UNIVERSITY OF CALGARY | WERKLUND SCHOOL OF EDUCATION

FACULTY GUIDELINES 2023

Approved by the Provost and Vice-President (Academic) on May 17, 2023

CONTENTS

1.0 Introductory Notes

The Werklund School of Education (Werklund School) strives to attract, support, retain and reward excellent researchers, instructors, and scholars and promotes a culture where all members have the opportunity to thrive.

The Werklund School's Faculty Guidelines define the mechanisms used to assess the performance of academic staff members for the purpose of renewal, tenure, promotion, transfer, and merit assessment. These policies and procedures have been developed within the framework of the Academic Handbook approved by GFC. The Faculty Guidelines provide an elaboration that is tailored to the requirements and professional interests of the Werklund School.

Academic staff members should become familiar with the Faculty Guidelines and feel free to seek advice on interpretation and career aspirations from the Dean or Head-equivalent. [1]

2.0 General Guiding Principles

The purposes of the Faculty Guidelines are to refine and interpret the criteria outlined in the GFC Academic Staff Criteria & Processes Handbook

This document must be read in conjunction with the GFC Handbook and the Collective Agreement. In the event of a conflict between this document and the GFC Handbook or the Collective Agreement, the provisions of the GFC Handbook and Collective Agreement shall apply. Academic staff should use these performance standards defined for the different ranks as a general guide to the expectations of Werklund School. Academic staff members are strongly encouraged to discuss these expectations with the Dean or Head-equivalent and to formulate academic and professional goals that are consistent with both their individual career objectives and with the academic direction of the Werklund School.

The Dean and Head-equivalent must use the guidelines to mentor colleagues and ensure that academic staff members have a reasonable expectation of achieving their goals as well as receiving rewards and recognition for their performance. The Dean and Head-equivalent should be available to colleagues to discuss their performance and assist them in achieving their academic and professional goals.

The Dean, Head-equivalent , Faculty Merit Committee (FMC) and the Faculty Tenure and Promotions Committee (FTPC) must use the guidelines and procedures defined both in this document and relevant University documents to assess the performance of individual academic staff members.

2.1 Weighting

The performance standards and expectations defined in this document are consistent with the Faculty Guidelines criteria for evaluating the following functions:

- Research and scholarship
- Teaching at the undergraduate and graduate levels
- Service to the Werklund School, University, profession and community

Academic staff members are assessed on duties assigned. Duties fall into three functions: Research and Scholarship, Teaching, and Service. Criteria for tenure, promotion, and assessment, are applied to academic staff members in the context of their workload assignment.

---

[1] At the time of writing, the Head-equivalent is the Vice Dean.

The Head-equivalent , Faculty Merit Committee (FMC) and the Faculty Tenure and Promotions Committee (FTPC) shall endeavour to give separate attention to each of the three functions in arriving at the overall rating. In doing so, the diversity of career patterns will be recognized and the implications for assessment carefully considered.

2.1.1 Recognition of Diversity of Career Paths

The Werklund School acknowledges and appreciates diversity of career paths. This includes acknowledging those with an atypical academic trajectory, and/or diverse skill sets which may encompass research and scholarship, teaching, or service activities that are outside of mainstream forms.

2.1.2 Recognizing Systemic Barriers

See GFC Handbook – Part A, Section 3.7(xvi).

In preparing for tenure, promotion, and assessment, the academic staff member may include a narrative to provide context. All reviewers and committee members in the tenure, promotion, and assessment processes are required to review academic work with awareness and sensitivity to the various ways in which systemic barriers prevent academic staff members from achieving career milestones such as Tenure and Promotion at the same rate and speed, as well as achievements through Merit Assessment.

2.2 Other Responsibilities and Activities

2.2.1 Activities in Other Units Within and Outside the School

Academics can be credited with activities that are carried out in other units within Werklund School, with other faculties and/or universities.

The Werklund School values and recognizes interdisciplinary/transdisciplinary work that engages others from across and beyond units and the University in support of research outcomes, outputs, and impacts. We value academic staff sharing their expertise through teaching opportunities (e.g., approved courses, supervision) across units and the University in support of high-quality teaching and learning and interdisciplinary collaboration(s).

2.3 Key Terms

2.3.1.1 **Community-engaged research.** It requires a commitment of time and expertise in establishing reciprocal relationships within communities.

2.3.1.2 **Knowledge engagement.** The Werklund School values knowledge engagement in which public and private sectors benefit from our research, entrepreneurship, and innovation, including social innovation. "Our goal is to support these collaborative efforts to create knowledge with impact for the benefit of the community at large" (University of Calgary, 2021).

2.3.1.3 **Knowledge creation in and with Indigenous contexts.** See GFC Handbook – Part B, Section 1.2.2(v) and Part B, Section 1.2.8.

2.3.1.4 **Knowledge mobilization.** "The reciprocal and complementary flow and uptake of research knowledge between researchers, knowledge brokers and knowledge users—both within and beyond academia—in such a way that may benefit users and create positive impacts within Canada and/or internationally, and, ultimately, has the potential to enhance the profile, reach and impact of social sciences and humanities research" (Government of Canada, Social Sciences and Humanities Research Council, 2021).

2.3.1.5 **Entrepreneurial thinking.** This includes "creative problem-solving, turning circumstances to our advantage, seeing possibilities where others see problems … It's about taking initiative, learning from experience and being resourceful no matter what happens" (University of Calgary, 2021).

2.3.1.6 **Sociocultural.** This denotes intersectional considerations related, but not restricted, to culture, language, ethnicity, religion, sexuality, gender, disability, geography, and economic status.

3.0 Guidelines for Assessing Research and Scholarship, Teaching and Service

The following sections are intended to describe the criteria for research and scholarship, teaching and service.

3.1 Research and Scholarship

(see GFC Handbook – Part B, Section 1.2)

As a research-based university, academic staff are expected to engage in research and advanced scholarship. Research and scholarship activities can include a wide range of activities related to knowledge creation, knowledge application, analysis, and community building. In addition, an important part of the research and scholarship process is dissemination and engagement with disciplinary communities, professional communities and the public.

See GFC Handbook – Part B, Section 1.

The Werklund School builds, strengthens, and maintains a national and international research profile and it is expected that all members of the professorial ranks demonstrate active research and scholarship. Levels of expectation are differentiated across ranks. Members of the teaching and research stream are encouraged to foster collaborative research teams as well as interdisciplinary/transdisciplinary work that aligns with the University strategic initiatives.

For the teaching-focused stream, the expectation is focused on maintaining currency in the field and informing pedagogical practice. Individuals would engage in dissemination of evidence-based pedagogy that demonstrates being current in the field.

3.1.1 Research and Scholarly Activity in the Teaching and Research Stream

See GFC Handbook – Part B, Section 1.2.1.

As noted by Social Sciences and Humanities Research Council (SSHRC), knowledge mobilization within academia informs, advances and improves research agendas, theory and/or methods. Knowledge mobilization beyond academia informs public debate, decision-making, policies, processes, and/or practices and enhances services.

The expectation with Research and Scholarship activities will include outputs, outcomes, and impacts.

- **Outputs** with common examples including "number of publications, presentations, event attendees, new data sets, new partners added to a team, or new stakeholders and/or research users contacted or added to networks" (Government of Canada, SSHRC, 2019).

- **Outcomes** "include all activities undertaken as a result of new insights. Outcomes may include: the number of people in various target audiences that use the research findings (including data sets), the number of students trained, new insights created in the discipline or field, policies developed, business strategies formulated, advancements in understanding reconciliation, etc. Outcomes may be either foreseen or unforeseen, direct or indirect, intended or unintended" (SSHRC, 2019).

- **Impacts** "are long-term outcomes or effects that take the form of changed thinking and behaviours. Impacts are reflected through such indicators as global economic performance, competitiveness, public service effectiveness, new products and services, employment, policy relevance, learning skills enhancement, quality of life, community cohesion, and movement toward reconciliation and social inclusion" (SSHRC, 2019).

A range of metrics and indicators will be used to assess outputs, outcomes, and impacts according to the following categories:

- Sustained Research Program
  - Calibre equivalent to be recognized by peers (see GFC Handbook – Part B, Section 1.2)

- Research Funding
  - Competitive funding: Tri-Council, external provincial, national and international
  - Other types of funding: philanthropic, contractual, internal to the Werklund School and/or the University

- Knowledge Creation, Innovation and Transfer
  - Create and/or lead innovations and/or knowledge through individual, collaborative, and/or community-engaged research and scholarship
  - Share or transfer innovations and/or new knowledge to a variety of academic, professional, and community contexts
  - Engage in knowledge creation related to Indigenous contexts
  - Engage in knowledge creation related to relevant sociocultural contexts

- Knowledge Mobilization (Outputs)
  - Publications: journal articles, journal issues, books (authored and/or edited), book chapters, proceedings, abstracts, and reports
  - Presentations: academic and professional conferences, invited keynotes, symposia, and community presentations
  - Media: websites, social media, and interviews with news agencies
  - Professional Resources: guidelines documents, and materials

- Activities Generated from New Insights (Outcomes)
  - Number of people in various target audiences that use the research findings (including data sets)
  - Number of students trained and/or other trainees
  - New policies, procedures and/or practices developed, and/or strategies formulated
  - New policies, procedures and/or practices developed and/or deepened toward the advancement in understanding of reconciliation

- Academic, Community and Societal Impacts (Impacts)
  - Indicators that reflect influence on policy and practice
    - "Bibliometric indicators, downloads from Open Access repositories, acknowledgements, prizes and awards, invitations to participate as an advisor or expert, citations in government documents, commissioned reports, requests for consultancy/advice from community groups, media coverage of research, public use of research-based resources, partnerships between researchers and community groups" (Federation for the Humanities and Social Sciences, 2017, p. 5).
    - Indicators that show movement toward reconciliation and social inclusion.

