

**FOR INFORMATION**

**PUBLIC**

**OPEN SESSION**

<b>TO:</b>	Academic Board
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<b>DATE:</b>	May 21, 2026 for May 28, 2026
<b>AGENDA ITEM:</b>	16

**ITEM IDENTIFICATION:**

Revised Teaching Evaluation Guidelines for the University of Toronto Scarborough: “Guidelines for the Assessment of Effectiveness of Teaching”

**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. UTSC Academic Affairs Committee [For Recommendation] (April 29, 2026)
2. Committee on Academic Policy and Programs [for approval] (May 12, 2026)
3. **Academic Board [for information] (May 28, 2026)**

**PREVIOUS ACTION TAKEN:**

Recommended for approval by the University of Toronto Scarborough Academic Affairs Committee on April 29, 2026

**HIGHLIGHTS:**

The attached are Guidelines for the Assessment of Effectiveness of Teaching for both tenure stream and teaching stream faculty members at the University of Toronto Scarborough (UTSC). These Guidelines are being brought forward for approval by AP&P following Faculty-level approval.

Academic Board – Revised Teaching Evaluation Guidelines for the University of Toronto  
Scarborough: “Guidelines for the Assessment of Effectiveness of Teaching”

These Guidelines:

- Clarify what constitutes competent or excellent teaching in the context of UTSC faculty members
- 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 interim, tenure, probationary, continuing status, or promotion should be assessed

The revised Guidelines for the Assessment of Effectiveness of Teaching being brought forward by the University of Toronto Scarborough replaces the current Guidelines that have been in effect since 2018. The revised document carefully details context, criteria, and elements considered in the assessment of teaching effectiveness and reflects substantial work within UTSC to produce a document that will be helpful to candidates and colleagues, consistent with the Policy and Procedures on Academic Appointments (PPAA), the Policy and Procedures Governing Promotion (PPP), the Policy and Procedures Governing Promotion in the Teaching Stream (PPPTS), and the Policy and Procedures on Employment Conditions of Part-time Faculty (PtP). The revised Guidelines are intended to provide guidance on teaching effectiveness to all appointed faculty members preparing for academic reviews.

The process by which these Guidelines were revised was a highly consultative one, following many months of consultation with UTSC colleagues, academic leaders at the University of Toronto Mississauga and the Faculty of Arts and Science, and members of the Office of the Vice-Provost, Faculty and Academic Life. Following Provostial approval, the University of Toronto Scarborough Academic Affairs Committee reviewed and recommended for approval the revised Guidelines at their meeting on April 29, 2026. It is this document that is now coming forward for final approval by AP&P.

**FINANCIAL IMPLICATIONS:**

None

**RECOMMENDATION:**

For Information.

**DOCUMENTATION PROVIDED:**

- Current UTSC “Guidelines for the Assessment of Effectiveness of Teaching” (approved February 2018)
- Revised UTSC “Guidelines for the Assessment of Effectiveness of Teaching”
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UNIVERSITY OF  
**TORONTO**  
SCARBOROUGH

# GUIDELINES FOR THE ASSESSMENT OF EFFECTIVENESS OF TEACHING

Approved February 2018

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## Preamble

At the University of Toronto, it is recognized that “excellence flourishes in an environment that embraces the broadest range of people, that helps them to achieve their full potential,” and “that facilitates the free expression of their diverse perspectives through respectful discourse”.<sup>1</sup> Central to our function as a University is a commitment to Excellence in Teaching and Research. Recognizing Excellence in Teaching and providing opportunities to improve teaching are commitments that support the global objectives of the University<sup>2</sup>. Effective teaching strives 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 development of empathy and multicultural sensitivity, the pursuit of learning as a life-long endeavor, and a commitment to responsible citizenship to succeed in, and enhance, a diverse, global society.

It is critical that units undertaking reviews of Teaching Effectiveness adhere to the appropriate University of Toronto policies throughout the process. These include the *Policy and Procedures on Academic Appointments*, *Policy and Procedures Governing Promotions*, and *Policy and Procedures Governing Promotions in the Teaching Stream*. In addition, the *Provostial Guidelines for Developing Written Assessments of Effectiveness of Teaching in Promotion and Tenure Decisions*<sup>3</sup> provide some guidance regarding the values and norms set out in policy. They also describe the overarching standards for teaching across the University. Throughout this UTSC document, explanations draw heavily on, or use the language of, the University policy documents that govern career reviews.<sup>4</sup> Policy documents are explicitly cited only where direct reference may be helpful, but it should be understood that they are interwoven throughout this document. Unit heads should refer to the cited documents directly for details and should provide these documents to the Candidate for reference.

The *UTSC Guidelines for the Assessment of Effectiveness of Teaching* (i.e. Divisional guidelines) establish the norms and expectations for teaching at UTSC, describe how teaching effectiveness is to be evaluated at the University of Toronto Scarborough and specifies what documentation should be collected to support that assessment. These Divisional guidelines apply to the evaluation of Teaching Effectiveness for faculty in the Tenure Stream (Section A) and Teaching Stream (Section B) at the University of Toronto Scarborough. Guidelines for each stream are provided in separate sections for clarity.

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1 See the University of Toronto's Statement on Equity, Diversity, and Excellence

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppdec142006.pdf>

2 See the University of Toronto's Statement of Institutional Purpose

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

3 Provostial Guidelines for Developing Written Assessments of Effectiveness of Teaching in Promotion and Tenure Decisions:

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppmay142003.pdf>

4 Policy and Procedures on Academic Appointments, 2015

<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 2016

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

## A. Tenure Stream

### I. Context for Assessing Teaching Performance: Tenure Stream

Faculty members in the Tenure Stream are engaged in a University career of research and teaching. Assessment of performance in the Tenure Stream thus includes assessment of teaching effectiveness. A Tenure Stream faculty member demonstrates capabilities as a teacher in direct and indirect contexts including: lectures, seminars, laboratories, tutorials and online learning materials; less formal teaching situations such as academic skills coaching and advising students; through involvement in curriculum development or academic support for co-curricular programming; or in supporting or developing opportunities for student learning or research outside the classroom and directly supervising the research of undergraduate and graduate students. For Tenure Stream faculty, assessment of teaching performance occurs during PTR, interim reviews, tenure reviews and reviews for promotion to Professor.

#### A. *Interim Review*

As specified in University policy<sup>5</sup> the interim review Committee considers two questions:"

- a) "Has the appointee's performance been sufficiently satisfactory for a second probationary appointment to be recommended?"
- b) If reappointment is recommended, what counselling should be given to the appointee to assist them in improving areas of weakness and maintaining areas of strength?"

Candidates for interim review should consult with the head of their Unit concerning the materials expected to support the review of their teaching performance, as practices may vary among disciplines. Although the interim review is different in scope and purpose from the tenure review, candidates who submit CVs and Teaching Portfolios modelled on that recommended below for the tenure review process may receive valuable feedback on the quality of their documentation of their teaching effectiveness.

#### B. *Tenure Review*

For tenure stream faculty, The Policy and Procedures on Academic Appointments (PPAA 2015)<sup>6</sup> outlines the criteria relative to tenure. Tenured appointments should be granted on the basis of three essential criteria<sup>7</sup>:

- a) achievement in research and creative professional work
- b) effectiveness in teaching, and
- c) clear promise of future intellectual and professional development

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<sup>6</sup> PPAA 2015 p. 5, Section II.8

<sup>7</sup> PPAA 2015, p. 8, Section III

In addition to clear demonstration of future intellectual and professional development, a positive recommendation for tenure requires the judgement of demonstrated excellence in one of research (including equivalent creative or professional work) and teaching, and clearly established competence in the other.<sup>8</sup> A successful tenure review will normally also involve promotion from the rank of Assistant Professor to Associate Professor.

For tenure reviews, teaching is assessed relative to competence or excellence as set out in the PPAA. This and other relevant University policies (see Preamble) must be used in conjunction with these UTSC Guidelines for the Assessment of Effectiveness of Teaching for the purposes of assessing teaching for tenure review. Candidates should consult University policy and Section III of these Guidelines for guidance on the materials they should provide for assessment (CV and Teaching Portfolio).

### *C. Promotion to Professor*

The University's Policy and Procedures Governing Promotions (PPP) states, "The successful candidate for promotion will be expected to have established a wide reputation in [their] field of interest, to be deeply engaged in scholarly work, and to have shown [themselves] to be an effective teacher".<sup>9</sup>

For Tenure-Stream faculty, promotion is normally granted on the basis of excellent scholarship and effective teaching, but the PPP also specifies that "...either excellent teaching alone or excellent scholarship alone, sustained over many years, could also in itself justify eventual promotion to the rank of Professor."<sup>9</sup>

The PPP must be used in conjunction with these UTSC guidelines for the Assessment of Effectiveness of Teaching for the purposes of the promotion review. Candidates should consult the PPP and Section III of these Guidelines for guidance on the materials they should provide for assessment (CV and Teaching Portfolio).

## II. Criteria for Assessing Teaching Performance: Tenure Stream

### *A. Competence in Teaching: Tenure Stream*

**Competence in teaching** is the minimal requirement to demonstrate effective teaching. An effective teacher must demonstrate that they meet all of the following requirements:

1. stimulate and challenge students, and promote their intellectual and scholarly or creative development;
2. communicate effectively;
3. develop students' mastery of a subject, including the latest developments in the subject area;
4. develop students' sense of inquiry and understanding of a subject;
5. create opportunities that involve students in the research process, creative activities, or technical practices of the discipline

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<sup>8</sup> [PPAA](#), p. 9, Section III.13.d

<sup>9</sup> [PPP](#), Section 7

6. create and maintain supervisory conditions conducive to a student's research, intellectual growth, and academic progress. In the case of graduate students, faculty must ensure their practices in this regard are consistent with the School of Graduate Studies *Graduate Supervision: Guidelines for Students, Faculty and Administrators*;<sup>10</sup>
7. deal with students fairly and ethically, taking care to make themselves accessible to students for academic consultation, to inform students adequately regarding course formats, assignments, and methods of evaluation, to maintain teaching schedules in all but exceptional circumstances, to inform students adequately of any necessary cancellation and rescheduling of instructions and to comply with established procedures and deadlines for determining, reporting and reviewing the grades of their students;<sup>11</sup>
8. promote academic integrity;
9. implement fair and transparent grading practices, with clear connections between course learning outcomes, assignments and assessments.

## ***B. Excellence in Teaching: Tenure Stream***

The expectations for excellence in teaching build on and significantly exceed the standard of competence. To meet the standard of **Excellence in Teaching**, a Tenure Stream faculty member is expected to demonstrate a high level of achievement in all of the Criteria for Competence in Teaching (A.II.A. 1-9, above) and demonstrate excellence ***in some combination*** of the following elements:

### **1. Superlative teaching skills**

This may be demonstrated in a variety of ways, including some combination of the following:

- a) exemplary in-class or on-line teaching
- b) rigorous use of evidence-informed approaches to improve course or curriculum design or to motivate student learning
- c) use of scholarly or professional expertise to augment student understanding
- d) winning, or being nominated for, teaching awards or other significant recognitions of accomplishments in teaching, or in course or curriculum design
- e) evidence of significant, sustained, positive effects on student understanding or application of knowledge in contexts outside the classroom
- f) evidence of sustained, positive effects on student empathy, multi-cultural sensitivity and sense of responsible citizenship.

### **2. Pedagogical/Professional Development supporting a critically reflective teaching practice**

This may be demonstrated in a variety of ways, including some combination of the following:

- a) incorporating best practices from the pedagogical literature in teaching practice

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<sup>10</sup> *Graduate Supervision Guidelines for Students, Faculty and Administrators*: <https://www.sgs.utoronto.ca/Documents/supervision+guidelines.pdf>

<sup>11</sup> Section 2(a) of Article 5 of the Memorandum of Agreement between the University of Toronto and the University of Toronto Faculty Association: <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/memoagree.pdf>

- b) regular participation in workshops and/or conferences concerned with the Scholarship of Teaching and Learning

### 3. Creative educational leadership and/or achievement

This may be demonstrated in a variety of ways, including some combination of the following:

- a) significant participation in the Scholarship of Teaching and Learning or pedagogical scholarship, which might include publications on pedagogical research, or publication of scholarly textbooks or online tools and resources adapted for use by others in their courses
- b) significant engagement in activities such as mentoring, and presenting seminars or workshops on pedagogical practice that have demonstrable impact on others' teaching
- c) significant engagement in creative, technical, or community-based practices related to the subject of pedagogical expertise, with clear links between these practices and learning opportunities for students in programs, curriculum, classroom teaching, co-curricular or integrated learning opportunities
- d) development of new courses using high impact teaching practices, improved curricula, or design of new programs approved by University governance
- e) significant engagement in professional teaching and learning organizations/associations or teaching centres, which may include serving in leadership roles in such organizations, or serving as a regular reviewer or referee for pedagogical conferences or journals, or serving as an editor for pedagogical journals or conference proceedings.
- f) significant participation in initiatives that lead to changes in policy related to teaching as a profession
- g) successful innovations in the teaching domain; for example, the creation of novel or progressive teaching processes, materials, forms of evaluation, or influencing pedagogical changes in the discipline
- h) development of effective and creative ways to promote students' involvement in the research process and to provide opportunities for them to learn, for example, through discovery-based or other appropriate methods.
- i) significant contribution to the technological enrichment of teaching in a given area, for example, through the development of effective, new technology or the use of new media to fullest advantage

The preceding three sections (II.B.1-3) represent an overview of ways in which Excellence in Teaching may be demonstrated. It is understood that the nature of the contributions in each area will depend on the discipline, and that teaching accomplishments can be demonstrated in a variety of ways. This overview is not intended to be a comprehensive list, but rather is intended to make clear the types of evidence and standard of achievement that may be presented to support a judgement of excellence in teaching.

### III. Elements of Assessment: Tenure Stream

Assessment of Teaching Effectiveness requires review by the Tenure or Promotion Committee of materials provided by the candidate and materials collected or solicited by the Academic Unit head. These consist of the following items:

#### **Materials provided by the candidate and added to the Teaching Dossier (Section III.A, below)**

- a *Curriculum Vitae* (Item 1),
- a Teaching Portfolio (Item 2)

#### **Materials collected by the Academic Unit Head and added to the Teaching Dossier (Section III.B, below):**

- Students' Course Evaluations (Item 3)

#### **Confidential materials solicited by the Academic Unit Head (Section III.B, below):**

- Teaching Observation Report (Item 4), which is added to the Teaching Dossier
- Letters from students (Items 5a-c), which are added to the Teaching Dossier as well as the Tenure or Promotion Dossier
- Letters from Departmental colleagues (Item 5d), which are added to the Tenure or Promotion Dossier

#### **Confidential, independent evaluations of teaching effectiveness solicited by the Academic Unit Head and added to the Tenure or Promotion Dossier (see Section IV):**

- Report of the Teaching Evaluation Committee (where relevant, Section IV.A)
- Letters from External Referees (for Promotion to Professor based on excellent teaching alone, Section IV.B)

#### **A. Materials Provided by the Candidate:**

##### **1. Curriculum Vitae**

The candidate must provide a *curriculum vitae* in a standard format. The candidate is advised to include all of the following that are applicable to their discipline:

- a) A list of titles of all courses (undergraduate and graduate) taught for at least the preceding five years and whether the candidate has had major responsibility for course design.
- b) A list of: graduate students for whom the candidate has been the principal supervisor at either the masters or doctoral levels; graduate students for whom the candidate has provided either co- or secondary supervision should also be included. Thesis or research titles and dates of supervision/degree conferral should be included.
- c) A list of undergraduate students whose research work has been supervised, together with their project or thesis topics and the dates of the period of supervision.

