



Office of the Dean

TO CHAIRS IN BASIC SCIENCES, REHAB SCIENCES AND COMMUNITY HEALTH SECTORS

March 6, 2008

Dear Colleagues,

Please find attached the approved Guidelines for the Promotion from Lecturer to Senior Lecturer that should now be launched in our Faculty. Please ensure that these guidelines are circulated to your Lecturers in this stream. These guidelines will now be used for promotion.

Major thanks to Professor David Isenman and his committee who worked on these guidelines on behalf of the Faculty of Medicine.

Best Wishes,

A handwritten signature in black ink that reads "C. Whiteside".

Cathy Whiteside, MD PhD
Dean

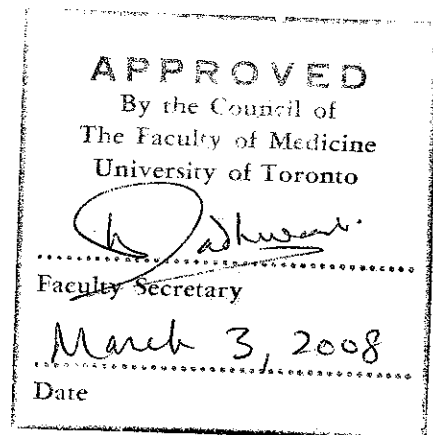
Background Information Regarding the Formulation of Guidelines for the Promotion of Lecturer to Senior Lecturer in the Faculty of Medicine

On May 13, 1999 Governing Council approved a revised version of the *Policy and Procedures on Academic Appointments* that changed the nature of teaching-stream appointments at the University of Toronto. Positions that would formally have been designated as either Tutor or Senior Tutor were now designated as Lecturer, or Senior Lecturer teaching-stream positions. A formal procedure for promotion to the Senior Lecturer rank became codified in the *Policy and Procedures on Academic Appointments* document, however, the specific criteria for adjudicating the “teaching effectiveness and pedagogical/professional development” of the candidate were to be “in accordance with approved divisional guidelines on the assessment of teaching”. At the time that an *ad hoc* committee (see membership below) began its work on this matter in May 2007, there were no guidelines in the Faculty of Medicine dealing with the promotional process to Senior Lecturer. There were, however, detailed guidelines that had been developed by the Faculty of Arts and Science, parts of which had been used on an *ad hoc* basis for some Faculty of Medicine Lecturer candidates undergoing the promotional review process. The mandate of the *ad hoc* committee was to develop guidelines that were tailored to the spectrum of teaching activities performed by Lecturers in the Faculty of Medicine. Nevertheless, in doing so extensive use was made of those sections of the Arts and Science document that were applicable. The committee is indebted to the work done by our Arts and Science colleagues in providing the template from which the proposed Faculty of Medicine guidelines could be derived.

The promotion guidelines developed by the *ad hoc* committee formally apply only to Teaching-Stream Lecturer Appointments in the Faculty of Medicine that are governed by the University's *Policy and Procedures on Academic Appointments*. This is distinct from the Lecturer designation of clinical faculty, who are governed by the University's *Policy on Clinical Faculty*.

Ad Hoc Committee Membership:

David Isenman, Chair (Department of Biochemistry)
Luigi Girolametto (Department of Speech-Language Pathology)
Bonnie Kirsh (Department of Occupational Science and Occupational Therapy)
Chris Perumalla (Department of Physiology)
Michael Wiley (Division of Anatomy, Department of Surgery)
Cindy Woodland (Department of Pharmacology)
Helen Yarish (FOM Human Resources)



FACULTY OF MEDICINE GUIDELINES FOR EVALUATION OF TEACHING ACTIVITIES AND PEDAGOGICAL/PROFESSIONAL DEVELOPMENT

(for promotion to Senior Lecturer)

Part 1: Introduction

Teaching-stream faculty undertake a broad range of activities that contribute to teaching effectiveness in the Faculty of Medicine. In some departments, the duties of Lecturers and Senior Lecturers centre predominantly on didactic classroom teaching, and directly related administrative duties. Teaching-stream faculty in other departments are primarily involved in running laboratory courses, where the formal lecturing is less, but the one-on-one interaction with students is much greater. A major role of Lecturers in some of the departments of the Faculty is the academic oversight of practicum placements, and in other departments, Lecturers may have a similar role in coordinating the placement of undergraduates taking research project courses. Some teaching-stream staff have as their major responsibility the administration of one or more large courses, or the coordination of courses or programs of a department. In addition to the above responsibilities, administrative duties include, but are not limited to, hiring Teaching Assistants, oversight of web-based delivery of teaching programs, and student counselling. Beyond duties related to the delivery of courses and programs, teaching-stream faculty may be responsible for developing course content, including the creation of courseware, multi-media applications and assignments. Finally, Lecturers may engage in pedagogical and/or discipline based scholarship in relation to the field in which they teach. Most frequently, each Lecturer in the Faculty of Medicine performs several of the above described activities, but their relative weighting in terms of time devoted is highly variable across the different departments, and even among Lecturers in any given department.