3.1.2 Assessment of Research and Scholarship

Research and scholarship activity is assessed using both qualitative and quantitative means.

The Werklund School acknowledges scholarly work in all its stages. For the purposes of assessment, work will be credited when published. The definitions below define the stages toward publication.

- **Published work** is work that has successfully passed a peer review process or editorial decision-making process and has been disseminated (e.g., has appeared in print, online, or is otherwise available to professional and/or scholarly communities).

- **Work in-press** is work that has been accepted through a peer review process or editorial decision-making process and is ready for dissemination by a journal publisher or comparable agent but has not yet appeared in the public domain. For the purposes of assessment, work will be credited when published.

- **Work in-progress** is work submitted for which a final decision has not been made (e.g., an abstract submitted to a conference, a manuscript submitted to a journal or publisher, a grants proposal submitted to funding body, or an article that has received provisional acceptance pending revisions). For the purposes of assessment, work will be credited when published.

3.2 Teaching

(see GFC Handbook – Part B, Section 1.3)

As a School of Education, scholarly teaching and the scholarship of teaching are recognized as essential goals for all academic staff and a pillar of our identity.

High-impact teaching can be described as designing thought-provoking and intellectually engaging learning within diverse contexts that use research- and evidence-informed practice such as clear goals, explicit instruction, modeling, collaborative learning, multiple opportunities to engage, stimulating interest and curiosity, offering extensive feedback, and flexibility. Students are challenged to apply theory to their practice. Academic staff are accessible and responsive to student feedback as a mechanism for enhancing their practice. High-impact teaching practice demonstrates evidence of strong alignment between teaching philosophy, instructional strategies, and assessment practices.

Within the Werklund School, teaching occurs in various technology-enabled learning environments (e.g., face-to-face, blended and online). High-quality learning experiences are designed, developed, and facilitated by academic staff in the on-campus, off-campus, blended, and online environments. There is a general expectation that all academic staff are accessible to students and respond to them in a timely, professional manner. In addition, all academic staff members (commensurate with rank) are responsible for mentoring colleagues, postdoctoral scholars, and graduate teaching assistants to ensure high-quality teaching throughout the School.

Educational leadership is a dimension of teaching that advances innovation of teaching and learning with impact beyond the classroom, including contributions to curricular development and renewal, pedagogical innovations, evidence-based and/or practice-based educational activities (see GFC Handbook – Part B, Section 1.3.6).

3.2.1 Teaching Activity

Depending on rank and disciplinary expertise, teaching contributions may include, but are not limited to:

- Teaching at undergraduate and graduate levels on-campus and off-campus (including land-based education) as well as online and blended instruction
- Learning inside and outside of the classroom, in collaboration with other instructors, other faculties, associated institutions, community organizations or with Indigenous knowledge-keepers and communities
- Developing and applying innovative pedagogy and assessment practices
- Incorporating consideration of Indigenous cultures, languages, knowledge-keepers, communities, pedagogical practices, and/or the ongoing effects of colonization in teaching and educational leadership
- Incorporating intercultural awareness and culturally appropriate responsiveness pertaining to other cultures and sociocultural dynamics in teaching and educational leadership
- Designing curriculum and courses (includes redesign) and/or development (includes redevelopment)
- Supervising (or co-supervising) and mentoring of undergraduate (e.g., B.Ed. Honours and research awards) and/or graduate students, post-doctoral scholars, or other trainees
- Supervising experiential activities, participating on supervisory committees, serving as an external examiner and/or neutral chair
- Scholarly inquiry into teaching and learning to inform current pedagogy and development in content knowledge

3.2.2 Educational Leadership Activity

Depending on rank (and disciplinary expertise), educational leadership contributions may include, but are not limited to:

- Designing, developing, and transferring of new courses and programs
- Designing, developing, and transferring of supplementary materials
- Leading inclusive and innovative teaching practices with colleagues
- Leading application of evidence-based teaching and learning across course-based programs
- Leading the transfer of new knowledge and innovations beyond the faculty and University (e.g., government, schools, and the broader community)
- Inclusion of Indigenous teaching practices
- Inclusion of sociocultural teaching practices
- Sharing of pedagogical expertise through publications
- Formal educational leadership roles in the academic unit or beyond
- Significant redesign of existing programs and courses
- Mentorship of colleagues, graduate assistants (teaching), and postdoctoral scholars
- Fostering and developing student capacity

3.2.3 Assessment of Teaching

Assessment of academic staff members' performance shall include consideration of both qualitative and quantitative aspects of teaching (GFC Handbook – Part B, Section 1.3). Generally, teaching is assessed using multiple means of evidence:

- Instruction
  - One measure is based on the Universal Student Ratings of Instruction (USRI). Student ratings are considered carefully in the wider context of qualitative information and particular circumstances. Other activities include but are not limited to assessments and evaluations carried out by the Office of Teaching and Learning. Teaching excellence may also be recognized through internal and external awards.
- Course and Program Design
  - Examples include course and/or program design, redesign, development, evaluation, and quality assurance activities.
- Supervision
  - See GFC Handbook – Part B, Section 1.3.4.
- Mentorship
  - See GFC Handbook – Part B, Section 1.3.5.
- Educational Leadership
  - See GFC Handbook – Part B, Section 1.3.6.

3.3 Service

It is expected that each academic appointee shall make contributions in the area of service. See GFC Handbook – Part A, Section 1. 4 Assessment of Service

Service in the Werklund School combines integral, meaningful community service with academic and scholarly knowledge and practices. Through service, there is an academic commitment and responsibility to strengthen persons, communities and institutions. Service consists of the following categories:

1. Service to the University which includes service to the Werklund School includes participation as set out in
   - GFC Handbook – Part B, Section 1.4.3.

2. Service to the discipline, profession, and/or community includes participation as set out in
   - GFC Handbook – Part B, Sections 1.4.4 and 1.4.5.
   - Other service to the community that flows from the discipline, relates to meaningful, reciprocal relationship building with Indigenous and other culturally based/located communities and organizations, or that accrues through other distinguished service to the University or the community.

4.0 Requirements for Academic Staff Ranks and Streams

(see GFC Handbook – Part B, Section 2)

The following section provides the requirements for research and scholarship, teaching, and service for each academic rank and stream. Performance expectations, especially as they pertain to quality of work accomplished, will increase with ascending academic rank and with progression through a rank.

Teaching and Research Stream

4.1 Assistant Professor (Teaching and Research) Rank

Appendix 11.1 provides a table showing a non-exhaustive range of criteria at the entry level that can be used in the articulation of how performance expectations are being met or exceeded .

> **4.1.1** **Research and Scholarship** The expectation is to establish a high-quality program of research and scholarship and to begin to obtain competitive internal and/or external funding (e.g., Tri-Council) to support the development of a research trajectory. Evidence of research and scholarly activities will occur in peer-reviewed scholarly venues. The Assistant Professor creates innovations and/or knowledge through individual, collaborative and/or community-engaged research and scholarship as well as mentors undergraduate and/or graduate students in developing capacity as researchers. Emergent impact of their research may occur at the academic, community and/or societal levels.

> **4.1.2** **Teaching** The expectation is to teach at the undergraduate and/or graduate levels. This time is an opportunity to develop a strong teaching record that engages in scholarly and evidence-informed teaching and assessment practices; educational activities that relate to Indigenous, sociocultural, teaching practices; pedagogical innovation; and participation in course and/or program design and development. The Assistant Professor should design and use inclusive teaching practices that support and/or accommodate diverse student learning needs. It is expected that the academic provides supervision, serves on supervisory committees and as neutral chair, as well as provides mentorship for students.

> **4.1.3** **Service** The expectation is to engage in service at the University, including the Werklund School, and to the discipline, profession, and/or community. The commitment to service will increase over time in a gradual and graduated manner. The Assistant Professor will engage in some committee work (standing, ad hoc and/or councils) within the Werklund School. The expectation is to maintain membership and engage with professional and community organizations consistent with their discipline or field of study at the local, provincial and/or national levels.

4.2 Associate Professor (Teaching and Research) Rank

Appendix 11.1 provides a table showing a non-exhaustive range of criteria at the entry level that can be used in the articulation of how performance expectations are being met or exceeded.

4.2.1 **Research and Scholarship** The Associate Professor is expected to have an established high-quality program of research and scholarship with the ability to obtain competitive external funding (e.g., Tri-Council) to support an active and sustained program. In some cases, an active research program may not have funding. Scholarship is reflected through substantive publications and presentations in peer-reviewed scholarly venues, along with engagement in social and other forms of media. The work is recognized as that of a national standing. See GFC Handbook – Part B, Section 2.3.3. The Associate Professor creates and/or leads innovations and/or knowledge through individual, collaborative and/or community-engaged research and scholarship as well as mentors undergraduate and/or graduate students and/or postdoctoral scholars in developing capacity as researchers. Impact of the research is evident at the academic, community and/or societal levels. Excellence may be acknowledged through research awards offered by the Werklund School, University or at the national level.

4.2.2 **Teaching** The expectation is to teach a variety of courses at the undergraduate and/or graduate program levels, including discipline and research courses. The Associate Professor will demonstrate and provide leadership with: scholarly and evidence-informed teaching and assessment practices; educational activities that relate to Indigenous, sociocultural teaching practices; pedagogical innovation; sharing pedagogical expertise; and course and/or program design and development. The Associate Professor should design and use inclusive teaching practices that support and/or accommodate diverse student learning needs. It is expected that the academic provides supervision, serves on supervisory committees and as neutral chair, as well as provides mentorship for students, postdoctoral scholars and/or colleagues. Excellence in teaching can be recognized through multiple sources such as student evaluations, peer assessments, teaching awards and/or honours.

