The Office of Open Learning Criteria for Renewal, Permanence, and Promotion

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Preamble

The [Office of Open Learning](#) (OOL) is a service unit at the University of Windsor that provides support for digital teaching and learning, and open educational practices. The OOL provides strategic leadership in the **design, development, and delivery of accessible, equitable, and inclusive digital and open learning opportunities for all learners**. OOL works with partners across campus to empower educators to **explore emerging digital pedagogies and educational technologies**, recognising and utilising the power of today's **highly connected digital world** to provide **transformational learning** that **prepares graduates for a complex and uncertain world**.

The OOL team practice and support the use of Open Educational Practices (OEP). OEP is a broad descriptor of practices that include the creation, use, and reuse of open educational resources (OER), as well as open pedagogies and open sharing of teaching practices ([Cronin, 2017](#)). OEP draws upon open technologies that facilitate collaborative, flexible learning and the open sharing of teaching practices that empower educators to benefit from the best ideas of their colleagues ([Cape Town Open Education Declaration](#), 2007).

OOL provides a wide range of services including consultation, developing interactive digital learning resources, instructional design, educational media development, open educational resource development, professional development including workshops and mini-courses, funding for digital pedagogical innovation, and support for evaluating, selecting, and implementing local and institution-wide educational technology.

Educational development (also known as academic or staff development in other parts of the world (Bath & Smith, 2004)) as a field of practice has always been focused on supporting the enhancement of teaching and learning at the individual and institutional levels (e.g. Amundsen & Wilson, 2012; McDonald, 2011; Clegg, 2009), but as universities have become more complex, the role has evolved and become more specialised (e.g. Stensaker, 2018; Sutherland, 2018). The AAS: Learning Specialist members of the Office of Open Learning function as educational developers with a particular focus on digital and open pedagogies, educational technologies, and the intersection between technology, learning, and culture. As Kim (2018) notes, there is increasingly a blurring of the traditional lines between what has been thought of as educational development, learning design, and instructional design. This is particularly so for educational developers, such as the OOL team, whose roles at UWindsor support all aspects of digital teaching and learning.

Purpose of this document

This document establishes the criteria for contract renewal, permanence, and promotion (RPP) for AAS:LS members of the Office of Open Learning. In making their recommendations, the RPP Committee will consider each candidate's package, typically consisting of the eCV, Teaching and Educational Developer's portfolio, the candidate's self-evaluation and summary of achievements, the Director's evaluation, performance reviews, and evaluations of the external reviewers.

The AAS:LS members in the Office of Open Learning are all expected to contribute to three pillars of academic life: Pedagogical service, Teaching, and Research, Scholarship and/or Creative activity. While the criteria apply to all AAS: LS members, the relative weighting of each is determined by the individual position description. The weightings identified in the candidate's position description must be taken into account when evaluating each criterion, for example, educational developers are normally expected to undertake more service than teaching or research and as such, the body of evidence for this criterion may be expected to be more robust than that for other criteria.

The following general principles should also be considered by the RPP committee in evaluating the performance of candidates:
- The preamble for each set of criteria includes a non-exhaustive list of examples of potential evidence that may support the candidate's application. Some evidence may be used to support claims of achievement in multiple criteria; the candidate is responsible for ensuring their supporting evidence is clearly articulated within each category and provide transparency where it is used across multiple categories.
- The indicators for each criterion are typically, but not always, cumulative across the career lifespan. For example, while some areas may see growth in the depth and breadth of expertise across the career, expectations of competency in other areas may be consistent throughout the career. Where the indicators are expected to be cumulative, this is indicated in the table.
- Unlike many other disciplines, a large portion of the role of educational developers is helping to facilitate the development of individual colleagues, as well as institutional cultural change, both of which can take considerable time and effort to see impact. Most of the work of educational developers is collaborative, so collaborative scholarship is both normal and desirable as an indicator of impact. Candidates should clearly and accurately describe their contribution and that of others in any collaborative work they include in their application.
- The OOL values Equity, Diversity, Inclusion, Decolonization, Indigenization, and Accessibility (EDIDIA) across all areas of our work and candidates are expected to demonstrate that commitment through their practice. Engagement with learning about EDIDIA, unlearning, reflection, and application of EDIDIA principles is an ongoing process that is expected to be evident at all levels.
- Evidence of service should provide an explicit and accurate description of roles and contributions to committees, working groups, task forces, policy development etc.
- Educational developers come from diverse disciplinary backgrounds (Green & Little, 2016) and their contributions and specialist areas within the mandate of OOL will vary correspondingly. The work of OOL ranges from highly technical and technology focused, to humanistic pedagogies and technology interactions. Evidence of impact is expected to be diverse, and candidates are encouraged to consider and represent their work holistically.
- Similarly, educational developers in OOL will take varied developmental pathways through their career, but as general guidance, a typical pathway would see a candidate focus their work and influence locally in their early career (e.g. AAS: I or II), building depth, connections and

influence as they move towards AAS: IV. Performance at the AAS: IV level is considered exceptional or distinguished, and will include evidence of greater impact institutionally, but also across geographic boundaries from local to international within their professional communities. At this level, the candidate will have demonstrated expertise and leadership, likely in a subset of criteria.

