UNIVERSITY OF WINDSOR, FACULTY OF EDUCATION
STANDARDS AND CRITERIA FOR RENEWAL, TENURE, AND PROMOTION
Approved by Faculty of Education Council on March 26, 2020 and by UCAPT on
May 13, 2020 and Re-approved by UCAPT December 14, 2021

As per Article 5:07 of the Collective Agreement, "the primary responsibilities of faculty members consist of teaching and research/scholarship/creative activity" and "the overall workload of faculty members" shall, in addition, include "service to the University and academic, professional and/or civic community". The Faculty of Education affirms its commitment to the pursuit of excellence in the execution of these responsibilities.

Because it is committed to the principles of academic freedom (see Article 10 of the Collective Agreement), the Faculty further affirms that disciplinary boundaries shall not be used to discriminate against those who pursue scholarly or creative work outside traditional fields of research in the Faculty or any program area within the Faculty.

Effectively applied, performance review is formative. Its purpose is not only to inform career decisions, but to guide career progress through the ranks, motivate academic members to pursue excellence in their assigned duties, and enhance the overall quality of the Faculty. Standards of performance should be applied in a manner that recognizes differing expectations for the ranks, differences from discipline to discipline, different patterns of activity at various career stages, and differing annual workloads and assignments. Decisions on promotion (to Associate or Full Professor) are career-based, however, a demonstrated record of productivity at the University of Windsor is also required.

The RTP Committee will take an equity-informed approach in its assessments. Research, scholarship, creative activity, teaching, and service in non-traditional areas and/or by members of historically disadvantaged or designated groups will be honoured as integral to the quality of the University's intellectual mission. Special circumstances pertaining to health, family, administrative, or other reasons that may have affected productivity of candidates during the period under consideration will be taken into consideration if a candidate requests them to be and also provides an explanation of the interruptions.

It is expected that each faculty member will provide evidence of their commitments in ways that map coherently onto each of these three areas of responsibility and in a format wherein the quality and significance can be easily and readily recognized and assessed during the renewal, tenure and promotion process. In addition to the materials that are required by the relevant by-laws, faculty members are encouraged to provide evidence that may include, but is not limited to, a teaching dossier (including course outlines), self-assessment, research/creative activity portfolio, peer reviews, and samples of unsolicited student feedback.

The categories of assessment to be applied in relation to each of the criteria in the three areas of responsibility are: "Outstanding", "Excellent", "Good" and "Unsatisfactory".   It is understood that the vast majority of faculty members are performing at the "Good" and "Excellent" levels, that is to say, in ways that meet or exceed normal expectation*.*

Although these categories of assessment elude precise definitions, the following expansions and equivalents are offered for purposes of clarity and classification:

Outstanding:
To achieve the rating of "Outstanding," the faculty member must demonstrate exceptional performance in the category under consideration during the review period. This rating should be reserved for performance that significantly exceeds expectations based on the faculty member's assigned duties and primary responsibilities. A rating of outstanding signifies a faculty member's accomplishments, contributions, and commitments as worthy of special recognition.

Excellent:

To achieve the rating of "Excellent," the faculty member must demonstrate excellent performance in the category under consideration during the review period by fully attaining and exceeding the high standards of performance expected in the Faculty of Education. This rating serves as recognition that the faculty member's accomplishments, contributions, and commitments exceed normal expectations.

Good:

To achieve the rating of "Good," the faculty member must demonstrate commendable performance in the category under consideration during the review period by meeting the high standards of performance expected in the Faculty of Education. This rating serves as recognition that the faculty member's accomplishments, contributions, and commitments are valued, proficient and congruent with normal expectations.

Unsatisfactory:

To achieve the rating of "unsatisfactory," the faculty member must demonstrate performance that does not meet expectations in one or more aspects of the category under consideration during the review period. The designation of "unsatisfactory" serves as an indication to both the faculty member and faculty leadership that future progress in this category is expected. It also signifies that a performance improvement plan should be developed, supports put in place by faculty leadership, and a timeline established for remediation.