4.2.3 **Service** The expectation is to make significant contributions to service at the University, including the Werklund School, and to the discipline, profession, and/or community. The Associate Professor will contribute to and lead committee work (standing, ad hoc, councils, taskforce) within the Werklund School and the University. The expectation is to engage and assume leadership of external groups and/or organizations (e.g., consultations, conference planning) that advance their profession, discipline and/or community and to be active on behalf of Werklund School and/or University and/or the discipline at the provincial and/or national levels.

4.3 Professor (Teaching and Research) Rank

Appendix 11.1 provides a table showing a non-exhaustive range of criteria at the entry level that can be used in the articulation of how performance expectations are being met or exceeded. .

4.3.1 **Research and Scholarship** A Professor maintains an active, sustained high-quality program of research and scholarship, a sustained track record of obtaining external competitive funding (e.g., Tri-Council) to support research, and demonstrates success in leading and/or participating in various collaborative funding initiatives at the national and/or international levels. The research and scholarship continues to have a major impact in the discipline, profession and/or community with the work being recognized of the calibre of international standing. The Professor creates and leads innovations and/or knowledge through individual, collaborative and/or community-engaged research and scholarship and takes a leadership role in mentoring undergraduate and/or graduate students and/or postdoctoral scholars and/or colleagues in developing capacity as researchers. Evidence is reflected through substantive and sustained publications and presentations in peer-reviewed scholarly venues, along with engagement in social and other forms of media as well as being an invited keynote or speaker at national and/or international conferences or leading venues. Their work is recognized through awards and/or prizes that bring distinction to the Werklund School and University.

4.3.2 **Teaching** The expectation is to teach a variety of courses at the undergraduate and/or graduate program levels, including discipline and research courses. The Professor demonstrates and leads in the following: the transfer of new knowledge and innovations with regards to teaching and learning beyond Werklund School and University; scholarly and evidence-informed teaching and assessment practices; quality assurance activities; educational activities that relate to Indigenous, sociocultural teaching practices; pedagogical innovation; sharing pedagogical expertise; and course and/or program design and development. The Professor designs and uses inclusive teaching practices that support and/or accommodate diverse student learning needs. It is expected that the academic has an established and ongoing record of supervision and mentorship of students, postdoctoral scholars, other trainees, and/or colleagues, and participation in supervisory committees and as neutral chair. Excellence in teaching can be recognized through multiple sources such as student evaluations, peer assessments, and University, national and/or international awards and/or honours.

4.3.3 **Service** The expectation is to have a distinguished record of service contributions to the University, including the Werklund School, and to the discipline, profession, and/or community. The Professor will demonstrate leadership on a variety of committees (standing, ad hoc, councils, taskforce) both in the Werklund School and the University. The expectation is to demonstrate leadership with a number of external groups and/or organizations (e.g., consultations, conference planning) that advance their profession, discipline and/or community. The Professor is active on behalf of the Werklund School and/or University and/or the discipline at the provincial, national and/or international levels.

Teaching-Focused Stream

The teaching-focused ranks are focused principally on the scholarship and/or research of teaching and application and on service.

Note: In such cases where an academic in the teaching-focused stream selects to engage in primary research and wishes to receive credit for this in the merit assessment process, the criteria for the corresponding stream for teaching and research will be applied. Further, in cases where an academic in the teaching-focused stream selects to engage in supervision, the criteria for the corresponding stream for teaching and research will be applied.

4.4   Assistant Professor (Teaching) Rank

Appendix 11.2 provides a table showing a non-exhaustive range of criteria at the entry level that can be used in the articulation of how performance expectations are being met or exceeded.

> **4.4.1**   **Teaching** The Assistant Professor (Teaching) is to teach at the undergraduate and/or graduate levels and has the opportunity to develop a strong teaching record that engages in scholarly and evidence-informed teaching and assessment practices, educational activities that relate to Indigenous and sociocultural teaching practices, and participation in course and/or program design and development.
>
> See GFC Handbook – Part B, Section 2.5.2.
>
> As part of being current with pedagogical practice within the discipline, activities will inform and enhance the Assistant Professor (Teaching)'s knowledge of teaching and engagement in professional learning and development to inform practice.
>
> The Assistant Professor (Teaching) should design and use inclusive teaching practices that support and/or accommodate diverse student learning needs. The academic engages in mentorship of students in designing, facilitating and assessing learning through evidence-informed pedagogical practice.
>
> **4.4.2**   **Service** The expectation is to engage in service at the University, including the Werklund School, and to the discipline, profession, and/or community. The commitment to service will increase over time within the rank. The Assistant Professor (Teaching) will engage in some committee work (standing, ad hoc and/or councils) within the Werklund School. The expectation is to maintain membership and engage with professional and community organizations consistent with their discipline or field of study at the local, provincial and/or national levels.

4.5 Associate Professor (Teaching) Rank

Appendix 11.2 provides a table showing a non-exhaustive range of criteria at the entry level that can be used in the articulation of how performance expectations are being met or exceeded

4.5.1 **Teaching** The Associate Professor (Teaching) is to teach a variety of courses at the undergraduate and/or graduate program levels, including discipline and research courses. The academic will demonstrate and provide leadership in scholarly and evidence-informed teaching and assessment practices, educational activities that relate to Indigenous and sociocultural teaching practices, pedagogical innovation, sharing pedagogical expertise, and course and/or program design and development. The Associate Professor (Teaching) should design and use inclusive teaching practices that support and/or accommodate diverse student learning needs. It is expected that the academic mentors students in designing, facilitating and assessing learning through evidence-informed pedagogical practice. Excellence in teaching can be recognized through multiple sources such as student evaluations, peer assessments, teaching awards and/or honours.

The expectation for Associate Professor (Teaching) is to engage in scholarship and/or research focused on maintaining currency in pedagogy and curriculum design and informing instructional knowledge that advances theory, practice, and/or policy related to teaching and learning. As part of being current with pedagogical practice within the discipline, activities will inform and enhance the Associate Professor (Teaching)'s knowledge of teaching. Evidence of scholarly activities, appropriate to time in rank, may include developing and presenting a faculty workshop on an instructional activity or pedagogical practice, presenting SoTL or other teaching-related in peer-reviewed, non-peer reviewed, and/or professional venues. The Associate Professor (Teaching) will also engage in professional learning and development activities to inform practice.

4.5.2 **Service** The expectation is to make contributions to service at the University, including in the Werklund School. The Associate Professor (Teaching) will contribute to and lead committee work (standing, ad hoc, councils, taskforce) within the Werklund School. The expectation is to engage in advancing their discipline, field of study and/or profession at the local, provincial and/or national levels. The academic will contribute on behalf of Werklund School, University and/or the discipline to local, provincial and/or national initiatives related to teaching and learning.

4.6   Professor (Teaching) Rank

[Appendix 11.2](#) provides a table showing a non-exhaustive range of criteria at the entry level that can be used in the articulation of how performance expectations are being met or exceeded.

4.6.1   **Teaching** The Professor (Teaching) is to teach a variety of courses at the undergraduate and/or graduate program levels, including discipline and research courses. The academic will demonstrate and provide leadership on the following: scholarly and evidence-informed teaching and assessment practices; educational activities that relate to Indigenous and sociocultural teaching practices; pedagogical innovation; sharing pedagogical expertise; course and/or program design and development; and quality assurance activities in programs. The Teaching Professor should design and use inclusive teaching practices that support and/or accommodate the diversity of student learning needs. The academic has a major educational leadership role in strengthening teaching capacity in the Werklund School through mentoring students and/or colleagues in designing, facilitating and assessing learning through evidence-informed pedagogical practice. Excellence in teaching can be recognized through multiple sources such as student evaluations, peer assessments, teaching awards and/or honours.

The Professor (Teaching) is expected to engage in scholarship and/or research focused on maintaining currency in pedagogy and curriculum design and informing instructional knowledge that advances theory, practice, and/or policy related to teaching and learning and/or contribute to the discipline. The academic leads collaborations with colleagues and/or students focused on being current in the field and/or informing instructional knowledge. Evidence of scholarly activities may include workshops, presentations and publications in SoTL and/or other teaching-related research in peer-reviewed, non-peer reviewed, and/or professional venues. Through research and scholarship, the Teaching Professor will be advancing innovations of teaching and learning and engage in dissemination in the Werklund School, University and/or broader community. The academic will engage in professional learning and development to inform teaching practice and student learning.

4.6.2   **Service** The expectation is to have a distinguished record of service contributions to the Werklund School, University, discipline, profession, and/or broader community. The Professor (Teaching) will contribute to and lead committee work (standing, ad hoc, councils, taskforce) within the Werklund School and University. The expectation is to engage in advancing their discipline, field of study and/or profession at the local, provincial and/or national levels. For example, participating as a reviewer for teaching-related scholarly journals, conference proposals, or other service to teaching. The academic contributes meaningful educational leadership to and provides consultation on behalf of the Werklund School, University and/or the discipline to provincial and/or national initiatives related to teaching and learning.

5.0 Guidelines Relating to Criteria for Renewal, Tenure, and Promotion

(Refer to GFC Handbook, Part B, Section 3)

The following criteria is to be used when the Faculty Tenure and Promotion Committee (FTPC) is reviewing applications for renewal, tenure and promotion. FTPC shall consider the complete career record of the applicant. It is important to note that a solid record in research and scholarship, teaching, and service is expected. Performance expectations, especially as they pertain to quality of work accomplished, will increase with ascending academic rank and with progression through a rank.

Differing individual backgrounds and diversity of career paths are recognized.