The *Policy and Procedures on Academic Appointments* summarizes the activities of Lecturers and Senior Lecturers as follows:

The duties of Lecturers and Senior Lecturers normally consist of teaching students who are in degree programs (or the Transitional Year Program) and related professional and administrative duties. Lecturers and Senior Lecturers may have independent responsibilities for designing and teaching courses or significant components of courses within their departmental or divisional curricula.

The *Policy and Procedures on Academic Appointments* (Chapter 7, No. 30, section, vi) outlines the criteria to be used to assess performance for the purpose of review for promotion as follows:

Performance will be assessed on the 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.

Preparation for the Promotion Process – Recommended Three Year Review

It is *highly recommended* that in the third year of the appointment that a relatively informal performance review of the Lecturer appointee be undertaken. Typically, the review should be undertaken by the Chair of

the department, together with one senior member of the department who is familiar with the teaching activities of Lecturers in that department. The appointee should be asked to assemble a preliminary teaching dossier, including any related professional activities that have been undertaken to that point. Additionally, the three-year review committee may elicit information about the teaching effectiveness of the appointee in the form of peer evaluation, student course evaluations and the opinions of individual students, if the latter are available. The emphasis of the review should be on mentoring the candidate for the upcoming Lecturer to Senior Lecturer promotion process. Thus, the outcome of the review should provide counsel to the appointee on areas of weakness that need improvement, as well as areas of strength that should be maintained. Constructive input on the content and format of the appointee's preliminary teaching dossier should also be provided. Where the *highly recommended review* has taken place, a written summary of its findings and any counsel to the appointee should be provided to the appointee in a timely manner, and no later than June 30 of the third year of the appointment.

Lecturer to Senior Lecturer Promotion Review

The Lecturer to Senior Lecturer promotion review will normally take place in the fall of the fifth year since initial appointment, but the process is initiated the preceding June through a letter to the candidate from the chair/head of the candidate's academic unit (full details provided beginning page 8, "Step-by-Step Guide of Promotion Procedures from Lecturer to Senior Lecturer"). The deadline date for completion of the entire promotion process within the Faculty of Medicine, including vetting by the Dean of the promotion package sent forth from the candidate's department, is December 31 of the same year. A promotional review may take place earlier than the fall of the fifth year at the request of the lecturer, but requires Provostial approval. A positive recommendation for promotion requires the judgement of excellence in teaching and evidence of continued future pedagogical/professional development. In making this decision, the candidate's performance needs to be judged against the duties outlined in their job description at the time of appointment, or as subsequently amended by mutual agreement. A positive recommendation for promotion to Senior Lecturer requires final approval by the Vice-President and Provost.

Teaching-stream faculty, through a combination of experience, quality of professionalism and dedication to pedagogy, bring a dimension of teaching excellence that enhances the student educational experience. This dimension of excellence cannot be duplicated by casual academic staff, or administrative staff. The judgement of excellence in teaching should be based on the demonstrated ability of a Lecturer to directly enhance and enrich undergraduate/graduate education.

With the broad array of duties, detailed above, for Lecturers in the Faculty of Medicine, 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 or laboratory performance alone. (For the purpose of this document classroom performance includes the development of web-based curriculum.) In other cases, administration of degree programs, where such service is directly related to the delivery of teaching, and to the development of curriculum and programming, will have significant weight. However, administrative service alone should not be sufficient for promotion. In all cases, excellence in the classroom or laboratory must be clearly established. (In very rare circumstances and with the written permission of the Dean prior to the promotion review, a Lecturer may be promoted on the basis of teaching excellence as it pertains to the organization and administration of degree programs where such service is directly related to excellence in the classroom, or other teaching venues such as practicum field placement. Such excellence will include a demonstrated capacity of leadership in curriculum innovation.) Given the variance in the duties of Lecturers by department, and in some cases within departments, the relative weighting upon which the judgement of teaching effectiveness and excellence is to be made should be communicated to the candidate prior to the initiation of the Promotion review. As discussed above, the weighting of the assessment should be in line with the job description of the candidate.

Effectiveness in Teaching

Effective teaching is demonstrated by the degree to which the candidate for promotion is able to stimulate and challenge the intellectual ability of students, to communicate academic material effectively, and to maintain mastery of his/her subject area. It also involves maintaining accessibility to students and active engagement in their learning process. Further, an effective teacher has the ability to influence the intellectual and scholarly development of students. In carrying out their teaching duties, the lecturer should also have promoted academic integrity, adhered to the grading practices of the division and, as appropriate, emphasized the ethical standards of the particular profession being taught.

To be promoted to Senior Lecturer, the candidate must have demonstrated competence in the above areas, but there should be some areas in which true excellence has been demonstrated. Recognizing that the entire list below is very unlikely to be applicable to any single individual, excellence in teaching by the candidate may have been demonstrated by some combination of the following:

- superlative teaching skills,
- creative educational leadership,
- successful innovations in teaching, including the creation of new and innovative teaching processes, materials and forms of evaluation,
- 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,
- publication of innovative textbooks, websites and other online material and/or teaching guides,
- development of significant new courses and/or reform of curricula,
- in appropriate cases, development of innovative 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, and
- significant contribution to pedagogical changes in the discipline.

