

Promotion, Tenure and Faculty Standards<sup>1</sup>  
Department of Sociology and Anthropology  
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<sup>1</sup> Based on JCNM draft T&P Standards, PHP draft T&P Standards, SoBE T&P Standards.

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## 1. Preamble

### 1.1 Purpose of Standards Document

The purpose of this standards document is to provide guidance to faculty members in the Department of Sociology and Anthropology (SOAN) as they prepare applications for tenure and/or promotion. These departmental guidelines describe the standards and expectations specific to SOAN. University guidelines as detailed in the Senate-approved Principles of Essential Features and Standards and Collective Agreement provisions shall guide all such standards and expectations. In particular, candidates should document clear evidence of the quality, quantity, and impact of their work by way of the following:

- incremental and accumulative growth as teachers/professionals and/or researchers, and in terms of departmental, university, community, and disciplinary service;
- increasing levels of performance for teaching/professional role, research, and service as faculty move through the ranks; and
- an increasing sphere of influence, illustrated by recognition and assessment by peers at regional, national, or international levels.

SOAN 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 up faculty for success.

SOAN recognizes the need for multiple paths for inclusion and equity in the ways that these standards of evaluation for Tenure and Promotion are applied. SOAN explicitly notes the added barriers that people with different abilities, external and 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. As such, SOAN commits to assessing all applications for tenure and promotion through a holistic lens affirming the diversity of career paths. Candidates are invited to include a written statement as part of their application outlining their career paths, any potential barriers that have presented, and circumstances that have influenced the shape of their careers. SOAN affirms that this diversity, while potentially presenting structural challenges within the academy, enriches and shapes scholarly contributions in unique and valuable ways.

Faculty are encouraged to engage with a diverse and inclusive scholarship, such as work by members of underrepresented groups in the academic literature, or from non-mainstream (i.e., Indigenous, Global South, feminist, queer, disability, or critical race) perspectives in their teaching and disciplinary scholarship. Candidates are strongly encouraged to highlight throughout their portfolio, in each dossier, how they have embraced the principles of equity, diversity, inclusion (EDI), decolonization and Indigenization, including how their work seeks to address historical inequities within their areas of specialization.

### 1.2 Definitions of Work in SOAN

Faculty in SOAN work in and across diverse fields, they work to produce knowledge and exert

influence across multiple boundaries and intersections that shape the contemporary role of a university today. They work:

- across interdisciplinary boundaries;
- at the intersections of theory and applied practice;
- at the intersections of disciplinary scholarship and teaching and learning;
- across the boundaries of university and community knowledge and engagement;
- across the boundaries of professional and scholarly knowledge production; and/or
- through multi-modal forms of communication.

SOAN values all such work in professional and disciplinary fields, across multiple bodies of knowledge, and in diverse modalities.

The production of knowledge and influence can take many forms and is evaluated according to a variety of scholarly and/or professional standards. As such, this standards document asserts a commitment to widen rather than narrow the bases of evaluation of scholarly, instructional, service, and professional work by faculty in SOAN.

In terms of qualitative measure, SOAN recognizes that work in different fields will be evaluated according to unique standards associated with those fields, including with recognition of the diversity of communication and systems of knowledge of Indigenous Peoples.

In the evaluation of teaching, research, scholarship, and creative and professional work, the department standards and expectations for tenure and/or promotion in SOAN recognize professional, organizational and community-defined standards for best practice, quality, peer evaluation and review, and the ethical production and dissemination of knowledge as equal and equivalent to university standards.

Equivalencies in weight and value for teaching, research, scholarship, and creative and professional work are thus based on recognition and assessment by peers within professional and scholarly fields of work. These include underrepresented communities, such as systems of knowledge within the Indigenous cultures and communities, as well as assessment of impact, reach, and time and effort required for production.

Likewise, in the measure of the teaching dossier, SOAN takes a wide interpretation of activities in leadership and scholarly teaching, recognizing that these activities could include, but are not limited to, the production of teaching and learning materials, training and other course development both internally and for external communities, professional and creative work within multiple fields of knowledge and industries, as well as disciplinary scholarship and scholarship in the field of teaching and learning. Faculty are encouraged to engage with a diverse and inclusive scholarship, such as by members of underrepresented groups in the academic literature, or from non-mainstream (i.e., Indigenous, Global South, feminist, queer, disability, or critical race) perspectives.

