

¹Department of Management

Thompson Rivers University

Department Standards for Promotion and Tenure

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I. Preamble

The purpose of this Standards document is to provide guidance to faculty members as they prepare applications for tenure and/or promotion as well as guidance to the University Council Promotion and Tenure Committee. Achieving tenure and promotion through the ranks is based on incremental and accumulated growth of a faculty member in his/her scholarship (if applicable), teaching or professional role, and in service. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against expectations in all areas of their assigned workload.

These departmental guidelines describe the standards and expectations specific to the Department of Management. All such standards and expectations shall be guided by documented and approved TRU policies and TRUFA Collective Agreement provisions.

The Department of Management is committed to the personal and professional growth of its members through a collegial environment and positive mentorship of new faculty. The department aims to create an environment where a well prepared faculty member committed to his/her teaching, service, and scholarship (if applicable) should succeed in obtaining tenure and promotion.

The document sets out standards that are realistic and achievable within the various functional areas in Management at an undergraduate teaching-focused university. This document provides examples of criteria for evaluating faculty within each of teaching, scholarship and service, thus allowing options in the design of their career paths. Considering the variability that exists within the Department of Management and university work, faculty are allowed some flexibility in the weighting they assign to the areas for evaluation, which will reflect their focus and strengths. The examples used in this document are not meant to be exhaustive. In addition to the examples of criteria in this document, faculty members may justify promotion/tenure using other relevant evidence.

II. Weighting

A. Introductory Statement

Applicants for tenure and promotion may suggest weightings of the workload categories to be used in evaluating their applications within the parameters of the weightings articulated in this document as approved by the Department of Management. Applicants must inform the School of Business and Economics (SoBE) Promotion and Tenure Committee of the suggested weighting at the beginning of the adjudication process. The SoBE Promotion and Tenure Committee and the University Promotion and Tenure Committee (UPTC) must recognize that the balance between teaching/professional role and service for bipartite applicants, and the balance among teaching/professional role, scholarship 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/professional role and to a lesser degree on service. Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of teaching/professional role and their scholarship activities, and to a lesser degree on service.

Because Management is a rapidly changing discipline, faculty members spend considerable time maintaining the currency of their courses, and developing new courses in their area(s) of expertise. The additional time needed to maintain the currency of courses, and to develop new courses, normally limits the amount of time available for scholarship and service. This should be taken into consideration when tenure and promotion decisions are being made.

B. Weighting Criteria for the Department of Management

Tripartite:

Exceptional contributions in either

- (a) teaching/professional role, or
- (b) scholarship, 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:

Exceptional contributions in either

- (a) teaching/professional role, 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.

Notes:

1. In their promotion dossier, bipartite candidates may use evidence of scholarship activities related to their appointment, but it is not required and it will not be detrimental to the applicants' success if it is not part of their tenure/promotion dossier.
2. Additional consideration should be given to members with very extensive research obligations, or those with extensive administrative duties, or those with extensive teaching responsibilities.

III. Guidelines and Criteria for Tenure and Promotion

A. Academic Qualifications (Article 6.10.7 of the Collective Agreement)

<p style="text-align: center;">For Tenure At Assistant Professor or Lecturer</p>	<p style="text-align: center;">For Promotion To Associate Professor or Senior Lecturer</p>	<p style="text-align: center;">For Promotion To Professor or Principal Lecturer</p>
<ul style="list-style-type: none"> • 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 designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline, or a relevant Masters degree normally with 5 years teaching or other relevant practical experience. 	<ul style="list-style-type: none"> • 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 designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline, or a relevant Masters degree normally with 5 years teaching or other relevant practical experience. • Normally five (5) years of successful performance at the rank of Assistant Professor/Lecturer. 	<ul style="list-style-type: none"> • 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 designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline, or a relevant Masters degree normally with 5 years teaching or other relevant practical experience. • Normally five (5) years of successful performance at the rank of Associate Professor/Senior Lecturer.

B. Teaching

Teaching is defined in Article 6.10.5.1 of the Collective Agreement. Evaluation of teaching shall be based on the effectiveness rather than the popularity of the instructor, as indicated by command over subject matter, familiarity with recent developments in the field, preparedness, presentation, accessibility to students and influence on the intellectual and scholarly development of students.