Future Pedagogical/Professional Development

To be promoted to Senior Lecturer, the candidate must also provide evidence in their dossier of continued future pedagogical/professional development. Some examples of ways in which this may be demonstrated include:

- curricular development, including any relevant work in progress;
- the introduction of new pedagogical techniques;
- the ongoing pursuit of further academic qualifications;
- participation at and contributions to academic conferences where sessions on pedagogical research and techniques are prominent;

- teaching-related activity by the candidate outside of his/her classroom functions and responsibilities; and
- professional work that allows the Lecturer to maintain a mastery of his or her subject area, provided that such professional work enhances directly the teaching mission of the Lecturer's academic unit and the Faculty of Medicine.

Once again, it is likely that only a subset from the above list will be applicable to any single individual. Departments may choose to develop specific criteria and documentation requirements for use in the assessment of professional work in the judgement of continued future pedagogical/professional development of the candidate for promotion. Such criteria should be forwarded to the Dean for his/her review.

Under the *Policy*, 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 promotion. Duties may include the coordination of undergraduate and graduate programs, administration of large courses, organizing labs, hiring Teaching Assistants, and student counselling. They may also include service on departmental, college, or university committees, service on UTFA committees and service to external agencies directly related to the teaching mission of the academic unit. Effective service in academic administration may also be considered as evidence of pedagogical/professional development related to teaching duties.

Part 2: Summary of Promotion Procedures from Lecturer to Senior Lecturer

A. Information to be provided by the Candidate:

1. A list of referees (up to four) who are competent to assess the candidate's teaching and evidence of continued future professional development. *Up to three* of the referees may be drawn from *other* academic institutions or members of the academic staff who hold the rank of Associate or Full Professor or the rank of Senior Lecturer and who are appointed at the University of Toronto in divisions *other* than the Faculty of Medicine. One may be an expert in the field from the external community. The list should include a brief statement of each referee's expertise as related to the promotion review.
2. The candidate's curriculum vitae and teaching dossier. The preparation of the curriculum vitae and dossier shall be the responsibility of the candidate with appropriate advice and assistance from the department head. The dossier should include **as appropriate**:
 - a) The Lecturer's curriculum vitae in the Faculty of Medicine approved format (attached as Appendix 1), which shall include a complete list of all courses taught throughout the Lecturer's entire career and a complete list of graduate or undergraduate students for whom the candidate has been a supervisor or a supervisory committee member.
 - b) A statement of teaching philosophy and plans for developing teaching skills.
 - c) Representative course outlines, handouts, bibliographies and assignments, description of practicum duties. Normally, only the most recent version of course materials need be supplied, unless there is compelling reason to include materials from earlier years. In team taught courses, except for inclusion of the overall course schedule of topics, the material provided should reflect only the subject matter taught by the candidate for promotion.
 - d) New course proposals.

- e) Summarized end-of-course student evaluations and letters or testimonials from students regarding teaching performance. In some units of the Faculty, administrative support staff will have compiled the digest of the course evaluations, but these digests should be provided to the candidate in a timely manner following the completion of each course and maintained on file for the purpose of compiling the promotion dossier.
- f) Where appropriate, a complete list of undergraduate, professional masters, and graduate students for whom the candidate has been the primary supervisor, a second reader or committee member.
- g) Applications for instructional development grants or similar documents.
- h) Documentation on efforts made (through both formal and informal means) to improve teaching skills or course design and a description of the outcomes.
- i) Awards or nominations for awards for teaching excellence.
- j) Documentation concerning 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.
- k) Examples of efforts to mentor Teaching Assistants (and colleagues) in the development of teaching skills and in the area of pedagogical design.
- l) 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.

B. Information to be solicited / provided by the department:

1. Copies of teaching evaluations for the candidate's **entire career** at the University should be included in the dossier. The Faculty of Medicine requires that end-of-course student evaluation forms on teaching effectiveness be completed in all courses taught by faculty members in programs administered either solely by Medicine, or those given in partnership with another Faculty (e.g. the Basic Medical Science Programs administered through the Faculty of Arts and Science). In some cases, these forms are administered jointly with a student organization (e.g. Arts and Science Student Union, ASSU). Where a candidate for promotion is, or has been teaching at the University of Toronto at Mississauga or at the University of Toronto at Scarborough, course evaluations from the respective campus should be obtained by the Chair and included in the candidate's dossier. A comprehensive summary of all teaching evaluations should be prepared by the Teaching Evaluation Committee and included in the teaching dossier provided to the promotion committee.
2. Letters of reference from at least one of the referees from the Lecturer's list and at least two additional referees chosen by the Chair must be obtained. The dossier should contain a minimum of three letters from referees, at least one of which will be submitted by a faculty member whose appointment is either in the teaching-stream at this University or whose appointment elsewhere is similar to a teaching-stream appointment. The referees should be provided with the teaching dossier, copies of the student evaluations, the letters from students solicited by the Department and a copy of the candidate's initial (and if applicable, amended) job description.
3. **In addition to the referees noted above**, a principal external referee 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 referee's report will be given to the Promotion Committee and should be appended separately to its report. Assessments from additional referees from the external community who are experts in their field may be solicited for comment on the candidate's professional work or contributions to the profession. External referees 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. This must, however be done within the context of the candidate's initial, or amended, job description. This document shall be provided to the selected referees.