5.1 Renewal

An application for renewal of an Assistant Professor (Teaching and Research) or Assistant Professor (Teaching) requires evidence of effectiveness in each of the three functions – research and scholarship, teaching, and service.

Descriptions of the requirements for each of the three functions within the particular rank of appointment are provided in the *Faculty Guidelines Section 4 Requirements for Academic Staff Ranks and Streams*.

5.2 Tenure and Promotion in the Teaching and Research Stream

5.2.1 New Appointment *with* Tenure (Teaching and Research)

For new academic staff, who do not hold a University of Calgary appointment, the appointment *with* tenure requires:

- evidence of effectiveness in each of the three functions – research and scholarship, teaching, and service
  - o descriptions of the requirements for each of the three functions within the particular rank of appointment are provided in the *Faculty Guidelines Section 4 Requirements for Academic Staff Ranks and Streams*.

5.2.2 Tenure and Promotion to Associate Professor (Teaching and Research)

For academic staff, who hold a current appointment, an applicant for promotion *with* tenure to Associate Professor requires

- evidence of effectiveness in each of the three functions – research and scholarship, teaching, and service

The following table provides examples of what the evidence should show for each of the three functions.

Tenure and Promotion to Associate Professor (Teaching and Research)		
Research and Scholarship	**Teaching**	**Service**
Successful research and scholarship is required at this rank. Evidence should show:	Successful teaching is required at this rank. Evidence should show:	Significant record of service at this rank. Evidence should show:
Research Program − An established program of research and scholarship of the calibre of national standing. **Research Funding** − Individual (PI) or collaborative (Co-PI, Co-I, as applicable) peer reviewed research grants, projects and/or contracts. **Knowledge Creation, Innovation and Transfer** − Creation and/or leading innovations and/or knowledge through individual, collaborative, and/or community-engaged research and scholarship. **Knowledge Mobilization** − A record of peer-reviewed and professional publications, in-press manuscripts, and presentations within the discipline and/or field.	**Instruction** − Alignment of teaching philosophy statement with teaching strategies and assessment practices. − Scholarly inquiry of current pedagogy and developments in content knowledge to teaching practice. − Quality instruction of students in classroom, group, field, and/or clinical settings. − Positive teaching evaluations from multiple data sources. − Expertise in integration of contemporary pedagogies and inclusive and innovative teaching practices in face-to-face, online, and blended learning environments.	**Service to the University, including the Werklund School** − Promotion of the Werklund School's vision, mission and goals. − Participation on Educational Study Area committees. − Participation on various Werklund School committees (standing, ad hoc and/or councils). − Contribution to organizing and/or co-hosting Werklund School initiatives and functions.
Activities Resulting from New Insights − Contributions to academic advances and to the creation of new capacities, policies and/or strategies, as well as mentor students in developing their research capacity.	**Program and Course Design** − Contributions in individual and/or collaborative course and program design, development and evaluation through a research- and evidence-informed approach.	**Service to the Discipline, Profession, and /or Community** − Participation through membership in organizations that advance the discipline and/or profession at the provincial and/or national levels through involvement in some of the following roles: reviewing (e.g., article and book manuscripts, grant proposals, conference presentations and/or proceedings, etc.), editorships (e.g., guest editor), etc. at provincial and/or national levels.
Academic, Community and Societal Impacts − Research and scholarship are beginning to inform and influence policy, practice and/or societal trends and issues.	**Supervision** − Supervision of students in their programs, member of supervisory and examination committees, and serves as a neutral chair. **Mentorship** − Mentoring of students in designing, facilitating and assessing learning through evidence-informed pedagogical practice. **Educational Leadership** − Contributions of meaningful educational leadership to the Werklund School, University, and/or to the broader community.	

5.3 Tenure and Promotion in the Teaching-focused Stream

5.3.1 New Appointment *with* Tenure (Teaching-Focused)

For new academic staff, who do not hold a University of Calgary appointment, the appointment *with* tenure requires:

- evidence of effectiveness in each of teaching and service
  - o descriptions of the requirements within the particular rank of appointment are provided in the *Faculty Guidelines Section 4 Requirements for Academic Staff Ranks and Streams*.

5.3.2 Tenure and Promotion to Associate Professor (Teaching)

For academic staff, who hold a current appointment, an application for promotion *with* tenure to Associate Professor (Teaching) requires:

- evidence of effectiveness in teaching (including scholarship and/or research) and service.
  - o descriptions of the requirements within the particular rank of appointment are provided in the *Faculty Guidelines Section 4 Requirements for Academic Staff Ranks and Streams*.

The following table provides examples of what the evidence should show for each of the functions.

Tenure and Promotion to Associate Professor (Teaching)	
Teaching, Scholarship and/or Research	**Service**
Successful teaching is required at this rank. Evidence should show:	Significant record of service is required at this rank. Evidence should show:
Instruction − Alignment of teaching philosophy statement with teaching strategies and assessment practices. − Scholarly inquiry of current pedagogy and developments in content knowledge to teaching practice. − Quality instruction of students in classroom, group, field, and/or clinical settings. − Positive teaching evaluations from multiple data sources. − Expertise in integration of contemporary pedagogies and inclusive and innovative teaching practices in face-to-face, online, and blended learning environments.	**Service to the University, including Werklund School** − Promotion of the Werklund School's vision, mission and goals. − Participation on Educational Study Area committees. − Participation on various Werklund School committees (standing, ad hoc and/or councils). − Contributions to organizing and/or co-hosting Werklund School initiatives and functions.
Program and Course Design − Contributions in individual and/or collaborative course and program design, development and evaluation through a research- and evidence-informed approach.	**Service to the Discipline, Profession, and /or Community** − Participation through membership in organizations that advances the discipline and/or profession at the provincial and/or national levels through such activities as reviewing (e.g., article and book manuscripts, grant proposals, conference presentations and/or

Tenure and Promotion to Associate Professor (Teaching)	
Teaching, Scholarship and/or Research	**Service**
Supervision − Service on supervisory and examination committees and as a neutral chair.	proceedings, etc.), conference planning, etc. at provincial and/or national levels.
Scholarship and/or Research of Teaching and Application normally includes: − Establishing scholarship and/or research focused on maintaining currency in pedagogy and curriculum design and informing instructional knowledge and practice. − Creation and/or leading innovations and/or knowledge through individual, collaborative, and/or community-engaged scholarship and/ or research focused on teaching and learning. − An emerging record of peer-reviewed and professional publications, in-press manuscripts, and presentations within the discipline and/or field advancing knowledge in teaching and learning.	

5.4 Promotion to Professor (Teaching and Research) or Professor (Teaching)

5.4.1 Promotion to Professor (Teaching and Research)

An application for promotion to Professor requires:

- evidence of effectiveness in each of the three functions – research and scholarship, teaching, and service.

The following table provides examples of what the evidence should show for each of the three functions.

Promotion to Professor (Teaching and Research)		
Research and Scholarship	**Teaching**	**Service**
Successful research and scholarship is required at this rank. Evidence should show:	Successful teaching is required at this rank. Evidence should show:	Distinguished record of service at this rank. Evidence should show:
Research Program − An established program of research and scholarship of the calibre of international standing. **Research Funding** − Holding of significant and substantial individual (PI) or collaborative (PI, Co-PI, Collaborator) peer reviewed provincial, national and/or international research grants, projects, and/or contracts. **Knowledge Creation, Innovation and Transfer** − Creation and leading innovations and/or knowledge through individual, collaborative, and/or community-engaged research and scholarship. **Knowledge Mobilization** − A significant record of peer-reviewed and professional publications, in-press manuscripts, and presentations within the discipline and/or field. **Activities Resulting from New Insights** − Substantive contributions to academic advances and to the creation of new capacities, policies and/or strategies, as well as mentoring students in developing their research capacity.	**Instruction** − Alignment of teaching philosophy statement with teaching strategies and assessment practices. − Leadership in scholarly inquiry of current pedagogy and developments in content knowledge to teaching practice. − Distinguished achievement of instruction of students in classroom, group, field, and/or clinical settings. − Strong teaching evaluation record from multiple data sources that reflects excellence in teaching. − Leadership and mentorship in the application of pedagogical theories and curriculum design in the Werklund School and/or University. − Demonstrated leadership of contemporary pedagogies and inclusive and innovative teaching practices in face-to-face, online, and blended learning environments. − Demonstrated excellence in designing and using a range of research- and evidence-informed contemporary assessment strategies.	**Service to the University, including the Werklund School** − Ongoing leadership in promoting the Werklund School's vision, mission and goals. − Leadership and mentorship on Educational Study Area committees. − Leadership on various Werklund School committees (standing, ad hoc and/or councils). − Leadership in organizing and/or co-hosting Werklund School initiatives and functions. **Service to the Discipline, Profession, and /or Community** − Leadership in discipline, professional and/or community activities at the local, provincial, national and/or international level related to one's academic area(s) of research and scholarship. − Contributions in advancing the discipline and/or professional organizations through various roles and leadership opportunities such as reviewing (e.g., article and book

Promotion to Professor (Teaching and Research)		
Research and Scholarship	**Teaching**	**Service**
Successful research and scholarship is required at this rank. Evidence should show:	Successful teaching is required at this rank. Evidence should show:	Distinguished record of service at this rank. Evidence should show:
Academic, Community and Societal Impacts − Record of clear impact of how program of research and scholarship are informing and influencing policy, practice and/or societal trends and issues.	− Recognition of teaching excellence through nominations and/or receiving University and/or national awards and/or honours. **Program and Course Design** − Leadership of collaborations in course and program design, development and evaluation and quality assurance activities through a research- and evidence-informed approach. **Supervision** − Supervision of students in their programs, serves on supervisory and examination committees in the Werklund School, the University and/or with other Universities, and serves as a neutral chair. **Mentorship** − Mentorship of students, postdoctoral scholars, and/or colleagues in designing, facilitating and assessing learning through evidence-informed pedagogical practice. **Educational Leadership** − Contributions of meaningful educational leadership and provides consultation to Werklund School, University, and/or to the broader community.	manuscripts, grant proposals, conference presentations and/or proceedings, etc.), editorships (e.g., associate, guest editor, and editor-in-chief), editorial boards, conference planning committees, etc. at provincial, national, and/or international levels − Contributions on behalf of the Werklund School, University and/or the discipline to provincial, national and/or international initiatives.