- d) A list of the candidate's scholarly and/or creative professional work. This should include any books (or textbooks), chapters in books (or textbooks), research papers, articles, and reviews, including work published, in press, submitted for publication, completed but not yet published, and in progress. It should also include scholarly or creative professional work such as the presentation of papers at meetings and symposia, original artistic design, or distinguished contributions to the arts or in professional areas.
- e) A list of creative professional activities (if relevant) that demonstrate one or more of the following: professional innovation; creative excellence; exemplary professional practice; contributions to the development of the profession/discipline.
- f) A list of administrative positions held within the University, major committees and organizations in which the candidate has served within or outside the University, and participation in learned societies and professional associations that relate to the candidate's academic discipline and pedagogical or professional activities or educational leadership. The list should indicate in each case the period of service and the nature of the candidate's participation.
- g) Other information relevant to the candidate's accomplishments or the impact of their teaching should also be included as appropriate. For example, this could include a list of invitations to speak in teaching symposia or to edit textbooks (whether accepted or not), or other indicators of achievement related to the criteria outlined in Section A.II.
- h) Other information relevant to the candidate's accomplishments and career progression should also be included as appropriate. For example, the CV could include brief information on any career delays due to University-approved leaves (nature of the leave, dates, impact on productivity).

## 2. Teaching Portfolio

Each faculty member should maintain a Teaching Portfolio that is updated annually.<sup>12</sup> Faculty are advised to seek feedback on the development of their Teaching Portfolio from colleagues, the Academic Unit head, UTSC's Centre for Teaching and Learning (CTL), and the tri-campus Centre for Teaching Support and Innovation (CTSI)<sup>13</sup> as appropriate. The types of elements typically provided in a Teaching Portfolio are outlined below. This list is not intended to be exhaustive; other types of evidence may be added by the candidate to support their demonstration of effective teaching, or may be required by different disciplines (candidates should consult with their Unit head about other requirements). The Teaching Portfolio would normally include the following items,<sup>14</sup> although it is understood that there may be some variation based on discipline and teaching practice:

- a) A statement of the faculty member's teaching philosophy and goals and an accompanying narrative that contextualizes the other components of the portfolio and demonstrates how these components align both with their own philosophy and goals, and with the criteria specified in the *UTSC Guidelines for the Assessment of Effectiveness of Teaching*.

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<sup>12</sup> See: [Provostial Guidelines for Developing Written Assessments of Effectiveness of Teaching in Promotion and Tenure Decisions](#)

<sup>13</sup> CTSI web site: <http://teaching.utoronto.ca/>

<sup>14</sup> Additional advice on assembling a Teaching Portfolio can be found at <http://teaching.utoronto.ca/teaching-support/documenting-teaching/teaching-dossier/>

- b) Documents that reflect progress, success, experimentation and innovation (such as course syllabi, sample tests, classroom activities) or pedagogical development (such as documentation of participation in workshops).
- c) Representative undergraduate and graduate course syllabi, bibliographies and assignments, description of internship programs, field experiences, co-curricular learning activities, teaching assessment activities, and evidence of student learning.
- d) New course or program proposals, and plans for co-curricular learning.
- e) Efforts to provide experiential or work integrated learning opportunities and a list of students and the type of experience provided; for undergraduate research supervised this should be an overview that refers to, summarizes or augments the detailed list in the CV.
- f) Commentary on the official student evaluations, or other student feedback received by the candidate, as appropriate.
- g) Evidence that will enable the committee to assess the candidate's success in graduate supervision; this overview should summarize and augment information provided in the list of graduate supervision provided in the CV, including:
  - i. number of students supervised and graduated
  - ii. indicators of the quality of graduate students' research
  - iii. indicators of the quality of theses produced, where possible
  - iv. information on other efforts to foster scholarly, creative and professional advancement of graduate students. This could include copies of students' papers or records of students' conference presentations, especially those papers or abstracts that have been published.
- h) Applications for instructional development grants or similar documents, including information on whether the application is pending or was successful.
- i) Documentation of efforts made (through both formal and informal means) to improve teaching skills or course design, and commentary on the outcomes of these efforts.
- j) Awards or nominations for awards for teaching excellence or teaching leadership.
- k) Documentation concerning innovations in teaching methods and contributions to curricular development, and the use and development of technology in the teaching process.
- l) Examples of efforts to mentor colleagues in the development of teaching skills and in pedagogical design and documentation of effects of these efforts (where possible).
- m) Evidence of professional contributions in the general area of teaching, such as presentations at workshops, pedagogical conferences, or discipline based conferences on teaching, or publications on teaching.
- n) Evidence of professional contributions to academic teaching organizations/societies or centres, or leadership in such organizations, such as refereeing teaching grant applications, pedagogical publications, or symposium contributions, acting as an editor for pedagogical publications, or organizing symposia or conferences dedicated to the Scholarship of teaching and learning.
- o) Service to other professional bodies or community organizations through teaching activities at a level comparable to university instruction.

## ***B. Materials Collected by the Academic Unit Head***

### **3. Student Course Evaluations**

The following documents are added to the Teaching Dossier:

- a) A comprehensive summary of the candidate's course evaluations and an analysis that helps put these results into context. Typically, this would be provided by the Centre for Teaching and Learning upon request, using the standardized analysis provided by the course evaluation system.

For tenure reviews this would typically summarize all course evaluations; for promotion to Professor this would normally include summaries of at least the previous ten years of evaluations, or all evaluations since the date of hire (if ten years of evaluations are not available). These summaries should also include data on class size and response rates.

- b) Copies of the individual teaching evaluations for at least the most recent five-year period.
- c) Copies of course evaluations from any other unit at the University of Toronto for which the candidate has taught (where relevant). Where a candidate has taught at another university within the last five years, course evaluation information from that institution should be obtained, if possible, along with normative information.

Where the amount of teaching the candidate has done at either the undergraduate or graduate level varies from the norms of the department, the extent of the difference and the reasons for it should be explained by the Academic Unit head or other suitable representative of the candidate's unit. This explanation should be included in the Teaching Dossier.

### **4. A Teaching Observation Report**

One Teaching Observation Report will normally be completed and added to the confidential materials in the Teaching Dossier. For courses delivered traditionally, the Teaching Observation Report would normally be based on live, class visit(s) by at least two colleagues to allow observation of both teacher and student interactions. Under exceptional circumstances videotapes of lectures might be permissible, but these would ideally include student interactions. For online courses, appropriate modules should be identified and assessed.

The Teaching Observation Report may be completed by the Teaching Evaluation Committee, or by at least two other Tenured or Continuing-Status faculty commissioned by the Academic Unit head, with the condition that the teaching observation cannot be conducted by any members of the Tenure or Promotion committee.

The Teaching Observation Report must be based on at least one class visit, ideally completed within the year of the Tenure or Promotion Review. Unit heads are advised to anticipate necessary exceptions to the 12 month period that might occur (for example, if a leave occurs just prior to or during the year of assessment), and to plan for early teaching visits where needed.

Some academic units, or the candidate, may suggest more than one class visit to allow observation of courses at different levels, or classes that feature different pedagogical approaches. A single Teaching Observation Report should be drafted based on these visits.

Classroom visits must be arranged in consultation with the candidate in order to find an appropriate date for the visit and so the candidate can provide contextual material for the visitors, if desired. If the candidate refuses a visit, this should be noted in the Unit Head's Report. Other guidelines for best practices on classroom visits are available through CTL and CTSI.

## 5. Written Opinions of Departmental Colleagues and Students

The Unit head will solicit written opinions from a variety of individuals who have direct experience with the candidate's teaching practice, including students. In soliciting these letters, it is advisable that the Unit head makes it clear that responses are voluntary and that they will be held in confidence. These documents will form part of the Tenure or Promotions Dossier.

- a) The Unit head will solicit letters from **current and former Undergraduate students** taught by the candidate. The students should be invited to comment on the candidate's success in:
  - i. stimulating and challenging students and promoting their intellectual and scholarly
  - ii. development;
  - iii. developing students' mastery of a subject and of the latest developments in the field;
  - iv. encouraging students' sense of inquiry and understanding of a subject through discovery-based learning or other appropriate methods;
  - v. creating opportunities, where appropriate, which involve students in the research
  - vi. process;
  - vii. creating a lasting impact on students' appreciation of the subject or on their career path.

In addition, students should be asked to comment on the candidate's communication skills, active engagement with student's learning progress and accessibility to students. These requests will invite substantive comments rather than numerical rankings and should be signed or clearly indicate the respondent.

Normally, for tenure review, a random sample of approximately 100 of the candidate's current or former students should be solicited for opinions.

For promotion to Professor based on Excellent Teaching alone, comments from a random sample of no fewer than 200 of the candidate's current and former students, distributed across the candidate's normal pattern of teaching should be solicited for opinions.

All student responses are confidential and should be sent directly to the Unit head. Students may be contacted by letter or email, provided the process is random or comprehensive (at the Unit

head's discretion), and attempts are made to contact students from all courses taught by the candidate. (The Registrar's Office provides student addresses for this purpose.).

- b) The Unit head will solicit letters from **current and former Graduate students** supervised or co-supervised by the candidate. The students should be invited to comment on:
  - i. the opportunities created by the candidate to involve students in research;
  - ii. whether the supervisory conditions fostered by the candidate were conducive to a student's research, intellectual growth and academic progress consistent with the School of Graduate Studies' Graduate Supervision: Guidelines for Students, Faculty and Administrators;
  - iii. the quality of supervision provided by the candidate.
- c) The Unit head will solicit letters from **Teaching Assistants** (if applicable) who should be invited to comment on the candidate's mentoring, management, organization and communications skills.
- d) The Unit head will solicit letters from **peers** who are in a position to comment on the candidate's teaching. Where cross-appointment is involved, letters from peers in other departments and divisions may be solicited. Where the candidate has participated in shared courses, letters attesting to the teaching effectiveness of the candidate should be obtained from colleagues who co-taught those courses and the roles of each co-teacher should be explicitly considered.

#### IV. EVALUATION OF THE CANDIDATE'S TEACHING

The material that follows should be read in conjunction with the relevant Policies and directions in the Academic Administrator's Procedures Manual, and the appropriate UTSC Guidelines.

##### *A. Teaching Evaluation Committee: Tenure Stream*

1. For all tenure reviews and promotion reviews, the Unit head must establish a Teaching Evaluation Committee to prepare a written assessment of the candidate's teaching effectiveness which will be included in the Tenure or Promotion Dossier. The Report of the Teaching Evaluation Committee should be a single report critically assessing Teaching effectiveness using the Teaching Dossier (Section III.A.1 & 2; III.B.3 & 4), including confidential letters from students (Section III.B.5a-c). The report should indicate whether and how the candidate meets the applicable standards, but should not make a recommendation for or against the tenure or promotion. The Teaching Evaluation Committee should not be provided with letters from External Reviewers (where such reports have been solicited) nor from Departmental colleagues (Section III.B.5d).
2. The Teaching Observation Report must be included in the materials considered by the Teaching Evaluation Committee. The written evaluation of teaching effectiveness by the Teaching Evaluation Committee may refer to the Teaching Observation Report, but these must be two separate documents.

### ***B. External Reviewers: Promotion to Professor based on Excellent Teaching Alone***

For promotion to Professor based on sustained **Excellent Teaching** alone, the Unit head would normally solicit letters from External Referees in relevant disciplines who are in a position to evaluate the teaching accomplishments of the candidate. External referees should each be asked to provide an independent evaluation of the **Teaching Dossier** (Section III.A.1&2 and III.B.3), and to explicitly address whether and how the candidate meets the standard of Excellence in Teaching as laid out in these guidelines (Section A.II). These evaluations would be added to the confidential Promotion Dossier.

### ***C. Triangulating Multiple Sources of Information***

1. The material that relates to a candidate's teaching collected during this process contains perspectives on the candidate's teaching practice and effectiveness presented by the candidate and collected by the Unit head (see Section B.III above).
2. Evaluators are tasked with using all the materials made available to them to develop a concordant and integrated understanding of the candidate's teaching effectiveness as it relates to the assessment of teaching effectiveness outlined in these guidelines and in the policies of the University.

## **V. PROCEDURAL MATTERS: Tenure Stream**

Unit heads must consult the relevant policies, appropriate sections of the *Academic Administrator's Procedures Manual*, and the relevant UTSC Procedural Guidelines for detailed instructions on procedures and timelines required for notifications, committee memberships, number of external reviewers, the review process, and other important aspects of procedure associated with these processes. In the case of any inconsistency between these guidelines and the applicable University policy, the applicable University policy will govern.

## B. Teaching Stream

### VI. Context for Assessing Teaching Performance: Teaching Stream

Faculty members in the Teaching Stream are engaged in a career that combines high levels of expertise in their field with a focus on excellence in teaching. In addition to the development of their own courses, Teaching Stream faculty may enrich teaching and learning in their Units, Division and across the University through their contributions to curriculum and program design, through sharing their pedagogical expertise with their colleagues, by demonstrating and leading teaching innovation, and through their commitment to evidence-based practices that support student learning. The Teaching Stream appointment indicates the importance of these contributions to the high standards of the University, and provides the framework through which a scholarly approach to teaching excellence and innovation is mandated, supported, and recognized<sup>15</sup> (*Policy & Procedures on Academic Appointments*, [PPAA] 2015, p. 18, also see *Policy & Procedures Governing Promotion in the Teaching Stream*).

Assessment of teaching effectiveness occurs during PTR, Probationary reviews, Continuing Status reviews and reviews for promotion to Professor, Teaching Stream.

#### A. Probationary Review

As specified in University policy<sup>16</sup> the probationary review committee considers two questions regarding a faculty member in the Teaching Stream:

- a) “Has the appointee's performance been sufficiently satisfactory for a second probationary appointment to be recommended?”
- b) If reappointment is recommended, what counselling should be given to the appointee to assist them in improving areas of weakness and maintaining areas of strength?”

Candidates for probationary review should consult with the head of their Unit concerning the materials expected to support the review of their teaching performance, as practices may vary among disciplines. Although the probationary review is different in scope and purpose from the continuing status review, candidates who submit teaching portfolios and CVs modelled on that recommended below for the continuing status review process may receive valuable feedback on the quality of their documentation of their teaching effectiveness.