4. Letters from current and former undergraduate (and/or graduate) students commenting on the candidate's abilities to stimulate and challenge the student's intellectual curiosity and on his/her mastery of the subject area and, where appropriate, upon the candidate's effectiveness as a supervisor of undergraduate, graduate, or professional masters student research. Normally, a random sample of at least **10** students should be obtained for opinions, to be addressed, in writing, to the Chair.
5. Where the candidate has participated in shared courses, letters attesting to the teaching abilities of the candidate should be obtained from colleagues in those courses.
6. 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.
7. In cases of persons who are being newly appointed from outside the University and seeking an early promotion review, information from the institutions in which they have taught should be provided with an indication of how this teaching experience compares with the Faculty's requirements of internal candidates for promotion from Lecturer to Senior Lecturer.

C. The Teaching-Stream Promotion Committee:

The Lecturer's performance will normally be assessed by a promotion committee of six faculty members, struck for this purpose by the Chair or division head. Membership will include at least one Senior Lecturer from the department or a cognate department, the Chair or representative of any academic unit to which the Lecturer is cross-appointed, a decanal representative and other faculty, at least two of whom must be from the candidate's Department. The Chair shall formally notify the Lecturer as to the individuals whom he or she intends to ask to serve on the promotion committee. If the Lecturer has reason to believe that any member of the committee cannot make his or her decision solely on the basis of the evidence available at the time of the promotions committee meeting, he or she should indicate this to the Chair/division head. The Lecturer will subsequently be formally notified of the final composition of the promotions committee, as well as the timeline of the process.

D. The Teaching Evaluation Committee:

1. The Teaching Evaluation Committee should normally consist of at least two faculty members in the promotion candidate's academic unit who are familiar with the teaching programs of the unit. They may be drawn from the ranks of Associate/Full Professors and Senior Lecturers. There should be no overlap between the membership of the Teaching Evaluation Committee and the main Teaching-Stream Promotion Committee for the candidate in question. 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 (i.e., the information in A and B above, with the

exception of the letters of assessment from reviewers of the teaching dossier). 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, graduate, or professional students, where appropriate, should be reviewed explicitly.

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/her teaching is creative must be indicated. Possible examples of how teaching ability might be demonstrated are: (a) major contributions to the curriculum, (b) evidence of major 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 must 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 the permission of the candidate, should normally observe the candidate in the classroom, or other appropriate teaching venue (e.g. student laboratory). If such permission to observe the class is refused by the candidate, this fact should be reported 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 Part 1 above. The report should conclude its assessment with a clear statement on whether the candidate has demonstrated competence or excellence in teaching.

STEP-BY-STEP GUIDE OF PROMOTION PROCEDURES FROM LECTURER TO SENIOR LECTURER

"TEACHING-STREAM PROMOTION CHECK LIST"

A. ESTABLISHMENT OF THE TEACHING-STREAM PROMOTION COMMITTEE

Step 1. (Applicable only if the staff member has a budget cross-appointment to another department/division.)

The Chair of the division or department of primary appointment shall contact the head academic administrative officer of the division of secondary appointment concerning membership of and documentation for the Teaching-Stream Promotion Committee where appropriate. Teaching-Stream Promotion Committees in these situations have SEVEN voting members, including the Dean's representative.

Step 2. Preliminary Membership of the Teaching-Stream Promotion Committee

The six members of the committee (seven in the case of budget cross-appointments) must be faculty holding the rank of Associate Professor, Full Professor, or Senior Lecturer. The Chair of the Department shall normally be the Chair of the Teaching-Stream Promotion Committee. At least two members of the Promotion Committee, in addition to the Chair, must be drawn from the Department, one member must be a Senior Lecturer and at least one member must be from a cognate Department (a Senior Lecturer from a cognate Department could fulfil the preceding two stipulations). The Chair (following consultation with the head academic officer of the division of secondary appointment if appropriate) recommends the membership to the Dean for approval and requests him/her to name a Dean's representative.

Step 3. Notification of the Staff Member

The Chair must notify the faculty member in June of the candidate's fourth year since appointment of the promotion process. The staff member must be informed of the following (sample letter A1):

1. The text of the Policy and Procedures on Academic Appointments.
2. The timing of the promotion hearing.
3. The divisional/departmental guidelines and procedures to be used to evaluate teaching.
4. The proposed Teaching-Stream Promotion Committee members with the request that any objections to the membership, including the Chair, be registered, in writing, within 2 weeks, stating the reasons for the objection.
5. The timing of the assembling of documents.

6. The requirement to provide an updated and complete C.V.
7. The requirement to provide a teaching portfolio.
8. The requirement to provide a list of *up to four* external/internal referees and that other referees will be selected by the Chair.