5.4.2 Promotion to Professor (Teaching)

An application for promotion to Professor (Teaching) requires documented evidence of effectiveness of teaching (including scholarship and/or research) and service.

• as set out in GFC Handbook – Part B, Section 2.7.1

The following table provides examples of what the evidence should show for each of the functions.

Promotion to Professor (Teaching)		
Teaching **(including Scholarship and/or Research)** Successful teaching is required at this rank.		**Service** Distinguished record of service is required at this rank.
Evidence should show:	Evidence should show achievement in **three** of the following four categories:	Evidence should show:
Instruction − Alignment of teaching philosophy statement with teaching strategies and assessment practices. − Leadership in scholarly inquiry of current pedagogy and developments in content knowledge to teaching practice. − Distinguished achievement of instruction of students in classroom, group, field, and/or clinical settings. − Strong teaching evaluation record from multiple data sources that reflects excellence in teaching. − Leadership and mentorship in the application of pedagogical theories and curriculum design in the Werklund School and/or University. − Demonstrated leadership of contemporary pedagogies and inclusive and innovative teaching practices in face-to-face, online, and blended learning environments. − Demonstrated excellence in designing and using a range of research- and evidence- informed contemporary assessment strategies. − Recognition of teaching excellence through nominations and/or receiving University and/or national awards and/or honours.	**Professional Learning and Development** − Scholarly inquiry into teaching that is informed by current pedagogy and developments in content knowledge. − Application of concepts from a range of professional learning opportunities focused on improving one's own instructional knowledge and practices and student learning.	**Service to the University, including the Werklund School** − Leadership in promoting the Werklund School's vision, mission and goals. − Leadership and mentorship on Educational Study Area committees. − Participation and leadership on various Werklund School and/or University committees (standing, ad hoc and/or councils). − Leadership in organizing and/or co-hosting Werklund School and/or University initiatives and functions.
	Scholarship and/or Research normally includes: − Scholarship and/or research focused on maintaining currency in pedagogy and curriculum design and informing instructional knowledge and practice. − Creation and leading innovations and/or knowledge through individual, collaborative, and/or community-engaged scholarship focused on teaching and learning relevant to the discipline and/or field. − A consistent record of peer-reviewed and professional publications, in-press manuscripts, and presentations within the discipline and/or field.	**Service to the Discipline, Profession, and /or Community:** − Participation through membership in organizations that advances the discipline and/or profession at the provincial and/or national levels through such activities as reviewing (e.g., article and book manuscripts, grant proposals, conference presentations and/or proceedings, etc.), conference planning, etc. at provincial and/or national levels. − Contributions on behalf of the Werklund School, University and/or the discipline on local, provincial, and/or national initiatives

Promotion to Professor (Teaching)		
Teaching **(including Scholarship and/or Research)** Successful teaching is required at this rank.		**Service** Distinguished record of service is required at this rank.
Program and Course Design − Leadership of collaborations in course and program design, development and evaluation and quality assurance activities through a research- and evidence-informed approach.	**Mentorship** − Mentorship of students in designing, facilitating and assessing learning through evidence-informed pedagogical practice.	
Supervision − Service on supervisory and examination committees, and as a neutral chair, along with supporting students in developing applications for awards, scholarships and/or research funding.	**Educational Leadership** − Contribution of meaningful educational leadership to Werklund School, University, and/or to the broader community.	

5.5 Transfer between Streams

When an academic staff member applies to transfer between streams, the individual will need to meet the criteria for the rank and stream for which they are transferring to as outlined in the GFC Handbook and the Faculty Guidelines.

6.0 Guidelines Relating to Criteria for Merit Assessment

Contributions of academic staff are appreciated for the expertise they bring to the Werklund School.

For the professorial stream, the expectation is to maintain a program of research and scholarship in their discipline and/or field. For the teaching-focused stream, the expectation of research and scholarship is to maintain currency in the field and inform pedagogical practice.

For purposes of biennial assessments of academic staff member performance, the Werklund School utilizes an overall rating that addresses research and scholarship, teaching, and service together.

Academic staff who hold formally appointed administrative positions will be assessed on the quality of the leadership. This assessment is included as part of the overall performance review.

Refer to the following sections within the GFC Handbook – Part B:

- 4.2 Criteria for Assessing Research and Scholarship Activities
- 4.3 Criteria for Assessing Teaching Activities
- 4.4 Criteria for Assessing Service Activities

7.0 Academic Appointment Selection Procedures and Position Postings

The GFC Handbook provides detailed information to guide the process for academic appointment selection procedures. See GFC Handbook – Part C, Section 3.1.1.

The Dean determines the selection committee composition. All members are appointed by the Dean to the committee. If the chair of the selection committee is not the Dean, then the chair will recommend committee members to be approved by the Dean.

7.1 Academic Appointment Selection Committee Composition

Academic selection committees in the Werklund School will have the following members:

- Chair (Dean or Delegate)
- Three to five voting members of the Werklund School will be appointed from academic staff with Continuing, Limited Term and Contingent appointments (the majority holding a Continuing appointment). The Dean will ensure diverse representation within the composition of the committee.
- One appointed voting member will be from the Werklund School but outside of the specialization area.
- One appointed voting member will be a Continuing academic appointment from outside the Werklund School.

- One graduate student from the specialization area will be a voting member of the committee.
- When relevant to enhance the committee, one more member (non-academic) may be appointed to the committee to provide additional expertise as a voting member of the committee.
- Option: As the Dean reviews the committee composition, attention will be given to ensure diverse representation. Up to two members may be added to the committee for equity, diversity, and inclusive representation.

In addition to Part C, Section 3.2.1, the chair will ensure all committee members have received training and/or information with regard to attending to "unconscious bias" or "implicit bias."

All members of the committee have a responsibility to complete training to ensure fairness of the proceedings as outlined in GFC Handbook – Part C, Sections 3.2.3 and 3.2.4.

8.0 Expedited Extraordinary Procedures for Spousal and Strategic Hiring

(see GFC Handbook, Part C – Section 5)

9.0 Equitable and Inclusive Hiring Initiatives

(see GFC Handbook, Part C – Section 6)

10.0 Other Appointments

10.1 Special Limited Term Appointment

(see GFC Handbook, Part C – Section 7.1)

10.2 Conversion of Contingent and Limited Term Appointment

(see GFC Handbook, Part C – Section 7.2)

11.0 Appendices

11.1 Comparison of Requirements within Teaching and Research Professorial Ranks

Performance expectations at the entry level, especially as they pertain to quality of work accomplished, will increase with ascending academic rank and with progression through Assistant Professor, Associate Professor and Professor. The following tables provide non-exhaustive criteria that can be used in the articulation of how performance expectations are being met or exceeded.

Assistant Professor (Teaching and Research)	Associate Professor (Teaching and Research)	Professor (Teaching and Research)
General		
− Completed doctoral degree − Current curriculum vitae	− Completed doctoral degree − Current curriculum vitae	− Completed doctoral degree − Current curriculum vitae

Assistant Professor (Teaching and Research)	Associate Professor (Teaching and Research)	Professor (Teaching and Research)
Research and Scholarship		
Research Program		
− Formulates a program of research and scholarship beyond the doctoral dissertation and/or post-doctoral scholarship. − Demonstrates emerging contributions through a program of research and scholarship that advances theory, practice, and/or policy. − Demonstrates emerging collaborations with students and colleagues in the Werklund School, and/or with other institutions, and/or other organizations. − Demonstrates emerging research and scholarship excellence evidenced by awards and/or honours related to scholarly outputs to the discipline, profession, and/or field.	− Demonstrates an established recognized research and scholarship program that is of the calibre of national standing. − Demonstrates a program of research and scholarship that demonstrates contributions to advancing theory, practice, and/or policy. − Leads and/or continuously participates in research collaborations with students and colleagues in the Werklund School, and/or with other institutions, and/or other organizations. − Demonstrates research and scholarship excellence evidenced by awards and/or honours related to scholarly outputs to the discipline, profession, and/or field.	− Maintains a fully established, focused program of research and scholarship that is at the calibre of international standing and with substantial work in progress. − Demonstrates a fully established program of research and scholarship that significantly contributes to advancing theory, practice, and/or policy. − Leads research collaborations with students and colleagues in the Werklund School, from other faculties, with other institutions and/or other organizations at the national and/or international levels. − Demonstrates research and scholarship excellence evidenced by national and/or international awards and/or honours related to scholarly outputs to the discipline, profession, and/or field.
Research Funding		