#### B. Continuing Status Review

For faculty in the teaching stream the PPAA 2015<sup>17</sup> outlines how performance is assessed in general terms:

*Performance will be assessed on teaching effectiveness and pedagogical/professional development related to teaching duties in accordance with approved divisional guidelines on the assessment of teaching.*

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<sup>15</sup> [PPAA 2015; Policy & Procedures Governing Promotion in the Teaching Stream](#)

<sup>16</sup> [PPAA 2015](#) p. 20, Section VII.30.vii

<sup>17</sup> [PPAA 2015, Section VII.30.vi; Policy & Procedures Governing Promotion in the Teaching Stream](#)

The specific criteria to be met for a positive recommendation for continuing status are:<sup>18</sup>

1. excellence in teaching *and*
2. evidence of demonstrated and continuing future pedagogical/professional development.

*Administrative service will be considered, where such service is related to teaching or to curricular and professional development.*<sup>19</sup>

Relevant administrative service can include the co-ordination of undergraduate or graduate programs, administration of large undergraduate courses, and student advising and/or mentoring.

The Policy also outlines, in general terms, how the specific criteria for continuing status may be demonstrated:

- a) *“Excellence in teaching may be demonstrated through a combination of excellent teaching skills, creative educational leadership and/or achievement, and innovative teaching initiatives in accordance with appropriate divisional guidelines.”*
- b) *“Evidence of demonstrated and continuing future pedagogical/professional development may be demonstrated in a variety of ways e.g. discipline-based scholarship in relation to, or relevant to, the field in which the faculty member teaches; participation at, and contributions to, academic conferences where sessions on pedagogical research and technique are prominent; teaching-related activity by the faculty member outside of his or her classroom functions and responsibilities; professional work that allows the faculty member to maintain a mastery of his or her subject area in accordance with appropriate divisional guidelines.”*

A successful continuing status review will normally also involve promotion from the rank of Assistant Professor, Teaching Stream to the rank of Associate Professor, Teaching Stream.

The relevant University policy (see above) must be used in conjunction with these UTSC guidelines for the Assessment of Effectiveness of Teaching for the purposes of assessing excellence in teaching for the continuing status review. Candidates should consult the University policy and the guidelines below for the materials that should be included in their Teaching Portfolio (Section B.VIII).

### ***C. Review for Promotion to Professor, Teaching Stream***

For faculty in the teaching stream, promotion to Professor, Teaching Stream requires a judgment of

- a) excellent teaching,
- b) creative educational leadership and/or achievement, and
- c) ongoing pedagogical/professional development,

where these must be sustained over many years.<sup>20</sup>

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<sup>18</sup> [PPAA 2015, Section VII.30.x; Policy & Procedures Governing Promotion in the Teaching Stream](#)

<sup>19</sup> [PPAA 2015, Section VII.30.vi](#)

<sup>20</sup> [Policy & Procedures Governing Promotion in the Teaching Stream](#), part six.

Administrative or other service to the University and related activities will be taken into account in assessing candidates for promotion, but promotion will not be based primarily on such service.<sup>21</sup>

Review for promotion to Professor, Teaching Stream must occur in accordance with the University Policy and Procedures Governing Promotions in the Teaching Stream (PPPTS,2016),<sup>22</sup> used in conjunction with these UTSC guidelines.

## VII. Criteria for Assessing Performance: Teaching Stream

### A. Excellence in Teaching/ Excellent Teaching

Teaching includes:

- conventional teaching activities (lectures, seminars, laboratories, tutorials) and online learning that result directly in improved learning outcomes for students;
- activities that indirectly support student learning through the acquisition of practical skills, competencies and learning opportunities outside the classroom through creative activities, community-based or work-integrated learning opportunities, co-curricular activities, or research-intensive experiences;

Faculty in the teaching Stream are expected to demonstrate excellence in teaching. In order to do so they must demonstrate the fundamental elements of effective teaching, plus go significantly beyond this.

An effective teacher must demonstrate that they meet all of the following requirements:

- i. stimulate and challenge students, and promote their intellectual and scholarly or creative development;
- ii. communicate effectively;
- iii. develop students' mastery of a subject, including the latest developments in the subject area;
- iv. develop students' sense of inquiry and understanding of a subject;
- v. create opportunities that involve students in the research process, creative activities, or technical practices of the discipline, where applicable.
- vi. deal with students fairly and ethically, taking care to make themselves accessible to students for academic consultation, to inform students adequately regarding course formats, assignments, and methods of evaluation, to maintain teaching schedules in all but exceptional circumstances, to inform students adequately of any necessary cancellation and rescheduling of instructions and to comply with established procedures and deadlines for determining, reporting and reviewing the grades of their students;<sup>23</sup>
- vii. promote academic integrity;
- viii. implement fair and transparent grading practices, with clear connections between course learning outcomes, assignments and assessments.

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<sup>21</sup> [Policy & Procedures Governing Promotion in the Teaching Stream, part 10](#)

<sup>22</sup> [Policy & Procedures Governing Promotion in the Teaching Stream](#)

<sup>23</sup> Section 2(a) of Article 5 of the Memorandum of Agreement between the University of Toronto and the University of Toronto Faculty Association: <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/memoagree.pdf>

- ix. where applicable, create and maintain supervisory conditions conducive to a student's research, intellectual growth, and academic progress<sup>24</sup>. In the case of graduate students<sup>25</sup>, faculty must ensure their practices in this regard are consistent with the School of Graduate Studies Graduate Supervision: Guidelines for Students, Faculty and Administrators;<sup>26</sup>

Beyond these fundamental qualities, a judgement of Excellence in Teaching requires the candidate demonstrate a combination of: (1) Excellent teaching skills, and (2) Creative educational leadership and/or achievement, and Innovative Teaching Initiatives. The following section represents an overview of ways in which Excellence in Teaching may be demonstrated. It is understood that the nature of the contributions in each area will depend on discipline, and that there are a variety of ways to demonstrate teaching accomplishments. This overview is not intended to be a comprehensive list, but rather is intended to make clear the standard of achievement and types of evidence and that may be presented to support a judgement of Excellence in Teaching.

## 1. Excellent teaching skills

These are skills that signal a critically reflective teaching practice in an individual who shows superlative teaching in the classroom or in other educational contexts that benefit student learning. Demonstration of superlative teaching may include some combination of the following:

- a) exemplary in-class or on-line teaching
- b) rigorous use of evidence-informed approaches to improve course or curriculum design or to motivate student learning
- c) use of scholarly or professional expertise to augment student understanding
- d) winning, or being nominated for, teaching awards or other significant recognitions of accomplishments in teaching, or in course design
- e) evidence of significant, sustained, positive effects on student understanding or application of knowledge in contexts outside the classroom
- f) evidence of sustained, positive effects on student empathy, multi-cultural sensitivity and sense of responsible citizenship.

## 2. Creative Educational Leadership and/or Achievement (a-f), and Innovative Teaching Initiatives (g-i)

These may be demonstrated in a variety of ways, including some combination of the following.

Examples of Creative Educational Leadership and/or Achievement:

- a) significant participation in the Scholarship of Teaching and Learning or pedagogical scholarship, which might include publications on pedagogical research, or publication of scholarly textbooks or online tools and resources adapted for use by others in their courses

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<sup>24</sup> This would only apply to those whose teaching assignments include courses that enable such opportunities.

<sup>25</sup> This would only apply to those Teaching Stream faculty whose teaching assignments include graduate courses, or who are appointed to the School of Graduate Studies

<sup>26</sup> Graduate Supervision: Guidelines for Students, Faculty and Administrators: <https://www.sgs.utoronto.ca/Documents/supervision+guidelines.pdf>

- b) significant engagement in activities such as mentoring, and presenting seminars or workshops on pedagogical practice that have demonstrable impact on others' teaching
- c) significant engagement in creative, technical or community-based practices related to the subject of teaching expertise, with clear links between such practice and learning opportunities for students in programs, curriculum, classroom teaching, co-curricular or integrated learning opportunities
- d) development of new courses using high impact teaching practices, improved curricula, or design of new programs approved by University governance
- e) significant engagement in professional teaching and learning organizations/associations or teaching centres, which may include serving in leadership roles in such organizations, serving as a regular reviewer or referee for pedagogical conferences or journals, or serving as an editor for pedagogical journals or conference proceedings.
- f) significant participation in initiatives that lead to changes in policy related to teaching as a profession.

Examples of Innovative Teaching Initiatives include:

- a) successful innovations in the teaching domain; for example, the creation of novel or progressive teaching processes, materials, forms of evaluation, or influencing pedagogical changes in the discipline
- b) development of effective and creative ways to promote students' involvement in the research process and providing opportunities for them to learn, for example, through discovery-based or other appropriate methods.
- c) significant contribution to the technological enrichment of teaching in a given area, for example, through the development of effective, new technology or the use of new media to fullest advantage

### ***B. Pedagogical/Professional Development: Teaching Stream***

For both continuing status and for promotion, teaching stream faculty are expected to demonstrate continued/ongoing pedagogical/professional development. Teaching Stream faculty members may demonstrate continuing pedagogical/professional development in a variety of ways, including:

- Participation in or contributions to workshops, seminars and other development opportunities aimed at pedagogical development within the University;
- 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;
- The ongoing pursuit of further academic or professional qualifications and/or discipline-based scholarship or techniques relevant to the field in which the faculty member teaches;
- Professional or creative work that allows the candidate to maintain a mastery of his or her subject area, Examples include engagement with professional organizations associated with the candidate's area of expertise.

### ***C. Additional Criteria for Promotion to the Rank of Professor, Teaching Stream***

For promotion to the rank of Professor, Teaching Stream, candidates must consistently meet the standard of excellence in teaching, as specified above (VII.A), sustained over many years. Moreover, policy<sup>27</sup> requires that educational leadership and/or achievement (section VII.A.2a–f) must be one of the demonstrated criteria, in addition to excellent teaching skills (VII.A.1). For Promotion to Professor Teaching Stream, candidates must also demonstrate ongoing pedagogical/professional development (VII.B, above) that is also sustained over many years. The PPPTS says: “Sustained over many years, educational leadership and/or achievement is often reflected in teaching-related activities that show significant impact in a variety of ways, for example: through enhanced student learning; through creation and/or development of models of effective teaching; through engagement in the scholarly conversation via pedagogical scholarship, or creative professional activity; through significant changes in policy related to teaching as a profession; through technological or other advances in the delivery of education in a discipline or profession.”

## **VIII. Elements of Assessment: Teaching Stream**

Assessment of Teaching Effectiveness requires review by the Continuing Status or Promotion committee of materials provided by the candidate, and materials collected or solicited by the Academic Unit head. These consist of the following items:

### **Materials provided by the candidate and added to the Teaching Dossier (Section VIII.A, below)**

- a Curriculum Vitae (Item 1),
- a Teaching Portfolio (Item 2)

### **Materials collected by the Academic Unit Head and added to the Teaching Dossier (Section VIII.B, below):**

- Students’ Course Evaluations (Item 3)

### **Confidential materials solicited by the Academic Unit Head (Section VIII.B, below):**

- Teaching Observation Report (Item 4), which is added to the Teaching Dossier
- Letters from students (Item 5a-c) which are added to the Teaching Dossier as well as the Continuing Status or Promotion Dossier
- Letters from Departmental Colleagues (Item 5d), which are added to the Continuing Status or Promotion Dossier

### **Confidential, independent evaluations of teaching effectiveness solicited by the Academic Unit Head and added to the Continuing Status or Promotion Dossier (see Section IX).**

- Report of the Teaching Evaluation Committee (Section IX.A)
- Letters from External Referees (Section IX.B)

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<sup>27</sup> [Policy & Procedures Governing Promotion in the Teaching Stream](#)

## A. *Materials Provided by the Candidate:*

### 1. Curriculum Vitae

The candidate must provide a *Curriculum Vitae* in a standard format. The candidate is advised to include the following items if they are applicable to their discipline and teaching practice:

- a) A list of titles of all courses (undergraduate and graduate) taught over at least the preceding five years, and whether the candidate has had major responsibility for course design.
- b) A list of undergraduate students whose research work has been supervised should be included, together with their project or thesis topics and the dates of the period of supervision.
- c) Where applicable, a list of graduate students for whom the candidate has provided supervision, co- or secondary supervision. Thesis or research titles and dates of supervision should be included.
- d) A list of the candidate's scholarly and/or creative professional work related to pedagogy, or providing the basis for the integration of scholarly expertise in teaching. This should include any books (or textbooks), chapters in books (or textbooks), research papers, articles, and reviews, including work published, in press, submitted for publication, completed but not yet published, and in progress. It should also include scholarly or creative professional work such as the presentation of papers at meetings and symposia, original artistic design, or distinguished contributions to the arts or in professional areas related to the area of pedagogical expertise.
- e) A list of creative professional activities, related to the area of teaching expertise, that demonstrate one or more of the following: professional innovation; creative excellence; exemplary professional practice; contributions to the development of the profession/discipline in ways that inform pedagogy.
- f) A list of administrative positions held within the University, major committees and organizations in which the candidate has served within or outside the University, and participation in learned societies and professional associations that relate to the candidate's academic discipline and pedagogical or professional activities or educational leadership. The list should indicate in each case the period of service and the nature of the candidate's participation.
- g) Other information relevant to the candidate's accomplishments or the impact of their teaching should also be included as appropriate. For example, this could include significant educational outreach to schools, providing mentoring or experiential learning opportunities to individual students, accepting invitations to share teaching practices across disciplines, divisions or Universities or other indicators of achievement related to the criteria outlined in sections VII.A & B.
- h) Other information relevant to career progression. For example, the CV could include brief information on any career delays due to University-approved leaves (nature of the leave, dates, and impact on teaching performance).

## 2. Teaching Portfolio

Each faculty member should maintain a Teaching Portfolio that is updated annually.<sup>28</sup> Faculty are advised to seek feedback on the development of their Teaching Portfolio from colleagues, the department Unit head, UTSC's Centre for Teaching and Learning (CTL), and the tri-campus Centre for Teaching Support and Innovation (CTSI)<sup>29</sup> as appropriate. The types of elements typically provided in a Teaching Portfolio are outlined below. This list is not intended to be proscriptive or exhaustive; other types of evidence may be added by the candidate to support their demonstration of effective teaching, or may be required by different disciplines (candidates should consult with their Unit head about other requirements).