Bipartite faculty members are not required to publish and disseminate their work or conduct research in the manner expected of tripartite faculty. SOAN recognizes bipartite faculty's choice to

undertake disciplinary research and scholarship, and/or professional and creative work as contributing to the fulfillment of their scholarly teaching requirements when clearly and appropriately linked to their teaching and pedagogical practices.

## 2. Assessment Criteria

The assessment criteria for appointment, tenure, and promotion differs between bipartite and tripartite positions.

For tripartite positions, the assessment criteria are academic qualifications, teaching dossier, scholarship, and service.

For bipartite positions, the assessment criteria are academic qualifications, teaching dossier, and service.

Achieving tenure and promotion through the ranks is based on incremental and accumulative growth of faculty members in their teaching, scholarship [for tripartite faculty], and service. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against increasing expectations for:

- (a) effectiveness in teaching;
- (b) recognized research, scholarly, professional and/or creative work [for tripartite faculty];  
and
- (c) contributions to service within the university community as well as to the community and profession.

Further, as faculty members move through the ranks, their spheres of influence are generally expected to widen from the local or regional level, to the national level, and then to the international level. SOAN recognizes that evaluation of a candidate's sphere of influence involves objectively and subjectively assessing the impact of their work across different communities. Candidates seeking tenure and/or 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.

Although the degree to which faculty members will make contributions in each of teaching, scholarship [for tripartite faculty], and service may be expected to differ, particularly at different stages in their academic careers, it is the expectations of SOAN that all members will over time make substantive contributions in teaching, scholarship [for tripartite faculty], and service. Appointment, tenure and promotion decisions will be guided by this expectation.

Candidates for promotion and/or tenure are required to create a portfolio that describes their activities, achievements, and future plans in the categories of teaching, scholarship [for tripartite faculty], and service. This portfolio should provide evidence, both quantitative and qualitative, of the candidate's performance.

In sum, candidates should document clear evidence of the following Senate-defined assessment criteria:

- Incremental and accumulative growth as teachers, in research, scholarship and/or creative

work [for tripartite faculty], and in service at the department, university, community and disciplinary levels.

- Increasing levels of performance for teaching, for research, scholarship and/or creative work [for tripartite faculty], and for service, recognizing that expectations increase as faculty move through the ranks.
- Recognition and assessment by peers at the regional, national, or international levels as a means of documenting an increasing sphere of influence; recognition and assessment is measured in terms of quantity, quality, and impact.

## 2.1 Weighting of Roles and Responsibilities

Candidates for tenure and promotion may suggest weightings of their relevant categories to be used in evaluating their applications within the parameters of the weightings articulated in this document as approved by their Faculty. The Department, Faculty or School Promotion and Tenure Committee must recognize that the balance of teaching, scholarship, and service may differ based on individual 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 candidate’s workload.

Normally, the weighting for tripartite members is 40% scholarship, 40% teaching, and 20% service. Deviations within 10% of these normal weightings must be justified by the candidate.

Normally, the weighting for bipartite members is 80% teaching, and 20% service. Deviations within 10% of these normal weightings must be justified by the candidate.

<b>Bipartite Positions</b>		<b>Weighting</b>	
Roles and Responsibilities	Standard	Maximum	Minimum
Teaching (core)	80%	90%	70%
Service	20%	30%	10%

<b>Tripartite Positions</b>		<b>Weighting</b>	
Roles and Responsibilities	Standard	Maximum	Minimum
Teaching (core)	40%	50%	30%
Scholarship (core)	40%	50%	30%
Service	20%	30%	10%

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, as long as there has been a satisfactory level of contribution in all areas of responsibility.

## **2.2 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.<sup>2</sup> These appointments are especially useful when faculty research and teaching interests are interdisciplinary in nature.

In their application for tenure and/or promotion, 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.

If the workload assignment is equally divided between two departments (for example, a 4/4 teaching split), the faculty member should meet with both department chairs to discuss which department's tenure and promotion standards they would prefer to be used for assessment of their application package.

