

TRU Counsellors Promotion and Tenure Criteria¹

The Mission of the TRU Counsellors is to promote and support the career development, academic success and personal growth of all TRU students.

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I. Preamble

The purpose of this standards document is to provide guidance to faculty members as they prepare for applications for tenure and/or promotion. Achieving tenure and promotion through the ranks is based on incremental and accumulative growth of a faculty member in his/her counselling professional role, service and, if applicable, scholarship. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness in their counselling professional role; recognized research and scholarly work (for tripartite faculty); and contributions to service within the university, the profession and the community at large.

These departmental guidelines describe the standards and expectations specific to counsellors. All such standards and expectations shall be guided by university policies and Collective Agreement provisions.

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. Applicants must inform their divisional Promotion and Tenure committee of the suggested weighting at the beginning of the adjudication process. The Divisional Promotion and Tenure committee must recognize that the balance between professional role and service for bipartite applicants, and the balance among 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.

The relative weighting of evidence for purposes of promotion should take into account the appointment type of the applicant (i.e. bipartite or tripartite). Normally, bipartite faculty applications will be evaluated primarily on their core responsibility of professional role and to a lesser degree on service. Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of 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.

For Tripartite faculty, the typical weighting applied will assign 40% to research, scholarly and creative work; 40% to professional role; and 20% to service. The weighting assigned to research, scholarly and creative work shall not be less than 30%.

For Bipartite faculty, the typical weighting applied will assign 80% to professional role and 20% to service. The weighting assigned to professional role shall not be less than 70%.

However, extraordinary contributions in research/scholarship/creative activity, 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.

III. Appointment Criteria for Tripartite Faculty

A. Assistant Professor

Criteria for appointment to Assistant Professor normally include the following:

1. Academic Qualifications of an earned doctorate in counselling psychology (or equivalent doctorate) from an accredited post secondary institution. The program of study must include a supervised practicum in a counselling setting (at a masters or doctoral level).

In lieu of a doctorate, the candidate must present all of the following:

- a Master of Arts or Master of Education in Counselling Psychology (or equivalent masters)
 - four years of documented experience in providing counselling in a post secondary (or equivalent) setting
 - additional training equivalent to coursework expected in a doctoral program or registration with the BC College of Psychologists (as a psychological associate or registered psychologist)
2. Two years of experience in providing counselling in a post secondary (or equivalent) setting.
 3. Show potential for effectiveness in professional role (as per Letter of Understanding regarding Counsellors' Standard Workload Plan).
 4. Show commitment to scholarly counselling: commitment to engaging in a range of professional development activities to maintain currency within the discipline of counselling and to the dissemination of concepts and practices to others.
 5. Demonstrate potential for successful engagement in scholarly activity through at minimum, satisfactory completion of research-based master's thesis or doctoral dissertation.
 6. Show commitment to service to the department or faculty (e.g. participating in committees), the institution (e.g. shorter term volunteer commitments within the institution), the profession (e.g. joining one or more professional organizations) and the community (e.g. shorter term volunteer commitments requiring limited professional knowledge).

B. Associate Professor

Criteria for appointment to Associate Professor normally include the following:

1. Academic Qualifications of an earned doctorate in counselling psychology (or equivalent doctorate) from an accredited post secondary institution. The program of study must include a supervised practicum in a counselling setting (at a masters or doctoral level).

In lieu of a doctorate, the candidate must present all of the following:

