

MEMORANDUM OF AGREEMENT NO.9

Creation of standards for renewal of probation, tenure and promotion for Professors of Teaching

The parties acknowledge appointments of Professors of Teaching shall be made only in departments and non-departmentalized colleges that have approved criteria and standards of performance for renewal of probation, tenure, and promotion applicable for teaching Stream appointments.

The parties further acknowledge this requires departments, colleges and the University to create standards of performance for renewal of probation, tenure, and promotion for Professors of Teaching.

Therefore, the parties agree:

1. To direct the University Review Committee (URC) to request that units which anticipate making Professor of Teaching appointments create standards of performance for Professors of Teaching. Committees should especially strive to provide clarity on expectations for: teaching (Category 2 -Teaching Ability and Performance) and professional practice and research and scholarly work (Practice of Professional Skills – Category 5). Expectations for all other categories should be carefully assessed to reflect the proportion of time devoted to teaching.
2. Teaching performance may include, but is not limited to, all presentation of teaching, including lectures, seminars and tutorials, course material including online course websites, individual and group discussion, supervision of individual students' work or other means by which students derive educational benefit, including Indigenous-based and/or community-based teaching. An individual's entire teaching contribution should be assessed. Evaluation of teaching may include, but is not limited to command over subject matter, familiarity with recent developments in the field, preparedness, presentation, accessibility to students and influence on the intellectual and scholarly development of students. The methods of teaching evaluation may vary and may include, but are not limited to, student assessment, peer assessment, outside references concerning Indigenous-based and/or community-based teaching, course material and examinations, the caliber of supervised assignments, essays and theses. Consideration may be given to the ability and willingness of the candidate to teach a range of subject matter and at various levels of instruction.
3. Educational leadership may include, but is not limited to, activities that advance innovation in teaching and learning with impact in one's classroom and beyond. Educational leadership may be considered as practice of professional skills and the research and scholarly work linked to professional practice, or as research, scholarly and artistic work. Professional practice means the mastery of the professional skills associated with the discipline and their effective use in a discipline appropriate practice setting. Research and scholarly work is creative, intellectual work which is in the public realm and which may have been subjected to external peer review.
4. Education leadership, practice of professional skills and research and scholarly work activities include, but are not limited to:
 - a. Assessment of application of impact and/or active engagement in the scholarship of teaching and learning;
 - b. Significant contributions to curriculum development, curriculum renewal, course design, new assessment models, pedagogical innovation and other initiatives that extend beyond the member's classroom and advance the university's ability to excel in its teaching and learning mandate;
 - c. Formal education leadership responsibilities within the department, college and university;
 - d. Organization of and contributions to conferences, programs, symposia, workshops and other educational events on teaching and learning locally, nationally, and internationally;
 - e. Contributions to the theory and practice of teaching and learning, including publications such as textbooks, print and electronic publications, book chapters, articles in peer reviewed and professional journals, conference proceedings, software, training guidelines, instructional manuals or other resources;

- f. Other activities that support evidence-based education research, clinical research, and mastery of one's field of knowledge;
 - g. Independent research on the scholarship of teaching and learning, disciplinary research, discipline-based education research, clinical research, and community engaged research.
5. Educational leadership, practice of professional skills and research and scholarly work activities may be evaluated in accordance with the standards for the academic unit and may include, but is not limited to:
- a. Peer-reviewed publications, scholarly papers, especially insofar as they reveal the quality of research including alternate and emerging forms of scholarship and digital contexts;
 - b. Other forms of creative achievement in areas that are directly relevant to the employee's discipline;
 - c. Awards and fellowships granted internally and externally;
 - d. Documented activities, outputs and impact, related to all types of scholarly activity, educational leadership and community-engaged scholarship, including the development of long-term relationships with communities, recognition of appointments to professional and scholarly adjudicatory or review boards or councils at federal, provincial and university levels, and evidence of reputation and impact for scholarly work.

Dated July 3, 2024