Assessment Activities
    a. List of courses taught, by year, organized by level[16] for at least the previous five years
        i. Course number/name (including reading courses)
        ii. Number of students
        iii. Contact Hours (hours of instruction/supervision, not including marking or preparation)
        iv. Role (e.g., Course Director, Sole Instructor, Co-Instructor, Guest Lecturer)
        v. State if the candidate had a major responsibility for the course design
    b. Graduate Student Supervision, by year
        i. Student name
        ii. Contact Hours, dates of supervision, and thesis topic
        iii. Role (e.g., PhD thesis supervisor, PhD committee member, MPH practicum supervisor, etc.)
    c. Other, summarizing dates/hours and level of responsibility, including:
        i. Judge for student competition

[14] It is recommended that one consult the guidelines developed by the Centre for Teaching Support & Innovations guidelines. (Reference: Centre for Teaching Support and Innovation (2017) Developing & Assessing Teaching Dossiers: A guide for University of Toronto faculty, administrators and graduate students. Toronto Centre for Teaching Support & Innovation, University of Toronto.) See http://teaching.utoronto.ca/wp-content/uploads/2017/06/Developing-and-Assessing-Teaching-Dossiers-a-guide-for-U-of-T-faculty_June2017.pdf.

[15] In most cases this is submitted as a separate document as part of the tenure/continuing status/promotion file and is not typically included in the Teaching Dossier.

[16] Graduate, Undergraduate, Continuing Education.

ii. Panelist or speaker in student seminar/conference/workshop

4. List of Academic administrative service activities related to education, summarizing dates, level of responsibility and extent of involvement, including (not exhaustive list):
    a. Graduate Co-Ordinator, Program Lead
    b. Admissions Committee, Curriculum Committee
    c. Faculty Council Committees – Education, Appeals
5. Evidence/Data regarding Effectiveness of Teaching, including:
    a. Summaries (tabular) of annual course evaluations obtained by surveying students
    b. Unsolicited letters or testimonials from students or others regarding teaching performance
    c. Invitations to teach/present in courses, CE, professional development courses, etc.
6. Documentation of efforts made (both formal and informal) to improve teaching
    a. Attendance at pedagogical or course design workshops, communications or related skills development
    b. Evidence of course design/re-design and a description of the outcomes
    c. Documentation of innovations in teaching or student assessment methods
    d. Contributions to curricular development or administration of education activities
7. Other Activity including professional development and educational leadership
    a. Receiving or applying for instructional development grants
    b. Awards or nominations for awards for teaching excellence
    c. Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design
    d. Evidence of contributions in the general area of teaching such as presentations at conference or publications on teaching
    e. Description of Service to professional bodies or organizations through any methods that can be described as instructional or due to subject matter expertise in a field related to the subject matter taught
    f. Community outreach and service through teaching functions and/or professional practice in a field related to the subject matter taught
    g. Plans for developing teaching skills and/or future contributions to teaching and/or the subject matter for which expertise is claimed

Data Collection

The candidate shall be responsible for submitting their Teaching Dossier to the Dean.

The Dean shall collect student course evaluation data, letters from students and the candidate's peers and written specialist assessments from outside the University as required in policy.

Evaluation

A Faculty Teaching Evaluation Committee shall serve to assess the material collected for the Promotion Committee. The Teaching Evaluation Committee members must provide a single joint, signed, report on the candidate's teaching effectiveness as well as the candidate's demonstrated educational leadership and/or achievement and the candidate's ongoing pedagogical and professional development.

Information Required for Evaluations

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

1. Faculty member's teaching portfolio
2. Student's letters 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. Student course evaluations
4. Formal peer evaluation (internal and/or external) is considered best practice, including other departmental, divisional, or college assessments where cross-appointment is involved. External assessments of syllabi are also encouraged. For the purposes of promotion in the teaching stream, it is expected that the evaluation includes a classroom observation[17].
5. For the purpose of promotion in the teaching stream, confidential written assessments of the candidate's teaching, educational leadership and/or achievement, and ongoing pedagogical/professional development, should also be obtained from specialists in the candidate's field from outside the University and whenever possible from inside the University. The candidate will be invited to nominate several external referees. The Dean and the Promotions Committee (see paragraph 20) will whenever possible add to the list of referees. The Dean will solicit letters from at least three external referees and where possible these should include at least one referee suggested by the candidate and one referee suggested by the Promotions Committee
6. When relevant, data that enables the unit to assess candidate's success in graduate supervision. This includes the number of students being supervised; quality of theses produced; quality of supervision; number graduated and time-to-degree and information on other efforts to foster scholarly and professional advancement of graduate students.
7. When relevant, copies of students' papers, especially those that have been published and student theses
8. Course enrolment data, including evidence of demand for elective/senior courses
9. Documentation may include but not limited to, publications in a variety of media, scholarly and professional journals, non-peer-reviewed or lay publications, books, CDs, online publications, invited lectures, and any other evidence of professional development

