

**Department of English and Creative Writing**  
**April 2023**  
**Promotion from Sessional Lecturer II-III**  
**As approved by Departmental Council on April 28, 2023**

**UCAPT approved January 22, 2024**

(Sessional Lecturer I and II: Approved by Departmental Council - January 20, 2017.)

**\*NOTE:** The Department has only one Sessional Lecturer currently at the Sessional Lecturer II level. Since no new hires will occur in this role, Sessional Lecturer criteria for levels I and II will never again be needed.

The criteria are consistent with Article 55 of the Collective Agreement:

“Advancement from Sessional Lecturer II shall be on the recommendation of the AAU on the basis of job-derived criteria.”(Section 55:07 of the Collective Agreement.) Candidates for promotion must achieve the standard set for all criteria although they may do so in different ways. A candidate’s specific profile-and teaching context may also be taken into account in identifying the critical determining factors.

**Teaching Evaluation Criteria:**

Teaching and teaching-related activities (such as participation in workshops or other forms of professional development related to teaching) will be the sole basis on which Sessional Lecturers, at all ranks, shall be reviewed and considered for promotion. Research and administrative work shall not be considered. Candidates shall be assessed using SET/SPT scores, the Head's performance reviews, sample syllabi, letters of reference, and teaching dossier information provided by the candidate.

The dossier should include a self-reflective statement addressing the candidate's pedagogical philosophy and practices. It may also include but is not limited to evidence of professional development related to teaching (e.g. participation in pedagogy workshops; sample assignments and grading rubrics, or other materials related to teaching; peer assessment of teaching; evidence of nomination for, and/or receipt of, teaching awards; sample feedback/comments to and from students; excerpts from course materials demonstrating incorporation of current Teaching & Learning research into teaching activities; details of contribution to professional development; student mentoring and student letters evidencing the outcomes of effective mentorship). Special consideration will be given to such issues as class size, level of course, and first-time course preparations. (Resources and templates for completing a teaching dossier can be found at <https://www.uwindsor.ca/ctl/502/teaching-dossiers>)

In the case of Sessional Lecturers having course assignments outside of the English Department, the standards herein are understood to apply to courses taught in the English Department. Performance in other departments or for other programs will be evaluated by the standards of those departments or programs.

Adherence to the requirements of the Collective Agreement constitutes a necessary condition for a successful review at any level. These include (but are not limited to) activities such as making oneself available to students outside of class (for example, through regular office hours). Unusual patterns of withdrawal or documented and well-founded student complaints would mitigate strongly against a successful review at any level.

## TEACHING CRITERIA<sup>1</sup>

| <b>Criterion 1: Design and Planning of Learning Activities</b><br>Planning, development, and preparation of learning activities, learning resources, and materials for a course or for a degree program          |  |  |   |
|--|--|--|---|
|  | <b>Sessional Lecturer III</b>  |  | <b>Evidence</b>   |
| <b>a) Clarity and appropriateness of course materials (e.g., course outlines, course materials posted online, instructions and resources for assignments, texts or teaching materials assigned to the class)</b> | Learning materials are consistently well-aligned, effective, and stimulating. Activities reflect informed approach to learning design.   |  | Peer review<br><br>SET/SPT scores<br><br>Student comments<br><br>Teaching dossier (see Preamble)<br><br>Teaching awards |
| <b>b) Sound and current course content and material</b>  | Sound and current course content and material with evidence of practices to remain current   |  |   |
| <b>c) Organization of class – effectiveness in providing activities to develop student learning</b>  | Planned learning activities clearly and effectively support student intellectual growth and skills development specific to the class, and are consistently at an appropriate level of difficulty |  |   |

<sup>1</sup> Alternate instructional and assessment methods reflective of Indigenous cultures, and, where applicable, of the cultural diversity of other EDID instructors should be acknowledged and assessed in context. This may involve, for example, less of an emphasis on written work as a means of assessment.

