

Faculty of Arts

Department of Philosophy, History and Politics

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I. Preamble

The purpose of these departmental guidelines is to provide guidance to faculty members as they prepare for applications for tenure and/or promotion. Achieving tenure and promotion through the ranks is based on the incremental and accumulative growth of a faculty member in his or her scholarship (where applicable), teaching and professional roles, and service. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness. These guidelines describe standards and expectations specific to the Department of Philosophy, History and Politics (PHP). All such standards and expectations are to be understood within the context of the general university policies and Collective Agreement provisions.

II. Weighting

Introductory Statement

Applicants for tenure and promotion may suggest weightings of their relevant categories to be used in evaluating their applications within the parameters of the weightings articulated in this document as approved by their Faculty, School or Division. Applicants must inform their divisional Promotion and Tenure committee of the suggested weighting at the beginning of the adjudication process. Divisional Promotion and Tenure committees must recognize that the balance between teaching and service for bipartite applicants, and the balance among teaching, research/scholarship/creative activity and service for tripartite applicants may differ based on individual circumstances and may vary over an individual's career. These weightings represent the balance among the evidence presented and do not necessarily reflect the applicant's workload. Because disciplines may have special requirements, members should engage in collegial decision-making with their departmental colleagues before deciding on the specific weighting of evidence.

The relative weighting of evidence for purposes of promotion should take into account the appointment type of the applicant, bipartite or tripartite. Normally, bipartite faculty applications will be evaluated primarily on their core responsibility, teaching and to a lesser degree on service. Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of teaching as well as research/scholarship/creative activity — with approximately the same weight given to both areas —, and to a lesser degree on service.

However, extraordinary contributions in research/scholarship/creative activity, teaching or service may compensate for lesser achievement in one of the areas of core responsibility, as long as there has been a satisfactory level of contribution in all areas of responsibility.

Weighting Criteria

Tripartite:

Extraordinary contributions in either

- (a) teaching,
- (b) research, scholarly, or creative activity, or
- (c) service

may compensate for a lesser involvement in another area, provided that there has been a satisfactory level of contribution in all areas.

Bipartite:

Extraordinary contributions in either

- (a) teaching, or
- (b) service

may compensate for a lesser involvement in the other area, provided that there has been a satisfactory level of contribution in both areas.

These weightings are appropriate for members with bipartite and tripartite workload. Deviations from these criteria would be expected for members with very extensive research obligations, e.g., Canada Research Chairs, or those with extensive administrative duties, e.g., Department Chairs.

III. Appointment Criteria for Tripartite Faculty

Assistant Professor

- a. The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate, or equivalent qualifications and/or experience, such as professional

qualifications or where the candidate has accumulated experience and accomplishments judged to be particularly relevant and valuable to the discipline. In exceptional cases, this criterion may be regarded as having been provisionally met if the candidate has completed all requirements for the degree but the degree has not yet been conferred. If the degree has not been conferred, the candidate must include letters from the responsible dissertation director or graduate advisor and from the graduate dean of the awarding institution indicating that all requirements for the degree have been met and that its awarding has been scheduled.

- b. Evidence must indicate that the candidate has potential for effective teaching. This evidence may include data obtained from previous teaching experience (e.g., student teaching evaluations suitable to the discipline) or from a demonstration of teaching ability.
- c. The candidate's academic and/or publication record must display potential for successful engagement in scholarly activity.
- d. The candidate must demonstrate commitment to service to the University, Discipline and / or Profession, and where applicable, the community-at-large.

Associate Professor

- a. A terminal degree is a standard qualification, except in exceptional cases where the candidate's accumulated experience and accomplishments are judged as particularly relevant and valuable to the discipline.
- b. The candidate's record of teaching must exceed the required performance standard in teaching.
- c. The candidate must demonstrate consistent accomplishment in scholarship, supported by internal and external recognition of the member's work.
- d. The candidate must demonstrate consistent contribution to the University, Discipline and/or Profession and where applicable the community-at-large.

The candidate's work must be recognized at the national level.

Professor

- a. A terminal degree is a standard qualification, except in exceptional cases where the candidate's accumulated experience and accomplishments are judged as particularly relevant and valuable to the discipline.
- b. A candidate must demonstrate evidence of outstanding performance in teaching.
- c. A candidate must demonstrate evidence of sustained success in the dissemination of scholarly activity, supported by internal and external recognition of the candidate's work.
- d. The candidate must demonstrate evidence of outstanding contribution to the University, Discipline and/or Profession and where applicable the community-at-large.