- The application for renewal, permanence, or promotion should provide a narrative that demonstrates the evolution of the candidate's career, with a focus on their achievements and impacts during their employment at UWindsor. The candidate has the agency and responsibility to ensure that narrative is fulsome, accurate, coherent and clearly aligned with the OOL RPP criteria.
- To achieve permanence, the candidate is expected to demonstrate achievement in all criteria at the AAS:III level (recognising that there will be variability based on the actual position description and weightings for the criteria).

AAS Ranks - general expectations

AAS I

This rank is for those with some professional experience and potential in academic development, but who are lacking a combination of experience and relevant formal qualifications related to the role. The candidate will normally have demonstrated a clear developmental pathway towards academic development as a career choice, for example through a combination of formal education, professional development, teaching experience, and involvement with centres for teaching and learning or online learning. Candidates at this rank would typically show potential to develop academic development knowledge and skills, as well as an aptitude for educational technologies and a commitment to open practices. Commitment to mentoring students and to continuing professional development is evident.

AAS II

It is at this rank that a professional career in academic development usually begins. In addition to the requirements for AAS I, as a primary criterion for appointment, reappointment or promotion to this rank, a candidate should normally possess a relevant graduate degree (or equivalent as determined by the AAU), a minimum of 2 years' experience in an academic development or related role, and a minimum of 2 years of successful teaching experience, preferably in a higher education setting and preferably in online, open, or technology-enabled modes. The candidate should demonstrate a record of successful performance in scholarly activities (particularly related to academic development, online, open or technology enabled teaching), such as conference presentations, reports, grants, alternative scholarship, or traditional scholarly publications as appropriate to the career stage and role. It is expected that the successful candidate will have shown the capacity to develop and extend their expertise in the area of teaching and learning support and service, digital pedagogies and educational technologies, and open practices. Commitment to mentoring students, and where appropriate, junior colleagues in the AAU is also valued, as is a demonstrated history of continuing professional development.

AAS III

To qualify for appointment, reappointment or promotion to this rank, the AAS member should normally possess a graduate degree in a cognate/relevant field to academic development, a minimum of 5 years' experience in an academic development role, a record of development and exemplary performance as an educator and mentor, a record of scholarly activity including dissemination in appropriate channels, a record of effective service contributions, and demonstrated commitment to open practices. Specifically, the candidate will have demonstrated effectiveness in the performance of their duties at the university or other relevant job position(s). This may encompass an ability to handle increased responsibilities in areas of specialization that contribute to the functions and reputation of the OOL, and/or in an administrative capacity. Additionally, one or more of the following criteria should be considered: significant service contributions to the University or the unit (e.g. leading or significant contributions to OOL institutional initiatives); active participation and/or leadership in relevant professional associations and organizations (i.e. serving on committees, contributions to appropriate conferences, serving in leadership roles); external recognition of expertise (e.g. invitations to provincial, national, or international working groups, invited keynotes or presentations, significant consultancy, awards); wide dissemination of scholarly activity and demonstrated impact of this work, superior or exemplary educational practice and outcomes. The candidate must demonstrate a commitment to enhancing teaching and learning practice, especially in digital, open and technology enabled settings. Commitment to mentoring students, and where appropriate, junior colleagues in the AAU is also valued, as is a demonstrated history of continuing professional development.

AAS IV

This rank is awarded in recognition of sustained distinguished services and for high professional or related academic achievement. In addition to possessing the requirements for AAS III, appointment, reappointment or promotion to this rank requires evidence of a record of exceptional performance, with demonstrated initiative, leadership, and creativity within the university and/or other relevant job position(s). As well as making an outstanding contribution to the AAU and to the University, the candidate must demonstrate evidence of outstanding achievement in several of the following areas: exceptional service to the profession as indicated by a consistent pattern of sustained significant involvement in appropriate high level activities, associations and organizations (i.e. OUCEL, eCampus Ontario, STLHE, COED, EDC, POD, ALT etc.), including increasingly more senior and/or leadership roles in those activities and organisations; extraordinary service to the AAU and/or the University community (i.e. leading or invited roles in institutional committees, task forces or initiatives); recognition from the University, professional associations, or other bodies of a high level of professional and/or academic achievement that contributes to the AAU and/or the university and their role in the institution, and/or which has impact beyond the university. A commitment to mentoring and developing junior colleagues and students is expected.