The Teaching Portfolio would normally include the following items, if they are relevant to the candidate's discipline and teaching practice:

- a) A statement of the faculty member's teaching philosophy and goals and an accompanying narrative that contextualizes the other components of the portfolio and demonstrates how these components align both with their own philosophy and goals, and with the criteria specified in the *UTSC Guidelines for the Assessment of Effectiveness of Teaching*.
- b) Documents that reflects progress, success, experimentation and innovation (such as course syllabi, sample tests, classroom activities) or pedagogical development (such as documentation of participation in workshops).
- c) Representative undergraduate and graduate course syllabi, bibliographies and assignments, description of internship programs, field experiences, co-curricular learning activities, teaching assessment activities, and evidence of student learning.
- d) New course or program proposals, and plans for co-curricular learning.
- e) Documentation of efforts to provide experiential, work integrated learning opportunities or community-based experiences and a list of students and the type of experience provided; for undergraduate research supervised this should be an overview that refers to the detailed list in the CV.
- f) Commentary on the official student evaluations, or other student feedback received by the candidate, as appropriate.
- g) Where applicable, evidence that will enable the committee to assess the candidate's success in graduate student support; this overview should augment information provided in the list of graduate supervision/co-supervision in the CV, including:
  - i. number of Master's students supervised or co-supervised and graduated
  - ii. Number of graduate thesis supervisory committees in which the candidate served as member
  - iii. Quality of papers or theses produced and/or attendance at conferences by Master's students
  - iv. Information on other efforts to foster scholarly, creative and professional advancement of Master's students.

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<sup>28</sup> See: [Provostial Guidelines for Developing Written Assessments of Effectiveness of Teaching in Promotion and Tenure Decisions](#)

<sup>29</sup> CTSI web site: <http://teaching.utoronto.ca/>

- h) Applications for instructional development grants or similar documents, including information on whether the application is pending or was successful.
- i) Documentation on efforts made (through both formal and informal means) to improve teaching skills or course design and commentary on the outcomes of these efforts.
- j) Awards or nominations for awards for teaching excellence
- k) Documentation concerning innovations in teaching methods and contributions to curricular development, and the use and development of technology in the teaching process.
- l) Examples of efforts to mentor colleagues in the development of teaching skills and in pedagogical design.
- m) Evidence of professional contributions in the general area of teaching, such as presentations at workshops, pedagogical conferences, discipline based conferences on teaching or publications on teaching.
- n) Evidence of professional contributions to academic teaching organizations/societies or centres, or leadership in such organizations, such as refereeing teaching grant applications, pedagogical publications, or symposium contributions, acting as an editor for pedagogical publications, or organizing symposia or conferences dedicated to the Scholarship of teaching and learning.
- o) Service to other professional bodies or community organizations through teaching activities at a level comparable to university instruction.

## ***B. Materials Collected by the Unit Head***

### **3. Student Course Evaluations**

The following documents are added to the Teaching Dossier:

- a) A comprehensive summary of the candidate's course evaluations and an analysis that helps put these results into context. Typically, a summary table would be provided by the Centre for Teaching and Learning upon request, using the standardized analysis provided by the course evaluation system.

For continuing status reviews this would typically summarize all course evaluations; for promotion to Professor, Teaching Stream this would normally include summaries of at least the previous ten years of evaluations, or all evaluations since the date of hire (if ten years of evaluations are not available). These summaries should also include data on class size and response rates.

- b) Copies of teaching evaluations for at least the most recent five-year period should be provided.
- c) Copies of course evaluations from any other unit at the University of Toronto for which the candidate has taught (where relevant). Where a candidate has taught at another university within the last five years, course evaluation information from that institution should be obtained, if possible, along with normative information.

Where the amount of teaching the candidate has done at either the undergraduate or graduate level varies from the norms of the department, the extent of the difference and the reasons for it should be

explained by the Unit head or other suitable representative of the candidate's unit. This explanation should be included in the Teaching Dossier.

#### 4. A Teaching Observation Report

One Teaching Observation Report must be completed and added to the confidential materials in the Teaching Dossier. For courses delivered traditionally, the Teaching Observation Report would normally be based on a live, in-class visit(s) by at least two colleagues to allow observation of both teacher and student interactions. Under exceptional circumstances videotapes of lectures might be permissible, but these should include student interactions. For online courses appropriate modules should be identified and assessed.

The Teaching Observation Report may be completed by 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.

The Teaching Observation Report must be based on at least one class visit, ideally completed within the year of the Continuing Status or Promotion Review. Unit heads are advised to anticipate necessary exceptions to the 12 month period that might occur (for example, if research leave occurs just prior to or during the year of assessment, or due to variation in class scheduling), and to plan for early teaching visits where needed. Some academic units, or the candidate, may suggest more than one class visit to allow observation of courses at different levels, or that feature different pedagogical approaches. A single Teaching Observation Report should be drafted based on these visits.

Some academic units may encourage additional earlier visits to ensure Teaching Stream faculty receive formative feedback on teaching. Unit heads must ensure these are clearly distinguished from the class visits that will form part of the evaluative assessment that will be included in the Teaching Observation Report.

Classroom visits must be arranged in consultation with the candidate in order to find an appropriate date for the visit and so candidates can provide contextual material for the visitors, if desired. If the candidate refuses a visit, this should be noted in the Unit Head's Report. Other guidelines for best practices on classroom visits are available through CTL and CTSI.

#### 5. Written Opinions of Departmental Colleagues and Students

The Unit head will solicit written opinions from a variety of different individuals who have direct experience with the candidate's teaching practice. In soliciting these letters, it is advisable that the Unit head makes it clear that responses are voluntary and that they will be held in confidence. These documents will form part of the Continuing Status or Promotion Dossier.

- a) The Unit head will solicit letters from **current and former Undergraduate students** taught by the candidate. The students should be invited to comment on the candidate's success in:

- i. stimulating and challenging students and promoting their intellectual and scholarly development;
- ii. developing students' mastery of a subject and of the latest developments in the field;
- iii. encouraging students' sense of inquiry and understanding of a subject through discovery-based learning or other appropriate methods;
- iv. creating opportunities, where appropriate, which involve students in the research process;
- v. creating a lasting impact on students' appreciation of the subject or on their career path.

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

Normally, for continuing status review, a random sample of approximately 100 of the candidate's current or former students should be solicited for opinions.

For promotion to Professor, Teaching Stream, comments from a random sample of no fewer than 200 of the candidate's current or and former students, distributed across the candidate's normal pattern of teaching should be solicited.

All student responses should be sent directly to the Unit head. Students may be contacted by letter or email, provided the process is random and attempts are made to contact students from all courses taught by the candidate. (The Registrar's Office provides student addresses for this purpose.)

- b) The Unit head will solicit letters from **current and former Graduate students** supervised or co-supervised by the candidate, for those candidates for which this is relevant. The students should be invited to comment on:
  - i. the opportunities created by the candidate to involve students in research;
  - ii. whether the supervisory conditions fostered by the candidate were conducive to a student's research, intellectual growth and academic progress consistent with the School of Graduate Studies' *Graduate Supervision: Guidelines for Students, Faculty and Administrators*;
  - iii. the quality of supervision provided by the candidate.
- c) The Unit head will solicit letters from **Teaching Assistants** (if applicable) who should be invited to comment on the candidate's mentoring, management, organization and communications skills
- d) The Unit head will solicit letters from **peers** who are in a position to comment on the candidate's teaching. Where cross-appointment is involved, letters from peers in other departments and divisions may be solicited. Where the candidate has participated in shared courses, letters attesting to the teaching effectiveness of the candidate should be obtained from colleagues who co-taught those courses, and the roles of each co-teacher explicitly considered.

## IX. EVALUATION OF THE CANDIDATE'S TEACHING

The material that follows should be read in conjunction with the relevant Policies and directions in the Academic Administrator's Procedures Manual, and the appropriate UTSC Guidelines.

### ***A. Teaching Evaluation Committee: Teaching Stream***

1. The Unit head will normally strike a Teaching Evaluation Committee to assist the Continuing status or Promotion Committee by preparing a written assessment of the candidate's teaching effectiveness which will be included in the Continuing Status or Promotion Dossier. The Teaching Evaluation Committee must produce a single report critically assessing teaching effectiveness using the Teaching Dossier (Sections VIII.A.1&2; VIII.B.3 & 4), including confidential letters from students (VIII.B.5a-c). The report should indicate whether and how the candidate meets the standards of Excellence in Teaching laid out in these Guidelines (Section VII.A), The Teaching Evaluation Committee should not make a recommendation for or against the continuing status or promotion. The Teaching Evaluation Committee should **not** be provided with reports from External Reviewers nor letters from Departmental colleagues (Section VIII.B.5d)
2. The Teaching Evaluation Committee must consist of at least two continuing status or tenured faculty members who are in a position to evaluate the candidate's teaching carefully and rigorously. Members of the Teaching Evaluation Committee cannot be members of the Continuing Status Committee or Promotions committee for a given candidate.
3. In the review of candidates for promotion to Professor, Teaching Stream, only in exceptional circumstances and with the permission of the Dean may a member(s) of the Promotion Committee also be a member of the Teaching Evaluation Committee.
4. 3. The Teaching Observation Report must be included in the materials given to the Teaching Evaluation Committee. One or more members of the Teaching Evaluation Committee may also be asked by the Unit head to conduct the class visit(s) and prepare the Teaching Observation Report (See Section VIII.B.4 above). The written evaluation of the Teaching Evaluation Committee may refer to the Teaching Observation Report, but these must be two distinct documents.

### ***B. External Reviewers: Teaching Stream***

For Continuing Status review and consideration for Promotion to Professor, Teaching Stream, written evaluations of the candidate's teaching must be done by qualified referees from outside the University who are at arms-length from the candidate. A referee is considered to be 'at arms-length' if there has been neither substantive professional nor personal interaction between the candidate and reviewer, and thus there is no actual, potential, or apparent conflict of interest for the reviewer in making a fair and unbiased assessment of the candidate's teaching. External Referees should be asked to provide an independent evaluation of the Teaching Dossier (Sections VIII.A.1&2; VIII.B.3) relative to the criteria outlined in the applicable category of Section VI above. Referees must **not** receive the evaluation of teaching effectiveness done independently by the Teaching Evaluation Committee. Referees should be asked to explicitly address whether and how the candidate meets the standards of Excellence in Teaching as laid out in these guidelines (Section VII.B), which include mastering criteria for teaching competence (Section VII.A).

### ***C. Triangulating Multiple Sources of Information***

1. The material that relates to a candidate's teaching collected during this process contains perspectives on the candidate's teaching practice and effectiveness presented by the candidate and collected by the Unit head (see Section VIII above).
2. At all steps in this process, Evaluators are tasked with using all the materials made available to them to develop a concordant and integrated understanding of the candidate's teaching effectiveness as it relates to the assessment of teaching effectiveness outlined in these guidelines and in the policies of the University.

## **X. PROCEDURAL MATTERS: Teaching Stream**

Unit heads must consult the relevant policies, appropriate sections of the *Academic Administrator's Procedures Manual*, and the relevant UTSC Guidelines for detailed instructions on procedures and timelines required for notifications, committee memberships, number of external reviewers, the review process, and other important aspects of procedure associated with these processes. In the case of any inconsistency between these guidelines and the applicable University policy, the applicable University policy will govern.



UNIVERSITY OF  
**TORONTO**  
SCARBOROUGH

# **GUIDELINES FOR THE ASSESSMENT OF EFFECTIVENESS OF TEACHING**

March 2026

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# 1. Preamble

The University of Toronto (U of T) Statement on Equity, Diversity and Excellence recognizes that “excellence flourishes in an environment that embraces the broadest range of people, that helps them to achieve their full potential,” and “that facilitates the free expression of their diverse perspectives through respectful discourse.” As indicated in the U of T Statement of Institutional Purpose, the University is committed to “insisting on the importance of teaching in the career expectations of the professorial staff, recognizing excellence in teaching and providing opportunities to improve teaching.” This commitment informs these guidelines, the teaching we value and reward, and the processes through which faculty members support and review colleagues’ teaching.

Effective teaching can provide all students with skills to critically analyze and evaluate, to develop creative expression, to understand in context, to present arguments in a clear and compelling manner, to pose questions and solve problems, and to generate new knowledge. To achieve those learning outcomes, effective teaching requires the creation of student-focused, evidence-informed, inclusive, structured, and engaging pedagogies as well as learning environments in which students hone transferable skills including interpersonal and multicultural competencies, are mentored to develop disciplinary and cross-disciplinary identities and to encourage a thirst for life-long learning.

This document, the Guidelines for the Assessment of Effectiveness of Teaching for the University of Toronto Scarborough (U of T Scarborough) (often referred to in this document as “Divisional Guidelines”) indicates how teaching effectiveness will be evaluated and what evidence and documentation should be collected to demonstrate teaching effectiveness. The intent is to support candidates and reviewers in better understanding how to assess teaching.

These Divisional Guidelines recognize the need for sufficient flexibility in the assessment of teaching excellence to allow faculty to showcase the multifarious activities that encompass teaching from diverse pedagogical practices, perspectives and knowledge systems. These Divisional Guidelines apply to the evaluation of teaching effectiveness for faculty in the tenure stream and teaching stream at U of T Scarborough. Guidelines for the evaluation of teaching effectiveness in each stream are provided in separate sections; appendixes detail what evaluation materials the candidate provides and what material the Academic Unit Head collects. Relevant policies and institutional supports for instructors, administrators, and review committees in adjudicating the assessment of teaching effectiveness are addressed in the section, “University Documents Guiding Reviews of Teaching Effectiveness at U of T Scarborough,” and in Appendix E: Divisional and University Resources.

## 2. University Documents Guiding Reviews of Teaching Effectiveness at U of T Scarborough

Units undertaking reviews of teaching effectiveness must adhere to the appropriate U of T policies throughout the process. These include the [Policy & Procedures on Academic Appointments](#) (PPAA), [Policy & Procedures Governing Promotions](#) (PPP), [Policy & Procedures Governing Promotions in the Teaching Stream](#) (PPPTS) and the [Policy & Procedures on Employment Conditions of Part-time Faculty](#) (PtP). In addition, the Provostial Guidelines for Developing Written Assessments of Effectiveness of Teaching in Promotion and Tenure Decisions that “express [U of T’s] commitment to excellence in teaching and to a rigorous evaluation of teaching effectiveness for members of the professoriate should inform the evaluation process.”

The U of T Scarborough Guidelines are framed and informed by the language of the University policy documents that govern career reviews; these include:

- Policy & Procedures on Academic Appointments (PPAA)
- Policy & Procedures Governing Promotions (PPP)
- Policy & Procedures Governing Promotions in the Teaching Stream (PPPTS)
- the Policy & Procedures on Employment Conditions of Part-time Faculty (PtP)

Policy documents are explicitly cited only where direct reference may be helpful. Academic Unit Heads should (1) refer to the cited documents for details and (2) provide these documents to Candidates for reference.

Throughout this document, we place language derived directly from policy documents in quotation marks to differentiate that language from the colloquial use of terms such as “competence” and “excellence”.