The methods of teaching evaluation may vary; they should include at the minimum:

- two formal student evaluations administered within the last 3 years
- two recent classroom peer assessments administered within the last 3 years
- a teaching dossier.

Evaluation of teaching should also take into consideration differences due to the level of the course (certificate, diploma, undergraduate, and postgraduate), class size, class composition, the degree of difficulty of the course material and other factors.

In recognition of the fact that Management is a constantly changing discipline, faculty members must maintain the currency of their courses, and where appropriate, develop new courses in their area of expertise. These new courses may be initiated by the faculty member or required by the Department.

The following list, while not exhaustive, represents additional types of evidence that can be used to assess teaching in support of Promotion and Tenure:

Level I

- Demonstrates competence in course delivery
- Keeps current with developments in the areas of expertise by attending professional conferences, workshops and by reading current literature
- Uses appropriate teaching materials with respect to quantity, level of difficulty, and currency
- Available for student consultation
- Evaluates student performance consistent with course ends in view
- Adheres to TRU and Management department standards for assignments, exams, and student assessment

- Establishes and maintains appropriate course records
- Demonstrates the ability to use various teaching strategies to enhance learning
- Identifies student learning difficulties and takes action to alleviate them
- Understands and uses theories and principles of teaching and learning
- Responds appropriately to the learning context
- Demonstrates the ability to utilize appropriate evaluation strategies
- Critically reflects on own teaching

Level II

- Develops new programs, specializations, etc. as needed
- Accepts opportunities to share expertise, for example: represents TRU at articulation meetings, presents at educational conferences, chairs sessions, etc.
- Visits high schools, participates in Open Houses, etc.
- Creates, maintains, and updates articulation agreements with universities, colleges and professional bodies
- Creates, maintains, updates course transfer agreements with universities, colleges, and professional bodies
- Provides support (course outlines, lecture notes, quizzes, exams, mentors instructors, etc) for programs offered internationally
- Makes Management courses and programs available through Open Learning or distance education e.g. develops new courses and programs, maintains courses and programs, tutors courses, etc.
- Mentors faculty
- Supervises student research, projects, or theses
- Is involved with directed studies teaching
- Serves as a guest lecturer
- Develops teaching aids
- Participates in peer seminars and colloquia
- Makes specialized knowledge broadly accessible and usable, e.g., to university learners, to non-specialists in other disciplines, and to the public
- Receives awards or public recognition for teaching excellence and/or innovations
- Is recognized as a source person, consultant and mentor in teaching strategies and/or content area of expertise
- Is actively involved with student conferences, competitions, field trips and other similar activities and events

Elements of scholarly-based teaching that can be used to assess teaching in support of Promotion and Tenure are given in the following non-exhaustive list:

- Improves teaching within the Department by collecting and reading the literature on the teaching-learning process and disseminating findings to Departmental peers
- Investigates and reflects on personal teaching practices and the learning of their students, and disseminating ‘best’ teaching practices to Departmental peers
- Integrates instructional materials and places the teaching-learning process in a larger context
- Applies scholarly teaching to curricula design to improve student learning within the discipline, and across disciplines within the University. Engagement may also include the integration of technology into teaching, and significant leadership roles with off-campus agencies and organizations.

At the discretion of the candidate, some items presented in the lists above may be counted towards service or scholarship rather than teaching.

Teaching Criteria		
For Tenure At Assistant Professor or Lecturer	For Promotion To Associate Professor or Senior Lecturer	For Promotion To Professor or Principal Lecturer
The candidate’s teaching has been evaluated as showing evidence of potential for effectiveness in teaching. The candidate’s teaching profile should include documentation of items from the “level I” list above.	The candidate’s teaching has been evaluated as exceeding the required performance standard. The candidate’s teaching profile should include documentation of items from the “Level II” list above.	The candidate teaching has been evaluated as outstanding. The candidate’s teaching profile should include documentation of a substantial number of items from the “Level II” list above.