- a Master of Arts or Master of Education in Counselling Psychology (or equivalent masters)
 - four years of documented experience in providing counselling in a post secondary (or equivalent) setting
 - additional training equivalent to coursework expected in a doctoral program or registration with the BC College of Psychologists (as a psychological associate or registered psychologist)
2. The applicant must normally have 5 years of satisfactory performance in a Assistant Professor (or equivalent) role at a post-secondary institution.
 3. The candidate must demonstrate that he or she has exceeded the required performance standard in professional role; specifically, the candidate must demonstrate, relative to a Assistant Professor, increased breadth of competence and depth of knowledge and skill.
 4. Demonstrate evidence of engagement in scholarly counselling. It is expected that counsellors maintain currency within the discipline of counselling through all of the following: attending programs, courses, or workshops; reviewing the scholarship of counselling by others; and reflecting on their own counselling and making modifications as appropriate. It is also expected that counsellors disseminate counselling concepts and practices to colleagues (and to a wider audience if possible).
 5. Demonstrate consistent accomplishment in Scholarship within the discipline of Counselling that is recognized on a national level: present scholarly work to a national audience; publish scholarly articles (including peer reviewed journals), book reviews, book chapters, and books aimed at a national audience.
 6. Demonstrate consistent contributions to the department or faculty/division by holding positions of responsibility on departmental or faculty committees, to the institution by holding positions of responsibility on institution-wide committees, to the profession by holding positions of responsibility in professional organizations, and to the community by holding positions of responsibility (or positions requiring professional knowledge) in community organizations.

C. Professor

Criteria for appointment to Professor normally include the following:

1. Academic qualifications of an earned doctorate in counselling psychology (or equivalent doctorate) from an accredited post secondary institution. The program of study must include a supervised practicum in a counselling setting (at a masters or doctoral level).

In lieu of a doctorate, the candidate must present all of the following:

- a Master of Arts or Master of Education in Counselling Psychology (or equivalent masters)
 - four years of documented experience in providing counselling in a post secondary (or equivalent) setting
 - additional training equivalent to coursework expected in a doctoral program or registration with the BC College of Psychologists (as a psychological associate or registered psychologist)
2. The applicant must have 5 years of satisfactory performance in an Associate Professor (or equivalent) role at a post-secondary institution.
 3. The candidate must demonstrate outstanding performance in his/her professional role; specifically, the candidate must demonstrate, relative to an Associate Professor, increased breadth of competence and depth of knowledge and skill.
 4. Demonstrate consistent contribution to scholarly counselling. It is expected that counsellors maintain currency within the discipline of counselling through all of the following: attending programs, courses, or workshops; reviewing the scholarship of counselling by others; and reflecting on their own counselling and making modifications as appropriate. It is also expected that counsellors disseminate counselling concepts and practices to colleagues (and to a wider audience if possible).
 5. Demonstrate sustained success in the dissemination of Scholarship of counselling that is recognized on an international level: present scholarly work to a national or international audience; publish scholarly articles (including peer reviewed journals), book reviews, book chapters, and books aimed at a national/international audience.
 6. Demonstrate outstanding contributions to the department or faculty in positions of responsibility (or significant role) on committees, to the institution in positions of responsibility (or significant role) on institution-wide committees, to the profession in positions of responsibility (or significant role) in professional organizations, to the community in positions of responsibility (or significant role), or positions requiring professional knowledge) in community organizations.

IV. Appointment Criteria for Bipartite Faculty

A. Counsellor I

Criteria for appointment to Counsellor I normally include the following:

1. Academic Qualifications of a Master of Arts or Master of Education in counselling psychology (or equivalent graduate degree) from an accredited post secondary institution. The program of study must include a supervised practicum in a counselling setting.
2. Two years of documented experience in providing counselling in a post secondary (or equivalent) setting.
3. Demonstrate evidence of potential for effectiveness in the professional role described in the Counsellors' Standard Workload Plan.
4. Demonstrate commitment to scholarly counselling: commitment to engaging in a range of professional development activities to maintain currency within the discipline of counselling and to the dissemination of concepts and practices to others.
5. Demonstrate commitment to service to the department or faculty (e.g. participating in committees), the institution (e.g. shorter term volunteer commitments within the institution), the profession (e.g. joining one or more professional organizations) and the community (e.g. shorter term volunteer commitments requiring limited professional knowledge).