Assistant Professor (Teaching and Research)	Associate Professor (Teaching and Research)	Professor (Teaching and Research)
Research and Scholarship		
− Shows evidence of participation in peer reviewed research grants, projects and/or contracts.	− Holds individual (PI) or collaborative (Co-PI, Co-I, Collaborator as applicable) peer reviewed external research grants, projects, and/or contracts.	− Holds substantial individual (PI) or collaborative (PI, Co-PI, Collaborator) peer reviewed provincial, national and/or international research grants, projects, and/or contracts.
Knowledge Creation, Innovation and Transfer		
− Shows innovations and/or knowledge through individual, collaborative, and/or community-engaged research and scholarship beyond the doctoral dissertation. − May participate in knowledge creation related to Indigenous contexts. − May participate in knowledge creation related to relevant sociocultural contexts.	− Creates and/or leads innovations and/or knowledge through individual, collaborative, and/or community-engaged research and scholarship. − Transfers innovations and/or new knowledge to a variety of academic, professional, and community contexts. − Engages in knowledge creation related to Indigenous contexts. − Engages in knowledge creation related to relevant sociocultural contexts.	− Creates and leads innovations and/or knowledge through individual, collaborative, and/or community-engaged research and scholarship. − Leads the sharing or transfer of innovations and/or new knowledge to a variety of academic, professional, and community contexts. − Leads in knowledge creation related to Indigenous contexts. − Leads in knowledge creation related to relevant sociocultural contexts.
Knowledge Mobilization		
− Demonstrates an emerging record of peer-reviewed and/or professional publications published and/or in-press manuscripts within the discipline and/or field. − Demonstrates the potential to apply research and scholarship in the development of professional resources to be used within the discipline and/or field. − Demonstrates an emerging publishing record in peer reviewed conference proceedings. − Demonstrates an emerging publishing record manuscripts that proceed from conference presentations. − Demonstrates an emerging presentation record at peer reviewed competitive provincial and/or national conferences	− Demonstrates a consistent and varied record of the impact of the individual publications. − Demonstrates a consistent and varied record of peer reviewed and professional publications in highly recognized, high impact national publications within the discipline and/or field, along with in-press manuscripts (e.g., highly recognized publications may include association/discipline journals where association membership is not large enough for journal to be deemed 'high impact'). − Demonstrates an emerging record of the application of research and scholarship in the development of professional resources to be used within the discipline and/or field.	− Demonstrates a substantial record of the impact of the individual publications. − Demonstrates a substantial record of peer reviewed and professional publications in high quality, high impact, national and international publications within the discipline and/or field, along with in-press manuscripts (e.g., highly recognized publications may include association/discipline journals where association membership is not large enough for journal to be deemed 'high impact'). − Demonstrates an ongoing record of the application of research and scholarship in the development of professional resources to be used within the discipline and/or field.

Assistant Professor (Teaching and Research)	Associate Professor (Teaching and Research)	Professor (Teaching and Research)
Research and Scholarship		
and/or leading venues related to the discipline and/or field. − Demonstrates an emerging presentation record at professional and/or non-peer reviewed local and/or provincial conferences and/or leading venues related to the discipline or field. − Demonstrates an emerging record of a combination of solo and/or collaborative publications and/or presentations. − Engages with and/or contributes to social and other forms of media related to the discipline and/or field at the local and/or provincial levels.	− Demonstrates a record of publications in peer reviewed conference proceedings. − Demonstrates a record of publishing manuscripts that proceed from conference presentations. − Demonstrates substantial peer reviewed presentations at competitive provincial and national conferences and/or leading venues related to the discipline and/or field. − Presents at professional and/or non-peer reviewed provincial and national conferences and/or leading venues related to the discipline or field. − Demonstrates a consistent record of a combination of solo and/or collaborative publications and/or presentations. − Engages regularly with and/or contributes to social and other forms of media related to the discipline and/or field at the provincial and/or national levels.	− Demonstrates a substantial record of publications in peer reviewed conference proceedings. − Demonstrates a sustained record of publishing manuscripts that proceed from conference presentations. − Invited to speak at peer reviewed national and international conferences and/or leading venues, particularly as a keynote speaker and/or panel/symposium contributor. − Invited to speak at national and international professional and/or non-peer reviewed provincial and national conferences and/or leading venues related to the discipline or field. − Demonstrates a substantial record of a combination of solo and/or collaborative publications and/or presentations. − Engages regularly with and is invited to contribute to social and other forms of media related to the discipline and/or field at the provincial and/or national levels.
Activities Generated from New Insights (Outcomes)		
− Demonstrates the capacity to mentor undergraduate and/or graduate students in developing research skills. − Potential to contribute to academic advances in which targeted audiences will access and use research findings to advance their understanding, methods, theory, and application. − Demonstrates the potential, through research and scholarship to influence the creation of new capacities, policies, and/or strategies.	− Mentors undergraduate and/or graduate students and/or postdoctoral scholars in developing research capacity. − Makes contributions to academic advances in which targeted audiences will access and use research findings to advance their understanding, methods, theory, and application. − Demonstrates research and scholarship that influences the creation of new capacities, policies, and/or strategies.	− Mentors undergraduate, graduate students, postdoctoral scholars and/or colleagues in developing research capacity. − Leads mentorship in the Werklund School to support developing research capacity. − Makes substantive contributions to academic advances in which targeted audiences will access and use research findings to advance their understanding, methods, theory, and application. − Demonstrates research and scholarship having substantive influence in the creation of new

Assistant Professor (Teaching and Research)	Associate Professor (Teaching and Research)	Professor (Teaching and Research)
Research and Scholarship		
		capacities, policies, and/or strategies.
Academic, Community and Societal Impacts		
− Demonstrates the potential of the program of research and scholarship to advance theory, practice and policy in the discipline and/or field. − Demonstrates potential impact through innovations and/or knowledge with individual, collaborative, and/or community-engaged research and scholarship. − Demonstrates the potential of the program of research and scholarship to inform and influence societal trends and issues.	− Demonstrates the emerging impact of the program of research and scholarship to advance theory, practice and policy in the discipline and/or field. − Demonstrates impact through innovations and/or knowledge with individual, collaborative, and/or community-engaged research and scholarship. − Demonstrates the emerging impact of the program of research and scholarship to inform and influence societal trends and issues.	− Demonstrates the clear impact of the program of research and scholarship to advance theory, practice and policy in the discipline and/or field. − Demonstrates substantive impact through innovations and/or knowledge with individual, collaborative, and/or community-engaged research and scholarship. − Demonstrates the substantive impact of the program of research and scholarship to inform and influence societal trends and issues.

Assistant Professor (Teaching and Research)	Associate Professor (Teaching and Research)	Professor (Teaching and Research)
Teaching		
Instruction		
− Demonstrates knowledge in teaching within one's own discipline area. − Demonstrates how one's scholarship informs teaching and learning. − Demonstrates expertise in the application of pedagogy and curriculum design in classroom, group, field, and/or clinical settings. − Demonstrates the application of contemporary pedagogies and/or inclusive and innovative teaching practices in face-to-face, online, and blended learning environments. − Demonstrates the potential to incorporate contemporary and	− Demonstrates advanced knowledge and expertise in teaching within one's own discipline area. − Demonstrates how one's scholarship is integrated into teaching and learning. − Demonstrates excellence in the application of pedagogy and curriculum design in classroom, group, field, and/or clinical settings. − Demonstrates expertise in the application of contemporary pedagogies and inclusive and innovative teaching practices in face-to-face, online, and blended learning environments.	− Demonstrates deep knowledge and expertise in teaching within one's own discipline. − Demonstrates leadership in integrating one's scholarship into teaching and learning. − Demonstrates leadership and mentorship in the application of pedagogy and curriculum design in classroom, group, field, and/or clinical settings. − Demonstrates excellence in the application of contemporary pedagogies and inclusive and innovative teaching practices in face-to-face, online, and blended learning environments. − Demonstrates leadership in incorporating and designing a

Assistant Professor (Teaching and Research)	Associate Professor (Teaching and Research)	Professor (Teaching and Research)
Teaching		
research- and evidence- informed assessment strategies to inform student learning. − Demonstrates emerging scholarly inquiry of current pedagogy and developments in content knowledge to one's own teaching practice. − Demonstrates emerging application of incorporating student feedback to inform instruction and assessment. − Demonstrates the potential to receive recognition of teaching excellence through multiple sources such as student evaluations, peer assessments, teaching awards and/or honours.	− Incorporates a range of contemporary and research- and evidence- informed assessment strategies to inform student learning. − Incorporates scholarly inquiry of current pedagogy and developments in content knowledge to one's own teaching practice. − Demonstrates application of incorporating student feedback to inform instruction and assessment. − Receives recognition of teaching excellence through multiple sources such as student evaluations, peer assessments, teaching awards and/or honours.	range of research- and evidence- informed contemporary assessment strategies. − Demonstrates leadership of scholarly inquiry of current pedagogy and developments in content knowledge to one's own teaching practice. − Demonstrates leadership in the application of incorporating student feedback to inform instruction and assessment. − Receives recognition of teaching excellence through multiple sources such as student evaluations, peer assessments, teaching awards and/or honours.
Program and Course Design		
− Demonstrates the potential to participate in course design, development and evaluation. − Demonstrates the potential to participate in the collaborative design and development of courses and/or programs through a research and evidence-informed approach. − Demonstrates the potential to use contemporary pedagogies and/or inclusive and innovative teaching practices in the design and development of face-to-face, online, and blended learning. − Demonstrates the potential to participate in quality assurance activities in programs (e.g., curriculum review).	− Contributes to course design, development and evaluation. − Collaborates in the design and development of courses and/or programs through a research and evidence-informed approach. − Demonstrates expertise in the use of contemporary pedagogies and inclusive and innovative teaching practices in the design and development of face-to-face, online, and blended learning. − Engages and contributes to quality assurance activities in programs (e.g., curriculum review).	− Leads course design, development and evaluation. − Leads collaborations in the design and development of courses and/or programs through a research and evidence-informed approach. − Demonstrates excellence in the use of contemporary pedagogies and inclusive and innovative teaching practices in the design and development of face-to-face, online, and blended learning. − Leads quality assurance activities in programs (e.g., curriculum review).
Supervision		
− Demonstrates the potential to participate to supervise and/or co-supervise undergraduate and graduate students in successful and timely completion of their program.	− Supervises undergraduate and graduate students in successful and timely completion of their program. − Serves on supervisory and examination committees in the	− Supervises undergraduate and/or graduate students in successful and timely completion of their program. Provides mentorship to colleagues through co-supervision.

