Centre for Teaching and Learning Renewal, Permanence, and Promotion Criteria Approved by UCAPT November 21, 2023

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Overall Preamble

Educational development is primarily aimed at enhancing institutional teaching quality and supporting positive change in teaching and learning communities (Amundsen & Wilson, 2012; Felten et al., 2007; Sorcinelli et al., 2005). Educational developers (EDs) provide "systematic and scholarly support for improving both educational processes and the practice of educators" (Stefani, 2003, p. 8).

All CTL AAS-LS positions are comprised of three components: pedagogical service, teaching, and research. **The criteria are designed to be applicable to all AAS-LS positions in the CTL.** The reviewers **must** take into account variations in focus and weighting in the formal job descriptions; as a result, some sections are optional, and/or will be weighted differently (please refer to specific job descriptions). Evaluation under specific categories will be guided by percentage weighting for service, teaching, and research in the candidate's job descriptions. Additional considerations include the following:

- To achieve Permanence, applicants should demonstrate achievement of all AAS-III criteria, with appropriate recognition of the weighting. The candidate has agency to make the case for renewal, tenure, permanence, and/or promotion, relevant to their own position.
- Level descriptions are cumulative: What is expected at a lower level (i.e., AAS-I) is also expected to continue through the ranks in addition to additional expectations around consistent and sustained growth and development. As people progress through the ranks, their level of experience will grow, and they will have more robust evidence demonstrating sustained growth.
- We recommend incumbents develop evidence that addresses criteria holistically, and one piece of evidence may lend itself to multiple areas. As such, within each section, single sources of evidence can be used for multiple criteria and multiple levels.
- In general, as people progress through the ranks, work at the normal entry career level (AAS-II) tends to be more internal or regional. In progressing to AAS IV, people should demonstrate depth and breadth which may be associated with greater impact within the institution but also impact beyond the institution at the local, regional, national, and international levels. Note, for AAS-IV, the expectation is for more engagement and leadership in some of the criteria, but not all.
- Educational development is inherently diverse in its disciplinary approaches and EDs come from a multiplicity of academic fields, each with its own approaches to research and scholarship. As a field, dissemination is varied, and dissemination formats are expected to be diverse. We have tried to enable this diversity by including possible sources of evidence in the preamble of each section rather than mandating metrics that do not and cannot adequately reflect a diverse discipline, environment, and EDIAID (Equity, Diversity, Inclusion, Accessibility, Indigenization, and Decolonization) practices and approaches.
- Educational development as understood naturally includes research and scholarship which is not only EDIAID focussed, but which represents EDIAID practice. As a result, we value and consider EDIAID, just inclusion, and just representation in all areas.

All of this is premised on regular communication between the candidate, the Head, and RPP committee, including, but not limited to the performance reviews and three-year review. We recommend annual discussion with the Head in addition to the formal processes.

Pedagogical Service Criteria

Pedagogical Service is the primary focus for all CTL AAS-LS positions. Service in this context is defined as both pedagogical service (i.e., contributions to teaching and learning improvement and development) and standard service (i.e., contributions to the bureaucratic operations of the unit and University). Service contributions may be at the individual (faculty and sessional instructors/GATAs/administrators/staff), departmental/Faculty, university-wide, regional, provincial, national, and/or international levels.

Possible Sources of Evidence

- Possible sources of evidence/activities for pedagogical service include: CTL, campus-wide, and/or external program/event design; departmental/faculty-specific workshops, retreats, and/or focus groups; teaching observations and classroom evaluations; coordination of and consultations/feedback on learning outcomes, course design, curricula, assessments, teaching methods, instructional technologies, teaching dossiers, or teaching awards; committees focused on curriculum or program design, mapping, and/or refinement, student evaluations of teaching, teaching and learning design and communications, and research on teaching and learning (e.g., REB); contributions to policy development and coordination/provision of feedback and other inputs into university-wide education policies; grant and teaching award adjudication.
- Possible sources of evidence/activities for standard service include: hiring committees; RPP Committees; group meetings equivalent to Departmental Council; health and safety; involvement in aspects of CTL space design; faculty association committees; equity assessor; Senate; REB committees; UCAPT; external committees; action or working groups; outreach (external events, symposiums, conferences etc.); community events.
- Other sources of evidence/activities related to contributions to educational development include: membership and/or participation in professional, disciplinary or external communities related to teaching and learning; participation in provincial projects; contributions to community consultations, committees, and boards; contributions to policies and reports external to the institution; contributions to external committees, action, or working groups; contributions to discipline-based scholarly communities outside the institution.

