



**THOMPSON RIVERS UNIVERSITY**

## Department of Geography and Environmental Studies Tenure and Promotion Standards

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## **1 Preamble**

This document outlines the standards and expectations for tenure and promotion specific to the Department of Geography and Environmental Studies (GES) in the Faculty of Arts at Thompson Rivers University (TRU). These standards and expectations are guided by current university policies, including the “Principles and Essential Features of Standards Documents” and the provisions of the TRU Faculty Association (TRUFA) Collective Agreement, as in place in Winter 2021.

This document is intended to provide guidance to faculty members in GES as they prepare applications for tenure and/or promotion. GES is committed to the personal and professional growth of its members through a collegial environment and active positive mentorship. This document is presented in that spirit of support, as it sets out standards that are both clear and achievable, thus, setting faculty up for success.

### **1.1 Statement on Equity, Diversity, and Inclusion**

GES recognizes the need for multiple paths for inclusion and equity in the ways that these standards of evaluation for Tenure and Promotion are applied. GES explicitly notes the added barriers that people with different abilities, life circumstances, caring responsibilities, family structures, and structurally marginalized identities can face within the academy and is committed to recognizing scholarship, teaching, and service contributions in an actively anti-discriminatory way. GES affirms that this diversity, while potentially presenting structural challenges within the academy, enriches and shapes scholarly contributions in unique and valuable ways.

GES defines equity with respect to tenure and promotion as the removal of systemic barriers and biases to enact the practice of inclusion so that all individuals have equal access and can benefit. As such, where language in this document is open or subject to interpretation, it should be interpreted in an encompassing and flexible manner in consideration of a candidate’s circumstances.

GES recognizes that ensuring equity, diversity, and inclusion requires flexibility in structures surrounding career pattern such that career interruptions and special circumstances can be accommodated. We invite candidates to include a statement of any circumstances that may have shaped a candidates' teaching, research, service, professional career, record of academic or research achievement, or completion of degrees. Relevant circumstances may include, but are not limited to, administrative responsibilities, maternity/parental leave, child-rearing, dependent/parental care, illness, disability, cultural or community responsibilities, socio-economic context, health-related family responsibilities, pandemic or other. Tenure and Promotion committees are strongly encouraged to consider career interruptions and special circumstances that may have affected applicants' record of achievements. In doing so, tenure and promotion committee members will be able to estimate the merit of a candidate's work more accurately, independent of any career interruptions or special circumstances.

Ensuring equity, diversity, and inclusion is an intrinsic part of our work as faculty. In this light, candidates are expected to engage in practices and provide evidence of incremental and accumulative growth in their commitment to equity, diversity, inclusion, decolonization, and indigenization in teaching (both bipartite and tripartite), scholarship (tripartite) and service (both bipartite and tripartite).

## **2 Assessment Criteria**

The assessment criteria for appointment, tenure, and promotion depend on the type of position: bipartite, tripartite, as well as externally funded research chair. GES recognizes externally funded research chairs are an exceptional type of tripartite appointment (as defined by LOU #3 of the Collective Agreement). However, this role has significantly different workload expectations than a regular tripartite appointment. Therefore, for the purposes of defining standards, externally funded research chairs will be subject to different criteria than regular tripartite faculty members. For tripartite positions and externally funded research chairs, the assessment criteria are academic qualifications, teaching, scholarship, and service; for bipartite positions, the assessment criteria are academic qualifications, teaching, and service. Candidates for promotion and/or tenure are required to create a portfolio that describes their activities, achievements, and future plans in each of these areas. The portfolio must provide clear and compelling evidence of the following

overarching TRU principles for attaining tenure and progressing through the ranks:

- **Incremental and accumulative growth** must be demonstrated at each step in teaching and related professional activity, scholarship [for tripartite faculty], and service.
- Accordingly, there are **increasing expectations for performance** at each step in teaching and related professional activity, scholarship [for tripartite faculty], and service.
- Further, contributions must be **recognized and assessed as having an expanding sphere of influence** from the local or regional level for tenure, to the national level for Associate Professor/Associate Teaching Professor, and then to the international level for Professor/Teaching Professor.

Whether for appointment, tenure, or promotion, bipartite and tripartite positions have differences in the relative weighting of evidence, reflecting different roles and responsibilities that these positions entail. Normally, bipartite faculty applications will be evaluated primarily on their core responsibility, teaching, while tripartite faculty applications will be evaluated primarily on their core responsibilities, teaching and scholarship. The assessment of both bipartite and tripartite applications normally depends to a lesser degree on service than their respective core areas. Extraordinary contributions in research/scholarship/creative activity, teaching/professional role or service may compensate for lesser achievement in one of the areas of core responsibility, so long as there has been a satisfactory level of contribution in all areas of responsibility.

## 2.1 Sphere of Influence

A key criterion for promotion is the sphere of influence of a candidate. GES recognizes that evaluation of a candidate's sphere of influence involves objectively and subjectively assessing the impact of an individual's work in a variety of ways across different communities. In academe, this assessment is a proxy for determining how much weight scholarship, teaching, and community engagement have within professional and other kinds of networks. A strong and well-established sphere of influence facilitates opportunities for academics to function as

change agents. Candidates seeking tenure and promotion need to demonstrate that their sphere of influence is expanding, and that their expertise is recognized by peers, students, and communities that they engage. In general, sphere of influence moves outwards from regional to national and then to international levels depending on academic rank.

Tripartite faculty and externally funded research chairs demonstrate their sphere of influence through scholarship and teaching, while bipartite faculty do so through teaching. As faculty move through the ranks it is expected that their performance and contributions to scholarship and teaching show accumulative growth. Clear and compelling evidence must be provided to allow the candidate's activities to be assessed in terms of quantity, quality, and impact. Furthermore, candidates must clearly demonstrate the development of a body of work with a clear trajectory. For tripartite faculty, this involves developing a program of research and a portfolio that shows increasing skill with respect to teaching leadership and/or the scholarship of teaching, and for bipartite faculty a portfolio that shows increasing skill with respect to teaching leadership and/or the scholarship of teaching. It should be noted that all faculty are expected to engage in scholarly teaching.

Scholarly work is intellectual work that is in the public realm and contributes to knowledge and the dissemination of that knowledge. With promotion, faculty are expected to demonstrate increasing levels of leadership in their spheres of expertise. All faculty are expected to contribute to the education of students. The scholarly productivity of a faculty member will be reviewed keeping in mind the resources available at TRU, with expectations similar to other similarly sized and resourced comprehensive universities in North America.

## 2.2 Academic Qualifications

Candidates for appointment, tenure and promotion in GES must meet the qualifications for the position. The normal criterion is an earned doctorate in Geography, Environmental Studies or related discipline or equivalent qualification and/or experience where the candidate has accumulated experience judged to be particularly relevant and valuable to our discipline. Relevant disciplines might include, but are not limited to, Geography, Environmental Science, Environmental Studies, Earth Science, and Geology.