Step 4. **Appointment of the Teaching-Stream Promotion Committee**

The Chair after considering the faculty member's response to proposed members of the Teaching-Stream Promotion Committee, and after receiving the Dean's approval of the proposed Committee, shall proceed to appoint the Teaching-Stream Promotion Committee (sample letter A2). The letter must indicate that the individuals agreeing to serve must make their decisions on the basis of the evidence assembled and available to them at the Teaching-Stream Promotion Committee meeting. The Committee must be established by **September 30**.

Step 5. **Appointment of Teaching Evaluation Committee**

The Chair must establish a Teaching Evaluation Committee to prepare written evaluations of teaching effectiveness and the potential for future pedagogical/professional development. (sample letter A3). This committee must have a minimum of two members. They should **NOT MAKE A RECOMMENDATION EITHER FOR OR AGAINST PROMOTION**. There must be no overlap of membership on the Teaching-Stream Promotion Committee and Teaching Evaluation Committee. The Chair of the Department/Chair of the Teaching-Stream Promotion Committee must not be a member of the Teaching Evaluation Committee. At least one (and preferably more than one) member of the Teaching Committee should observe the candidate in a teaching venue prior to submitting the report.

Step 6. **Written Assessments by Referees**

The Chair must obtain letters of reference from at least one referee from the staff member's list and from three additional referees, at least one of whom must not be on the faculty member's list.

The dossier must contain a minimum of four appraisals, at least one of which will be submitted by a faculty member whose appointment either is, or is similar to, a Teaching-Stream appointment.

Up to three of the referees may be drawn from members of the academic staff who hold the rank of Associate or Full Professor, or the rank of Senior Lecturer, and are appointed at the University of Toronto in divisions other than the Faculty of Medicine.

A principal external referee who is not a referee listed by the candidate and who is appointed at another academic institution that has excellent undergraduate programs in the same discipline will be chosen by the Chair to undertake a review of the candidate.

External referees 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.

The principal external referee should have access to the candidate's teaching dossier and the materials collected for the Teaching Evaluation Committee.

The principal external referee's report will be given to the Promotion Committee (but not to the Teaching Evaluation Committee) and should be appended to its Report.

Assessments from referees from the external community who are experts in their field may be solicited for comment on the candidate's professional work or contributions to the profession.

Other written evaluations may be sought from members of the department and must be sought from students taught, or in some cases advised (academic), by the Lecturer.

The referees must **NOT** be asked to make a recommendation either for or against promotion to Senior Lecturer (sample letter A4).

Please note that the promotion dossier must contain a separate section listing the name, title, and institution/organization of each external referee and a brief statement of their expertise and why they were chosen. All external referees should be sent a copy the Faculty's *Guidelines for the Evaluation of Teaching and Pedagogical Professional Development* (for promotion to Senior Lecturer).

B. Assembling of the Documentation

The Chair must assemble the dossier for the Teaching-Stream Promotion Committee. A written summary of the evidence, without identifying individuals or institutions, must be provided to the faculty member. (See sample letter B1).

C. TEACHING-STREAM PROMOTION COMMITTEE DELIBERATION

Step 1. Convening the Teaching-Stream Promotion Committee

The Chair shall convene the Teaching-Stream Promotion Committee. The committee QUORUM is the FULL membership, either six or seven voting members. Meetings are held IN CAMERA and deliberations are confidential.

Step 2. Summary of Evidence and Invitation to Appear before Teaching-Stream Promotion Committee

The Chair shall invite (in writing) the faculty member to make a written and/or oral submission to the Teaching-Stream Promotion Committee in response to the written summary of the evidence that they were provided with (sample letter B1).

Step 3. Committee Deliberation

The Teaching-Stream Promotion Committee shall make its decision solely on the evidence it has before it. Provision is made for recess of up to one month if additional information is required. The Committee may recommend only that promotion and a continuing appointment in the Teaching-Stream be granted or denied. The vote shall be by signed secret ballot and then the Chair of the Committee will announce to the Committee how each member voted. A recommendation to promote must be approved by at least four of the six members of the Committee, or by at least five of seven members of an expanded Committee.

Step 4. **Proposed Negative Recommendation**

In the event of a proposed negative recommendation, the Committee shall write to the faculty member with a Statement of Reasons for the proposed decision and with an invitation to respond either in writing or orally within 15 days (sample letter B2).

Step 5. **Mandatory Final Teaching-Stream Promotion Committee Meeting**

The Teaching-Stream Promotion Committee **MUST** meet to make its final decision. The Committee shall adopt a statement of the reasons for the decision to be sent to the Dean in addition to the Summary of Evidence (sample letters B3).

D. APPROVAL PROCESS

Step 1. The Chair conveys the Teaching-Stream Promotion Committee's recommendation to the Dean, who forwards it to the Vice-President and Provost for his/her approval (sample letter C2). Positive recommendations must indicate clearly that the faculty member is being recommended for promotion on the basis of excellence in teaching effectiveness and evidence of continued future pedagogical/professional development. The Chair must also convey the recommendation to the faculty member (sample letter C1-a) with a Statement of Reasons and a Summary of the Evidence to both the faculty member and the Dean. In the event of a negative recommendation (sample letter C1-b), no further contracts will be offered to the Teaching-Stream faculty member.

Step 2. The Provost will notify the Dean/Chair/faculty member of his/her decision in a timely manner.