With respect to service, the workload across all departments shall be equivalent to an appointment within a single department. It is easier for faculty holding cross-functional appointments to drift toward higher levels of service, especially at the departmental level. Many of the institutional tasks including planning, curriculum review and development, and program growth have significant workload implications at the department level. A review of candidates for tenure and promotion shall be sensitive to these issues and dynamics when reviewing service, scholarship, and teaching.

## **2.3 Assessment of Collaborative Work and Collegial Endeavour**

Collaborative efforts in teaching, scholarship and service enhance faculty contributions and, therefore, are to be encouraged. In the case of collaborative work, the contribution of the candidate must be documented.

Members of equity-seeking and under-represented groups who are also members of the professoriate may service their communities in ways that are not typically recognized within the profession, for instance speaking at community events or serving as a community representative. This contribution to community is recognized as collaborative work that combines all areas of teaching, scholarship, and service.

The delivery of academic programs and the self-governance of the Department 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.

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<sup>2</sup> Cross-functional appointments are referenced in section 10.7 of the current TRU-TRUFA Collective Agreement.

Accordingly, tenure and/or promotion candidates are invited to provide evidence of cooperative and collaborative contributions to scholarship, service, and teaching.

## **2.4 Assessment of the Teaching Role**

Teaching is a scholarly and dynamic endeavour 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.

Both bipartite and tripartite faculty are expected to engage in scholarly teaching. A scholarly approach to teaching is an iterative process of issue-identification, learning, applying, documenting, and reflecting on teaching strategies toward continuous improvement. It entails calculated risk-taking of new teaching methodologies, self-assessment, and peer feedback.

Scholarly teaching is also a creative endeavour, 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.

### **2.4.1 Teaching Dossiers – Bipartite and Tripartite Positions**

Candidates for tenure and/or promotion must submit a teaching dossier<sup>3</sup> that demonstrates teaching effectiveness at the appropriate level of required performance. The following are essential components that must be included in the teaching dossier.

- *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). May also include student research assistant supervision and student teaching assistant supervision.
- *Portfolio of Course Materials*: At a minimum, includes a sample of selected course outlines with accompanying discussion indicating teaching experience as well as changes,

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<sup>3</sup> For further details on the essential components of the teaching dossier and suggestions of possible additional components, see Article 6 – Appendix 1, of the TRU-TRUFA Collective Agreement.

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. Note that student course evaluations may be used only as evidence of the student experience and as a component of reflective practice. Student course evaluations cannot be used independently as evidence of teaching effectiveness.

Where the above 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.

Additional components should be included in the Teaching Dossier so as to provide a complete account of the teaching activities listed below.

#### **2.4.2 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.

- Classroom teaching, blended learning, experiential learning instruction, etc. including the preparation and revision of course material
- Creation and/or revision of course/instructional materials with attention to EDI, decolonization, and Indigenization
- Supplementary internal teaching roles including, continuing education teaching distance education teaching, frequent guest lecturing, etc.
- Additional or external teaching roles including international teaching, exchange teaching, executive 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.
- External graduate (or undergraduate) student 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

Bipartite faculty may include, as a component of scholarly teaching, publications and/or professional and creative work, as noted in Section 1.2 and 2.5 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.

#### *2.4.2.a Leadership in Teaching*

Leadership in teaching becomes increasingly important as both tripartite and bipartite faculty members move through the ranks. SOAN recognizes the connection between leadership in teaching and expanding spheres of influence. Activities in leadership in teaching that can enter into the assessment of teaching in support of tenure and/or promotion are given in the following non-exhaustive list.

- Significant course and program coordination roles
- Teaching and learning outreach making specialized knowledge more broadly accessible and usable to university learners in 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, with a commitment to inclusivity and accessibility
- 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, or through community-based teaching practices
- 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

#### *2.4.2.b Scholarship of Teaching and Learning (SoTL)*

The scholarship of teaching and learning (SoTL) can be beneficial as both tripartite and bipartite faculty members move through the ranks. Activities in SoTL that can enter into the assessment of teaching in support of tenure and/or promotion are given in the following non-exhaustive list.

While not required, both bipartite and tripartite members may choose to engage in SoTL activities in support of their scholarly teaching. Further, Tripartite faculty members may elect to count appropriate contributions within SoTL as scholarship rather than teaching if it is to their advantage.