Research, teaching and/or professional experience that is used to establish candidate's initial appointment cannot be used as evidence for either tenure or promotion.

### 2.3 Weighting of Roles and Responsibilities

The Collective Agreement defines three distinct types of faculty appointments, bipartite, tripartite, and externally funded research chair. Bipartite faculty workload includes a combination of [a] teaching and [b] service, while a tripartite and research chair workload includes a combination of [a] teaching, [b] service; and [c] scholarship. The proportion of a faculty member's workload normally devoted to these categories is listed as the normal weighting in Table 2.3.1.

Under a normal weighting of evidence, the teaching component of a tripartite candidate's portfolio for tenure and/or promotion carries 50% of the weight as the teaching component of a bipartite candidate's portfolio (i.e., 40% versus 80% of the total weight, respectively). Thus, where quantitative measures are used to define a standard for teaching, a tripartite candidate will normally be expected to produce one-half of the teaching-related outcomes as a bipartite faculty member.

Under a normal weighting of evidence, the teaching component of an externally funded research chair's portfolio for tenure and/or promotion carries 13% of the weight as the teaching component of a bipartite candidate's portfolio (i.e., 10% versus 80% of the total weight, respectively). Thus, where quantitative measures are used to define a standard for teaching, an externally funded research chair will be expected to produce one-eighth of the teaching-related outcomes as a bipartite. Similarly, under a normal weighting of evidence, the research component of an externally funded research chair's portfolio for tenure and/or promotion carries twice the weight as the research component of a tripartite candidate's portfolio (i.e., 80% versus 40% of the total weight, respectively) Thus, where quantitative measures are used to define a standard for research, an externally funded research chair candidate will normally be expected to produce two-times the scholarship-related outcomes as a tripartite faculty member.

The Divisional Promotion and Tenure committees must recognize that the balance of teaching, scholarship, and service may differ based on individual opportunities, circumstances, membership in an equity-seeking or under-represented group 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. When an applicant for tenure and/or promotion believes this to be the case, the applicant may suggest weightings of their relevant categories to be used in evaluating their applications within the parameters of the weightings articulated in Table 2.3.1. If a candidate wishes to deviate from the normal weighing of categories, they are strongly encouraged to provide a statement indicating why this deviation is justified. If a candidate has not specified different weights, the normal weights will be applied.

Table 2.3.1: Normal value and range of weightings for roles and responsibilities for tripartite and bipartite faculty appointments in the Department of Geography and Environmental Studies.

Tripartite Positions		Weighting	
Roles and Responsibilities	Normal	Maximum	Minimum
Teaching (core)	40%	50%	30%
Scholarship (core)	40%	50%	30%
Service	20%	30%	10%

  

Externally Funded Research Chair Positions		Weighting	
Roles and Responsibilities	Normal	Maximum	Minimum
Teaching (core)	10%	10%	5%
Research(core)	80%	85%	80%
Service	10%	15%	10%

  

Bipartite Positions		Weighting	
Roles and Responsibilities	Normal	Maximum	Minimum

Teaching (core)	80%	90%	70%
Service	20%	10%	30%

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/professional role and service for bipartite applicants, and the balance among teaching/professional role/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.]

Where quantitative measures are given as evidence of meeting a standard for tenure and/or promotion, the weightings approved by the Divisional Promotion and Tenure Committee will be used to apply these measures proportionally to the candidate.

#### 2.4 Assessment of Collaborative Work and Collegial Endeavour

Collaborative efforts in teaching, scholarship and service enhance faculty contributions to the Faculty of Arts and to the University and, therefore, are to be encouraged. One important implication is that in assessing faculty accomplishments for appointment, promotion, and tenure, joint endeavors in each of teaching, scholarship and service should frequently be counted such that the sum of individual contributions is greater than unity. This means that when defining their contribution to a collaborative project in terms of a proportion of the total project, the sum of the proportions contributed by all collaborators may add up to more than 100%. In the case of collaborative work, the contribution of the candidate must be documented.

GES recognizes that members of equity-seeking and under-represented groups who are also members of the professoriate may serve their communities in ways that are not typically recognized within the profession, for instance speaking at community events or serving as a community

representative. GES considers this contribution to community as collaborative work that combines all areas of teaching, scholarship, and service.

It is recognized that the delivery of academic programs within the Faculty of Arts and the self-governance of the Faculty of Arts and the University require a high degree of cooperation between colleagues. While collegiality per se is not a separate evaluation item in addition to service, teaching and research, collegiality is an intrinsic component to the assessment of these items and particularly to the assessment of service and teaching. Accordingly, tenure and promotion applications should provide evidence of cooperative contributions to service and teaching.

## 2.5 Cross-functional appointments

When it is appropriate for academic or professional reasons, faculty may be cross appointed to more than one academic department at TRU. These appointments are especially useful when faculty research and teaching interests are interdisciplinary in nature. Cross-functional appointments are referenced in the TRU-TRUFA Collective Agreement. Faculty who hold these kinds of appointments are eligible to attend department meetings, be elected or appointed to serve on committees, may serve as Department Chair, and have full voting rights in all departments to which they have been appointed.

With respect to service, the workload across all departments shall be equivalent to an appointment within a single department. Each academic unit involved will hold a certain percentage of an appointment. For example, two academic units may share a 50:50 split or 60:40. It is important for faculty who hold cross functional appointments to meet periodically with Chairs of all departments to which they belong to discuss the division of duties and service expectations. Without careful review and analysis of service obligations across multiple departments, it is easier for faculty holding cross-functional appointments to drift towards higher levels of service at the departmental level in particular since many of the institutional tasks associated with objectives including planning, curriculum review, accreditation, to name just a few examples, have significant workload implications at the department level.

A cross-appointed faculty member will be held to the tenure and promotion standards of a single department. Faculty members will not be expected to meet the criteria of both departments in which they hold appointments. Normally, the standards used will be those of the primary department of appointment. The primary department is the department where the faculty member has the majority of their workload assignment. The faculty member can elect to have their application package also assessed under the secondary department's standards. A review of candidates for tenure and promotion shall be sensitive to these issues and dynamics when reviewing service.

## 2.6 Assessment of the Teaching Role

Teaching is a scholarly and dynamic endeavor that covers a broad range of activities with a commitment to creating the best possible learning situation for students. Teaching involves attention to course work, course design, methods of teaching, curriculum development and other instruction-related activities. A scholarly approach to teaching is an iterative process of issue-identification, learning, applying, documenting, and reflecting on teaching strategies towards continuous improvement. It entails calculated risk-taking of new teaching methodologies, self-assessment, and peer feedback. Scholarly teaching is also a creative endeavor, often requiring new approaches, experimentation with different pedagogical tools, incorporation of novel materials, and exploration of new fields of inquiry. However, teaching innovations do not always proceed as planned, and may not have the intended positive outcomes. As faculty develop their teaching skills and seek to make their courses more inclusive, innovations should not be viewed as failures, but valued as efforts to improve teaching and inclusivity when paired with reflection.

