

# University of Toronto Scarborough Teaching Stream Working Group Report

November 2023

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## Introduction

The University of Toronto Scarborough Teaching Stream Working Group (TSWG) convened in January 2022 with a twofold goal: to identify barriers and opportunities to pedagogical and professional achievement and to support the success of Teaching Stream faculty across a range of career stages. The timeline of work and the consultation process of this group is detailed in subsequent sections. In brief, we came together as colleagues from a range of disciplines and ranks to consider how best to promote the success of Teaching Stream faculty at U of T Scarborough. We listened and learned from our colleagues and ensured that all members of the Working Group contributed to the recommendations presented in this report.

This report reflects U of T Scarborough’s commitment to being “the embodiment of inclusive excellence, a bold community of conscientious and adaptable global leaders in scholarship, innovation, teaching, and learning, who constructively disrupt the status quo, connect the world, and advance transformative change for the good of all.” Teaching—inside and outside the classroom, across disciplines and degree programs, with students across a range of communities and educational trajectories—is central to this vision.

All U of T Scarborough faculty contribute to our campus’s reputation for an innovative, experiential, progressive, and entrepreneurial approach to learning, and Teaching Stream faculty have a special role to play in the campus and university-wide aim of re-imagining undergraduate education. As leaders and educators, Teaching Stream faculty contribute not only exceptional classroom teaching and experiential learning opportunities, but also an incisive understanding of student mentorship, inquiry, and learning. Teaching Stream faculty bring the breadth of disciplinary and pedagogical innovation required to sustain the academic excellence that we have come to expect at U of T Scarborough.

The TSWG envisions a future in which Teaching Stream faculty are called upon as leaders to shape the future of teaching and learning in their U of T Scarborough units, across the campuses of the University of Toronto (U of T), nation-wide, and globally. These faculty would take on leadership roles when it comes to invigorating and continually re-imagining the learning experience, promoting a sense of belonging and building community on campus for our exceptional students. They could drive curricular reform through engagement in local and international Scholarship of Teaching and Learning (SoTL) contexts, by connecting with our exceptional alumni across the globe, and through centering equity, diversity, and inclusion within our curricula. They could engage undergraduate students in scholarly work, through innovative avenues that bring together the research and teaching missions of the university. They could provide exceptional contributions as members of senior administrative teams by drawing from their experience advocating for students and faculty alike.

To realize this ambitious and distinctive faculty career path, U of T Scarborough Teaching Stream faculty require opportunities to engage in the leadership, scholarly, and disciplinary activities that will allow them to rise to prominence as educational leaders within their disciplines, locally and internationally.

As of 1 July 2015, the University recognized Teaching Stream faculty's leadership when it introduced professorial ranks and titles to replace the titles of lecturer or senior lecturer that faculty in teaching-focused roles had previously held. This shift signaled the university's recognition that (1) excellent teaching and pedagogical innovation are central to its mission of transformative education and (2) transformation is possible only with faculty whose primary commitment is enhancing the student learning experience through their teaching, educational leadership and scholarship.

Since 2015, the University has made commendable progress in supporting, evaluating, and promoting Teaching Stream faculty. The progression of faculty promotions to the rank of Professor, Teaching Stream, and increased access to funding for pedagogical research and the scholarship of teaching and learning are just two instances of institutional support for and acknowledgement of Teaching Stream faculty members' contributions to the university.

However, barriers remain to the success of Teaching Stream faculty across career stages at U of T Scarborough. Teaching stream faculty confront misalignments of the hiring, evaluation, and promotion criteria at both unit and institutional levels (especially for those hired prior to the creation of the professorial ranks and associated professional and pedagogical achievement expectations). Deficits remain in institutional support that explicitly encourages the academic activities and scholarly careers of Teaching Stream faculty as visible educational leaders and scholars within and beyond the University. Academic unit leaders remain unsure how to support and assess the success of their Teaching Stream colleagues in annual and career review processes. These lingering barriers contribute to the disproportionately small number of faculty at the rank of Professor, Teaching Stream, and the large pool of faculty at the Associate Professor, Teaching Stream rank.

The recommendations we offer in the following pages call for actions that will remove barriers, correct misalignments, and support successful Teaching Stream career progression. These recommendations emerge from a series of conversations with Teaching Stream colleagues and academic leaders. As we listened and learned from our colleagues, a few themes emerged.

- Though teaching and learning are central to our mission and vision, Teaching Stream faculty are distressingly absent from U of T Scarborough's public face and from leadership. This absence contributes to an unnecessary divide between Teaching Stream and Tenure Stream faculty. University, campus, and unit cultures suffer as Teaching Stream colleagues feel inequitably treated by both

staff and faculty colleagues and face a dearth of opportunities to advance in administrative or leadership roles.

- Faculty originally hired into lecturer positions at U of T Scarborough navigate a shifting landscape of expectations regarding their professional development. Policy documents for annual and promotion evaluation now capture the strength and breadth of activities carried out by Teaching Stream faculty. However, academic leaders and review committees routinely struggle when implementing the purposefully broad language of policy, and Teaching Stream faculty hesitate to be considered for promotion when doing so requires them to confront promotion committees' widely ranging interpretations of policy.
- The [Policies & Procedures in Academic Appointments \(PPAA\)](#) recognizes discipline-based and pedagogical research as possible forms of pedagogical and professional development for Teaching Stream faculty. This policy remains unclear to many U of T Scarborough, and the lack of clarity about pedagogical and professional development represents a barrier to Teaching Stream faculty securing the funding, mentorship, and other support necessary to their scholarly and professional success.
- Teaching Stream faculty consistently call for an ethic of, and channels for, interdisciplinary and inter-unit communication, collaboration, and peer mentoring. While U of T Scarborough initiatives provide numerous opportunities for multi-disciplinary connections focused on research, such institutionally supported channels for innovative educational foci are less evident.

We trust that U of T Scarborough and U of T more broadly value and respect the numerous outstanding academic contributions of Teaching Stream faculty. However, in the words of bell hooks, “What we do is more important than what we say, or what we say we believe” (2014). With this exhortation in mind, we recommend actions that will support successful careers and a true sense of belonging and thriving for members of the Teaching Stream and, in turn, enhance the teaching and learning activities that are central to the university's mission and international reputation.

## Working Group Charge and Membership

The initial call for nominations to the TSWG identified the following key considerations as steps toward the overall goal:

- Engage Teaching Stream faculty to understand the range of experiences and needs as they relate to faculty success and career trajectories;
- Engage with faculty members, chairs, and review committee members to clarify review criteria and address the alignment and misalignment of criteria in the hiring, evaluation, and promotion of Teaching Stream faculty;
- Identify internal and external supports available to Teaching Stream faculty that would promote their success, as well as the barriers to Teaching Stream faculty gaining access to these resources; and

- Develop recommendations to support Teaching Stream faculty and stakeholders in advancing success in the Teaching Stream.