- 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 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., including collaborative community-based knowledge sharing
- 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 the lists in 2.4.2.

### **2.5 Assessment of Scholarship**

Drawing on Boyer's model, 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. SOAN recognizes and treats, on equal footing, excellence across the broadest spectrum of applied, practice-led, strategic, and academic research practices and outputs. SOAN 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.

Faculty members working with historically marginalized groups and in academically marginalized fields such as Indigenous studies, queer studies, disability studies or critical race theory often work in interdisciplinary contexts, engaging in community-based/led research projects. These forms of research often involve long-term relationship building and research designed with communities where the work aims to benefit the communities themselves first. This kind of community-based/led ethically grounded research must be guided by cultural and ethical protocols as determined by the communities themselves. Research design, process, and dissemination should be acknowledged in the context of the culturally and ethically appropriate protocols as determined by communities, and that a researcher's primary responsibility is to the communities with whom they work. Dissemination with and to communities engaged in the research process is a priority and part of the long-term relational accountability of a researcher. Community-based dissemination is valued as critical to the candidate's sphere of influence and responsibilities as a researcher throughout their careers (meaning that sustained, long term commitments to community relationships through research and dissemination are recognized on equal footing as other metrics of an candidate's spheres of influence at the regional, national, and international levels).

Scholars working with historically marginalized groups and in academically marginalized fields are often engaged in interdisciplinary research projects that are best suited to interdisciplinary venues (conferences, journals, edited collections, workshops, and other publication platforms). SOAN recognizes interdisciplinary venues for dissemination on equal footing in impact and sphere of influence as discipline specific ones.

Candidates are encouraged to suggest external reviewers from areas of specialization (either discipline specific or interdisciplinary), who are best suited to assess their work in the context of their areas of specialization. Divisional Tenure and Promotion committees will seek letters of evaluation from reviewers working in the candidate's area(s) of specialization regardless of their disciplinary locations within the academy.

Bipartite faculty members are not required to publish and disseminate their work or conduct research in the manner expected of tripartite faculty. However, bipartite faculty members who want to include scholarship activities itemized here can include them under the heading of scholarly teaching, as outlined in 2.4.2.

### **2.5.1 Research Dossiers – Tripartite Positions**

SOAN 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 the following components:

- *Overview of Research Development:* Core areas of research, evolution of research, and future plans for research.
- *Evidence of Research Contributions:* Summary of research works to be considered as evidence; include impact of research such as journal impact factors and/or citations (where appropriate), dissemination of work in communities of interest; if collaborative works, documented contribution of candidate. This is the section where evidence is presented for the candidate's expanding sphere of influence.
- *Research Contributions:* Include actual publications or creative works (rather than citations only) where appropriate.

### **2.5.2 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. In recognizing the diversity of research and channels of dissemination, SOAN encourages candidates to provide a contextual summary of their work to showcase their work holistically. In the evaluation of scholarly activity, the quality and sphere of influence of the work, just not the sheer quantity, is of paramount importance. As such, candidates for tenure and/or promotion are encouraged to include any relevant information on citations, authorship ordering, appropriate journal rankings, quality assurance processes, impact within industry, end-user adoption, etc., that showcases the breadth, impact, and relevance of their work as it relates to the specific context of their research programs, recognizing that not every metric is appropriate for all modalities.

Dissemination of research can take place in a multitude of pathways. Alongside peer-reviewed academic publications and presentations, knowledge transfer with and to communities can be a key aspect of a candidate's scholarly work. In particular, SOAN recognizes modes of knowledge, scholarship, creative practices, research practices, and dissemination inherent within Indigenous methodologies on equal footing with traditional academic dissemination pathways.

SOAN recognizes the diversity of quality assurance practices across disciplines and forms of research. Quality assurance includes peer review for academic journals, refereed reports, and other equivalent quality assurance processes. Candidates are invited to outline the specific quality assurance processes used for each of their research outputs submitted as part of their applications. This is especially important for work that has moved through non-traditional academic channels of quality assurance such as those dictated by Indigenous and/or community-based protocols.

Tripartite faculty members are also encouraged (though not required) to engage in SoTL. Consequently, appropriate contributions related to List 2.4.2.b may be able to be used under the heading of scholarship, although the same contributions should not be presented as evidence in two dossiers.