The candidate's work must be recognized at the international level.

IV. Appointment Criteria for Bipartite Faculty

Lecturer

- a. For new appointments the normal criteria will be the terminal degree required in the member's discipline, typically an earned doctorate, or equivalent qualifications and/or experience, such as professional qualifications or where the candidate has accumulated experience and accomplishments judged to be particularly relevant and valuable to the discipline.
- b. Evidence must indicate that the candidate has potential for effective teaching. This evidence may include data obtained from previous teaching experience (e.g., student teaching evaluations suitable to the discipline) or from a demonstration of teaching ability.
- c. The candidate must demonstrate commitment to service to the University, Discipline and / or Profession, and where applicable, the community-at-large.

Senior Lecturer

- a. For new appointments the normal criteria will be the terminal degree required in the member's discipline, typically an earned doctorate, or equivalent qualifications and/or experience, such as professional qualifications or where the candidate has accumulated experience and accomplishments judged to be particularly relevant and valuable to the discipline.
- b. The candidate's record of teaching must exceed the required performance standard in teaching.
- c. The candidate must demonstrate commitment to service to the University, Discipline and / or Profession, and where applicable, the community-at-large.

The candidate's work must be recognized at the regional or provincial level.

Principal Lecturer

- a. For new appointments the normal criteria will be the terminal degree required in the member's discipline, typically an earned doctorate, or equivalent qualifications and/or experience, such as professional qualifications or where the candidate has accumulated experience and accomplishments judged to be particularly relevant and valuable to the discipline
- b. The rank of principal lecturer is reserved for those, who in the opinion of colleagues, within the University and beyond, are outstanding in the profession.
- c. The candidate must demonstrate evidence of outstanding performance in teaching.
- d. The candidate must demonstrate evidence of outstanding contribution to the University, Discipline and/or Profession and where applicable the community-at-large.

The candidate's work must be recognized at the national level, establishing her/him as an educational leader among peers in her/his field.

V. Guidelines and Criteria for Tenure and Promotion

PROMOTION OF TRIPARTITE FACULTY

Basis of Evaluation for Tripartite Appointments

Members with a tripartite appointment who apply for tenure and promotion shall be assessed in each of the following four (4) categories:

1. Academic Qualifications
2. Teaching
3. Scholarship
4. Service

Research and scholarly activity pertinent to the area of expertise are required. It is assumed that candidates will keep current with development in their areas of expertise by attending professional conferences or workshops and by reading the current literature. Further, it is expected that the candidate will be active in at least two of the following three areas:

- publication of scholarly or creative work
- presentation of scholarly or creative work to professional or general audiences
- obtaining grants or fellowships

In addition, it is recognized that work on the scholarship of integration, application, and teaching is an appropriate and important area of research. Scholarship of integration, application, and teaching activities are assessed in the same way as any scholarship of discovery or creative activity: the products are assessed concerning quality.

The department recognizes the centrality of effective teaching as established through a teaching dossier containing such measures as discipline-specific student evaluations, written observations from peers, course syllabi and other instructional materials, and a statement of teaching philosophy and practices.

The department also recognizes the importance of service to the department and the university, the community-at-large and the discipline. Examples of service work for consideration in Tenure and Promotion:

- a. taking a leading role in committee work at the departmental or institutional level
- b. significant roles with off-campus organizations closely related to PHP: advisory boards, associations, societies, etc.
- c. contributes skills and expertise to the community through public venues (e.g. media, organizations, government offices, associations, etc.)
- d. engagement may also include significant roles in organizing scholarly meetings such as conferences, seminars, and clubs related to PHP.

Specific Tenure and Promotion Criteria for Tripartite Faculty

Assistant Professor

The minimum criteria for an Assistant Professor to be awarded tenure are similar to those for appointment as Assistant Professor. They include the following: a satisfactory record as a teacher; a publication record that is satisfactory and promises further significant research contributions to the discipline; demonstrated potential for ongoing scholarly activity within the public realm; evidence of commitment to service to the

university, the discipline/profession, and to the community. In terms of quantity of scholarly production, the applicant would be expected to have published over the six-year tenure track period at least 3 peer-reviewed articles or work deemed of equivalent weight and value.