## 3. Tenure Stream

### *A. Context for Assessing Teaching Performance*

Faculty members in the tenure stream are engaged in a university career in research and teaching. Assessment of performance in the tenure stream thus includes the assessment of teaching effectiveness. A tenure stream faculty member may demonstrate capabilities as an effective educator through varied activities. This may include some (but not necessarily all) of the following: lectures, seminars, laboratories, clinical supervision, creative practice, tutorials, online learning environments, experiential learning, and partnership-based / community-engaged teaching; in less formal teaching situations such as academic skills coaching, mentoring, advising undergraduate and graduate students, and engaging in outreach and education of the public, public-facing scholarship and media engagement; through involvement in curriculum development and/or academic support for co - curricular programming; and in supporting or developing opportunities for student learning or research outside the classroom and directly supervising the research of undergraduate and graduate students.

For tenure stream faculty, formal assessment of teaching performance occurs during progress through the ranks ([PTR](#)) reviews, interim reviews, tenure reviews, and reviews for promotion to Professor.

#### *1) Interim Review*

As specified in the [Policy and Procedures on Academic Appointments \(PPAA\)](#), the Interim Review Committee considers two questions:

- “Has the appointee's performance been sufficiently satisfactory for a second probationary appointment to be recommended?”
- If reappointment is recommended, what counselling should be given to the appointee to assist [them] to improve areas of weakness and maintain areas of strength?”

Candidates for interim review should consult with the head of their Unit concerning the materials expected to support the review of their teaching effectiveness, as practices may vary among disciplines. Although the interim review is different in scope and purpose from the tenure review, candidates are encouraged to submit CVs and Teaching Dossiers modelled on those recommended for the tenure review process, to receive valuable feedback on the quality of their teaching through documentation of their teaching effectiveness. A classroom observation resulting in a written report is a mandatory component of interim reviews at U of T Scarborough.

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### *2) Tenure Review*

For tenure stream faculty, the [Policy and Procedures on Academic Appointments \(PPAA\)](#) outlines the criteria relative to tenure. Tenured appointments are granted on the basis of candidates satisfying three criteria:

- achievement in research and creative professional work,
- effectiveness in teaching, and
- clear promise of future intellectual and professional development.

In addition to a clear demonstration of future intellectual and professional development, a positive recommendation for tenure requires the judgement of demonstrated excellence in one of research (including equivalent creative or professional work) and teaching, and clearly established competence in the other. A successful tenure review will normally also involve promotion to the Associate Professor rank.

Tenure is granted on the basis of “competence” or “excellence” as set out in the PPAA. This and other relevant University policies (Appendix E) must be used in conjunction with these U of T Scarborough Divisional Guidelines, for the purposes of assessing teaching for tenure review. Candidates should consult the PPAA and Appendixes A and B of these guidelines for guidance on the materials they should provide/that will be collected for the assessment of teaching.

### *3) Review for Promotion to Professor*

The University's [Policy & Procedures Governing Promotions \(PPP\)](#) states, “The successful candidate for promotion will be expected to have established a wide reputation in [their] field of interest, to be deeply engaged in scholarly work, and to have shown [themselves] to be an effective teacher.”

For tenure stream faculty, promotion is normally granted on the basis of excellent scholarship and effective teaching, but the PPP also specifies that “either excellent teaching alone or excellent scholarship alone, sustained over many years, could also in itself justify eventual promotion to the rank of Professor.”

The PPP must be used in conjunction with these U of T Scarborough Divisional Guidelines for the purposes of the promotion review. Candidates should consult the PPP and Appendixes A and B of these Guidelines for guidance on the materials they should provide/that will be collected for the assessment of teaching.

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### *B. Criteria for Assessing Teaching Performance*

#### *1) Competence in Teaching*

The demonstration and achievement of effective teaching is a university expectation for all faculty members. An effective teacher must demonstrate that they meet all requirements:

- a. Stimulate and challenge students, and promote their intellectual and scholarly or creative development;
- b. Communicate effectively;
- c. Develop students' mastery of a subject, including the latest developments in the subject area;
- d. Develop students' sense of inquiry and understanding;
- e. Create opportunities that involve students in scholarly, research, creative, technical, or community-based activities and practices of the discipline that actively engage students in learning processes that produce transferable knowledge and skills appropriate to the discipline;
- f. Create and maintain supervisory conditions conducive to students' research, intellectual and professional growth, and academic progress in all contexts of supervision and mentoring of undergraduate and graduate students;
- g. Deal with students fairly and ethically, taking care (1) to make themselves accessible to students for academic consultation, (2) to inform students adequately regarding course formats, assignments, and methods of assessment and evaluation, (3) to maintain teaching schedules in all but exceptional circumstances and to inform students adequately of any necessary cancellation and rescheduling of instructions, and (4) to comply with established procedures and deadlines for determining, reporting and reviewing the grades of their students. See the [Memorandum of Agreement between U of T and the University of Toronto Faculty Association](#) (Article 5: Section 2(a));
- h. Promote awareness of and best practices to maintain academic integrity; and
- i. Implement fair and transparent grading practices, with clear connections between course learning outcomes, assignments, and assessments.

#### *2) Excellence in Teaching*

The expectations for excellence in teaching build on and exceed the standard of competence. To meet the standard of excellence in teaching, tenure stream faculty are expected to

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demonstrate a high level of achievement with respect to all the criteria for competence in teaching.

They must also demonstrate excellence in some combination of sub-criteria. The nature of the contributions in each area will depend on the discipline, and there are a variety of ways to demonstrate a critically reflective teaching practice and positive impact on student learning. This list of sub-criteria is not intended to represent a comprehensive list but is intended instead to clarify the standard of achievement and types of evidence that may be presented to support a judgement of “excellence” in teaching.

### **a. Excellent teaching skills**

Excellent teaching skills refer to achievements of the criteria set out under “Competence in teaching” at a higher level, and may be demonstrated in a variety of ways, including through the demonstration of some combination of:

- Exemplary in-class, hybrid, or online teaching;
- Rigorous use of evidence-informed approaches to improve course or curriculum design or to motivate student learning;
- Use of scholarly or professional expertise to augment student understanding;
- Winning, or being nominated for, teaching awards or other significant recognitions of accomplishments in teaching or curriculum design;
- Evidence of significant, sustained, positive effects on student understanding or application of knowledge in contexts outside the classroom; and
- Evidence of sustained, positive effects on student empathy, responsible citizenship, and their engagement with multiple, diverse perspectives.

### **b. Pedagogical/professional development supporting a critically reflective teaching practice**

Excellent Teachers are those who take active steps to remain current in the methods and knowledge of their field and stay abreast of the best practices and innovations in teaching and learning within their discipline, including through exchange of ideas with peer instructors. Pedagogical/professional development supporting a critically reflective teaching practice may be demonstrated in a variety of ways, including some combination of the following:

- Incorporation of best practices from the pedagogical literature in teaching practice;
- Regular participation in and contribution to workshops and/or conferences concerned with the scholarship of teaching and learning (SoTL) and/or disciplinary research; and

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- Demonstration of how course content and teaching strategies have evolved as a result of participation at workshops/conferences/other types of learning activities or engaging with pedagogical literature.

### **c. Creative educational leadership and/or achievement**

Excellent teachers are innovators and positively shape their learning environments as well as their institutional culture through enhancing the teaching practices of peer instructors, enabling collective successes in teaching and student experience. Creative educational leadership and/or achievement may be demonstrated in a variety of ways, including some combination of the following:

- Significant participation in SoTL or pedagogical scholarship, which might include publications on pedagogical research, or publication of scholarly textbooks, or online tools and resources adapted for use by others in their courses;
- Significant engagement in activities such as mentoring, and presenting seminars or workshops on pedagogical practice that have demonstrable impact on others' teaching;
- Significant engagement in scholarly, research, creative, technical, or community-based activities and practices related to the subject of pedagogical expertise, with clear links between these practices and learning opportunities for students in programs, curriculum, classroom teaching, co-curricular, land-based, experiential or work-integrated learning opportunities;
- Development of new courses using high impact teaching practices, improved curricula, or design of new programs approved by University governance;
- Significant engagement in professional and academic teaching and learning organizations, associations, or Centres for Teaching & Learning, which may include serving in leadership and administrative roles in such organizations,
- Serving as a regular reviewer or referee for pedagogical conferences or journals, or serving as an editor for pedagogical journals or conference proceedings;
- Significant participation in initiatives that lead to changes in policy related to teaching as a profession;
- Successful innovations in the teaching domain; for example, the creation of novel or progressive teaching processes, materials, forms of assessment and evaluation, influencing pedagogical changes in the discipline, or contributing to the technological enrichment of teaching; and

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- Development of effective and creative ways to promote students' involvement in the research process and to provide opportunities for them to learn, for example, through discovery-based or other appropriate methods.

The sub-criteria listed above represent an overview of ways in which Excellence in Teaching may be demonstrated. The nature of the accomplishments in each area will depend on the discipline, and even within a single discipline teaching accomplishments can be demonstrated in a variety of ways. This overview is not intended to be a comprehensive list but rather aims to make clear the types of evidence and standard of achievement that may be presented to support a judgement of excellence in teaching.

### *C. Elements Considered in the Assessment of Teaching Effectiveness*

Assessment of Teaching Effectiveness requires review by the Tenure or Promotion Committee of materials provided by the candidate and materials collected or solicited by the Academic Unit Head. The following materials constitute the elements of the assessment of teaching effectiveness only. Refer to the policies and documents for guidance on other components of the review for tenure and promotion.

- [Policy and Procedures on Academic Appointments \(PPAA\)](#)
- [The Provost's memorandum, The Tenure Review Process and Tenure Check List \(PDAD&C #134, revised 2004-05\)](#)
- [Policy and Procedures Governing Promotions \(PPP\)](#)

#### **a. Materials provided by the candidate to the Academic Unit Head (Appendix A)**

- Curriculum Vitae (CV; Appendix A, A1)
- Teaching Dossier (Appendix A, A2)

#### **b. Materials collected by the Academic Unit Head and provided to External Assessors**

- Normally, external assessors are not expected to comment upon teaching for tenure. For promotion files where the criteria for promotion will be excellent teaching alone sustained over many years, external assessors may be sent the Teaching Dossier (provided by the candidate as described above; Appendix A, A2) and Student Course Evaluations (Appendix B, B1)
- CV (provided by the candidate as described above; Appendix A, A1)

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### **c. Materials collected by the Academic Unit Head and provided to the Internal Teaching Evaluation Committee (Appendixes A & B)**

- CV (provided by the candidate as described above; Appendix A, A1)
- Teaching Dossier (provided by the candidate as described above; Appendix A, A2)
- Student Course Evaluations (Appendix B, B1)
- Teaching Observation Report, if not completed by the Internal Teaching Evaluation Committee (Appendix B, B2)
- Written Opinions of Students and Teaching Assistants (Appendix B, B3)

Based on these materials, the Internal Teaching Evaluation Committee prepares a Report to be included in the Candidate's File.

### **d. Materials collected by the Academic Unit Head and provided to the Tenure or Promotion Committee for the Assessment of Teaching (Appendixes A & B)**

- CV (provided by the candidate as described above; Appendix A, A1)
- Teaching Dossier (provided by the candidate as described above; Appendix A, A2)
- Student Course Evaluations (Appendix B, B1)
- Letters from External Assessors (if applicable)
- Teaching Observation Report (Appendix B, B2)
- Written Opinions of Students, Teaching Assistants, and Departmental Colleagues (Appendix B, B3)
- Internal Teaching Evaluation Committee Report (solicited as part of the review process)

This section should be read in conjunction with the relevant policies and directions in the [Academic Administrative Procedures Manual \(AAPM\)](#), and other relevant U of T Scarborough and U of T guidelines (Appendix E).

#### *1) Internal Teaching Evaluation Committee*

For all tenure reviews and promotion reviews, the Academic Unit Head must establish an Internal Teaching Evaluation Committee to prepare a written assessment of the candidate's teaching effectiveness which will be included in the Candidate's File. The report should

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critically assess teaching effectiveness using evidence from multiple sources, including (but not only) the material outlined in section 3.C.c, the Teaching Observation Report, qualitative and quantitative results from Student Course Evaluations, unsolicited student feedback, examples of student work and outcomes, as well as any relevant teaching awards, award nominations, and educational leadership activities.

The report should indicate whether and how the candidate meets the standards of Competence or Excellence in Teaching. The Internal Teaching Evaluation Committee should not make a recommendation for or against tenure or promotion. The Internal Teaching Evaluation Committee should not be provided with reports from External Reviewers or from Departmental colleagues.

The Internal Teaching Evaluation Committee must consist of at least two tenured faculty members who are in a position to evaluate the candidate's teaching carefully and rigorously. While it is recommended that both committee members are tenured, in some cases (e.g., in a small department or because of particular expertise), one committee member could be a teaching stream faculty member with continuing status, a clinical faculty member, or an emeritus professor. Members of the Internal Teaching Evaluation Committee cannot be members of the Tenure Committee or Promotions committee for a given candidate.

The Teaching Observation Report (Appendix B, B2) must be included in the materials given to the Internal Teaching Evaluation Committee. One or more members of the Internal Teaching Evaluation Committee may also be asked by the Academic Unit Head to conduct the class visit(s) and prepare the Teaching Observation Report. The written evaluation of the Internal Teaching Evaluation Committee may refer to the Teaching Observation Report, but these will normally be two distinct documents.

### *2) External Reviewers: Promotion to Professor Based on Excellent Teaching Alone*

Normally for promotion to Professor in the tenure stream, external reviewers will focus on scholarly achievement or, where appropriate, creative professional work. For promotion to Professor based on sustained "excellent" teaching alone, the Academic Unit Head would normally solicit letters from external referees in relevant disciplines who are qualified to evaluate the teaching accomplishments of the candidate. A referee is considered to be 'at arms-length' if there has been neither substantive professional nor personal interaction between the candidate and reviewer, and thus there is no actual, potential, or apparent conflict of interest for the reviewer in making a fair and unbiased assessment of the candidate's teaching. External referees should each be asked to provide an independent evaluation of the candidate's CV and Teaching Dossier (Appendix A, A1 and A2) and to explicitly address whether and how the candidate meets the standard of "excellence" in teaching as laid out in these Divisional Guidelines. These evaluations would be added to the confidential Candidate's File.

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### *3) Triangulating Multiple Sources of Information*

The Candidate's File for the assessment of teaching effectiveness assembled during this process contains perspectives on the candidate's teaching practice and effectiveness presented by the candidate (Appendix A) and collected by the Academic Unit Head (Appendix B). The voices presented in the final Candidate's File are multiple: the candidate, students, institutional colleagues, and members of the candidate's broader field of expertise. The information takes multiple forms, including (and not only) a formal CV, reflective statement, confidential letters and reports, observation reports, and quantitative and qualitative results of Student Course Evaluations.

Evaluators are tasked with using all the materials and perspectives available in the Candidate's File to develop a concordant and integrated understanding of the candidate's teaching effectiveness as outlined in these Divisional Guidelines and in the policies of the University. No single source of information provides a meaningful shorthand metric or main measure of teaching effectiveness. For example, while quantitative results from Student Course Evaluations may provide insights into students' reported learning experiences, they offer an incomplete picture of an instructor's teaching effectiveness and overall teaching quality. When assessing quantitative results—or any other source of information—in relation to other evidence in the Candidate's File, committees will gain a clearer picture of the effectiveness of the candidate's teaching.

