# School of Computer Science University of Windsor

# Criteria for: Tenure of Assistant Professor and

Promotion to Associate Professor

[Adopted by the School of Computer Science Council on June 9 2017 & Faculty of Science Council on June 21, 2017, Approved by UCAPT on June 12, 2019]

#### Notes:

Criteria for Competence, High Competence and Excellence are converted to numeric scores of 5, 6, or 7 respectively on the UCAPT form.

#### Criteria for Promotion to Associate Professor:

Consistent with Bylaw 23 (June 2015) the criteria and standards for tenure and promotion to Associate Professor shall be the same. A single application for tenure and promotion to Associate Professor will be required.

The criteria for tenure and promotion to Associate Professor is that the applicant must meet the requirements for <u>Competence</u> (5) in each of the three areas of Research, Teaching, and Service as defined below, and the average of all three must be 5.5 or above.

This document is in partial fulfillment of the department's obligations under Bylaw 20 (Types and Terms of Appointments), Bylaw 22 (Committees and Procedures for Renewal, Tenure, and Promotion); and Bylaw 23 (Criteria for Renewal, Tenure & Promotion), to clearly articulate its criteria and standards for renewal, tenure, and promotion. Once approved by Council, these standards must be forwarded to the Faculty of Science (Coordinating) council and, if approved, from there to the University Committee on Academic Promotion and Tenure (UCAPT).

#### Approval Dates of this Document

School Approval	June 9, 2017
Faculty Approval	June 21, 2017
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#### INTRODUCTION

An Associate Professor is a matured scholar whose achievements at the University of Windsor and/or elsewhere have earned his or her colleagues' respect as an individual of superior qualities and achievements.

A candidate for promotion and/or tenure must extend the boundaries of knowledge of Computer Science and be committed to the transmittal of this knowledge in the broadest possible sense. A candidate will be evaluated based on: (i) ongoing research in Computer Science, (ii) effective teaching at both the undergraduate and graduate levels, effective mentoring and supervision of graduate students; the candidate's courses must be academically current and evolve with the field in an appropriate manner, and (iii) active participation in the management and operation of the School; this includes the assumption of leadership responsibilities for portions of the service life of the School, ongoing development of the undergraduate and graduate Computer Science curriculum and participation in service to the School, Faculty and University as a whole.

#### Research

A candidate must make a significant, ongoing and independent contribution to research, which, under normal circumstances, will involve the following:

- 1. A candidate must perform substantive research in Computer Science or a related field, liberally defined for the purposes of tenure and promotion.
- 2. A candidate must have established an ongoing, independent research program. Single-authored contributions unequivocally indicate an independent research program. Collaborative research is encouraged, but the contribution of the candidate must be identified.
- 3. Candidates must provide the results of their research to their research community through peer-reviewed, archival publications, of a type judged important in the candidate's area. Refereed journal articles are the premier sign of research significance. Refereed conference proceedings are also important for assessing the significance of the research. In some fields, an argument might be made that a refereed conference paper is equivalent to a good journal article or that a specific conference is the premier venue for publication in that field. Other refereed contributions such as a monograph or chapter in a book will also be taken into account. Non-refereed contributions will generally carry a lower weight, although invited contributions may be taken as evidence of standing in the field. Candidates are advised to publish in a variety of venues some of which are at "arms-length" (e.g. the candidate is not on the applicable editorial board or program committee).
- 4. A candidate's research must be of sufficient stature and merit to attract ongoing peer-reviewed external funding (e.g., NSERC grants). Industry and interdisciplinary

collaborations, and recognized creative activities are also valued. Candidates are expected to apply for, and to receive external peer-reviewed funding to support their research program and their graduate students. The candidate's research must be known within the field, and must be work of the type which the referees judge has (or will have) positive impact on the research of others. Candidates are expected to actively present their work at conferences, workshops and seminars at academic or industrial institutions.

In assessing Excellence, High Competence, and Competence what counts critically is the impact or potential impact of the candidate's research as evaluated by external referees. Impact can be demonstrated in a variety of ways including highly cited publications in high quality journals and conference proceedings. Requirements for Excellence, High Competence, and Competence are defined below. Candidates not meeting the criteria for Competence are deemed "Competence Not Demonstrated."

A high quality journal is a journal in the candidate's field of study which has a significant impact on the research community (as demonstrated, for example, by impact factors based on journal citations). The publication process in such journals is based on peer review of the complete manuscripts to select and screen high quality submissions. The members of the editorial board of such journals are recognized scholars in their fields.

A high quality conference is an international conference in the candidate's field of study that has a significant impact on the research community. The members of the program committee of such conferences are recognized scholars in their fields. The publication process in such conferences is based on peer review of the complete manuscripts to select and screen high quality submissions.

A journal or a conference publication must be a complete description of a significant body of work (not a short correspondence, communication, or an abstract). In the normal course of events, a conference paper should yield a more complete journal paper. Due to a rather long publication process in some top quality journals and the negative impact of these delays on the dissemination of research results, many researchers in Computer Science select conference proceedings to publish their work. The AAU recognizes that the quality of some of these conferences and their reviewing process are equal to the best journals in the respective fields. The AAU RTP Committee will assess the quality of conferences on the basis of evidence provided by a candidate and external reviewers.

Refer to "Appendix A – Research Evaluation Rubric" for the evaluation of Research.

#### **Teaching**

A candidate must be an effective teacher, mentor and supervisor of students, and contributor to course development.

- 1. A candidate must teach effectively at the undergraduate and graduate levels. Effective teaching should be demonstrated over a range of course types in the AAU first and/or second year courses to upper level course in the candidate's area of expertise, assuming that the candidate has had the opportunity to teach this broad range of courses. The candidate should present the material at an academically from appropriate level but be sensitive to students' level of understanding. The candidate should adopt an appropriate teaching style, methods and techniques to match the course's learning outcomes. Should issues be identified in terms of quality of instruction, the candidate should seek appropriate remedy such as from the AAU or the Center for Teaching and Learning.
- 2. A Candidate must teach in a professional manner and should maintain a professional relationship with students. Specifically, he/she should demonstrate impartial and consistent respect for all students as individuals with their distinctive learning needs and capacities. The candidate's in-class conduct should be based on integrity, honesty, and fairness, and should comply with the acts and regulations of the University.
- 3. Normally, a candidate for Tenure should have been the primary supervisor of at least one graduate level thesis to completion. The candidate is expected to provide effective supervision of graduate students, supervising their theses through to completion. Supervisors should make themselves accessible to students they are supervising and provide them with materials and resources relevant to their theses not available in the university. Supervisors should be sensitive to their students' level of understanding, take responsibility for their professional development such as sending them to conferences, site visits and the like, and help them to disseminate their work in academic journals, conferences and workshops. The candidate must maintain Graduate Faculty status without interruption.
- 4. The academic content of all undergraduate and graduate courses taught by a candidate should be substantive, and match the approved course curriculum.
- 5. Student performance in courses taught by a candidate should be evaluated via appropriate exams, tests, assignments, projects, presentations and the like. Grading material must reflect the course content and intent.
- 6. A candidate should present material in class in a professional manner. This includes clear delivery, and good use of appropriate instructional aids such as the blackboard, overheads or slides. Material is presented in a manner that engages and stimulates the students. Students should feel that the candidate cares about their intellectual development, and is sensitive to their level of understanding.
- 7. Within reason, a candidate must make him or herself accessible to students both within and outside the class via a combination of encouraging questions in class, office hours, email, and other forms of communication.