Associate Professor

The department recognizes the centrality of effective teaching to its mission. Accordingly, the candidate for promotion to Associate Professor shall demonstrate a record exceeding the required performance standard in teaching through the following measures:

- a. discipline-specific student evaluations of faculty performance;
- b. written observations from peers;
- c. course syllabi and other instructional materials the candidate wishes to submit;
- d. a statement concerning teaching philosophy and practices in the candidate's self-assessment written as part of the promotion/tenure dossier.

Scholarship must inform all the activities of a faculty member. The department also recognizes, however, that scholarship may include a broad range of activities. Thus, while expecting all tripartite faculty members to engage in peer-reviewed publication and presentation of scholarship to their peers, the department subscribes to an inclusive definition of how scholarship may be demonstrated. Candidates may establish a record of scholarship by disseminating their work in one or more of the following ways:

- a. peer reviewed publications, such as professional journal articles or creative works, a book, or other appropriate publications (including those in electronic format) intended for a professional academic audience; the editing of journals and books, the writing of successful grant proposals; also included in this area, but of lesser importance, are published book reviews, papers delivered at professional meetings, readings of creative works, invited presentations and keynote addresses;
- b. publication of textbooks or other instructional materials;
- c. writing and editing of reports for on-campus and off-campus agencies; significant roles in organizing scholarly meetings; refereeing book manuscripts, journal articles, grant proposals, or competitions for scholarly awards and prizes given by external agencies;
- d. published books and articles dealing with pedagogical studies; and the presentation of papers in peer-reviewed venues (conferences, professional meetings, etc.).

Normally, in addition to a record of sustained scholarly activity in one or more of the areas detailed above, those appointed to the rank of Associate Professor will have achieved national recognition as evidenced by a minimum of 4 refereed articles, or a refereed book (understood as single-authored), or equivalent intellectual/creative work pertinent to the candidate's area or areas of expertise. It will be incumbent on the applicant to indicate how the journals or edited collections in which they publish articles, and / or the single author monograph(s), are influential in their fields of study.

The PHP Subcommittee on Tenure and Promotion believes that it should be left up to the specific committees assessing applications for tenure and promotion to determine the weighting of book reviews, edited collections and works for a general audience due to the considerable variations in preparation and quality that may exist in these areas of publishing. While our committee recognizes that these forms of publishing contribute to tenure and promotion, equivalence to our department guidelines on refereed articles and / or single authored monographs should be judged on a case by case basis.

Accordingly, the candidate must provide evidence of national recognition of his or her work as indicated by three or more of the following:

- a. nationally recognized awards;
- b. favorable external peer reviews of the candidate's scholarship;
- c. documentation demonstrating the impact or influence of the candidate's scholarship;
- d. letters of support from respected scholars, critics, or writers in the candidate's area of specialization;
- e. leadership roles in national professional organizations;
- f. nationally funded and awarded grants, fellowships, visiting professorships, lectureships, etc.

The department recognizes the importance of service to the department and/or university. The department recognizes, however, that service may include a broad range of university governance and professional activities (see examples on p. 5). Candidates for promotion and tenure will be expected to provide documented evidence to justify their claims regarding their service roles in terms of these characteristics.

Professor

The candidate must present a continuing record of outstanding teaching and service, and sustained success in disseminating scholarship that exceeds the standards of the applicant's current rank, during the years in rank as associate professor. Normally, those appointed to the rank of Professor should have published two refereed books (understood as single-authored) or the equivalent intellectual/creative work pertinent to the candidate's area or areas of expertise (one single-authored book and 6 peer-reviewed articles)—thus establishing the candidate as a scholar internationally recognized among peers in his or her field. It will be incumbent on the applicant to indicate how the journals or edited collections in which they publish articles, and / or the single author monograph(s), are influential in their fields of study.

The PHP Subcommittee on Tenure and Promotion believes that it should be left up to the specific committees assessing applications for tenure and promotion to determine the weighting of book reviews, edited collections and works for a general audience due to the considerable variations in preparation and quality that may exist in these areas of publishing. While our committee recognizes that these forms of publishing contribute to tenure and promotion, equivalence to our department guidelines on refereed articles and / or single authored monographs should be judged on a case by case basis.

Accordingly, the candidate must provide evidence of international recognition of his or her work as indicated by three or more of the following:

- a. nationally or internationally recognized awards;
- b. favorable external peer reviews of the candidate's scholarship;
- c. documentation demonstrating the impact or influence of the candidate's scholarship;
- d. letters of support from respected scholars, critics, or writers in the candidate's area of specialization;
- e. leadership roles in national or international professional organizations;
- f. nationally or internationally funded and awarded grants, fellowships, visiting professorships, lectureships, etc.

