

NEW STANDARDS for Professors of Teaching Ranks

It is not a conflict of interest for members interested in making a transition to a Professor of Teaching appointment to provide advice on these new standards, or to speak to them in committee.

As the [memo from the office of the VPFR](#) states, the suggested [amendments](#) to the University Standards are provided for consideration only, and units are invited to disregard the suggestions just as they may design entirely different standards.

1. Standards for renewal of probation, tenure, and promotion:

- Appointments can be made only in academic units that have approved criteria and standards of performance applicable to the new ranks.
- There is no requirement for higher-level committee standards (CRC, URC) to be completed prior to the appointments of Professors of Teaching.

2. Standards are developed from the “bottom up”

- The home unit in this process, whether the department or the college, is not merely providing “feedback” to the higher level committee(s). The College Review Committee in departmentalized colleges and the University Review Committee must use the standards submitted by the departments or colleges as the *basis* for formulating their own criteria and standards (Articles 16.4.4(ii) and 17.4.4(i)).
- The Collective Agreement specifies that the university standards are the *minimum* acceptable standards of performance (Articles 15.10 and 16.4.5).
- The standards at the lowest level committee are the most stringent and specific in terms of disciplinary benchmarks.
- Approved department standards take precedence over college standards (Articles 15.10 and 16.4.5).
- Approved college standards take precedence over university standards (Articles 15.10 and 16.4.5).
- The office of the VPFR has drafted suggested amendments to the URC standards for consideration. These are suggestions only, and do not predetermine any unit’s standards.

3. Standards and workload expectations

- Only 25% of these employees’ time is protected for both RSAW and service, so units must consider carefully their expectations for these categories.
- A unit may choose to require *either* Category 4 (Research, Scholarly and/or Artistic Work) *or* Category 5 (Practice of Professional Skills) for Professors of Teaching.
- An additional expectation—“5.3 Educational Leadership”—is suggested in the URC standards drafted by the office of the VPFR under Category 5. This is in addition to “5.1 Professional Practice” (which includes Educational Practice) and “5.2 Scholarly Work.” It is a suggestion only, so units should consider carefully whether adding this might inadvertently lead to higher expectations/more workload for Professors of Teaching.
- The new collective agreement specifies that Guidelines for the Assignment of Duties must specify a normal teaching load for each rank; this should be stated in terms of a credit-unit equivalence, considering that teaching duties will almost certainly extend

beyond any given number of classes taught. Credit units are a measure of student achievement, not a measure of faculty labour.

4. Criteria for tenure or promotion

- The required degree for a Professor of Teaching to get tenure is a decision to be made by the academic unit. This might be the terminal degree for the discipline. Even if the terminal degree is normally a PhD, a MA or a professional designation might be appropriate for a Professor of Teaching in some disciplines.
- **Teaching:** depending on the unit's discipline(s) and expectations, teaching might be evaluated on (for example):
 - lectures, seminars and tutorials, course material including online course websites, examinations, and so on;
 - command over subject matter, and familiarity with recent developments in the field;
 - the ability and willingness of the candidate to teach a range of subject matter at various levels of instruction;
 - supervision of individual students' work;
 - research supervision, depending on the discipline;
 - preparedness, presentation, and accessibility to students;
 - influence on the intellectual and scholarly development of students;
 - Indigenous-based and/or community-based teaching;
 - development of long-term relationships with communities;
 - outside references, for example, those concerning Indigenous-based and/or community-based teaching;
 - student assessments;
 - peer assessments;
 - engaged participation in 990 seminar series;
 - activities that advance innovation in teaching and learning with impact in the classroom and beyond;
 - contributions to curriculum development, curriculum renewal, course design, new assessment models, pedagogical innovation and other initiatives;
 - formal education leadership responsibilities within the department, college and university; and/or
 - any other criteria as determined by the unit.
- **RSAW:** depending on the unit's discipline(s) and expectations, RSAW might be evaluated on (for example):
 - publications in a variety of media including, but not limited to, scholarly and professional journals, non-peer-reviewed or lay publications, books, CDs, online publications, invited lectures and presentations given at conferences, design of and contribution to academic websites, and/or evidence of professional development;
 - contributions to the theory and practice of teaching and learning, including scholarly/research publications, software, training guidelines, instructional manuals, or other resources;

- application of and/or active engagement in the scholarship of teaching and learning;
 - grants, which might be prioritized in terms of:
 - Tri-Council funding or Canada Council for the Arts grants;
 - other national competitions;
 - international grant competitions;
 - provincial competitions;
 - external infrastructure grants, e.g. CFI;
 - contract research;
 - U of S internal competitions;
 - appointments to professional and scholarly adjudicatory or review boards or councils at federal, provincial and university levels;
 - organization of and contributions to conferences, programs, symposia, workshops and other educational events on teaching and learning (locally, nationally, and/or internationally);
 - research supervision, depending on the discipline; and/or
 - any other criteria as determined by the unit.
- In support of academic freedom in carrying out RSAW, it is advisable to permit Professors of Teaching to continue to research in their own discipline if they wish to do so.
 - While Professors of Teaching may choose to acquire and demonstrate new disciplinary expertise in the Scholarship of Teaching and Learning, it is generally not advisable to require them to do so.