Step 3. Approval of awards of Teaching-Stream promotion to Senior Lecturer and a continuing appointment are forwarded to the Academic Board for information.

E. APPEALS AGAINST DENIAL OF PROMOTION

A negative recommendation may be appealed following the Grievance Procedure set out in Article 7 of the *Memorandum of Agreement*, commencing at Step 3.

SAMPLE LETTERS FOR EACH STAGE OF THE PROMOTION PROCESS

To assist with the procedures described in the check list the following draft letters and paragraphs have been prepared.

A. ESTABLISHMENT OF THE COMMITTEE

1. Letter to the Faculty Member: (normally written in June of 4th year of appointment)

I am writing to you in accordance with Chapter VII, Section 30 of **Policy and Procedures on Academic Appointments** to indicate that you will be considered for promotion to Senior Lecturer in the fall term. I enclose a copy of this document and draw your attention in particular to parts vi and vii of Section 30.

I also enclose a list of the individuals whom I intend to ask to serve on the Teaching-Stream Promotion Committee. The Faculty of Medicine requires that each member of the Teaching-Stream Promotion Committee must agree to make his/her decision on "the basis of the evidence available at the time of the Promotion Committee meeting". If you have reason to believe that any member of the Committee, including myself, is not in a position to do so, please indicate this to me or to the Dean in writing stating your reasons.

I intend to begin the process of assembling the documentation to be placed before the Committee immediately with a view to completing this phase by September 30.

It is my responsibility to ensure that the fullest possible documentation is made available to the Committee. For purposes of assessing your effectiveness as a teacher you are required to put together a 'teaching portfolio' as outlined in the Faculty of Medicine **Guidelines for Evaluation of Teaching Activities and Pedagogical/Professional Development** (for promotion to Senior Lecturer), a copy of which I also enclose. The **Guidelines** outline both the documentation the staff member is required to provide and the assessments that must be obtained from specialists in your field from outside the University as well as from your own students and colleagues. I would appreciate receiving from you at your earliest convenience, a copy of your C.V., as outlined in the Faculty Guidelines, as well as any evidence of your professional achievements. Please feel free to consult me concerning any aspect of these procedures.

I would also ask you to give me a list of the names of up to four individuals who are competent to assess your teaching and evidence of continued future professional development. Up to three of the referees may be drawn from other academic institutions or members of the academic staff who hold the rank of Associate or Full Professor or the rank of Senior Lecturer and who are appointed at the University of Toronto in divisions other than the Faculty of Medicine. One may be an expert in the field from the external community. The list should include a brief statement of each referee's expertise as related to the promotion review. At least one of the referees you nominate will be included among the referees chosen.

At the time your completed dossier is ready for submission to the Committee, I will provide you with a brief summary of the appraisals that have been received. If you wish to do so, you are entitled to appear before the Committee. You may make a written and/or oral statement.

I would appreciate your written acknowledgement of this letter. If you have any questions please do not hesitate to call.

Chair

Encls.

2. **Letter to individuals nominated to serve on the Teaching-Stream Promotion Committee:**

I am writing to invite you to serve as a member of the committee to review _____ for promotion to Senior Lecturer which brings with it a continuing appointment. I enclose a copy of **Policy and Procedures on Academic Appointments** which will govern the promotion review and would draw your attention in particular to Part VII of the document entitled Teaching-Stream Appointments No. 30. Faculty Guidelines requires that each member of the Teaching-Stream Promotion Committee must make his/her decision "on the basis of the evidence available at the time of the Teaching-Stream Promotion Committee meeting". If, for whatever reason, you are unable to make a judgement, this would make you ineligible to serve.

The Committee will convene early in the fall term. I enclose a list of other proposed members of the Committee for your information. Should you accept my invitation to serve, I would appreciate your written acknowledgement within two weeks. If you have any questions please do not hesitate to call.

Chair

Encl.

3. **Letter to invite members of the Teaching Evaluation Committee**

I am writing to ask you to serve as a member of the Departmental Teaching Evaluation Committee as set out in the **Guidelines for Evaluation of Teaching Activities and Pedagogical/Professional Development** (for promotion to Senior Lecturer), a copy of which I enclose. This Committee must complete its work by **October 31** in order to allow the Teaching-Stream Promotion Committee to proceed. I would draw to your attention that the Committee is to provide written assessments of the teaching activities of _____ who will be considered for promotion. The Evaluation Committee may not consider nor recommend whether an individual should be recommended for promotion. However, you are expected to judge the staff member's accomplishments against the criteria for teaching effectiveness and evidence of continued future pedagogical/professional development as set out in the **Policy and Procedures on Academic Appointments** and the Faculty's **Guidelines**. I would appreciate your response to my invitation within two weeks.

