

## Single-Level Tenure and Promotion Standards

### Tenure/Promotion to Associate Professor: Sample Standards for Teaching

*This hypothetical committee used the rubric to identify the standards appropriate for each criterion, circling the ones they wished to adopt for the Associate Professor level. They also revised language, added and removed indicators, and removed an entire criterion, merging one indicator from that criterion into Criterion 1. They also identified core, mandatory indicators, and areas where proponents could choose among indicators to meet the standard. This would best be used in conjunction with a criteria template that outlines the criteria and evidence for people preparing their submissions.*

#### **Criterion 1: Design and Planning of Learning Activities** (must demonstrate 3 out of 4)

- Some evidence of capacity to design effective and well-aligned learning materials and activities
- Consistently in compliance with bylaw and policy, outlines show the alignment of materials, activities and assessments with intended course learning outcomes.
- Planned learning activities appear to be intended to foster student acquisition of a course's intended learning outcomes, but may not do so consistently
- Reasonable knowledge of the course content and material, some areas of weakness

#### **Criterion 2: Instructional methods and motivation and enhancement of student learning**

*Must demonstrate:*

- Consistent evidence that instructional practices support student development of intended learning
- Student feedback on overall instructor scores reaches x standard.

*Must demonstrate 3 out of the following 5:*

- Student feedback and other evidence indicates consistent clarity of instruction
- Students generally indicated interest or increased interest in the courses taught.
- Some evidence of efforts to encourage student-faculty interaction, consistent with the nature of the courses involved
- Some evidence efforts to encourage appropriate student-student interaction, consistent with the nature of the courses involved
- Sample assessments are clear, well-aligned with learning outcomes, and at an appropriate level of difficulty for the course.

**Criterion 3:** integrated into Criterion 1

#### **Criterion 4: Developing effective environments and student support**

- Somewhat available outside of class time – regular office hours, can demonstrate use of CLEW site (not in rubric example – added by department)
- Actively and explicitly works to establish respectful practices and interactions with students and among students

**Criterion 5 – Integration of scholarship, research and professional activities with teaching and in support of learning** *Optional – any of the following may be used as extra or alternative evidence to support (1) and (2)*

- Evidence that teaching and learning forms a regular source for planning and decision making in teaching and course design, or that informal inquiry forms an element of teaching improvement practice (rewrite of “Good” standard)
- Current, discipline-based research or creative practice forms a regular and integrated part of the curriculum
- Consistent and effective efforts to engage students with disciplinary research or inquiry culture. This may include effectiveness in undergraduate/ graduate student research supervision, (Good standard narrowed to make it discipline specific).
- Professional, industry, and work-based practice and experiences have been incorporated in the curriculum, well-aligned with intended learning outcomes, and well supported.

**Criterion 6: Evaluation of practice and continuing professional development**

*Either:*

- Some evidence of participation in workshops, forums, conferences, or peer-led activities intended to enhance teaching and learning
- Several examples of changes to teaching practice based on reflection or engagement with professional development

**Criterion 7: Professional effectiveness**

*No substantiated evidence of sustained or repeated a lack of professionalism, in the areas of:*

- Ownership and management of teaching role
- Preparation for teaching
- Formal and informal communication with students or peers regarding teaching and learning (revised text)
- Ethical practices consistent with university policy and the collective agreement (revised text)