The call for nominations invited working group members to identify additional concerns and directions for their work together, and the report that follows reflects that expanded and collective consideration. The complete terms of reference for the TSWG are provided in Appendix A.

As the following membership list indicates, TSWG members span disciplines, streams, ranks, and administrative roles at U of T Scarborough.

- Aarthi Ashok, Professor, Teaching Stream, Department of Biological Sciences (Co-Chair)
- Kosha Bramesfeld, Assistant Professor, Teaching Stream, Department of Psychology
- Jessica Dere, Associate Professor, Teaching Stream, Department of Psychology
- Jessica Fields, Vice-Dean, Faculty Affairs, Equity, & Success and Professor, Department of Health & Society (Co-Chair)
- Hugh Laurence, Special Advisor on Undergraduate Initiatives and Associate Professor, Teaching Stream, Department of Management
- Bettina von Lieres, Assistant Professor, Teaching Stream, Department of Global Development Studies
- Michael Molloy, Chair and Professor, Department of Computer & Mathematical Sciences
- SJ Sindu, Assistant Professor, Teaching Stream, Department of English
- Erin Webster, Associate Professor, Teaching Stream, Department of Arts, Culture, & Media

All Working Group members contributed to the discussion, consultation, and writing that made this report possible. Fefe Wong, Academic HR and Faculty Affairs Manager, Eileen Egan-Lee, Faculty Development Administrator, and Yukiko Tanaka, Project and Administrative Coordinator, provided crucial administrative support and guidance.

## Consultation Process

Over a period of seven months in 2022 (February to September), the TSWG convened for six eighty-minute meetings and consulted with local and external stakeholders to identify barriers and opportunities. These meetings and consultations are the foundation of the recommendations offered in this report.

The Working Group invited Sherri Helwig (Associate Professor, Teaching Stream, at U of T Scarborough and Chair of the University of Toronto Faculty Association (UTFA) Teaching Stream Committee at the time) to attend a TSWG meeting to discuss Teaching Stream faculty activities and needs as the Faculty Association understands them (4 May



2022). To seek broad input, a qualitative electronic survey was distributed to all U of T Scarborough Teaching Stream faculty (May 2022). The survey included four questions related to contributions, barriers and supports for Teaching Stream faculty (Appendix B). The Working Group received 30 anonymous survey responses, with all ranks being represented. In lieu of written responses, some Teaching Stream faculty requested to meet individually with a co-chair to offer feedback. Finally, Vice-Dean Fields met with Simon Bates, University of British Columbia (UBC) Professor of Teaching and Vice-Provost and Associate Vice-President, Teaching & Learning, Pro Tem, in November 2022 to learn more about UBC's Educational Leadership Faculty Stream.

Working Group members identified emerging themes in an analysis of the survey responses, detailed TSWG meeting notes, and notes from one-on-one consultations. These themes became the basis for a presentation of interim findings at a Town Hall meeting that all U of T Scarborough Teaching Stream faculty were invited to attend on 16 May 2022. The Town Hall was held online via Zoom to increase access and comfort of participants during the COVID-19 pandemic. Forty-four Teaching Stream faculty members registered to attend, with representation across all ranks. During the Town Hall, participants learned about the background of, and process undertaken by, the Teaching Stream Working Group; shared their thoughts on the Working Group's interim findings; responded in small groups to prompts meant to stimulate discussion; and listened to, and engaged with, feedback from other participants (see Appendix C for the agenda and list of provocations). To encourage participation and facilitate honest dialogue, discussions were not recorded; instead, detailed notes were taken throughout. After the Town Hall, presentation slides and a recording of the preliminary findings were sent via email to all Teaching Stream faculty. Additional feedback received prior to the Town Hall was recorded and shared with the Teaching Stream Working Group.

This report has been reviewed and vetted by all TSWG members.<sup>1</sup> Planned dissemination and opportunities to discuss the published report include, but are not limited to, online circulation of the report to all U of T Scarborough faculty members; two Town Halls for Teaching Stream Faculty (one in-person with a hybrid option, one online to increase access and facilitate recording of applicable aspects); presentation and discussion at a U of T Scarborough Joint Chairs & Academic Directors (CAD) meeting; presentation and discussion at a Tri-Campus Deans meeting; and discussions at U of T Scarborough departmental meetings.

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<sup>1</sup> Assistant Professor, Teaching Stream, SJ Sindu left U of T Scarborough before the report was complete. The report does not reflect her input.

## Scope of the TSWG Report

This report presents issues and topics that our U of T Scarborough Teaching Stream colleagues raised during our consultation process. While we believe that the vision, experiences, and recommendations set out in this document touch on issues of import and relevance to all Teaching Stream colleagues, we are acutely aware that the scope of our work could not possibly capture or advocate for all Teaching Stream faculty concerns and aspirations. We hope that, as the campus responds to and implements these recommendations, additional conversations with Teaching Stream faculty, including those with part-time appointments, will continue to inform campus efforts to promote the career success of all faculty.

Finally, the Teaching Stream Working Group was initially struck by the U of T Scarborough Vice-Principal Academic & Dean and hence is intended for broad readership on the U of T Scarborough campus, including faculty, staff, and academic administrators, and to reflect the experience and perspectives of UTSC teaching stream faculty within our particular context. Faculty, staff, and administrators on the other campuses of the University of Toronto may be interested in our report and recommendations. We welcome their engagement and feedback.

We understand that the important work of this group has been happening alongside other work in this space at the institution, including important ongoing negotiations between the university administration and UTFA on topics relevant to Teaching Stream faculty success. Any policy that affects significant terms and conditions of employment need to emerge from negotiations between UTFA and the university. Our work detailed in this report is intended to stimulate discussions about approaches to career success for UTSC faculty in our local context and based on UTSC's academic priorities.

## Recommendations

The TSWG offers 21 recommendations organized in the following six categories:

- Institutional support,
- Mentorship,
- Leadership,
- Career review and evaluation,
- Workload, and
- Scholarship and research.

We suggest implementation timelines for each recommendation. The overall timeline for implementation of these recommendations is three years; hence, immediate action is signalled when a recommendation is implemented within Years 1 and 2 of release of this report, while medium-term signals implementation in Years 2 and 3.

We also name U of T Scarborough offices that we anticipate will play a key role in the implementation of these recommendations. We identify leadership roles for the Vice-Principal Academic & Dean, Vice-Dean Faculty Affairs, Equity, & Success, and other academic administrators, including department chairs. Conversations with colleagues in other divisions suggest that this document will spark discussion across the University of Toronto, and we look forward to other administrators and faculty identifying roles for themselves in the effort to support the success and ambitions of Teaching Stream faculty.

The TSWG also recognizes that support for the Teaching Stream must be a collective and campus- and university-wide effort. Thus, in Appendix D, we point to the multiple offices we expect would be effective partners in the implementation of these recommendations; in Appendix E, we point to offices that we consider well-positioned to support Teaching Stream faculty members' overall success.

