



Office of the Chair

## DPES 2010-14 Promotion to Senior Lecturer

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At the University of Toronto the Promotion to Senior Lecturer is defined by two policies. The first is a University policy overseen by the Provost's Office. This can be found in "Academic Appointments" at <http://www.governingcouncil.utoronto.ca/policies/phoct302003i.htm>. In this, general considerations are outlined. Of particular relevance under "Teaching Stream Appointments" is the following:

vi) 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 duties or to curricular and professional development.

Specific criteria for promotion to Senior Lecturer is devolved to the divisions as stated in the above reference. In our case the "division" is the "Faculty of Scarborough College" or UTSC. The following document, "UTSC Guidelines: Assessment of Teaching Effectiveness for Decisions Concerning Tenure, Promotion to Senior Lecturer and Promotion to Full Professor" describes the criteria adopted in 2004 by UTSC Faculty Council. Of particular relevance is the following:

**a. Competent (effective) teaching at all levels and in both the professorial and teaching stream** generally can be characterized as manifesting a basic knowledge and application of the craft. It should:

- Be based on a mastery of the subject area
- Give evidence of skill at communicating, particularly conveying the structure of individual classes, the course and the program/discipline to students
- Stimulate, challenge and develop the intellectual capacity of students, including their critical thinking skills
- Be accompanied by reasonable accessibility for students and TAs to the instructor
- Be sensitive to students' differing learning needs
- Include out-of-class mentoring of undergraduate students and (where applicable) graduate students
- Promote academic integrity and adherence to professional standards
- Be based on a coherent approach to/philosophy of teaching that is then reflected in the teaching practice
- Use methods of evaluation commensurate with the educational goals and provide regular feedback to students
- Where appropriate, use technology to enrich teaching
- Include basic class management such as reporting grades on time, keeping records, tracking student progress, *etc.*
- Where applicable (in certain appointments such as some lecturer appointments) include running educational programs such as one-on-one tutoring, maintaining labs and tutoring students in their use, coordinating sections, training TAs, *etc.*
- Result in measurable learning outcomes (broadly defined)
- Be in compliance with Article 5 of the Memorandum of Agreement that states:

*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*

**b. Excellent** teaching is demonstrated where there is a scholarly approach to teaching. It can be demonstrated by outstanding performance and a commitment to continued pedagogical or cognate professional development. For someone who has been teaching for a relatively short time (4-5 years), **some** of the following would be expected in addition to the items specified for competence above:

- Demonstrating consistently outstanding classroom teaching
- Winning/being nominated for a UTSC or U of T teaching award or similar
- Developing significant new courses or undertaking curricular reform, program design, or redesign
- Undertaking successful enhancements in the teaching domain including new and innovative teaching processes, materials and forms of evaluation, as well as effective use of technology including new media
- Publishing textbooks, websites or IT courseware that enhance learning
- Demonstrating understanding of pedagogical theory as it pertains to/informs teaching practice in the discipline
- Developing and implementing innovative educational programming and assessment in support of the curriculum
- Obtaining significant grant funding for a teaching project
- Undertaking classroom research
- Mentoring colleagues on teaching enhancement
- Regularly participating in educational conferences such as the STLHE annual conference or the main educational conferences relevant to the discipline
- Presenting and publishing papers in educational journals and/or the main journals in the discipline that have an educational focus
- Working with colleagues at cognate institutions, to enhance pedagogy in the discipline

It is important that this document be your guide, and specifically these criteria, in developing your career as a Lecturer. Equally important is that the *UTSC Teaching Guidelines* will be what guides your evaluation by your employing unit, i.e. DPES. These are the documents I will be using as you move forward in your career and the documents I will direct any evaluating committee, including PTR considerations. I encourage you to work closely with me and Professor Clare Hasenkampf, Director of the Centre for Teaching and Learning, to understand the *Guidelines* and identify which criteria to focus on as a means of demonstrating your teaching strengths.

I would like to dispel some common myths that surround this promotion process.

1. Research enhances your success at achieving the rank of Senior Lecturer.

In and of itself this is incorrect, although this notion does have some currency at the university. This is not listed as promotion criteria in the UTSC document and not included in the University of Toronto policy. Indirectly, for example, through the supervision of upper year research projects, which are part of the educational experience of undergraduates, research can play a role but it is subservient to undergraduate educational goals. In fact such research will be judged on the basis of the educational value to the undergraduate, not the

research output. Action Research on the effectiveness of your teaching methods and innovations can play a role in your assessment as listed in the UTSC criteria and this can take the form of published materials, typically in educational journals. However publication is not an exclusive standard for evidence of a reflective teaching practice and publication in a pedagogical journal is not a requirement for promotion, if other criteria for excellence are met.

2. Excellence in the classroom is sufficient for promotion to Senior Lecturer. Although this aspect of your teaching, “teaching effectiveness”, will play a critical role in the assessment for promotion, your teaching practice must include other elements, specifically,
  - i. achieve competency in ALL of the categories provided in the UTSC Guidelines for “Competent (effective) teaching at all levels ....”
  - ii. meet more than one criteria for evidence of excellent teaching as indicated in the UTSC guidelines for ‘Excellent Teaching‘ [examples of these are listed above] and,
  - iii. provide evidence of continued future pedagogical/professional development.
3. A “three year review” is a necessary and standard part of the Lecturer’s evaluation. Although this practice does have currency in some units, it is not mandated by University policy. However it is mandated for tenure stream faculty and forms a necessary element for their contract renewal, which it emphatically does not do in the case for Lecturers. A recent memo from the UTSC Dean’s Office (DCD #2) states the following:

*Third-year review for faculty in the teaching stream:*

Some departments have adopted the practice of conducting third-year reviews for teaching stream faculty who are in positions that may continue on to review for promotion to Senior Lecturer in the fifth year. Such a review is not provided for in the Policy and is not encouraged. If conducted, it must **never** form the basis for a decision to renew or extend a Lecturer's contract. The preferred approach is to use the existing annual PTR review process to its fullest extent to provide the necessary professional development feedback to Lecturers to ensure that they are adequately prepared and ready for the promotion review.