Primary (Peer-Reviewed) Scholarly Activity may include:

- Refereed journal articles published online and/or in print

- Peer-reviewed scholarly books published online and/or in print
  - One single-author monograph or textbook published with an academic or university press is equivalent to four (4) primary scholarly activities.
  - One single-author monograph or textbook published with other than an academic or university press is equivalent to three (3) primary scholarly activities.
  - When there is more than one author, the candidate should clarify proper weighting of their contribution to the monograph or textbook.
  - *Note:* Self-published works do not count as primary scholarly activity.
- Editorship of a collected volume or scholarly book
- Peer-reviewed chapters in edited volumes published online and/or in print
- Dissemination of research findings within communities in the venue chosen by the community, in line with the respect and ethics inherent in Indigenous research methodologies
- Creative works, across multiple modalities, published and/or disseminated in academic venues

Other Scholarly Activity may include:

- Articles in peer-reviewed conference proceedings published online and/or in print
- Works of disciplinary scholarship published and reviewed according to professional and industry standards for best practice, review and editing
- Professional works, across multiple modalities, published and reviewed according to professional and industry standards for best practice, review and editing
- Leading or participating in research capacity-building activities in the community, particularly work that provides formal research qualification opportunities for members of Indigenous and marginalized community members
- Journal articles, scholarly books, book chapters and contributions to conference proceedings that are in press, forthcoming, or under review
- Editorship of a journal
- Peer-reviewed presentations at conferences, workshops, etc.
- Invited or keynote presentations at conferences, workshops, seminars, etc.
- Acting as a reviewer for a journal
- Presentations at other universities
- Editor-reviewed or non-peer reviewed contributions to scholarly blogs, academic society or journal blogs, or other sites that concern public or online engagement with academic research and thought

- Government publications
- Appropriate consulting work, that develop strong, meaningful and responsive links with end users of research
- On-campus presentations
- Book reviews
- Citations of published work
- Research grants
- Adoption of a research output (such as training tool, type of research design or analytic method, paradigm, or research-based standard) as a standard practice within the field or industry
- Recognition for excellence in scholarly activity

SOAN celebrates research excellence and strongly encourages faculty members to make scholarly contributions of the highest caliber.

In the case of collaborative and co-authored work, candidates are encouraged to outline their role and relationship to co-authors (such as students, postdoctoral fellows, academic colleagues, community members, or collaborators) and explain the chosen order of authorship. SOAN affirms order of authorship is not necessarily reflective of value or quantity of contribution in collaborative works and welcomes any contextual information that sets citation details as potential evidence of research excellence. For example, having Indigenous knowledge keepers and research partners as co-authors is potentially evidence of enactive Indigenous research methodologies and building research capacity in Indigenous communities; having student co-authors demonstrates a commitment to training highly qualified personnel, a criteria of Tri-Council funding agencies.

## **2.6 Assessment of Service**

Service involves active participation in the collegial self-governance of the University community, the candidate'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 departmental 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.

### **2.6.1 Service Dossiers – Bipartite and Tripartite Positions**

SOAN requires that candidates for tenure and/or promotion include a "service dossier." A service dossier should include the following components:

- *Overview of Service Contributions*: Summary of service record, evolution of service, and plans for future service

- *Evidence of Service Contributions*: Extent and nature of service activities; impact of service activities. This is the space to present the evidence for an expanding sphere of influence.

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

The following list indicates service activities that can enter into the assessment in support of tenure and/or promotion. This list is non-exhaustive and non-hierarchical – all evidence provided by the candidate should be weighted equally and without preference to one particular category.

- 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.
- Academic counseling and academic mentorship
- Contributions in a professional capacity to the community-at-large and to cultural, community and service organizations
- 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
- Assistance and leadership in Department or School administration
- Meaningful participation in Department meetings and on Department committees
- Meaningful participation on School, University and Faculty Association committees

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 widening spheres of influence in keeping with a culture of service.

## **3. Appointment Criteria**

Candidates for appointment, tenure and promotion in SOAN must meet the qualifications for the position. Qualifications pertaining to appointment and promotion are normally those currently in place, while the qualifications pertaining to tenure are normally those that were in place at the time of the candidate's appointment.