English Sessional Lecturer III Evaluation Criteria

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| <p><b>d) Methods of assessment are clear, aligned with intended learning outcomes, at an appropriate level of difficulty, and reflect current disciplinary practice</b></p> | <p>Assessment activities are generally clear, well-aligned with learning outcomes, and appropriately challenging for the course level.</p> |  |  |
|---|--|--|--|

**Criterion 2: Teaching and Supporting Student Learning**  
 Quality teaching including lecturing, classroom and on-line instruction, workshops, and applied activities

|   | <b>Sessional Lecturer III</b>  |  | <b>Evidence</b>  |
|---|--|--|--|
| <p><b>Clarity and stimulation of interest</b></p>   | <p>Students indicate that instruction is generally easy to follow and interesting.</p>   |  | <p>Teaching dossier<br/>                     Peer review<br/>                     Student comments<br/>                     SET/SPT scores<br/>                     Record of investigated student complaints<br/>                     Teaching awards and nominations</p> |
| <p><b>Encouraging students to interact with the instructor and with each other to facilitate learning</b></p> | <p>Employs effective strategies that encourage interaction</p>   |  |  |
| <p><b>Supporting students in reaching goals for the course</b></p>  | <p>Evidence that instructional practices support student development of intended learning</p>  |  |  |
| <p><b>Timely and constructive feedback is provided to students</b></p>  | <p>Student feedback or other evidence is timely and regular and is consistently appropriate to the nature of the course. Feedback provided useful guidance regarding how to improve for future work.</p> |  |  |

English Sessional Lecturer III Evaluation Criteria

|   |   |  |  |
|---|---|--|--|
| <p><b>Student perceptions of teaching</b></p> | <p>Instructor SET/SPT scores average in the range of “good.”</p> <ul style="list-style-type: none"> <li>*SET/SPT scores should be assessed in context: size of class, difficulty of subject material, required vs elective status, and grading strictness should be taken into account in interpreting scores. It should also be recognized that racial, gender, and cultural diversity have been shown to affect student perceptions of teaching. Overall, the teaching dossier should be a privileged, or more authoritative, means of assessment, carrying more weight than the SET/SPT scores.</li> </ul> |  |  |
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**Criterion 3: Developing Effective Environments, Student Support and Guidance**

Activities relating to the creation of an engaging learning environment for students, including development of learning communities that account for and encourage equity and diversity

|  | <b>Sessional Lecturer III</b>  |  | <b>Evidence</b>  |
|--|--|--|--|
| <p><b>Creates effective learning environments which demonstrate respect and require students to demonstrate respect for others</b></p> | <p>Actively and explicitly works to establish respectful practices and interactions with students and among students, and to develop effective learning environments</p> |  | <p>Teaching dossier<br/>Course outlines<br/>ECV<br/>Student comments<br/>Record of investigated student complaints</p> |
| <p><b>Availability for consultation (e.g., email, online, office hours, telephone)</b></p>   | <p>Available to students outside of class time with evidence of systematic approaches to ensuring availability to students</p>   |  |  |

| <b>Criterion 4: Integration of Scholarship, Research, or Professional Activities with Teaching</b>  |   |  |  |
|---|---|--|--|
|   | <b>Sessional Lecturer III</b>   |  | <b>Evidence</b>  |
| <p><b>Inclusion of ONE of:</b></p> <p>a) <b>Teaching and learning research into teaching practice</b></p> <p>b) <b>Discipline-based research in the curriculum and engagement of students in pedagogically sound discipline-based research</b></p> <p>c) <b>Professional or work-based practice and experiences into teaching practice and the curriculum</b></p> | <p>Research on teaching and learning, discipline-based research; or creative, professional, or work-based practice forms a regular source for planning and decision-making in teaching and course design; and informal inquiry forms an element of teaching improvement practice.</p> |  | <p>Teaching dossier</p> <p>ECV</p> <p>New course development</p> |

| <b>Criterion 5: Continuing Professional Development and Efforts to Improve Individual Practice</b> |  |  |  |
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|  | <b>Sessional Lecturer III</b>  |  | <b>Evidence</b>  |
| <b>Evidence of teaching-related professional development</b>                                       | <p>Attention to a commitment to improving his or her own teaching through activities such as self-directed reading, workshops, forums, conferences, or peer-led activities intended to enhance teaching and learning</p> |  | <p>Teaching dossier</p> <p>Workshop participation</p> <p>ECV</p> |
|  |  |  |  |