Chair

4. **Letter to referees requesting written assessments**

I am writing to request your written assessment of _____ teaching effectiveness and professional accomplishments. Your assessment will form part of the dossier upon which a decision will be made to promote _____X_____ to the rank of Senior Lecturer at the University of Toronto, which brings with it a continuing appointment. Your assessment will be held in strict confidence. Referees are asked not to recommend for or against promotion but rather to comment solely on the achievement of _____ teaching effectiveness and pedagogical/professional development against the criteria as set out in the **Guidelines for Evaluation of Teaching Activities and Pedagogical/Professional Development** (for promotion to Senior Lecturer), a copy of which I enclose. I enclose also an updated C.V. and **teaching dossier**, including the candidate's statement of interests and philosophy of approach to teaching. Additionally, you will find a copy of the candidate's job description at the time of appointment (and if applicable, as subsequently amended by mutual consent). Should you require further information or copies of work listed to aid you in your assessment, I would be happy to supply them. Thank you for your consideration. I would appreciate receiving your assessment, if possible within a month.

Chair

Encl.

B. PROMOTION COMMITTEE DELIBERATIONS

1. Summary of Evidence Letter to the faculty member at time of conveyance of the promotion dossier to the Teaching-Stream Promotion Committee and invitation to appear before the committee:

In accordance with the Faculty's **Guidelines for Evaluation of Teaching Activities and Pedagogical/Professional Development**, I enclose a summary of the appraisal and evaluation that comprise part of the dossier sent to the Teaching-Stream Promotion Committee. The Teaching-Stream Promotion Committee can now commence its deliberations.

You are invited to appear before the Committee and make a written and/or oral statement to the Committee if you so desire. You are, of course, not entitled to be present throughout or to otherwise participate in the promotion consideration.

I would appreciate your written response to my letter within a week indicating whether you wish to appear before this Committee.

Chair of the Teaching-Stream Promotion Committee

Encl.

2. Letter to the faculty member at the time of a proposed negative recommendation from the Promotion Committee:

I am writing to indicate that the Teaching-Stream Promotion Committee has proposed a recommendation not to approve your promotion to Senior Lecturer. I enclose a Statement of Reasons for the proposed negative recommendation. You are invited to respond to the Promotion Committee either orally or in writing within fifteen days.

I would appreciate your written acknowledgement of this letter.

Chair of the Teaching-Stream Promotion Committee

Encl.

3. Letter to the Dean communicating the Teaching-Stream Promotion Committee's decision:

a) Decision to recommend promotion

In accordance with Part VII, Section 30 of the Policy and Procedures on Academic Appointments, I am writing to convey the recommendation of the Teaching-Stream Promotion Committee that _____X_____ be promoted to the rank of Senior Lecturer and a continuing appointment under the Policy and Procedures on Academic Appointments (VII. Section 30, viii) on the basis of his/her demonstrated excellence in teaching and evidence of continued future pedagogical/professional development. I enclose for your information X 's promotion dossier, a full Statement of Reasons and a Summary of the Evidence.

Chair of the Teaching-Stream Promotion Committee

Encl.

b) Decision not to recommend promotion

I am writing to convey the recommendation of the Teaching-Stream Promotion Committee that _____X_____ not be promoted to Senior Lecturer. I enclose for your information a full Statement of the Reasons for the decision, a Summary of the Evidence and the candidate's dossier, including the documents required for the promotion review under the Faculty's Guidelines. A negative recommendation may be appealed following the Grievance Procedure set out in Article 7 of the Memorandum of Agreement, commencing at Step 3.

Chair of the Teaching-Stream Promotion Committee

Encl.

C. APPROVAL PROCESS

1. Letter from the Chair to the faculty member:

a) Decision to recommend promotion

I am writing to indicate that the Teaching-Stream Promotion Committee has recommended that you be promoted to the rank of Senior Lecturer. This recommendation will be forwarded to the Dean of the Faculty of Medicine, who, pending his/her approval, will forward the recommendation to the Vice-President and Provost. You shall be notified by the Provost's Office of the final decision which shall then be reported to the Academic Board of the Governing Council for its information.

Chair of the Teaching-Stream Promotion Committee

cc: Dean, Faculty of Medicine

b) Decision not to recommend promotion

I am writing to indicate that the Teaching-Stream Promotion Committee has reconvened and recommended that you not be promoted to Senior Lecturer. I enclose a statement of reasons for the decision and a summary of the evidence. This recommendation will be forwarded to the Dean of the Faculty of Medicine, and through the Dean to the Vice-President and Provost. You shall be notified of the final decision.

In the event that the recommendation of the Teaching-Stream Promotion Committee is accepted, this decision may be appealed following the Grievance Procedure set out in Article 7 of the Memorandum of Agreement, commencing at Step 3.

Chair of the Department

Encl.

cc: Dean, Faculty of Medicine

2. Letter to the Vice-President and Provost from the Dean:

(A full explanation for the recommendation is required. The sample letter must be supplemented by the precise details of the evaluation against the criteria for promotion.)

In accordance with Part VII, Section 30 of the **Policy and Procedures on Academic Appointments**, I am writing to convey the recommendation of the Teaching-Stream Promotion Committee that _____X_____ be promoted to the rank of Senior Lecturer. On the basis of the evidence before the committee, the committee concluded that ____X__ had demonstrated excellence in teaching and evidence of continued future pedagogical/professional development. I enclose a Summary of the Evidence and a copy of the Statement of Reasons prepared by the Teaching-Stream Promotion Committee which sets out in detail the basis for the recommendation. It is my view that this recommendation is in conformity with the standards in the division.