## Institutional support

Focused structural and institutional change will assist faculty in the Teaching Stream to envision and negotiate their careers. We encourage the U of T Scarborough Vice-Principal Academic & Dean and the Vice-Dean Faculty Affairs, Equity, & Success to work with academic administrators to ensure that the hiring, mentoring, and reviewing of Teaching Stream faculty embrace an ambitious vision and recognition of all that the Teaching Stream contributes to the university's, division's, and departments' strategic plans. The recommendations that follow aim to incite structural change and to establish ongoing mechanisms that support and amplify the accomplishments of U of T Scarborough Teaching Stream faculty.

1. Host dedicated conversations with VP-FAL and among decanal and vice-decanal counterparts across University of Toronto divisions about how best to advance Teaching Stream faculty members' success.

### Immediate

Dedicated conversations should focus on topics including recruitment criteria, Performance Through the Ranks (PTR) processes, career reviews, leadership opportunities, and workload. In venues ranging from U of T Scarborough Joint Chairs & Academic Directors meetings to the VP-FAL Academic HR Table, convenings should address a fundamental concern: that the expectations of departmental, divisional, and university leadership remain opaque and sometimes misaligned with those of Teaching Stream faculty at U of T Scarborough.

2. At the departmental and unit level, facilitate conversations among faculty about unit norms and structures to ensure Teaching Stream faculty are valued and supported in everyday and ongoing decision making, resource allocation, and practices.

**Immediate**

Expectations and support emerge from everyday interactions and decisions. Chairs can model inclusive leadership by instigating courageous conversations to ensure that Teaching Stream faculty have the support necessary to ensure that they make important contributions to departmental goals in ways by which they feel valued and develop a strong sense of belonging at U of T Scarborough. Tenure and Teaching Stream faculty members bring distinctive skillsets and make unique scholarly contributions that represent opportunities for faculty to collaboratively advance the teaching, research, and service ambitions of the unit.

3. Establish an advisory body, housed in the Office of the Vice-Principal Academic & Dean, led by a member of the Teaching Stream, and dedicated to the advancement of Teaching Stream faculty.

**Immediate**

The U of T Scarborough Teaching Stream Working Group has prioritized the success of Teaching Stream faculty and afforded its members an opportunity to enhance their leadership skills and experience. Establishing an ongoing role U of T Scarborough, led by a member of the Teaching Stream and advising the Office of the Vice-Principal Academic & Dean, will (1) allow continued focus on the professional and career interests of Teaching Stream faculty, (2) ensure Teaching Stream representation in the Office of the Vice-Principal Academic & Dean, and (3) enhance Teaching Stream contributions to the strategic direction of a university committed to teaching, learning, and educational access. A first task of this advisory body would be ensuring the implementation of the recommendations in this report.

4. Establish communication platforms that facilitate conversations among Teaching Stream faculty with an eye toward building and sustaining professional identities across ranks and disciplines.

**Immediate**

Enhanced opportunities to build connections among Teaching Stream faculty at U of T Scarborough will foster collaborative and cross-disciplinary innovation, peer mentorship networks, and a sense of belonging and community—an especially valuable resource for those Teaching Stream faculty who work in departments consisting mostly of Tenure Stream faculty. Work produced by such peer networks should be broadly communicated to the university community in line with our call for institutional support in amplifying the accomplishments of Teaching Stream faculty.

## Mentorship

In the U of T Scarborough Town Hall, working group survey, and informal conversation, Teaching Stream faculty called for mentorship that provides constructive feedback, enthusiastic support for their professional development, and guidance in identifying fulfilling leadership roles. Teaching Stream faculty also cited mentorship as central to building a culture of transparency and trust. Multiple mentorship models exist (for example, mentorship partnerships, remote mentoring, group mentoring, and multi-mentor systems); and the best models conceptualize “mentoring as dynamic partnerships with differentiated, equity-focused, and multi-leveled systems of support that explicitly center anti-racist and anti-deficit frameworks as core values” (Endo 2020, 169). The following recommendations rest on such values.

5. Invest in innovative and proven mentorship opportunities for Teaching Stream faculty across campuses and beyond the university.

### Immediate

U of T Scarborough Teaching Stream faculty need ongoing opportunities to support, mentor, and collaborate with one another across campuses, divisions, and the university. Communication platforms and expanded internal funding for mentorship will help build and sustain peer mentorship networks, foster self-reflection and professional development, and support Teaching Stream leadership.

6. Encourage and recognize Teaching Stream participation in mentorship—as mentors and mentees—as integral to professional development and educational leadership activities.

### Medium-term

PTR and career review processes should recognize participation in mentorship programs as an important mechanism for professional development and leadership. Through mentorship, Teaching Stream mentors and mentees engage in self-reflection, reinvigorate their careers, hone pedagogical skills, and enhance local and international networks and communities of practice.

7. Ensure regular and clear decanal guidance to department chairs and promotion committees on how best to support and mentor all Teaching Stream faculty, including those hired prior to the establishment of the Professor rank in the Teaching Stream.

### Immediate

Colleagues across units and administrative levels at U of T Scarborough must be equipped to address the needs of Teaching Stream faculty. Many Teaching Stream faculty hired prior to the establishment of the professorial ranks for this stream experience significant misalignment between expectations in place at the time of their hiring and those currently held. Like all U of T Scarborough faculty, Teaching Stream

faculty—no matter the time or conditions of their hire—should have access to regular meetings with and mentorship from promotions committees, department chairs, and mentors prepared to recognize and advance their interests.

8. Encourage department chairs to meet Teaching Stream faculty at least annually for mentoring discussions of workload and the path through and beyond the ranks.

#### Immediate

At U of T Scarborough, unit leaders play a crucial role in the success of all faculty, including Teaching Stream faculty, and department chairs must make a special effort to understand and advance the careers of their Teaching Stream colleagues. Annual discussions of workload, annual activities, and progress through the ranks will not only support the advancement of Teaching Stream faculty but also ensure that unit leaders become better acquainted with Teaching Stream needs and aspirations. We expect regular departmental mentorship will also facilitate the involvement of mid-career Teaching Stream faculty in departmental initiatives and thus recognize their expertise and re-invigorate their educational leadership.

### Leadership

As disciplinary scholars, as educators engaged in the work of training future scholars, and as colleagues immersed in the intellectual labour of transformative curricular practices, Teaching Stream faculty have much to offer the institution as leaders. For Teaching Stream faculty to reach their potential as leaders and to pursue the ongoing professional development at the center of their positions, the University must explicitly create opportunities for leadership. Restricted and unclear opportunities for leadership foster a sense of discrimination and exclusion and deny the university important and diverse perspectives and contributions to the department, campus, and institution. As the experience of peer institutions (for example, McMaster University and the University of British Columbia) indicates, leadership appointments need not be constrained by status and may instead reflect experience, expertise, and interest.

9. Review and effectively communicate the leadership and evaluative roles that Teaching Stream faculty are eligible to fill at U of T Scarborough and at the University of Toronto.