Where quantitative measures are specified in the performance levels for teaching that follow, these requirements apply to the normal (default) weight described in Section 2.3 of 80%, 40%, and 10% of the total weight for bipartite, tripartite, and externally funded research chair appointments, respectively. These quantitative measures are subject to minor adjustment, upward or downward, if a faculty member has chosen to be assessed with a higher or lower weight on teaching within the limits permitted by Section 2.3. The adjustment will be determined by calculating the ratio of the approved weighting of teaching to the normal (default) weighting

appropriate to the candidate's appointment type and applying this multiplier to the quantitative measures to calculate the scaled number of measures applicable to the approved weighting of the candidate's teaching.

### 2.6.1 Teaching Dossiers –Bipartite and Tripartite Positions

Candidates for tenure and/or promotion must submit a teaching dossier that demonstrates teaching effectiveness at the appropriate level of required performance. The following are essential components that must be included in the teaching dossier.

#### *List 2.6.1(a) Essential Components of the Teaching Dossier*

Where this list states "at a minimum" and calls for "samples" of items, candidates should bear in mind that it is important to provide sufficiently comprehensive information for external referees as well as promotion and tenure committees to report an assessment of performance with reasonable confidence.

- Statement of Teaching Philosophy: Includes pedagogical goals and objectives.
- Overview of Professional Development: Includes activities in the area of teaching and learning that are planned or ongoing as well as those completed.
- Overview of Courses Taught: Includes a listing of course numbers, titles, credit values and enrolment.
- Overview of Student Supervision: Includes a listing of individual student projects supervised (e.g. honours theses or similar individually-supervised projects, master's theses) at TRU or elsewhere, if any, which indicates whether completed or in progress, and the nature of involvement (e.g., principal advisor, second reader, external examiner). Supervision of research assistants and/or teaching assistants, if any, should also be included in this component of the teaching dossier.
- Overview of incorporation of equity, diversity, inclusion, decolonization and indigenization in teaching: Includes descriptions and evidence of practices that support more equitable classrooms as well as more inclusive and diverse curricula.
- Portfolio of Course Materials: At a minimum, includes a sample of selected course outlines with accompanying discussion indicating teaching experience as well as

changes, updates, revisions and new materials during the period under review.

- Portfolio of Student and Peer Feedback: At a minimum, includes samples of course evaluations and written peer observations from recent years that meet the requirements of both the Collective Agreement and senate-approved TRU policy.

Teaching is an evolving practice, and as such, the above elements of the teaching dossier should include a reflective component. Specifically, reflection on student and peer feedback, and how such feedback has contributed to the candidate's growth in teaching practice. Additional components should be included in the Teaching Dossier so as to provide a complete account of the teaching activities listed below. For further details on the essential components of the teaching dossier and suggestions of possible additional components, see Article 6 –Appendix 1, of the TRUFA Collective Agreement.

## 2.6.2 Metrics for the Assessment of Teaching – Bipartite and Tripartite Positions

The following list, while not exhaustive, indicates individual teaching activities that can enter into the assessment of the teaching dossier in support of tenure and/or promotion.

### List 2.6.2(a): Individual Teaching Activities

- Classroom teaching, experiential learning instruction, etc. including the preparation and revision of course material.
- Supplementary internal teaching roles including, guest lectures, etc.
- Additional or external teaching roles including international teaching, exchange teaching, professional education, etc.
- Internal undergraduate or graduate student supervision –including supervisory committee work –relating to: honours and graduate theses and projects, practical internships, directed studies courses, field work, co-op programs, etc.
- Graduate and undergraduate student thesis supervision
- Significant student academic advising and mentorship roles.
- Support of the academic and cultural life of students through work with student clubs, teams, competitions, etc.

- Participation in professional development activity in teaching including peer seminars, workshops, colloquia, conferences, etc.
- Adopting new/innovative teaching and learning techniques, resources, technologies, materials, aids, etc.
- Curriculum development, course development, developing expanded syllabi and teacher guides for courses and programs.
- Teacher training, teacher evaluation, or teacher development
- Implementation of inclusive and equitable pedagogic practices and/or curriculum

Leadership in teaching and the scholarship of teaching are elements of teaching that become increasingly important as both tripartite and bipartite faculty members move through the ranks. Activities in leadership in teaching and the scholarship of teaching that can enter into the assessment of teaching in support of tenure and/or promotion are given in the following two non-exhaustive lists (2.6.2(b) and 2.6.2(c)). Further, tripartite faculty members may elect to count appropriate contributions of the scholarship of teaching as scholarship rather than teaching if it is to their advantage. Likewise, and according to Boyer's (1990) characterization of the scholarship of teaching as including knowledge of one's field and extension of knowledge of the subject being taught, bipartite faculty may include, under scholarship of teaching, publications and/or professional and creative work, as noted in Section 2.7.2 of this document, that make contributions to the discipline or field, with appropriate links to the member's teaching or pedagogical influence within the department.

List 2.6.2(b): Leadership in Teaching Activities

- Significant course and program coordination roles.
- Creation of new courses and programs.
- Teaching and learning outreach making specialized knowledge more broadly accessible and usable to university learners including other disciplines and the community through public workshops, lectures seminars, etc.
- Improving teaching and learning within a discipline or across disciplines through the development or redevelopment of modules, courses, programs and/or curriculum

including learning programs that increase equity, inclusivity and accessibility.

- Improving teaching and learning within a discipline or across disciplines through presenting new/innovative teaching and learning techniques at peer-reviewed conferences (i.e., conferences where work is accepted for presentations after peer-review of an abstract). Evidence of peer-review should be provided by the candidate.
- Calculated experimenting and/or developing new/innovative teaching and learning, techniques, resources, technologies, materials, aids, etc.
- Leadership in professional development activity in teaching and learning including peer seminars, workshops, colloquia, conferences, etc.
- Significant internal teaching leadership roles with the Centre for Excellence in Learning and Teaching, and other TRU bodies.
- Teaching and learning liaison with high schools, other post-secondary institutions, etc.
- Significant external teaching leadership roles with educational agencies and organizations.
- Other leadership roles as a resource person, mentor in teaching and learning strategies, disciplinary or interdisciplinary teaching, etc.
- Appropriate consulting work (e.g., where there is a contribution to professional development in teaching and learning).
- Leadership on internal or external projects in support of teaching and learning, including course and program reviews, quality assurance assessments, etc.
- Awards or public recognition for excellence and/or innovations in teaching.

#### List 2.6.2(c): Scholarship of Teaching and Learning (SoTL) Activities

- The dissemination of investigations, reflections or other research on teaching and learning in peer-reviewed outlets including journal articles, books, book chapters, conference-proceedings chapters, etc.
- The publication of traditional, interactive, or open-source textbooks.
- The dissemination of case studies, professional articles, professional exams, etc. in journals, textbooks, magazines, professional bodies' websites, etc.
- Disseminating new/innovative teaching and learning, techniques, resources,

technologies, materials, aids, etc. whether openly, on a commercial basis or otherwise.