Prioritizing such a triangulation of multiple sources of evidence of teaching effectiveness is essential to determining a holistic picture of the candidate's teaching. In practice, these guidelines anticipate that evaluators will take the time necessary to consult a range of information and to discuss achievements relevant to criteria as they form their assessment, including written opinions of students and others, sample student work, contextualizing narrative of the Teaching Dossier, Student Course Evaluation results, and any conference presentations or publications related to the specific area of evaluation/criterion. Each of these pieces offers a unique perspective that would then inform a statement about the overall effectiveness of that aspect of the candidate's teaching.

It is recommended that evaluators consult the Centre for Teaching Support & Innovation's [University of Toronto Course Evaluation Interpretation Guidelines for Academic Administrators](#), which details effective practice in interpreting course evaluation reports for the purpose of assessing teaching.

### *4) Procedure and Policy*

Academic Unit Heads must consult the relevant policies, appropriate sections of the [Academic Administrative Procedures Manual](#) (AAPM), and the relevant U of T Scarborough guidelines for detailed instructions on procedures and timelines required for notifications, committee memberships, number of external reviewers, the review process, and other important aspects

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of procedure associated with these processes. In the case of any inconsistency between these guidelines and the applicable University policy, the applicable University policy will govern.

## 4. Teaching Stream

### *A. Context for Assessing Teaching Performance*

Faculty members in the teaching stream are engaged in a career that combines expertise in their field with a focus on excellence in teaching. In addition to the development and delivery of their own courses, teaching stream faculty may enrich teaching and learning in their Units, Division, and across the University through their contributions to curriculum and program design; through sharing their pedagogical expertise with their colleagues and the broader teaching and learning community; by demonstrating and leading teaching innovation, through mentoring of students in research, clinical or creative practice settings and/or in scholarly activities; through engaging in outreach and education of the public; and through their commitment to evidence-based practices that support student learning. The teaching stream appointment indicates the importance of these contributions to the high standards of the University and provides the framework through which a scholarly approach to teaching excellence and innovation [Policy & Procedures on Academic Appointments \(PPAA\)](#).

A teaching stream faculty member may demonstrate capabilities as an effective educator through varied activities. This may include some (but not necessarily all) of the following: lectures, seminars, laboratories, clinical supervision, creative practice, tutorials, online learning environments, experiential learning, and partnership-based / community-engaged teaching; in less formal teaching situations such as academic skills coaching, mentoring, advising undergraduate and graduate students, and engaging in outreach and education of the public, public-facing scholarship and media engagement; through involvement in curriculum development and/or academic support for co-curricular programming; and in supporting or developing opportunities for student learning or research outside the classroom and directly supervising the research of undergraduate and graduate students.

For teaching stream faculty, formal assessment of teaching performance occurs during progress through the ranks ([PTR](#)) reviews, probationary reviews, Continuing Status reviews and reviews for promotion to Professor, Teaching Stream.

For faculty in the teaching stream, the [PPAA](#) (Section VII.30.vi) outlines how performance is assessed in general terms:

Performance will be assessed on teaching effectiveness and pedagogical/ professional development related to teaching duties in accordance with approved divisional guidelines on the assessment of teaching. Administrative service will be considered, where such service is related to teaching or to curricular and professional development (PPAA Section VII.30.vi). Relevant administrative service can include the co-ordination of undergraduate or graduate programs, administration of large undergraduate courses, student advising and/or mentoring activities, and activities that support effective and inclusive learning environments within and beyond one's department.

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### 1) Probationary Review

As specified in the [Policy & Procedures on Academic Appointments \(PPAA\)](#) (Section VII.30.vii) the Probationary Review Committee considers two questions:

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

Candidates for probationary review should consult with the head of their Unit concerning the materials expected to support the review of their teaching effectiveness, as practices may vary among disciplines. Although the probationary review is different in scope and purpose from the continuing status review, candidates are encouraged to submit CVs and Teaching Dossiers modelled on those recommended for the continuing status review process, to receive valuable feedback on the quality of their teaching through documentation of their teaching effectiveness. A classroom observation resulting in a written report is a mandatory component of probationary reviews at U of T Scarborough.

### 2) Continuing Status Review

The specific criteria to be met for a positive recommendation for continuing status are ([PPAA](#), Section VII.30.x):

- Excellence in teaching and
- Evidence of demonstrated and continuing future pedagogical/professional development.

The PPAA also outlines, in general terms, how the specific criteria for continuing status may be demonstrated:

- 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 [their] subject area in accordance with appropriate divisional guidelines."

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A successful continuing status review will normally also involve promotion to the rank of Associate Professor, Teaching Stream.

U of T policy must be used in conjunction with these U of T Scarborough Divisional Guidelines for the purposes of assessing excellence in teaching for the continuing status review. Candidates should consult the PPAA and Appendixes C and D of these guidelines for guidance on the materials they should provide/that will be collected for the assessment of teaching.

### *3) Review for Promotion to Professor, Teaching Stream*

The [Policy & Procedures Governing Promotions in the Teaching Stream](#) (PPPTS) states that promotion to Professor, Teaching Stream requires a judgment of:

- “Excellent teaching;
- Educational leadership and/or achievement; and
- Ongoing pedagogical/professional development, sustained over many years (Policy & Procedures Governing Promotion in the Teaching Stream (PPPTS), Part 6).”

Administrative or other service to the University and related activities will be considered when assessing candidates for promotion, but promotion will not be based primarily on such service (PPPTS, Part 6).

Review for promotion to Professor, Teaching Stream must occur in accordance with the PPPTS in conjunction with these U of T Scarborough Divisional Guidelines.

## *B. Criteria for Assessing Teaching Performance*

### *1) Effective Teaching*

Faculty in the teaching stream are expected to demonstrate excellence in teaching. To do so they must first demonstrate the fundamental elements of effective teaching. Thus, an effective teacher must demonstrate that they meet all requirements:

- a. Stimulate and challenge students, and promote their intellectual and scholarly or creative development;
- b. Communicate effectively;
- c. Develop students’ mastery of a subject, including the latest developments in the subject area;
- d. Develop students’ sense of inquiry and understanding;
- e. Create opportunities that involve students in the scholarly, research, creative, technical, or community-based activities and practices of the discipline and thus

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engage students in learning processes that produce transferable knowledge and skills appropriate to the discipline;

- f. Create and maintain supervisory conditions conducive to students' research, intellectual and professional growth, and academic progress in all contexts of supervision and mentoring of undergraduate and graduate students;
- g. Deal with students fairly and ethically, taking care (1) to make themselves accessible to students for academic consultation, (2) to inform students adequately regarding course formats, assignments, and methods of assessment and evaluation, (3) to maintain teaching schedules in all but exceptional circumstances, and inform students adequately of any necessary cancellation and rescheduling of instructions, and (4) to comply with established procedures and deadlines for determining, reporting and reviewing the grades of their students. See the [Memorandum of Agreement between U of T and the University of Toronto Faculty Association](#) (Article 5: Section 2(a));
- h. Promote awareness of and best practices to maintain academic integrity; and
- i. Implement fair and transparent grading practices, with clear connections between course learning outcomes, assignments, and assessments.

### *2) Excellence in Teaching / Excellent Teaching*

Beyond these fundamental qualities of an effective teacher, a judgement of "Excellence in Teaching" (as stated in the [PPAA](#)) and "Excellent teaching" (as stated in the [PPPTS](#)) requires the candidate demonstrate a combination of (1) excellent teaching skills, and (2) creative educational leadership and/or achievement, and (3) innovative teaching initiatives.

An overview of ways in which "Excellence in Teaching"/ "Excellent Teaching" may be demonstrated is provided. The nature of the contributions in each area will depend on discipline, and there are a variety of ways to demonstrate teaching accomplishments. This overview is not intended to represent a comprehensive list but is intended instead to clarify the standard of achievement and types of evidence that may be presented to support a judgement of "Excellence in Teaching" for continuing status review and "Excellent Teaching" in reviews of promotion to Professor, Teaching Stream.

This high level of achievement in teaching is demonstrated using evidence presented in the Teaching Dossier of positive impact on student learning, an evidence-informed and critically reflective teaching practice, engaging in pedagogical/professional development and education leadership activities that allow teaching stream faculty to remain current in their field and positively shape their teaching and learning practices and that of others in their discipline.

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### 3) *Excellent Teaching Skills*

Excellent teaching skills refer to achievements of the criteria set out for an effective teacher at a higher level, and may include some combination of the following, that provide evidence of a critically reflective teaching practice in which they regularly reflect on, assess, and improve their teaching practices, as well as demonstrate positive impact on student learning and professional growth.

- Exemplary in-class, hybrid, or online teaching;
- Rigorous use of evidence-informed approaches to improve course or curriculum design or to motivate student learning;
- Use of scholarly or professional expertise to augment student understanding;
- Winning, or being nominated for, teaching awards or other significant recognitions of accomplishments in teaching or curriculum design;
- Evidence of significant, sustained, positive effects on student understanding or application of knowledge in contexts outside the classroom; and
- Evidence of sustained, positive effects on student empathy, responsible citizenship, and their engagement with multiple, diverse perspectives.

### 4) *Creative Educational Leadership and/or Achievement*

Excellent teachers are innovators and positively shape their learning environments as well as their institutional culture through enhancing the teaching practices of peer instructors, enabling collective successes in teaching and student experience. Creative Educational Leadership and/or Achievement may be demonstrated in a variety of ways, including, for example, some combination of the following:

- Significant participation in the scholarship of teaching and learning (SoTL) or pedagogical scholarship, which might include publications on pedagogical research, or publication of scholarly textbooks or online tools and resources adapted for use by others in their courses;
- Significant engagement in activities such as mentoring, and presenting seminars or workshops on pedagogical practice that have demonstrable impact on others' teaching;
- Significant engagement in scholarly, research, creative, technical, or community-based activities and practices related to the subject of teaching expertise, with clear links between such practice and learning opportunities for students in programs, curriculum, classroom teaching, or co-curricular learning opportunities;

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- Significant engagement in experiential learning opportunities, including but not limited to experiential and/or work-integrated learning, co-op, entrepreneurship, research opportunities, travel-based teaching initiatives, land-based learning, community-engaged learning, and/or other forms of partnership-based pedagogical work;
- Development of new courses or significant revision of courses using high impact teaching practices, improved or updated curricula, or design of new programs or revision of programs approved by University governance;
- Significant engagement in professional and academic teaching and learning organizations, associations or Centres for Teaching and Learning, which may include serving in leadership and administrative roles in such organizations,
- Serving as a regular reviewer or referee for pedagogical conferences or journals, or serving as an editor for pedagogical journals or conference proceedings; and
- Significant participation in initiatives that lead to changes in policy related to teaching as a profession.

### *5) Innovative Teaching Initiatives*

Innovative teaching initiatives can take numerous forms, and no document can be expected to capture the diversity of innovation at U of T Scarborough. The examples provided below are to assist the candidate and relevant reviewers/committees in understanding the level of achievement that is intended to be captured by this criterion:

- Successful innovations in the teaching domain; for example, the creation of novel or progressive teaching processes, materials, forms of assessment and evaluation; influencing pedagogical changes in the discipline or contributing to the technological enrichment of teaching.
- Development of effective and creative ways to promote students' involvement in the research process and providing opportunities for them to learn, for example, through discovery-based or other appropriate methods.

### *6) Evidence of demonstrated and continuing future pedagogical/professional development*

Excellent Teachers are those who take active steps to remain current in the methods and knowledge of their field and stay abreast of the best practices and innovations in teaching and learning within their discipline, including through exchange of ideas with peer instructors. In addition to evidence of Excellence in Teaching/Excellent Teaching required for continuing status/promotion, teaching stream faculty are expected to demonstrate continuing

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future/ongoing pedagogical/professional development. This can be demonstrated in a variety of ways, including:

- Regular participation in and contributions to workshops, seminars and other development opportunities aimed at pedagogical development within the University;
- Participation at and contributions to academic conferences where sessions on pedagogical research and technique are prominent;
- Discipline-based scholarship and/or disciplinary research in relation to, or relevant to, the field in which the faculty member teaches ([PPAA](#): Section 30);
- The ongoing pursuit of further academic or professional qualifications and/or discipline-based techniques relevant to the field in which the faculty member teaches;
- Professional or creative work that allows the candidate to maintain a mastery of their subject area, which could include engagement with professional or academic societies or organizations associated with the candidate's area of expertise.

### *7) Additional Criteria for Promotion to the Rank of Professor, Teaching Stream*

For promotion to the rank of Professor, Teaching Stream, candidates must consistently meet the standard of "Excellent Teaching" as specified, sustained over many years, and "educational leadership and/or achievement" and "ongoing pedagogical/professional development" that is also sustained over many years. The [PPPTS](#) says: "Sustained over many years, educational leadership and/or achievement is often reflected in teaching-related activities that show significant impact in a variety of ways, for example: through enhanced student learning; through creation and/or development of models of effective teaching; through engagement in the scholarly conversation via pedagogical scholarship, or creative professional activity; through significant changes in policy related to teaching as a profession; through technological or other advances in the delivery of education in a discipline or profession." It should be noted that while "Creative educational leadership and/or achievement" is a sub-criterion of the "Excellence in Teaching" for continuing status review, "Educational leadership and/or achievement" is a separate criterion (outside of the criterion of "Excellent Teaching") for promotion to the rank of Professor, Teaching Stream.

### *C. Elements Considered in the Assessment of Teaching Effectiveness*

Assessment of Teaching Effectiveness requires review by the Continuing Status or Promotion Committee of materials provided by the candidate and materials collected or solicited by the

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Academic Unit Head. The following materials constitute the elements of the assessment of teaching effectiveness only. Refer to the policies and documents for guidance on other components of the review for continuing status and promotion.

- [Policy and Procedures on Academic Appointments \(PPAA\)](#)
- [Policy and Procedures Governing Promotions in the Teaching Stream \(PPPTS\)](#)

### **a. Materials provided by the candidate to the Academic Unit Head (Appendix C)**

- Curriculum Vitae (CV; Appendix C, C1)
- Teaching Dossier (Appendix C, C2)

### **b. Materials collected by the Academic Unit Head and provided to External Assessors**

- CV (provided by the candidate as described above; Appendix C, C1)
- Teaching Dossier (provided by the candidate as described above; Appendix C, C2)
- Student Course Evaluations (Appendix D, D1)

### **c. Materials collected by the Academic Unit Head and provided to the Internal Teaching Evaluation Committee (Appendixes C and D)**

- CV (provided by the candidate as described above; Appendix C, C1)
- Teaching Dossier (provided by the candidate as described above; Appendix C, C2)
- Student Course Evaluations (Appendix D, D1)
- Teaching Observation Report, if not completed by the Internal Teaching Evaluation Committee (Appendix D, D2)
- Written Opinions of Students and Teaching Assistants (Appendix D, D3)

Based on these materials, the Internal Teaching Evaluation Committee prepares a Report to be included in the Candidate's File.