The normal criterion will be an earned doctorate in a relevant discipline or interdisciplinary area or equivalent qualification and/or experience where the candidate has accumulated experience judged to be particularly relevant and valuable to our disciplines. Relevant disciplines might include, but are not limited to, Sociology, Anthropology, Criminology, and/or Archaeology.

### **3.1.1 Assistant Professor/Assistant Teaching Professor**

- a) The normal criterion for appointment 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.

- i. The criterion of a terminal degree may be regarded as having been provisionally met if the candidate has completed all requirements for the degree but the degree has not yet been conferred. If the degree has not been conferred, the candidate must include letters from the responsible dissertation director or graduate advisor and from the awarding institution indicating that all requirements for the degree have been met and that its awarding has been scheduled.
- b) The candidate must demonstrate potential for successful engagement in teaching that would be recognized and assessed by peers as significant at the regional level.
- c) For tripartite/Assistant Professor appointments, the candidate must demonstrate potential for successful engagement in scholarly activity that would be recognized and assessed by peers at a regional level.
- d) The candidate must demonstrate commitment to service to the University, Discipline and/or Profession, and where applicable, the community-at-large in a manner that would be recognized and assessed by peers at a regional level.

### **3.1.2 Associate Professor/Associate Teaching Professor**

- a) A terminal degree in the discipline is a standard qualification, except where the candidate's accumulated experience is judged as particularly relevant and valuable to the discipline.
- b) The candidate must demonstrate evidence of incremental and accumulated growth in the teaching of the discipline as demonstrated by recognition and assessment by peers at the national level.
- c) For tripartite/Associate Professor appointments, the candidate must demonstrate accumulative and consistent accomplishment in scholarship, supported by internal and external recognition of the member's work, assessed as significant by peers at the national level.
- d) The candidate must demonstrate consistent contribution to the University, Discipline and/or Profession, and where applicable the community-at-large in service beyond performance levels expected at the Assistant Professor/Assistant Teaching Professor level. Normally, service contributions should be assessed and recognized by peers as being significant at the national level.

### **3.1.3 Professor/ Teaching Professor**

- a) A terminal degree in the discipline is a standard qualification, except where the candidate's accumulated experience is judged as particularly relevant and valuable to the discipline.
- b) The candidate must demonstrate evidence of incremental and accumulated growth in the teaching of the discipline as demonstrated by recognition and assessment by peers at the

international level.

- c) For tripartite/Professor appointments, the candidate must demonstrate accumulative and consistent accomplishment in scholarship, supported by internal and external recognition of the member's work, assessed as significant by peers at the international level.
- e) The candidate must demonstrate consistent contribution to the University, Discipline and/or Profession, and where applicable the community-at-large, in service beyond performance levels expected at the Associate Professor/Associate Teaching Professor level. Normally, service contributions should be assessed and recognized by peers as being significant at the international level.
- d) The rank of Professor/Teaching Professor is reserved for those, who in the opinion of colleagues, within the University and beyond, are outstanding in the profession.

## 4. Specific Tenure and Promotion Criteria

### 4.1 Basis of Evaluation: Tripartite Faculty

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

- a) publication of scholarly work;
- b) presentation of scholarly work to professional or general audiences; and
- c) obtaining grants or fellowships.

Scholarship of integration, application, and teaching activities is assessed in the same way as the scholarship of discovery or creative activity: the products are assessed concerning quality.

#### 4.1.1 Tenure at Assistant Professor

The minimum criteria for an Assistant Professor to be awarded tenure are similar to those for appointment as Assistant Professor. Evidence of achievement of the required criteria is described in Section 2: Assessment Criteria. They include the following:

- a) a satisfactory record as a teacher;
- b) a publication record that is satisfactory and promises further significant research contributions to the discipline;
- c) demonstrated potential for ongoing scholarly activity within the public realm; and
- d) evidence of commitment to service to the university, the discipline/profession, and to the community.

In terms of quantity of scholarly production, the candidate would be expected to have published over the six-year tenure track period at least three (3) products of scholarly activity, as noted in section 2.5.2.