It is acknowledged that the four categories of assessment above cannot be determined by merely quantifiable or mechanical means. Peer discretion, respect, and support are essential. Nevertheless, evidence of various kinds of contributions is germane to each of the criteria and it is recognized that the responsibility for accumulating and presenting the appropriate evidence rests with the individual faculty member. The material submitted with an application for promotion and/or tenure should, therefore, contain the necessary documentary grounds upon which the applicant expects their case to be considered. ***It shall also be understood that responsibility for presenting evidence in relation to each criterion rests with the individual faculty member.*** In accounting for one's teaching performance, faculty members are particularly encouraged to refer to the University Committee on Academic Promotion and Tenure (UCAPT) Optional Self-Assessment Statement and the UCAPT Optional Teaching Dossier. Additionally, the Office of the Provost and Vice-President Academic makes available a "UCAPT RTP Guide for Faculty", which identifies relevant Senate bylaws and WUFA Collective Agreement articles and outlines key process, procedures, and timelines in the renewal, tenure, and promotion process.

Standards:

Associate Professor: For a positive recommendation for tenure and for promotion to associate professor, candidates must achieve an overall rating of at least "Excellent" in either 1) Teaching OR 2) Research, Scholarship and Creative Activities AND no less than "Good" in all remaining categories.

Professor: For a positive recommendation for promotion to professor candidates must achieve an overall rating of at least "Excellent" in both 1) Teaching AND 2) Research, Scholarship and Creative Activities, and no less than "Good" in 3) Service.

Renewal: The RTP Committee will determine whether candidates are within range of, and making satisfactory progress towards, the standards for Tenure/Associate Professor.

SUMMARY RATINGS CHECKLIST FOR RTP COMMITTEE MEMBERS				
TEACHING				
	Unsatisfactory	Good	Excellent	Outstanding
Criterion 1				
Criterion 2				
Criterion 3				
Criterion 4				
Criterion 5				
Criterion 6				
Criterion 7				

OVERALL RATING FOR TEACHING: _____

Outstanding: Majority of criteria evaluated as outstanding (i.e., 4/7) and all remaining (i.e., 3/7) criteria evaluated as excellent or outstanding;
Excellent: Majority of criteria evaluated as excellent or outstanding (i.e., 4/7) and all remaining criteria (i.e., 3/7) evaluated as good or excellent;
Good: All criteria evaluated minimally as good;
Unsatisfactory: One or more criteria evaluated as unsatisfactory.

RESEARCH, SCHOLARSHIP, and CREATIVE ACTIVITY				
	Unsatisfactory	Good	Excellent	Outstanding
Criterion 1				
Criterion 2				
Criterion 3				
Criterion 4				

OVERALL RATING FOR RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY: _____

Outstanding: At least 2/4 criteria evaluated as outstanding and all remaining criteria (e.g., 2/4) evaluated as excellent;
Excellent: At least 2/4 criteria evaluated as excellent or outstanding and all remaining criteria (e.g., 2/4) evaluated as good or excellent;
Good: All criteria evaluated minimally as good;
Unsatisfactory: One or more criteria evaluated as unsatisfactory.

SERVICE				
	Unsatisfactory	Good	Excellent	Outstanding
Criterion 1				
Criterion 2				
Criterion 3				

OVERALL RATING FOR SERVICE: _____

Outstanding: At least 2/3 criteria evaluated as outstanding and all remaining criteria (e.g., 1/3) evaluated as excellent;
Excellent: At least 2/3 criteria evaluated as excellent or outstanding and all remaining criteria (e.g., 1/3) evaluated as good or excellent;
Good: All criteria evaluated minimally as good;
Unsatisfactory: One or more criteria evaluated as unsatisfactory.

STANDARDS AND CRITERIA:

TEACHING	
Criterion 1: Design and Planning of Teaching and Learning Activities	
Indicators:	**Standard for Associate and Full Professors**
Planned learning activities designed to develop the students' learning	Course outlines are consistent with Bylaws and clearly detail learning outcomes, teaching and learning activities, organization, expectations and assessment, and recognition of various learning accommodations
Planned course content and material	Course design shows sound knowledge of the content and material, with evidence of efforts to remain current and/or innovative
Planned assessment activities	Ongoing, substantive, constructive feedback incorporated into classroom practice and course design Evidence of flexibility to support or challenge learners
Course/Program development	With consideration to the number and type of classes taught, including courses taught for the first time, those outside of a faculty member's normal expertise, and those designed and delivered for online/distance education delivery, evidence of contributions might include: • involvement in new course development and/or revision of existing courses • development/revision of teaching materials or supplemental learning materials • program development, including development of new courses to support a new or revised program
Criterion 2: Instructional Methods	
Indicators:	**Standard for Associate and Full Professors**
Demonstration of ongoing attention to student learning	Evidence of contributions may include, but is not limited to: • consistent instructional practices that support student-centered learning • active teaching/learning strategies (e.g., peer-based learning) • continued efforts to respond to student learning needs • use of diverse instructional media • helping students to develop and demonstrate intended learning outcomes supportive of student expression of ideas, challenging students to foster autonomy, resilience, and creativity
Demonstration of effective teaching and learning methods	Evidence of contributions are to be included in the teaching dossier and may include, but are not limited to: • reviews by colleagues, peers, or supervisors of instructor-designed course materials or classroom teaching • self-assessment (e.g., of efforts to inspire student interest and engagement or illustrations of clarity of communication and explanation) • demonstrated understanding of specific aspects of effective teaching and learning support methods