- Invited or peer-reviewed presentations of investigations, reflections or other research on teaching and learning at conferences, workshops, seminar series, etc.
- The dissemination of investigations, reflections or other research on teaching and learning in non-peer-reviewed outlets including magazines, websites, etc.
- Internal and external grants directed at the scholarship of teaching.
- Editorship of a journal or book related to the scholarship of teaching.
- Acting as a reviewer for a journal related to the scholarship of teaching.
- Citations of published work related to the scholarship of teaching.
- Textbook reviews.
- Other scholarly and/or professional or creative work, including disciplinary work, that intersects with the member's contributions to teaching and pedagogy within the department.

A candidate's teaching dossier should include documentation of all relevant activities applicable to Lists 2.6.2(a), (b) and/or (c).

List 2.6.2(d): Activities/evidence demonstrating expanding sphere of influence of teaching

A candidate need only demonstrate one of the following at the regional, national level, or international level, in order to show an increasing geographic sphere of teaching influence at the corresponding geographic extent:

- Presentations on pedagogical practices and/or the scholarship of teaching and learning at regional, national and/or international teaching symposia/conferences.
- The mentoring of students who present their own work at regional, national and/or international symposia/conferences.
- Publications related to pedagogical practices, or within the scholarship of teaching and learning, in regionally, nationally and/or internationally recognized journals or as book chapters in academic publications.
- Evidence that the candidate's own disciplinary research is being used in classrooms and

courses regionally, nationally and/or internationally.

- Evidence that the candidate's course development/curriculum development work is being adopted or adapted in some manner at other institutions.
- Evidence that the candidate's development or redevelopment of equity, diversity, and inclusion (EDI) practices and/or decolonizing and indigenizing practices work is being adopted or adapted in some manner at other institutions.
- Invited lectures that are part of a course at another institution.
- Recognition in the form of nationally or internationally recognized grants or awards related to teaching or the scholarship of teaching and learning.
- Other evidence of national or international scholarly teaching activities relevant to the candidate's field and role.

### 2.6.3 Levels of Performance for Teaching – Tripartite and Bipartite Positions

The quantitative and/or qualitative requirements in the performance levels are specified below and may be more comprehensive for bipartite faculty members than tripartite faculty members to the extent that teaching is weighted more heavily for bipartite faculty members. In addition, the requirements are subject to minor adjustment, upward or downward, if a bipartite or tripartite faculty member has chosen to be assessed with a higher or lower than normal (default) weight on teaching within the limits permitted by Section 2.3.

***Teaching Potential:*** Candidates for an initial appointment as an Assistant Professor or Assistant Teaching Professor must show evidence of potential for effectiveness in teaching. Clear oral and written communication skills are essential aspects of teaching potential.

***Satisfactory Trajectory for Teaching:*** **Pre-tenure faculty** members who were initially appointed as Assistant Professors or Assistant Teaching Professors must have established a satisfactory trajectory as a teacher for the purposes of the three-year review of their appointments. At a minimum, this means showing evidence that they are on track to achieve the performance level of "Satisfactory Teaching" (described below) by the time of their assessment for tenure. In addition to evidence of such initial teaching, there must be clear potential for professional growth and the promise of future development in teaching.

**Satisfactory Teaching:** A candidate for tenure who was initially appointed as an Assistant Professor or Assistant Teaching Professor must have established a satisfactory record as a teacher. In addition to consistent evidence of such teaching, a candidate must demonstrate clear professional growth and the promise of future development in teaching. As a key part of establishing a local or regional sphere of influence, a bipartite candidate for tenure will normally have a minimum of two activities applicable to Lists 2.6.2(b) and/or (c) on leadership in teaching and/or the scholarship of teaching during their appointment as an Assistant Teaching Professor. Recognizing that tripartite faculty (under a normal weighting of categories) will be establishing their local or regional sphere of influence through an equal combination of teaching and scholarship, a tripartite candidate for tenure will normally have a minimum of one activity applicable to Lists 2.6.2(b) and/or (c) on leadership in teaching and/or the scholarship of teaching during their appointment as an Assistant Professor. Similarly, an externally funded research chair (under a normal weighting of categories) will normally have a minimum of one activity applicable to Lists 2.6.2(b) and/or (c) on leadership in teaching and/or the scholarship of teaching during their appointment as an Assistant Professor. If alternative weightings of the candidate's roles and responsibilities are approved by the Divisional Promotion and Tenure Committee, these weightings will be used to proportionally apply these quantitative measures to the candidate's portfolio.

**Superior Teaching:** A candidate for Associate Professor or Associate Teaching Professor must provide evidence of superior teaching through incremental and accumulative growth and exemplary performance in the teaching of the discipline, as demonstrated by recognition and assessment by peers at the national level in teaching. As a key part of establishing a national sphere of influence, a bipartite candidate will have an on-going teaching record during their appointment as an Assistant Teaching Professor that normally includes a minimum of four substantive activities applicable to Lists 2.6.2(b) and/or (c) on leadership in teaching and/or the scholarship of teaching. Recognizing that the proportional weighting of teaching activities for tripartite candidates is half of the weighting of teaching activities for bipartite faculty member, a tripartite candidate will have an on-going teaching record during their appointment as an Assistant Professor that normally includes a minimum of two activities applicable to Lists

2.6.2(b) and/or (c) on leadership in teaching and/or the scholarship of teaching. Similarly, an externally funded research chair (under a normal weighting of categories) will normally have a minimum of one activity applicable to Lists 2.6.2(b) and/or (c) on leadership in teaching and/or the scholarship of teaching during their appointment as an Assistant Professor. If alternative weightings of the candidate's roles and responsibilities are approved by the Divisional Promotion and Tenure Committee, these weightings will be used to proportionally apply these quantitative measures to the candidate's portfolio.

**Outstanding Teaching:** A candidate for Professor or Teaching Professor must provide evidence of outstanding performance in teaching through incremental and accumulative growth and exemplary performance in the teaching of the discipline, as demonstrated by recognition and assessment by peers at the national and international levels. As a key part of establishing an expanding sphere of influence, a bipartite candidate will have an on-going teaching record since promotion to Associate Teaching Professor that normally includes a minimum of five substantive activities, applicable to Lists 2.6.2(b) and/or (c) on leadership in teaching and/or the scholarship of teaching. Recognizing that the proportional weighting of teaching activities for tripartite candidates is half of the weighting of teaching activities for bipartite faculty member, a tripartite candidate will have an on-going teaching record since promotion to Associate Professor that normally includes a minimum of two activities, applicable to Lists 2.6.2(b) and/or (c) on leadership in teaching and/or the scholarship of teaching. Similarly, an externally funded research chair (under a normal weighting of categories) will normally have a minimum of one activity, completed since their last promotion, applicable to Lists 2.6.2(b) and/or (c) on leadership in teaching and/or the scholarship of teaching. If alternative weightings of the candidate's roles and responsibilities are approved by the Divisional Promotion and Tenure Committee, these weightings will be used to proportionally apply these quantitative measures to the candidate's portfolio.