#### **4.1.2 Promotion to Associate Professor**

##### *Teaching Criteria*

SOAN recognizes that scholarly teaching must inform all the activities of a faculty member. Evaluation of teaching shall be based on the effectiveness rather than the popularity of the candidate, as indicated by command over the 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 candidate's entire teaching contribution, presented in the teaching dossier described in 2.4.1, shall be assessed. Accordingly, the candidate for promotion to Associate Professor shall have a record of effective teaching normally established through the activities described in 2.4.2.

Those appointed to the rank of Associate Professor shall provide objective documentary evidence of their scholarly teaching and will normally have completed a minimum of four (4) significant teaching-based outcomes as listed in 2.4: *Assessment of Teaching* or equivalent intellectual/creative work pertinent to the candidate's area of expertise. Normally, those holding the rank of Associate Professor should be recognized scholarly teachers at the national level.

##### *Scholarship Criteria*

The department recognizes that scholarship must inform all the activities of a faculty member. The department also recognizes, however, that scholarship may include a broad range of activities. Thus, while expecting all tripartite faculty members to engage in the publication and presentation of scholarship to their peers, SOAN subscribes to an inclusive definition of how scholarship may be demonstrated. Such work can occur through discovery, integration, teaching and learning, or the application of knowledge. In the spirit of inclusion, equity, and decolonization, SOAN acknowledges the multiple paths and forms that scholarly research and dissemination may take, particularly when research is conducted with and by members of marginalized, equity seeking, and underrepresented groups.

Evidence of scholarship which may be presented as part of the candidate's research dossier is noted in 2.5: *Assessment of Scholarship*.

Those appointed to the rank of Associate Professor shall provide objective documentary evidence of their scholarly activity program, and will normally have contributed a minimum of four (4) primary scholarly activities from 2.5.2 pertinent to the candidate's area of expertise—thus establishing the candidate as a scholar nationally recognized among peers in their field.

##### *Service Criteria*

The department recognizes the importance of service to the department and/or university. The department recognizes, however, that service may include a broad range of university governance, professional activities, and community-based contributions. Candidates for promotion and tenure will be expected to provide documented evidence to justify their claims regarding their service roles in terms of these characteristics. Evidence of service which may be presented as part of the candidate's service dossier is noted in 2.6: *Assessment of Service*.

#### **4.1.3 Promotion to Professor**

The candidate must present evidence of outstanding performance in teaching, sustained success in the dissemination of Scholarly Activity and outstanding contribution to the University, Discipline and/or Profession during normally five (5) years in the Associate Professor rank.

#### *Teaching Criteria*

SOAN recognizes that scholarly teaching must inform all the activities of a faculty member. Evaluation of teaching shall be based on the effectiveness rather than the popularity of the candidate, as indicated by command over the 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 candidate's entire teaching contribution, presented in the teaching dossier described in 2.4.1, shall be assessed. Accordingly, the candidate for promotion to Professor shall have an outstanding record of effective teaching normally established through at least five (5) activities described in 2.4.2, recognized and assessed as being significant at the international level.

#### *Scholarship Criteria*

Those appointed to the rank of Professor shall provide objective documentary evidence of their scholarly activity program and will normally have contributed a minimum of five (5) primary scholarly activities from 2.5.2 pertinent to the candidate's area or areas of expertise during their appointment at the rank of Associate Professor, thus establishing the candidate as a scholar internationally recognized among peers in their field.

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

- a) nationally or internationally recognized awards;
- b) documentation demonstrating the significance of the candidate's scholarship;
- c) leadership roles in national professional organizations;
- d) nationally or internationally funded and awarded grants, fellowships, visiting professorships, lectureships, etc.; and/or
- e) presentations at national and/or international conferences.

### **4.2 Basis of Evaluation: Bipartite Faculty**

Scholarly teaching and activity pertinent to the area of expertise are required. Candidates are expected to keep current with development in their areas of expertise by attending professional conferences or workshops and by engaging with the current research literature. Further, it is expected that the candidate will participate in a selection of the teaching activities noted in 2.4.2 and service activities noted in 2.6.2.

#### **4.2.1 Tenure at Assistant Teaching Professor**

The minimum criteria for an Assistant Teaching Professor to be awarded tenure are similar to those for appointment as Assistant Teaching Professor. Evidence of achievement of the required criteria is described in Section 2: Assessment Criteria. They include the following:

- a) a satisfactory record as a teacher;
- b) the potential for ongoing growth in scholarly teaching, including the application of innovative pedagogy; and
- c) evidence of commitment to service to the university, the discipline/profession, and to the community.