#### Medium-term

Across Town Hall feedback and survey responses, U of T Scarborough Teaching Stream faculty called for the university to clarify and expand the leadership avenues available to Teaching Stream faculty. We encourage university and divisional leadership to revisit the existing restrictions on Teaching Stream faculty serving on committees and in leadership roles that will allow for an ambitious future vision for Teaching Stream faculty careers. Such revisiting could ensure Teaching Stream faculty have access to as many opportunities as their experience and expertise allow. We encourage university

leaders to (1) prioritize transparency about the skillsets necessary for leadership positions that are restricted based on stream, (2) track leadership roles in which Teaching Stream faculty may be consistently underrepresented, and (3) identify barriers or restrictions for leadership roles at departmental or unit levels (including the role of Department Chair) that prevent progression into senior leadership roles. Importantly, creating leadership pathways would be an important step in this process and are gratified that models such as the recently launched tri-campus [Provost's Leadership Academy](#) signal progress towards this goal.

10. Recognize and reward Teaching Stream faculty members' ongoing campus and university leadership.

Immediate

Despite the obstacles to their leadership, Teaching Stream faculty already lead at U of T Scarborough—a contribution that should be recognized and rewarded. Successful mechanisms from peer institutions can serve as inspiration for institutional support of Teaching Stream leadership. McMaster University's [Distinguished Scholars Program](#) and the [Centre for Teaching, Learning, & Technology Faculty Associates Program](#) at the University of British Columbia are only two of the most inspiring examples available. Though we remain committed to formal leadership to Teaching Stream faculty, we understand that leadership extends beyond formal titles and appointments. Reward and recognition of informal educational leadership among Teaching Stream faculty should occur through regular showcases of Teaching Stream leadership in a range of formal and informal roles, whether as mentors, unit leaders, or members of the U of T Scarborough Campus Curriculum Review Working Circle (See Appendix F).

11. Ensure representation of Teaching Stream faculty on departmental, campus, and university leadership and governance bodies.

Immediate

Representation at the campus and university level will ensure Teaching Stream faculty members' participation in campus decision-making and the transmission of information to the Teaching Stream at U of T Scarborough. At the departmental level, whenever workload allows, Teaching Stream faculty should be among the members of committees, including executive committees advisory to the Chair, ad hoc committees struck to advance departmental priorities, PTR, and space/renovation committees.

12. Establish a seminar and workshop series on Teaching Stream leadership and innovation that highlights and advances the leadership of faculty within and beyond the University of Toronto.

Medium-term

Leadership workshops and seminars will help Teaching Stream faculty members build and sustain mentoring relationships and leadership networks with these leaders in the

field. In addition to promoting representation of Teaching Stream in various U of T Scarborough forums for sharing of ideas and achievements, seminars and workshops that showcase the scholarly contributions of Teaching Stream faculty to the university's strategic vision and advancement would signal institutional commitment to Teaching Stream leadership.

## Career Review and Evaluation

Teaching Stream faculty, like Tenure Stream faculty, have long careers as instructors, mentors, and educational leaders at U of T Scarborough. Yet too often committees focus on immediate program development and instructional needs when reviewing and evaluating Teaching Stream faculty. The policies governing promotion of Teaching Stream faculty need to be discussed and clarified to better support departmental committees considering continuing status and promotion dossiers and to address the general distrust of the process among some Teaching Stream faculty anticipating review. Ultimately, committee decisions from hiring to probationary review, to continuing status, to promotion should anticipate and support Teaching Stream faculty members' extended careers as scholars contributing to and shaping the long-term mission and goals of their academic unit.

13. Hold annual decanal workshops for UTSC search, review, and promotions committees—including Dean's Assessors—on Teaching Stream paths to continuing status and to promotion to Professor, Teaching Stream.

### Immediate

The Vice-Principal Academic & Dean and the Vice-Dean Faculty Affairs, Equity, & Success (VDFAES) have a special role to play in ensuring that all U of T Scarborough committees reviewing and evaluating Teaching Stream faculty understand the criteria defining success and warranting continuing status and promotion in the Teaching Stream. To complement the workshops already offered by the Office of the Vice-Provost Faculty and Academic Life (VPFAL), the VDFAES should hold annual workshops with academic units and Dean's Assessors to reiterate and clarify criteria and to ensure the appropriate interpretation and implementation of university policy and criteria.

14. Identify and share widely models of successful and effective U of T Scarborough and University of Toronto Teaching Stream faculty members, with the aim of identifying academic leadership, scholarly achievement, and professional development across a career trajectory.

### Medium-term

Profiles of Teaching Stream faculty showcasing their contributions to various curricular projects, scholarly outputs, leadership activities, mentoring and professional development efforts would recognize such contributions to U of T Scarborough and the university more broadly. Generating and disseminating such profiles could be a



continued task of a standing body dedicated to supporting Teaching Stream faculty (see Recommendation #3). Peer institutions such as the University of British Columbia have built living documents that address barriers for teaching-focused faculty through [educational leadership “myth-busting”](#); they also promote reflection through [tools that provide these faculty with an organizing framework for their growth as educational leaders](#). Tools and documents inspired by these peer institutions would support Teaching Stream faculty to define their career trajectories and explicitly communicate their accomplishments in annual or career stage evaluations.

15. Establish a process and timeline for the regular review of the UTSC Guidelines for the Evaluation of Effectiveness of Teaching and criteria for promotion to Professor, Teaching Stream.

#### Medium-term

Every five years, the U of T Scarborough guidelines for the evaluation of teaching should be reviewed to ensure they align with the institution’s commitment to supporting the careers of Teaching Stream faculty. Like the Guidelines, the criteria for promotion to Professor, Teaching Stream warrant regular review. The Teaching Stream is an evolving professional status, and the University of Toronto was an early leader in establishing this valuable track. We are now positioned to learn from and with others about how best to support our colleagues in the Teaching Stream to navigate successful academic careers. Such reviews should be co-led by the Vice-Dean Faculty Affairs, Equity, & Success and the Teaching Stream faculty member housed in the Office of the Vice-Principal Academic & Dean (OVPD) and dedicated to the advancement of Teaching Stream faculty; the review should involve department chairs, OVPD, and members of the Teaching Stream.

## Workload

“Teaching and related Administrative Responsibilities, Scholarship, and Service, constitute the principal obligations of faculty members in the Teaching Stream” (WLPP, 7.1). Current University policy indicates that Teaching Stream faculty are “entitled to reasonable time for pedagogical/professional development” (WLPP 7.2). The routine demands of teaching assignments and service expectations—administrative responsibilities, managing teams of teaching assistants, providing student support, and preparing new courses—may consume time Teaching Stream faculty might otherwise commit to the pedagogical/professional development, educational leadership, and scholarship (which could include research and creative contributions) that their positions are meant to afford the university.

16. Host conversations among academic leaders to advance better practices in Teaching Stream workload assignments that support faculty members achieving and sustaining teaching excellence.

