Recommended wording for BPK Criteria

NON-TRADITIONAL SCHOLARSHIP

A scientist’s work may involve heavy engagement with investigators in other disciplines and/or with government agencies, not-for-profit organizations, corporations, and other community stakeholders. Non-traditional scholarship (NTS) can include developing sustainable community networks; knowledge translation and mobilization; liaison, advocacy and leadership toward public policy change; and innovation and entrepreneurship. NTS can partially but not completely replace the traditional components of research, teaching and service, for evaluation of faculty. Recognition of NTS requires demonstration of significant vision, depth, interaction, contribution, and/or impact.

Faculty members are encouraged to discuss planned NTS activities with the BPK Department Chair. Candidates are responsible for presenting their own case at the time of contract renewal, tenure, and/or promotion. Relevant metrics include but are not limited to committee reports; white papers; patents and licenses; knowledge translation websites and blogs; and evaluation of letters or newspaper or magazine articles attesting to the individual’s impact.

UNIVERSITY LECTURER

A successful candidate will have served as a Senior Lecturer in the BPK Department for a minimum of five years, during which they have demonstrated a sustained record of outstanding teaching and a strong commitment to the Department’s teaching program, as well as leadership in service activities. Candidates will have taught a range of courses (e.g., laboratory, lecture, tutorial, seminar, project-based learning at both the lower- and upper-division levels).

The candidate will have demonstrated a consistent and significant contribution to and impact on teaching in the Department and/or across the University, through:

- Sustained active leadership in the field of teaching and learning;
- Shaping and leading curriculum and academic programs that have a demonstrated positive impact on student learning;
- Creating awareness and facilitating discourse on teaching and learning among colleagues;
- Fostering development and exchange of information and resources on teaching and learning;
- An ability to work individually and collaboratively to enhance teaching and learning;
- Inspiring curiosity for life-long learning among students; and
- Mentorship and inspiration of colleagues.

Relevant metrics include but are not limited to student evaluations and letters; other evaluation letters; portfolios of teaching materials; observations by colleagues of classroom behaviours; and leadership of workshops and seminars in pedagogy.