8. Candidates are expected to ensure that courses they teach are current, evolve with the field in an appropriate manner, and the content and level are consistent and appropriate. A candidate who teaches in multi-section <a href="mailto:and/or">and/or</a> team-taught courses is expected to be a full and active contributor to the course, and to aid in its ongoing, consistent content, development, and review.

<u>Quality supervision of undergraduate projects is highly valued</u>. The successful coordination of large, multi-section, undergraduate classes is highly valued.

Student letters, letters from colleagues and the AAU statistical evaluations of undergraduate courses, and teaching awards all play an important part in evaluating the above criteria. Colleagues who evaluate teaching will be asked not just to conduct a class visit but also to evaluate the academic content of the course and the various course materials (notes, exams, web pages).

Refer to "Appendix B – Teaching Evaluation Rubric" for the evaluation of Teaching.

#### Service

A candidate must have a demonstrated record of consistent activity within the life of the AAU, and a demonstrated record of service to the broader University community and/or the academic profession.

Candidates should be active rather than passive in terms of their service contributions, and should show a willingness to engage in intellectual and collegial dialogue with faculty, staff, and students; should effectively contribute to the general well-being of the AAU and the University as a whole.

- 1. Candidates should seek and show leadership in one or more service tasks within the AAU and/or the University.
- 2. Apart from active participation in AAU meetings, they should demonstrate willingness and flexibility in assuming service roles where their knowledge and good judgment could benefit the AAU.
- 3. Candidates should demonstrate their effective performance in voluntary service roles as well as in the roles assumed at the request of the AAU or the University. In accordance with the Senate By-law 23.5.3 the AAU will stress the distinction between the participation in committees that perform more routine tasks, and the significant administrative work or contributions to the development of academic (research, teaching, computing) policies and environments.

An example of a significant service contribution is the development of the academic

curriculum. This may include a significant revision of existing course structure (how multiple courses integrate and interact to cover an area), the development of course infrastructure, the development of new pan-course instructional laboratories, or even the introduction of a new stream.

Service contributions to the development, operation, and management of academic programs may overlap with contributions to teaching. For instance, the development of course infrastructure, new laboratories, streams, or academic programs have clearly defined and interconnected teaching and service components. The AAU RTP Committee will review and assess these contributions in both contexts.

Contributions to the research infrastructure such as serving on journal editorial boards, conference program committees, and conference organization is to be encouraged, but is normally judged under "Professional Contributions". However, the AAU RTP Committee may recommend that this kind of activity be listed under "Service", if this activity adds recognition to the AAU and the University. The AAU RTP Committee makes the final decision which category this type of activity is assessed under.

#### **Criteria for Competence (5)**

To receive a recommendation of competence, a candidate is normally expected to:

- Have participated, effectively and actively, in his/her fair share of service roles.
- Be an effective contributing member of School or university committees.
- Have demonstrated initiative in service in one or more aspects of their service roles.

#### **Criteria for High Competence (6)**

To receive a recommendation of high competence, a candidate would be expected to meet all of the requirements for competence, and, in addition, is normally expected to:

• Have demonstrated sustained, effective, and innovative leadership in a variety of service positions. The demonstration of effective leadership in a significant service role is required for a recommendation of excellence.

#### Criteria for Excellence (7)

To receive a recommendation of excellence, a candidate would be expected to meet all of the requirements for high competence, and, in addition, is normally expected to:

- Have [RK1] a record of substantial involvement in routine administrative duties (on School committees, for example), and of the candidate's willingness and ability to contribute to the academic growth of the School of Computer Science.
- Have served with distinction in a significant administrative role within both the School and University. Here 'significant' implies effort at a level of Graduate Program Director, Undergraduate Program Director or Chair, or more senior administrative positions.

# School of Computer Science University of Windsor

Criteria for: Professor with Tenure and Promotion to Professor

#### Notes:

Criteria for Competence, High Competence and Excellence are converted to numeric scores of 5, 6, or 7 respectively on the UCAPT form.

The criteria for tenure and promotion to Professor is that the applicant must meet the requirements for <u>High Competence</u> (6) in each of the three areas of Research, Teaching and Service as defined below, and the average of all three must be 6.5 or above.

This document is in partial fulfillment of the department's obligations under <u>Bylaw 20</u> (Types and Terms of Appointments), <u>Bylaw 22</u> (Committees and Procedures on Renewal, Tenure and Promotion); and <u>Bylaw 23</u> (Criteria for Renewal, Tenure & Promotion), to clearly articulate its criteria and standards for renewal, tenure and promotion. Once approved by Council, these standards must be forwarded to the Faculty of Science (Coordinating) council and, if approved, from there to the University Committee on Academic Promotion and Tenure (UCAPT).

#### **INTRODUCTION**

A Professor is an eminent member of the University who, at the University of Windsor and throughout his/her career, has achieved substantial distinction in his/her field, as exemplified in teaching and scholarship, and demonstrated a willingness to accept reasonable University responsibilities.

Promotion and tenure are based on an assessment of excellence. It is expected that a Professor will have met the criteria for excellence in all three of Research, Teaching and Service, and would have demonstrated a level of exceptional commitment (eminence) in at least one area. This eminence in one area must be coupled with an excellent (minimum) level of contribution in the other two areas. For each of the three areas, the minimum level of contribution is given below:

#### **Required Minimum in Research**

The minimum research expectations for the rank of Professor are **high competence (6)** as per Appendix A.

#### **Required Minimum in Teaching**

The minimum teaching expectations for the rank of Professor are **high competence (6)** as per Appendix B.

## **Required Minimum in Service**

The minimum service expectations for the rank of Professor are the same as **high competence** (6) in Service under Criteria for "Tenure of Assistant Professor and Promotion to Associate Professor".