**Medium-term**

The regular revisions to unit workload policies that the Provost's and U of T Scarborough Dean's offices initiate are ideal times for dedicated conversations around workload assignments for Teaching Stream faculty. Discussions that include Teaching and Tenure Stream faculty and that occur within and across units are essential to the process of reviewing workload policies, identifying better practices in workload assignments, and demystifying Teaching Stream activity and success.

17. Recognize the significant effort required for course and curriculum development beyond classroom teaching, including expanding the definition of what counts as part of one's regular teaching load to support significant efforts in course, curriculum, and program development or other service.

**Medium-term**

The TSWG heard from U of T Scarborough Teaching Stream colleagues that course development, curriculum renewal, and unit-driven pedagogical and curricular projects may constitute tasks beyond course delivery, and the time required for such ambition and innovation may exceed the 0.5 FCE usually allocated per semester-long course. The University of Toronto Workload Policy and Procedures for Faculty & Librarians (WLPP) provides important support to academic units as they assign workload to Teaching Stream faculty. Policy 4.2 offers a rich description of the tasks and responsibilities associated with teaching at the University of Toronto, and Policy 7.3 states that "in determining the teaching component of normal workload both teaching and related administrative responsibilities will be taken into account." In line with this policy, significant efforts of course and curriculum development, renewal, and innovation constitute an integral part of a Teaching Stream faculty member's workload.

18. Commit to workload assignments that support creativity, innovation, and continued growth among Teaching Stream faculty.

**Medium-term**

At U of T Scarborough, Teaching Stream faculty are often assigned large, introductory courses with high administrative responsibilities—what many consider "service courses"—and experience little variation in their teaching assignments over years of teaching. In the same vein, these faculty are often assigned teaching-related departmental service without opportunities to participate in the other work of the academic unit, including (but not only) communications, resource allocation, and hiring. Teaching Stream workload assignments should consider and support faculty members' development as teachers and leaders, allowing variation in course and

service assignments in line with individual Teaching Stream faculty ambitions and aspirations that promote a greater sense of belonging and inclusion alongside departmental teaching needs.

## Research and Scholarship

“Scholarship refers to any combination of discipline-based scholarship in relation to or relevant to the field in which the faculty member teaches, the scholarship of teaching and learning, and creative/professional activities” (WLPP 7.2). Historically, a lack of funding presented a significant barrier for those members of the Teaching Stream who wish to conduct research of any sort. As of August 2022, VPFAL provided Principal Investigator (PI) status access to the My Research Applications and Agreements (MRA) portal at the time of hiring for all Teaching Stream faculty members, in recognition of discipline-based scholarship being one of the ways by which Teaching Stream faculty can demonstrate excellence in teaching and/or continuing future pedagogical/professional development (Principals, Deans, Academic Directors & Chairs (PDAD&C) Memorandum #4). In response to this change in university policy, the U of T Scarborough Vice-Principal Research & Innovation (VPRI) office has deemed all Teaching Stream faculty eligible for all internal grants and honours (Briefing note, April 2023). Dedicated funding and a broadened scope of existing funding would allow Teaching Stream faculty to enhance their scholarly output.

19. Recognize and provide active support for the Teaching Stream faculty members’ scholarship contributions.

### Medium-term

Changes made in 2015 to the Policies & Procedures in Academic Appointments ([PPAA](#)), following negotiations with UTFA, recognize disciplinary scholarship as a possible form of pedagogical and professional development (PPD), and affirm the importance of currency in the discipline for teaching stream faculty. Many U of T Scarborough Teaching Stream faculty also engage in pedagogical scholarship. Clarification and clear communication of the value of Teaching Stream faculty members’ research and scholarly output, including participation in discipline-based research and pedagogical research, to their careers and the overall mission of the University is essential to ensuring that Teaching Stream faculty and promotion committees interpret and implement policy accurately. Similarly, the U of T Scarborough OVPRI recently extended Teaching Stream eligibility for internal research funding and awards funding. This change must be communicated clearly and augmented with crucial staff and infrastructural support, both within units and by the OVPRI itself.

20. Establish dedicated internal funding sources to support pedagogical and professional development and accessible internal funding sources to support scholarship and creative professional activity among Teaching Stream faculty.

**Medium-term**

The careers of Teaching Stream faculty at U of T Scarborough will be actively advanced by funding that, first, supports projects from pilot studies to larger research and creative projects to educational innovation; second, fosters interactions among Teaching Stream faculty across disciplines; and third, supports faculty to develop projects that will then become competitive for external funding. Start-up funds for all Teaching Stream faculty, no matter the department or discipline, will signal support from the point of hire. At the department level, consistent and active support for classroom-based scholarship fundamental to studies will ensure creative pedagogical and curricular solutions are sustainable. Crucial to the success of these mechanisms will be an easily identifiable and accessible online site that identifies funding opportunities for Teaching Stream faculty and supports them in successfully seeking those funds. The Pedagogies of Inclusive Excellence (PIE) funding mechanisms that are now available to support inter-departmental curricular innovation efforts at U of T Scarborough represent a crucial opportunity for Teaching Stream innovation and leadership.

21. Clarify and amplify Teaching Stream participation in seeking external funding through, among other things, regular information and mentoring sessions for Teaching Stream faculty.

**Medium-term**

Mentoring and information sessions for those Teaching Stream faculty interested in seeking external funding, including Tri-Agency grants, should be seen as an important goal, given the undoubtedly positive impact such funding and projects would bring to the overall academic excellence of our departments, U of T Scarborough, and university overall.

## Conclusion

The establishment of the professorial ranks and titles of the Teaching Stream in 2015 signaled the university's recognition that the excellent teaching and pedagogical innovation that are central to its mission of **transformative education** are made possible by faculty committed to enhancing the student learning experience through their teaching, educational leadership, and scholarship. Since then, U of T Scarborough has made commendable progress in the development of policy to support, evaluate, and promote Teaching Stream faculty. However, there remain some barriers to the success of Teaching Stream faculty across career stages. The Teaching Stream Working Group was struck to identify such barriers, propose actions to dismantle them, and to report on the experiences of Teaching Stream Faculty at U of T Scarborough.

In the U of T Scarborough Town Hall, working group survey, and informal conversation, Teaching Stream faculty called for an ethic of communication, mentoring, and support that would allow them to build and sustain careers as pedagogues, leaders, and scholars within and beyond the institution. Specifically, the following matters merit scrutiny: 1. availability of leadership opportunities; 2. alignment of hiring and promotion policies; and 3. supports for the curricular innovation and scholarly output of Teaching Stream faculty within the context of a research-intensive institution. This report proposes actionable change to enact a bold and ambitious vision for long and successful careers for our Teaching Stream faculty, aligned with the needs and experiences of our Teaching Stream colleagues.

The TSWG presents 21 recommendations in this report that stem directly from the Terms of Reference developed by this group. The recommendations set out in this report are actions that would support colleagues in the Teaching Stream to build successful careers and thrive within the academy, enhancing the teaching and learning activities that are central to U of T Scarborough's and U of T's mission and international reputation.