C. Service

Service is defined in Article 6.10.5.4 of the Collective Agreement. Contributions towards the goals of the department, the university, and/or the discipline are expected. Attending departmental and faculty council meetings is a service contribution expected of all faculty members as part of their basic duties and responsibilities. By itself, attendance at these meetings does not constitute sufficient service. Service for the purpose of tenure and promotion must reach beyond just attending meetings and includes, for example, active participation and making contributions to the Department, the School, and the TRU community, and possibly to the community and profession external to the university.

Service Criteria		
For Tenure At Assistant Professor or Lecturer	For Promotion To Associate Professor or Senior Lecturer	For Promotion To Professor or Principal Lecturer
<p>The candidate's service has been evaluated as showing a commitment to service to the university, discipline and/or profession, and where applicable, the community-at-large.</p>	<p>The department recognizes the importance of service to the department, school, faculty, and/or university. Although the forms can be diverse, professional service activities share the following three distinguishing characteristics:</p> <ul style="list-style-type: none"> a) contributes to the public welfare or the common good; b) utilizes the faculty member's academic and/or professional expertise; c) directly addresses or responds to real-world problems, issues, interests, or concerns. <p>Candidates for promotion will demonstrate consistent contribution in service and will be expected to justify their claims regarding their service roles in terms of the above characteristics.</p>	<p>The department recognizes the importance of service to the department, school, faculty, and/or university. Although the forms can be diverse, professional service activities share the following three distinguishing characteristics:</p> <ul style="list-style-type: none"> a) contributes to the public welfare or the common good; b) utilizes the faculty member's academic and/or professional expertise; c) directly addresses or responds to real-world problems, issues, interests, or concerns. <p>Candidates for promotion will demonstrate outstanding contribution in service and will be expected to justify their claims regarding their service roles in terms of the above characteristics.</p>

D. Scholarship

Scholarship is defined in Article 6.10.5.3 of the Collective Agreement. Two key components of scholarly activity are dissemination and peer review. In Management, typically evidence of scholarship will consist of either a) or b), or a combination thereof:

- a) Traditional Scholarship -- publications in peer reviewed venues, presentations at peer-reviewed venues, or other recognized contributions to Management.

- b) Practice of Professional Skills—A faculty member can also demonstrate skills equivalent to those exercised under traditional scholarship through the practice of professional skills. Examples include, but are not limited to, developing (or consulting on the development of) specialized management practices as well as consulting on other matters requiring management expertise, including development of standards and/or applied research where business/management expertise is used to address practical management problems or make improvements for community organizations, business, industry, and education.

Activities claimed under this category must demonstrate a recognized contribution to the discipline of management/business and must demonstrate the originality and expertise of the faculty member in the creation and application of management ideas and techniques “to address practical problems or issues” in much the same way that scholarly work demonstrates such creativity and expertise.

Scholarship Criteria (Traditional Scholarship)

For Tenure At Assistant Professor	For Promotion To Associate Professor	For Promotion To Professor
<p>Successful Engagement in Scholarship</p> <ol style="list-style-type: none"> 1. Engages in the process of inquiry. 2. Identifies researchable questions. 3. Conducts inquiry individually and/or collaboratively. 4. Submits papers and/or book chapters for publication in journals or books or resources targeted for the public or specific groups. 5. Disseminates scholarship through presentations at conferences, workshops, etc. <p>Additional evidence may include, but is not limited to</p> <ul style="list-style-type: none"> ● Reviews textbooks, journals, etc. ● Provides evidence of continued education relevant to scholarship ● Submits proposals for funding ● Supervises student research, projects or theses. 	<p>Consistent Accomplishment in Scholarship</p> <ol style="list-style-type: none"> 6. Demonstrates record of consistent scholarship, with national recognition as a scholar. 7. Disseminates scholarly work through presentations at local, regional and national level. 8. Publishes in peer reviewed journals or in books or monographs. <p>Additional evidence may include, but is not limited to</p> <ul style="list-style-type: none"> ● Assists faculty in scholarship development ● Accepts opportunities to serve on Masters or Doctoral committees ● Submits research grant proposals to support scholarship ● Reviewer for national or international conferences. 	<p>Sustained Success in Scholarship</p> <ol style="list-style-type: none"> 9. Demonstrates a sustained program of scholarship, with national and international recognition as a scholar. 10. Publishes in national and international peer reviewed journals, books or monographs. <p>Additional evidence may include, but is not limited to</p> <ul style="list-style-type: none"> ● Serves on editorial boards and scholarship review committees ● Facilitates scholarship at a national and/or international level ● Mentors faculty and/or colleagues in the development of scholarship ● Contributes to the scholarly development of faculty colleagues ● Awards for research excellence. ● Maintains a record of external funding to support scholarship.