## Appendix A – Research Evaluation Rubric

Criterion 1: expertise in research, relevant methodologies and effective and ethical project management

	5	6	7
Ongoing independent	A clear independent	A clear independent	A clear independent
research program.	research program	research program	research program
	supported by several	supported by several	supported by several
PI on the contributions.	publications	tier 1 or 2 conference or	tier 1 or 2 conference
		journal publications	and journal publications
Collaborative research.	At least one single		
	authored/PI	Multiple single	Multiple single
	contribution related to	authored/PI	authored/PI tier 1 or 2
	the research program	contributions related to	contributions related to
		the research program	the research program
	At least one		
	collaborative research	PI for at least one	PI for at least one
	activity	collaborative research	collaborative research
		activity supported by a	activity supported by a
		grant	grant
Peer-reviewed external	Have applied for	Have received an	Have received multiple
funding (e.g., NSERC	external grant at the	external grant at the	external grants at the
grants). Industry and	level of an NSERC	level of an NSERC	level of an NSERC
interdisciplinary	Discovery Grant and	Discovery Grant	Discovery Grant
collaborations are also	received positive		
valued	evaluation from the	Have industry and/or	Have industry and
	review committee	interdisciplinary	interdisciplinary
		collaborations	collaborations

Criterion 2: A record of high quality refereed publications

	5	6	7
Peer-reviewed	Published an average of	Published an average of	Published an average of
Publications	one refereed	two refereed	three refereed
	publication every year	publications every year,	publications every year,
	since his/her	with at least one tier 1	with at least one tier 1
	appointment at	or 2 publication every	or 2 publication every
	UWindsor	other year, since	year, since his/her
		his/her appointment at	appointment at
		UWindsor	UWindsor
		Has published in at least	Has multiple tier 1
		one tier 1 journal or	journal or conference
		conference (as ranked	publications (as ranked
		by recognized ranking	by recognized ranking

		systems such as Core)	systems such as Core)
Evidence of research	At least one refereed	At least one refereed	Multiple refereed
dissemination at the	publication with a	publication with a	publications with
national/international	collaboration outside	collaboration outside of	collaboration inside and
level	the University since	Canada since his/her	outside of Canada since
	his/her appointment at	appointment at	his/her appointment at
	UWindsor	UWindsor	UWindsor
	(other bibliometric data	(other bibliometric data	(other bibliometric data
	such as h-index values	such as h-index values	such as h-index values
	can be considered by	can be considered by	can be considered by
	the committee)	the committee)	the committee)
		Evidence of	Multiple evidences of
		dissemination of	dissemination of
		research to academic	research to academic
		(seminar) and non-	(seminar) and non-
		academic (traditional	academic (traditional
		media, seminar)	media, seminar)
		audiences	audiences

**Criterion 3:** Evidence of independent and original contributions to research

	5	6	7
External review	Positive external	A pattern of positive	A pattern of positive
	reviews assessing the	external reviews	external reviews
	originality of	assessing the originality	identifying the
	contribution	of contribution	candidate as defining
			and influencing
			research directions
Award	At least one award	At least one award	Multiple awards
	since his/her	originating from outside	originating from inside
	appointment at	the university of	and outside the
	UWindsor	Windsor since his/her	university of Windsor
		appointment at	since his/her
		UWindsor	appointment at
			UWindsor
Impact	At least one invitation	Multiple invitations as	Multiple invitations as
	as speaker	speaker	speaker in highly
			recognized academic
	Member of a scientific	Member of multiple	institutions
	organization	scientific organizations	
			Leading membership in
			at least one scientific
			organizations

**Criterion 4:** Capacity building through income generation, collaboration development or infrastructure development strategies

	5	6	7
Ability to attract internal or external research funding	At least one successful research funding since his/her appointment at UWindsor	Have received an external grant at the level of an NSERC Discovery Grant	Have received multiple external grants at the level of an NSERC Discovery Grant
		Have received several internal or external research funding since his/her appointment at UWindsor	Have received several internal and external research funding since his/her appointment at UWindsor
			PI in at least one large multiple PI research funding

**Criterion 5:** Demonstrated ability to attract and successfully mentor and train students in research

	5	6	7
Records of graduate	At least an average of	At least an average of	At least an average of
student completion	one graduate student	one graduate student	two graduate student
	completion every other	completion per year	completions per year
	year since his/her	since his/her	since his/her
	appointment at	appointment at	appointment at
	UWindsor	UWindsor	UWindsor
	Maintain the	Maintain the	At least one PhD
	supervision of 4-5 grad	supervision of 4-5 grad	student completion
	students annually	students annually	since his/her
			appointment at
			UWindsor
			Maintain the
			supervision of 4-5 grad
			students annually
Records of	At least an average of 4-	At least an average of 4-	At least an average of 4-
undergraduate student	5 undergraduate	5 undergraduate	5 undergraduate
supervision	student supervision per	student supervisions	student supervisions
	year since his/her	per year since his/her	per year since his/her
	appointment at	appointment at	appointment at
	UWindsor	UWindsor	UWindsor
Evidence of student	At least one student	At least one graduate	At least two graduate
success	having received an	student having received	students having
	external fund or award	an external fund or	received an external

	award	fund or award
At least one graduate		
student having	At least half of the	Most of the graduate
published a peer-	graduate student	student having
reviewed paper	having published a	published a peer-
	peer-reviewed paper	reviewed paper

**Criterion 6**: Influence on and contribution to the academic and broader national/international community

	5	6	7
Leadership academic	Participation to multiple	Participation to multiple	Participation to multiple
contributions	peer review process	peer review process	peer review process
	(conferences or	(conferences and	(conferences and
	journals)	journals)	journals)
		Conference	Conference
		organization or member	organization and
		of a journal editorial	member of a journal
		board	editorial board
Graduate committees	Chair of multiple	Chair of multiple	Chair of multiple
	graduate committees	graduate committees	graduate committees
	Internal or external	Internal and external	Internal and external
	reader of multiple	reader of multiple	reader of multiple
	graduate committees	graduate committees	graduate committees
		Internal and external	Internal and external
		reader of at least one	reader of multiple PhD
		PhD committee	committees
			At least External
			examiner in one PhD
			committee
External review	At least one external	At least on average	At least on average
	review (grant agency,	once every other year	once per year external
	government	external review (grant	review (grant agency,
	documents, assessment	agency, government	government
	of academic colleagues,	documents, assessment	documents, assessment
	etc.)	of academic colleagues,	of academic colleague,
		etc.)	etc.)
Other evidences	At least one	At least on average	At least on average
	participation to: expert	once every other year	once per year
	evaluation, coverage in	participation to: expert	participation to: expert
	mass media, invited	evaluation, coverage in	evaluation, coverage in
	publication, interview in	mass media, invited	mass media, invited
	any medium, public	publication, interview in	publication, interview in

presentation, panel	any medium, public	any medium, public
discussions	presentation, panel	presentation, panel
	discussions	discussions