We suggest implementation timelines for each recommendation. The overall timeline for implementation of these recommendations is three years and several recommendations fall under the "immediate" or within 1-2 years of release of this report. 10 of the 21 recommendations fall in this immediate timeline, in line with the TSWG's advocacy for bold communication, leadership, and action to remove barriers to success for Teaching Stream faculty. While timelines could vary during the implementation phase, we underscore the importance of communicating progress on the themes outlined in this report to the university community, as a signal of ongoing commitment to the career success of Teaching Stream faculty.

The TSWG recognizes that support for the Teaching Stream must be a collaborative and campus-wide effort and that the momentum set forth by the release of this report should be sustained to meet the evolving needs of Teaching Stream faculty careers. We firmly believe that the actions proposed in this report, if adopted, will enrich the educational excellence mission and the entire academic community at U of T Scarborough. Finally, we hope that this report will inspire dialogue and action across the campuses and divisions of the University of Toronto as part of a collective effort to inspire, support and recognize the current and future contributions of Teaching Stream faculty to our students, disciplines, community, and institution.

# Appendix A: Teaching Stream Faculty Working Group Terms of Reference

December 2021

**Background:** Promotion is meant to be an attainable goal for all continuing faculty members at the University of Toronto. Teaching stream faculty at the University of Toronto became eligible for promotion to Professor, Teaching Stream in 2016.<sup>1</sup> At the time, Governing Council emphasized that the criteria for promotion, including the criteria for establishing teaching excellence and rigorously assessing candidates' work, should be clear to candidates and Promotions Committee members. The Governing Council also understood that these processes would “evolve over time.”<sup>2</sup>

The U of T Scarborough Office of the Vice-Principal Academic & Dean aims to further clarify criteria for promotion in the Teaching Stream and to support Teaching Stream faculty members' efforts to meeting those criteria. The current policy “explicitly recognizes that the University has very few faculty members in the Teaching Stream who have as yet attained the rank of Professor, Teaching Stream.”<sup>3</sup> The University of Toronto Scarborough currently has 4 full-time Professors, Teaching Stream and 65 full-time Associate Professors, Teaching Stream. U of T Scarborough aims to shift the balance toward more promotions in the Teaching Stream by, for example,

- recognizing the range of pedagogical and curricular expertise that Teaching Stream faculty contribute to campus,
- developing a campus culture of mentorship,
- clarifying review criteria and processes,
- identifying better practices in securing external assessors,
- supporting colleagues in preparing and reviewing Teaching Stream dossiers, and
- advancing Teaching Stream faculty members' pedagogical and professional achievement and other vital contributions to the scholarly life of campus.

A Teaching Stream Faculty Working Group is being formed to identify barriers and opportunities to pedagogical and professional achievement and to support the success of Teaching Stream faculty across a range of career stages. The group will meet monthly January 2022 to June 2022, with a goal of producing a report with recommendations by 31 August 2022.

## Key areas of consideration

The following items serve as a starting point. Considerations will be developed in consultation with working group members and stakeholders.

- Engage Teaching Stream faculty to understand the range of experiences and needs as they relate to faculty success and career trajectories;

- Engage with faculty members, chairs, and review committee members (1) to clarify review criteria and (2) to identify obstacles to meeting those criteria in the Teaching Stream;
- Clarify the Teaching Stream promotion review process, including the role of the tri-campus decanal committee;
- Identify, on the one hand, internal and external supports available to Teaching Stream faculty and, on the other, barriers to Teaching Stream faculty gaining access to these resources and others that would promote their success;
- Consider the need for additional support; and
- Develop recommendations to support Teaching Stream faculty and stakeholders in advancing success in the Teaching Stream.

## Stakeholders

Stakeholders include, but are not limited to, the following:

- Professors, Teaching Stream;
- Associate Professors, Teaching Stream;
- Assistant Professors, Teaching Stream;
- Department Chairs;
- Departmental Promotions Committee Members;
- Director, U of T Scarborough Center for Teaching and Learning; and
- Vice-Dean, Faculty Affairs, Equity, & Success.

## Methods

Working group methods will include, but are not limited to, the following:

- Monthly meetings;
- Environmental scan of Teaching Stream supports at U of T Scarborough and in peer institutions;
- Literature review;
- Stakeholder meetings; and
- Stakeholder surveys.

Chair: Vice-Dean, Faculty Affairs, Equity, & Success, Professor Jessica Fields

Committee: To be appointed by Vice-Dean Fields, drawing on nominations and self-nominations from the Stakeholder list.

Support: Executive Assistant to the Vice-Deans and Faculty Development Administrator

## Appendix B: Survey of Teaching Stream Faculty

The University of Toronto Scarborough's Teaching Stream Working Group would appreciate it if you would please take a few minutes to share your thoughts on the following questions. Your responses will provide us with important insight as we engage in this working group process. This survey is anonymous.

One of the goals of the Teaching Stream Working Group is to understand the range of Teaching Stream faculty experiences, to highlight successes in the broad range of activities that constitute Educational Leadership. We appreciate that varied examples of educational leadership serve to showcase cohort and departmental diversity and that such examples of leadership go beyond specific titles or administrative positions within units.

More information about the TSWG is available at <https://uoft.me/TeachingStreamWorkingGroup> Any questions can be directed to [eileen.egan.lee@utoronto.ca](mailto:eileen.egan.lee@utoronto.ca)

### Teaching Stream Working Group

- Aarthi Ashok**, Professor, Teaching Stream, Department of Biological Sciences (co-chair)
- Kosha Bramesfeld**, Assistant Professor, Teaching Stream, Department of Psychology
- Jessica Dere**, Associate Professor, Teaching Stream, Department of Psychology
- Jessica Fields**, Professor, Department of Health and Society; Vice-Dean, Faculty Affairs, Equity, & Success (co-chair)
- Hugh Laurence**, Associate Professor, Teaching Stream, Department of Management
- Bettina von Lieres**, Assistant Professor, Teaching Stream, Department of Global Development Studies
- Michael Molloy**, Professor and Chair, Department of Computer & Mathematical Sciences
- SJ Sindu**, Assistant Professor, Teaching Stream, Department of English
- Erin Webster**, Associate Professor, Teaching Stream, Department of Arts, Culture & Media

1. Please share something you do as a Teaching Stream faculty member that makes an important contribution to U of T Scarborough's goals (pedagogical, curricular, and otherwise) that may or may not necessarily align with the institutional policy language describing Educational Leadership.

2. We also seek to identify barriers that currently exist in the institution's formal and informal structures that impede Teaching Stream faculty members' ability to succeed in their roles. Please share a barrier to success that you perceive at this time.

3. What specific initiatives could help support Teaching Stream faculty (for example, funding or mentoring)? Please share your thoughts on such initiatives here and/or at the townhall.

