

Faculty of Arts

Department of English and Modern Languages¹

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I. Preamble

¹ This document was approved by the Department of English and Modern Languages on [insert date].

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 scholarship, teaching or professional role, and in service. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness in teaching or professional role, recognized research, scholarly and creative work, and contributions to service within the university community as well as to the profession (locally, nationally, and internationally).

These departmental guidelines describe the standards and expectations specific to the Department of English and Modern Languages. All such standards and expectations shall be guided by university policies and Collective Agreement provisions.

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 and service for bipartite applicants, and the balance among teaching/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 and to a lesser degree on service. Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of teaching 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.

Weighting Criteria Example:

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 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.

II. Appointment Criteria for Tripartite Faculty

A. Assistant Professor

1. The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or where the candidate has accumulated experience judged to be particularly relevant and valuable to the discipline. In exceptional cases, this criterion 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 graduate dean of the awarding institution indicating that all requirements for the degree have been met and that its awarding has been scheduled.
2. Evidence must indicate that the candidate has potential for effective teaching. This evidence may include data obtained from previous teaching experience (e.g., student teaching evaluations) or from a demonstration of teaching ability.
3. The candidate must demonstrate potential for successful engagement in scholarly activity.
4. The candidate must demonstrate commitment to service to the University, Discipline and/or Profession, and where applicable, the community-at-large.

B. Associate Professor

1. A terminal degree is a standard qualification, except where the candidate's accumulated experience is judged to be particularly relevant and valuable to the discipline.

2. The candidate should normally have five years experience as an assistant professor.
3. Teaching: Evidence of exceeding the required performance standard in teaching.
4. 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.
5. Service: Evidence of consistent contribution to the University, Discipline and/or Profession and where applicable the community-at-large.
6. The candidate's work must be recognized at the national level.

C. Professor

1. A terminal degree is a standard qualification, except where the candidate's accumulated experience is judged to be particularly relevant and valuable to the discipline.
2. The candidate should normally have five years experience as an associate professor.
3. Teaching: Evidence of outstanding performance in teaching.
4. Scholarship: Evidence of sustained success in the dissemination of Scholarly Activity which is supported by internal and external recognition of the member's work.
5. Service: Evidence of outstanding contribution to the University, Discipline and/or Profession and where applicable the community-at-large.
6. The candidate's work must be recognized at the international level.

III. Appointment Criteria for Bipartite Faculty

A. Lecturer

1. The normal criterion for appointment to the rank of lecturer 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 where the candidate has accumulated experience judged to be particularly relevant and valuable to the discipline. In exceptional cases, this criterion 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 graduate dean of the awarding institution indicating that all requirements for the degree have been met and that its awarding has been scheduled.

2. Evidence must indicate that the candidate has potential for effective teaching. This evidence may include data obtained from previous teaching experience (e.g., student teaching evaluations) or from a demonstration of teaching ability.
3. The candidate must demonstrate commitment to service to the University, Discipline and/or Profession, and where applicable, the community-at-large.

B. Senior Lecturer

1. The normal criterion for appointment to the rank of senior lecturer 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 where the candidate has accumulated experience judged to be particularly relevant and valuable to the discipline. In exceptional cases, this criterion 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 graduate dean of the awarding institution indicating that all requirements for the degree have been met and that its awarding has been scheduled.
2. The candidate should normally have 5 years experience as lecturer.
3. Teaching or Professional Role: Evidence of exceeding the required performance standard in teaching or in professional role.
4. Service: Evidence of consistent contribution to the University, Discipline and/or Profession and where applicable the community-at-large.
5. The candidate's work must be recognized at the regional or provincial level.

C. Principal Lecturer

1. The normal criterion for appointment to the rank of principal lecturer 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 where the candidate has accumulated experience judged to be particularly relevant and valuable to the discipline. In exceptional cases, this criterion 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 graduate dean of the awarding institution indicating that all requirements for the degree have been met and that its awarding has been scheduled.
2. The candidate should normally have 5 years experience as a senior lecturer.
 3. Teaching or Professional Role: Evidence of outstanding performance in teaching or in professional role.
 4. Service: Evidence of outstanding contribution to the University, Discipline and/or Profession and where applicable the community-at-large.
 5. The candidate's work must be recognized at the national or international level.

IV. Guidelines and Criteria for Tenure and Promotion

Members shall follow the procedures for applying for promotion and tenure outlined in the Collective Agreement (see Appendix A).