Pedagogical and Professional Service Criteria

Pedagogical and professional service is the primary focus of the OOL AAS:LS members. Service is provided in three categories: Pedagogical service (contributions to digital and open teaching and learning); Standard service (contributions to the operational functions of the institution and department); and Professional, disciplinary, and wider community service (contributions to the broader profession, academic, and other communities associated with the University).

Potential sources of evidence

In evaluating the candidate's pedagogical and professional service, the committee will consider the candidate's eCV, Self-assessment, Teaching and Academic Development Portfolio, the Director's recommendation, and external reviewers' evaluations.
Additional potential specific sources of evidence for pedagogical and professional service that may be provided or incorporated into the above components of the submission include, but are not limited to:

- **Pedagogical service**: Evidence of planning and facilitating open or departmental specific workshops, courses, retreats, development sprints, webinars, project charters/briefs, review of course designs, resource designs, storyboards, instructional designs, learning designs, Open Educational Resources, digital educational media development, H5P/interactive media development, Pressbooks and other open textbook support, pedagogical support for other educational technologies, including artificial intelligence applications, reports on project outcomes, evidence of successful completion of project outcomes, academic colleague and student feedback, consultation hours, awards and other recognition, guides and support resources for educational technologies and digital teaching practices, engagement with institutional policy development/revision/review with teaching and learning impacts, supporting faculty in adoption, adaption and creation of OERs, contribution to committees related to teaching, learning and technology, response to campus emergencies and disruptions that impact teaching and learning
- **Standard service**: Evidence of contribution to the OOL's governance and operations, active attendance and contribution to departmental meetings, active engagement in developing and revising OOL programming such as courses and certificates, OOL strategic planning, hiring committees, RPP committees, senate, service as an equity assessor, WUFA committees and leadership, REB committees, institutional action or working groups, technology governance committees (e.g. LMS Team, LMS Advisory, IT and other technology committees)
- **Professional, disciplinary, and wider community service**: membership and participation in professional communities relating to OOL's mandate, participation in cross-institutional, provincial, national or international projects, record of engagement in peer review (grants, conferences, journals), editorial contributions to journals, contributions to organising events such as conferences, leadership and service roles in professional communities, relevant awards in recognition of academic service or distinction, invited speaking engagements, contribution to policy development at provincial, national or international levels, invitations to review similar departments, invited consultations and collaborations, engagement with NGOs and community organisations, contributions to digital capacity building with community organisations, membership of external boards and committees,

Weighting for this position is _____% (as per the job description and/or letter of offer)

Criterion 1: Service to the University

Indicators	AAS:I	AAS:II	AAS:III	AAS: IV
S1.1 Support for digital, flexible, and open pedagogical projects	Act as a liaison for instructors who receive grants for digital, flexible, and open pedagogical projects. Provide advice on open educational practices.	**AAS:I +** Assist in the development of grant applications for digital, flexible, and open pedagogical projects. Co-lead project teams in providing consultation and guidance to faculty and departments on digital pedagogical projects including digital course and program design. Assist in grant reporting requirements.	**AAS:II +** Lead major digital pedagogical projects at the department, faculty, or institutional level such as program or curriculum design, reviews and renewal activities for online, hybrid, and other digitally enabled teaching. Facilitate reporting requirements for funding sources.	**AAS: III+** Leading inter-institutional projects that have provincial, national, or international impact. Facilitate reporting requirements for funding sources.
S1.2 Instructional, information, and educational media design and development	Provide instructional design, accessibility, and/or educational media development.	Provide high quality instructional design, digital accessibility review, and/or educational media development	Independently lead project teams in providing complex instructional design, accessibility, and/or educational media development.	Provide expert guidance and independently lead project teams in providing complex instructional design, accessibility, and/or educational media development.
S1.3 Support the culture of equitable, accessible, flexible, and digitally	Actively contribute to OOL and other campus events	Proactively develop and lead OOL and/or campus	**AAS:II +** Identify emerging trends and needs and proactively	**AAS:III +** Leads and/or consults on strategic initiatives at the

