



**Promotion, Tenure and Faculty Standards
School of Journalism¹**

Table of Contents

- I. Preamble
- II. Appointment Criteria for Tripartite Faculty
- III. Appointment Criteria for Bipartite Faculty
- IV. Guidelines and Criteria for Tenure and Promotion
 - A. Basis of Evaluation for Tripartite Faculty
 - B. Specific Tenure and Promotion Criteria for Tripartite Faculty
 - 1. Assistant Professor
 - 2. Associate Professor
 - 3. Professor
 - C. Basis of Evaluation for Bipartite Faculty
 - D. Specific Tenure and Promotion Criteria for Bipartite Faculty
 - 1. Lecturer
 - 2. Senior Lecturer
 - 3. Principal Lecturer
- V. Appendices
 - A-1 Collective Agreement Articles Relevant to Tenure and Promotion
 - A-2 Categories of Scholarship
 - A-3 Tenure and Promotion Criteria: Weighting

I. Preamble

The School of Journalism is committed to the 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 well prepared faculty members committed to excellence in their teaching, service, and scholarship (when applicable) should succeed in obtaining tenure and promotion.

¹ The Department originally approved these Guidelines on April 23, 2008, and a revised version (version 2) on Oct. 1, 2008. This version (3) incorporates two final requested changes: one weighting sample has been selected (see pp. 11-12) and the criteria for the granting of tenure have been added (see IV-B1 and IV-D1).

These School of Journalism guidelines address the standards and criteria first for appointments and then for tenure and promotion with regard to four categories: academic qualifications, teaching, scholarship, and service. The standards and expectations for appointments, tenure, and promotion remain consistent with university and faculty association policies and provisions. It is understood that the standards and expectations for appointments refer only to new hires in the School and that current faculty, whether bi- or tripartite, and whether tenured or tenure-track, are “grandfathered” under the terms of the collective agreement provisions in effect at the time of their appointments.

The standards and expectations for tenure and promotion in the School of Journalism include the more traditional means of scholarly activity (such as publishing in refereed journals and securing external research grants), but they also depart from the academic norm in terms of acceptable publication venues and the processes of peer review. Briefly, the School of Journalism regards the editorial processes at nationally recognized newspapers, magazines, web publications, and book publishers (the processes that lead to acceptance for publication) as equivalent to the traditional peer-review processes engaged in by the university-based editors at refereed journals. In other words, to be considered scholarly, work does not have to be published in book form by a university press or in article form in a traditional academic refereed journal; thus appropriate venues may include nationally recognized magazines, newspapers, publishing houses and other publications, whether in hard copy or online. As well, the School of Journalism recognizes Boyer’s categories of scholarship and seeks to widen rather than narrow the kind and range of work accepted as scholarly.

Ultimately, whether publication counts as scholarly work depends both on the quality of the sponsoring publication (it should be widely recognized and respected) and on the quality of the submitted work itself (it should be research-based and accepted or invited for publication, rather than a self-instituted submission, such as a letter to the editor of a newspaper, magazine, or journal). For example, a letter to the editor of a publication would count as service to the discipline, while a research-based article accepted for publication in a nationally recognized magazine or other venue would count as scholarship (i.e. an article submitted and accepted for publication by a magazine with rigorous editorial screening processes considered equivalent to academic peer review).

In terms of the quantity of scholarly production, School of Journalism faculty are expected to produce the equivalent of one article per academic year, with one book being equivalent to five articles. In terms of timelines and the rank-specific criteria for promotion, advancement from Assistant Professor to Associate Professor would thus require the candidate’s publication record to include one book or five articles, or a body of work deemed to be equivalent. For advancement from Associate Professor to Professor, the candidate’s record would need to include two books or ten articles, or a body of work deemed to be equivalent.

Finally, because School of Journalism faculty teach production courses that result in student publications, these publications could also be considered as evidence of the faculty member’s scholarly production, although the relevant weighting of the various publications would need to be determined on a case-by-case basis by the adjudicating committee and with reference to the candidate’s areas of expertise and body of work. (Other work with students, such as supervising

directed studies, would normally count as evidence of the faculty member's teaching performance.)

II. Appointment Criteria for Tripartite Faculty

Appointment to the rank of Assistant Professor: The minimum requirement in terms of academic qualifications for appointment at the Assistant Professor rank to the School of Journalism is a Master's degree; the preferred credential is a Ph.D. Also required is extensive experience (at least 10 years) as a professional journalist.

Appointment to the rank of Associate Professor requires distinguished professional experience along with a nationally recognized body of published journalistic work, which work could be considered equivalent to (or as compensating for the lack of) a doctorate. A terminal degree, on the other hand, will not substitute or compensate for the lack of extensive professional experience.