Specific Weighting for the Position is ___% (This percentage is included in each job description)

Indicators	AAS-I	AAS-II (Normal Career Entry)	AAS-III (Normal Career Rank)	AAS-IV (Distinguished Career Rank)
Criterion 1: Contributes to teaching and learning enhancement, improvement, and development within the institution.				
S1.1 Contributes to the development of teaching and learning on campus	Collaborates and participates in teaching and learning initiatives and supports for individuals, e.g., instructors/GATAs/administrators/staff	Independently and collaboratively supports individuals or units involved in teaching and learning and/or teaching and learning initiatives	Demonstrates consistent coordination and/or leadership or mentorship capability in one or more areas of teaching and learning	Demonstrates consistent leadership and mentorship in one or more areas of teaching and learning
Indicators	**AAS-I**	**AAS-II** (Normal Career Entry)	**AAS-III** (Normal Career Rank)	**AAS-IV** (Distinguished Career Rank)
Criterion 2: Contributes to the operations of the department and the institution.				
S2.1 Contributes to the daily operations within the CTL and/or the institution	Contributes to the collegial life and operations of the CTL	Contributes to the collegial life and operations of the CTL and institution	Consistent contributions to and/or leadership in the collegial life and operations of the CTL and institution	Substantial contributions to the collegial life and operations of the CTL and institution, in particular service that is considered more onerous or demanding
Criterion 3: Engages with one's professional or disciplinary societies and/or external community.				
	Contributes to the educational	Active in professional, disciplinary, or external	Contributes to the collegial life of	Substantially contributes to, and/or leads,

S3.1 Contributions to educational development communities outside the institution	development profession and communities outside the university	communities related to teaching, learning, and educational development	teaching, learning, and educational development communities	coordinates or mentors teaching, learning and educational development communities

Teaching Criteria

CTL AAS-LS positions design, coordinate, and teach credit and non-credit courses, workshops, guest lectures, retreats; and engage in mentoring and supervisory relationships with students and instructors.

Possible Sources of Evidence

- Possible sources of evidence include: syllabi; lesson plans; teaching materials; teaching practices; exercises/activities grounded in scholarly literature; course design; assessments (formative and summative); sample feedback on student learning; sample rubrics; sample student work; student evaluations of teaching and other feedback from student to instructor; sample feedback from colleagues and/or peer observations; evidence that work has been adopted by others; evidence of inclusivity and diversity (e.g., EDIAID, decolonizing the curriculum, respectful dialogue, etc.); participation in workshops, conferences, or other professional development courses relevant to teaching and learning.

Specific Weighting for the Position is ___% (This percentage is included in each job description)

Indicators	AAS-I	AAS-II (Normal Career Entry)	AAS-III (Normal Career Rank)	AAS-IV (Distinguished Career Rank)
Criterion 1: Designs and implements learning-centred teaching with a scholarly approach.				
T1.1 Engages in scholarly design and/or redesign of workshops, courses, programs, and/or curricula that encourage learning	Demonstrates knowledge of principles of course/curriculum design and connection to learning	Demonstrates substantial knowledge and application of principles of course/curriculum design	Demonstrates depth and/or breadth in application of knowledge to scholarly design or redesign and its	Demonstrates leadership in knowledge and application of principles of course/curriculum design and connection to learning

		and connection to learning	connection to learning	
T1.2 Engages students/participants in deep learning[1]	Engages students/participants through a variety of pedagogical techniques	Engages students/participants through a variety of relevant, scholarly pedagogical techniques	Develops and adapts to diverse contexts in engaging students/participants in deep learning	Demonstrates sustained depth and adaptability to context in engaging students/participants in deep learning
T1.3 Creates an inclusive learning environment for diverse groups	Designs learning activities attending to equity, diversity, inclusivity, accessibility Indigenization and/or decolonization (EDIAID)	Employs evidence-based methods that create learning environments attending to equity, diversity, inclusivity, accessibility, Indigenization, and/or decolonization (EDIAID)	Employs evidence-based methods that create learning environments attending to equity, diversity, inclusivity, accessibility, Indigenity, and/or decolonization (EDIAID)	Employs evidence-based methods that create learning environments and programs attending to equity, diversity, accessibility, inclusivity, Indigenization, and/or decolonization(EDIAID)
Indicators	**AAS-I**	**AAS-II** (Normal Career Entry)	**AAS-III** (Normal Career Rank)	**AAS-IV** (Distinguished Career Rank)
Criterion 2: Engages in improvement-oriented self-assessment and professional development.				
T2.1 Engages in a critical and evidence-based approach to self-assessment	Demonstrates a critically reflective approach to improving teaching	Gathers and critically reflects on a variety of sources of evidence to improve teaching, and implements changes to teaching practices	Gathers and critically reflects on a variety of sources of evidence to improve teaching, and implements changes to teaching practices	Gathers and critically reflects on a variety of sources of evidence to improve teaching, and implements changes to teaching practices

