

# **Promotion and Tenure Standards**

## **Architectural and Engineering Technology<sup>1</sup>**

### **School of Advanced Technologies and Mathematics**

#### **I. Preamble**

The Architectural and Engineering Technology Department is committed to personal and professional growth of its members through a collegial environment and positive mentorship of new faculty. The standards below are intended to support a culture of excellence within the department. The department aims to create an environment where a well prepared faculty member committed to excellence in their teaching, service, and scholarship (when applicable) should succeed in obtaining tenure and promotion.

#### **II. Weighting**

Applicants for tenure and promotion may suggest weightings of their relevant categories to be used in evaluating their applications within the parameters of the weightings articulated in this document as approved by their Faculty, School or Division. Applicants must inform their divisional Promotion and Tenure committee of the suggested weighting at the beginning of the adjudication process. Divisional Promotion and Tenure committees must recognize that the balance between teaching/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.

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 as well as research/scholarship/creative activity — with approximately the same weight given to both areas —, and to a lesser degree on service. However, extraordinary contributions in research/scholarship/creative activity, teaching/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.

<sup>1</sup> The Department approved these guidelines on January 21<sup>st</sup>, 2009

### **Weighting Criteria**

Tripartite:

Extraordinary contributions in either

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

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

Bipartite:

Extraordinary contributions in either

- (a) teaching/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.

### **III. Appointment Criteria for Tripartite Faculty**

For tripartite appointment the faculty member will hold a terminal degree in their area of specialization, or equivalent.

The terminal degree in Engineering will be a PhD.

The terminal degree in Architecture will be an M.Arch.

A Master's degree in Engineering plus three peer reviewed publications, with demonstrated evidence of a significant contribution by the member in the case of multiple-authored papers, will be considered equivalent to a terminal degree.

### **IV. Appointment Criteria for Bipartite Faculty**

For bipartite appointment, the member will hold a professionally recognized degree or credential in their field of specialization.

An Engineer will be required to have a Professional Engineers designation or PhD

An Architect will be required to have a Registered Architect designation or a Masters degree.

A Technologist will be required to have an Applied Science Technologist (AScT) certification or equivalent with five (5) years of Canadian design experience demonstrating increased responsibilities

For existing Faculty only, a “*Certified Engineering Technician*” (CET) designation shall meet the requirements.

## V. Guidelines and Criteria for Tenure and Promotion

### A. Basis of Evaluation for Tripartite Faculty

#### 1. Scholarship

Research and scholarship is defined in TRU policy BRD 15-1 Definition of Scholarly Activity and in the collective agreement 6.10.5.3. Two key components of scholarly activity are dissemination and peer review. In Architectural and Engineering Technology typically evidence of research and scholarship will consist of publications in peer reviewed venues, or peer references attesting to the significance of pre-prints and/or other work in progress. However, the Department of Architectural and Engineering Technology recognizes scholarship may take many forms. When the scholarship takes alternative forms, the member shall be responsible to communicate to the committee evidence of peer review and dissemination.

Other evidence may include: citations, invited talks, peer elected positions (professional bodies, journal editorial boards, and advisory bodies), awards, research or contract funding or consulting services which are innovative in nature.

The department encourages collaborative research. In multi-authored works, the member, where possible, should identify their contribution.

The supervision of students will be recognized if scholarship results from the supervisory activity. Any resulting research or scholarship should be addressed in the application.

#### 2. Teaching

Teaching activities and assessment are outlined in Article 6 -- Appendix 1 of the collective agreement.

Teaching in the Architectural and Engineering Technology Department is characterized by a number of specialized courses at all levels. When measuring the teaching contribution of the member, the varied nature of the courses and their challenges will be taken into account. The members work experience and research outcomes should benefit the curriculum.

#### 3. Service

Service is defined in article 6.10.5.4. of the collective agreement. Contributions towards the goals of the department, university, and/or the discipline are expected. Service contributions to the discipline include, but are not limited to, contributions to Architecture and Engineering education and enrichment, K-12 school visits, contributions to relevant professional societies, guest lecturing, refereeing or reviewing papers.