A. Basis of Evaluation for Tripartite Faculty

Research and scholarly activity pertinent to the area of expertise are required for tripartite faculty. It is assumed that candidates will keep current with development in their areas of expertise by attending professional conferences or workshops and by reading the current literature. Further, it is expected that candidates will be active in at least two of the following three areas: publication of scholarly or creative work, presentation of scholarly or creative work to professional or general audiences, and obtaining grants or fellowships. Collaborative work is recognized as having value as well, and should be weighted appropriately. In addition, it is recognized that work on the scholarship of integration, application, and teaching is an appropriate and important area of research. 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.

Documentation of Scholarly Activity. Candidates shall meet the departmental criteria pertaining to qualifications, teaching, scholarship, and service. The success of candidates in meeting any one of these criteria must be judged in light of the candidates' Promotion and Tenure Portfolio, including, but not necessarily limited to, an up-to-date cv, the annual professional activity reports, the teaching dossier, and any additional documentation that candidates have prepared in consultation with the tenure and promotion committee and with the department Chair.

Standards of Evaluation. Candidates for promotion to associate professor or professor will be expected to demonstrate competence in all of the departmental mission areas of teaching, scholarship or creative work, and service, and excellence in at least one.

B. Specific Tenure and Promotion Criteria for Tripartite Faculty

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. They include the following: a satisfactory record as a teacher; a publication record that is satisfactory and promises further significant research contributions to the discipline; demonstrated potential for ongoing scholarly activity within the public realm; evidence of commitment to service to the university, the discipline/profession, and to the community. In terms of quantity of scholarly production, the applicant would be expected to have published over the six-year tenure track period at least three peer-reviewed articles or work deemed of equivalent weight and value.

2. Associate Professor

1. The department recognizes the centrality of effective teaching to its mission. Accordingly, the candidate for promotion to associate professor shall have a record of effective teaching established—at a minimum—through the following measures:
 - a) student evaluations of faculty performance;
 - b) written observations from peers;
 - c) course syllabi and other instructional materials the candidate wishes to submit;
 - d) a statement concerning teaching philosophy and practices in the candidate's self-assessment written as part of the promotion/tenure dossier;
 - e) and other relevant considerations.

2. Scholarship must inform all the activities of a faculty member. The department also recognizes, however, that scholarship may include a broad range of activities, including collaborative work. Thus, while expecting all tripartite faculty members to engage in the publication and presentation of scholarship to their peers, the department subscribes to an inclusive definition of how scholarship may be demonstrated. Drawing on Boyer's (1990) work, candidates may establish a record of scholarship by disseminating their work in the following ways:
 - a. peer reviewed publications, such as professional journal articles or creative works, a book, papers in conference proceedings, or other appropriate publications (including those in electronic format) intended for a professional academic audience; the editing of journals and books, the writing of successful grant proposals; also included in this area, but of lesser importance, are published book reviews, published articles in high-

quality magazines and newspapers, and papers delivered at professional meetings.

- b. publication of textbooks; also included in this area, but of lesser importance, are instructional materials (including TRU's Open Learning courses), papers, and articles (including those in electronic format) written for a popular or non-academic audience;
 - c. writing and editing of reports for on-campus and off-campus research centres or agencies; significant roles in organizing scholarly meetings; significant contributions to the university or department in terms of curriculum development, integration of technology into teaching, developing expanded syllabi and teacher guides to courses and programs, or academic planning and advisement; teacher training, teacher development, and teacher evaluation; significant leadership roles with off-campus agencies; refereeing book manuscripts, journal articles, grant proposals, or competitions for scholarly awards and prizes given by external agencies;
 - d. published books and articles dealing with teaching-learning process; leading staff development sessions and workshops; and the presentation of papers in peer-reviewed venues (conferences, professional meetings, etc.). Normally, in addition to a record of sustained scholarly activity in one or more of the areas detailed above, those appointed to the rank of associate professor will have published a minimum of 6 – 7 refereed articles, or a refereed book, or equivalent intellectual/creative work pertinent to the candidate's area or areas of expertise, thus establishing them as scholars nationally recognized by their peers.
3. The department recognizes the importance of service to the department, college, and/or university. Although the forms can be diverse, professional service activities share the following three distinguishing characteristics:
- a) contributes to the public welfare or the common good;
 - b) utilizes the faculty member's academic and/or professional expertise;
 - c) directly addresses or responds to real-world problems, issues, interests, or concerns.