B. Counsellor II

Criteria for appointment to Counsellor II normally include the following:

1. Academic qualifications of a Master of Arts or Master of Education in counselling psychology (or equivalent graduate degree) from an accredited post secondary institution. The program of study must include a supervised practicum in a counselling setting.
2. The applicant must normally have 5 years of satisfactory performance in a Counsellor I (or equivalent) role at a post-secondary institution.
3. The candidate must demonstrate that he or she has exceeded the required performance standard in professional role; specifically, the candidate must demonstrate, relative to a Counsellor I, increased breadth of competence and depth of knowledge and skill.
4. Demonstrate evidence of engagement in scholarly counselling. It is expected that counsellors maintain currency within the discipline of counselling through all

of the following: attending programs, courses, or workshops; reviewing the scholarship of counselling by others; and reflecting on their own counselling and making modifications as appropriate. It is also expected that counsellors disseminate counselling concepts and practices to colleagues (and to a wider audience if possible).

5. Demonstrate evidence of consistent contributions to the department or faculty/division by holding positions of responsibility on departmental or faculty committees, to the institution by holding positions of responsibility on institution-wide committees, to the profession by holding positions of responsibility in professional organizations, and to the community by holding positions of responsibility (or positions requiring professional knowledge) in community organizations.

C. Counsellor III

Criteria for appointment to Counsellor III normally include the following:

1. Academic qualifications of a Master of Arts or Master of Education in counselling psychology (or equivalent graduate degree) from an accredited post secondary institution. The program of study must include a supervised practicum in a counselling setting.
2. The applicant must have 5 years of satisfactory performance in a Counsellor II (or equivalent) role at a post-secondary institution.
3. The candidate must demonstrate outstanding performance in his/her professional role; specifically, the candidate must demonstrate, relative to a Counsellor II, increased breadth of competence and depth of knowledge and skill.
4. Demonstrate evidence of engagement in scholarly counselling. It is expected that counsellors maintain currency within the discipline of counselling through all of the following: attending programs, courses, or workshops; reviewing the scholarship of counselling by others; and reflecting on their own counselling and making modifications as appropriate. It is also expected that counsellors disseminate counselling concepts and practices to colleagues (and to a wider audience if possible).
5. Demonstrate outstanding contributions to the department or faculty in positions of responsibility (or significant role) on committees, to the institution in positions of responsibility (or significant role) on institution-wide committees, to the profession in positions of responsibility (or significant role) in professional organizations, and to the community in positions of responsibility (or significant role or positions requiring professional knowledge) in community organizations.

V. Guidelines and Criteria for Tenure and Promotion

A. Introduction

The promotion criteria represent examples of objective, documented evidence that can be used to show excellence. As members progress through the ranks, they are expected to make contributions of increasing quality or sphere of influence within the local, regional, provincial or global community.

1. Professional Role

Effectiveness in professional role is central to the counsellors' mission to promote and support the career development, academic success and personal growth of all TRU students. As a result, candidates for tenure and promotion must demonstrate effectiveness in professional role through presenting a dossier that contains, at minimum, the following:

- student evaluations of counsellor performance (from workshops and counselling appointments)
- written evaluation of counselling practice (any one of direct observation of counselling practice, direct observation of role play or viewing of video-recorded counselling practice) by either a peer or professional supervisor
- copies of resource materials developed
- written self assessment of breadth of competence and depth of knowledge and skill
- at least two letters of reference written by university and/or community peers

As part of their professional role, it is expected that TRU Counsellors engage in scholarly counseling, that is, keeping current with developments in their areas of expertise. It is expected that candidates will engage in some or all of the following: maintaining currency in the discipline by attending professional conferences or workshops and by reading current literature in the areas of practice of individual counselling, career counselling and academic success counselling; investigating and reflecting on their own counseling practice; and disseminating innovative/successful counseling practices to peers, professional or general audiences.

It is expected that all counselling faculty engage in scholarly counselling regardless of the nature of their appointment.

When elected department chair, chair duties will be considered professional role and the chair performance review will be included in the dossier presented for promotion and tenure.

2. Scholarship

The TRU Counsellors hold an inclusive definition of scholarly activity and recognize that scholarship may take many forms. Scholarship in counselling encompasses the full range of discovery, professional activity, service, integration and application (Boyer, 1990). It includes the creation of new knowledge specific to counselling, the generation

of new knowledge from interdisciplinary work, and the advancement of knowledge through application of professional skill outside the normative environment.