Assistant Professor (Teaching and Research)	Associate Professor (Teaching and Research)	Professor (Teaching and Research)
Teaching		
− Demonstrates the potential to serve on supervisory and examination committees in the Werklund School. − Demonstrates the potential to serve as a neutral chair. − Demonstrates the potential to support and/or co-supports students in developing applications for awards, scholarships and/or research funding.	Werklund School and the University. − Serves regularly as a neutral chair. − Supports students in developing applications for awards, scholarships and/or research funding.	− Serves on supervisory and examination committees in the Werklund School, in the University and with other universities. − Serves regularly as a neutral chair. − Supports numerous students in developing applications for awards, scholarships and/or research funding.
Mentorship		
− Demonstrates the potential to mentor undergraduate and/or graduate students in designing, facilitating and assessing learning through evidence-informed pedagogical practice.	− Mentors undergraduate and/or graduate students and/or postdoctoral scholars in designing, facilitating and assessing learning through evidence-informed pedagogical practice.	− Mentors undergraduate, graduate students, postdoctoral scholars and/or colleagues in designing, facilitating and assessing learning through evidence-informed pedagogical practice. − Leads mentorship in the Werklund School to support developing teaching effectiveness capacity.
Educational Leadership		
− Demonstrates the potential of pedagogical exploration of educational activities that relate to Indigenous and sociocultural contexts informed by equitable, diverse, and inclusive teaching practices. − Demonstrates the potential to participate in sharing pedagogical expertise in the Werklund School. − Demonstrates the potential to participate in educational leadership in the Werklund School.	− Contributes to leading curricular design and development of courses and/or programs. − Leads in developing and applying pedagogical innovation to inform teaching practices in the Werklund School. − Implements educational activities that relate to Indigenous and sociocultural contexts informed by equitable, diverse, and inclusive teaching practices. − Shares pedagogical expertise in the Werklund School regularly. − Contributes to the educational leadership in Werklund School, University, and/or to the broader community.	− Leads curricular design and development of courses and programs. − Leads and provides mentorship in developing and applying pedagogical innovation to inform teaching practices in the Werklund School. − Implements substantive educational activities that relate to Indigenous and sociocultural contexts informed by equitable, diverse, and inclusive teaching practices. − Leads in sharing pedagogical expertise in the Werklund School and/or University. − Contributes to the educational leadership and provides consultation to Werklund School, University, and/or to the broader community.

Assistant Professor (Teaching and Research)	Associate Professor (Teaching and Research)	Professor (Teaching and Research)
Service		
Service to the University, including the Werklund School		
− Demonstrates the potential to participate in promoting the Werklund School's vision, mission and goals. − Demonstrates the potential to participate on Educational Study Area committees − Demonstrates the potential to participate as a member on Werklund School committees (standing, ad hoc and/or councils). − Demonstrates the potential to participate in organizing Werklund School initiatives and functions (e.g., speaker events, seminars, orientation workshops, webinars, etc.).	− Leads and promotes the Werklund School's vision, mission and goals. − Leads on Educational Study Area committees. − Contributes and/or leads various Werklund School committees (standing, ad hoc and/or councils) and contributes to University committees. − Leads in organizing and/or co-hosting Werklund School initiatives and functions (e.g., speaker events, seminars, orientation workshops, webinars, etc.).	− Demonstrates ongoing leadership in promoting the Werklund School's vision, mission and goals. − Leads and provides mentorship on Educational Study Area committees − Leads various Werklund School committees (standing, ad hoc, task forces, and/or councils) and contributes to and/or leads University committees. − Leads in organizing and/or co-hosting Werklund School and/or University initiatives and functions (e.g., speaker events, seminars, orientation workshops, webinars, etc.).
Service to the Discipline, Profession, and/or Community		
− Demonstrates the potential to participate in discipline, professional and/or community activities at the local, provincial and/or national level related to one's academic area(s) of research and scholarship. − Demonstrates the potential to participate through membership in organizations that advance the discipline and/or profession at the provincial and/or national levels through involvement in some of the following roles such as reviewing (e.g., article and book manuscripts, grant proposals, conference presentations and/or proceedings, etc.), editorships (e.g., guest editor), etc. at provincial and/or national levels. − Demonstrates the potential to provide letters of reference and recommendations for students, colleagues, and/or community members.	− Participates in and assumes a leadership role of discipline, professional and/or community activities at the local, provincial and/or national level related to one's academic area(s) of research and scholarship. − Contributes in advancing the discipline and/or professional organizations at the provincial and/or national levels through various roles such as reviewing (e.g., article and book manuscripts, grant proposals, conference presentations and/or proceedings, etc.), editorships (e.g., associate, guest editor, and editor-in-chief), editorial boards, conference planning committees, etc. at provincial and/or national levels. − Provides letters of reference, recommendations, evaluations, and nominations for awards and other major distinctions for	− Leads discipline, professional and/or community activities at the local, provincial, national and/or international level related to one's academic area(s) of research and scholarship. − Contributes in advancing the discipline and/or professional organizations through various roles and leadership opportunities such as reviewing (e.g., article and book manuscripts, grant proposals, conference presentations and/or proceedings, etc.), editorships (e.g., associate, guest editor, and editor-in-chief), editorial boards, conference planning committees, etc. at provincial, national, and/or international levels. − Provides letters of reference, recommendations, evaluations, and leads nominations for awards and other major distinctions for students, colleagues, and/or community members.

Assistant Professor (Teaching and Research)	Associate Professor (Teaching and Research)	Professor (Teaching and Research)
Service		
− Demonstrates the potential to participate on behalf of the Werklund School and/or the discipline on local, provincial and/or national initiatives.	students, colleagues, and/or community members. − Contributes on behalf of the Werklund School, University and/or the discipline on local, provincial and/or national initiatives.	− Contributes meaningful leadership to and provides consultation on behalf of the Werklund School, University and/or the discipline on provincial, national and/or international initiatives.

11.2 Comparison of Requirements within Teaching-focused Stream

Performance expectations at the entry level, especially as they pertain to quality of work accomplished, will increase with ascending academic rank and with progression through each rank of Assistant Professor (Teaching) , Associate Professor (Teaching) and Teaching Professor. The following tables provide a range of criteria that can be used in the articulation of how performance expectations are being met or exceeded.

Assistant Professor (Teaching)	Associate Professor (Teaching)	Professor (Teaching)
	General	
− Normally holds a completed doctoral degree − Current curriculum vitae	− Completed doctoral degree − Current curriculum vitae	− Completed doctoral degree − Current curriculum vitae

Assistant Professor (Teaching)	Associate Professor (Teaching)	Professor (Teaching)
	Teaching	
Instruction		
− Demonstrates advanced knowledge in teaching within one's own discipline area. − Demonstrates how scholarship informs teaching and learning. − Demonstrates expertise in the application of pedagogy and curriculum design in classroom, group, field, and/or clinical settings. − Demonstrates the application of contemporary pedagogies and/or inclusive and innovative teaching practices in face-to-face, online, and blended learning environments. − Demonstrates the potential to incorporate contemporary and research- and evidence-informed assessment strategies to inform student learning. − Demonstrates emerging scholarly inquiry of current pedagogy and developments in content knowledge to one's own teaching practice. − Demonstrates emerging application of incorporating student feedback to inform instruction and assessment. − Demonstrates the potential to receive recognition of teaching	− Demonstrates advanced knowledge and expertise in teaching within one's own discipline area. − Demonstrates how one's scholarship is integrated into teaching and learning. − Demonstrates excellence in the application of pedagogy and curriculum design in classroom, group, field, and/or clinical settings. − Demonstrates expertise in the application of contemporary pedagogies and inclusive and innovative teaching practices in face-to-face, online, and blended learning environments. − Incorporates a range of contemporary and research- and evidence-informed assessment strategies to inform student learning. − Incorporates scholarly inquiry of current pedagogy and developments in content knowledge to one's own teaching practice. − Demonstrates application of incorporating student feedback to inform instruction and assessment.	− Demonstrates deep knowledge and expertise in teaching within one's own discipline. − Demonstrates leadership in integrating one's research and scholarship into teaching and learning. − Demonstrates leadership and mentorship in the application of pedagogy and curriculum design in classroom, group, field, and/or clinical settings. − Demonstrates excellence in the application of contemporary pedagogies and inclusive and innovative teaching practices in face-to-face, online, and blended learning environments. − Demonstrates leadership in incorporating and designing a range of and research- and evidence-informed contemporary assessment strategies. − Demonstrates leadership of scholarly inquiry of current pedagogy and developments in content knowledge to one's own teaching practice. − Demonstrates leadership in the application of incorporating student feedback to inform instruction and assessment.