mediated teaching and learning	and activities that support digital teaching and learning.	wide events and activities that support digital, accessible, flexible, and equitable teaching and learning. Contribute to digital teaching and learning initiatives. Demonstrated examples of use of and outcomes of EDIDIA advocacy with others.	develop supports to build capacity in digital teaching and learning. Lead digital teaching and learning transformation initiatives Evidence of advocacy for digital transformation in teaching and learning and developing strategies and resources to influence change. Clear evidence of consistent application of EDIDIA in learning designs and advice provided to others	institutional, regional, national, or international levels that support development of effective, engaging, and inclusive digital and open teaching and learning environments, and/or cultural change in teaching and learning Effective advocacy for digital transformation in teaching and learning.
S1.4 Facilitating professional development activities for instructors (e.g. workshops and/or non-credit courses, Instructional Skills Workshops (ISWs), curriculum retreats, program/course design sprints etc.)	Facilitate or co-facilitate the equivalent of 1 course per term (credit, or non-credit) and/or engage in the equivalent time involved in teaching-related activities such as workshops, mini-courses, ISW's, mentoring and similar activities; collect evidence of effectiveness of teaching activities	**AASI +** Lead development of new workshops, courses, and other teaching-related activities that support the mandate of OOL; collect evidence of impact of teaching activities, reflect and revise as appropriate; contribute to planning, revision, maintenance and evaluation of regular OOL programming	**AAS II+** Lead planning, revision, maintenance and evaluation of OOL courses, workshops, and programs in collaboration with colleagues and the Director; lead or co-lead program level initiatives such as curriculum retreats or course design sprints.	**AAS III+** Contribute to and/or lead planning of institutional and/or cross-institutional teaching initiatives, exploration of emerging pedagogical approaches, and lead program level initiatives such as curriculum retreats or course design sprints
S1.5 Providing effective consultation for instructors, staff, and students in support of OOL's mandate	Demonstrated willingness to consult with and support faculty, staff, and/or students on the	Demonstrated commitment to supporting faculty, staff, and/or students in developing effective digital	Demonstrated commitment to consistent and impactful support for faculty, staff, and/or students in	**AAS III+** Leads the planning of consultation/support structures and pathways within OOL.

	development of effective digital and open teaching approaches.	and open teaching and learning environments.

Impact/outcomes of consultations/ support is documented. | developing effective, engaging, and inclusive digital and open teaching and learning environments.

Impact/outcomes of consultations/ support is documented. | |
| **S1.6 Support for digital, flexible, and open pedagogical projects** | Act as a liaison for instructors who receive grants for digital, flexible, and open pedagogical projects.

Provide advice on open educational practices. | **AAS:I +**
Assist in the development of grant applications for digital, flexible, and open pedagogical projects.

Co-lead project teams in providing consultation and guidance to faculty and departments on digital pedagogical projects including digital course and program design.

Assist in grant reporting requirements. | **AAS:II +**
Lead major digital pedagogical projects at the department, faculty, or institutional level such as program or curriculum design, reviews and renewal activities for online, hybrid, and other digitally enabled teaching.

Facilitate reporting requirements for funding sources. | **AAS III+**
Leading inter-institutional projects that have provincial, national, or international impact.

Facilitate reporting requirements for funding sources. |
| **S1.7 Mentoring and/or supervising of students e.g. co-op, Ignite, Outstanding Scholars, PALS leaders, interns, other student employees and volunteers** | Mentoring and/or supervising OOL student employees and volunteers | Effective mentoring and supervision of OOL student employees and volunteers; coordinating OOL student partner programs; where appropriate, co-supervising and mentoring undergraduate and graduate research students | Very effective mentoring and supervision of OOL student employees and volunteers; developing and coordinating student partner programs with institutional impact; where appropriate, providing supervision and mentoring of undergraduate and graduate research students | Very effective mentoring and supervision of OOL student employees and volunteers; supervising and mentoring graduate and undergraduate students where appropriate; collaborating on student partnership initiatives with inter-institutional, provincial and broader impacts |
| **S1.8 Commitment to the** | Identify potential, and | Active membership on two | **AAS:II +** | **AAS:III +** |

governance of the University	where possible, contribute to at least one departmental, faculty, or institutional committee	or more departmental, faculty, or institutional committees	Chair and/or actively contribute to leadership of committees, sub-committees, or initiatives at the faculty or institutional levels	Provide leadership on significant University committees or initiatives

Criterion 2: Service to the Office of Open Learning

Indicators	AAS:I	AAS:II	AAS:III	AAS: IV
S2.1 Commitment to the governance and profile of the Office of Open Learning	Service to OOL is mandatory. Pro-social participation in OOL's various internal committees	Service to OOL is mandatory. Active and critical participation in OOL's various internal committees	**AAS:II +** Proactively takes initiative in leading or facilitating OOL committees and initiatives	**AAS:III +** Leadership and/or advocating on the behalf of OOL
S2.2 Contribution to an effective and collegial culture within OOL	Contributes actively to the operations and collegial culture of the OOL. Open to and engaged in mentorship as a development path. Contribute to mentoring student partners.	Pro-social contributions to the daily operation and collegial culture of the OOL, including strategic planning. Mentoring or supporting early-career colleagues, interns, and student partners	**AAS:II +** Consistent pro-social contributions and/or leadership in the daily operations and development of a collegial culture in OOL. Mentoring or supporting colleagues, interns, and student partners Contributing significantly to strategic planning and challenging service activities	**AAS:III +** Substantial pro-social contributions and leadership the daily operations and development of a collegial culture in OOL. Provide mentoring for colleagues at all stages of their career. Facilitating strategic planning and culture development for OOL.

| S2.3 Commitment to teamwork, collaboration, cooperation and demonstrating integrity | Contributes to shared responsibilities in the OOL.