	• instructor-designed peer observation guidelines and recommendations • nomination for/receipt of teaching awards internal to the Faculty of Education, awards that are university-wide (Alumni Teaching Award), or awards at provincial, national or international levels (e.g., 3M, OCUFA, and TVO) • invited contributions to, and collaborations with, the broader educational community (e.g., the Ministry, school board and associate teacher partnerships, professional organizations)
Student perceptions of instructional effectiveness	Evidence of contributions may include, but is not limited to: • Unsolicited written feedback from students (e.g., feedback from graduate students) • Midterm student feedback, samples of student work, or surveys included by instructor in teaching dossier • Normally, average SET scores of 4.5 or higher over the years prior to application (since initial appointment in the Faculty of Education at the University of Windsor and also since most recent promotion within the Faculty of Education at the University of Windsor). • Student evaluations of teaching from other institutions prior to appointment at the University of Windsor or student evaluations from Visiting Scholar appointments beyond the University of Windsor)
Commitment to equity, social justice, and inclusivity	Evidence of contributions may include, but is not limited to: • engaging in culturally responsive pedagogy and exhibiting commitment to social justice • consistently differentiating instruction • incorporating into teaching relevant regional, national, and international perspectives, issues and examples

Criterion 3: Assessment, Evaluation, and Feedback to Students

Indicators:	Standard for Associate and Full Professors
Use/design of quality tools and practices of assessment and evaluation	Evidence of contributions may include, but is not limited to: • Assessment and evaluation tools/practices are in alignment with learning outcomes • Assessment and evaluation tools/practices are of appropriate level of difficulty
Feedback provided to students	Evidence of contributions may include, but is not limited to: • Structured observation of, and feedback for, students • Timely and constructive feedback provided to students • Feedback accessible to students in various media through face-to-face, online, and other interactive means

Criterion 4: Student Support, Supervision, Mentorship, and Guidance

Indicators:	Standard for Associate Professor	Standard for Full Professor
Student support at the graduate level	Evidence of contributions may include, but is not limited to: • Collaborating with graduate students on publications, presentations, creative performances/projects, and funding • Serving as Chair for graduate defenses (e.g., of theses, proposals, and comprehensive portfolios)	

	Engagement with various supervisory roles for multiple graduate students at the master's level (e.g., as supervisor, co-supervisor, committee member, or as internal/external reader).	Engagement with various supervisory roles for multiple graduate students at both the master's and doctoral levels (e.g., as supervisor, committee member, internal/external reader, or as external examiner).
Student support at the pre-service/undergraduate level	Evidence of contributions may include, but is not limited to: • Practicum supervision and mentoring of Teacher Candidates • Coaching and counselling to improve practicum teaching performance • Mentoring students in experiential or service-learning contexts/courses	
Commitment to mentorship and guidance	Evidence of contributions may include, but is not limited to: • Fostering good relations and mediating conflicts between Associate Teachers and Teacher Candidates and/or between graduate or continuing education students and their mentors/supervisors in other experiential learning contexts • Encouraging student professionalism through mentoring and modelling • Mentoring colleagues, graduate students, or teaching assistants to improve quality of teaching	

Criterion 5: Integration of Scholarship, Research and Creative Activity in Support of Learning

Indicators:	Standard for Associate and Full Professors
Commitment to integration of teaching and research	Evidence of contributions may include, but is not limited to: • Keeping current in one's field, and incorporating relevant concepts and research into instruction • Incorporating teaching and learning scholarship into teaching practice and curriculum development • Integrating current scholarship, research and creative activity into development of new programs or courses • Innovative modes of course delivery supported by current/innovative research, scholarship and creative activity • Active research in teaching and learning • Engagement in teaching and learning scholarship related to discipline and/or participation in teaching and learning conferences/ forums) • Using current subject research in curriculum and teaching activities • Developing learning activities/course/ course work that supports student engagement in research and creative activity relevant to the subject • Student work that demonstrates an understanding of the research culture and research skills of the subject