## 2.7 Assessment of Scholarship

Drawing on Boyer's model (Boyer 1990), scholarship is defined as research and scholarly work which is creative and intellectual. Such work can occur through discovery, integration, teaching and learning, or application of knowledge and must be disseminated within the public domain.

### 2.7.1 Research Dossiers –Tripartite Positions

GES requires that tripartite candidates for tenure and/or promotion include a research dossier. In addition to specific evidence pertaining to research, such a dossier should include a summary of the candidate's research agenda, its evolution, and its planned future directions. A research dossier should also include evidence of incremental and accumulative growth in the integration of inclusive and equitable practices in their scholarship design and practices.

### 2.7.2 Metrics for the Assessment of Scholarship –Tripartite Positions

The following lists of types of scholarly activities –while not exhaustive –indicate primary and secondary types of contributions that can be used as evidence to assess scholarship in support of applications for tenure and/or promotion. GES subscribes to an inclusive definition of how scholarship may be demonstrated and disseminated within the public realm and acknowledges the multiple paths and forms that scholarly research and dissemination take, and the relational accountabilities that guide the research process, particularly with, and by, members of marginalized, equity seeking, and under-represented groups. Tripartite faculty members are also encouraged to engage in the scholarship of teaching. Consequently, appropriate contributions related to List 2.6.2 (c) may be able to be used under the heading of scholarship, although such contributions should not be used twice in two dossiers as evidence unless their substance warrants. Conversely, bipartite faculty members who want to include scholarship activities itemized here can include them under the heading of the scholarship of teaching, as outlined in Section 2.6.2.

#### List 2.7.2(a): Non-exhaustive List of Primary (Peer-Reviewed) Scholarly Activity

- Refereed journal articles published online (including published ahead of print) and/or in print.
- Peer-reviewed scholarly books published online and/or in print (Depending on the quality and length of the book, this type of publication may count as more than one item in the quantitative accounting of publications. Candidates are encouraged to justify the

equivalence in their research dossier.).

- Peer-reviewed chapters in edited volumes published online and/or in print.
- Articles in peer-reviewed conference proceedings published online and/or in print. Evidence of peer-review of the proceedings should be provided by the candidate.
- Reports to government, published, and reviewed according to professional standards for best practice, review and editing.
- Scholarly works produced published and reviewed within traditions of Indigenous ways of knowing, teaching and learning.

#### List 2.7.2(b): Non-exhaustive List of Other Scholarly Activity

- Journal articles, scholarly books, book chapters and contributions to conference proceedings that are in press, forthcoming, or under review.
- Monographs.
- Membership on the editorial board of a journal.
- Editorship of a book.
- Presentations (including both peer-reviewed and non-peer-reviewed) at conferences, workshops, etc.
- Invited or keynote presentations at conferences, workshops, seminars, etc.
- Acting as a reviewer for a journal.
- Presentations at other universities.
- Government publications.
- Appropriate consulting work.
- On-campus presentations.
- Book reviews.
- Citations of published work.
- Research grants.
- Recognition for excellence in scholarly activity.
- Community-based dissemination of community-based/led research guided by cultural and ethical protocols as determined by the communities themselves.
- Activities related to Indigenous systems of knowledge production and communication.

List 2.7.2 (c): Non-exhaustive List of Evidence of Supplementary Local/Regional Recognition of Scholarship

- Invited keynote talks at conferences with a local/regional sphere of influence.
- Invited participation as panelist at conferences with a local/regional sphere of influence.
- Invited lectures at universities other than Thompson Rivers University.
- Leadership activities in regional scholarly organizations.
- Advising the local/regional government on matters pertaining to the candidate's research.
- Reviewing research grant proposals for local/regional research organizations.
- Funded research collaborations involving scholars from outside of Thompson Rivers University.

List 2.7.2 (d): Non-exhaustive List of Supplementary Evidence of National Recognition Scholarship

- Invited keynote talks at conferences with a national sphere of influence.
- Invited participation as panelist conferences with a national sphere of influence.
- Invited lectures at universities outside of British Columbia.
- Participation on an editorial board of journal with a national sphere of influence.
- Leadership activities in national scholarly organizations.
- Advising provincial governments within Canada on matters pertaining to the candidate's research.
- Reviewing research grant proposals for national research organizations.
- Funded research collaborations involving scholars from outside of British Columbia.
- Publications that are widely cited by a national audience.

List 2.7.2 (e): Non-exhaustive List of Supplementary Evidence of International Recognition of Scholarship

- Invited keynote talks at conferences with an international sphere of influence.
- Invited participation as panelist at conferences with an international sphere of influence.

- Invited lectures at universities outside of Canada.
- Participation on an editorial board of a journal with an international sphere of influence.
- Leadership activities in international scholarly organizations.
- Advising national governments (including Canada) on matters pertaining to the candidate's research.
- Reviewing research grant proposals for national research organizations outside of Canada.
- Funded research collaborations involving scholars from outside of Canada.
- Awards for scholarship given by a scholarly organization with an international sphere of influence.

GES strongly encourages faculty members to make scholarly contributions of the highest caliber. Accordingly, in the evaluation of scholarly activity, the quality and significance of the sphere of influence of the work, just not the sheer quantity, is of paramount importance. Consequently, candidates for tenure and/or promotion are expected to include information on citations, appropriate journal rankings, methods of review and editing, impact within industry, etc. In the case of collaborative work, the contribution of the candidate must be documented.

### 2.7.3 Levels of Performance for Scholarship –Tripartite Positions

In evaluating the various levels of performance for scholarship, the weight attached to a contribution will be commensurate with the quality and sphere of influence of that contribution. Any publications and/or scholarly output from prior to a candidate's appointment to a tenure-track position at TRU that are essential to establishing qualifications equivalent to a terminal degree will not be included in the assessment of scholarship.

Where quantitative measures are specified in the performance levels for tripartite scholarship that follow, these requirements apply to the normal (default) weight described in Section 2.3 of 40% and 80% for tripartite and externally funded research chair appointments, respectively. These quantitative measures are subject to minor adjustment, upward or downward, if a faculty member has chosen to be assessed with a higher or lower weight on scholarship within the

limits permitted by Section 2.3. The adjustment will be determined by calculating the ratio of the approved weighting of research to the normal (default) weighting appropriate to the candidate's appointment type and applying this multiplier to the quantitative measures to calculate the scaled number of measures applicable to the approved weighting of the candidate's teaching.

**Scholarship Potential: A candidate for an initial appointment as an Assistant Professor** must show potential for successful engagement in scholarly activity within the public realm.

