

# **Faculty of Education's Criteria for Tenure and Promotion in the Teaching Stream**

## **Introduction:**

The Faculty of Education's teaching and service mission is diverse and addresses a wide ranging constituency: Program teaching includes the worlds of early and compulsory education and the professional certification of newly arrived teachers; while other teaching involves the continuing education of professionals, international education, and new program designs made to widen the scope of our faculty offerings. We serve a diverse student body and, along with service to the Faculty, participate in larger university governance.

Given the diversity of the discipline of educational studies – its interdisciplinary reach, its focus on the question of learning and teaching, its theoretical eclecticism, its methodological compendium, its modes of pedagogy, and its technologies and multifarious practices – our tenure and promotion criteria recognize and value a wide variety of contributions to our field. As members of the university community, we recognize and value academic freedom in both the work of each candidate to define her or his pursuits, scholarly commitments and contributions, and in the interpretive work that criteria such as the ones this document invokes.

These guidelines then, are designed to give candidates and external evaluators a sense of Faculty expectations. They are to be responsive to the unique features of each personnel case and to assist in the interpretive work of recommendations that are made by the Tenure and Promotions Adjudicating Committee.

The teaching stream holds a unique place in the life of the faculty. Its significant responsibilities revolve around contributions to teaching and service. The teaching stream's criteria for tenure and promotion to the rank of Associate Professor, Teaching Stream rests upon the file's demonstration of no less than a recommendation for excellence in teaching and competence in Service. Promotion to Professor, Teaching Stream rests upon demonstration of leadership and substantial and distinguished achievements in teaching and service. The adjudicating committee reviews both areas and may recommend either promotion or delay for tenured Associate Professors, Teaching Stream.

## **1. Contributions in Teaching**

The Faculty of Education takes into consideration a variety of activities in assessing the qualities and contributions to teaching. It is the normal expectation that alternative stream faculty teach 3.5 courses or the equivalent teaching load each year. Candidates are expected to create effective course syllabi that contain clarity of assignments, awareness of the development of student learning, and demonstrate knowledge of the content and pedagogical procedures relevant to course design. Candidates are expected to demonstrate thoughtfulness to student learning, create conditions for student development of knowledge of learning, advance programmatic and university goals, and may experiment with alternative delivery models for courses and workshops. In assessing the qualities of the teaching file, greater weight is given to collegial

and/or external evaluators through assessment of teaching, though also the Adjudicating Committee considers the File Preparation Committee's report, submission and contextualization of the Candidate's file that includes: Faculty course evaluations and signed commentary by students in classes, solicited, signed letters from students who have completed the courses under review, and solicited commentary from Faculty members familiar with the candidate's contribution. The File Preparation Committee reviews course evaluations, peer assessments of classroom teaching and syllabi and counts as teaching work in professional development. While performance in teaching is assessed, most important are detailed letters of commentary from up to 5 collegial and/or external evaluators who know the area on the development of teaching. Where appropriate, undergraduate and graduate teaching is assessed through assessment of syllabi, student evaluations of courses, solicited letters from students, participation as program advisor, and committee memberships of Masters projects or thesis. Then, the file preparation committee will solicit letters from graduate students who have completed their projects. Where relevant, the same shall hold for membership on doctoral committees. Contributions to teaching may include external commentary on the following:

- innovations and creative expressions in pedagogy and course design
- development of new curricular areas and degree programs in undergraduate, graduate, and professional development
- creation of in-service opportunities that may include leadership in professional workshops and design
- participation in university wide teaching initiatives
- creation of workshops, conference, and special events on pedagogy
- program development and innovation
- community pedagogical innovations and support
- professional writing on topics of pedagogy and/or the dissemination of pedagogical knowledge to larger communities
- contributions in the uses of alternative program delivery
- service grants dedicated to the development of pedagogy
- contributions in alternative modes of teaching and learning assessments
- design and supervision of school or professional practica

## **Tenure and Promotion to Associate Professor, Teaching Stream:**

### **I. Teaching**

Excellence in teaching is demonstrated by outstanding external evaluations, outstanding course evaluations, student letters, and letters from program directors. Excellence is demonstrated in achieving recognition for several areas outlined above. Excellence is documented in laudatory and well-justified peer reviews, in student letters and evaluations, in assessment of course syllabi, and if relevant, external or university based teaching awards.