Evidence of scholarship will normally consist of publications in peer reviewed venues; when the scholarship takes alternative forms, the applicant shall be responsible to communicate to the committee evidence of peer review and dissemination. The TRU Counsellors encourage collaborative research. In multi-authored works, the applicant, where possible, will identify their contribution.

It is expected that tripartite faculty establish a scholarship plan that governs the pursuit of and allows the assessment of scholarship. Scholarship should be guided by the six standards identified by Glassick, Huber and Maeroff (1997): clear goals, adequate preparation, appropriate methods, significant results, effective presentation, reflective critique. Effective scholarship plans account for all of these standards.

3. Service

It is expected that counselling faculty be involved in service to the department, university, discipline and community at large. Weight will be given to the significance of participation and scope of involvement. Service in all areas is normally expected; however, extraordinary contributions in one area may compensate for lesser achievement in one of the other areas.

When planning service commitments outside the university community, faculty members must consult with their chair to ensure that that sufficient hours are devoted to fulfilling their professional role (as defined by Counsellors' Standard Workload Plan).

The evaluation of service requires documented evidence of both the nature and duration of all commitments.

B. Specific Promotion Criteria for Tripartite Faculty

1. Tenure at Assistant Professor

The criteria for an Assistant Professor to be awarded tenure include a satisfactory record in the areas of professional role, scholarship and service.

a. Professional Role

The candidate must demonstrate satisfactory competency as a counsellor through a professional dossier that contains

- student evaluations of individual personal/crisis counselling, career counselling and academic success counselling that meet required performance standards
- evidence of meeting individual counselling performance standards across a range of client concerns
- student evaluations of workshops that meet required performance standards

b. Scholarship

The TRU Counsellors hold an inclusive definition of scholarly activity and recognize that scholarship may take many forms; however, the applicant must demonstrate evidence of peer review and dissemination.

Demonstration of minimum levels of satisfactory scholarship would normally be at least one of the following: publication of a minimum of two refereed articles, two refereed book chapters, or one book per 5 years.

In lieu of, or in addition to peer reviewed publications, the candidate may also establish a record of scholarship by making contributions through citations, invited lectures/conference presentations, external consulting, article or grant refereeing or awards/grants/research funding/fellowships.

c. Service

It is expected that Counsellors serve their department, university, professional community and community-at-large. Service in all areas is normally expected; but, more significant contributions in one area may be used to compensate for lesser service in another area.

Appropriate service would normally include the following:

- participation in and contribution to departmental committees
- participation in and contribution to TRU events (colloquia, convocation, in-service days, guest lectures)
- participation in and contribution to professional organizations
- participation in and contribution to local cultural, community and service organizations

2. Associate Professor

Candidates applying for promotion to the rank of Associate Professor will demonstrate incremental and accumulative growth in the areas of professional role, scholarship and service. The work of a candidate for Associate Professor must be recognized at the national level.

It is normally expected that a candidate for Associate Professor have five years of experience in a lower rank. The quality and quantity of accomplishment is expected to increase with rank; thus, the work of the candidate for promotion to Associate Professor must exceed that expected of an Assistant Professor.

a. Professional Role

The candidate must demonstrate consistent accomplishment as a counsellor through a professional dossier that contains

- student evaluations of individual personal/crisis counselling, career counselling, and academic success counselling that exceed required performance standards
- evidence of exceeding required performance standards across a range of client issues
- evidence of recognition of colleagues who seek out the faculty member's competence
- evidence of initiating workshop development appropriate to her or his area of specialization

-evidence of demonstrating a consistent contribution to the counselling profession at a provincial level

b. Scholarship

Candidates applying for the rank of Associate Professor shall provide documented evidence of consistent accomplishment in scholarship. Evidence of research and scholarship will normally consist of publications in peer reviewed venues; when the scholarship takes alternative forms, the applicant shall be responsible to communicate to the committee evidence of peer review and dissemination.