[17] For guidelines on how to conduct peer observations of teaching, please see the guidelines developed by the Centre for Teaching Support & Innovations guidelines. (Reference: Centre for Teaching Support & Innovation. (2017). Peer observation of teaching: Effective practices. Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto. See http://teaching.utoronto.ca/teaching-support/peer-observation-of-teaching/ or http://teaching.utoronto.ca/wp-content/uploads/2017/01/Peer-Observation-of-Teaching-Guide.pdf.

2. Criteria for Assessment of Teaching Effectiveness

Faculty in the teaching stream are expected to demonstrate excellence in teaching. Excellent teaching may be demonstrated through a combination of excellent teaching skills, creative educational leadership and/or achievement, and innovative teaching initiatives. A recommendation of excellent teaching will normally be based on evidence of a candidate's ability to demonstrate the fundamental elements of effective teaching and to go significantly beyond this to demonstrate evidence of excellence across multiple criteria.

	Standards of Performance
1. Fulfills the fundamental duties and responsibilities of a university teacher	• Mastery of the subject area • Strong communication skills • Ability to stimulate and challenge the intellectual ability of students • Ability to influence the intellectual and scholarly development of students • Being accessible to students inside and outside the classroom • Fair and ethical dealings with students that recognize the diverse needs and backgrounds of our student population • Creation of supervisory conditions conducive to an undergraduate/graduate student's academic progress, intellectual growth and the development of research skills (applicable relevant to the appointment type) • Professionalism and adherence to academic standards and administrative responsibilities as defined by University policy

	Standards of Performance	
	Fundamental Elements	**Demonstrated evidence of excellence**
2. Uses teaching practices that promote student learning	• Challenging and stimulating students to promote their intellectual and scholarly development • Advancement of student learning through the development of their mastery of the subject area • The use of meaningful methods of assessment that reflect and contribute to student learning (e.g., the use of formative and summative assessment) • Engagement of students in the learning process • Critical reflection on student feedback and student outcomes	Exemplary achievement, in a consistent manner, the fundamental elements and significant contributions to teaching practice as demonstrated, for example, by some combination of the following: **Innovation** • The use of an evidence-informed approach in the design of learning activities, assignments, courses, or curricula that motivate student learning **Recognition** • High ratings in student evaluations • High rating by formal or informal in-class assessment of teaching effectiveness

	in order to improve future teaching practices • Good ratings in student evaluations • Acceptable ratings by in-class assessment of teaching effectiveness ***For faculty members who supervise research students*** • *Creating opportunities that involve students in the research process (e.g., developing protocols, ethics applications, data collection and analysis, and presenting or publishing with students with a view to mentoring/coaching future researchers)* • *Actively integrating one's own research into teaching practice and curriculum*	
3. Innovative Teaching Initiatives	• Understanding the context of one's courses within the broader program/curriculum or in relation to curricular developments in the discipline • Ensuring course content reflects current and relevant research and practice in the field	**Curriculum/Program Enhancement** • Significant and ongoing contributions to curriculum or program development (e.g., innovation, revision, updating, evidence-informed improvement) • Creative opportunities to involve students in pedagogical research • Using ones expertise and experience to deepen student understanding and enrich the application of theory. For example: o Enabling students to build relationships to local communities and communities of practice o Offering significant opportunities for community engagement o Ability to design unique learning experiences for students connected to professional practice

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

Candidates must demonstrate achievement across some of the following:

