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

TO: Committee on Academic Policy and Programs

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PRESENTER: Same as above
CONTACT INFO:

DATE: April 28, 2022 for May 5, 2022

AGENDA ITEM: 3

ITEM IDENTIFICATION:

Revised Teaching Evaluation Guidelines for the Faculty of Applied Science and Engineering: "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] (May 5, 2022)**
2. Academic Board [for information] (May 26, 2022)

PREVIOUS ACTION TAKEN:

Faculty of Applied Science and Engineering, Faculty Council: April 27, 2022

HIGHLIGHTS:

The attached are Guidelines for the Evaluation of the Effectiveness of Teaching for both teaching and tenure stream faculty for the Faculty of Applied Science and Engineering. These guidelines are being brought forward for approval by AP&P following Faculty-level approval.

These faculty guidelines:
- Clarify what constitutes competent or excellent teaching in the context of each Faculty
- Explain what evidence should be gathered to assess a candidate's teaching

- Specify what a teaching dossier should contain
- Describe the standards / expectations against which candidates for tenure, continuing status, or promotion should be assessed

The current Guidelines on the Evaluation of the Effectiveness of Teaching being brought forward by the Faculty of Applied Science and Engineering replaces a short, undated document that had previously been approved and posted. The new Guidelines reflects careful work done in the Faculty to produce a document that will be helpful to colleagues while being consistent with the *Policy and Procedures on Academic Appointments* [PPAA], the *Policy and Procedures Governing Promotion* [PPP] and the Policy and Procedures Governing Promotion in the Teaching Stream [PPPTS]. This new document is also consistent with the new *Policy and Procedures on Employment Conditions of Part-time Faculty*, (PtP) under which all part-time faculty are eligible for promotion. The guidelines are intended to provide direction relevant to all faculty undergoing academic review. The new Guidelines will be a companion document to the Faculty's 2018 "Divisional Guidelines for the Evaluation of Teaching Effectiveness for Promotion to Professor, Teaching Stream" which focuses largely on process.

The process by which these Faculty guidelines were revised was a highly consultative one and extended over more than a year. The academic leads consulted closely with colleagues in a variety of venues. The version being brought forward now reflects contributions from colleagues at a variety of stages. Following Provostial approval, the Faculty of Applied Science and Engineer's Faculty Council reviewed and approved the guidelines at their meeting on April 27, 2022. It is this document that is now coming forward for final approval by AP&P.

FINANCIAL IMPLICATIONS:

None

RECOMMENDATION:

Be it Resolved,

THAT the "Guidelines for the Assessment of Effectiveness of Teaching in Tenure, Continuing Status and Promotion Decisions" approved by the Faculty of Applied Science and Engineering's Faculty Council on April 27, 2022, be approved, effective immediately.

DOCUMENTATION PROVIDED:

- Revised Faculty of Applied Science and Engineering "Guidelines for the Assessment of Effectiveness of Teaching in Tenure, Continuing Status and Promotion Decisions"
- Previous Version: "Evaluation of Teaching Effectiveness," undated

Faculty of Applied Science & Engineering
Guidelines for the Assessment of Effectiveness of Teaching
in Tenure, Continuing Status and Promotion Decisions

Preamble

A commitment to effectiveness in teaching and research is at the core of our mission as a university and is crucial to the success of the Faculty of Applied Science and Engineering (FASE). Effective teaching by faculty provides an environment that facilitates student learning, and FASE appreciates that its position as a professional faculty within the University of Toronto places a special onus on its instructors to demonstrate real-world applications.

FASE recognizes that effective teaching aspires to provide to all students not only knowledge of facts but also the skills to analyze, to assess critically, to develop creative expression, to understand in context, to present arguments in a clear and compelling fashion, to solve problems, and to generate new knowledge. As well, effective teaching promotes professionalism, academic integrity, equity and inclusion, the pursuit of learning as a life-long endeavor, and a commitment to responsible citizenship to succeed in, and enhance, a diverse, global society.