Demonstration of minimum levels of satisfactory scholarship would normally be at least one of the following: publication of a minimum of three refereed articles, three refereed book chapters, or one book per 5 years.

In lieu of, or in addition to peer reviewed publications, the candidate may also establish a record of scholarship by making contributions through

- refereeing book manuscripts, journal articles, grant proposals, or competitions for scholarly awards and prizes given by external agencies
- presenting paper or serving as invited keynote speaker in peer-reviewed venues
- receiving external funding
- facilitating scholarship at a provincial level as well as contributing to the scholarly development of faculty colleagues

c. Service

Consistent contribution to the department, university, professional community and community-at-large would normally include some of, but not limited to, the following:

- leadership roles within the department
- participation in and contribution to departmental sabbatical, appointments, performance review and promotion/tenure committees
- participation in and contribution to university or faculty association committees
- leadership role in the organization of scholarly conferences (locally or provincially)
- active contribution to professional organizations at the provincial level or leadership role in professional organizations at the local or regional level
- volunteer work at provincial, national and or international events related to professional organizations
- leadership role with cultural, community and service organizations at a local or regional level
- contribution of professional expertise to cultural, community and service organizations

3. Professor

Candidates applying for promotion to the rank of Professor will demonstrate outstanding contribution in the areas of professional role, service and scholarship since the time of promotion to Associate Professor (normally at least five years). The work of a candidate for Professor must be recognized as having influence at the international level.

a. Professional Role

The candidate must demonstrate outstanding record of accomplishment as a counsellor through a professional dossier that contains

- student evaluations of individual personal/crisis counselling, career counselling, and academic success counselling that show outstanding level of competence
- evidence of outstanding performance across a range of client issues
- evidence of wide use of innovative counselling practice
- evidence of recognition of local, provincial and national colleagues who seek out the faculty member's competence as a mentor
- evidence of contributing knowledge to her or his specialization inside and outside the university
- evidence of leadership role in initiating workshop development appropriate to her or his scope of practice
- evidence of demonstrating an outstanding contribution to the counselling profession and recognition by his or her peers at a national or international level

b. Scholarship

Candidates applying for the rank of Professor shall provide documented evidence of outstanding accomplishment in scholarship. Those applying for the rank of Professor shall provide documentary evidence of sustained success in the dissemination of scholarly activity since the time of promotion to Associate Professor.

Demonstration of minimum levels of satisfactory scholarship would normally be at least one of the following: publication of a minimum of five refereed articles, five refereed book chapters, or two books per 5 years.

In addition to peer reviewed publications, the candidate may also establish a record of scholarship by making contributions through

- refereeing book manuscripts, journal articles, grant proposals, or competitions for scholarly awards and prizes given by external agencies
- presenting papers or serving as invited keynote speaker in national or international peer-reviewed venues
- receiving sustained external funding
- facilitating scholarship at a national and international level, including contributing to the scholarly development of faculty colleagues.

c. Service

Candidates for the rank of Professor shall demonstrate outstanding contribution and leadership in service to their department, university, professional community and community-at-large. Service in all four of these areas is normally expected; however, more significant contributions in one area may be used to compensate for lesser service in another area.

Outstanding contribution to the department, university, professional community and community-at-large would normally include most of, but not limited to, the following:

- leadership within the department
- consistently outstanding contribution in department committees (sabbatical, appointments, performance review, promotion/tenure)

- consistently taking a leadership role in faculty or university committees
- leadership in initiating new campus and or leadership in facilitating ongoing campus events
- consistently taking a leadership role in the facilitation and or organization of scholarly conferences provincially, nationally and or internationally
- serving on the executive of provincial and or national professional organizations
- consistently contributing professional expertise to cultural, community and service organizations

C. Specific Promotion Criteria for Bipartite Faculty

1. Tenure at Counsellor I

The criteria for a Counsellor I to be awarded tenure include a satisfactory record in the areas of professional role and service.

a. Professional Role

The candidate must demonstrate satisfactory competency as a counsellor through a professional dossier that contains

- student evaluations of individual personal/crisis counselling, career counselling and academic success counselling that meet required performance standards
- evidence of meeting individual counselling performance standards across a range of client concerns
- student evaluations of workshops that meet required performance standards

b. Service

It is expected that Counsellors serve their department, university, professional community and community-at-large. Service in all areas is normally expected; but, more significant contributions in one area may be used to compensate for lesser service in another area.

