

*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 Competence (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
UCAPT Approval	June 12, 2019

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 and/or 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.

Quality supervision of undergraduate projects is highly valued. 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 High Competence (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 [Bylaw 20](#) (Types and Terms of Appointments), [Bylaw 22](#) (Committees and Procedures on 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).

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

Criterion 2: A record of high quality refereed publications

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

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

Criterion 3: Evidence of independent and original contributions to research

	5	6	7
External review	Positive external reviews assessing the originality of contribution	A pattern of positive external reviews assessing the originality of contribution	A pattern of positive external reviews identifying the candidate as defining and influencing research directions
Award	At least one award since his/her appointment at UWindsor	At least one award originating from outside the university of Windsor since his/her appointment at UWindsor	Multiple awards originating from inside and outside the university of Windsor since his/her appointment at UWindsor
Impact	At least one invitation as speaker Member of a scientific organization	Multiple invitations as speaker Member of multiple scientific organizations	Multiple invitations as speaker in highly recognized academic institutions 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 several internal or external research funding since his/her appointment at UWindsor	Have received multiple external grants at the level of an NSERC Discovery Grant 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 student completion	At least an average of one graduate student completion every other year since his/her appointment at UWindsor Maintain the supervision of 4-5 grad students annually	At least an average of one graduate student completion per year since his/her appointment at UWindsor Maintain the supervision of 4-5 grad students annually	At least an average of two graduate student completions per year since his/her appointment at UWindsor At least one PhD student completion since his/her appointment at UWindsor Maintain the supervision of 4-5 grad students annually
Records of undergraduate student supervision	At least an average of 4-5 undergraduate student supervision per year since his/her appointment at UWindsor	At least an average of 4-5 undergraduate student supervisions per year since his/her appointment at UWindsor	At least an average of 4-5 undergraduate student supervisions per year since his/her appointment at UWindsor
Evidence of student success	At least one student having received an external fund or award	At least one graduate student having received an external fund or	At least two graduate students having received an external

	At least one graduate student having published a peer-reviewed paper	award At least half of the graduate student having published a peer-reviewed paper	fund or award Most of the graduate student having published a peer-reviewed paper
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Criterion 6: Influence on and contribution to the academic and broader national/international community

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

	presentation, panel discussions...	any medium, public presentation, panel discussions...	any medium, public presentation, panel discussions...
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Appendix B – Teaching Evaluation Rubric

Criterion 1: Design and planning of learning activities

	5	6	7
<ul style="list-style-type: none"> • Preparation of course materials • Planned learning activities designed to develop the students' learning • Sound knowledge of the course content and material • Course outline clearly details learning outcomes, teaching and learning activities and assessment 	<p>Evidence supports consistent awareness of effective approaches to supporting and enhancing learning through planned activities, use of good quality teaching and learning materials, thorough knowledge of the course content, technical competency to support skills development, consistent awareness of learning outcomes and assessment</p>	<p>Evidence supports consistent awareness and development of original, effective approaches to supporting and enhancing learning through planned activities, use and development of high quality teaching and learning materials, thorough knowledge of the course content, technical competency to support skills development, consistent awareness of learning outcomes and assessment</p>	<p>Evidence supports consistent awareness and development of original, effective approaches to supporting and enhancing learning through planned activities, use and development of high quality teaching and learning materials, thorough superior knowledge of the course content, excellent technical competency to support skills development, consistent awareness and development of learning outcomes and assessment</p>

Criterion 2: Instructional methods

	5	6	7
<ul style="list-style-type: none"> • Learning-centred approach to teaching • Demonstrates an understanding of specific aspects of effective teaching and learning support methods • Clarity of communication and explanation • Stimulation of interest • Encouragement of appropriate 	<p>SETs should reflect a consistent score not substantially below the AAU median. Has renewed and updated courses taught to meet current standards and expectations. Has contributed to curriculum development within the AAU Consistent rating of good clarity Students generally</p>	<p>SETs should reflect a consistent score above the AAU median. Has created, renewed and updated courses taught to meet current standards and expectations. Has contributed consistently to curriculum development within the AAU Consistent rating of excellent clarity Students consistently</p>	<p>SETs should reflect a consistent score above the AAU median. Has created, renewed and updated courses taught to meet current standards and expectations. Has provided leadership and contributed consistently to curriculum development within the AAU Consistent rating of</p>

<p>student-faculty interaction</p> <ul style="list-style-type: none"> • Encouragement of appropriate student-student interaction • Supports students to develop and demonstrate the intended learning outcomes 	<p>indicated interest or increased interest in the courses taught</p> <p>Consistent evidence that instructional practices support student development of intended learning outcomes</p>	<p>indicated interest or increased interest in the courses taught</p> <p>Consistent evidence of effective and innovative efforts to support student development of intended learning outcomes</p>	<p>outstanding clarity</p> <p>Students consistently indicated interest or increased interest in the courses taught</p> <p>Consistent evidence of highly effective and innovative efforts to support student development of intended learning outcomes</p>
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Criterion 3: Assessment and feedback to students