## Appendix B – Teaching Evaluation Rubric

**Criterion 1:** Design and planning of learning activities

	5	6	7
<ul> <li>Preparation of</li> </ul>	Evidence supports	Evidence supports	Evidence supports
course materials	consistent awareness	consistent awareness	consistent awareness
<ul> <li>Planned learning</li> </ul>	of effective approaches	and development of	and development of
activities designed	to supporting and	original, effective	original, effective
to develop the	enhancing learning	approaches to	approaches to
students' learning	through planned	supporting and	supporting and
Sound knowledge	activities, use of good	enhancing learning	enhancing learning
of the course	quality teaching and	through planned	through planned
content and	learning materials,	activities, use and	activities, use and
material	thorough knowledge of	development of high	development of high
Course outline	the course content,	quality teaching and	quality teaching and
clearly details	technical competency	learning materials,	learning materials,
learning outcomes,	to support skills	thorough knowledge of	thorough superior
teaching and	development,	the course content,	knowledge of the
learning activities	consistent awareness	technical competency	course content,
and assessment	of learning outcomes	to support skills	excellent technical
	and assessment	development,	competency to support
		consistent awareness	skills development,
		of learning outcomes	consistent awareness
		and assessment	and development of
			learning outcomes and
			assessment

**Criterion 2:** Instructional methods

	5	6	7
<ul> <li>Learning-centred</li> </ul>	SETs should reflect a	SETs should reflect a	SETs should reflect a
approach to	consistent score not	consistent score above	consistent score above
teaching	substantially below the	the AAU median.	the AAU median.
<ul> <li>Demonstrates an</li> </ul>	AAU median.	Has created, renewed	Has created, renewed
understanding of	Has renewed and	and updated courses	and updated courses
specific aspects of	updated courses	taught to meet current	taught to meet current
effective teaching	taught to meet current	standards and	standards and
and learning	standards and	expectations.	expectations.
support methods	expectations.	Has contributed	Has provided
Clarity of	Has contributed to	consistently to	leadership and
communication and	curriculum	curriculum	contributed
explanation	development within	development within	consistently to
<ul> <li>Stimulation of</li> </ul>	the AAU	the AAU	curriculum
interest	Consistent rating of	Consistent rating of	development within
<ul> <li>Encouragement of</li> </ul>	good clarity	excellent clarity	the AAU
appropriate	Students generally	Students consistently	Consistent rating of

student-faculty	indicated interest or	indicated interest or	outstanding clarity
interaction	increased interest in	increased interest in	Students consistently
<ul> <li>Encouragement of</li> </ul>	the courses taught	the courses taught	indicated interest or
appropriate	Consistent evidence	Consistent evidence of	increased interest in
student-student	that instructional	effective and	the courses taught
interaction	practices support	innovative efforts to	Consistent evidence of
<ul> <li>Supports students</li> </ul>	student development	support student	highly effective and
to develop and	of intended learning	development of	innovative efforts to
demonstrate the	outcomes	intended learning	support student
intended learning		outcomes	development of
outcomes			intended learning
			outcomes

**Criterion 3:** Assessment and feedback to students

		5	6	7
•	Quality of	SETs should reflect a	SETs should reflect a	SETs should reflect a
	assessment tools	consistent score not	consistent score above	consistent score above
	a. Clarity	substantially below the	the AAU median.	the AAU median.
	b. Alignment with	AAU median.		
	learning		Evidence of	Evidence of
	outcomes	Evidence of	assignment, project,	assignment, project,
	c. Appropriate	assignment, project,	laboratory and	laboratory and
	level of	laboratory and	examination	examination
	difficulty	examination	instruments used to	instruments used to
•	Timely feedback is	instruments used to	assess student work	assess student work
	provided to	assess student work	with consistently high	with consistently
	students	with consistent clarity,	clarity, scaled levels of	excellent clarity, scaled
•	Constructive	level of difficulty, and	difficulty, and	levels of difficulty, and
	feedback is	alignment with learning	documented alignment	documented alignment
	provided to	outcomes.	with learning	with learning
	students	Timely feedback is	outcomes.	outcomes.
		provided to students	Timely feedback is	Timely feedback is
		consistently.	provided to students	provided to students
		Constructive feedback	consistently.	consistently.
		is provided to students	Evidence of effective	Evidence of highly
		consistently.	constructive feedback	effective constructive
			is provided to students	feedback is provided to
			consistently.	students consistently.

Criterion 4: Developing effective environments, student support, and guidance

	5	6	7
<ul> <li>Creates effective</li> </ul>	Consistently maintains	Consistently maintains	Consistently maintains
learning	learning environments,	high quality learning	excellent learning
environment (in	including laboratories,	environments, including	environments, including
classroom/ online/	tutorials, classroom	laboratories, tutorials,	laboratories, tutorials,
work placement	lectures and online	classroom lectures and	classroom lectures and
etc.)	resources, that are	online resources, that	online resources, that
<ul> <li>Directs students to</li> </ul>	effective in achieving	are highly effective in	are highly effective in
appropriate support	learning outcomes.	achieving learning	achieving learning
and services	Consistently	outcomes.	outcomes.
<ul> <li>Demonstrates</li> </ul>	demonstrates respect	Consistently	Consistently
respect and	for others.	demonstrates respect	demonstrates and
requires students to	Consistently provides	for others.	teaches respect for
demonstrate	regular opportunities to	Consistently provides	others.
respect for others	engage directly with	substantial availability	Consistently provides
<ul> <li>Availability for</li> </ul>	students individually	through regular	substantial availability
consultation (e.g.	and within groups.	opportunities to engage	and high effectiveness
email, online, face-	Has coordinated large,	directly with students	through regular
to-face or	multi-section	individually and within	opportunities to engage
telephone)	undergraduate courses.	groups.	directly with students
		Has effectively	individually and within
		coordinated large,	groups.
		multi-section	Has consistently and
		undergraduate courses.	effectively coordinated
			large, multi-section
			undergraduate courses.