Building on existing divisional guidelines at the University of Toronto, this document establishes the norms and expectations for teaching in FASE. Fundamentally, teaching includes lecturing, activity in seminars and tutorials, individual and group discussion, laboratory teaching, thesis and/or research supervision, and any other means by which students derive educational benefit. These Guidelines describe how teaching effectiveness is to be evaluated at FASE in the Tenure Stream (Section A); the Teaching Stream (Section B); and the documentation that should be collected to support that assessment (Section C).

University of Toronto Policies and Guidelines

This document is intended to provide guidance on implementation of the following University of Toronto policies, procedures, and guidelines. Where text is taken directly from these documents, the document is referenced using the abbreviation indicated in square brackets.

1. *Policy and Procedures on Academic Appointments [PPAA]*
   https://governingcouncil.utoronto.ca/secretariat/policies/academic-appointments-policy-and-procedures-january-1-2021
2. *Policy and Procedures Governing Promotions [PPP]*
   https://governingcouncil.utoronto.ca/secretariat/policies/promotions-policy-and-procedures-governing-april-20-1980
3. *Policy and Procedures Governing Promotions in the Teaching Stream [PPPTS]*
   https://governingcouncil.utoronto.ca/secretariat/policies/promotions-teaching-stream-policy-and-procedures-governing-january-1-2021

4. *Provostial Guidelines for the Assessment of Teaching Effectiveness [PGATE]*
   https://governingcouncil.utoronto.ca/secretariat/policies/teaching-promotion-and-tenure-decisions-provostial-guidelines-developing
5. *FASE Divisional Guidelines for the Evaluation of Teaching Effectiveness for Promotion to Professor, Teaching Stream*
   https://www.aapm.utoronto.ca/wp-content/uploads/sites/129/2018/06/FASE-Divisional-Guidelines-for-Evaluation-of-Teaching-Effectiveness-for-Promotion-to-Teaching-Stream-May-2018.pdf

A. Teaching Effectiveness for Tenure Stream Faculty and Appointed Faculty with a Similar Workload

For tenure stream and comparable faculty, assessment of teaching effectiveness normally occurs during the Interim Review (A.1), Tenure Review (A.2), and Review for Promotion to Professor (A.3). This assessment also applies to the Promotion of Part-Time, CLTA, and Status-Only Faculty (A.4). The criteria for assessing teaching effectiveness at these various stages are listed in Section A.5.

A.1 Interim Review

The Interim Review is a mechanism to assess a candidate's performance and determine whether they will receive a second probationary appointment. It is also an opportunity to provide feedback on performance and counselling on areas for improvement.

As stated in PPAA, II, 8, "The committee should consider two questions: a) Has the appointee's performance been sufficiently satisfactory for a second probationary appointment? b) If reappointment is recommended, what counselling should be given to the appointee to assist him or her to improve areas of weakness and maintain areas of strength?" [PPAA].

A.2 Tenure Review

In accordance with the PPAA, III, 13, "Tenured appointments should be granted on the basis of three essential criteria: achievement in research and creative professional work, effectiveness in teaching, and clear promise of future intellectual and professional development. Contributions in the area of university service may constitute a fourth factor in the tenure decision but should not, in general, receive a particularly significant weighting" [PPAA].

A positive recommendation for tenure and promotion to Associate Professor requires the judgement of demonstrated excellence in one of research and teaching, and clearly established competence in the other [PPAA].

As specified in PPAA, III, 13, "Three major elements should be considered in assessing the effectiveness of a candidate's teaching: the degree to which he or she is able to stimulate and challenge the intellectual capacity of students; the degree to which the candidate has an ability to communicate well; and the degree to which the candidate has a mastery of his or her subject area" [PPAA].

A.3 Promotion to Professor

As specified in the PPP, 7, "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. Administrative or other service to the University and related activities will be taken into account in assessing candidates for promotion but given less weight than the main criteria: promotion will not be based primarily on such service" [PPP].

A.4 Promotion of Part-Time and CLTA Faculty (non-tenure stream)

Insofar as the PPP also applies to part-time faculty and faculty in CLTA appointments in the non-tenure stream, Section A3 also applies to part-time and CLTA faculty. Colleagues should be aware that Sections 7 and 8 of the PPP set out the criteria against which part-time faculty and faculty in CLTA appointments are assessed for promotion from Assistant Professor to Associate Professor (section 8) and for promotion from Associate Professor to Professor (section 7) [PPP].