Appointment to the rank of Professor requires distinguished professional experience along with an internationally recognized body of published journalistic work.

III. Appointment Criteria for Bipartite Faculty

The appointment criteria for bipartite faculty include a terminal degree and five years of experience in journalism (not necessarily as a writer). For bipartite appointment, the candidate will hold a professionally recognized degree or credential in his or her field of specialization. (The criteria for tenure and promotion differ, with bipartite faculty evaluated in three of the four categories: academic qualifications, teaching, and service. Specific criteria for bipartite faculty are detailed in Section IV D: Specific Tenure and Promotion Criteria for Bipartite Faculty.)

Appointment to the rank of Lecturer requires a professionally recognized credential or degree and at least five years of professional experience as a journalist.

Appointment to the rank of Senior Lecturer requires a terminal degree and a body of professional journalistic work of recognized regional and provincial influence.

Appointment to the rank of Principal Lecturer requires a terminal degree and a body of professional journalistic work of recognized national influence.

IV. Guidelines and Criteria for Tenure and Promotion

Tenure and promotion are granted according to established timelines and procedures based on evidence of satisfactory performance, with demonstrated professional growth and the promise of future development. The criteria for tripartite faculty include academic qualifications and satisfactory performance in teaching, scholarship, and service. The criteria for bipartite faculty

include academic qualifications and satisfactory performance in teaching and service. Specific promotion criteria are detailed in the following sections; satisfactory performance is defined in keeping with standards approved by University Council and consistent with the relevant provisions of the Collective Agreement. (See Appendix A)

Although achieving tenure and promotion through the ranks involves length of service (for example, advancement to a higher rank would normally require five years' service at the previous rank), promotion is never based solely on length of service. To advance, the faculty member needs to exceed overall the standards of the rank held at the time of application.

Teaching: Teaching covers a broad range of activities aimed at creating the best possible learning situation for students; it involves attention to course work, course design, curriculum development, and teaching methods. As evidence of effective teaching, the following may be considered: student evaluations, written observations from peers, course syllabi and other instructional materials submitted by the candidate, documentation of work by students that itself displays innovation and significant achievement (for example, the hard-copy and online publications put out by production courses in the School of Journalism), a self-assessment (written as part of the promotion/tenure dossier), and submitted examples of the kind of feedback provided to students (especially where these reflect scholarly teaching). Faculty are advised to create and update teaching dossiers that include evidence of effective teaching. (Article 6, Appendix 1 lists further examples of activities and measures that have been traditionally used to demonstrate effective teaching.)

Scholarship: Scholarly activity is broadly defined to include research, publication, and other creative/intellectual endeavours disseminated in the public realm. Evidence of scholarly activity apart from publication includes (but is not necessarily limited to) the awarding of grants, fellowships, and other forms of external funding. A note about the Internet, and the ubiquity of journalistic offerings online, is in order here: the same distinctions of excellence that apply to hard-copy scholarship and publication apply as well to online venues. For instance, publication in a scholarly online journal that follows a rigorous peer-review process would count as scholarship, but publication in a self-instituted personal blog would not.

As previously noted, the relative value of scholarly activity in the School of Journalism is determined both by the quality of the sponsoring publications or organizations (which should be nationally recognized and characterized by editorial processes equivalent in rigor to traditional academic peer-review), and the quantity and quality of the submitted work itself. Acceptable forms of scholarly activity are generally defined to include substantial publication pertinent to the candidate's area of expertise. Typical examples include (but are not necessarily limited to) the following, whether in hard-copy or electronic form: a non-fiction book; an article in a nationally recognized journal, magazine or newspaper; a chapter of a book or a selection in an anthology; the editing or adapting of a textbook; a paper delivered at a conference and subsequently published in conference proceedings; a significant radio or TV broadcast or online presentation; and other forms of creative work, including that in photography and design.

Service: Service contributions encompass service to three entities: the university, the profession or discipline, and the community at large. The following are considered evidence of service in the three areas:

- a) Participation in university governance and the corporate life of the university as well as faculty association committees; administrative work at the departmental or institutional level; assistance and leadership in departmental administration; and other administrative contributions to the intellectual and cultural life of the university
- b) Contributions to professional or learned societies through participation in organizations and programs related to the member's discipline; significant roles in organizing scholarly meetings such as conferences, readings or clubs related to one's discipline; and other contributions to the intellectual and cultural life of the discipline
- c) Contribution of skills and expertise to the community through public venues; significant roles, closely related to the applicant's discipline, with off-campus organizations such as advisory boards, associations, and societies; and other contributions in a professional capacity to the intellectual and cultural life of the community at large

For faculty in the School of Journalism, the following would also count as service contributions: judging regional or national media competitions (such as the National Newspaper Awards), sitting on advisory boards in areas of public and civic interest, creating opportunities for students and people in the community to publish, and acting as a media spokesperson on matters related to the faculty member's areas of expertise.