Criterion 5: Integration of scholarship, research and professional activities in support of learning

		5	6	7
1.	Teaching and learning	ng research incorporated i	nto teaching practice	
•	Engagement in	Evidence of	Evidence of	Evidence of
	professional	engagement in	engagement in	engagement and
	development	professional	professional	leadership in
	related to teaching	development activities	development activities	professional
	and learning	related to teaching and	related to teaching and	development activities
	(including	learning scholarship	learning scholarship	related to teaching and
	engagement in	related to discipline	related to discipline	learning scholarship
	teaching and	and/or participation in	and/or contributions	related to discipline
	learning	teaching and learning	teaching and learning	and/or peer-reviewed
	scholarship related	conferences/forums	conferences/forums	contributions in
	to discipline and/or			teaching and learning

		<del>,</del>	<del>,</del>	<del>,</del>
	participation in	Incorporates teaching	Consistently	conferences/forums
	teaching and	and learning	incorporates teaching	
	learning	scholarship into	and learning	Consistently
	conferences/forum	teaching practice and	scholarship into	incorporates teaching
	s)	curriculum	teaching practice and	and learning
•	Incorporates	development	curriculum	scholarship into
	teaching and		development	teaching practice and
	learning		·	curriculum
	scholarship into			development
	teaching practice			·
	and curriculum			
	development			
2.		ine-based research in t	ne curriculum and enga	gement of students in
	•	discipline based research		•
•	Use of current	Incorporates current	Incorporates and	Incorporates and
	disciplinary	disciplinary research in	contributes to current	contributes to current
	research in	curriculum and	disciplinary research in	disciplinary research in
	curriculum and	teaching activities	curriculum and	curriculum and
	teaching activities		teaching activities	teaching activities
•	Develops learning	Examples of learning	a committee of the comm	
	activities/ course/	activities or course	Examples of learning	Examples of learning
	course work that	work, or entire courses,	activities or course	activities or course
	supports student	that support student	work, or entire courses,	work, or entire courses,
	engagement in	engagement in	that support student	that support student
	research	research through	engagement in	engagement in
•	Develops student	awareness	research through	research through
•	understanding of	awareness	awareness and	awareness and
	the research		participation	participation
	culture and		participation	participation
	research skills of			
	the discipline			
3.		stancianal industry and w	ouls based presties and a	vasionese into toochina
Э.		ofessional, industry and w	ork-based practice and e	xperiences into teaching
-	Use of authentic	Examples of case	Examples of case	Examples of case
•		studies or actual	studies or actual	studies or actual
	case studies,		industry experience	
	integration of	industry experience	' '	industry experience
	industry	used in teaching	used in teaching with	used in teaching with
	experience and/or		explanation of	explanation of
	partnerships in		expected learning	expected learning
	teaching		outcomes	outcomes and
				measures of success
				achieving outcomes

Criterion 6: Improvement-oriented self-assessment and continuing professional development

	5	6	7
Engages in	Evidence of attendance	Evidence of attendance	Evidence of attendance
professional	in professional	in professional	in professional
development	development activities	development activities	development activities
activities related to	related to teaching and	related to teaching and	related to teaching and
teaching and	learning and consistent	learning and consistent	learning and consistent
learning	achievement of good	achievement of high	achievement of
Participation in	rankings in evaluation	rankings in evaluation	outstanding rankings in
teaching related professional	measures	measures	evaluation measures
development	Participation in	Participation in	Participation in
Self-evaluation	teaching related	teaching related	teaching related
leading to changes	professional	professional	professional
in teaching practice	development and	development and	development and
	consistent	consistent	consistent
	achievement of good	achievement of high	achievement of
	rankings in evaluation	rankings in evaluation	outstanding rankings in
	measures	measures	evaluation measures

**Criterion 7**: Professional and personal effectiveness

	5	6	7			
<b>Professional Qualities</b>	Professional Qualities					
Is aware of and	Has taught their	Has taught their	Has taught their			
consciously developing	assigned courses in a	assigned courses in a	assigned courses in a			
professional qualities	professional manner,	professional manner,	professional manner,			
of:	meeting student and	consistently meeting	consistently meeting or			
<ul> <li>Taking ownership</li> </ul>	AAU expectations on	student and AAU	surpassing student and			
and management	the content and	expectations on the	AAU expectations on			
of teaching role	delivery of the courses	content and delivery of	the content and			
<ul> <li>Demonstrating</li> </ul>	taught.	the courses taught.	delivery of the courses			
effective	Have been evaluated	Have been evaluated	taught.			
preparation and	through the normal	through the normal	Have been evaluated			
prioritization	AAU course evaluation	AAU course evaluation	through the normal			
<ul> <li>Demonstrating</li> </ul>	process as having a	process as having a	AAU course evaluation			
commitment to	teaching performance	teaching performance	process as having a			
continuing	not substantially below	at or above the AAU	teaching performance			
professional	the AAU median.	median.	consistently above the			
development in	Have collegial and	Have collegial and	AAU median.			
discipline and T&L	student teaching	student teaching	Have collegial and			
<ul> <li>Responding</li> </ul>	referees paint a	referees paint a	student teaching			
positively to	consistent picture of	consistent picture of	referees paint a			
opportunities and	the candidate as an	the candidate as a	consistent picture of			
new approaches	effective teacher.	highly effective and	the candidate as a			
Communicating	Evidence of willingness	excellent teacher.	highly effective and			