**Satisfactory Trajectory for Scholarship: Pre-tenure faculty members who were initially appointed as Assistant Professors** must have established a satisfactory trajectory in scholarship for the purposes of the three-year review of their appointments. At a minimum, this means showing evidence that they are on track to achieve the performance level of "Satisfactory Scholarship" (as described below) by the time of their assessment for tenure. There must be initial evidence of meeting the Department's academic performance standards for scholarship, as well as clear potential for professional growth and the promise of future development in scholarship.

**Satisfactory Scholarship: A tripartite candidate for tenure who was initially appointed as an Assistant Professor** must have established a satisfactory record of scholarship that is **recognized and assessed at a local/regional level**. There must be consistent evidence of meeting the Department's academic performance standards for scholarship, as well as demonstrated professional growth and the promise of future development in scholarship. Consequently, satisfactory performance in scholarship entails that the candidate shows clear progress toward becoming a mature and productive scholar. Evidence of this progress will take the form of outputs from primary research activities, such as those stated in List 2.7.2 (a). Of secondary importance includes other types of scholarly work, such as those stated in List 2.7.2 (b). As a key part of establishing a local or regional sphere of influence, a tripartite candidate for tenure will have an on-going record of scholarship that normally includes a minimum of three significant outputs from primary scholarly activities, including articles in peer-reviewed journals, published during appointment as Assistant Professor. Recognizing that, under normal weightings, an externally funded research chair is expected to establish their local or regional

sphere of influence primarily through scholarship, an externally funded research chair will normally be expected to have a minimum of six significant outputs from primary scholarly activities published during appointment as Assistant Professor. If alternative weightings of the candidate's roles and responsibilities are approved by the Divisional Promotion and Tenure Committee, these weightings will be used to proportionally apply these quantitative measures to the candidate's portfolio. These outputs may not include outputs that were counted towards establishing a candidate's qualifications (see section 2.2). Evidence of a local/regional sphere of influence of one's scholarship may take many forms. The primary criterion is that the candidate's primary publications (as defined in List 2.7.2(a)) are published in journals with a local/regional (or greater) sphere of influence and have been widely cited by scholars from the region and beyond. Additionally, the reach of the candidate's sphere of influence can also be supported by other evidence, such as the items in List 2.7.2(c). The candidate is encouraged to explain how their scholarship record meets the definition of a local/regional sphere of influence.

*Superior Scholarship:*

A **candidate for Associate Professor** must provide evidence of consistent accomplishment in the discipline, to be demonstrated by scholarly activity which is **recognized and assessed at a national level**. Such sustained success ordinarily entails: (1) sustained publication in reputable refereed forums, such as those stated in List 2.7.2(a); (2) other types of scholarly work applicable to List 2.7.2(b); and (3) leadership in scholarly activities in the candidate's discipline. A candidate for Associate Professor will have an on-going record of scholarship over their career to date that normally includes a minimum of four significant publications of the type stated in list 2.7.2(a) published during appointment as Assistant Professor. Recognizing that, under normal weightings, an externally funded research chair is expected to establish their international sphere of influence primarily through scholarship, an externally funded research chair will normally be expected to have a minimum of eight publications of the type stated in list 2.7.2(a) published during appointment as Assistant Professor. These outputs may not include outputs that were counted towards establishing a candidate's qualifications (see section 2.2). Candidates will also need to demonstrate that their scholarship has achieved a national sphere of influence. Evidence of a national sphere of influence of one's scholarship may take many forms. The primary criterion is that the candidate's primary publications (as defined in List

2.7.2(a)) are published in journals with a national (or greater) sphere of influence and have been widely cited by scholars from around Canada (citations from outside of Canada will also be eligible for meeting this requirement as it evidences a greater than national sphere of influence). Additionally, the reach of the candidate's sphere of influence can also be supported by other evidence, such as the items in List 2.7.2(d). The candidate is encouraged to explain how their scholarship record meets the definition of a national sphere of influence.

*Outstanding Scholarship: A candidate for Professor* must provide evidence of sustained success in the dissemination of Scholarly Activity which is ***recognized and assessed at an international level***. Such sustained success ordinarily entails: (1) sustained publication in reputable refereed forums, such as those stated in List 2.7.2(a); (2) other types of scholarly work applicable to List 2.7.2(b); and (3) leadership in scholarly activities in the candidate's discipline. A candidate for Professor will have an on-going record of scholarship over their career to date that normally includes a minimum of eight significant publications of the type stated in list 2.7.2(a) that have been achieved since their last promotion. Recognizing that, under normal weightings, an externally funded research chair is expected to establish their international sphere of influence primarily through scholarship, an externally funded research chair will normally be expected to have a minimum of sixteen publications of the type stated in list 2.7.2(a) that have been achieved since their last promotion. These outputs may not include outputs that were counted towards establishing a candidate's qualifications (see section 2.2). Candidates will also need to demonstrate that their scholarship has achieved an international sphere of influence. Evidence of an international sphere of influence of one's scholarship may take many forms. The primary criterion is that the candidate's primary publications (as defined in List 2.7.2(a)) are published in journals with international sphere of influence and have been widely cited by scholars from around the globe. Additionally, the reach of the candidate's sphere of influence can also be supported by other evidence, such as the items in List 2.7.2(e). The candidate is encouraged to explain how their scholarship record meets the definition of an international sphere of influence.

## 2.8 Assessment of Service

Service involves active participation in the collegial self-governance of the University community, the Member's discipline and/or profession, and can also involve contributions to the community-at-large. Participation on University and Faculty Association committees, assistance and leadership in Department and School administration, and contributions to the intellectual and cultural life of the campus constitutes part of such service. Service also includes contributions to professional or learned societies through participation in local, provincial, national and international organizations and programs related to the faculty member's discipline; consulting work; and contributions in a professional capacity to the community-at-large and to cultural, community and service organizations.

### 2.8.1 Service Dossiers – Bipartite and Tripartite Positions

While not specifically required in the 2019 *Collective Agreement*, GES requires that candidates for tenure and/or promotion include a "service dossier." In addition to specific evidence pertaining to service, such a dossier should include a summary of the candidate's service record, its evolution, and its planned future directions.

### 2.8.2 Metrics for the Assessment of Service – Bipartite and Tripartite Positions

The following list – while not exhaustive – indicates service activities that can enter into the assessment in support of tenure and/or promotion.

#### List 2.8.2(a): Non-Exhaustive List of Service Activities

- Meaningful participation in Department meetings and on Department committees. Establishing meaningful participation requires the candidate to demonstrate leadership or significant work on projects with clear deliverables.
- Meaningful participation on Divisional, University and Faculty Association committees. Establishing meaningful participation requires the candidate to demonstrate leadership or significant work on projects with clear deliverables.
- Assistance and leadership in Departmental or Divisional administration.
- Contributions to the intellectual and cultural life of the campus.

