

**Promotion Criteria for Sessional Lecturer III
Department of Communication, Media & Film**

APPROVED BY AAU COUNCIL- APRIL 1st, 2022

Preamble:

Candidates applying for Sessional Lecturer III should have completed at least six (6) years of service since their appointment to the rank of Sessional Lecturer II.

A teaching dossier, that consists of documentation and evidence the candidate chooses, should provide a comprehensive narrative of the evolution of the candidate’s teaching and lay out their teaching accomplishments carried out since promotion to SLII. Evidence of teaching effectiveness, beyond just SET scores, must be provided. This evidence should include documents such as a teaching philosophy, reflective assessment of one's teaching practices and strategies, syllabi of all courses, sample assignments and evaluation methods, teaching development activities (activities undertaken to improve teaching and learning), contributions to program development (if applicable), student supervisions, mentoring, or advising activities, awards or honours related to teaching, solicited or unsolicited student letters, reports on classroom and teaching observations, and/or a future plan, for the development of the candidate’s teaching. All these materials should cover the period under review (since promotion to SLII). It is the candidate’s responsibility to make a case for their promotion and provide the necessary evidence to demonstrate the candidate meets the standards for each of the indicators and criteria.

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 also would mitigate strongly against a successful review at any level.

Teaching Criteria

Criterion 1: Design and planning of learning activities	
Indicators	Standard: Sessional Lecturer III
a) Clarity and appropriateness of course materials, such as course outlines, course materials posted online, instructions and resources for assignments, texts or teaching materials assigned to the class	The candidate uses learning materials that are consistently well-aligned, effective, and stimulating. Course design reflects informed approach to learning design.
b) Sound and current course content and material ¹	The candidate has sound and current course content and material and has evidence of practices that remain current.
c) Organization of class and effectiveness in providing activities to develop student learning	The candidate has planned learning activities that clearly and effectively support student acquisition of a course’s intended learning outcomes and are consistently at a level of difficulty appropriate with disciplinary practice (e.g., course modules, organization of topics and themes/assessments).

**Promotion Criteria for Sessional Lecturer III
Department of Communication, Media & Film**

d) Methods of assessment are clear, aligned with intended learning outcomes, at an appropriate level of difficulty, and reflect current disciplinary practice	The candidate engages assessment activities that are generally clear, well-aligned with learning outcomes, and appropriately challenging for the course level (candidate provides examples for each course level and/or type of course).

Criterion 2: Teaching and Supporting Student Learning	
Indicators	Standard: Sessional Lecturer III
a) Clarity of communication and stimulation of interest	The candidate uses instructional practices to promote clarity (of content, procedures, etc.) and student engagement, as expressed in the materials provided by the candidate, exclusive of SETs.
b) Students are encouraged to interact with the instructor and with each other to facilitate learning	The candidate demonstrates effective instructional strategies to engage students and facilitate learning, such as in-class activities, assignments, or syllabi that, where feasible, encourages interaction. This material is exclusive of SETs.
c) Students are supported in reaching learning outcomes of the course.	The candidate engages instructional and evaluative practices that support student development and keeps learning outcomes in mind, as expressed in the materials provided by the candidate, exclusive of SETs.
d) Student perceptions of teaching	Typically, the average weighted Instructor and Course SET scores wherein each should be at 5.5 or higher. ⁱⁱ
e) Promotes safe and respectful learning environments.	The candidate actively and explicitly works to establish respectful practices and interactions in the classroom and related locations (as evidenced in the teaching philosophy or pedagogical practices).
f) Supports and guides students	Constructive feedback is provided to students (e.g., sample assessments, tools used in marking, peer review of

**Promotion Criteria for Sessional Lecturer III
Department of Communication, Media & Film**

	assessments and student work, sample feedback/comments to students, etc.). Candidate is available for consultation (e.g., email, online, F2F, etc. or has evidence of mentoring)
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Criterion 3: Continuing Professional Development and Efforts to Improve Individual Practice and Department Teaching Culture	
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Indicators	Standard: Sessional Lecturer III
a) Engages teaching related professional development	The candidate has evidence or a commitment to improving their own teaching through activities such as self-directed reading, workshops, conferences, or peer-led activities intended to enhance teaching and learning (such work can be completed during study leave, during the summer months/furlough, or during the term of employment).
b) Responds positively to evolving teaching-related needs of the AAU	The candidate demonstrates flexibility to adapt to changes deemed necessary by the department, Dean, program reviewers, PDC, etc. This may include teaching large and/or required courses.
c) Engages curriculum and course development as related to evolving disciplinary developments	Develops course ideas to remain relevant with contemporary disciplinary and/or pedagogical practice.
d) Supervises TAs/GAs by encouraging best practices and mentoring students in their own teaching/grading skills	The candidate, as applicable, demonstrates a commitment to developing and cultivating scholarly/academic standards within GA/TA mentorship.

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ⁱ The RTP committee will consider the degree to which instructors are teaching within or outside their area(s) of expertise, and evidence of efforts to ensure that, in this situation, the content is sufficiently robust to meet students' needs.

ⁱⁱ This number reflects the department average in all courses from Fall 2014 to Winter 2019. The committee should take into account extenuating circumstances that may impact the candidate's average (i.e. class size, unforeseen circumstances, etc.). The committee will follow the University protocols regarding SET scores during the period of Winter 2020 to Winter 2022 (impacted by COVID-19).