#### **4.2.2 Promotion to Associate Teaching Professor**

##### *Teaching Criteria*

SOAN recognizes that scholarly teaching must inform all the activities of a faculty member. The department also recognizes the importance of teaching to its mission. Evaluation of teaching shall be based on the effectiveness rather than the popularity of the candidate, as indicated by command over the 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 candidate's entire teaching contribution, presented in the teaching dossier described in 2.4.1, shall be assessed. Accordingly, the candidate for promotion to Associate Teaching Professor shall have a record of effective teaching normally established through the activities described in 2.4.2

Those appointed to the rank of Associate Teaching Professor shall provide objective documentary evidence of their scholarly teaching and will normally have completed a minimum of four (4) significant teaching-based outcomes as listed in 2.4: *Assessment of Teaching* or equivalent intellectual/creative work pertinent to the candidate's area of expertise. Normally, those holding the rank of Associate Teaching Professor should be recognized scholarly teachers at the national level.

SOAN recognizes other forms of professional activity related to teaching and learning that constitute evidence for promotion of bipartite faculty, as noted in 2.4: *Assessment of Teaching*. These other forms of practice-based, scholarly teaching take time and effort to develop but are especially relevant for the promotion of bipartite faculty. In addition, candidates may use evidence of research related to their field of expertise in their promotion dossier as evidence of scholarly teaching. Note that disciplinary research is not expected, nor required of bipartite faculty members. Evidence of disciplinary or SoTL research is beneficial; the absence of such research will not be detrimental to the candidate's success.

##### *Service Criteria*

The department recognizes the importance of service to the department and/or university. The department recognizes, however, that service may include a broad range of university governance, professional activities, and community-based contributions. Candidates for promotion and tenure will be expected to provide documented evidence to justify their claims regarding their service roles in terms of these characteristics. Evidence of service which may be presented as part of the candidate's service dossier is noted in 2.6: *Assessment of Service*.

#### **4.2.3 Promotion to Teaching Professor**

The candidate must present evidence of outstanding performance in teaching, sustained success in the dissemination of Scholarly Activity and outstanding contribution to the University, Discipline and/or Profession during normally five (5) years in the Associate Teaching Professor rank.

Those appointed to the rank of Teaching Professor shall provide objective documentary evidence of their scholarly teaching and will normally have completed a minimum of five (5) significant teaching-based outcomes as listed in 2.4.2 during their appointment at the rank of Associate Teaching Professor. Normally, those holding the rank of Teaching Professor should be recognized educational leaders at the international level.

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

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### 5.1 Ranks

5.1.1 Tripartite appointments

5.1.2 Bipartite appointments

5.2.1 Tenure-Track Appointment

5.2.2 Renewal of Tenure-Track Appointments

5.2.3 Tenured Appointment

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### Article 6 – Tenure and Promotion of Members

6.1 Preamble

6.2 Progression to Tenure

6.3 Progression to Promotion in Rank

6.4 Application for Tenure and/or Promotion

6.5 Procedures of the Division, Faculty or School Promotion and Tenure

6.6 Procedures of the University Council Promotion and Tenure Committee

6.7 Action Subsequent to Voting

6.8 Timeline for Tenure and Promotion Process

6.9 University Appeals Committee

6.9.5 University Appeals Committee Procedures

6.10 Annual Report for Decisions on Tenure and Promotion

6.11 Criteria for Rank, Tenure and Promotion

6.11.5 Definitions of Categories

6.11.5.1 Teaching

6.11.5.2 Professional Roles

6.11.5.3 Scholarship

6.11.5.4 Service

6.11.6 Granting of Tenure

6.11.7 Rank

6.11.7.1 Assistant Professor/Assistant Teaching Professor

6.11.7.2 Associate Professor/Associate Teaching Professor

6.11.7.3 Professor/Teaching Professor

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Appendix 1 List of activities to demonstrate required level of competence in teaching

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Article 10 – Workload

10.2 Academic Duties and Responsibilities

10.7 Cross-Functional Appointments