## B. Specific Tenure and Promotion Criteria for Tripartite Faculty

### 1. Tenure as Assistant Professor

Candidates for tenure are expected to meet the minimum standards in each of the three categories below.

#### a. Scholarship

Satisfactory record of scholarship as measured against standards approved by the TRU Senate with evidence of at least one of the following:

- (i) Two published journal articles during the tenure-track period. In multi-authored works, the member, where possible, should identify their contribution.
- (ii) One published text book or major text book upgrade during the tenure-track period.
- (iii) Integration and/or application of architectural or engineering advances and/or teaching methodologies.

Additional evidence may include, but is not limited to, the following:

- (i) Invited lectures
- (ii) External consulting

#### b. Teaching

Satisfactory record of teaching as measured against standards approved by the TRU Senate would include, but is not limited to:

- (i) Course evaluations (student and peer visitation) meeting departmental norms
- (ii) Currency in the discipline
- (iii) Teaching portfolio that complies with the CAUT Teaching Dossier.
- (iv) Demonstrate effectiveness as a post-secondary teacher
- (v) Mentoring students
- (vi) Development of curriculum
- (vii) Scholarly preparation and development of student projects.

Additional evidence may include, but is not limited to, the following:

- (i) Supervising students
- (ii) Directed studies teaching
- (iii) Participation in articulation or educational conferences
- (iv) Organizing field trips

### c. Service

Evidence of commitment to service would include, but is not limited to:

- (i) Participation in committees at the department or university level.

Additional evidence may include, but is not limited to, the following:

- (i) Participation in professional organizations relating to the discipline.
- (ii) Outreach activities such as school visits or organizing design related contests.
- (iii) Discipline related service to the community at large.
- (iv) Community service.

## 2. Promotion to Associate Professor

Associate Professors are expected to meet the minimum requirements in each of the three categories above. Additional career growth beyond the minimum requirements in two of the three categories is expected. Recognition of one's work at the national level is required.

### a. Scholarship

Evidence of consistent accomplishment in the discipline, to be demonstrated by Scholarly Activity which is supported by internal and external recognition of the member's work which would include:

- (i) Scholarship beyond the minimum required for tenure.
  - (ii) Establishment of an independent and active research program.
- OR
- Consultation work and/or research demonstrating extensive use and knowledge of innovative design methods and/or materials.

Additional evidence may include, but is not limited to, the following:

- (i) Supervision of student scholarship (undergraduate or graduate).
- (ii) External funding.

## b. Teaching

Evidence of exceeding the required performance standard in teaching as shown by activities found in Article 6, Appendix 1 of the collective agreement.

Additional evidence may include, but is not limited to, the following:

- (i) Meeting department norms for evaluation in a wide range of courses.
- (ii) Coordination of interdisciplinary projects.
- (iii) Student thesis advising.
- (iv) Directed studies

## c. Service

Evidence of consistent contribution to the University, Discipline and/or Profession and where applicable the community-at-large, would normally include:

Consistent participation on University and Faculty Association committees, assistance and leadership in departmental administration, and contributions to the intellectual and cultural life of the campus.

Additional evidence may include, but is not limited to, increased involvement in the following (i.e. at the national level):

- (i) Participation in professional organizations relating to the discipline.
- (ii) Outreach activities such as school visits or organizing design related contests.
- (iii) Discipline related service to the community at large.
- (iv) Community service.

## a. Promotion to Professor

Professors are expected to clearly exceed the minimum requirements in each of the three categories above. Excellence in two of the three categories is expected. In addition, career growth demonstrated by national or international recognition is expected.

### 1. Scholarship

Evidence of sustained success in the dissemination of Scholarly Activity which is supported by internal and external recognition of the member's work would normally include:

- (i) Sustained peer-reviewed scholarship disseminated at a national or international level.

Additional evidence may include, but is not limited to, the following:

- (i) Plenary speaker.
- (ii) Sustained external funding.
- (iii) Publication in recognized leading journals.