T2.2 Engages in a wider community for professional development related to teaching and learning	Demonstrates interest in teaching and participates in professional development for teaching and learning	Continues to develop professionally and documents ways in which practice has been adapted	Continues to develop professionally and documents ways in which practice has been adapted	Continued evidence of professional development and mentoring of colleagues and others
T2.3 Considers and self-educates about equity, diversity, inclusion, accessibility, Indigenization, and decolonization (EDIAID)	Demonstrates interest in, reflects on, and participates in professional development to support EDIAID	Demonstrates interest in, reflects on, and participates in professional development to support EDIAID	Demonstrates interest in, reflects on, and participates in professional development to support EDIAID	Demonstrates interest in, reflects on, and participates in professional development to support EDIAID

[1] Deep and surface learning have been foundational concepts in teaching and learning in higher education and in the field of educational development since the 1970s (e.g., Biggs, 1976; Entwistle & Entwistle 1970; Marton & Saljjo, 1976; Ramsden, 1979). A deep approach to learning focusses on comprehension, deeper connections between ideas and concepts, with an emphasis on intrinsic (internal) motivation and active search for personal meaning. A surface approach to learning focusses more on rote learning, memorization with more emphasis on extrinsic (external) motivation and fear of failure (Entwistle, Hanley & Hounsell, 1979).

Research Criteria

As part of modelling an evidence-based approach, CTL AAS-LS' are expected to be active scholars in educational development and contribute to local, regional, national, and international scholarship of teaching and learning (SoTL) and scholarship of educational development (SoED) communities. Research in this context is defined as the dissemination of one's own scholarly work (in the field of SoTL and SoED) and collaboration with others on scholarship.

Possible Sources of Evidence

- Possible sources of evidence include: peer-reviewed articles, chapters, guides, books, conference presentations, proceedings and workshops, publicly shared resources, commissioned and granting agency reports; participation in teaching and learning conferences,

events, symposia, and workshops; journal, conference, and grant reviews; productive research relationships and collaborations; involvement in/contribution to funding proposals and/or funded projects with internal or external funding; assessment of CTL programs, teaching methods, and undertaking needs assessment; providing consultations; engaging in communities of practice; mentoring others in SoTL/SoED and helping others become aware of appropriate literature; editing scholarly journals and guides; participating in action groups related to SoTL/SoED; co-publications, grants, and presentations with students and/or colleagues.

Specific Weighting for the position is ___% (This percentage is included in each job description)

Indicators	AAS-I	AAS-II (Normal Career Entry)	AAS-III (Normal Career Rank)	AAS-IV (Distinguished Career Rank)
Criterion 1: Knowledge of and engagement in Scholarship of Teaching and Learning or Educational Development.				
R1.1 Active in scholarship and/or creative activity intended to contribute to thinking and practice in teaching, learning, or educational development	Knowledge of scholarship relevant to teaching, learning and educational development (SoTL/SoED)	Knowledge of teaching and learning trends and methodology, and beginning to engage in SoTL/SoED (usually a variety of dissemination outputs as well as quality and impact of the research)	Sustained engagement in SoTL/SOED and dissemination at local, regional, and/or national levels (usually a variety of dissemination outputs as well as quality and impact of the research)	Influence on, and contributions to, the scholarship of teaching and learning and educational development communities at the local, regional, national, and/or international levels
Criterion 2: Support and contribute to the growth of a culture of scholarship in teaching and learning.				
R2.1 Support the development of a culture of scholarship and scholarly inquiry in teaching and learning	Developing and participating in conversations and networks on SoTL/SoED	Undertaking activities and contributing to initiatives or resources that support others in the development and/or use of SoTL/SoED	Undertaking activities and contributing to initiatives or resources that support others in the	Leading/coordinating initiatives that engage people in, and cultivating the culture of, SoTL/SoED

			development and/or use of SoTL/SoED	