formal and informal contexts  • Approaching of: • Approaching with eathing and confidence • Demonstrating resilience and obstacles • Demonstrating time management of self-and work to ensure others are not delayed in their work • Demonstrating self-reflective evaluation of practices and relationships • Demonstrating self-reflective evaluation of practices in work and in teaching professional development.  Is aware of and consciously developing professional qualities of:  • Approaching teaching with eathing referees paint a consistent picture of the candidate as a teacher who has had a positive impact on student learning and career development.  Evidence of having persevered in the face of obstacles  • Demonstrating time management of self-and work to ensure others are not delayed in their work  • Demonstrating self-reflective evaluation of practices and relationships  • Demonstrating  • Demonstr	effectively in both	to become involved in	Evidence of consistent	outstanding teacher.
<ul> <li>Application of professional ethical practices in work and in teaching contexts</li> <li>Personal Qualities</li> <li>Is aware of and consciously developing professional qualities of:         <ul> <li>Approaching teaching with enthusiasm, passion and confidence</li> <li>Demonstrating time management of self and work to ensure others are not delayed in their work</li> <li>Demonstrating self-reflective evaluation of practices and relationships</li> </ul> </li> <li>Informal contexts         <ul> <li>Application of professional development.</li> <li>Professional development.</li> <li>Professional development.</li> <li>Have collegial and student teaching referees paint a consistent picture of the candidate as a teacher who has had a enthusiasm, positive impact on student learning and career development.</li> <li>Evidence of having persevered in the face of obstacles.</li> <li>Achieved a consistent record of working effectively, within time constraints, with student and colleagues to avoid causing delays and relationships</li> <li>Demonstrating self-reflective evaluation of practices and relationships</li> </ul> </li> <li>Involvement in and leadership in producing opportunities for professional development.</li> <li>Have collegial and student teaching referees paint a consistent picture of the candidate as a teacher who has had a strongly positive or impact on student learning and career development.</li> <li>Evidence of having persevered in the face of obstacles.</li> <li>Achieved a consistent picture of the candidate as a teacher who has had a strongly positive or profound impact on student learning and career development.</li> <li>Evidence of having persevered in the face of obstacles and consistently worked to overcome problems within the AAU.</li> <li>Achieved a consistent record of working</li></ul>	1			_
<ul> <li>Application of professional ethical practices in work and in teaching contexts</li> <li>Personal Qualities</li> <li>Is aware of and consciously developing professional qualities of:         <ul> <li>Approaching teaching with enthusiasm, passion and confidence</li> <li>Demonstrating resilience and perseverance in the face of obstacles</li> <li>Demonstrating time management of self and work to ensure others are not delayed in their work</li> <li>Demonstrating self-reflective evaluation of practices and relationships</li> </ul> </li> <li>Application of professional development.</li> <li>Have collegial and student teaching referees paint a consistent picture of the candidate as a teacher who has had a prositive impact on student learning and career development.</li> <li>Evidence of having persevered in the face of obstacles.</li></ul>				
professional ethical practices in work and in teaching contexts  Personal Qualities  Is aware of and consciously developing professional qualities of:  • Approaching teaching with enthusiasm, passion and confidence  • Demonstrating time management of obstacles  • Demonstrating time management of self and work to ensure others are not delayed in their work  • Demonstrating self-reflective evaluation of practices and relationships  • Demonstrating self-reflective evaluations and in teaching referees paint a consistent student teaching referees paint a consistent picture of the candidate as a teacher who has had a strongly positive impact on student learning and career development. Evidence of having persevered in the face of obstacles.  Achieved a consistent record of working effectively, within time constraints, with student and colleagues to avoid causing delays and achieve outcomes.		1 -	• •	
Personal Qualities  Is aware of and consciously developing professional qualities  • Approaching teaching with eaching and confidence  • Demonstrating resilience and perseverance in the face of obstacles  • Demonstrating time management of self and work to ensure others are not delayed in their work  • Demonstrating self-reflective evaluation of practices and relationships  • Demonstrating self-reflective evaluation of practices and relationships  • Demonstrating self-reflective evaluation of practices and relationships  • Demonstrating self-reflectives are not delayed in their and in teaching resilience and perseverance and relationships  • Demonstrating self-reflective evaluation of practices pand taccher teaching student teaching student teaching student tea	1 ' '		-	
Personal Qualities  Is aware of and consciously developing professional qualities of:  Approaching teaching with enthusiasm, passion and confidence  Demonstrating resilience and perseverance in the face of obstacles.  Demonstrating time management of self and work to ensure others are not delayed in their work  Demonstrating self-reflective evaluation of practices and relationships  Alave collegial and student teaching referees paint a consistent picture of the candidate as a teacher who has had a practices and relationships  Advieved a consistent picture of the candidate as a teacher who has had a strongly positive or profound impact on student learning and career development. Evidence of having persevered in the face of obstacles. Achieved a consistent record of working highly effectively, within time constraints, with student and colleagues to avoid causing delays and achieve outcomes.	•			• •
Personal Qualities  Is aware of and consciously developing professional qualities of:  Approaching teaching with enthusiasm, passion and confidence  Demonstrating resilience and perseverance in the face of obstacles  Demonstrating time management of self and work to ensure others are not delayed in their work  Demonstrating self-reflective evaluation of practices and relationships  Approaching teaching vith eaching teaching yreferees paint a consistent picture of the candidate as a teacher who has had a strongly positive impact on student learning and career development. Evidence of having persevered in the face of obstacles. Achieved a consistent record of working self-reflective evaluation of practices and relationships  Have collegial and student teaching referees paint a consistent preferees paint a consistent preferes paint a consistent pre	-			
Is aware of and consciously developing professional qualities of:  • Approaching teaching with enthusiasm, passion and confidence • Demonstrating resilience and perseverance in the face of obstacles • Demonstrating time management of self-and work to ensure others are not delayed in their work • Demonstrating self-reflective evaluation of practices and relationships  I have collegial and student teaching referees paint a consistent picture of the candidate as a teacher who has had a positive impact on student learning and consistent profound impact on strongly positive or profound impact on student learning and career development. Evidence of having persevered in the face of obstacles. Achieved a consistent record of working effectively, within time constraints, with student and colleagues to avoid causing delays and relationships  Have collegial and student teaching referees paint a consistent picture of the candidate as a teacher who has had a strongly positive or profound impact on student learning and career development. Evidence of having persevered in the face of obstacles. Achieved a consistent record of working effectively, within time constraints, with student and colleagues to avoid causing delays and achieve outcomes.	_			
Is aware of and consciously developing professional qualities of:  • Approaching teaching with earthusiasm, passion and confidence • Demonstrating resilience and perseverance in the face of obstacles • Demonstrating time management of self-reflective evaluation of practices and relationships • Demonstrating self-reflective evaluation of practices and relationships  Have collegial and student teaching referees paint a consistent picture of the candidate as a teacher who has had a teacher who has had a strongly positive or profound impact on student learning and career development. Evidence of having persevered in the face of obstacles. Achieved a consistent record of working effectively, within time constraints, with student and colleagues to avoid causing delays and achieve outcomes.  Have collegial and student teaching referees paint a consistent picture of the candidate as a teacher who has had a strongly positive or profound impact on student learning and career development. Evidence of having persevered in the face of obstacles. Achieved a consistent record of working effectively, within time constraints, with student and colleagues to avoid causing delays and achieve outcomes.	Personal Qualities			