Criterion 6: Incorporation of Work-Based Practice and/or High Impact Experiences into Teaching Practice and the Curricula	
Indicators:	**Standard for Associate and Full Professors**
	Evidence of contributions may include, but is not limited to: • Developing or delivering capstone or other culminating learning experiences that integrate and apply what students have learned • Designing and delivering courses and programs that help students explore cultures, countries, life experiences, and worldviews different from their own. • Developing courses that connect key concepts and questions with students' early and active involvement in research, scholarship and creative activity • Developing learning opportunities that emphasize critical or creative inquiry, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies • Fostering of learning communities that encourage integration of learning across courses/disciplines and engage students with large questions that have relevance within and beyond classrooms • Enabling students to reflect upon their personal and academic growth and to share selected items with professors, advisors, and potential employers (e.g., e-Portfolios) • Providing students with direct experience in authentic work settings with the benefit of coaching and supervision from professionals in the field • Designing and delivering community-based or service learning opportunities that give students direct experience with issues they are studying and the opportunity to analyze and solve problems in the community.
Criterion 7: Continuing Professional Development and Professional Stature	
Indicators:	**Standard for Associate and Full Professors**
Commitment to continual professional development and to enhanced professional stature and reputation of faculty/university	Evidence of contributions may include, but is not limited to: • Engaging in professional development activities related to teaching and learning • Self-evaluation leading to changes in teaching practice • Professional development in fields other than education • Innovation and responsiveness evident in both teaching practice and program development • Enhancing pedagogical, professional, and collegial qualities through special seminars, courses, certificates, workshops offered by the University (e.g., Centre for Teaching and Learning) • Demonstrating ethical and professional responsiveness to challenges and opportunities

RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITIES		
Criterion 1: A Record of High Quality Research, Scholarship, and/or Creative Activity		
Indicators:	*Standard for Associate Professor*	*Standard for Full Professor*
Public, refereed, and/or adjudicated research, scholarship, or creative activity	Evidence of contributions may include, but is not limited to: • journal article • book chapter • paper published in conference proceedings • invited keynote address • published curriculum materials, educational resources, or instructional manuals • curated exhibition or artistic installation • musical, dramatic, or dance performance or project • edited journal or a special issue of a journal • authored book • edited book • authored or edited textbook • recording (e.g., of album/CD) • composition of original works (musical, theatrical) or arrangements for publication or performance	
Pace and quantity of research outputs is consistent with disciplinary standards	Candidates should normally have the equivalent of four refereed, peer-reviewed, or creative activities from the list above produced during the pre-tenure period at the University of Windsor*	Candidates should normally have the equivalent of eight refereed, peer-reviewed, or creative activities from the list above post-tenure, and have a demonstrated record of productivity at the University of Windsor*
	* An element of peer review is expected for all research, scholarly or creative activity. This may occur in different ways across research or creative activity areas (e.g., grant review, journal review, commissioning process, performance, recording or exhibition processes).	

Criterion 2: A Record of Other Scholarly Publications or Creative Output		
Indicators:	**Standard for Associate Professor**	**Standard for Full Professor**
Other research, scholarship, or creative activity	Evidence of contributions may include, but is not limited to: - publications in professional journals - publications (including those in electronic format) intended for a professional academic audience - research/technical/policy reports and presentations to the community, government agencies, and other audiences - evaluation reports - report writing that arises from work on international projects - published book reviews - published Opinion Editorials (e.g., Globe & Mail, or The Conversation) - invited professional conference presentations - organizing an academic or professional conference or lecture series - participation in academic or professional conferences as a session chairperson, panel member or discussant - production of exhibition catalogues - papers or presentations (such as artists' talks) delivered at professional meetings - readings of creative works - serving on the editorial board of a scholarly journal - leading community-based workshops in relevant fields - jurying or curating exhibitions organizing exhibitions, performances or productions - publication of instructional materials as well as books, papers, and articles (including those in electronic format) written for a popular or non-academic audience - exhibitions, inclusion in exhibitions, performances, or installations in recognized venues (including commercial galleries) - exhibiting at a recognized commercial gallery - full text papers presented at conferences	
Pace and quantity of research outputs is consistent with disciplinary standards	Candidates should normally have the equivalent of two activities from the list above, and have a demonstrated record of productivity during the pre-tenure period at the University of Windsor	Candidates should normally have the equivalent of three activities from the list above in the last three years, and have a demonstrated record of productivity at the University of Windsor