	Standards of Performance
Demonstrated Educational Leadership and/or Achievement	• Evidence of a high level of achievement and impact beyond the classroom (e.g., Faculty, institution, discipline, community, etc.). For example: **Innovation** • Development of education materials (e.g., textbooks, teaching guides) • Production of technological tools or multi-media resources that enrich teaching and learning • Conducting research on teaching and/or learning that has potential for impact beyond a single classroom • Dissemination of one's own pedagogical research (e.g., through scholarly articles or educational resources, presentations at conferences or workshops, etc.) • Contribution to curriculum development/competencies, student assessments or administration outside of immediate courses taught • Performance outcomes of students in professional competency exams and/or practise • Contributions to the competency development or assessment of professionals in the field taught **Recognition** • Receipt of peer-reviewed grants for Scholarship of Teaching and Learning and research grants in the subject related to teaching • Recognition of teaching through nomination for or receipt of awards/honours • Receipt of leadership or pedagogical scholarship awards • Receipt of professional awards in the subject field taught • Invitations to teach outside of the School in academic, professional or continuing education settings • Invitations to assess professional competence in the subject field taught (e.g., oral or written professional examinations) **Mentorship** • Active engagement in the pedagogical development of others • Delivering workshops, seminars or presentations on teaching and learning • Acting as an active and engaged teaching mentor to colleagues • Providing mentorship and establishing best practices in the management and leadership of teaching assistants and instructional team members **External Impact & Consultation** • Significant contributions to pedagogical or professional development in a discipline or broader education context. For example: o Invitations to serve as curriculum or program evaluator for another Faculty or institution

	○ Active engagement in accreditation processes for another program, Faculty or institution • Engagement in professional teaching and learning organizations/associations or work with teaching centres • Engagement in professional organizations and the application of this knowledge to teaching and the curriculum in one's own Faculty or beyond • Serving as a journal review or editor of pedagogical or professional publications or as an organizer/referee for pedagogical or professional conferences

4. Criteria for assessment of ongoing Pedagogical/Professional Development, Sustained Over Many Years

Candidates must demonstrate achievement across some of the following:

Criteria	Standards of Performance
Criteria for assessment of ongoing Pedagogical/ Professional Development, sustained over many years	• Working to refine and enhance one's teaching practices over time • Consistent engagement in pedagogical professional development (e.g., participation in workshops, seminars, conferences and/or courses on teaching and learning; keeping abreast of current pedagogical research in one's field) and the application of these activities to enhance the quality and effectiveness of one's teaching • Reflection on and assessment of new teaching practices • Teaching-related activity by the faculty member outside their classroom functions and responsibilities • Professional work that allows the faculty member to maintain a mastery of their subject area • Discipline-based scholarship in relation to, or relevant to, the field in which the faculty member teaches • Conducting research on teaching and/or learning that has potential for impact beyond a single classroom • Dissemination of one's own pedagogical research (e.g., through scholarly articles or educational resources, presentations at conferences or workshops, etc.)

GUIDELINES FOR THE ASSESSMENT OF EFFECTIVENESS OF TEACHING IN PROMOTION AND TENURE DECISIONS IN THE FACULTY OF MEDICINE

The Effective Teacher

In accordance with the University's Policy and Procedures on Academic Appointments and the Policy and Procedures Governing Promotions, the Faculty of Medicine considers that an effective teacher has the following characteristics:

1. a mastery of the subject area;

2. skill at communicating;

3. the ability to stimulate and challenge the intellectual capacity of students;

4. the ability to influence the intellectual development and critical skills' development of students;

5. makes herself/himself highly accessible to students.

See section III.13 of the University Policy and Procedures on Academic Appointments (M.S.P. 3.01.02) and sections 12A and 12B of the University Policy and Procedures Governing Promotions (M.S.P. 3.01.05),

Teaching evaluations should be part of the Dossier of each candidate since every candidate must be at least an effective teacher. Thus, those who are proposed for promotion on the basis of scholarship in research must still present the details of their teaching in the Promotions Dossier. Those put forward for promotion principally on the basis of teaching excellence, must submit a separate Teaching Dossier.

Data for Evaluations

Decisions concerning teaching effectiveness should be based on the following materials:

1. student evaluations of teaching, as comprehensive and objective as possible;

2. peer evaluation, formal assessments (internal and external), including other departmental, divisional or clinical assessments where cross-appointment is involved;

3. summary of teaching in the *curriculum vitae* or separate Teaching Dossier (see below)

Collection of Data

The Chair or, where appropriate, the Dean, shall collect the evaluation data from students and the candidate's peers.

Evaluation of undergraduate teaching performance from Academy Directors, Course Directors, interdisciplinary Subject Supervisors, Chiefs of Service, Hospital Teaching Coordinators, Specialty and Divisional Coordinators, and interns and residents should be examined. The Offices of the Associate Deans for Undergraduate Medical Education and Postgraduate Medical Education may be helpful in providing these data.