- Contributions to professional or learned societies through participation in local, provincial, national and international organizations and programs related to the faculty member's discipline.
- Appropriate consulting work. This does not include work conducted as a private consultant or as an employee of a consulting firm.
- Contributions in a professional capacity to the community-at-large and to cultural, community and service organizations.
- Academic counseling and academic mentorship.
- Faculty advising which may take the form of assisting students in the selection of courses or careers, serving as faculty advisor with student groups, assisting learners in educational programs both on and off campus, and mentoring students.

In documenting their service contributions candidates must indicate their roles (e.g., member, chair, etc.) and extent and nature of their contributions. **As faculty members move through the ranks, there is an expectation of increasing leadership and expanding spheres of influence in keeping with a culture of service.**

### 2.8.3 Levels of Performance for Service – Bipartite and Tripartite Positions

For attaining tenure and progressing through the ranks, there are ***increasing expectations*** for performance and contributions to service within the university, the discipline and/or profession and, where applicable, the general community. ***Incremental and accumulative growth*** must also be demonstrated. Clear and compelling evidence must be provided to allow the candidate's service activity to be assessed in terms of ***quantity, quality, and impact***.

The service component of a tenure and promotion portfolio is expected to include an appropriate mix of contributions to the collegial self-governance of the university, discipline-related or professional contributions to regional, provincial, national and international communities and participation in provincial, national or international service groups, academic, professional and volunteer organizations.

**Service Potential: Candidates for an initial appointment as an Assistant Professor or Assistant Teaching Professor** must show commitment to service to the University, discipline and/or profession, and, where applicable, the community-at-large.

**Satisfactory Trajectory for Service: Pre-tenure faculty members who were initially appointed as Assistant Professors or Assistant Teaching Professors** must have established a satisfactory trajectory in service for the purposes of the three-year review of their appointments. While initial service assignments typically should not be onerous, the faculty member must be on track to achieve the performance level of “Satisfactory Service” by the time of their assessment for tenure. In addition to evidence of appropriate initial service, there must be potential for professional growth and the promise of future development in service.

**Satisfactory Service: A candidate for tenure who was initially appointed as an Assistant Professor or Assistant Teaching Professor** must have established a satisfactory record of service that involves institutional, disciplinary, professional and/or community service. In addition to consistent evidence of such service, a candidate must demonstrate professional growth and the promise of future development in service. Academic, community, disciplinary and/or professional service is expected to include contributions at a local/regional/provincial level.

**Superior Service: A candidate for Associate Professor or Associate Teaching Professor** must provide evidence of a strong, consistent record of service to the University, discipline and/or profession, and where applicable, to the community-at-large. In evaluating service, the quantity and the quality of the candidate’s activities, effort, leadership, and the value or importance of the service contributions will be considered. Academic, community, disciplinary and/or professional service is expected to include contributions at a national level.

**Outstanding Service: A candidate for Professor or Teaching Professor** must provide evidence of an outstanding long-term record of service to the University, discipline and/or profession, and where applicable, to the community-at-large. In evaluating service, the quantity and the quality of the candidate’s activities, effort, leadership, and the value or importance of the

service contributions will be considered. Academic, community, disciplinary and/or professional service is expected to include contributions at an international level.

### **3 Specific Appointment Criteria**

The criteria below are to be applied in the context of assessing candidates during the hiring process. An initial appointment, which arises when the successful candidate has not previously held a university position, will normally be at the level of Assistant Professor or Assistant Teaching Professor, while a subsequent appointment may be at higher rank. Where a successful candidate already holds a given rank at another University, criteria in the Collective Agreement relating to transferability of that rank to TRU may apply.

#### **3.1 Tripartite Faculty**

##### **3.1.1 Appointment as an Assistant Professor**

To be appointed as an Assistant Professor, a candidate must meet the Department's requirements for *Academic Qualifications* (as specified in Section 2.2); and provide evidence demonstrating:

- (a) *Teaching Potential* (as defined in Section 2.6.3),
- (b) *Scholarship Potential* (as defined in Section 2.7.3), and
- (c) *Service Potential* (as defined in Section 2.8.3).

##### **3.1.2 Appointment at Higher Ranks**

For an appointment at the Associate Professor or Professor level, candidates must meet or exceed the requirements for promotion to that rank (as specified in Section 5.1).

#### **3.2 Appointment Criteria for Bipartite Faculty**

##### **3.2.1 Appointment as an Assistant Teaching Professor**

To be appointed as an Assistant Teaching Professor, a candidate must meet the Department's requirements for *Academic Qualifications* (as specified in Section 2.2); and provide evidence demonstrating:

- (a) *Teaching Potential* (as defined in Section 2.6.3), and

(b) *Service Potential* (as defined in Section 2.8.3).

### 3.2.2 Appointment at Higher Ranks

For an appointment at the Associate Teaching Professor or Teaching Professor level, candidates must meet or exceed the requirements for promotion to that rank (as specified in Section 5.2).

## 4. Specific Tenure Criteria

Tenure shall be granted when there is consistent evidence of meeting the required academic performance standards, demonstrated professional growth, and the promise of future development. A successful candidate to TRU who currently holds tenure at another University may be eligible to request an appointment with tenure. In such cases, the criteria below are to be applied in the context of assessing the candidate during the hiring process.

### 4.1 Tripartite Faculty

#### 4.1.1 Pre-Tenure Review when Initially Appointed as an Assistant Professor

Candidates, whose progress towards an earned doctorate was considered as part of their hiring process may be required to complete their PhD as a condition of successfully passing their pre-tenure review. For the three-year pre-tenure review, faculty members initially appointed as Assistant Professors must meet the requirements for *Academic Qualifications* that were in place in the Department at the time of their appointments, and show evidence indicating:

- (a) *Satisfactory Trajectory for Teaching* (as defined in Section 2.6.3),
- (b) *Satisfactory Trajectory for Scholarship* (as defined in Section 2.7.3), and
- (c) *Satisfactory Trajectory for Service* (as defined in Section 2.8.3).

Through the cumulative impact of items (a)-(c), the faculty member must also be developing a local and regional sphere of influence.

#### 4.1.2 Attaining Tenure when Initially Appointed as an Assistant Professor

To attain tenure, those candidates initially appointed as Assistant Professors must meet the requirements for *Academic Qualifications* that were in place in the Department at the time of their appointments, and provide evidence documenting:

- (a) *Satisfactory Teaching* (as defined in Section 2.6.3),
- (b) *Satisfactory Scholarship* (as defined in Section 2.7.3), *and*
- (c) *Satisfactory Service* (as defined in Section 2.8.3).

Through the cumulative impact of items (a)-(c), the candidate must also have developed a local and regional sphere of influence.

When candidates have selected modified weights for the assessment of their teaching, scholarship and service within the limits allowed by the Department in Section 2.3, any quantitative and or qualitative requirements to achieve a satisfactory level of performance in each role, which are specified in Sections 2.6-2.8, will be subject to minor upward and downward modification in correspondence with the adjustments of the weights.