Criterion 3: Evidence of Research, Scholarly, or Creative Impact and Expertise	
Indicators:	**Standard for Associate and Full Professors**
Impact of research, scholarship, or creative activity	Evidence of contributions may include, but is not limited to: - extent to which research or creative activity is considered, referred to, read, or reviewed, such as citation in documents; impact factors, citation counts, publication rates, external reviews of impact - impact in a professional area of expertise (e.g., consultation, guidance, or technical reports to a professional association)

	• impact on the broader community and society (e.g., to social, cultural, or economic well-being of a community or to influencing/framing public discourse) • impact in the area of public policy (governments or official international organizations) • online, newspaper, radio or television previews, reviews and audience responses • exhibitions or performances reviewed in catalogues, journals and other publications recognized within the pertinent field
Recognition of leadership, originality, or expertise in research, scholarship, or creative activity	Evidence of contributions may include, but is not limited to: • Original contributions to the field of study or creative practice that influenced thinking and/or practice in the field • Local, national or international recognition (e.g., awards) or leadership within the area of research, scholarly, or creative specialty • Creative activities for which the significance has been recognized through such forms as critical review, inclusion in panel discussion, or invited talks/presentations • Leadership contributions to national disciplinary academic associations or to the disciplinary community • Reviews of exhibitions or performances published by writers recognized within the pertinent field • Having one's composition performed by a recognized creative artist or in a recognized venue • Having a book or chapter written about one's work
Design and Planning for Research, Scholarship and Creative Activity	Research, scholarship, and/or creative activity conforms with all relevant institutional, disciplinary and funding agency ethical and research guidelines Evidence of active and well-constructed research or creative activity plan, and a history of successful plans or programs
Criterion 4: Capacity Building Through Income Generation, Collaboration Development or Infrastructure Development Activities	
Indicators:	**Standard for Associate and Full Professors**
Funding, partnership and infrastructure development.	Evidence of contributions may include, but is not limited to: • Applying for and/or receiving internal or external research or creative activity funding • Fostering partnerships that directly contribute to research capacity or the development of research or creative activity infrastructure • Engaging in grant or contract research • Building or leading productive research collaborations (the contribution of the candidate must be identified) • Engagement in community, industry, or academic partnerships that contribute to material, intellectual, or creative infrastructure of university, partners, and/or communities

SERVICE
Criterion 1: Service to the Faculty of Education and the University of Windsor

Indicators:	Standard for Associate and Full Professors
Participation in the Shared/Collegial Governance of the Faculty of Education	Regular participation in Faculty Council meetings. Membership in an average of at least two Faculty of Education Standing or Ad-Hoc Committees per academic year.
Participation in the Shared/Collegial Governance of the University of Windsor and the Faculty of Education	Membership in at least one of the following during the last three years: • RTP Committee • Appointments Committee • Dean/Associate Dean Search Committee • Academic Policy Committee (APC) • Program Development Committee (PDC) • Senate Student Caucus • Senate Governance Committee • Board of Governors • Research Ethics Board • Aboriginal Education Committee • a University Search/Appointments Committee, or another special committee of the University (e.g., Free Speech Task Force)
Participation in service activities that support the mission of the University of Windsor (Enabling people to make a better world through education, scholarship, research, and engagement).	Demonstrated record of consistent service activity. Evidence of contributions may include, but is not limited to: • Participation as an EA/PP Equity Assessor • Participation in Faculty Association (WUFA) governance and responsibilities • Academic advising for the University and/or for the Faculty of Education • Participation in organization of faculty seminars, conferences, creative activities, or other formal events or programs intended to foster knowledge exchange, network building, collegiality, and/or inclusion • Contributing to accountability or accreditation analysis • Supervision of Outstanding Scholars • Mentoring faculty and/or students in significant ways (e.g., Killam, Rhodes, national competitions, MOLT/MITACS) • Participating in student recruitment/engagement initiatives • Participating in alumni relations/fund-raising activity • Providing expertise with bylaws, collective agreements, policies and how to navigate them