A. Basis of Evaluation for Tripartite Faculty

Tripartite faculty members advance through the ranks through an assessment process that evaluates the candidate's performance in four categories:

- 1) academic qualifications
- 2) teaching
- 3) scholarship, and
- 4) service.

Timelines and procedures follow university policies and Collective Agreement provisions.

B. Specific Tenure and Promotion Criteria for Tripartite Faculty

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: an earned Master's degree with professional qualifications and experience deemed to be particularly relevant and valuable to the School of Journalism; 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 produced over the six-year tenure track period at least three published articles or work deemed of equivalent weight and value.

Associate Professor: Criteria for advancement to Associate Professor include the following: a terminal degree; evidence of exceeding the required performance standard in teaching; evidence of consistent scholarly accomplishment in the discipline, supported by internal and external recognition of the candidate's work (for Journalism faculty, that would mean a substantial body of published work of recognized national repute with an appropriate balancing and weighting of quantitative versus qualitative merit); evidence of consistent service to the university, the discipline, and where applicable, to the community at large. In terms of scholarly output, the candidate seeking promotion to the rank of Associate Professor would normally have a publication record that includes the following: a) one refereed book, or b) five articles in refereed journals or nationally recognized magazines, or c) the equivalent in scholarly/creative work pertinent to the candidate's area or areas of expertise.

Professor: For advancement to full Professor, the candidate must present a continuing record of outstanding performance in teaching and sustained success in the dissemination of scholarly activity during the years in rank as Associate Professor. Normally, those promoted to the rank of Professor are internationally recognized scholars among peers in their field. The following would constitute evidence of an outstanding publication record: a) two refereed books, or b) ten articles in refereed journals or nationally recognized magazines, or c) the equivalent in scholarly/creative work pertinent to the candidate's area or areas of expertise. The candidate should be able to provide evidence of external recognition of his or her work (as indicated by a range of evidence from the receiving of significant awards, grants, fellowships and visiting lectureships to favourable external peer reviews of the candidate's body of work). Achieving the rank of full Professor also requires evidence of consistent service to the university and outstanding service to the discipline/profession, and where related to the university or one's discipline, to the community at large.

C. Basis of Evaluation for Bipartite Faculty

Bipartite faculty members who teach advance through the ranks through an assessment process that evaluates the candidate's performance in three categories:

- 1) academic qualifications
- 2) teaching, and
- 3) service.

Timelines and procedures follow university policies and Collective Agreement provisions.

In the bipartite stream, evidence of effective teaching may include the items and activities mentioned in Section IV under "Teaching."

As well, the following activities are viewed favourably by committees when adjudicating cases of bipartite faculty members who apply for promotion to a higher rank: improving teaching within the department by collecting and reading literature on the teaching-learning process; applying scholarly teaching to curricula design to improve student learning; integrating technology into teaching; applying knowledge in significant or innovative ways that assist student learning.

To progress through the ranks, bipartite faculty may also provide evidence of activities associated with scholarly teaching, such as sharing their expertise in teaching and learning in appropriate venues such as websites, workshops or conferences on the practice of teaching and mentoring students and/or colleagues.

In terms of documenting service contributions, see the activities outlined above in Section IV under "Service."

D. Specific Tenure and Promotion Criteria for Bipartite Faculty

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: an earned doctorate or a Master's degree with equivalent professional qualifications and/or experience deemed to be particularly relevant and valuable to the School of Journalism; 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.

Senior Lecturer: Promotion to Senior Lecturer would normally require five years' experience as a Lecturer and evidence of exceeding the required performance standard in the areas of teaching and service. Evidence of such professional accomplishments include (but are not necessarily limited to) letters of support from respected scholars, teachers, and other relevant professionals, and evidence of external recognition of the candidate's work, which must be regionally and provincially recognized, as indicated by such as the following: course evaluations (both student and peer visitation), currency in the discipline, recognized awards, external peer reviews, presentations at nationally recognized conferences, leadership roles in regional professional organizations, external grants, fellowships, visiting professorships, and the like; and the overseeing of significant student projects, such as workshops, conferences, and the research and development of student projects, including directed studies teaching, CUEF supervision, and organizing field trips. Evidence of consistent service to the university, the discipline, and where applicable, the community at large is required.

