

## FACULTY OF ARTS & SCIENCE

### GUIDELINES FOR EVALUATION OF TEACHING ACTIVITIES AND PEDAGOGICAL/PROFESSIONAL DEVELOPMENT FOR CONTINUING STATUS REVIEW AND PROMOTION TO ASSOCIATE PROFESSOR, TEACHING STREAM

**Policy Reference:** *Policy and Procedures on Academic Appointments (PPAA), Section VII.30, Teaching Stream Appointments*

#### **A. Introduction**

Teaching stream faculty undertake a broad range of activities that contribute to teaching effectiveness in the Faculty of Arts & Science. In some departments, the duties of teaching stream faculty centre exclusively on classroom teaching and directly related administrative duties (including service on departmental committees, course and courseware development and individual student counselling). Teaching stream faculty in other departments organize and lead individual or teams of undergraduates in research projects as a means to enrich undergraduate education. Some teaching stream staff are directly responsible for the administration of one or more large undergraduate courses (often with several sections) or for the co-ordination of undergraduate programs at both the departmental level and in college-based programs. Other administrative duties include, but are not limited to, organizing labs, hiring teaching assistants and oversight of web-based delivery of teaching programs. In addition to duties related to the delivery of undergraduate courses and programs, teaching stream faculty may be responsible for developing course content, including the creation of courseware, multi-media applications and assignments. A summary of these activities, as found in the *PPAA, Section VII.30(i)*, is as follows:

The ranks of Assistant Professor, Teaching Stream (Conditional); Assistant Professor, Teaching Stream; Associate Professor, Teaching Stream; and Professor, Teaching Stream are to be held by faculty members whose duties normally consist of teaching students who are in degree programs or the Transitional Year Programme, and other professional and administrative activities related to teaching. Faculty members in the Teaching Stream may have direct responsibility for the administration of one or more large undergraduate courses or for the co-ordination of undergraduate programs at both the department level and in College-based programs. The expectation of faculty members in the teaching stream is that they bring a dimension of teaching excellence and education innovation that enhances undergraduate or graduate education and adds significantly to the quality of the student experience. Where the position requires graduate teaching, an appointment to a University graduate department will also be made. Other cross-appointments to departments on other campuses may also be made, with or without salary, where appropriate.

#### **B. Criteria to Assess Performance**

The *PPAA, Section VII.30(vi)* outlines the criteria to be used to assess performance for the purpose of review for continuing status as follows:

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.

A positive recommendation for continuing status requires the judgement of excellence in teaching and evidence of continued future pedagogical/professional development.

Teaching stream faculty, through a combination of experience, professionalism and dedication to pedagogy, bring a dimension of teaching excellence that enhances undergraduate education and adds immeasurably to the quality of the undergraduate experience. The judgement of excellence in teaching should be based on the demonstrated ability of the teaching stream faculty member to directly enhance and enrich undergraduate education and experience.

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

### Competence in Teaching

The minimum standards required of all faculty members for an evaluation of competence in teaching requires demonstration of:

1. success in stimulating and challenging students and promoting their intellectual and scholarly development;
2. strong communication skills;
3. success in developing students' mastery of a subject and of the latest developments in the field;
4. success in encouraging students' sense of inquiry and understanding of a subject through discovery-based learning;
5. active engagement with students' learning progress and accessibility to students;
6. promotion of academic integrity and adherence to grading standards of the division and, as appropriate, the ethical standards of profession;

7. where appropriate, creation of opportunities which involve students in the research process;
8. where appropriate, creation of supervisory conditions conducive to a student's research, intellectual growth and academic progress consistent with the School of Graduate Studies Guidelines for Graduate Supervision.

### Excellence in Teaching

For a successful continuing status review and promotion to Associate Professor, Teaching Stream, the level of involvement in teaching will go well beyond that of competence. Evaluation of excellence in teaching requires, in addition to the criteria for competence, demonstration of some combination of the following:

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

### Pedagogical/Professional Development

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

1. curricular development and any relevant work in progress and the introduction of new pedagogical techniques;
2. the ongoing pursuit of further academic qualifications;
3. participation at and contributions to academic conferences where sessions on pedagogical research and technique are prominent;

4. teaching-related activity by the candidate outside of his or her classroom functions and responsibilities; and
5. professional work that allows the faculty member to maintain a mastery of his or her subject area, provided that such professional work enhances directly the teaching mission of the faculty member's academic unit and the Faculty of Arts & Science.

Departments may develop specific criteria and documentation requirements for use in the assessment of professional work in the judgement of continued future pedagogical/professional development. Such criteria should be forwarded to the Dean for review.

### Administrative Service

Under the *PPAA*, administrative service where such service is related to teaching or to curricular and professional development is one of the criteria to be considered to assess performance for the purpose of review for continuing status. As stated above, these duties can include the co-ordination of undergraduate programs and administration of large undergraduate courses, organizing labs, hiring Teaching Assistants, and student counselling. Effective service in academic administration can be considered also as evidence of pedagogical/professional development related to teaching duties.