Criterion 2: Service to the Community

Indicators:	Standard for Associate and Full Professors
Service to community or communities at the local, provincial, national, or international levels	Demonstrated record of consistent service activity that contributes to the development of policies, procedures and mechanisms to support university-community collaboration, to the health and wellbeing of the community, to economic opportunity and employment opportunities, to fairness, equity, justice, and individual agency for community members, or to the cultural richness of communities. In all cases, it is incumbent upon

the candidate to make evident the linkages to the faculty member's professional role within the University. Evidence of contributions may include, but is not limited to:

- Organizing community events related to the discipline
- Establishing, or providing service to, community-oriented service units
- Engaging in activism or advocacy in support of community matters
- Partnership development
- Contributing to public policy
- Involving students in community project teams
- Building of knowledge networks
- Campus service/infrastructure sharing initiatives
- Community mentorship programs
- Participating in successful team projects or community learning partnerships
- Systematic efforts to foster development of university/community networks, collaborations, and knowledge exchange
- Enhancing inclusive practice in all aspects of institutional practice and community engagement
- Developing successful and sustained community partnerships
- Committee work with international projects
- Curriculum development or counselling at the community level
- Undertaking training to enhance community engagement skills
- Activities that engage in the provision of essential services, shelters, and staples
- Participating in, and organization of, public protests and rallies
- Conducting community-based research
- Fostering reciprocal community partnerships
- Leadership or significant, documented contributions to institutional or discipline-driven mandates of community engagement change and innovation, the student experience, or professional development and mentorship of colleagues
- Working with public organizations to bring about substantial and significant change.
- Undertaking formal roles involved in community engagement, work placement development, stakeholder liaisons, etc.
- Supporting grant development and funding opportunity development in support of community organizations
- Setting up new schools and programs internationally or in underserved areas
- Invited membership on task forces, working groups, internal grant review panels, advisories or at other community organizations
- Board memberships
- Invitations to speak or facilitate at community events
- Awards and commendations
- Invitations to act as consultant or expert in the community
- Engaging with equity, advocacy and inclusion programs and initiatives
- Elected or appointed service positions or community roles
- Mentoring that is valued by community members and stakeholders
- Community consultation, mentorship, advocacy, or board membership

	• Youth outreach to groups who may be less likely to attend post-secondary • Poverty reduction initiatives • Media contributions • Developing and implementing of community learning opportunities or programs that enhance community participation in the life of the University (or vice-versa) • Implementing new technologies or infrastructure that further community well-being, prosperity, or opportunity • Significant roles in successful community-focused initiatives • Serving as an expert witness Community service activities which primarily fulfill personal, recreational, and/or social interests rather than academic or professional interests are not normally recognized in this category.

Criterion 3: Service to Academic, Professional or Disciplinary Communities

Indicators:	Standard for Associate and Full Professors
Evidence of engagement with academic, professional or disciplinary communities	Demonstrated record of consistent service activity. Evidence of contributions may include, but is not limited to: • Significant roles in successful discipline-related initiatives or organizing bodies • Leadership or significant, documented, contributions to disciplinary bodies • Professional roles within practitioner agencies, boards, or advisories. • Undertaking formal institutional roles as a disciplinary liaison or on local, regional, provincial, or national disciplinary committees • Contributions to research ethics and oversight • Peer mentorship or peer review of teaching, research grants, journal articles, book chapters, etc. • Leading successful team projects or faculty learning communities • Fostering development of institutional networks, collaborations, and knowledge exchange • Establishing new and successful institutional initiatives • Involving students in disciplinary societies • Disciplinary communications activities (e.g., newsletters, websites) • Hosting disciplinary resources on campus (e.g., journals, data sets) • Participating in disciplinary mentorship beyond the departmental level • Participating in successful team projects to support the advancement of the discipline or the work of practitioners in the field • Enhancing inclusive practice within the discipline • Developing disciplinary programs that enhance student and early-career faculty opportunities • Implementing new technologies to manage disciplinary organization coordination • Contributing to the development of policies, procedures and

	mechanisms to support disciplinary practice • Contributing to or development of programs, services, and resources for practitioners in the field • Community-directed publications, resources, events related to disciplinary knowledge (use patterns could be included) • Organizing researcher/practitioner events and programs • Reviewing or evaluating peers for purposes of promotion, merit or awards • Participating in academic or professional organizations at a local, national or international level, including positions on the governing bodies • Board membership • Participating on adjudication panels or as juror for creative activities