

	Sessional Lecturer III (Level A)	Associate Professor (Level B)	Professor (Level C)
<b>Criterion 1: Design and planning of learning activities</b>	<p>Designed effective, level-appropriate, and well-aligned learning materials and activities intended to foster student acquisition of a course's intended learning outcomes.</p> <p>Reasonable knowledge of the course content and material.</p> <p>Assessment activities were generally clear, well-aligned with learning outcomes, and appropriately challenging for the course level.</p> <p>Course outlines meet institutional requirements.</p>	<p>Has met Level A, and: Consistently designed effective, level-appropriate and well-aligned learning materials and activities intended to foster student acquisition of a course's intended learning outcomes.</p> <p>Sound knowledge of the course content and material.</p> <p>Assessment activities are clear, well-aligned with learning outcomes, and appropriately challenging for the course level.</p>	<p>Has met Level B, and: Learning materials and activities are consistently level-appropriate, well-aligned with learning outcomes, effective, and stimulating.</p> <p>Deep knowledge of the course content and material.</p> <p>Assessment activities are clear, well aligned, appropriately challenging, and provide innovative opportunities for student learning.</p> <p>Activities and course courses reflect informed approach to learning design</p> <p>Evidence of contributions to curriculum leadership and course or curriculum development, learning at the university, disciplinary, or (inter)national level. This may include evidence that others have adopted your materials.</p>
<b>Criterion 2: Instructional methods</b>	<p>Consistent evidence that instructional practices support student development of intended learning</p> <p>Demonstrates an understanding of specific aspects of teaching and learning support methods.</p> <p>Minimum score of x for x consecutive years on the following questions (as an aggregate average): A1. Presented material in an organized, informed manner A2. used instructional time well</p>	<p>Meets the requirements for Level A, and: Teaching techniques are successful in enhancing student learning.</p> <p>Minimum score of y for y consecutive years on the following questions in all courses taught: A1. Presented material in an organized, informed manner A2. used instructional time well A3. explained content clearly with appropriate use of examples A4. was a clear and effective speaker</p>	<p>Meets the requirements for Level B, and: Consistent awareness and application of effective approaches to supporting and enhance learning</p> <p>Evidence of leadership in enhancing quality teaching practices and supporting student learning at the university, disciplinary, or (inter)national level or of peer recognition of quality of teaching (e.g. invitations to teach in other departments or institutions, nominations for teaching awards, etc.)</p>

	<p>A3. explained content clearly with appropriate use of examples  A4. was a clear and effective speaker  A5. communicated enthusiasm and interest in the course material  A6. stimulated your interest in the subject and motivated your learning</p> <p>Some evidence of efforts to encourage student-faculty interaction.</p>	<p>A5. communicated enthusiasm and interest in the course material  A6. stimulated your interest in the subject and motivated your learning</p> <p>Evidence of consistent effort to encourage appropriate student-faculty and student-student interaction.</p>	<p>Strong levels of student-faculty and student-student interaction in courses, both in and out of class.</p>
<p><b>Criterion 3:  Assessment and giving feedback to students  (incorporated into (1))</b></p>	<p>See (1)</p>	<p>See (1)</p>	<p>See (1)</p>
<p><b>Criterion 4:  Developing effective environments, student support and guidance</b></p>	<p><b>Has met institutional requirements for availability to students.</b></p> <p><b>Demonstrates an average score of x out of x over any x-year period since the last promotion on the following SET questions in the aggregate:</b>  A7. attended to students' questions and answered them clearly and effectively  A8. was open to students' comments and suggestions  A9. was sensitive to students' difficulties  Was approachable for additional help  A11. Was accessible to students for individual consultation</p>	<p><b>Available to students outside of class time with evidence of systematic approaches to ensuring availability to students</b></p> <p><b>Demonstrates an average score of x out of x over any y-year period since the last promotion on the following SET questions in the aggregate:</b>  A7. attended to students' questions and answered them clearly and effectively  A8. was open to students' comments and suggestions  A9. was sensitive to students' difficulties  Was approachable for additional help  A11. Was accessible to students for individual consultation</p>	<p><b>Meets the requirements for Level (B) and:</b></p> <p><b>Significant evidence of success of graduate students and of systematic efforts to facilitate their scholarly development.</b></p> <p>Leadership role in promoting effective practices (in curriculum and teaching) that embed principles of cultural diversity, equality, indigenous culture and traditions, support for students with special needs, and support for students in transition (e.g. 1st year, postgrad)</p>