Candidates for promotion and tenure will be expected to justify their claims regarding their service roles in terms of these characteristics.

3. Professor

1. 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 and where applicable the community at large during normally five (5)

years in the Associate Professor rank. Normally, those appointed to the rank of full professor should have published, cumulatively over their careers, two refereed books or the equivalent intellectual/creative work pertinent to the candidates' areas of expertise – thus establishing them as scholars internationally recognized among peers in their fields.

2. Accordingly, the candidate must provide evidence of external recognition of his or her work as indicated by three or more of the following:
 - a) nationally or internationally recognized awards;
 - b) favourable external peer reviews of the candidate's scholarship;
 - c) documentation demonstrating the impact or influence of the candidate's scholarship;
 - d) letters of support from respected scholars, critics, or writers in the candidate's area of specialization or expertise, thus establishing the candidate as a scholar nationally and internationally recognized among peers in his or her field;
 - e) leadership roles in national professional organizations;
 - f) nationally or internationally funded and awarded grants, fellowships, visiting professorships, lectureships, etc.

C. **Basis of Evaluation for Bipartite Faculty**

It is assumed that all department members will be engaged in scholarly teaching i.e., keep current with development in their areas of expertise by attending professional conferences or workshops and by reading the current literature. Accordingly, it is expected that candidates will engage, individually or collaboratively, in at least three of the following five areas:

1. reviewing the scholarship of teaching and learning by others,
2. investigating and reflecting on their own teaching and student learning,
3. disseminating their ideas and creative teaching practices to their peers,
4. presenting their creative teaching practices to professional or general audiences, and
5. designing and redesigning new curricula beyond normal teaching preparation.

Scholarly teaching is the reflective practice of teaching, and the outcomes are assessed concerning quality. **It should be noted that bipartite faculty members are not required to publish and disseminate their work or conduct research in the manner expected of tripartite faculty.**

D. Specific Tenure and Promotion Criteria for Bipartite Faculty

1. Tenure at Lecturer

The criteria for granting of tenure to an applicant at the rank of Lecturer are similar to those for appointment as Lecturer. Criteria include the following: the terminal degree or equivalent qualifications and/or experience deemed to be particularly relevant and valuable to the Department of English and Modern Languages; a satisfactory record as a teacher and the potential for ongoing growth in scholarly teaching, including the application of innovative pedagogy and teaching methodology; evidence of commitment to service to the university, the discipline/profession, and to the community.

2. Senior Lecturer

1. The department recognizes the centrality of effective teaching to its mission. Accordingly, the candidate for promotion to senior lecturer shall have a record of effective teaching established – at a minimum – through the following measures:
 - a) student evaluations of faculty performance;
 - b) written observations from peers;
 - c) course syllabi and other instructional materials the candidate wishes to submit;
 - d) a statement concerning teaching philosophy and practices in the candidate's self- assessment written as part of the promotion/tenure dossier.

2. The department recognizes that scholarly teaching must inform all the activities of a faculty member. The department also recognizes other forms of professional activity related to teaching and learning that constitute evidence for promotion of bipartite faculty. 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, but it is not required and will not be detrimental to the applicant's success if not part of the tenure/promotion dossier. Candidates may establish a record of scholarly teaching by making contributions to one or more of the following areas:
 - a) improving teaching within the department by collecting and reading the literature on the teaching and learning process and disseminating findings to peers;
 - b) investigating and reflecting on their own teaching and the learning of their own students and disseminating 'best' teaching practices to their departmental peers and to a larger professional academic audience through book chapters, papers, or other appropriate

publications (including those in electronic format) and papers delivered at professional conferences or meetings;