consciously developing professional qualities of:  Approaching teaching with enthusiasm, passion and confidence  Demonstrating resilience and perseverance in the face of obstacles  Demonstrating time management of self and work to ensure others are not delayed in their work  Demonstrating self-reflective evaluation of practices and relationships  Approaching teaching preferees paint a consistent picture of the candidate as a teacher who has had a positive impact on student learning and consistent profund impact on strongly positive impact on student learning and career development. Evidence of having persevered in the face of obstacles.  Achieved a consistent record of working effectively, within time constraints, with student and colleagues to avoid causing delays and relationships  Student teaching referees paint a consistent picture of the candidate as a teacher who has had a strongly positive or profound impact on strongly positive or profound impact on student learning and career development. Evidence of having persevered in the face of obstacles. Achieved a consistent record of working of obstacles and consistently worked to overcome problems within the AAU. Achieved a consistent record of working within time constraints, with student and colleagues to avoid causing delays and achieve outcomes.		Have collegial and	Have collegial and	Have collegial and
professional qualities of:  Approaching teaching with enthusiasm, passion and confidence  Demonstrating resilience and perseverance in the face of obstacles  Demonstrating time management of self and work to ensure others are not delayed in their work  Demonstrating self-reflective evaluation of practices and relationships  referees paint a consistent picture of the candidate as a teacher who has had a teacher who	consciously developing	_	_	_
<ul> <li>of:         <ul> <li>Approaching teaching with enthusiasm, passion and confidence</li> <li>Demonstrating resilience and perseverance in obstacles</li> <li>Demonstrating time management of self and work to ensure others are not delayed in their work</li> <li>Demonstrating self-reflective evaluation of practices and relationships</li> </ul> </li> <li>Approaching the candidate as a teacher who has had a positive impact on student learning and career development.</li> <li>Evidence of having persevered in the face of of obstacles.</li> <li>Achieved a consistent record of working effectively, within time constraints, with student and colleagues to avoid relationships</li> </ul> <li>Consistent picture of the candidate as a teacher who has had a strongly positive impact on student learning and career development.</li> <li>Evidence of having persevered in the face of obstacles.          Achieved a consistent record of working effectively, within time constraints, with student and colleagues to avoid causing delays and relationships</li> <li>Approaching the candidate as a teacher who has had a strongly positive or profound impact on student learning and career development.</li> <li>Evidence of having persevered in the face of obstacles and consistent record of working within time consistently worked to overcome problems within the AAU.</li> <li>Achieved a consistent vectore of student eacher who has had a strongly positive or profound impact on student learning and career development.</li> <li>Evidence of having persevered in the face of obstacles and consistent vectore of working within time consistently worked to overcome problems within the AAU.</li> <li>Achieved a consistent vectore of working within the AAU.</li> <li>Achieved a consistent record of working within time constraints, with student and colleagues to avoid causing delays and achieve outcomes.</li>		_		<del></del>
<ul> <li>Approaching teaching with enthusiasm, passion and confidence</li> <li>Demonstrating resilience and perseverance in the face of obstacles</li> <li>Demonstrating time management of self and work to ensure others are not delayed in their work</li> <li>Demonstrating self-reflective evaluation of practices and relationships</li> </ul> <ul> <li>Approaching teaching with eacher who has had a positive impact on student learning and career development.</li> <li>Evidence of having persevered in the face of obstacles.</li> <li>Achieved a consistent record of working effectively, within time constraints, with student and colleagues to avoid causing delays and relationships</li> <li>the candidate as a teacher who has had a strongly positive impact on student learning and career development.</li> <li>Evidence of having persevered in the face of obstacles and consistently worked to overcome problems within the AAU.</li> <li>Achieved a consistent record of working highly effectively, within time constraints, with student and colleagues to avoid causing delays and acreer development.</li> <li>Evidence of having persevered in the face of obstacles and consistently worked to overcome problems within the AAU.</li> <li>Achieved a consistent record of working highly effectively, within time constraints, with student and colleagues to avoid causing delays and acreer development.</li> <li>Evidence of having persevered in the face of obstacles and consistent record of working highly effectively, within time constraints, with student and colleagues to avoid causing delays and acreer development.</li> <li>Evidence of having persevered in the face of obstacles and consistent record of working highly effectively, within time constraints, with student and colleagues to avoid causing delays and acreer development.</li> </ul>	1 -	•	•	T
teaching with enthusiasm, passion and confidence  Demonstrating resilience and perseverance in the face of obstacles  Demonstrating time management of self and work to ensure others are not delayed in their work  Demonstrating self-reflective evaluation of practices and relationships  teacher who has had a strongly positive impact on student learning and career development. Evidence of student learning and career development. Evidence of having persevered in the face of obstacles. Achieved a consistent record of working effectively, within time constraints, with student and colleagues to avoid causing delays.  teacher who has had a strongly positive impact on student learning and career development. Evidence of having persevered in the face of obstacles and consistently worked to overcome problems within the AAU. Achieved a consistent record of working highly effectively, within time constraints, with student and colleagues to avoid causing delays and relationships  teacher who has had a strongly positive impact on student learning and career development. Evidence of having persevered in the face of obstacles and consistently worked to overcome problems within the AAU. Achieved a consistent record of working highly effectively, within time constraints, with student and colleagues to avoid causing delays and achieve outcomes.	<ul> <li>Approaching</li> </ul>	· ·	<u> </u>	-
passion and confidence  Demonstrating resilience and perseverance in the face of obstacles  Demonstrating time management of self and work to ensure others are not delayed in their work  Demonstrating self-reflective evaluation of practices and relationships  student learning and career development.  Evidence of having persevered in the face of obstacles.  Achieved a consistent record of working effectively, within time constraints, with student and colleagues to achieve outcomes.  impact on student learning and career development.  Evidence of having persevered in the face of obstacles and consistently worked to overcome problems within the AAU.  Achieved a consistent record of working highly effectively, within time constraints, with student and colleagues to avoid causing delays and relationships		teacher who has had a	teacher who has had a	teacher who has had a
<ul> <li>confidence</li> <li>Demonstrating resilience and perseverance in the face of obstacles.</li> <li>Demonstrating the face of obstacles</li> <li>Demonstrating time management of self and work to ensure others are not delayed in their work</li> <li>Demonstrating self-reflective evaluation of practices and relationships</li> <li>Coareer development. Evidence of having persevered in the face of obstacles. Achieved a consistent record of working persevered in the face of obstacles and consistently worked to overcome problems within the AAU. Achieved a consistent record of working highly effectively, within time constraints, with student and colleagues to avoid causing delays.</li> <li>Demonstrating self-reflective evaluation of practices and relationships</li> </ul>	enthusiasm,	positive impact on	strongly positive	strongly positive or
<ul> <li>Demonstrating resilience and perseverance in the face of obstacles.</li> <li>Demonstrating perseverance in the face of obstacles</li> <li>Demonstrating time management of self and work to ensure others are not delayed in their work</li> <li>Demonstrating self-reflective evaluation of practices and relationships</li> <li>Demonstrating time management of self-reflective evaluation ships</li> </ul> Evidence of having persevered in the face of obstacles and consistent work in the face of obstacles and consistent yworked to overcome problems within the AAU. Achieved a consistent record of working highly effectively, within time constraints, with student and colleagues to avoid causing delays and achieve outcomes. Evidence of having persevered in the face of obstacles and consistent vorked to overcome problems within the AAU. Achieved a consistent record of working highly effectively, within time constraints, with student and colleagues to avoid causing delays and achieve outcomes. Gersevered in the face of having persevered in the face of obstacles and consistent vore consistently worked to overcome problems within the AAU. Achieved a consistent record of working highly effectively, within time constraints, with student and colleagues to avoid causing delays and achieve outcomes.	passion and	student learning and	impact on student	profound impact on