A.5 Criteria for Assessment of Teaching Effectiveness as part of A1-A4

Tenure stream faculty and faculty with a comparable workload demonstrate their effectiveness as teachers in lectures, seminars, laboratories, and tutorials, in less formal teaching situations, including directing the research of undergraduate and graduate students, and advising students, and through involvement in curriculum development [PPAA]. Below are listed the criteria for which teaching effectiveness may be assessed at the various levels of evaluation or promotion. For the criteria below, the numbered points have been drawn from policy statements and provostial guidelines. Under these are sub-criteria (hollow-bullet points) suggesting specific ways a candidate _might_ show effectiveness in these areas. Special attention should be paid, by both candidates and appraisers, to student comments in course evaluations, which can often explicitly address these sub-criteria. It should also be noted that these sub-criteria are not exhaustive, nor must all of them under a given main heading be satisfied in order to demonstrate effectiveness for those criteria.

A.5.1 Competence in Teaching

In FASE, competence in teaching is considered a highly respectable level of achievement and should not be interpreted as merely passable or mediocre. At a minimum, tenure stream FASE faculty and those with comparable non-tenure stream appointments are expected to establish competence among the following eight core teaching skills:

1. Strong communication skills [PGATE], for example:
   ○ Presenting information clearly and in an organized manner
   ○ Maintaining a clear channel of communication with students
   ○ Responding within a reasonable period of time through established communication channels

2. Success in stimulating and challenging students and promoting their intellectual and scholarly development [PPAA], for example:
   ○ Developing rigorous and well-planned learning outcomes as part of course planning
   ○ Creating opportunities for students to take risks and "think outside the box"
   ○ Employing, or reflecting upon, pedagogical approaches that promote student engagement (e.g., active learning) for lectures and tutorials
   ○ Providing assessments that students generally perceive as challenging but fair
   ○ Presenting material at a steady and reasonable pace
3. Active engagement with students' learning progress and accessibility to students [PGATE], for example:
   ○ Promoting self-efficacy (one's belief in one's own abilities) as part of the student learning experience
   ○ Scheduling one-on-one and small group consultations with students
   ○ Monitoring student learning through in-class polls and learning checks
   ○ Encouraging students to participate in midterm and end-of-term course evaluations
   ○ Adapting lesson plans and/or content delivery based on feedback from students (e.g., via constructive comments in course evaluations) and student performance
4. Creation of opportunities for students to learn through discovery-based methods [PGATE], for example:
   ○ Implementing discovery-based methods in lectures and labs
   ○ Building problem-based activities and assignments in lectures and labs
   ○ Encouraging independent learning through creative activity
   ○ Proposing discovery-based learning methods for tutorials where appropriate
   ○ Basing these opportunities around real-world engineering applications where possible
5. Mastery of the subject area [PPAA], for example:
   ○ Showing deep engagement with the course content
   ○ Developing relations between the subject area and adjacent subject areas
   ○ Being able to answer student questions that extends content delivered to them
   ○ Connecting real-world engineering applications to course content
6. Success in developing students' mastery of a subject and awareness of the latest developments in the field [PPAA], for example:
   ○ Continuing to keep up to date with the latest developments in the field
   ○ Relating developments in the field to the course content when possible
   ○ Presenting media coverage that relates to the course content
   ○ Developing labs/modules that borrow from cutting-edge research results
7. Promotion of academic integrity and adherence to grading standards of the division and, as appropriate, the ethical standards of the profession [PGATE], for example:
   ○ Communicating the ethical standards of the profession to students as they apply to the subject
   ○ Reminding students of policies on academic integrity when appropriate
8. Creation of supervisory conditions conducive to a student's research and academic progress, for example:

- ○ Following the guidelines set forth by the School of Graduate Studies[1]
- ○ Consulting students for feedback on their experience with the supervision they are receiving, as well as on the quality of their working environment
- ○ Providing opportunities for students to disseminate their research to diverse audiences to gain feedback