4. Are there any specific questions or concerns that you hope can be addressed by the working group?



# Appendix C: Invitation to Town Hall for Teaching Stream Faculty

16 May 2022 1:10 - 2:30 pm

<https://utoronto.zoom.us/j/89315687559> Passcode: 041630

## AGENDA - Town Hall for Teaching Stream Faculty

1:10 - Welcome, introductions, working group mandate (*Jessica Fields*)

1:20 - Emerging themes and provocations (*Aarthi Ashok*)

1:30 - Small group discussion of themes and provocations (*Hugh Laurence; TSWG members facilitate breakout groups*)

2:05 - Small group discussion of themes and provocations - brief reports (*Hugh Laurence*)

2:20 - Next steps - report, fall event (*Erin Webster*)

\*\*\*2:30-3:00 - Additional time for Q/A and open discussion (*Jessica Fields, Jessica Dere*)

## Provocations used in breakout groups

1. The university supported Tenure Stream success through supports like the Research Advisory Board and initiatives/funding mechanisms like Clusters of Scholarly Prominence. Establishing parallel structures and funding mechanisms to support the scholarly achievement of Teaching Stream faculty should be an institutional priority.
2. The criteria for hiring, evaluation, and promotion in the Teaching Stream within your academic unit are fair and helpfully aligned with one another.
3. Tenure stream faculty needs, desires, and career progression are privileged and prioritized in your academic unit, while those of the Teaching Stream are often overlooked.
4. There are mechanisms available for me to discuss workload and occasional teaching relief in order to advance my scholarship and/or participate in significant curriculum renewal.

## Appendix D: Partners in Working Group Recommendations

Recommendation	Partners in implementation of recommendations							
	Unit Head	UTSC Colleagues	OVPD			VP-FAL	OVPRI	Other
			VDTLUP	CTL	VDFAES			
1. Host dedicated conversations with VP-FAL and among decanal and vice-decanal counterparts across University of Toronto divisions about how best to advance Teaching Stream faculty members' success.	x				x	x		Vice-decanal counterparts across UofT
2. At the departmental and unit level, facilitate conversations among faculty about unit norms and structures to ensure Teaching Stream faculty are valued and supported in everyday and ongoing decision making, resource allocation, and practices.	x	x						
3. Establish a standing body, housed in the Office of the Vice-Principal Academic & Dean, led by a member of the Teaching Stream, and dedicated to the advancement of Teaching Stream faculty.					x			
4. Establish communication platforms that facilitate conversations among Teaching Stream faculty with an eye toward building and sustaining professional identities across ranks and disciplines.			x	x	x	x	x	
5. Invest in innovative and proven mentorship opportunities for Teaching Stream faculty across campuses and beyond the university.			x	x	x	x		
6. Encourage and recognize Teaching Stream participation in mentorship—as mentors and mentees—as integral to professional development and educational leadership activities.	x	x			x	x		
7. Ensure regular and clear decanal guidance to department chairs and promotion committees on how best to support and mentor all Teaching Stream faculty, including those hired prior to the establishment of the Professor rank in the Teaching Stream.	x	x	x	x	x	x		
8. Encourage department chairs to meet Teaching Stream faculty at least annually for mentoring discussions of workload and the path through and beyond the ranks.	x				x	x		
9. Review and effectively communicate the leadership and evaluative roles that Teaching Stream faculty are eligible to fill at U of T Scarborough and at the University of Toronto.	x	x	x	x	x	x	x	

10. Recognize and reward Teaching Stream faculty members' ongoing campus and university leadership.	x	x	x	x	x	x		
11. Ensure representation of Teaching Stream faculty on departmental, campus, and university leadership and governance bodies.	x	x	x	x	x	x	x	Campus and university governance bodies
12. Establish a seminar and workshop series on Teaching Stream leadership and innovation that highlights and advances the leadership of faculty within and beyond the University of Toronto.			x	x	x			Principals of divisions and colleges
13. Hold annual decanal workshops for search, review, and promotions committees—including Dean's Assessors—on Teaching Stream paths to continuing status and to promotion to Professor, Teaching Stream.	x	x			x	x		Peers including Dean's Assessors
14. Identify and share widely models of successful and effective U of T Scarborough and University of Toronto Teaching Stream faculty members, with the aim of identifying academic leadership, scholarly achievement, and professional development across a career trajectory.					x	x		
15. Establish a process and timeline for the regular review of the U of T Scarborough Guidelines for the Evaluation of Effectiveness of Teaching and criteria for promotion to Professor, Teaching Stream.	x	x	x	x	x	x		
16. Host conversations among academic leaders to advance better practices in Teaching Stream workload assignments that support faculty members achieving and sustaining teaching excellence.	x	x	x	x	x	x		
17. Recognize the significant effort required for course and curriculum development beyond classroom teaching, including expanding the definition of what counts as part of one's regular teaching load to support significant efforts in course, curriculum, and program development or other service.	x	x	x		x			
18. Commit to workload assignments that support creativity, innovation, and continued growth among Teaching Stream faculty.	x	x			x	x		
19. Recognize and provide active support for the Teaching Stream faculty members' scholarship contributions.	x	x	x				x	

20. Establish dedicated internal funding sources to support research, pedagogical and professional development, and creative activity among Teaching Stream faculty.			x	x	x		x	
21. Clarify and amplify Teaching Stream participation in seeking Tri-Council funding through, among other things, regular information and mentoring sessions for Teaching Stream faculty.	x	x	x		x	x	x	

## Appendix E: Partners in Teaching Stream Success

criterion and activities	Unit Head	UTSC Colleagues	OVPD				OVPRI	Other
			VDTLUP	Exp Learn	CTL	VDFAES		
<b>excellence in teaching</b>								
<b>excellent teaching skills</b>								
<b>conventional and online teaching activities</b>								
excellent teaching skills	X	X	X	X	X			
use of scholarly expertise	X	X	X	X	X			
commitment to evidence-based practices that support student learning	X	X	X	X	X			
winning, and being nominated for, teaching awards	X	X	X		X			
course development	X	X	X					
<b>activities that support student learning outside the classroom</b>								
creative activities	X		X	X	X		X	DMG
co-curricular and work study experiences	X			X				A/S Co-Op, OSEW
community-based or work-integrated learning opportunities				X				A/S Co-Op, Bridge, CPE, Hub
research-intensive experiences	X		X	X			X	A/S Co-Op
student research supervision	X		X	X			X	Library
<b>creative educational leadership and/or achievement and innovative teaching initiatives</b>								
<b>creative educational leadership and/or achievement</b>								
participation in Scholarship of Teaching and Learning or pedagogical scholarship	X	X	X		X	X	X	Library
publications on pedagogical research						X	X	Library
publication of scholarly textbooks or online tools and resources						X	X	Library