- c) integrating instructional materials and placing the teaching – learning process in a larger context;
 - d) applying scholarly teaching to curricula design to improve student learning within the discipline generally, and across disciplines within the University. Engagement may also include significant leadership roles with off-campus agencies and organizations;
 - e) disseminating aspects of scholarly teaching and learning in appropriate journals, such as the Journal of Scholarship of Teaching and Learning (So TL); contributing to TRU occasional paper series; leading staff development sessions and workshops on and off campus; and the presentation of talks and papers in peer-reviewed venues (conferences, professional meetings, etc.). **As noted above, bipartite faculty members are not required to publish and disseminate their work or conduct research in the manner expected of tripartite faculty.**
3. Evidence of scholarly teaching may include a broad range of teaching-related professional activities. Candidates may establish a record of scholarly teaching by making contributions to three (3) or more of the following areas:
- a) creating new questions, problems, information, interpretations, designs, frameworks of understanding, etc., through inquiry (e.g., empirical, textual, historical, theoretical, technological, practical);
 - b) acting as subject expert and writing new courses; for example for department or the TRU Open Learning Division;
 - c) clarifying, critically examining, weighing, and revising the knowledge claims, beliefs, or understanding of the teaching-learning process;
 - d) leading faculty in a team-teaching position;
 - e) reviewing manuscripts and textbooks for publishers;
 - f) making specialized knowledge broadly accessible and usable, e.g., to university learners, to non-specialists in other disciplines, to the public;
 - g) helping students and faculty to become active knowers themselves, preparing them for lifelong learning and discovery;
 - h) applying discipline-specific knowledge to practical problems in significant or innovative ways;
 - i) creating insight and communicating forms of discipline-specific experience through scholarly works or non-peer reviewed publications (e.g. report).
4. A scholarly teaching activity is measurable for the purpose of promotion when it meets one or more of the following criteria:

- a) it generates, clarifies, connects, reinterprets, or applies knowledge based on research, theory, and sound pedagogical practice;
 - b) it requires disciplinary knowledge available only to an expert trained in or conversant with a particular field;
 - c) it requires highly developed analytical or problem solving skills derived from specific expertise, training, or research derived from scholarly knowledge;
 - d) it involves the dissemination of practice-based information or techniques to colleagues both inside and outside one's discipline and/or department.
5. In order to be regarded as eligible for promotion, scholarly teaching activities must
 - a) require discipline-related expertise; and
 - b) be significant in terms of impact on colleagues and on the broader discipline.
6. Activities or outcomes related to scholarly teaching should be disseminated beyond the classroom and, for promotion above the rank of lecturer, to audiences outside TRU. Outcomes might include, but are not limited to, one or more of the following:
 - a) curriculum development, grants; Open Learning courses;
 - b) establishment of programs, evaluations of teaching practices, materials, theories;
 - c) case studies for textbooks, web pages, media products, and software;
 - d) instructional techniques, student evaluation tools.
7. Those appointed to the rank of Senior Lecturer shall provide documentary evidence of their scholarly teaching program and will normally have completed a minimum of four (4) significant teaching –based outcomes as listed above (a-d), or equivalent intellectual/creative work pertinent to the candidate's area or areas of expertise. Normally, those holding the rank of senior lecturer should be recognized educational leaders at provincial level.
8. The department recognizes the importance of service to the department and/or university. 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. Candidates for the rank of Senior Lecturer must be recognized as having made significant service contributions locally and regionally, and provincially via leadership roles in regional and provincial organizations. Although the forms can be diverse, professional service activities share the following three distinguishing characteristics:

- a) contributes to the public welfare or the common good;
- b) utilizes the faculty member's academic and/or professional expertise;
- c) directly addresses or responds to real-world problems, issues, interests, or concerns.

3. Principal Lecturer

1. The candidate must normally demonstrate successful performance at the rank of Senior Lecturer for five years including a continuing record of outstanding performance in teaching, and evidence of outstanding contribution to the University, Discipline and/or Profession and where applicable the community-at-large.
2. Those appointed to the rank of Principal Lecturer shall provide documentary evidence of their scholarly teaching program and will normally have completed, cumulatively over their careers, a minimum of eight (8) significant teaching-based outcomes as listed above in item 6 (a-d), or equivalent work pertinent to scholarly teaching – thus establishing the candidate as an educational leader nationally or internationally recognized among peers in his or her field.
3. Accordingly, the candidate must provide evidence of external recognition of his or her work as indicated by two or more of the following:
 - a) nationally or internationally recognized awards;
 - b) favourable external peer reviews of the candidate's teaching and service;
 - c) documentation demonstrating the impact or influence of the candidate's teaching or presentations, at national or international conferences, and pedagogical leadership;
 - d) leadership roles in national or international professional organizations;
 - e) nationally or internationally funded and awarded grants, fellowships, visiting lectureships, etc.

V. Appendices

A. Collective Agreement Articles relevant to Tenure and Promotion

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