Dean

cc: Chair of Department of candidate

Appendix 1

FACULTY OF MEDICINE CURRICULUM VITAE INSTRUCTIONS

It is the responsibility of the candidate to prepare her/his *curriculum vitae* in accordance with the University Policy. The format of the *curriculum vitae* should be as follows (but not all sections may be applicable in the case of Teaching-stream promotions).

A. DATE CURRICULUM VITAE IS PREPARED

B. BIOGRAPHICAL INFORMATION

1. Degrees: Degree/year/institution/specialty

2. Employment:

Present appointment(s)

Rank and year appointed

Previous appointment(s)

Rank and year appointed

All cross-appointments

Number of years in each appointment

Date of award of tenure, if applicable

List of all research and teaching appointments held

and other relevant experiences, giving dates and institutions.

3. Honours:

e.g. Appointments to distinguished councils.

4. Professional Affiliations and Activities:

e.g. Editor of journal, academic organizations.

C. ACADEMIC HISTORY

1. Research Endeavours:

Name, subject(s) of interest and activity.

2. Research Awards:

Types of grants, contracts, fellowships held during the past five years including: name of agency; date of award and duration; project title; total amount of award (including Honours and Prizes). List collaborators according to their contributions.

3. Patents Awarded:

List awards from past five years.

D. PUBLICATIONS

For each publication, indicate CLEARLY the level of contribution of the candidate.

Categorization of publications as follows will serve reviewers in assessing a candidate's role:

Senior Responsible Author initiates the direction of investigation, establishes the laboratory or setting in which the project is conducted, obtains the funding for the study, plays a major

role in the data analysis and preparation of the manuscript, and assumes overall responsibility for publication of the manuscript in its final form. In large multisite collaborations, a case may be made that there are more than one Senior Responsible Author however, this will be rare and each person must meet the definition provided here.

The Principal Author carries out the actual research and undertakes the data analysis and preparation of the manuscript.

The Co-principal Author has a role in experimental design, and an active role in carrying out the research, is involved in data analysis and preparation of the manuscript. The project would be compromised seriously without the co-principal author.

A Collaborator contributes experimental material or assays to the study, but does not have a major conceptual role in the study or the publication.

List the FIVE most significant papers since last promotion.

All authors should be indicated in the order in which they appear in the publication followed by Title, Journal, Volume #, inclusive page #(s) and year. Include editors, publisher and place of publication.

Categorize publications as Refereed Publications or Non-Refereed Publications.

List published work and work accepted for publication.

Manuscripts and publications submitted but not yet accepted may be listed.

E. PRESENTATIONS AND SPECIAL LECTURES

1. Papers presented at meetings and symposia (list dates, locations).
2. Invited Lectures listed separately from papers presented.

F. TEACHING AND DESIGN

Indicate CLEARLY, in each case for undergraduate, graduate and postgraduate courses taught, whether there was major responsibility for design of a course, and the number of hours of direct teaching. Clinical and research supervision may be included, but should be clearly indicated as such.

G. GRADUATE STUDENT THESIS SUPERVISION

1. Indicate whether primary or secondary supervisor.
2. Master and Doctoral Students: name, theses, topic, dates, including period of supervision.
3. Postdoctoral Fellows: name, topic, dates.

In addition, the Faculty of Medicine offers the following guidelines:

Documentation of Research Activities

Research activity should be described in the following documentation:

- Curricula Vitae
- For collaborative research, especially clinical trials and group grants, the investigator must indicate his/her % effort and role in the project

Documentation of Creative Professional Activity (CPA)

- All individuals seeking promotion on the pathway of CPA must prepare a CPA dossier. The dossier should summarize each contribution under a separate heading.
- Under each heading, the contribution should be documented as follow:
 1. Brief outline of the CPA. Supporting descriptions (e.g.: picture of device, video, etc) may be appropriate to include.
 2. Indication on which basis(es) candidate has made a contribution. i.e.:
 - Creative excellence
 - Professional innovation
 - Exemplary professional practice
 - Contributions to the development of professional practices.
 3. Comment on how the candidate's contributions have impacted on his/her discipline, or otherwise affected knowledge, attitudes, beliefs, or practices in defined target audiences.
 4. Documentation of the contributions:
 - These may include any of the following (but are not limited to these)
 - Scholarly peer reviewed publications
 - Non peer reviewed and lay publications
 - Books, chapters
 - Monographs
 - Invitations to scholarly meetings, workshops
 - Lay meetings or talks/ interviews with media and lay publications
 - Guidelines, consensus conference proceedings
 - Health policies
 - Presentations to regulatory bodies, governments, etc
 - Media
 - Roles in professional organizations. There must be documentation of the role as to whether candidate is a participant or a leader
 - Member of Editorial boards
 - Editorial work for Peer-Reviewed Journals (e.g., Editor-in-Chief; Associate Editor)
 - Awards or recognition for role within or outside of the profession
 - Candidates should include evaluations, press clippings, dates of invitations to speak, book / video, etc reviews
 - External review
 - Documentation of visitors/scholars