Scholarship Criteria (Practice of Professional Skills)

For Tenure At Assistant Professor	For Promotion To Associate Professor	For Promotion To Professor
<p>Successful Engagement in Scholarship</p> <ol style="list-style-type: none"> 1. Demonstrates external evidence of professional and/or technical competence in professional activities. 2. Disseminates scholarship through presentations, workshops or written communications. 	<p>Consistent Accomplishment in Scholarship</p> <ol style="list-style-type: none"> 3. Provides professional consultation. 4. Clearly demonstrates a consistent and significant contribution to the field of Management, at the national level, as evidenced through the production of documents or papers that are disseminated in one or more of the following ways: <ul style="list-style-type: none"> • published in refereed or non-refereed journals or conference proceedings; and/or • presented at conferences, meetings or other symposia; and/or • made available using electronic media, or made available in some other form, such as in reports to agencies. 5. Demonstrates national recognition in his/her field. 	<p>Sustained Success in Scholarship</p> <ol style="list-style-type: none"> 6. Demonstrates a sustained program of scholarship, with national and international recognition as a scholar. 7. Demonstrates a sustained high level of performance in the practice of the profession, Examples include <ul style="list-style-type: none"> • contributes to reputable publications (in hardcopy or electronic form) as appropriate for the professional skills practiced • presents papers at professional meetings and conferences • writes reviews, books, etc. • writes consulting or professional reports • referees papers • engages in editorial work <p>Additional evidence may include, but is not limited to</p> <ul style="list-style-type: none"> • Plenary speaker at a major national or international conference • Sustained external funding • Awards for research excellence • Creates a product/service that has become commercially successful • Significant contribution to the creation and adoption of standards that are accepted by business, professional bodies and/or government.

Appendix A: Collective Agreement Articles Relevant to Tenure and Promotion

Article 5 — Appointment of Members	
5.1.1	Ranks — Tripartite appointments
5.1.2	Ranks — Bipartite appointments
5.2.1	Tenure-Track Appointment
5.2.3.1	Tenured Appointment
5.2.3.2	Change in Status from Bipartite or Tripartite Appointment for a Tenured Member
Article 6 — Tenure and Promotion of Members	
6.1	Preamble
6.2	Progression to Promotion
6.3	Progression to Tenure
6.4	Procedures of the Division, Faculty or School Promotion and Tenure Committee
6.5	Procedures of the University Council Promotion and Tenure Committee
6.6	Action Subsequent to Voting
6.6.8	Timeline for Tenure and Promotion Process
6.7	Annual Report for Decisions on Tenure and Promotion
6.8	University Appeals Committee
6.9	University Appeals Committee Procedures
6.10	Criteria for Academic Designation, Tenure and Promotion
6.10.5	Definitions of Categories
6.10.5.1	Teaching
6.10.5.2	Professional Roles
6.10.5.3	Scholarship
6.10.5.4	Service
6.10.6	Granting of Tenure
6.10.7	Academic Designation
6.10.7.1	Assistant Professor/Lecturer
6.10.7.2	Associate Professor/Senior Lecturer
6.10.7.3	Professor/Principal Lecturer
Appendix 1	List of activities to demonstrate required level of competence in teaching
Article 10 — Workload	
10.2	Academic Duties and Responsibilities
LOU #20 — Lab Faculty Appointment and Promotion Joint Committee	
LOU #23 — Transitional Issues	
2.	Tenure
3.	Rank and Promotion