A.5.2 Excellence in Teaching

To meet the standard of excellence in teaching for tenure or promotion, FASE faculty in tenure stream and comparable non-tenure stream appointments must demonstrate excellent teaching skills, i.e., a high level of achievement among the numbered criteria (1-8) shown above in A.5.1. In addition, the candidate must demonstrate excellence in some combination of the following elements or particularly strong performance in one:

9. Enhancement of student learning through the successful development of new teaching models [PPPTS], for example:
   - o Implementing strategic programs or teaching policies
   - o Acknowledging the importance of local cultures and contexts
   - o Exploring and critically examining new and emerging approaches to assessment
   - o Critically reflecting on one's leadership approaches and practices with a focus on growth
10. Engagement in the scholarly conversation via pedagogical scholarship or creative professional activity [PPPTS], for example:
    - o Implementing strategic programs, initiatives, and policies to improve teaching and student learning
    - o Mentoring junior colleagues and graduate students
    - o Disseminating information about teaching successes and/or challenges to colleagues
    - o Engaging in community activities/outreach related to teaching and education
11. Development of significant new courses and/or reform of curricula [PGATE]
12. Publication of innovative textbooks, websites and other online material and/or teaching guides [PGATE]
13. Successful innovations in the teaching domain, including the creation of new and innovative teaching processes and forms of evaluation [PGATE]
14. Technological or other advances in the delivery of education in a discipline or profession [PPPTS], for example:
    - ○ Instigating the adoption of a technology for use in the delivery of education
15. Development of innovative and creative ways to promote students' involvement in the research process [PGATE], for example:
    - ○ Organizing creative research opportunities
16. Participation at, and contributions to, academic conferences where sessions on pedagogical research and technique are prominent [PPAA]

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[1] https://www.sgs.utoronto.ca/wp-content/uploads/sites/253/2019/06/Graduate-Supervision-Guidelines-faculty.pdf

17. Teaching-related activity by the candidate outside of his or her classroom functions and responsibilities [PPAA][PPPTS], for example:
    ○ Tutoring students outside of class hours
    ○ Guest lecturing in other courses or outside of course hours
    ○ Engaging students in research opportunities
    ○ Attending tutorial and practical/lab sessions
    ○ Observing peers' teaching (within and outside one's field of study)
    ○ Seeking support or services offered through teaching and learning centres
18. Significant contribution to pedagogical changes in the discipline [PGATE], for example:
    ○ Authoring of extramural guidelines, position papers, etc.
19. Professional work that allows the candidate to maintain a mastery of his or her subject area in accordance with appropriate divisional guidelines [PPPTS], for example:
    ○ Working in the field of the candidate's area of teaching
    ○ Owning or operating a business that connects with the candidate's area of teaching

For promotion to the rank of Professor based on excellent teaching alone, candidates must have consistently met the standard of excellence described above, sustained over many years.

B. Teaching Effectiveness for Teaching Stream Faculty

Assessment of teaching effectiveness occurs during Probationary Review (B.1), Continuing Status Review (B.2), Review for Promotion to Professor, Teaching Stream (B.3), and Review for Promotion of Part-Time Faculty (B.4). The criteria for assessing teaching effectiveness at these various stages are listed in Section B.5.

B.1 Probationary Review

The Probationary Review is a mechanism to assess a candidate's performance and determine whether he or she will receive a second probationary appointment. It is also an opportunity to provide feedback on performance and, more often, counselling on areas for improvement.

As stated in PPAA, II, 8, "The committee should consider two questions: a) Has the appointee's performance been sufficiently satisfactory for a second probationary appointment? b) If reappointment is recommended, what counselling should be given to the appointee to assist him or her to improve areas of weakness and maintain areas of strength?" [PPAA].

B.2 Continuing Status Review

The purpose of the Continuing Status Review is to assess a faculty member's performance and determine whether or not they will receive continuing status and promotion to Associate Professor, Teaching Stream.

In accordance with the PPAA, VII, 30, x, "A positive recommendation for continuing status will require the judgment of excellence in teaching and evidence of demonstrated and continuing future pedagogical/professional development" [PPAA].