The department recognizes the importance of service to the department and/or university. The department recognizes, however, that service may include a broad range of university governance and professional activities (see examples on p. 5). Candidates for promotion and tenure will be expected to provide documented evidence to justify their claims regarding their service roles in terms of these characteristics.

PROMOTION CRITERIA FOR BIPARTITE FACULTY

Basis of Evaluation for Bipartite Faculty

Members with a bipartite appointment who apply for academic designation, tenure and promotion shall be assessed in each of the following three (3) categories:

1. Academic Qualifications
2. Teaching
3. Service

It is assumed that all department members will keep current with development in their areas of expertise by attending professional conferences or workshops and by reading the current literature. Accordingly, it is expected that candidates will engage in at least three of the following five areas (1) scholarly teaching and learning by others, (2) investigating and reflecting on their own teaching and student learning, (3) disseminating their ideas and creative teaching practices to their peers, (4) presenting their creative teaching practices to professional or general audiences, and (5) designing and redesigning new curricula beyond normal teaching preparation. Scholarly teaching is the reflective practice of teaching, and the outcomes are assessed concerning quality. It should be noted that bipartite faculty members are not required to publish and disseminate their work or conduct research in the manner expected of tripartite faculty.

The department also recognizes the importance of service to the department and the university, the community-at-large and the discipline. Examples of service work for consideration in Tenure and Promotion:

- a. taking a leading role in committee work at the departmental or institutional level
- b. significant roles with off-campus organizations closely related to PHP: advisory boards, associations, societies, etc.
- c. contributes skills and expertise to the community through public venues (e.g. media, organizations, government offices, associations, etc.)
- d. engagement may also include significant roles in organizing scholarly meetings such as conferences, seminars, and clubs related to PHP.

Specific Tenure and Promotion Criteria for Bipartite Faculty

Lecturer

The criteria for granting of tenure to an applicant at the rank of Lecturer are similar to those for appointment as Lecturer. The normal criteria will include the following: the terminal degree required in the member's discipline, typically an earned doctorate, or equivalent qualifications and/or experience, such as professional qualifications or where the candidate has accumulated experience and accomplishments judged to be particularly relevant and valuable to the discipline; a satisfactory record as a teacher and the potential for ongoing growth in scholarly teaching, including the application of innovative pedagogy and teaching methodology; evidence of commitment to service to the university, the discipline/profession, and to the community.

Senior Lecturer

The department recognizes the centrality of effective teaching to its mission. Accordingly, the candidate for promotion to Senior Lecturer shall have a record of effective teaching established—at a minimum—through the following measures:

- a. student evaluations of faculty performance;
- b. written observations from peers;
- c. course syllabi and other instructional materials the candidate wishes to submit;
- d. a statement concerning teaching philosophy and practices in the candidate's self- assessment written as part of the promotion/tenure dossier

The department recognizes that scholarly teaching must inform all the activities of a faculty member. The department also recognizes other forms of professional activity related to teaching and learning that constitute evidence for promotion of bipartite faculty. These other forms of practice-based, scholarly teaching take time and effort to develop but are especially relevant for the promotion of bipartite faculty.

In addition, candidates may use evidence of research related to their field of expertise in their promotion dossier, but it is not required and will not be detrimental to the applicant's success if not part of the tenure/promotion dossier. Candidates may establish a record of scholarly teaching by making contributions to one or more of the following areas:

- a. improving teaching within the department by collecting and reading the literature on the teaching and learning process and disseminating findings to peers;
- b. investigating and reflecting on their own teaching and the learning of their own students and disseminating 'best' teaching practices to their departmental peers and to a larger professional academic audience through book chapters, papers, or other appropriate publications (including those in electronic format) and papers delivered at professional conferences or meetings;
- c. integrating instructional materials and placing the teaching –learning process in a larger context;
- d. applying scholarly teaching to curricula design to improve student learning within the discipline generally, and across disciplines within the University. Engagement may also include significant leadership roles with off-campus agencies and organizations;
- e. disseminating aspects of scholarly teaching and learning in appropriate journals, such as the Journal of Scholarship of Teaching and Learning (So TL); contributing to TRU occasional paper series; leading staff development sessions and workshops on and off campus; and the presentation of talks and papers in peer-reviewed venues (conferences, professional meetings, etc.).

As noted above, bipartite faculty members are not required to publish and disseminate their work or conduct research in the manner expected of tripartite faculty.