Participation in collaborative activities with departmental colleagues. Upholds the departmental values and contributes to achievement of the strategic plan. | Developing shared responsibility opportunities.

Development of collaborative projects with departmental colleagues. Upholds the departmental values and contributes actively to achievement of the strategic plan | AAS: II +
Facilitation of shared responsibility opportunities.

Facilitation of collaborative projects between departmental colleagues. Supporting application of shared values and strategic planning for the department. | AAS: III +
Leadership in teamwork, and collaboration within the department.

Leadership and oversight of collegial processes for the department.

Leads by example in application of departmental values and strategic plan. |

Criterion 3: Service to professional, disciplinary, and broader communities

Indicators	AAS:I	AAS:II	AAS:III	AAS: IV
S3.1 Contributions to professional or disciplinary and broader communities	Membership and involvement in professional and disciplinary communities related to technology, teaching and learning in higher education, academic development, and open educational practices	AAS:I + Actively engaged in contributing to professional and/or disciplinary communities at the local or provincial levels. At a minimum, service includes participation in peer review of research and scholarship. Engagement in public sharing of knowledge and building capacity of UWindsor constituent communities to leverage digital connectivity	AAS:II + Regular contributions to professional and disciplinary communities at the local, provincial, national, and/or international levels.	AAS:III + Consistent and/or impactful contributions to professional and disciplinary communities at the local, provincial, national, and international levels.

Teaching Criteria

The AAS:LS members of the OOL engage in many and varied forms of teaching, including workshops, webinars, design sprints, Instructional Skills Workshops, credit and non-credit courses, guest lectures, development and sharing of open educational resources, departmental retreats and events, and mentoring students. They are responsible for the design, development, facilitation/co-facilitation of the teaching, and evaluation of the event. Teaching events may be one-off, part of a coherent series, or facilitated on request for a department or group.

Potential sources of evidence:

In evaluating the candidate's teaching, the committee will consider the candidate's eCV, Self-assessment, Teaching and Academic Development Portfolio, the Director's recommendation, and feedback from learners/participants.

Potential specific sources of evidence of teaching effectiveness and impact may include, but are not limited to:
*   Workshop outlines, syllabi, lesson plans, assessment outlines, rubrics, sample student work, handouts, online instructional materials, storyboards, digital media, Open Educational Resources, evidence that OERs and other materials have been adopted or adapted by others, learning designs, learner/participant feedback, mentor feedback, record of professional development related to teaching, peer feedback/observations/review, self-reflection, accessibility of learning materials and activities created, evidence of consideration and incorporation of EDIDIA into learning designs

Weighting for this position is _____% (as per the job description and/or letter of offer)

Criterion 1: Learning design and supporting materials				
Indicators	**AAS:I**	**AAS:II**	**AAS:III**	**AAS: IV**
T1.1 Quality of learning design and supporting materials	Learning designs/redesigns and supporting materials are generally clear, accessible, easy to interpret, generally appropriate for the intended audience, and are generally aligned with	Learning designs/redesigns and supporting materials are clear, accessible, define and describe learning activities in appropriate detail, are well-aligned with learning outcomes, are	Learning designs/redesigns and supporting materials are consistently at an appropriate level, using contemporary and diverse learning approaches and materials, demonstrate	Learning designs/redesigns and supporting materials are consistently at an appropriate level, using contemporary and diverse learning approaches and materials.