B.3 Review for Promotion to Professor, Teaching Stream

In conformity with the PPPTS, 6, "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." Attributes of excellent teaching, according to PPPTS 8, include "maintaining accessibility to students, and the ability to influence the intellectual and scholarly development of students." These attributes are among the criteria detailed below (Section B.5.1; B.5.2). Administrative or other service to the University and related activities will be taken into account in assessing candidates for promotion but given less weight than the main criteria: promotion will not be based primarily on such service [PPPTS]. The criteria and procedures for promotion through the ranks for part-time teaching stream faculty shall be the same as for full-time candidates with an appropriately reduced expectation as to the quantity of work [PPPTS]. Please also see FASE Divisional Guidelines for the Evaluation of Teaching Effectiveness for Promotion to Professor, Teaching Stream (linked as Document #5 in Preamble).

B.4 Promotion of Part-Time Faculty (Teaching Stream)

Insofar as the PPPTS also applies to part-time faculty in the teaching stream, section B3 also applies to part-time faculty. Colleagues should be aware that sections 6 and 7 of the PPPTS set out the criteria against which part-time faculty are assessed for promotion from Assistant Professor, Teaching Stream to Associate Professor, Teaching Stream (section 7) and for promotion from Associate Professor, Teaching Stream to Professor, Teaching Stream (section 6) [PPPTS].

B.5 Criteria for Evaluation in the Teaching Stream

Performance in the teaching stream will be assessed on teaching effectiveness and pedagogical/professional development related to teaching duties. As stated in PPAA, VII, x, excellence in teaching may be demonstrated through a combination of excellent teaching skills (B.5.1a), and creative educational leadership and/or achievement, and innovative teaching initiatives (B.5.1b). Pedagogical/professional development may be demonstrated in a variety of ways (B.5.2) [PPAA]. At the same time, in order to be eligible for promotion, the element of creative educational leadership and/or achievement must be demonstrated, rather than simply being subsumed as a possible area of achievement under excellence in teaching. Although excellence in teaching (which includes educational leadership) is separated from pedagogical/professional development in these criteria for the teaching stream, the two share many attributes and are difficult to disjoin; in fact, pedagogical/professional development is a possible way of showing teaching excellence in the tenure stream; thus, the two should be considered as complementary parts of a whole.

For the criteria below, the numbered points have been drawn from policy statements and provostial guidelines. Under these are sub-criteria (hollow-bullet points) suggesting specific ways a candidate _might_ show effectiveness in these areas. Special attention should be paid, by both candidates and appraisers, to student comments in course evaluations, which can often explicitly address these sub-criteria. It should also be noted that these sub-criteria are not exhaustive, nor must all of them under a given main heading be satisfied in order to demonstrate effectiveness for those criteria.

B.5.1 Excellence in Teaching

To meet the standard of excellence in teaching for continuing status or promotion in the teaching stream, FASE faculty in teaching stream appointments must demonstrate:

B.5.1a: Teaching Skills

Excellent teaching, i.e., a high level of achievement, in the numbered criteria (1-8) that follow:

1. Strong communication skills [PGATE], for example:
    - Presenting information clearly and in an organized manner
    - Maintaining a clear channel of communication with students
    - Responding within a reasonable period of time through established communication channels
2. Success in stimulating and challenging students and promoting their intellectual and scholarly development [1], for example:
    - Developing rigorous and well-planned learning outcomes as part of course planning
    - Creating opportunities for students to take risks and "think outside the box"
    - Employing, or reflecting upon, pedagogical approaches that promote student engagement (e.g., active learning) for lectures and tutorials
    - Providing assessments that students generally perceive as challenging but fair
    - Presenting material at a steady and reasonable pace
3. Active engagement with students' learning progress and accessibility to students [PGATE], for example:
    - Promoting self-efficacy (one's belief in one's own abilities) as part of the student learning experience
    - Scheduling one-on-one and small group consultations with students
    - Monitoring student learning through in-class polls and learning checks
    - Encouraging students to participate in midterm and end-of-term course evaluations
    - Adapting lesson plans and/or content delivery based on feedback from students (e.g., via constructive comments in course evaluations) and student performance
4. Creation of opportunities for students to learn through discovery-based methods [PGATE], for example:
    - Implementing discovery-based methods in lectures and labs
    - Building problem-based activities and assignments in lectures and labs
    - Encouraging independent learning through creative activity
    - Proposing the implementation of discovery-based learning methods for tutorials where appropriate
    - Basing these opportunities around real-world engineering applications where possible
5. Mastery of the subject area [PPAA], for example:
    - Showing deep engagement with the course content
    - Developing relations between the subject area and adjacent subject areas
    - Being able to answer student questions that extends content delivered to them
    - Connecting real-world engineering applications to course content