### **d. Materials collected by the Academic Unit Head and provided to the Continuing Status or Promotion Committee (Appendixes C and D)**

- CV (provided by the candidate as described above; Appendix C, C1)

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- Teaching Dossier (provided by the candidate as described above; Appendix C, C2)
- Student Course Evaluations (Appendix D, D1)
- Letters from External Assessors (solicited as part of the review process)
- Teaching Observation Report (Appendix D, D2)
- Written Opinions of Students, Teaching Assistants, and Departmental Colleagues (Appendix D, D3)
- Internal Teaching Evaluation Committee Report (solicited as part of the review process)

The components above form part of the candidate's file and are provided to the continuing status or promotion committee for evaluation of teaching effectiveness.

The material that follows should be read in conjunction with the relevant Policies and directions in the [Academic Administrative Procedures Manual \(AAPM\)](#), and the appropriate U of T Scarborough Guidelines.

### *1) Internal Teaching Evaluation Committee*

For continuing status and promotion reviews, the Academic Unit Head must establish an Internal Teaching Evaluation Committee to prepare a written assessment of the candidate's teaching effectiveness which will be included in the Candidate's File. The report should critically assess teaching effectiveness using evidence from multiple sources, including (but not only) the material outlined in section 4.C.c, the Teaching Observation Report, qualitative and quantitative results from Student Course Evaluations, unsolicited student feedback, examples of student work and outcomes, as well as any relevant teaching awards, award nominations, and educational leadership activities.

The report should indicate whether and how the candidate meets the standards of Excellence in Teaching. The Internal Teaching Evaluation Committee should not make a recommendation for or against continuing status or promotion. The Internal Teaching Evaluation Committee should not be provided with reports from External Reviewers or from Departmental colleagues.

The Internal Teaching Evaluation Committee must consist of at least two continuing status or tenured faculty members who are in a position to evaluate the candidate's teaching carefully and rigorously. Members of the Internal Teaching Evaluation Committee cannot be members of the Continuing Status Committee or Promotions committee for a given candidate.

The Teaching Observation Report (Appendix D, D2) must be included in the materials given to the Internal Teaching Evaluation Committee. One or more members of the Internal Teaching Evaluation Committee may also be asked by the Academic Unit Head to conduct the class visit(s) and prepare the Teaching Observation Report. The written evaluation of the Internal

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Teaching Evaluation Committee may refer to the Teaching Observation Report, but these will normally be two distinct documents.

### *2) External Reviewers*

For Continuing Status review and consideration for Promotion to Professor, Teaching Stream, written evaluations of the candidate's teaching must be done by qualified referees from outside the University who are at arms-length from the candidate. A referee is considered to be 'at arms-length' if there has been neither substantive professional nor personal interaction between the candidate and reviewer, and thus there is no actual, potential, or apparent conflict of interest for the reviewer in making a fair and unbiased assessment of the candidate's teaching. External Referees should be asked to provide an independent evaluation of the CV and Teaching Dossier (Appendix C, C1 & C2) relative to the criteria outlined above for the type of review. Referees should be asked to explicitly address whether and how the candidate meets the standards of "Excellence in Teaching/Excellent Teaching" as laid out in these guidelines.

### *3) Triangulating Multiple Sources of Information*

The Candidate's File assembled during this process contains perspectives on the candidate's teaching practice and effectiveness presented by the candidate (Appendix C) and collected by the Academic Unit Head (Appendix D). The voices presented in the final Candidate's File are multiple: the candidate, students, institutional colleagues, and members of the candidate's broader field of expertise. The information takes multiple forms, including (and not only) a formal CV, reflective statement, confidential letters and reports, observation reports, and quantitative and qualitative results of Student Course Evaluations.

Evaluators are tasked with using all the materials and perspectives available in the Candidate's File to develop a concordant and integrated understanding of the candidate's teaching effectiveness as outlined in these Divisional Guidelines and in the policies of the University. No single source of information provides a meaningful shorthand metric or main measure of teaching effectiveness. For example, while quantitative results from Student Course Evaluations may provide insights into students' reported learning experiences, they offer an incomplete picture of an instructor's teaching effectiveness and overall teaching quality. When assessing quantitative results—or any other source of information—in relation to other evidence in the Candidate's File, committees will gain a clearer picture of the effectiveness of the candidate's teaching.

Prioritizing such a triangulation of multiple sources of evidence of teaching effectiveness is essential to determining a holistic picture of the candidate's teaching. In practice, these guidelines anticipate that evaluators will take the time necessary to consult a range of information and to discuss achievements relevant to criteria as they form their assessment, including written opinions of students and others, sample student work, contextualizing

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narrative of the Teaching Dossier, Student Course Evaluation results, and any conference presentations or publications related to the specific area of evaluation/criterion. Each of these pieces offers a unique perspective that would then inform a statement about the overall effectiveness of that aspect of the candidate's teaching.

It is recommended that evaluators consult the Centre for Teaching Support & Innovation's – [University of Toronto Course Evaluation Interpretation Guidelines for Academic Administrators](#) which details effective practice in interpreting course evaluation reports for the purpose of assessing teaching.

### *4) Procedure and Policy*

Academic Unit Heads must consult the relevant policies, appropriate sections of the [Academic Administrative Procedures Manual \(AAPM\)](#), and the relevant U of T Scarborough guidelines for detailed instructions on procedures and timelines required for notifications, committee memberships, number of external reviewers, the review process, and other important aspects of procedure associated with these processes. In the case of any inconsistency between these guidelines and the applicable University policy, the applicable University policy will govern.

## 5. Appendixes

## *Appendix A: Materials Provided by the Candidate (Tenure Stream)*

### *A1: Curriculum Vitae*

The candidate must provide a CV using [the current U of T Scarborough-endorsed template](#). The candidate is advised to include in their CV any of the following items (1) applicable to their discipline and appointment and (2) relevant to their evaluation of teaching effectiveness.

#### Courses taught

- List of titles and course codes of all courses (undergraduate and graduate) the candidate has taught, in the case of tenure, or titles and course codes of all courses the candidate has taught in at least the preceding five years, in the case of promotion.
- An indication in the list of whether the candidate has had major responsibility for course design.

#### Students mentored and supervised

- List of graduate students for whom the candidate has been the principal supervisor at either the master's or doctoral levels and a list of all graduate students for whom the candidate has provided either co- or secondary supervision with thesis or research titles and dates of supervision and, as appropriate, degree conferral.
- List of undergraduate students whose research or creative work the candidate has supervised, together with their project or thesis topics and the period of supervision.

#### Scholarly and/or creative professional work

- List of published books, chapters, textbooks, research papers, articles, reviews, multimodal, portfolio and practice-based work, work in press, submitted for publication, preprints, completed but not yet published, and in progress, to highlight disciplinary, creative practice, scholarship of teaching and learning (SoTL), and pedagogical scholarship.
- List of papers presented at meetings and symposia, oral contributions or contributions that might bridge oral, textual, artistic contexts, original artistic design, or distinguished contributions to the arts or in professional areas.
- List of creative professional activities that demonstrate professional innovation, creative excellence, exemplary professional practice, and/or contributions to the development of the profession/discipline.

#### Administrative and leadership roles

- List of administrative positions held within the University, major committees and organizations in which the candidate has served within or outside the University, and participation in learned societies and professional associations that relate to the

candidate's academic discipline and pedagogical or professional activities or educational leadership, indicating in each case the period of service and the nature of the candidate's participation.

#### Additional relevant information

- Information relevant to the candidate's accomplishments or the impact of their teaching should also be included as appropriate. For example, the candidate might include a list of invitations to speak in teaching symposia, public outreach events, or to edit textbooks (whether accepted or not), or other indicators of achievement related to the criteria outlined in Section 3.B.
- Information regarding the candidate's accomplishments and career progression should also be included as appropriate. The candidate may also choose to include information about any career delays due to, for example, University-approved leaves, unforeseen delays to research plans (e.g. a pandemic) or delays that influence academic activities (e.g. laboratory construction delays) including the nature of the leave, dates, and the impact on productivity.

### *A2: Teaching Dossier*

Faculty members are encouraged to maintain a Teaching Dossier that they update annually (see [Provostial Guidelines for Developing Written Assessments of Effectiveness of Teaching in Promotion and Tenure Decisions](#)).

Faculty are advised to seek feedback on the development of their Teaching Dossier from colleagues, the Academic Unit Head, U of T Scarborough's Centre for Teaching & Learning (CTL), and the tri-campus Centre for Teaching Support & Innovation (CTSI) as appropriate. The types of elements typically provided in a Teaching Dossier are outlined below. This list is not intended to be exhaustive; other types of evidence may be added by the candidate as evidence of effective teaching or may be necessary in different disciplines. Candidates should consult with their Academic Unit Head about requirements and expectations, relevant to their discipline.

The Teaching Dossier would normally include the following items, although, as noted, there may be some variation based on discipline, appointment type, and teaching practice.

- Statement of the candidate's teaching philosophy and goals and an accompanying organizing narrative that contextualizes the other components of the Teaching Dossier and demonstrates how these components align both with their own philosophy and goals, and with the criteria specified in these U of T Scarborough Divisional Guidelines. Candidates are encouraged to contextualize their courses for the evaluators by providing information on, for example, enrollment, pre-requisite structures, co-teaching or modular teaching contexts, and whether they are required or elective courses.
- Statement that documents and reflects on change and growth in their teaching, including success, experimentation and innovation (for example, through references

to the CV or evidence available in appendix materials, including course syllabi, assessments, sample tests, classroom or experiential learning activities, research and scholarly work with students, and mentoring of students) or pedagogical development (through, for example, discussions of the ways published literature influences the candidate's teaching practice or documentation in the CV or appendix of participation in workshops and contributions to SoTL).

- Evidence that will support the committee's assessment of the candidate's success in graduate and undergraduate student supervision and mentorship, including efforts to engage students in scholarly, research, creative, technical, or community-based activities and practices of the discipline; this overview should augment information provided in the list of graduate supervision provided in the CV;
- Commentary on the results of Student Course Evaluations, or other student feedback received by the candidate, as appropriate. While Student Course Evaluations can be a useful component of assessing effectiveness in teaching and may provide insights into students' reported learning experiences, no single source of information offers a complete picture of an instructor's teaching effectiveness or overall teaching quality. Hence, candidates may include evidence from other assessment methods, including peer evaluations, evidence from instructor-designed surveys, and/or classroom research. Candidates may also draw on published literature to support and frame the information presented as evidence of effectiveness in teaching. (For reference, it is recommended that evaluators consult the Centre for Teaching Support & Innovation's [University of Toronto Course Evaluation Interpretation Guidelines for Academic Administrators](#), which details effective practice in interpreting course evaluation reports for the purpose of assessing teaching.)
- Evidence of contributions to curricular innovation, including the development of new courses or programs, awards or nominations for awards for teaching excellence or educational leadership, teaching or instructional development grants received and used to enhance teaching and learning activities, and commentary on the candidate's impact on colleagues in the development of teaching skills and in pedagogical design.

## *Appendix B: Materials Collected by the Academic Unit Head (Tenure Stream)*

### *B1: Student Course Evaluations*

The Academic Unit Head adds to the Candidate's File:

- Copies of all available Student Course Evaluations for all courses (undergraduate and graduate) the candidate has taught at U of T Scarborough (in the case of tenure) or (in the case of promotion) all available Student Course Evaluations for all courses the candidate has taught in at least the preceding five years; and
- Where relevant, copies of Student Course Evaluations from any other unit at U of T in which the candidate has taught. When a candidate has taught at another university within the last five years, student course evaluation results from that institution should be obtained, if possible, along with normative information.

Where the amount of teaching the candidate has done at either the undergraduate or graduate level varies from the norms of the department, the Academic Unit Head or other suitable representative of the candidate's unit should explain the extent of the difference and the reasons for the difference. This explanation should be included in the Candidate's File as a cover page to the compilation of student course evaluations.

### *B2: Teaching Observation Report*

The Teaching Observation Report may be completed by the Internal Teaching Evaluation Committee (Divisional Guidelines, 3.C.1), or by at least two tenured faculty members (in the case of a small department or because of particular expertise, one member could be a teaching stream faculty member with continuing status, a clinical faculty member, or an emeritus professor) who are commissioned by the Academic Unit Head. The teaching observation cannot be conducted by any members of the Tenure or Promotion committee.

One Teaching Observation Report will normally be completed and added to the confidential materials in the Candidate's File. For courses delivered traditionally (that is, in-person and in a classroom), the Teaching Observation Report would normally be based on live classroom visit(s) by at least two colleagues to allow observation of both instructor and student engagements with the course material and one another. Under exceptional circumstances, videos of in-person classes might be permissible, but these would ideally record student engagement with the candidate, instructional material, and other students. For online, community-engaged, and other nontraditional courses, appropriate modules should be identified and assessed, preferably by colleagues experienced in the pedagogical demands of the instructional format.

The Teaching Observation Report must be based on at least one class visit, ideally completed within the year of the Tenure or Promotion Review. Academic Unit Heads are advised to anticipate necessary exceptions to the 12-month period that might occur (for example, if a

leave occurs just prior to or during the year of assessment) and to plan for early teaching visits where needed.

Some academic units or candidates may suggest more than one class visit to allow observation of courses at different levels (for example, undergraduate and graduate or A-level and D-level) or classes that feature different pedagogical approaches. These multiple visits should be addressed in a single Teaching Observation Report.

Classroom visits must be arranged in consultation with the candidate in order to find an appropriate date for the visit(s) and to allow the candidate to provide contextual material for the visitors, if desired. Other guidelines for best practices on classroom visits are available through U of T Scarborough's Centre for Teaching & Learning (CTL) and the Centre for Teaching Support & Innovation (CTSI) - see Appendix E.

### *B3: Written Opinions of Students, Teaching Assistants, and Departmental Colleagues*

The Academic Unit Head will solicit written opinions from those with direct experience with the candidate's teaching practice, including students, teaching assistants, and departmental colleagues. In soliciting these letters, the Academic Unit Head should make clear that responses (1) are voluntary and (2) will be held in confidence from the candidate. These documents will form part of the Candidate's File.

#### Undergraduate Students

The Academic Unit Head will solicit letters from current and former undergraduate students taught by the candidate. The students should be invited to comment on the candidate's success in the following:

- Stimulating and challenging students and promoting their intellectual and scholarly development;
- Developing students' mastery of a subject and of the latest developments in the field;
- Encouraging students' sense of inquiry and understanding of a subject through discovery-based learning or other appropriate methods;
- Creating opportunities for students to contribute to the research process; and
- Creating a lasting impact on students' appreciation of the subject or on their career path.