Assistant Professor (Teaching)	Associate Professor (Teaching)	Professor (Teaching)
Teaching		
excellence through multiple sources such as student evaluations, peer assessments and/or nominations of Werklund School awards.	− Receives recognition of teaching excellence through multiple sources such as student evaluations, peer assessments, teaching awards and/or honours.	− Receives recognition of teaching excellence through multiple sources such as student evaluations, peer assessments, teaching awards and/or honours.
Program and Course Design		
− Demonstrates the potential to participate in course design, development and evaluation. − Demonstrates the potential to participate in the collaborative design and development of courses and/or programs through a research- and evidence-informed approach. − Demonstrates the potential to use contemporary pedagogies and/or inclusive and innovative teaching practices in the design and development of face-to-face, online, and blended learning. − Demonstrates the potential to participate in quality assurance activities in programs (e.g., curriculum review). − Demonstrates the potential to participate the include one's scholarship to inform the design, development and revision of courses and/or programs.	− Contributes to course design, development and evaluation. − Collaborates in the design and development of courses and/or programs through a research and evidence-informed approach. − Demonstrates expertise in the use of contemporary pedagogies and inclusive and innovative teaching practices in the design and development of face-to-face, online, and blended learning. − Engages and contributes to quality assurance activities in programs (e.g., curriculum review). − Integrates one's scholarship to inform the design, development and revision of courses and/or programs.	− Leads course design, development and evaluation. − Leads collaborations in the design and development of courses and/or programs through a research- and evidence-informed approach. − Demonstrates excellence in the use of contemporary pedagogies and inclusive and innovative teaching practices in the design and development of face-to-face, online, and blended learning. − Leads quality assurance activities in programs (e.g., curriculum review). − Demonstrates leadership in integrating one's scholarship to inform the design, development and revision of courses and/or programs.
Supervision		
	− Supports and/or co-supports students in developing applications for awards, scholarships and/or research funding.	− Supports students in developing applications for awards, scholarships and/or research funding.
Mentorship		
− Demonstrates the potential to mentor students in designing, facilitating and assessing learning through evidence-informed pedagogical practice.	− Mentors students in designing, facilitating and assessing learning through evidence-informed pedagogical practice.	− Mentors students and/or colleagues in designing, facilitating and assessing learning through evidence-informed pedagogical practice. − Leads mentorship in the Werklund School to support developing teaching effectiveness capacity.

Assistant Professor (Teaching)	Associate Professor (Teaching)	Professor (Teaching)
Teaching		
Professional Learning and Development		
− Demonstrates the potential of scholarly inquiry into teaching that is informed by current pedagogy and development in content knowledge.	− Scholarly inquiry into teaching is informed by current pedagogy and development in content knowledge. − Engages in professional learning and reflection to strengthen one's teaching, learning, and assessment practices.	− Scholarly inquiry into teaching is informed by current pedagogy and development in content knowledge. − Application of concepts from a range of professional learning opportunities focuses on improving one's own instructional knowledge and practices, and student learning.
Scholarship of Teaching and Application		
− Demonstrates the potential to engage in scholarship to maintain currency in pedagogy and curriculum design and to inform instructional knowledge. − Demonstrates the potential to collaborate with colleagues in the Werklund School focused on being current in the field and/or informing one's instructional knowledge.	− Engages in scholarship focused on maintaining currency in pedagogy and curriculum design and informing instructional knowledge and practice. − Collaborates with students and/or colleagues in the Werklund School, and/or University, and/or community, focused on being current in the field and/or informing one's instructional knowledge. − Creates and/or leads innovations and/or new knowledge in teaching and learning. − Demonstrates an emerging record of an application of research and scholarship in the development of professional resources. − Demonstrates an emerging record of presenting at peer reviewed, non-peer reviewed and/or professional conferences and/or leading venues focused on teaching and learning.	− Engages in research and scholarship focused on maintaining currency in pedagogy and curriculum design and informing instructional knowledge and practice. − Demonstrates sustained contributions through scholarship that advances theory, practice, and/or policy. − Leads collaborations with students and/or colleagues in the Werklund School and/or the University, and/or the community, focused on being current in the field and/or informing one's instructional knowledge. − Creates and leads innovations and/or new knowledge through individual, collaborative, and/or community-engaged scholarship focused on teaching and learning relevant to the discipline and/or field. − Leads the sharing or transfer of innovations and/or new knowledge to a variety of academic, professional, and community contexts focused on teaching and learning.

Assistant Professor (Teaching)	Associate Professor (Teaching)	Professor (Teaching)
Teaching		
		− Demonstrates a record of peer-reviewed, non-peer reviewed, and/or professional publications and in-press manuscripts focused on advancing knowledge in teaching and learning (e.g., journal articles, conference proceedings, book chapters). − Demonstrates ongoing application of research and scholarship in the development of professional resources. − Demonstrates an ongoing record of presentations and/or being an invited speaker at peer reviewed, non-peer reviewed and/or professional conferences and/or leading venues focused on teaching and learning particularly at the University and/or national level
Educational Leadership		
− Demonstrates the potential to participate in sharing pedagogical expertise in the Werklund School. − Demonstrates the potential to participate in educational leadership in the Werklund School.	− Contributes to leading curricular design and development of courses and/or programs. − Leads in developing and applying pedagogical innovation to inform teaching practices in the Werklund School. − Implements educational activities that relate to Indigenous and sociocultural context that are informed by equitable, diverse, and inclusive teaching practices. − Shares pedagogical expertise in the Werklund School regularly. − Contributes meaningful educational leadership to Werklund School and/or the University.	− Leads curricular design and development of courses and programs. − Leads and provides mentorship in developing and applying pedagogical innovation to inform teaching practices in the Werklund School and/or University. − Implements substantive educational activities that relate to Indigenous and sociocultural context that are informed by equitable, diverse, and inclusive teaching practices. − Leads in sharing pedagogical expertise in the Werklund School and/or University. − Contributes meaningful educational leadership and provides consultation to School, University, and/or to the broader community.

Assistant Professor (Teaching)	Associate Professor (Teaching)	Professor (Teaching)
Service		
Service to the University, including the Werklund School		
− Demonstrates the potential to participate in promoting the Werklund School's vision, mission and goals. − Demonstrates the potential to participate on Educational Study Area committees. − Demonstrates the potential to participate as a member on Werklund School committees (standing, ad hoc and/or councils). − Demonstrates the potential to participate in organizing Werklund School initiatives and functions (e.g., speaker events, seminars, orientation workshops, webinars, etc.).	− Leads and promotes the Werklund School's vision, mission and goals. − Leads on Educational Study Area committees. − Contributes and/or leads various Werklund School committees (standing, ad hoc and/or councils) and contributes to University committees. − Leads in organizing and/or co-hosting Werklund School initiatives and functions (e.g., speaker events, seminars, orientation workshops, webinars, etc.).	− Demonstrates ongoing leadership in promoting the Werklund School's vision, mission and goals. − Leads and provides mentorship on Educational Study Area committees. − Leads various Werklund School committees (standing, ad hoc, task forces, and/or councils) and contributes to and/or leads University committees. − Leads in organizing and/or co-hosting Werklund School and/or University initiatives and functions (e.g., speaker events, seminars, orientation workshops, webinars, etc.).
Service to the Discipline, Profession, and/or Community		
− Demonstrates the potential to participate in discipline, professional and/or community activities that demonstrate a commitment to teaching and learning within the Werklund School, University, and/or the broader community. − Demonstrates the potential to participate through membership in organizations that advance the discipline and/or profession at the provincial and/or national levels through involvement in some of the following roles such as reviewing (e.g., article and book manuscripts, grant proposals, conference presentations and/or proceedings, etc.), conference planning committees, etc. − Demonstrates the potential to provide letters of reference and recommendations for students,	− Participates in and assumes a leadership role of discipline, professional and/or community activities that demonstrate a commitment to teaching and learning within the Werklund School, University, and/or the broader community. − Contributes to advancing the discipline and/or professional organizations at the provincial and/or national levels through various roles such as reviewing (e.g., article and book manuscripts, grant proposals, conference presentations and/or proceedings, etc.), conference planning committees, etc. − Provides letters of reference, recommendations, evaluations, and nominations for awards and other major distinctions for students, colleagues, and/or community members.	− Leads discipline, professional and/or community activities that demonstrate a commitment to teaching and learning within the Werklund School, University, and the broader community. − Contributes to advancing the discipline and/or professional organizations through various roles and leadership opportunities such as reviewing (e.g., article and book manuscripts, grant proposals, conference presentations and/or proceedings, etc.), editorships (e.g., associate, guest editor, and editor-in-chief), editorial boards, conference planning committees, etc. at provincial, and/or national levels. − Provides letters of reference, recommendations, evaluations, and leads nominations for awards and other major distinctions for

Assistant Professor (Teaching)	Associate Professor (Teaching)	Professor (Teaching)
Service		
colleagues, and/or community members. − Demonstrates the potential to participate on behalf of the Werklund School and/or the discipline on local and/or provincial initiatives related to teaching and learning.	− Contributes on behalf of the Werklund School, University and/or the discipline on local, provincial and/or national initiatives related to teaching and learning.	students, colleagues, and/or community members. − Contributes meaningful leadership to and provides consultation on behalf of the Werklund School, University and/or the discipline on provincial and/or national initiatives related to teaching and learning.

12.0 References

American Society for Cell Biology. (2012). *San Francisco declaration on research assessment (DORA)*. San Francisco. Retrieved from https://sfdora.org/read/

Federation for the Humanities and Social Sciences. (2017). *Approaches to assessing impacts in the humanities and social sciences*. Retrieved from https://www.ideas-idees.ca/sites/default/files/impact_report_en_final.pdf

Government of Canada, Social Sciences and Humanities Research Council. (2019). *Guidelines for effective knowledge mobilization*. Retrieved from sshrc-crsh.gc.ca

Government of Canada, Social Sciences and Humanities Research Council. (2021). *Definitions of terms*. Retrieved from sshrc-crsh.gc.ca

University of Calgary. (2021). *Entrepreneurial thinking*. Retrieved from https://explore.ucalgary.ca/themes/entrepreneurial-thinking

University of Calgary. (2021). *Knowledge engagement*. Retrieved from https://research.ucalgary.ca/engage-research/knowledge-engagement

University of Calgary, General Faculties Council. (2021, June). GFC academic staff criteria & processes handbook. Retrieved from https://www.ucalgary.ca/hr/sites/default/files/teams/239/gfc-academic-staff-criteria-and-processes-handbook_final.pdf