6. Success in developing students' mastery of a subject and awareness of the latest developments in the field [PPAA], for example:
    o Continuing to keep up to date with the latest developments in the field
    o Relating developments in the field to the course content when possible
    o Presenting media coverage that relates to the course content
    o Developing labs/modules that borrow from cutting-edge research results
7. Promotion of academic integrity and adherence to grading standards of the division and, as appropriate, the ethical standards of the profession [PGATE], for example:
    o Communicating the ethical standards of the profession to students as they apply to the subject
    o Reminding students of policies on academic integrity when appropriate
8. Creation of supervisory conditions conducive to a student's research and academic progress, for example:
    o Following the guidelines set forth by the School of Graduate Studies[1]
    o Consulting students for feedback on their experience with the supervision they are receiving, as well as on the quality of their working environment
    o Providing opportunities for students to disseminate their research to diverse audiences to gain feedback

B.5.1.b: Educational Leadership and/or Achievement, and Innovative Teaching Initiatives

In addition, the candidate must demonstrate excellence <u>in some combination of the following elements or particularly strong performance in one area</u>:

Creative Educational Leadership:
9. Enhanced student learning through the successful development of new teaching models [PPPTS], for example:
    o Implementing strategic programs or teaching policies
    o Acknowledging the importance of local cultures and contexts
    o Exploring and critically examining new and emerging approaches to assessment
    o Critically reflecting on one's leadership approaches and practices with a focus on growth
10. Engagement in the scholarly conversation via pedagogical scholarship or creative professional activity [PPPTS], for example:
    o Implementing initiatives and policies to improve teaching and student learning
    o Mentoring junior colleagues and graduate students
    o Disseminating information about teaching successes and/or challenges to colleagues
    o Engaging in community activities/outreach related to teaching and education

Innovative Teaching Initiatives:
11. Development of significant new courses and/or reform of curricula [PGATE]
12. Publication of innovative textbooks, websites and other online material and/or teaching guides [PGATE]

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[1] https://www.sgs.utoronto.ca/wp-content/uploads/sites/253/2019/06/Graduate-Supervision-Guidelines-faculty.pdf

13. Successful innovations in the teaching domain, including the creation of new and innovative teaching processes and forms of evaluation [PGATE]
14. Technological or other advances in the delivery of education in a discipline or profession [PPPTS], for example:
    o Instigating the adoption of a technology for use in the delivery of education
15. Development of innovative and creative ways to promote students' involvement in the research process [PGATE], for example:
    o Organizing creative research opportunities

B.5.2 Pedagogical & Professional Development

For continuing status review and promotion, faculty in the teaching stream must also demonstrate pedagogical/professional development. This may be demonstrated in a number of ways, including:
1. Discipline-based scholarship in relation to, or relevant to, the field in which the faculty member teaches [PPAA][PPPTS], for example:
    ○ Researching and publishing in the area in which the candidate teaches
2. Participation at, and contributions to, academic conferences where sessions on pedagogical research and technique are prominent [PPAA]
3. Teaching-related activity by the candidate outside of his or her classroom functions and responsibilities [PPAA][PPPTS], for example:
    o Tutoring students outside of class hours
    o Guest lecturing in other courses or outside of course hours
    o Engaging students in research opportunities
    o Attending tutorial and practical/lab sessions
    o Observing peers' teaching (within and outside one's field of study)
    o Seeking support or services offered through teaching and learning centres
4. Significant contribution to pedagogical changes in the discipline [PGATE], for example:
    ○ Authoring of extramural guidelines, position papers, etc.
5. Professional work that allows the candidate to maintain a mastery of his or her subject area in accordance with appropriate divisional guidelines [PPPTS], for example:
    ○ Working in the field of the candidate's area of teaching
    ○ Owning or operating a business that connects with the candidate's area of teaching