	(These data may be supplemented by other evidence of instructor availability and responsiveness, and the RPT committee may also take into account the nature of the instructor's teaching load in evaluating effectiveness).	(These data may be supplemented by other evidence of instructor availability and responsiveness, and the RPT committee may also take into account the nature of the instructor's teaching load in evaluating effectiveness).  <b>Effective supervision of postgraduate students to completion</b>  Has described and provided evidence of actively and explicitly working to establish respectful practices and interactions with students and among students.  Demonstrates understanding and effective practice (in curriculum and teaching) in embedding principles of cultural diversity, equality, indigenous culture and traditions, support for students with special needs, and support for students in transition (e.g. 1st	
<b>Criterion 5: Integration of scholarship, research and professional activities with teaching and in support of learning</b>	Criterion 5 is not required at the sessional lecturer level. However, all of the following can be used as evidence to support the proponent's case for effectiveness in course design (Criterion 1) and instruction (Criterion 2).  <ul style="list-style-type: none"> <li>• Current, discipline-based research forms a regular and integrated part of course content which also engage students with inquiry culture; or</li> <li>• Professional, industry, and work-based practice and experiences are well incorporated in the curriculum,</li> </ul>	Current, discipline-based research forms a regular and integrated part of course content which also engage students with inquiry culture; or  Professional, industry, and work-based practice and experiences are well incorporated in the curriculum, well-aligned with intended learning outcomes, and well supported.	<b>Meets the requirements for Level (B)</b> , and can demonstrate involvement in at least one of the following:  <ul style="list-style-type: none"> <li>• Has led or contributed to initiatives involving students in research programs/ projects</li> <li>• Teaching materials demonstrate engagement with integration of research and teaching</li> <li>• Engagement and contributions to discipline-specific curriculum and pedagogical associations or groups</li> <li>• Coordinated work-based learning initiatives</li> <li>• Uses a variety of sources to monitor currency and integration of curriculum with industry requirements</li> </ul>

	well-aligned with intended learning outcomes, and well supported.		<ul style="list-style-type: none"> <li>• Sustained leadership in work-based, professional practice at discipline and /or (inter)national level</li> <li>• Sustained industry/ professional peer recognition</li> </ul>
<b>Criterion 6: Evaluation of practice and continuing professional development</b>	<p>Contribution to and participation in professional development activities in the department, faculty, or university</p> <p>Engaged in peer review of teaching</p> <p>Able to provide several examples of changes to teaching practice based on reflection or engagement with professional development</p>	<p><b>Able to provide several examples of improvements to teaching practice based on reflection, review of student achievement, student feedback, or professional development activities</b></p> <p>Contribution to and participation in professional development activities in the department, faculty, or university</p> <p>Engaged in peer review of teaching as either reviewee or reviewer</p>	<p><b>Evidence of a consistently thoughtful and reflective approach to teaching, with ongoing examples of efforts to improve teaching emanating from that approach.</b></p> <p>Sustained and successful commitment to and engagement in continuing professional development related to academic, institutional and/or other professional practice at (inter)national level, including as facilitator, instructor, or mentor.</p> <p>Engaged in peer review of teaching as reviewer and mentor</p>
<b>Criterion 7: Professional and personal effectiveness</b>	<p><b>Can demonstrate the professional qualities of:</b></p> <ul style="list-style-type: none"> <li>• Effective class preparation</li> <li>• Ownership and management of the teaching role</li> <li>• Responding positively to new opportunities and approaches</li> <li>• Communicating effectively in both formal and informal contexts</li> <li>• Application of professional ethical practices in work and in teaching contexts</li> <li>• Demonstrating time management of self and work</li> </ul>	<p><b>Meets the requirements for Level A, and can also demonstrate:</b></p> <p><b>Effective collaboration with other members of teaching teams</b></p>	<p><b>Meets the requirements for Level B, and may also demonstrate the professional qualities of:</b></p> <p>Supervision, mentorship and development of the potential of less experienced teachers and colleagues through support and advice</p> <p>Proactive sustained leadership and contribution to the development of professional qualities at the university, sector/disciplinary and/or (inter)national</p>

It is possible to include statements that make Level B the base level even for Level C in cases of exceptional achievement in research.

It is possible to indicate that to reach the professor level, a proponent must meet the threshold in x out of 7 categories or in (1) and (2) and 3 of the other 5.