	5	6	7
<ul style="list-style-type: none"> • Quality of assessment tools <ol style="list-style-type: none"> a. Clarity b. Alignment with learning outcomes c. Appropriate level of difficulty • Timely feedback is provided to students • Constructive feedback is provided to students 	<p>SETs should reflect a consistent score not substantially below the AAU median.</p> <p>Evidence of assignment, project, laboratory and examination instruments used to assess student work with consistent clarity, level of difficulty, and alignment with learning outcomes.</p> <p>Timely feedback is provided to students consistently.</p> <p>Constructive feedback is provided to students consistently.</p>	<p>SETs should reflect a consistent score above the AAU median.</p> <p>Evidence of assignment, project, laboratory and examination instruments used to assess student work with consistently high clarity, scaled levels of difficulty, and documented alignment with learning outcomes.</p> <p>Timely feedback is provided to students consistently.</p> <p>Evidence of effective constructive feedback is provided to students consistently.</p>	<p>SETs should reflect a consistent score above the AAU median.</p> <p>Evidence of assignment, project, laboratory and examination instruments used to assess student work with consistently excellent clarity, scaled levels of difficulty, and documented alignment with learning outcomes.</p> <p>Timely feedback is provided to students consistently.</p> <p>Evidence of highly effective constructive feedback is provided to students consistently.</p>

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

	5	6	7
<ul style="list-style-type: none"> Creates effective learning environment (in classroom/ online/ work placement etc.) Directs students to appropriate support and services Demonstrates respect and requires students to demonstrate respect for others Availability for consultation (e.g. email, online, face-to-face or telephone) 	<p>Consistently maintains learning environments, including laboratories, tutorials, classroom lectures and online resources, that are effective in achieving learning outcomes.</p> <p>Consistently demonstrates respect for others.</p> <p>Consistently provides regular opportunities to engage directly with students individually and within groups.</p> <p>Has coordinated large, multi-section undergraduate courses.</p>	<p>Consistently maintains high quality learning environments, including laboratories, tutorials, classroom lectures and online resources, that are highly effective in achieving learning outcomes.</p> <p>Consistently demonstrates respect for others.</p> <p>Consistently provides substantial availability through regular opportunities to engage directly with students individually and within groups.</p> <p>Has effectively coordinated large, multi-section undergraduate courses.</p>	<p>Consistently maintains excellent learning environments, including laboratories, tutorials, classroom lectures and online resources, that are highly effective in achieving learning outcomes.</p> <p>Consistently demonstrates and teaches respect for others.</p> <p>Consistently provides substantial availability and high effectiveness through regular opportunities to engage directly with students individually and within groups.</p> <p>Has consistently and effectively coordinated large, multi-section undergraduate courses.</p>

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

	5	6	7
1. Teaching and learning research incorporated into teaching practice			
<ul style="list-style-type: none"> Engagement in professional development related to teaching and learning (including engagement in teaching and learning scholarship related to discipline and/or 	<p>Evidence of engagement in professional development activities related to teaching and learning scholarship related to discipline and/or participation in teaching and learning conferences/forums</p>	<p>Evidence of engagement in professional development activities related to teaching and learning scholarship related to discipline and/or contributions teaching and learning conferences/forums</p>	<p>Evidence of engagement and leadership in professional development activities related to teaching and learning scholarship related to discipline and/or peer-reviewed contributions in teaching and learning</p>

<p>participation in teaching and learning conferences/forum s)</p> <ul style="list-style-type: none"> • Incorporates teaching and learning scholarship into teaching practice and curriculum development 	<p>Incorporates teaching and learning scholarship into teaching practice and curriculum development</p>	<p>Consistently incorporates teaching and learning scholarship into teaching practice and curriculum development</p>	<p>conferences/forums</p> <p>Consistently incorporates teaching and learning scholarship into teaching practice and curriculum development</p>
<p>2. Inclusion of discipline-based research in the curriculum and engagement of students in pedagogically sound discipline based research</p>			
<ul style="list-style-type: none"> • Use of current disciplinary research in curriculum and teaching activities • Develops learning activities/ course/ course work that supports student engagement in research • Develops student understanding of the research culture and research skills of the discipline 	<p>Incorporates current disciplinary research in curriculum and teaching activities</p> <p>Examples of learning activities or course work, or entire courses, that support student engagement in research through awareness</p>	<p>Incorporates and contributes to current disciplinary research in curriculum and teaching activities</p> <p>Examples of learning activities or course work, or entire courses, that support student engagement in research through awareness and participation</p>	<p>Incorporates and contributes to current disciplinary research in curriculum and teaching activities</p> <p>Examples of learning activities or course work, or entire courses, that support student engagement in research through awareness and participation</p>
<p>3. Incorporation of professional, industry and work-based practice and experiences into teaching practice and the curriculum</p>			
<ul style="list-style-type: none"> • Use of authentic case studies, integration of industry experience and/or partnerships in teaching 	<p>Examples of case studies or actual industry experience used in teaching</p>	<p>Examples of case studies or actual industry experience used in teaching with explanation of expected learning outcomes</p>	<p>Examples of case studies or actual industry experience used in teaching with explanation of expected learning outcomes and measures of success achieving outcomes</p>