In addition, students should be asked to comment on the candidate's communication skills, active engagement with students' learning progress, and cultivation of accessible and inclusive learning environments. Students should also indicate the course(s) they completed with the instructor and any other mentoring, supervisory, or instructional work they pursued with the candidate. These requests will invite substantive comments rather than numerical

rankings and should be signed or clearly indicate the respondent (in, for example, an email header).

Normally, for tenure review, a random sample of at least 100 of the candidate's current or former students should be solicited for opinions. For promotion to Professor based on excellent teaching alone, comments from a random sample of no fewer than 200 of the candidate's current and former students, distributed across the candidate's normal pattern of teaching should be solicited for opinions. Some departments reach out to all students taught as general practice.

All student responses are confidential and should be sent directly to the Academic Unit Head. Students may be contacted by letter or email, provided (1) the process is random or comprehensive (at the Academic Unit Head's discretion) and (2) attempts are made to contact students from all courses taught by the candidate. The Registrar's Office provides student contact information for this purpose.

### Graduate Students

The Academic Unit Head will solicit letters from current and former graduate students supervised or co-supervised by the candidate. The students should be invited to comment on the following:

- Opportunities created by the candidate to involve students in research;
- Whether and how supervisory conditions fostered by the candidate were conducive to students' research, intellectual growth and academic progress; and
- The quality of research, clinical, and other supervision and mentorship provided by the candidate.

### Teaching Assistants

The Academic Unit Head will solicit letters from teaching assistants (TAs), if applicable. TAs should be invited to comment on the candidate's mentoring, management, organization and communications skills in the context of their courses and as conducive to the intellectual growth and professional development of the TAs as educators.

### Departmental Colleagues

The Academic Unit Head will solicit letters from departmental colleagues, who are in a position to comment on the candidate's teaching. Where cross-appointment is involved, letters from peers in other departments and divisions may be solicited. Where the candidate has participated in shared courses, letters attesting to the teaching effectiveness of the candidate should be obtained from colleagues who co-taught those courses, and the roles of each co-teacher should be explicitly considered.

## *Appendix C: Materials Provided by the Candidate (Teaching Stream)*

### *C1: Curriculum Vitae*

The candidate must provide a CV using [the current U of T Scarborough-endorsed template](#). The candidate is advised to include in their CV any of the following items (1) applicable to their discipline and appointment and (2) relevant to their evaluation of teaching effectiveness.

#### Courses taught

- List of titles and course codes of all courses (undergraduate and graduate) the candidate has taught (in the case of continuing status) or (in the case of promotion) all courses the candidate has taught in at least the preceding five years.
- An indication in the list of whether the candidate has had major responsibility for course design.

#### Students mentored and supervised

- List of undergraduate students whose research or creative work the candidate has supervised, together with their project or thesis topics and the period of supervision.
- If applicable, a list of graduate students for whom the candidate has provided mentorship and supervision, co- or secondary supervision, including thesis or research titles and dates of supervision.

#### Scholarly and/or creative professional work

- List of published books, chapters, textbooks, research papers, articles, reviews, multimodal, portfolio and practice-based work, work in press, submitted for publication, preprints, completed but not yet published, and in progress, to highlight disciplinary, creative practice, scholarship of teaching and learning (SoTL), and pedagogical scholarship.
- List of papers presented at meetings and symposia, oral contributions or contributions that might bridge oral, textual, artistic contexts, original artistic design, or distinguished contributions to the arts or in professional areas.
- List of creative professional activities, related to the area of teaching expertise, that demonstrate one or more of the following: professional innovation; creative excellence; exemplary professional practice; contributions to the development of the profession/discipline in ways that inform pedagogy.

#### Administrative and leadership roles

- List of administrative positions held within the University, major committees and organizations in which the candidate has served within or outside the University, and participation in academic societies and professional associations that relate to the

candidate's discipline, pedagogy, professional activities or educational leadership. The list should indicate in each case the period of service and the nature of the candidate's participation.

#### Additional relevant information

- Information relevant to the candidate's accomplishments or the impact of their teaching should also be included as appropriate. For example, this could include significant educational outreach to schools, participation in public outreach events, partnerships with communities, providing mentoring or experiential learning opportunities to individual students, accepting invitations to share teaching practices across disciplines, divisions or Universities or other indicators of achievement related to the criteria outlined in Section 4.B.
- Information regarding the candidate's accomplishments and career progression should also be included as appropriate. The candidate may also choose to include information about any career delays due to, for example, University-approved leaves, unforeseen delays to research plans (e.g. a pandemic) or delays that influence academic activities including the nature of the leave, dates, and the impact on productivity.

### *C2: Teaching Dossier*

Faculty members are encouraged to maintain a Teaching Dossier that they update annually. Faculty are advised to seek feedback on the development of their Teaching Dossier from colleagues, the Academic Unit Head, U of T Scarborough's Centre for Teaching & Learning (CTL), and the tri-campus Centre for Teaching Support & Innovation (CTSI) as appropriate. The types of elements typically provided in a Teaching Dossier are outlined below. This list is not intended to be exhaustive; other types of evidence may be added by the candidate as evidence of effective teaching or may be necessary in different disciplines. Candidates should consult with their Academic Unit Head about requirements and expectations, relevant to their discipline.

The Teaching Dossier would normally include the following items, although, as noted, there may be some variation based on discipline, appointment type, and teaching practice.

- Statement of the candidate's teaching philosophy and goals and an accompanying organizing narrative that contextualizes the other components of the Teaching Dossier and demonstrates how these components align both with their own philosophy and goals, and with the criteria specified in these U of T Scarborough Divisional Guidelines. Candidates are encouraged to contextualize their courses for the evaluators by providing information on, for example, enrollment, pre-requisite structures, co-teaching or modular teaching contexts, and whether they are required or elective courses.
- Statement that documents and reflects on change and growth in their teaching, including success, experimentation and innovation (for example, through references

to the CV or evidence available in appendix materials, including course syllabi, assessments, sample tests, classroom or experiential learning activities, research and scholarly work with students, and mentoring of students) or pedagogical development (through, for example, discussions of the ways published literature influences the candidate's teaching practice or documentation in the CV or appendix of participation in workshops and contributions to SoTL).

- Evidence that will support the committee's assessment of the candidate's success in graduate (if applicable) and undergraduate student supervision and mentorship, including efforts to engage students in scholarly, research, creative, technical, or community-based activities and practices; this overview should augment information provided in the list of graduate supervision provided in the CV (if applicable);
- Commentary on the results of Student Course Evaluations, or other student feedback received by the candidate, as appropriate. While Student Course Evaluations can be a useful component of assessing effectiveness in teaching and may provide insights into students' reported learning experiences, no single source of information offers a complete picture of an instructor's teaching effectiveness or overall teaching quality. Hence, candidates may include evidence from other assessment methods, including peer evaluations, evidence from instructor-designed surveys, and/or classroom research. Candidates may also draw on published literature to support and frame the information presented as evidence of effectiveness in teaching. (For reference, it is recommended that evaluators consult the Centre for Teaching Support & Innovation's [University of Toronto Course Evaluation Interpretation Guidelines for Academic Administrators](#), which details effective practice in interpreting course evaluation reports for the purpose of assessing teaching.)
- To address the criteria for "Creative Educational Leadership and/or Achievement," candidates may, for example, provide evidence of contributions to curricular innovation including the development of new courses or programs, summarize awards or nomination for awards for teaching excellence or educational leadership, explain how teaching or instructional development grants received were or will be used to enhance teaching and learning activities, and comment on the candidate's impact on colleagues in the development of teaching skills and in pedagogical design.

## *Appendix D: Materials Collected by the Academic Unit Head (Teaching Stream)*

### *D1: Student Course Evaluations*

The Academic Unit Head adds to the Candidate's File:

- Copies of all available Student Course Evaluations for all courses (undergraduate and graduate) the candidate has taught at U of T Scarborough (in the case of continuing status) or (in the case of promotion) all available Student Course Evaluations for all courses the candidate has taught in at least the preceding five years; and
- Where relevant, copies of Student Course Evaluations from any other unit at U of T in which the candidate has taught. Where a candidate has taught at another university within the last five years, student course evaluation results from that institution should be obtained, if possible, along with normative information.

Where the amount of teaching the candidate has done at either the undergraduate or graduate level varies from the norms of the department, the extent of the difference and the reasons for it should be explained by the Academic Unit Head or other suitable representative of the candidate's unit. This explanation should be included in the Candidate's File as a cover page to the compilation of student course evaluations.

### *D2: Teaching Observation Report*

The Teaching Observation Report may be completed by the Internal Teaching Evaluation Committee (Divisional Guidelines, 4.C.1), or by at least two other Continuing Status or Tenured faculty commissioned by the Academic Unit head. The teaching observation cannot be conducted by any members of the Continuing Status or Promotion committee.

One Teaching Observation Report will normally be completed and added to the confidential materials in the Candidate's File. For courses delivered traditionally (that is, in-person and in a classroom), the Teaching Observation Report would normally be based on live classroom visit(s) by at least two colleagues to allow observation of both instructor and student engagements with the course material and one another. Under exceptional circumstances, videos of in-person classes might be permissible, but these would ideally record student engagement with the candidate, instructional material, and other students. For online, community-engaged, and other nontraditional courses, appropriate modules should be identified and assessed, preferably by colleagues experienced in the pedagogical demands of the instructional format.

The Teaching Observation Report must be based on at least one class visit, ideally completed within the year of the Continuing Status or Promotion Review. Academic Unit Heads are advised to anticipate necessary exceptions to the 12-month period that might occur (for example, if a leave occurs just prior to or during the year of assessment) and to plan for early teaching visits where needed.

Some academic units or candidates may suggest more than one class visit to allow observation of courses at different levels (e.g. undergraduate and graduate or A-level and D-level) or classes that feature different pedagogical approaches. These multiple visits should be addressed in a single Teaching Observation Report.

Classroom visits must be arranged in consultation with the candidate in order to find an appropriate date for the visit(s) and to allow the candidate to provide contextual material for the visitors, if desired. Other guidelines for best practices on classroom visits are available through U of T Scarborough's Centre for Teaching & Learning (CTL) and the Centre for Teaching Support & Innovation (CTSI) - see Appendix E.

### *D3: Written Opinions of Students, Teaching Assistants, and Departmental Colleagues*

The Academic Unit Head will solicit written opinions from those with direct experience with the candidate's teaching practice, including students, teaching assistants, and departmental colleagues. In soliciting these letters, the Academic Unit Head should make clear that responses (1) are voluntary and (2) will be held in confidence from the candidate. These documents will form part of the Candidate's File.

#### Undergraduate Students

The Academic Unit Head will solicit letters from current and former undergraduate students taught by the candidate. The students should be invited to comment on the candidate's success in the following:

- Stimulating and challenging students and promoting their intellectual and scholarly development;
- Developing students' mastery of a subject and of the latest developments in the field;
- Encouraging students' sense of inquiry and understanding of a subject through discovery-based learning or other appropriate methods;
- Creating opportunities for students to contribute to scholarly, research, creative, technical, or community-based activities and practices; and
- Creating a lasting impact on students' appreciation of the subject or on their career path.

In addition, students should be asked to comment on the candidate's communication skills, active engagement with students' learning progress, and cultivation of accessible and inclusive learning environments. Students should also indicate the course(s) they completed with the instructor and any other mentoring, supervisory, or instructional work they pursued with the candidate. These requests will invite substantive comments rather than numerical rankings and should be signed or clearly indicate the respondent (in, for example, an email header).

Normally, for continuing status review, a random sample of at least 100 of the candidate's current or former students should be solicited for opinions. For promotion to Professor, Teaching Stream, comments from a random sample of no fewer than 200 of the candidate's current and former students, distributed across the candidate's normal pattern of teaching should be solicited for opinions. Some departments reach out to all students taught as a general practice.

All student responses are confidential and should be sent directly to the Academic Unit Head. Students may be contacted by letter or email, provided (1) the process is random or comprehensive (at the Academic Unit Head's discretion) and (2) attempts are made to contact students from all courses taught by the candidate. The Registrar's Office provides student contact information for this purpose.

#### Graduate Students [if applicable]

The Academic Unit Head will solicit letters from current and former graduate students supervised or co-supervised by the candidate. The students should be invited to comment on:

- Opportunities created by the candidate to involve students in research;
- Whether and how supervisory conditions fostered by the candidate were conducive to students' research, intellectual growth and academic progress, consistent with the School of Graduate Studies' Graduate Supervision: Guidelines for Students, Faculty and Administrators; and
- The quality of research, clinical, and other supervision and mentorship provided by the candidate.

#### Teaching Assistants

The Academic Unit Head will solicit letters from teaching assistants (TAs), if applicable. TAs should be invited to comment on the candidate's mentoring, management, organization and communications skills in the context of their courses and as conducive to the intellectual growth and professional development of the TAs as educators.

#### Departmental Colleagues

The Academic Unit Head will solicit letters from departmental colleagues, who are in a position to comment on the candidate's teaching. Where cross-appointment is involved, letters from peers in other departments and divisions may be solicited. Where the candidate has participated in shared courses, letters attesting to the teaching effectiveness of the candidate should be obtained from colleagues who co-taught those courses, and the roles of each co-teacher should be explicitly considered.

## *Appendix E: Divisional and University Resources*

### **U of T Scarborough**

[Office of the Vice-Principal Academic & Dean](#)

[Centre for Teaching & Learning \(CTL, UTSC\)](#)

- [dossier support – Educational Developers and Associate Dean Teaching & Learning](#)
- [microaggressions document – Equity, Diversity and Inclusion Consultation](#)

[Mentoring Excellence and Diversity \(MEAD\) Advisory Committee](#)

### **University of Toronto**

[Centre for Teaching Support and Innovation \(CTSI\)](#)

[Office of the Vice-Provost Faculty and Academic Life \(VPFAL\)](#)

- [Programming](#)

[School of Graduate Studies \(SGS\)](#)

- [Centre for Graduate Mentorship & Supervision \(CGMS\)](#)
- [Guidelines for Students, Faculty and Administrators](#)

### **Policies and Statements**

[Statement on Equity, Diversity, & Excellence](#)

[Statement of Institutional Purpose](#)

[Policy & Procedures on Academic Appointments \(PPAA\)](#)

[Policy & Procedures on Employment Conditions of Part-Time Faculty \(PtP\)](#)

[Policy & Procedures Governing Promotions \(PPP\)](#)

[Policy & Procedures Governing Promotions in the Teaching Stream \(PPPTS\)](#)

[Provostial Guidelines for Developing Written Assessments of Effectiveness of Teaching in Promotion & Tenure Decisions](#)

[Memorandum of Agreement between The Governing Council of the University of Toronto and The University of Toronto Faculty Association](#)

[Academic Administrative Procedures Manual \(AAPM\)](#)

[Memo PDAD&C#134: The Tenure Review Process and Tenure Check List](#)