C. Documentation and Procedures

Documentation required for a committee to evaluate *teaching effectiveness* is to be provided by the candidate (Section C.1), the Department Chair (Section C.2), and the Teaching Evaluation Committee struck by them (Section C.3).

These guidelines below apply to all faculty above*;* however, items that may be specific to **teaching stream** (or optional for **tenure stream**) will be noted as such. For **tenure stream**, candidates and Chairs should additionally consult PPAA III, 15-16 regarding Documentation and Procedures for evaluation of scholarly and professional accomplishments.

C.1 From the Candidate

Candidates must submit the following items in a *teaching portfolio or dossier* [PPAA][PGATE]:
- Curriculum Vitae - The curriculum vitae should contain:
  - The academic history of the candidate
  - Scholarly & professional work
  - Courses taught
  - Administration services
- A statement of teaching interests and teaching philosophy
- A description of teaching methods and material or texts developed and/or other pedagogical tools utilized
- A list of awards for which the candidate has been nominated and/or which the candidate has received for teaching
- A statistical summary of teaching evaluations, including a comparison of Institutional Composite Mean (ICM) scores with FASE and departmental averages
- Evidence of teaching-related activity by the candidate outside of his or her classroom functions and responsibilities
- For **teaching stream** faculty being reviewed for continuing status or promotion (and, optionally, for **tenure stream** faculty being reviewed for tenure and promotion) candidates should also include, as appropriate:
  - Evidence of educational leadership and or achievement relating to teaching
  - Evidence of pedagogical/professional development

In addition to the teaching portfolio, the candidate should include:
- For **teaching stream** faculty being reviewed for continuing status or promotion, a list of three potential appraisers/referees who are *external* to the University and well-placed to assess the candidate against the criteria for continuing status or promotion. (A list of *internal* referees may additionally be provided, c.f. Section C.2.) The list(s) should include the name, title and institution/organization of each referee; a brief statement of their expertise; and the reason they were selected. All appraisers/referees must be at arm's length (e.g., no recent collaboration). For **tenure stream**, such external appraisers focus on scholarly research and professional accomplishments (see PPAA III, 15, ii); however, candidates seeking to demonstrate excellence in teaching may additionally provide a list of external appraisers to evaluate teaching effectiveness.
- For **teaching stream** (and, optionally, **tenure stream**), a list of up to three colleagues, collaborators, or co-instructors who could be asked to provide letters of support regarding effectiveness in teaching.
- A list of former students able to speak to any of the criteria (i.e., Sections A.5 or B.5, as appropriate) and the influence or impact of the candidate on their subsequent career paths
- Supplementary material to the CV that provides a fuller picture of any area that the candidate would like to highlight that is not already covered by the teaching portfolio, particularly with regards to demonstrating impact outside of FASE or the University. This may include testimonial letters collected by the candidate and any discussion of these by way of context.
- Description of innovations in teaching and contributions to curricular development
- Copies of students' papers, especially those that have been published, and student theses

- Data that will enable the unit to assess the candidate's success in graduate supervision, including number of students being supervised; quality of theses produced; quality of supervision; number graduated and time-to-degree; and information on other efforts to foster scholarly and professional advancement of graduate students

C.2 From the Department Chair

The Department Chair, in consultation with the Dean, is responsible for soliciting appraisals from the various referees: external, internal, colleagues, as well as students. These referees should include names suggested by the candidate, as well as others recommended by the Department Chair.