	stated teaching philosophy.	appropriate for the level, audience and context, and are presented in innovative ways to facilitate learner engagement. Materials demonstrate alignment with the stated teaching philosophy.	consideration of learner context, and show clear commitment to minimising costs to learners. Learning materials demonstrate consistent alignment with teaching philosophy.	Learning materials demonstrate consistent, complex, and nuanced understanding of learner needs and context, and clear commitment to minimising costs to learners. Learning materials demonstrate consistent alignment with teaching philosophy over a sustained period.
T1.2 Where appropriate, methods of assessment are clear, well-described for learners, aligned with intended learning outcomes, and at an appropriate level	Approach to evaluating learning is generally appropriate for the context and aligned with learning outcomes. Approach shows some alignment to stated teaching philosophy and is generally informed by evidence	**AAS I +** Approach to evaluating learning is clearly described, learner-centred, respectful of principles of adult learning, accessibility and equity, clearly aligned with learning outcomes, and offers an appropriate level of flexibility. Approach shows clear alignment to stated teaching philosophy.	**AAS II +** Approach to evaluating learning is contemporary, innovative, learner-centred, flexible, offers learner choice, and is evidence-informed. Approach shows clear and consistent alignment to stated teaching philosophy.	**AAS III +** Approach to evaluating learning demonstrates sophisticated and contemporary understanding of digital pedagogies, learner context, and needs. Demonstrated leadership in assessment design in digital learning environments.
T1.3 Learning designs demonstrate application of the principles of accessibility and Universal Design for Learning (UDL)	Aware of the accessibility standards of the AODA and UDL principles. Demonstrated plan to apply those standards and principles to design of learning activities.	Learning materials and environments are designed to meet the AODA accessible education standards. Able to articulate the application of principles of UDL to some elements of learning activity design; demonstrated examples of	Consistent application of UDL principles across all aspects of learning activity design; clear evidence of consistent application of UDL in learning designs and advice provided to others	UDL consistently applied to all teaching related activities, including individual learning activities, workshop, course, and program levels; clear evidence of UDL applied across multiple levels of activity.

Indicators	AAS:I	AAS:II	AAS:III	AAS: IV
			use and outcomes of UDL	

Criterion 2: Creating inclusive and supportive learning environments

Indicators	AAS:I	AAS:II	AAS:III	AAS: IV
T2.1 Creating a safe and respectful learning environment	Learning designs generally support development of a safe and respectful learning environment for diverse learners	**AAS I +** Learning designs consider and actively support development of a safe and respectful learning environment for diverse learners across physical and digital spaces.	**AAS II +** Learning designs consistently consider and encourage development of a safe, respectful, and open environment for all learners in physical and digital learning spaces.	**AAS III +** Demonstrates leadership and advocacy for safe, respectful, and ethically sound learning environments, both physically and digitally.
T2.2 Application of Equity, Diversity, Inclusion, Decolonization, Indigenization and Accessibility (EDIDIA) principles in teaching	Aware of EDIDIA principles and demonstrated plan to apply those principles to design of learning activities	Able to articulate the application of principles of EDIDIA to some elements of learning activity design	Consistent application of EDIDIA principles across all aspects of learning activity design;	Consistent application of EDIDIA principles across all aspects of learning activity design including individual learning activities, workshop, course, and program levels; clear evidence of EDIDIA considerations applied across multiple levels of activity.
T2.3 Thoughtful consideration and inclusion of Indigenous knowledges and other ways of knowing in learning environments where appropriate	Actively developing awareness of how to incorporate Indigenous knowledges and other ways of knowing in their teaching practice	**AAS I +** Able to articulate how considerations of Indigenous knowledges and other ways of knowing are applied to their teaching contexts and encourages others to do the same	**AAS II +** Thoughtful consideration and inclusion of Indigenous knowledges and other ways of knowing in teaching contexts	**AAS III +** Collaborate on or lead initiatives that support cultural change towards careful and respectful inclusion of Indigenous knowledges and other ways of knowing in teaching contexts within

			and beyond the institution

Criterion 3: Enhancing, continually developing and evolving teaching practice

Indicators	AAS:I	AAS:II	AAS:III	AAS: IV
T3.1 Critically reflective and evidence-informed approach to enhancing teaching practice	Demonstrates an evidence-informed and critical approach to evaluating and improving one's own teaching practice	Systematically collects evidence of teaching outcomes from a variety of sources. Reflects on, and adapts teaching practice based on evidence including (but not limited to) learner feedback and scholarship of teaching and learning	Systematically collects evidence of teaching outcomes from a variety of sources. Reflects on and adapts teaching practice based on evidence including (but not limited to) learner feedback and scholarship of teaching and learning. Continuing to develop rich sources of evidence for teaching effectiveness.	Systematically collects evidence of teaching outcomes from a variety of sources. Reflects on and adapts teaching practice based on evidence including (but not limited to) learner feedback and scholarship of teaching and learning. Continuing to develop rich sources of evidence for teaching effectiveness.
T3.2 Engagement in teaching-related professional development and application to teaching practice	Participates in professional development for teaching and learning. Demonstrates passion for teaching and learning.	Evidence of engagement in professional development activities related to teaching and learning, documenting reflection and translation of those experiences into practice	Evidence of engagement in professional development activities related to teaching and learning, documenting reflection and translation of those experiences into practice	Evidence of sustained engagement in professional development activities related to teaching and learning, documenting reflection and translation of those experiences into practice

Research, Scholarship, and Creative Activity Criteria

The AAS:LS members of the OOL engage in research, scholarship, and/or creative activities as defined by their individual position descriptions. Their scholarship is primarily related to the mandate of the OOL. Scholarship in the context of OOL includes both individual and collaborative scholarly work.