## b. Teaching

Evidence of outstanding performance in teaching as shown by activities found in Article 6, Appendix 1 of the collective agreement.

Evidence for excellence in teaching would normally include:

- (i) Demonstrating teaching standards beyond the minimum required for Associate Professor.
- (ii) Leadership roles in curriculum development.

Additional evidence may include, but is not limited to, the following:

- (i) Meeting department norms for evaluation in a wide range of courses.
- (ii) Faculty mentorship.
- (iii) Student thesis advising.
- (iv) Leadership in the coordination of interdisciplinary projects.

## c. Service

Evidence of outstanding contribution to the University, Discipline and/or Profession and where applicable the community-at-large including participation on University and Faculty Association committees, assistance and leadership in departmental administration, and contributions to the intellectual and cultural life of the campus.

Evidence of excellence in service normally would include:

- (i) Consistent participation in committees at the department and university level.
- (ii) Leadership roles.
- (iii) Consistent participation in professional organizations relating to the discipline.
- (iv) Outreach activities such as school visits or organizing design related contests.
- (v) Discipline related service to the community at large.
- (vi) Community service.

## C. Specific Tenure and Promotion Criteria for Bipartite Faculty

### 1. Tenure as Lecturer

Candidates for tenure are expected to have a satisfactory record of teaching as measured against standards approved by the TRU Senate.

### a. Teaching

Teaching activities and assessment are outlined in Article 6 -- Appendix 1 of the collective agreement.

Evidence of potential for effective teaching would include, but is not limited to:

- (i) Course evaluations (student and peer visitation) meeting departmental norms
- (ii) Currency in the discipline
- (iii) Teaching portfolio that complies with the CAUT Teaching Dossier.
- (iv) Demonstrate effectiveness as a post-secondary teacher
- (v) Mentoring students
- (vi) Development of curriculum
- (vii) Research and development of student projects.

Additional evidence may include, but is not limited to, the following:

- (i) Supervising students
- (ii) Directed studies teaching
- (iii) Participation in articulation or educational conferences
- (iv) Organizing field trips

### b. Service

Evidence of commitment to service would include, but is not limited to:

- (i) Participation in committees at the department or university level.

Additional evidence may include, but is not limited to, the following:

- (i) Participation in professional organizations relating to the discipline.
- (ii) Outreach activities such as school visits or organizing design related contests.
- (iii) Discipline related service to the community at large.
- (iv) Community service.

## 2. Promotion to Senior Lecturer

Senior Lecturers are expected to demonstrate additional career growth beyond the minimum requirements in the two categories above. Career growth demonstrated by provincial recognition is expected. Outstanding contributions at a regional level may also be considered.



### a. Teaching

Evidence of consistent and expanding involvement with other pedagogy-related work as found in Article 6, Appendix 1 of the collective agreement.

Evidence of exceeding the required performance standard in teaching and would normally include:

- (i) Meeting the teaching standards above the minimum for lecturer
- (ii) Participation in curriculum development (locally or externally to TRU)

Additional evidence may include, but is not limited to, the following:

- (i) Meeting department norms for evaluation in a wide range of courses.
- (ii) Coordination of multi-section courses.
- (iii) Student thesis advising.
- (iv) Directed studies.
- (v) Coordination of service courses

### b. Service

Evidence of consistent contribution to the University, Discipline and/or Profession and where applicable the community-at-large normally would include:

Consistent participation on University and Faculty Association committees, assistance and leadership in departmental administration, and contributions to the intellectual and cultural life of the campus.

Additional evidence may include, but is not limited to, increased involvement in the following (i.e. at the national level):

- (v) Participation in professional organizations relating to the discipline.
- (vi) Outreach activities such as school visits or organizing design related contests.
- (vii) Discipline related service to the community at large.
- (viii) Community service.