## **C. Assembling the Documentation**

### Information to be supplied by the candidate

1. Up-to-date CV. Preparation of the CV in the approved A&S format shall be the responsibility of the candidate with appropriate assistance and advice from the department head. The CV shall include a list of all courses taught in the last five years or throughout the faculty member's entire career and a list of all graduate or undergraduate students for whom the candidate has been a supervisor or a supervisory committee member.
2. Teaching portfolio. The teaching portfolio should include as appropriate:
  - A statement of teaching philosophy and plans for developing teaching skills.
  - Representative course outlines, bibliographies and assignments, description of internship.
  - New course proposals.
  - Digests of annual student evaluations and letters or testimonials from students regarding teaching performance.
  - Where appropriate, a list of undergraduate and professional masters students for whom the candidate has been the primary supervisor, a second reader or committee member.

- Applications for instructional development grants or similar documents.
  - Documentation of efforts made (through both formal and informal means) to improve teaching skills or course design and a description of the outcomes.
  - Awards or nominations for awards for teaching excellence.
  - Documentation of innovations in teaching methods and contributions to curricular development, including activities related to the administrative, organizational and developmental aspects of education and the use and development of technology in the teaching process.
  - Examples of efforts to mentor colleagues in the development of teaching skills and in the area of pedagogical design.
  - Evidence of professional contributions in the general area of teaching or community outreach and service through teaching functions, such as presentations at pedagogical conferences or publications on teaching service to professional bodies or organizations through any method that can be described as instructional.
3. Names of up to four assessors who are competent to assess the candidate's teaching and evidence of pedagogical/professional development. Assessors should be drawn from other academic institutions; assessors should hold the rank of Associate or Full Professor, Tenure Stream or Teaching Stream or similar rank. Where appropriate, one may be an expert in the field from the external community. The list should include a brief statement of each assessor's expertise as related to the continuing status review.

Documentation to be collected by the Chair

1. Copies of teaching evaluations for the candidate's entire career at the University should be included in the continuing status dossier. Where a candidate for continuing status is, or has been teaching at the University of Toronto at Mississauga or Scarborough, course evaluations from the respective campus should be obtained by the Chair. A comprehensive summary of all teaching evaluations should be prepared by the Teaching Evaluation Committee.
2. A minimum of four letters of appraisal will be included in the continuing status dossier. There should be at least one letter from an assessor selected from the candidate's list and two to three letters from assessors chosen by the Chair. At least one of these four appraisals should be prepared by a faculty member whose appointment is in or is similar to a teaching stream appointment. In addition to these four appraisers, a principal external assessor from another academic institution that has excellent undergraduate programs in the same or similar discipline will be chosen by the Chair to undertake a review of the candidate. The principal external assessor, with advance notice and permission of the candidate, shall observe the candidate in the classroom. Appraisals from assessors from the

external community who are experts in their field may also be solicited for comment on the candidate's professional work or contributions to the profession. Assessors will be asked to comment on the quality of the candidate's teaching, administrative service and professional work, as they relate to teaching effectiveness and pedagogical/professional development.

3. Letters from current and former undergraduate students commenting on the candidate's ability to stimulate and challenge the student's intellectual curiosity and on his/her mastery of the subject area and, where appropriate, his or her effectiveness as a supervisor of undergraduate or professional masters student research. Normally, a random sample of approximately 200 students should be solicited for opinions, to be addressed, in writing, to the Chair.
4. Where the candidate has participated in shared courses, letters attesting to the teaching competence of the candidate should be solicited from colleagues in those courses.
5. Where the amount of teaching varies from the norms of the department for teaching stream appointments, the extent of the difference and the reasons for it should be explained.

#### **D. The Teaching Evaluation Committee**

1. The Teaching Evaluation Committee's report on the candidate's teaching effectiveness should be a critical assessment of all the material available in support of teaching effectiveness. It should take into account course materials for all courses the candidate has taught and any other documentation, which the candidate wishes to have taken into account. The success of the candidate's supervision of undergraduate or professional masters students, where appropriate, should be reviewed explicitly. The Teaching Evaluation Committee should not be given the letters from external assessors.
2. Note should also be taken of any awards received by the candidate for teaching performance, along with an explanation of the significance of each award.
3. Any evidence of the impact of the candidate's teaching on the discipline or profession, or of how his or her teaching is creative should be indicated. Possible examples of how teaching ability might be demonstrated are: (a) major contributions to the curriculum, (b) evidence of impact on how the subject is taught, (c) contributions to journals devoted to teaching, (d) publications such as text books and multi-media and web-based applications.
4. The report of the Teaching Evaluation Committee should also take into account Article 5 of the *Memorandum of Agreement* which states that:

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

5. One or more members of the Teaching Evaluation Committee, with advance notice and permission of the candidate, shall observe the candidate in the classroom. If such permission to observe the class is refused by the candidate, this should be noted in the committee's report.
  
6. The Teaching Evaluation Committee's report on the evidence of the candidate's continued future pedagogical/professional development should take into consideration the criteria found in Section B above. As in noted in Section B, departments may develop specific criteria and documentation requirements for use in the assessment of professional work in the judgement on continued future pedagogical/professional development. Such criteria should be forwarded to the Dean for review.