Potential sources of evidence:

In evaluating the candidate's research, scholarship and/or creative activity, the committee will consider the candidate's eCV, Self-assessment, Teaching and Academic Development Portfolio including research/scholarship/creative activity statement, the Director's recommendation, and evaluation of external reviewers.

Additional specific evidence that may be provided includes, but is not limited to:
- **Knowledge of scholarship of digital and open teaching:** Consultations, support materials and workshops related to educational technologies and digital pedagogies, invited presentations to departments and other groups about new and emerging technologies and pedagogies, blog posts and alternative academic publishing, guest lectures, invitations to appear in podcasts and other media, evidence of influence on policy, invited keynotes and panels, invitation to participate in government, NGO, or non-profit activities related to digital or open pedagogies, contributions to communities of practice, mentoring faculty and students in teaching and learning scholarship, evidence of incorporating EDIDIA into all aspects of scholarly practice, including undertaking professional development, publishing and researching about EDIDIA in one's own scholarship
- **Applied scholarship, research, and/or creative activity:** Peer reviewed journals, book chapters, edited works, monographs, open peer review, engaging in open research, conference presentations, conference proceedings, conference workshops, conference posters, research reports, policy documents and guidelines, citation rates, alt metrics, open publications, OER creation, adoption or adaption of open works, use of and contribution to open data sets, use of social media to share practice, podcasts, video, openly licencing materials and resources created, government reports and papers, industry/professional publications (e.g. Inside Higher Education, The Chronicle of Higher Education, University Affairs, University World News, Campus Technology, etc.)
- **Resourcing scholarly activity:** Record of grant/funding applications and success (individual, collaborative, supporting faculty colleagues), commissioned research, invited research collaborations

Weighting for this position is _____% (as per the job description and/or letter of offer)

Criterion 1: Knowledge of scholarship of digital teaching and learning, academic development, and open educational practices

Indicators	AAS:I	AAS:II	AAS:III	AAS: IV
R1.1 Demonstrates knowledge of the scholarship of digital teaching and learning, academic development, and open educational practices	Emerging knowledge of the scholarship of digital teaching and learning, academic development, and open educational practices	Developing knowledge of the scholarship of digital teaching and learning, academic development, and open educational practices, typically as applied in a few disciplinary areas	Deep knowledge of the scholarship of digital teaching and learning, academic development, and open educational practices as applied across a range of disciplines	Expert knowledge of the scholarship of digital teaching and learning, academic development, and open educational practices applied across a wide range of disciplines
R1.2 Currency with educational technologies and associated pedagogical innovations and adaptations	Emerging knowledge of digital technologies, associated pedagogies, and considerations of digital equity, accessibility, and ethics	Developing knowledge of digital technologies, associated pedagogies, and considerations of digital equity, accessibility, and ethics	Deep and broad knowledge of digital technologies, associated pedagogies, and considerations of digital equity, accessibility, and ethics	Expert knowledge of digital technologies, associated pedagogies, and considerations of digital equity, accessibility, and ethics

Criterion 2: Engagement in applied scholarship, research, or creative activity

Indicators	AAS:I	AAS:II	AAS:III	AAS: IV
R2.1 Active engagement in scholarship, research, or creative activity that advances knowledge or practice of digital and open teaching and learning, educational technologies, or academic development	Emerging plan and knowledge of appropriate methodologies to explore scholarly questions in digital teaching and learning, educational technologies, open educational practices, and academic development	Beginning to explore scholarly questions in digital teaching and learning, educational technologies, open educational practices, and academic development. Engagement may be	Sustained engagement with relevant scholarly questions at a range of levels (e.g. local, provincial) Engagement may be individual or collaborative, and often with faculty and/or student partners.	Sustained engagement with relevant scholarly questions and demonstrated impact of scholarly contributions at multiple levels (e.g. local, provincial, national, international) Engagement may be individual or collaborative,