The candidate is responsible for submitting her/his Dossier to the Chair.

Departmental Teaching Evaluation

Departments in the Faculty shall establish an Internal Evaluation Committee to assess the data for Promotion or for Tenure Committees. This Committee shall be responsible for providing a written statement on the candidate's teaching effectiveness. In the case of the Promotions Committee, the responsibility for preparing the written assessment lies with the Chair, who may delegate it.

Teaching evaluations conducted in Departments generally should represent the opinion of a three person committee that has reviewed teaching evaluations and Dossiers of candidates, and summarized the numbers of hours, the courses, and the means of student evaluations. Clinical or research supervision may be included separately from the courses and lectures. The comparison of each candidate with her/his peers is very useful. The presentation of such data in graphic form aids the Decanal Promotions Committee considerably.

In addition, a concise assessment by the Department Chair of the quantity and quality of teaching performed and the opportunities available to teach within the Department should be included in the Chair's letter (see Section 8 following).

The assessment should include reference to the quantity, the quality and the significance of the teaching. This is expected of all candidates for promotion, but especially in those cases where candidates are being recommended largely on the grounds of teaching.

All teaching scores for individual courses taught, clerk, and resident evaluations should be provided. These should be **summarized** in a table or graph. The scores for the individual should be shown in relation to other department members' scores.

An explanation of the Department's quantitative and qualitative methods of documenting teaching effectiveness and ranking system regarding teaching should be detailed in the Dossier.

The Departmental Promotions Committee must review and evaluate the letters and student evaluations in detail. It is not essential that all the raw data be included in the Dossier.

Reference Letters about Teaching Effectiveness

For candidates being recommended for promotion based on sustained excellence in teaching, the Chair should solicit several letters of reference specifically addressing the teaching skills of the candidate. Note the following points about such letters:

a) Letters from colleagues and students attesting to high quality and effectiveness of teaching will carry weight, especially if these colleagues are outside the candidate's own group. For example, a colleague in the same specialty in a different hospital or a member of another department could offer a useful appraisal. The head of the University division, or the chief of the department at another hospital would be ideal referees.

b) Letters that rank the candidate's teaching in comparison to peers are useful. A testimonial ranking Professor X's teaching in the Department is more useful than the simple statement that the teaching is of high quality.

c) Letters from senior, respected members of the Faculty who have made personal observations at national meetings, continuing education courses and seminars and symposia for example, are useful.

Teaching Dossier

A Teaching Dossier must be prepared as part of or in addition to the individual's *curriculum vitae*, as appropriate, documenting course outlines, bibliographies, etc. The Dossier may also contain other documents related to teaching as the individual deems appropriate.

A candidate being recommended for promotion on the basis of sustained excellence in teaching should provide two (2) copies of a separate Teaching Dossier.

A candidate being recommended for promotion on other grounds such as scholarship or creative professional activity may incorporate documentation which demonstrates effectiveness in teaching in her/his *curriculum vitae* or submit a separate Teaching Dossier.

Format:

The Teaching Dossier should summarize the educational activities in chronological order for each academic year under five separate headings:

a) Undergraduate Education
b) Graduate Education
c) Postgraduate Education
d) Continuing Education
e) Related Academic Activities

Contents:

1. List all teaching and student assessment activities (undergraduate, graduate, postgraduate, continuing, Faculty of Arts & Science, etc.) with numbers of hours and numbers of students involved.

2. Supporting documentation related to teaching. Photocopies of all student evaluations or summaries, results of peer assessments of teaching effectiveness, course and lecture outlines, letters of invitation to teach at other centres, unsolicited testimonial letters, evidence of effectiveness, etc. This material should be reviewed and valued by the Departmental Teaching Effectiveness Committee.

3. List all activities related to the administrative, organizational and developmental aspects of education (undergraduate, graduate, postgraduate, continuing, Faculty of Arts & Science, etc.) with description of nature and extent of involvement and levels of responsibility.

4. Documentation of participation in educational research activities (example, publications, abstracts, presentations, grants) as well as scholarly writing relating to education.

5. Documentation of participation in national and international organizations whose activities relate to education research and development.

6. Documentation of participation at national and international conferences and workshops relating to education research and development.

7. Documentation of external consultancies relating to education research and development.

8. List of honours and awards related to teaching or education.