- **External**: For **teaching stream**, confidential written assessments of the candidate against the criteria as set out in policy provided by at least three referees who are specialists in the candidate's field from outside the University and including at least one referee suggested by the candidate. Assessment of course syllabi is also encouraged. For **tenure stream**, these assessments focus on scholarly research and professional accomplishments (see PPAA, III, 15, ii), but may optionally and additionally include an assessment of teaching.
- **Internal:** At the Chair's discretion, confidential written assessments of the candidate against the criteria as set out in policy may be solicited from departmental, divisional, or college faculty within the University, especially where cross-appointment is involved and/or excellence in teaching is being considered for **tenure stream** candidates.
- **Colleagues:** At the Chair's discretion, confidential letters from a candidate's colleagues, especially where co-teaching is involved.
- **Students:** Confidential letters solicited from former students who are able to speak to any of the relevant criteria from Section A.5 or Section B.5, as well as the influence or impact of the candidate on their subsequent career paths

The Department Chair is responsible for ensuring the collection and completeness of all the required materials.

The Department Chair must also ensure that the candidate is informed of the following information:
- The policy and procedures around the entire review process
- The divisional/departmental guidelines and procedures to be used to evaluate the candidate
- The membership of the Tenure/CSR/Promotion Committee
- The membership of the Teaching Evaluation Committee
- All required deadlines and materials to be submitted

The Department Chair is responsible for sending a final recommendation to the Vice-President and Provost for approval.

C.3 Teaching Evaluation Committee

Prior to a tenure, continuing status, or promotion committee meeting, the Department Chair will establish a Teaching Evaluation Committee to assess the collected material.

The Teaching Evaluation Committee is responsible for the following:

- Conducting a careful and rigorous review of the candidate's teaching portfolio and the feedback collected, including letters and course evaluations. Per guidelines from the Centre for Teaching Support and Innovation[1], care should be taken in the use and interpretation of individual numerical scores. Per Sections A.5 or B.5, special attention should be paid to constructive feedback elicited from the student comments in course evaluations, particularly as they pertain to sub-criteria indicated in those Sections.
- Preparing a summary report for the Continuing Status Review, Tenure or Promotions Committee. This report should not make a recommendation regarding the candidate's application but is instead a thorough evaluation of all the submitted material. It should, however, conclude with an opinion on whether the candidate has met the criteria for competence (tenure stream only) or excellence (tenure or teaching stream) as detailed in Sections A and B. Note that where there is an opinion of excellence in teaching for a tenure stream candidate, it is important that the grounds for this view be explicit.
- Observing classroom teaching is a key component of assessing teaching effectiveness for tenure (and comparable non-tenure stream) and teaching streams. At least two teaching observations should be conducted. (A single observer could review at least two classroom lectures, ideally one each from different courses; or two observers could choose to observe the same classroom lecture(s), independently; or they could observe separate lecture(s).) Advance notice and permission of the candidate is required prior to an observation. (If a candidate refuses, this should be noted in the Teaching Evaluation Committee Report.) The Teaching Observation Report may be completed by members of the Teaching Evaluation Committee (where relevant), or by at least two other tenured or continuing-status faculty commissioned by the unit head, with the condition that the faculty doing the teaching observation cannot include any members of the continuing status or promotion committee. These observations can be conducted live, online, or, if necessary, a recording may be used. The following can be used as a general guideline of teaching behaviours to assess:
  - Organization of material
  - Communication with students
  - Rapport with students

For more detailed information on effective peer observation, please see the following document provided by the Centre for Teaching Support and Innovation:
https://teaching.utoronto.ca/wp-content/uploads/2017/01/Peer-Observation-of-Teaching-Guide.pdf

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[1] https://teaching.utoronto.ca/wp-content/uploads/2018/10/Interpretation-Guidelines_Final_Oct.1.2018.pdf

Evaluation of Teaching Effectiveness

Effective Teaching is demonstrated by:

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

Policy Governing Evaluation

Evaluation of teaching effectiveness should be based on at least the following materials:

1. Student evaluation, as comprehensive and objective as possible. As far as possible, such information should be gathered from all types of students who have been taught or supervised or counseled by the candidate. In addition, individual students may be asked to provide confidential assessments to the committee.

2. Peer evaluation by formal assessments (internal and external), including other departmental, divisional, or college assessments where cross appointment is involved.

3. The faculty member's Teaching Portfolio