#### 4.1.3 Attaining Tenure when Initially Appointed at Higher Rank

In exceptional cases, a faculty member may have been granted an initial appointment with rank, but without tenure. To attain tenure in such a case, a faculty member who was initially appointed at the rank of Associate Professor or Professor must show consistent evidence of meeting the required standards for promotion to their rank (as specified in Section 5.1 below), as well as demonstrating professional growth and the promise of future development.

### 4.2 Bipartite Faculty

#### 4.2.1 Pre-Tenure Review when Initially Appointed as an Assistant Teaching Professor

For the three-year pre-tenure review, faculty members initially appointed as Assistant Teaching Professors must meet the requirements for *Academic Qualifications* that were in place in the Department at the time of their appointments, and show evidence indicating:

- (a) *Satisfactory Trajectory for Teaching* (as defined in Section 2.6.3), *and*

(b) *Satisfactory Trajectory for Service* (as defined in Section 2.8.3).

Through the cumulative impact of items (a) and (b), the faculty member must also be developing a local and regional sphere of influence.

#### 4.2.2 Attaining Tenure when Initially Appointed as an Assistant Teaching Professor

Candidates, whose progress towards an earned doctorate was considered as part of their hiring process may be required to complete their PhD as a condition of earning tenure. To attain tenure, those candidates initially appointed as Assistant Teaching Professors must meet the requirements for *Academic Qualifications* that were in place in the Department at the time of their appointments, and provide evidence documenting:

(a) *Satisfactory Teaching* (as defined in Section 2.6.3),

(b) *Satisfactory Service* (as defined in Section 2.8.3).

Through the cumulative impact of items (a) and (b), the candidate must also have developed a local and regional sphere of influence.

When candidates have selected modified weights for the assessment of their teaching, and service within the limits allowed by the Department in Section 2.3, any quantitative and or qualitative requirements to achieve a satisfactory level of performance in each role, which are specified in Sections 2.6 and 2.8, will be subject to minor upward and downward modification in correspondence with the adjustments of the weights.

#### 4.2.3 Attaining Tenure when Initially Appointed at Higher Rank

In exceptional cases, a faculty member may have been granted an initial appointment with rank, but without tenure. To attain tenure in such a case, a faculty member who was initially appointed at the rank of Associate Teaching Professor or Teaching Professor must show consistent evidence of meeting the required standards for promotion to their rank (as specified in Section 5.2 below), as well as demonstrating professional growth and the promise of future development.

## 5 Specific Promotion Criteria

Promotion shall be based on accomplishments beyond those required for the granting of tenure. All promotions must demonstrate incremental and cumulative progress and be based on accomplishments beyond the faculty members' current rank.

### 5.1 Tripartite Positions

#### 5.1.1 Promotion to Associate Professor

For promotion to the rank of Associate Professor, a candidate must meet the Department's requirements for *Academic Qualifications* (as specified in Section 2.2), and provide evidence demonstrating:

- (a) *Superior Teaching* (as defined in Section 2.6.3),
- (b) *Superior Scholarship* (as defined in Section 2.7.3), and
- (c) *Superior Service* (as defined in Section 2.8.3).

Through the cumulative impact of items (a)-(c), the candidate must also have developed a national sphere of influence. Normally a candidate for Associate Professor will have completed at least five years of successful performance at the rank of Assistant Professor.

When candidates have selected modified weights for the assessment of their teaching, scholarship and service within the limits allowed by the Department in Section 2.3, any quantitative and or qualitative requirements to achieve a superior level of performance in each role, which are specified in Sections 2.6-2.8, will be subject to minor upward and downward modification in correspondence with the adjustments of the weights.

#### 5.1.2 Promotion to Professor

For promotion to the rank of Professor, a candidate must meet the Department's requirements for *Academic Qualifications* (as specified in Section 2.2), and provide evidence demonstrating:

- (a) *Outstanding Teaching* (as defined in Section 2.6.3),
- (b) *Outstanding Scholarship* (as defined in Section 2.7.3), and

(c) *Outstanding Service* (as defined in Section 2.8.3).

Through the cumulative impact of items (a)-(c), the candidate must also have developed an international sphere of influence. Normally a candidate for Professor will have completed at least five years of successful performance at the rank of Associate Professor.

When candidates have selected modified weights for the assessment of their teaching, scholarship and service within the limits allowed by the Department in Section 2.3, any quantitative and or qualitative requirements to achieve an outstanding level of performance in each role, which are specified in Sections 2.6-2.8, will be subject to minor upward and downward modification in correspondence with the adjustments of the weights.

## 5.2 Bipartite Positions

### 5.2.1 Promotion to Associate Teaching Professor

For promotion to the rank of Associate Teaching Professor, a candidate must meet the Department's requirements for *Academic Qualifications* (as specified in Section 2.2), and provide evidence demonstrating:

- (a) *Superior Teaching* (as defined in Section 2.6.3), and
- (b) *Superior Service* (as defined in Section 2.8.3).

Through the cumulative impact of items (a) and (b), the candidate must also have developed a national sphere of influence. Normally a candidate for Associate Teaching Professor will have completed at least five years of successful performance at the rank of Assistant Teaching Professor.

When candidates have selected modified weights for the assessment of their teaching, and service within the limits allowed by the Department in Section 2.3, any quantitative and or qualitative requirements to achieve a superior level of performance in each role, which are specified in Sections 2.6 and 2.8, will be subject to minor upward and downward modification in correspondence with the adjustments of the weights.

## 5.2.2 Promotion to Teaching Professor

For promotion to the rank of Teaching Professor, a candidate must meet the Department's requirements for *Academic Qualifications* (as specified in Section 2.2); and provide evidence demonstrating:

- (a) *Outstanding Teaching* (as defined in Section 2.6.3), and
- (b) *Outstanding Service* (as defined in Section 2.8.3).

Through the cumulative impact of items (a) and (b), the candidate must also have developed an international of sphere of influence. Normally a candidate for Teaching Professor will have completed at least five years of successful performance at the rank of Associate Teaching Professor.

When candidates have selected modified weights for the assessment of their teaching, and service within the limits allowed by the Department in Section 2.3, any quantitative and or qualitative requirements to achieve an outstanding level of performance in each role, which are specified in Sections 2.6 and 2.8, will be subject to minor upward and downward modification in correspondence with the adjustments of the weights.

## References

Boyer, E.L. (1990). *Scholarship reconsidered: priorities of the professoriate*. The Carnegie Foundation for the Advancement of Teaching, 1990.

## Appendix I: Collective Agreement Articles Relevant to Tenure and Promotion

5.1 Ranks
5.1.1 Tripartite appointments
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5.2.1 Tenure-Track Appointment
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6.7 Action Subsequent to Voting
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6.10 Annual Report for Decisions on Tenure and Promotion
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	6.11.7.3 Professor/Teaching Professor
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Article 10 – Workload	
	10.2 Academic Duties and Responsibilities
	10.7 Cross-Functional Appointments