Appropriate service would normally include the following:

- participation in and contribution to departmental committees
- participation in and contribution to TRU events (colloquia, convocation, in-service days, guest lectures)
- participation in and contribution to professional organizations
- participation in and contribution to local cultural, community and service organizations

2. Counsellor II

Candidates applying for promotion to the rank of Counsellor II will demonstrate incremental and accumulative growth in the areas of professional role and service. The work of a candidate for Counsellor II must be recognized at least at the provincial level.

It is normally expected that a candidate for Counsellor I have five years of experience in a lower rank. The quality and quantity of accomplishment is expected to increase with rank; thus, the work of the candidate for promotion to Counsellor II must exceed that expected of a Counsellor I.

a. Professional Role

The candidate must demonstrate consistent accomplishment as a counsellor through a professional dossier that contains

- student evaluations of individual personal/crisis counselling, career counselling, and academic success counselling that exceed required performance standards
- evidence of exceeding required performance standards across a range of client issues
- evidence of recognition of colleagues who seek out the faculty member's competence
- evidence of initiating workshop development appropriate to her or his area of specialization
- evidence of demonstrating a consistent contribution to the counselling profession at a provincial level

b. Service

Consistent contribution to the department, university, professional community and community-at-large would normally include some of, but not limited to, the following:

- leadership roles within the department
- participation in and contribution to departmental sabbatical, appointments, performance review and promotion/tenure committees
- participation in and contribution to university or faculty association committees
- leadership role in the organization of scholarly conferences (locally or provincially)
- active contribution to professional organizations at the provincial level or leadership role in professional organizations at the local or regional level
- volunteer work with provincial, national and or international events related to professional organizations
- leadership role with cultural, community and service organizations at a local or regional level
- contribution of professional expertise to cultural, community and service organizations

3. Counsellor III

Candidates applying for promotion to the rank of Counsellor III will demonstrate outstanding contribution in the areas of professional role and service since the time of promotion to Counsellor II (normally at least five years). The work of a candidate for Counsellor II must be recognized as having influence at the national or international level.

a. Professional Role

The candidate must demonstrate outstanding record of accomplishment as a counsellor through a professional dossier that contains

- student evaluations of individual personal/crisis counselling, career counselling, and academic success counselling that show outstanding level of competence
- evidence of outstanding performance across a range of client issues
- evidence of wide use of innovative counselling practice
- evidence of recognition of local, provincial and national colleagues who seek out the faculty member's competence as a mentor
- evidence of contributing knowledge to her or his scope of practice inside and outside the university

- evidence of leadership role in initiating workshop development appropriate to her or his area of specialization
- evidence of demonstrating an outstanding contribution to the counselling profession and recognition by his or her peers at a national or international level

b. Service

Candidates for the rank of Counsellor III shall demonstrate outstanding contribution and leadership in service to their department, university, professional community and community-at-large. Service in all four of these areas is normally expected; however, more significant contributions in one area may be used to compensate for lesser service in another area.

Outstanding contribution to the department, university, professional community and community-at-large would normally include most of, but not limited to, the following:

- leadership within the department
- consistently outstanding contribution in department committees (sabbatical, appointments, performance review, promotion/tenure)
- consistently taking a leadership role in faculty or university committees
- leadership in initiating new campus and or leadership in facilitating ongoing campus events
- consistently taking a leadership role in the facilitation and or organization of scholarly conferences provincially, nationally and or internationally
- serving on the executive of provincial and or national professional organizations
- consistently contributing professional expertise to cultural, community and service organizations

VI. Appendices

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 Definition of Categories
- 6.10.5.1 Teaching
- 6.10.5.2 Professional Roles
- 6.10.5.3 Scholarship
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- 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