in these areas	Participates in appropriate peer review.	individual or collaborative, and often with faculty and/or student partners. Participates in peer review for publications and/or conferences	Regularly participates in peer review for publications and conferences and/or grants	and often with faculty and/or student partners. Regularly participates in peer review for publications, conferences, and grants
R2.2 Dissemination of applied scholarship, research and creative activities in fields that advance the mandate of the OOL	Emerging plan to disseminate scholarly outputs in a range of outlets.	Scholarly outputs disseminated through a range of outlets (e.g. conferences, blogs, podcasts, journal articles, social media)	Scholarly outputs disseminated through a range of outlets at local, regional, and national levels (e.g. conferences, blogs, podcasts, journal articles, monographs/books, social media)	Scholarly outputs disseminated through a range of outlets including that have influence at the national and/or international level (e.g. conferences, blogs, podcasts, journal articles, monographs/books, social media).
R2.3 Demonstrated commitment to openness in scholarship and practice	Actively chooses open venues for sharing scholarly work and practice **AND/OR** Is beginning to share practice openly, create and share Open Educational Resources (OERs), and identifying a network of open practitioners **AND/OR** Has a plan to share research artefacts in appropriate open spaces for feedback	Actively chooses open venues for sharing scholarly work and practice **AND/OR** Shares practice openly, creates and shares OERs, and builds a network of open practitioners **AND/OR** Participates in open peer review and open data practices	Actively chooses open venues for sharing scholarly work and practice **AND/OR** Regularly shares practice openly and publicly, supports open, network participation, and helps others engage meaningfully in open practices **AND/OR** Regularly engages in open peer review, both as an author and as a reviewer. Where possible, shares data openly and encourages open data sharing in others.	Actively chooses open venues for sharing scholarly work and practice **AND** Demonstrates leadership in open practices, influencing local, national, and global discussions in the field **AND** Is a leader in open peer review, publishing, and research. Where possible, shares data openly and encourages open data sharing.
R2.4 Collaborating with faculty and students in	Supporting faculty and/or students in developing	Demonstrated ability to collaborate with faculty	Demonstrated commitment to collaborating with	Demonstrated commitment to collaborating with

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developing and disseminating scholarly teaching and learning projects	and disseminating outcomes of scholarly projects; co-mentoring participants in the OOL programming	and students in developing, implementing, and disseminating scholarship activities; mentoring participants in OOL programming.	individuals and groups of faculty and students in developing, implementing, and disseminating major scholarship activities; mentoring participants in OOL programming.	individuals and groups of faculty and students in developing and disseminating significant scholarship projects that have a provincial, national or international impact; mentoring participants in OOL programming
R2.5 Thoughtful consideration and inclusion of EDIDIA in scholarship	Beginning to engage with principles of inclusion and EDIDIA in their own scholarly practice	Actively supports and carefully incorporates considerations of EDIDIA in their scholarship	Actively includes, and supports others to include, careful considerations of EDIDIA in their scholarship; recognises and engages with diverse knowledges	Champions considerations of EDIDIA in practising scholarship; recognises and engages with diverse knowledges

Criterion 3: Planning, resourcing, and achieving research, scholarship and/or creative activity goals

Indicators	AAS:I	AAS:II	AAS:III	AAS: IV
R3.1 Development and implementation of a research/ scholarship and/or creative activity plan	Beginning plan to develop an active, coherent research/scholarship and/or creative activity plan.	Has begun to develop a well-constructed, coherent research/scholarship and/or creative activity plan aligned with the mandate and service goals of the OOL. Scholarly goals mostly met.	The candidate demonstrates an ongoing, clearly focused, and active research/scholarship and/or creative activity program, clearly aligned with and contributing to the mandate and service goals of the OOL. Scholarly goals met or exceeded, with evidence of ongoing development and evolution of the candidate's scholarly agenda, and potential for ongoing research/scholarship/creative	Well-articulated and successful pattern of research/scholarship and/or creative activity clearly aligned with the and contributing to the mandate and service goals of the OOL. Scholarly goals consistently met or exceeded, with evidence of ongoing re-evaluation and planning reflecting the development of new directions and expanding reach and/or depth.

			productivity.	Sustained research/scholarship/creative productivity
R3.2 Funding for research, scholarship, creative activity, or institutional infrastructure	Has an emerging plan to obtain funding to support scholarly activities as a collaborator, co-applicant, or PI. Focus at this level may be on small seed funding opportunities.	Has a record of attempts to obtain external funding as a co-applicant or PI. A history of success in small internal and/or external grants, as a PI or co-applicant.	Has a record of continuous attempts to obtain external funding as PI or co-applicant. A history of success in developmental grants as a PI or co-applicant.	**AASIII +** Has obtained external funding as a PI and/or co-applicant.
R3.3 Productive research, scholarship, and/or creative collaborations	Beginning involvement in collaborative research, scholarly, and/or creative activity	Evidence of developing collaborative research, scholarly, and/or creative activity indicating the development of local and provincial/ regional profile.	**AASII +** Evidence of consistent collaborative research, scholarly, and/or creative activity indicating the development of a national profile.	**AASIII +** Evidence of leading significant collaborative research, scholarly, and/or creative activities provincially, nationally or internationally.