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

	5	6	7
<ul style="list-style-type: none"> Engages in professional development activities related to teaching and learning Participation in teaching related professional development Self-evaluation leading to changes in teaching practice 	<p>Evidence of attendance in professional development activities related to teaching and learning and consistent achievement of good rankings in evaluation measures</p> <p>Participation in teaching related professional development and consistent achievement of good rankings in evaluation measures</p>	<p>Evidence of attendance in professional development activities related to teaching and learning and consistent achievement of high rankings in evaluation measures</p> <p>Participation in teaching related professional development and consistent achievement of high rankings in evaluation measures</p>	<p>Evidence of attendance in professional development activities related to teaching and learning and consistent achievement of outstanding rankings in evaluation measures</p> <p>Participation in teaching related professional development and consistent achievement of outstanding rankings in evaluation measures</p>

Criterion 7: Professional and personal effectiveness

	5	6	7
Professional Qualities			
<p>Is aware of and consciously developing professional qualities of:</p> <ul style="list-style-type: none"> Taking ownership and management of teaching role Demonstrating effective preparation and prioritization Demonstrating commitment to continuing professional development in discipline and T&L Responding positively to opportunities and new approaches Communicating 	<p>Has taught their assigned courses in a professional manner, meeting student and AAU expectations on the content and delivery of the courses taught.</p> <p>Have been evaluated through the normal AAU course evaluation process as having a teaching performance not substantially below the AAU median.</p> <p>Have collegial and student teaching referees paint a consistent picture of the candidate as an effective teacher.</p> <p>Evidence of willingness</p>	<p>Has taught their assigned courses in a professional manner, consistently meeting student and AAU expectations on the content and delivery of the courses taught.</p> <p>Have been evaluated through the normal AAU course evaluation process as having a teaching performance at or above the AAU median.</p> <p>Have collegial and student teaching referees paint a consistent picture of the candidate as a highly effective and excellent teacher.</p>	<p>Has taught their assigned courses in a professional manner, consistently meeting or surpassing student and AAU expectations on the content and delivery of the courses taught.</p> <p>Have been evaluated through the normal AAU course evaluation process as having a teaching performance consistently above the AAU median.</p> <p>Have collegial and student teaching referees paint a consistent picture of the candidate as a highly effective and</p>

<p>effectively in both formal and informal contexts</p> <ul style="list-style-type: none"> • Application of professional ethical practices in work and in teaching contexts 	<p>to become involved in new opportunities for professional development.</p>	<p>Evidence of consistent involvement in opportunities for professional development.</p>	<p>outstanding teacher. Evidence of consistent involvement in and leadership in producing opportunities for professional development.</p>
<p>Personal Qualities</p>			
<p>Is aware of and consciously developing professional qualities of:</p> <ul style="list-style-type: none"> • 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 • Demonstrating commitment and interest in students and their learning 	<p>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 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.</p>	<p>Have collegial and 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 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.</p>	<p>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 and consistently worked to overcome problems both personal and 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.</p>

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

	5	6	7
<ul style="list-style-type: none"> • Have served on the supervisory committees of graduate students • Have served as the supervisor of undergraduate students 	<p>Have served on the supervisory committee of at least one graduate student.</p> <p>Have served as the sole supervisor of at least one graduate student.</p> <p>Have served as the sole supervisor of at least one Honours undergraduate Project (or equivalent).</p>	<p>Have served on the supervisory committee of several graduate students.</p> <p>Have served as the sole supervisor of several graduate students who have successfully completed their program.</p> <p>Have served as the sole supervisor of several Honours undergraduate Projects (or equivalent).</p>	<p>Have served on the supervisory committee of several graduate students.</p> <p>Have served as the sole supervisor of several graduate students who have successfully completed their program.</p> <p>Have served as the sole supervisor of several Honours undergraduate Projects (or equivalent).</p>