High Competence in teaching is documented in good, steady course evaluations, positive peer reviews that address teaching and syllabi design. Documentation in two of the above areas may be included as part of the assessment of high competence in the teaching file.

Competence in teaching is documented by steady improvement in course evaluations, evidence

of satisfactory peer review and student letters in one of the above areas listed.

## **II. Contributions in Service to the University**

The Faculty of Education expects the alternate stream to serve on committees in our Faculty in the undergraduate and where relevant, in the graduate program, as well as participate in university wide service and or service to the profession and its organizations.

A candidate's rating in service will be determined by the detailed documented significance of the contributions to service undertaken, the time and effort required to perform service, and the effectiveness of the candidate's participation. Prior to the submission of the tenure and promotion file, it is expected that the candidate will have participated in a range of committee service memberships.

Excellence requires sustained, effective, active, and innovative leadership in a variety of high-level service positions. Excellence is documented in detailed and laudatory collegial reports that describe the work and qualities of the candidate's contribution. It is expected that the candidate's file contain five collegial reports that detail the qualities of participation and specific contribution across four or more service areas (e.g. Faculty, University wide, community and ad hoc committees) and if relevant, service to community and/or to initiatives of community engagement.

High Competence requires that the candidate has demonstrated energy, commitment, and effectiveness in service contributions. It is expected that the candidate's file contain five collegial reports that detail the qualities of participation and specify the steady contributions across four service areas.

Competence requires that a candidate has served reliably on at least four service committees. It is expected that the majority of collegial reports detail the qualities of reliability and the efforts in the candidate's service to the faculty, university, and community.

In accordance to the Senate Tenure and Promotion Guidelines: "It is expected that the Associate Lecturer will maintain, enhance, and perhaps broaden her/his capabilities over time. As a tenured member of the Faculty of York University, an Associate Lecturer is governed by the general rules of the university relating to tenure faculty."

The recommendation for tenure and promotion to Associate Professor, Teaching Stream will require nothing less than excellence in teaching and nothing less than competence in service to the University.

### **Promotion to Professor, Teaching Stream**

The Adjudicating Committee is responsible for interpreting the candidate's file in the areas of teaching and service. Committee assessment of applications to Professor, Teaching Stream takes into account the areas of teaching and service with the criteria of leadership and substantial contributions and distinction in achievements in teaching and service.

The majority of external reviewers in teaching and service will hold the rank of either Full Professor or Senior Lecturer.

It is expected that the file demonstrate, well beyond the attainment of the requirements for promotion to Associate Professor, Teaching Stream, a substantive vita of accomplishments and accompanying material that documents maturity, depth, and distinction in contributions to teaching and service. Peer recognition for one's significant, on-going contribution is detailed and assessed by highly regarded collegial reports from experts in the areas of contribution. Documented assessment may draw upon: professional award; well-regarded professional writing; the securing of relevant grants; dissemination of new ideas, modes and models of pedagogy; contributions to policy on teaching; and program development, leadership, and design. Leadership and substantial contribution to teaching and service may also include documentation laudatory peer reviews of teaching, sustained influence in promoting pedagogy in the university and community, and leadership in service.

Recommendation for the rank of Professor, Teaching Stream will require no less than a substantial and distinguished contribution to Teaching and Service.

In accordance with the Senate Tenure and Promotion guidelines for promotion to Senior Lecturer in the alternate stream: "Promotion to the rank of Senior Lecturer is granted in recognition of the distinguished accomplishments in teaching and service."

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