criterion and activities	Unit Head	UTSC Colleagues	OVPD				OVPRI	Other
			VDTLUP	Exp Learn	CTL	VDFAES		
mentoring of other teaching faculty	X	X	X	X	X	X		
presenting seminars and workshops on pedagogical practice	X	X			X	X		
engagement in creative, technical, or community-based practices related to subject of teaching expertise	X			X	X	X	X	
development of courses using high impact teaching practices	X		X		X			
contributions to curriculum and program design	X		X	X				
administrative service, including coordination of undergraduate and graduate programs	X							
administrative service, including administration of large undergraduate courses	X							
administrative service, including student advising and/or mentoring	X							
significant engagement in professional teaching and learning organizations/associations or teaching centers		X			X			
leadership roles	X	X						
reviewer or referee for conferences or journals		X						
editor for journal or conference proceedings		X						

criterion and activities	Unit Head	UTSC Colleagues	OVPD				OVPRI	Other
			VDTLUP	Exp Learn	CTL	VDFAES		
participation in initiatives that lead to changes in policy related to teaching as a profession			X					
<b>innovative teaching initiatives</b>								
innovations in the teaching domain	X		X	X	X			Hub, IITS
development of effective and creative ways to promote students' involvement in the research process	X		X			X	X	Library
contribution to technological enrichment of teaching	X		X		X	X		IITS
<b>pedagogical/professional development, demonstrated and continuing</b>								
participation at and contributions to workshops, seminars, and PD opportunities in the university	X		X			X		
discipline-based scholarship	X					X	X	
participation at and contributions to academic conferences					X	X	X	
professional or creative work that allows mastery of subject area						X	X	
<b>administrative service</b>								
program coordination	X							AA&CC, A/S Co-Op, ISC
administration of large UG courses	X		X					
student advising	X							AA&CC
mentoring of students	X					X		OSEW, ISC

## Appendix F: Alignment with the U of T Scarborough Campus Curriculum Review Working Circle Report

Recommendations set forward in this TSWG report align with several actions set out in the Curriculum Review Working Circle Report (2022). Below we draw attention to a few examples that parallel our call to action, would transform campus and departmental climates that many colleagues find inequitable and build a strong future for teaching and learning at U of T Scarborough.

- Alignment with Recommendation 2.3<sup>1</sup> (Specifically, 2.3.2 and 2.3.3).

In many departments, curricular reform initiatives are often led by Teaching Stream faculty. Ensuring that departmental structures, practices, and culture provide support and recognition for this type of work aligns with the TSWG's recommendations.

- Alignment with Recommendation 2.4<sup>2</sup>

These recommendations emphasize cross-departmental and cross-disciplinary mentorship, which could include sharing pedagogical resources and related research opportunities.

- Alignment with Recommendation 6.4<sup>3</sup>

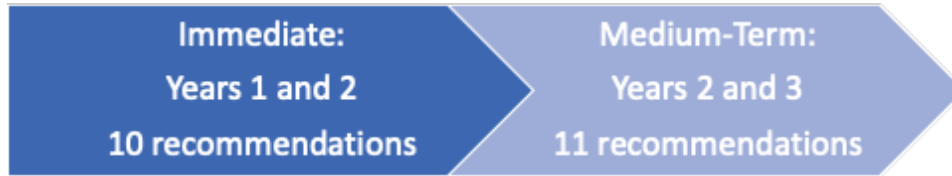
This recommendation calls for a review of all teaching and learning resources and supports at U of T Scarborough, including developing educational opportunities for those academic leaders that would be guiding their own units towards curricular reform (Recommendation 6.4). This aligns with the TSWG's recommendations for both professional development and recognized leadership roles within departments.

- Finally, establishing the Pedagogies of Inclusive Excellence (PIE) Fund will include a regular campus-wide forum that would be hosted by the Working Circle to promote mentorship and conversation across departments and disciplines. Such a forum would be an ideal partnership opportunity for the future work of the TSWG.



## Appendix G: Timeline of Recommendations

Immediate action is signalled when a recommendation is implemented within Years 1 and 2 of release of this report and medium-term signals implementation in Years 2 and 3.



### Immediate: Years 1 & 2

1. Host dedicated conversations with VP-FAL and among decanal and vice-decanal counterparts across University of Toronto divisions about how best to advance Teaching Stream faculty members' success.
2. At the departmental and unit level, facilitate conversations among faculty about unit norms and structures to ensure Teaching Stream faculty are valued and supported in everyday and ongoing decision making, resource allocation, and practices.
3. Establish a standing body, housed in the Office of the Vice-Principal Academic & Dean, led by a member of the Teaching Stream, and dedicated to the advancement of Teaching Stream faculty.
4. Establish communication platforms that facilitate conversations among Teaching Stream faculty with an eye toward building and sustaining professional identities across ranks and disciplines.
5. Invest in innovative and proven mentorship opportunities for Teaching Stream faculty across campuses and beyond the university.
6. Ensure regular and clear decanal guidance to department chairs and promotion committees on how best to support and mentor all Teaching Stream faculty, including those hired prior to the establishment of the Professor rank in the Teaching Stream.
7. Encourage department chairs to meet Teaching Stream faculty at least annually for mentoring discussions of workload and the path through and beyond the ranks.
8. Recognize and reward Teaching Stream faculty members' ongoing campus and university leadership.
9. Ensure representation of Teaching Stream faculty on departmental, campus, and university leadership and governance bodies.

10. Hold annual decanal workshops for search, review, and promotions committees—including Dean’s Assessors—on Teaching Stream paths to continuing status and to promotion to Professor, Teaching Stream.

### Medium-Term: Years 2 & 3

11. Encourage and recognize Teaching Stream participation in mentorship—as mentors and mentees—as integral to professional development and educational leadership activities.

12. Review and effectively communicate the leadership and evaluative roles that Teaching Stream faculty are eligible to fill at U of T Scarborough and at the University of Toronto.

13. Establish a seminar and workshop series on Teaching Stream leadership and innovation that highlights and advances the leadership of faculty within and beyond the University of Toronto.

14. Identify and share widely models of successful and effective U of T Scarborough and University of Toronto Teaching Stream faculty members, with the aim of identifying academic leadership, scholarly achievement, and professional development across a career trajectory.

15. Establish a process and timeline for the regular review of the U of T Scarborough Guidelines for the Evaluation of Effectiveness of Teaching and criteria for promotion to Professor, Teaching Stream.

16. Host conversations among academic leaders to advance better practices in Teaching Stream workload assignments that reflect the time and other resources required to achieve and sustain teaching excellence.

17. Recognize the significant effort required for course and curriculum development beyond classroom teaching, including expanding the definition of what counts as part of one’s regular teaching load to support significant efforts in course, curriculum, and program development or other service.

18. Commit to workload assignments that support creativity, innovation, and continued growth among Teaching Stream faculty.

19. Recognize and provide active support for the Teaching Stream faculty members’ scholarship contributions.

20. Establish dedicated internal funding sources to support research, pedagogical and professional development, and creative activity among Teaching Stream faculty.

21. Clarify and amplify Teaching Stream participation in seeking Tri-Council funding through, among other things, regular information and mentoring sessions for Teaching Stream faculty.