resilience and persevered in the face of obstacles. Achieved a consistent record of working time management of self and work to ensure others are not delayed in their work  Demonstrating self-reflective evaluation of practices and relationships  persevered in the face of obstacles and consistent record of working effectively, within time constraints, with student and colleagues to avoid causing delays.  Evidence of having persevered in the face of obstacles and consistently worked to overcome problems within the AAU.  Achieved a consistent record of working highly effectively, within time constraints, with student and colleagues to avoid causing delays and achieve outcomes.  Evidence of having persevered in the face of obstacles and consistently worked to overcome problems within the AAU.  Achieved a consistent record of working highly effectively, within time constraints, with student and colleagues to avoid causing delays and achieve outcomes.	confidence	career development.	learning and career	student learning and
perseverance in the face of obstacles. Achieved a consistent record of working effectively, within time constraints, with student and colleagues to avoid causing delays and relationships  of obstacles. Achieved a consistent record of working effectively, within time consistently worked to overcome problems within the AAU. Achieved a consistently worked to overcome problems within the AAU. Achieved a consistent record of working highly effectively, within time constraints, with student and colleagues to avoid causing delays and achieve outcomes.	<ul> <li>Demonstrating</li> </ul>	Evidence of having	development.	career development.
the face of obstacles  Achieved a consistent record of working effectively, within time time management of self and work to ensure others are not delayed in their work  Demonstrating self-reflective evaluation of practices and relationships  Achieved a consistent vorking overcome problems within the AAU.  Achieved a consistent record of working within the AAU.  Achieved a consistent record of working highly effectively, within time constraints, with student and colleagues to avoid causing delays and achieve outcomes.  Achieved a consistent record of working highly effectively, within time constraints, with student and achieve outcomes.	resilience and	persevered in the face	Evidence of having	Evidence of having
obstacles  Demonstrating time management of self and work to ensure others are not delayed in their work  Demonstrating self-reflective evaluation of practices and relationships  record of working effectively, within time constraints, with student and colleagues to avoid causing delays.  record of working overcome problems within the AAU.  Achieved a consistent record of working highly effectively, within time constraints, with student and colleagues to avoid causing delays and achieve outcomes.  consistently worked to overcome problems within the AAU.  Achieved a consistent record of providing leadership and working highly effectively, within time constraints, with student and colleagues to achieve successful outcomes.	perseverance in	of obstacles.	persevered in the face	persevered in the face
<ul> <li>Demonstrating time management of self and work to ensure others are not delayed in their work</li> <li>Demonstrating self-reflective evaluation of practices and relationships</li> <li>Demonstrating time management of self and work to ensure others are not delayed in their work</li> <li>Demonstrating self-reflective evaluation of practices and relationships</li> <li>Demonstrating time management constraints, with student and colleagues to avoid causing delays.</li> <li>Achieved a consistent record of working highly effectively, within time constraints, with student and colleagues to avoid causing delays and achieve outcomes.</li> <li>Overcome problems within the AAU. Achieved a consistent record of working highly effectively, within time constraints, with student and colleagues to achieve successful outcomes.</li> </ul>	1	Achieved a consistent	of obstacles and	of obstacles and
time management of self and work to ensure others are not delayed in their work  • Demonstrating self-reflective evaluation of practices and relationships  constraints, with student and colleagues to avoid causing delays.  within the AAU. Achieved a consistent record of working highly effectively, within time constraints, with student and colleagues to avoid causing delays and achieve outcomes.	obstacles	record of working	consistently worked to	consistently worked to
time management of self and work to ensure others are not delayed in their work  • Demonstrating self-reflective evaluation of practices and relationships  constraints, with student and colleagues to avoid causing delays.  within the AAU.  Achieved a consistent record of working highly effectively, within time constraints, with student and colleagues to avoid causing delays and achieve outcomes.	<ul> <li>Demonstrating</li> </ul>	effectively, within time	overcome problems	overcome problems
of self and work to ensure others are not delayed in their work  • Demonstrating self-reflective evaluation of practices and relationships  student and colleagues to avoid causing delays. to avoid causing delays. at the avoid causing delays. to avoid causing delays. at the avoid causing delays. The cord of working highly effectively, within time constraints, with student and colleagues to avoid causing delays and achieve outcomes.  Achieved a consistent record of working highly effectively, within time constraints, with student and colleagues to achieve successful outcomes.	_	constraints, with	within the AAU.	both personal and
not delayed in their work  • Demonstrating self-reflective evaluation of practices and relationships  highly effectively, within time constraints, with student and colleagues to avoid achieve outcomes.  highly effectively, within time constraints, with student and colleagues to achieve successful outcomes.	_	student and colleagues	Achieved a consistent	within the AAU.
work  Demonstrating self-reflective evaluation of practices and relationships  within time constraints, with student and colleagues to avoid achieve outcomes.  within time constraints, with student and colleagues to achieve successful outcomes.	ensure others are	to avoid causing delays.	record of working	Achieved a consistent
work  Demonstrating self-reflective evaluation of practices and relationships  with itime constraints, with student and colleagues to avoid causing delays and achieve outcomes.  with itime constraints, within time constraints, within time constraints, with student and colleagues to achieve successful outcomes.	not delayed in their		highly effectively,	record of providing
self-reflective evaluation of practices and relationships  colleagues to avoid causing delays and achieve outcomes.  colleagues to avoid within time constraints, with student and colleagues to achieve successful outcomes.	1		within time constraints,	leadership and working
self-reflective evaluation of practices and relationships  colleagues to avoid causing delays and achieve outcomes.  colleagues to avoid within time constraints, with student and colleagues to achieve successful outcomes.	<ul> <li>Demonstrating</li> </ul>		with student and	highly effectively,
evaluation of practices and relationships  causing delays and achieve outcomes.  with student and colleagues to achieve successful outcomes.	_		colleagues to avoid	within time constraints,
practices and relationships achieve outcomes. colleagues to achieve successful outcomes.	evaluation of		causing delays and	with student and
relationships successful outcomes.			achieve outcomes.	colleagues to achieve
·	I The state of the			successful outcomes.
	•			
commitment and	_			
interest in students				
and their learning				

**Criterion 8**: Maintaining supervisory contact with students in a professional context

		5	6	7
•	Have served on the	Have served on the	Have served on the	Have served on the
	supervisory	supervisory committee	supervisory committee	supervisory committee
	committees of	of at least one	of several graduate	of several graduate
	graduate students	graduate student.	students.	students.
•	Have served as the	Have served as the sole	Have served as the sole	Have served as the sole
	supervisor of	supervisor of at least	supervisor of several	supervisor of several
	undergraduate	one graduate student.	graduate students who	graduate students who
	students	Have served as the sole	have successfully	have successfully
		supervisor of at least	completed their	completed their
		one Honours	program.	program.
		undergraduate Project	Have served as the sole	Have served as the sole
		(or equivalent).	supervisor of several	supervisor of several
			Honours	Honours
			undergraduate Projects	undergraduate Projects
			(or equivalent).	(or equivalent).