Evidence of scholarly teaching may include a broad range of teaching-related professional activities. Candidates may establish a record of scholarly teaching by making contributions to three (3) or more of the following areas:

- a. creating new questions, problems, information, interpretations, designs, frameworks of understanding, etc., through inquiry (e.g., empirical, textual, historical, theoretical, technological, practical);
- b. acting as subject expert and writing new courses; for example for department or the TRU Open Learning Division;
- c. clarifying, critically examining, weighing, and revising the knowledge claims, beliefs, or understanding of the teaching-learning process;
- d. leading faculty in a team-teaching position;
- e. reviewing manuscripts and textbooks for publishers;
- f. making specialized knowledge broadly accessible and usable, e.g., to university learners, to non-specialists in other disciplines, to the public;
- g. helping students and faculty to become active knowers themselves, preparing them for lifelong learning and discovery;
- h. applying discipline-specific knowledge to practical problems in significant or innovative ways;
- i. creating insight and communicating forms of discipline-specific experience through scholarly works or non-peer reviewed publications (e.g. report).

A scholarly teaching activity is measurable for the purpose of promotion when it meets one or more of the following criteria:

- a. it generates, clarifies, connects, reinterprets, or applies knowledge based on research, theory, and sound pedagogical practice;
- b. it requires disciplinary knowledge available only to an expert trained in or conversant with a particular field;
- c. it requires highly developed analytical or problem solving skills derived from specific expertise, training, or research derived from scholarly knowledge;
- d. it involves the dissemination of practice-based information or techniques to colleagues both inside and outside one's discipline and/or department.

In order to be regarded as eligible for promotion, scholarly teaching activities must

- a. require discipline-related expertise; and
- b. be significant in terms of impact on colleagues or students and on the broader discipline.

Activities or outcomes related to scholarly teaching should be disseminated beyond the classroom and, for promotion above the rank of lecturer, to audiences outside TRU. Outcomes might include, but are not limited to, one or more of the following:

- a. curriculum development, grants; Open Learning courses;
- b. establishment of programs, evaluations of teaching practices, materials, theories;
- c. case studies for textbooks, web pages, media products, and software;
- d. instructional techniques, student evaluation tools.

Those appointed to the rank of Senior Lecturer shall provide documentary evidence of their scholarly teaching program and will normally have completed a minimum of four (4) significant teaching –based outcomes as listed above (a-d), or equivalent intellectual/creative work pertinent to the candidate's area or areas of expertise. Normally, those holding the rank of senior lecturer should be recognized educational leaders at the provincial level.

The department recognizes the importance of service to the department and/or university. The department recognizes, however, that service may include a broad range of university governance and professional activities (see examples on p. 8). Candidates for promotion and tenure will be expected to provide documented evidence to justify their claims regarding their service roles in terms of these characteristics.

Principal Lecturer

The candidate must normally demonstrate successful performance at the rank of Senior Lecturer for five years including a continuing record of outstanding performance in teaching, and evidence of outstanding contribution to the University, Discipline and/or Profession and where applicable the community-at-large.

Those appointed to the rank of Principal Lecturer shall provide documentary evidence of their scholarly teaching program and will normally have completed, cumulatively over their careers, a minimum of eight (8) significant teaching-based outcomes (which might include, but are not limited to) the following:

- a. curriculum development, grants; Open Learning courses;
- b. establishment of programs, evaluations of teaching practices, materials, theories;
- c. case studies for textbooks, web pages, media products, and software;
- d. instructional techniques, student evaluation tools

or equivalent work pertinent to scholarly teaching – thus establishing the candidate as an educational leader nationally or internationally recognized among peers in his or her field.

Accordingly, the candidate must provide evidence of external recognition of his or her work as indicated by two or more of the following:

- a. nationally or internationally recognized awards;
- b. favourable external peer reviews of the candidate's teaching and service;
- c. documentation demonstrating the impact or influence of the candidate's teaching or presentations, at national or international conferences, and pedagogical leadership;
- d. leadership roles in national or international professional organizations;
- e. nationally or internationally funded and awarded grants, fellowships, visiting lectureships, etc.

The department recognizes the importance of service to the department and/or university. The department recognizes, however, that service may include a broad range of university governance and professional activities (see examples on p. 8). Candidates for promotion and tenure will be expected to provide documented evidence to justify their claims regarding their service roles in terms of these characteristics.

VI. Appendix**Collective Agreement Articles Relevant to Tenure and Promotion**

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