Principal Lecturer: Promotion to Principal Lecturer would normally require five years' experience as a Senior Lecturer with evidence of outstanding performance in teaching as well as outstanding service contributions to the university, discipline, and/or community.

Evidence of such professional development includes (but is not necessarily limited to) letters of support from respected scholars, teachers, and other relevant professionals, and evidence of external recognition of the candidate's work, which must be nationally recognized, as indicated by such as the following: recognized awards, external peer reviews, presentations at nationally recognized conferences, leadership roles in national professional organizations, external grants, fellowships, visiting professorships, and the like; faculty mentorship and the overseeing of significant student work such as thesis advising; leadership in the coordination of interdisciplinary projects. Evidence of excellence in service normally would include consistent participation in committees at the department and university level; taking on leadership roles; participation in professional organizations related to the faculty member's discipline; outreach activities such as school visits or discipline related contests; discipline related service to the community at large.

V. Appendices

Appendix A-1

Collective Agreement Articles Relevant to Tenure and Promotion

Article 5 — Appointment of Members	
5.1.1	Ranks — Tripartite appointments
5.1.2	Ranks — Bipartite appointments
5.2.1	Tenure-Track Appointment
5.2.3.1	Tenured Appointment
5.2.3.2	Change in Status from Bipartite or Tripartite Appointment for a Tenured Member
Article 6 — Tenure and Promotion of Members	
6.1	Preamble
6.2	Progression to Promotion
6.3	Progression to Tenure
6.4	Procedures of the Division, Faculty or School Promotion and Tenure Committee
6.5	Procedures of the University Council Promotion and Tenure Committee
6.6	Action Subsequent to Voting
6.6.8	Timeline for Tenure and Promotion Process
6.7	Annual Report for Decisions on Tenure and Promotion
6.8	University Appeals Committee
6.9	University Appeals Committee Procedures
6.10	Criteria for Academic Designation, Tenure and Promotion
6.10.5	Definitions of Categories
6.10.5.1	Teaching
6.10.5.2	Professional Roles
6.10.5.3	Scholarship
6.10.5.4	Service
6.10.6	Granting of Tenure
6.10.7	Academic Designation
6.10.7.1	Assistant Professor/Lecturer
6.10.7.2	Associate Professor/Senior Lecturer
6.10.7.3	Professor/Principal Lecturer
Appendix 1	List of activities to demonstrate required level of competence in teaching
Article 10 — Workload	
10.2	Academic Duties and Responsibilities
LoU #18 — Course Registrant Maxima	
LoU #20 — Lab Faculty Appointment and Promotion Joint Committee	
LoU #23 — Transitional Issues	
	Tenure
	Rank and Promotion

Appendix A-2 Categories of Scholarship

The School of Journalism adopts Ernest L. Boyer's basic four-pronged definition of scholarship (as construed in his book, *Scholarship Reconsidered*):

(a) Scholarship of Discovery refers to peer-reviewed work typically including these activities: publishing books and journal articles; editing and/or adapting books; the securing of external grants and fellowships. Of lesser importance are the publishing of book reviews and conference papers.

(b) Scholarship of Integration includes publication in a wider range of media meant for a popular, non-academic, or mainstream audience, including nationally recognized newspapers and magazines.

(c) Scholarship of Application includes the following: writing and editing reports for on/off-campus agencies; organizing scholarly meetings; refereeing book manuscripts, journal articles, grant proposals, or competitions for journalistic and scholarly awards and prizes given by external agencies; significant curriculum revision and program development; integration of technology into teaching; development of expanded syllabi and teacher guides for courses and programs and for academic planning and advising; teacher training, development, and evaluation; significant leadership roles with off-campus agencies and community-based workshops.

(d) Scholarship of Teaching refers to pedagogical work and typically includes the following: scholarly publishing that deals with pedagogical studies; leading staff development sessions and workshops; presenting papers in peer-reviewed venues on the scholarship of teaching.

Appendix A-3

Tenure and Promotion Criteria: Weighting Promotion, Tenure and Faculty Standards Committee of Senate (PTFSC)

Introductory Statement

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.

Weighting Criteria

Tripartite:

Extraordinary contributions in one of the three categories listed below may compensate for a lesser involvement in another area, provided that there has been a satisfactory level of contribution in all areas.

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

Bipartite:

Extraordinary contributions in either of the categories listed below may compensate for a lesser involvement in the other area, provided that there has been a satisfactory level of contribution in both areas.

- (a) teaching/professional role, or
- (b) service

These weightings are appropriate for members with bipartite and tripartite workloads. Deviations from these criteria would be expected for members with very extensive research obligations (e.g. Canada Research Chairs) or those with extensive administrative duties (e.g. Department Chairs).

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