## 3. Promotion to Principal Lecturer

Principal Lecturers are expected to clearly demonstrate excellence in both categories above. In addition, career growth demonstrated by national or international recognition is expected. Outstanding contributions at a provincial level may also be considered. A faculty member is normally eligible to be considered for this rank after 5 years as a Senior Lecturer.

### a. Teaching

Evidence of consistent and expanding involvement with other pedagogy-related work as found in Article 6, Appendix 1 of the collective agreement.

Evidence of outstanding performance in teaching would normally include:

- (i) Demonstrating teaching standards beyond the minimum required for Senior Lecturer.
- (ii) Leadership roles in curriculum development.

Additional evidence may include, but is not limited to, the following:

- (i) Meeting department norms for evaluation in a wide range of courses.
- (ii) Faculty mentorship.
- (iii) Student thesis advising.
- (iv) Leadership in the coordination of interdisciplinary projects.

## b. Service

Evidence of outstanding contribution to the University, Discipline and/or Profession and where applicable the community-at-large would normally include:

Outstanding participation on University and Faculty Association committees, assistance and leadership in departmental administration, and contributions to the intellectual and cultural life of the campus.

Additional evidence of excellence in service normally would include:

- (i) Consistent participation in committees at the department and university level.
- (ii) Leadership roles.
- (iii) Consistent participation in professional organizations relating to the discipline.
- (iv) Outreach activities such as school visits or organizing design related contests.
- (v) Discipline related service to the community at large.
- (vi) Community service.

## Appendices

### Collective Agreement Articles Relevant to Tenure and Promotion

<b>Article 5 — Appointment of Members</b>	
5.1.1	Ranks — Tripartite appointments
5.1.2	Ranks — Bipartite appointments
5.2.1	Tenure-Track Appointment
5.2.3.1	Tenured Appointment
<b>Article 6 — Tenure and Promotion of Members</b>	
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
6.5	Committee
6.6	Procedures of the University Council Promotion and Tenure Committee
6.6.8	Action Subsequent to Voting
6.7	Timeline for Tenure and Promotion Process
6.8	Annual Report for Decisions on Tenure and Promotion
6.9	University Appeals Committee
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6.10.5	Criteria for Academic Designation, Tenure and Promotion
6.10.5.1	Definitions of Categories
6.10.5.2	Teaching
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6.10.7	Granting of Tenure
6.10.7.1	Academic Designation
6.10.7.2	Assistant Professor/Lecturer
6.10.7.3	Associate Professor/Senior Lecturer
Appendix 1	Professor/Principal Lecturer List of activities to demonstrate required level of competence in teaching
<b>Article 10 — Workload</b>	
10.2	Academic Duties and Responsibilities
<b>LoU #20 — Lab Faculty Appointment and Promotion Joint Committee</b>	
<b>LoU #23 — Transitional Issues</b>	
2.	Tenure
3.	Rank and Promotion

## Definitions

Boyer's definitions of scholarship:

The **scholarship of discovery** is the scholarship that most resembles traditional research and is often the most visible scholarship on a campus. It is the creation of new knowledge directly related to all disciplines encompassed within the Faculty of Science.

The **scholarship of integration** makes connections across disciplines and places individual disciplines or specialities into a larger context. It may also include the interpretation of research for non-specialists.

The **scholarship of application** applies information obtained from one of the other scholarship realms to real world problems. Service and practice activities may be considered scholarship if they are directly tied to one's special field of knowledge (Boyer 1990)

The **scholarship of teaching** includes not just transmitting knowledge but also includes the creation of new knowledge about teaching and learning.

**Peer-reviewed:** A community of your professional peers external to the university community validates your contribution.

**Scholarly teaching:** Scholarly teachers reflect upon their teaching, consult scholarly references (i.e., peer-reviewed articles/experts), and incorporate appropriate teaching strategies into their teaching practice.

**Evidence-based education:** Evidence-based education signifies the idea that educational policy and practice should be guided by the best evidence about what works. This means that specific teaching strategies and policies should be rigorously evaluated before they are advocated or required. Where this is not possible they should be adopted experimentally, in such a way that their impact can be properly evaluated.