THOMPSON RIVERS UNIVERSITY

School of Advanced Technologies and Mathematics
Department of Mathematics and Statistics

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Promotion and Tenure Standards

School of Advanced Technologies and Mathematics

Department of Mathematics and Statistics[1]

I. Preamble

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

II. Weighting

Applicants for tenure and promotion may suggest weightings of their relevant categories to be used in evaluating their applications within the parameters of the weightings articulated in this document as approved by their Faculty, School or Division. Applicants must inform their divisional Promotion and Tenure committee of the suggested weighting at the beginning of the adjudication process. Divisional Promotion and Tenure committees must recognize that the balance between teaching/professional role and service for bipartite applicants, and the balance among teaching/professional role, research/scholarship/creative activity and service for tripartite applicants may differ based on individual circumstances and may vary over an individual's career. These weightings represent the balance among the evidence presented and do not necessarily reflect the applicant's workload. Because disciplines may have special requirements, members should engage in collegial decision-making with their departmental colleagues before deciding on the specific weighting of evidence.

The relative weighting of evidence for purposes of promotion should take into account the appointment type of the applicant, bipartite or tripartite. Normally, bipartite faculty applications will be evaluated primarily on their core responsibility, teaching/professional role and to a lesser degree on service. Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of teaching/professional role as well as research/scholarship/creative activity — with approximately the same weight given to both areas —, and to a lesser degree on service.

However, extraordinary contributions in research/scholarship/creative activity, teaching/professional role or service may compensate for lesser achievement in one of the areas of core responsibility, as long as there has been a satisfactory level of contribution in all areas of responsibility.

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[1] The Department approved these Guidelines on October 20, 2008.

Weighting Criteria

Tripartite:
Typically, the weighting applied will assign 40% to research, scholarly and creative work, 40% to teaching, and 20% to service. While extraordinary contributions in one of the three areas may compensate for a lesser involvement in another, satisfactory performance is required in all areas. The weighting assigned to research, scholarly and creative work shall not be less than 30%.

Bipartite:
Typically, the weighting applied will assign 80% to teaching or professional role, 20% to service, and 0% to research, scholarly and creative work. While extraordinary contributions in one of the three areas may compensate for a lesser involvement in the other, satisfactory performance is required in all areas. The weighting assigned to teaching or professional role shall not be less than 70%.

These weightings are appropriate for members with bipartite and tripartite workload. 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.

III. Appointment Criteria for Tripartite Faculty

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

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

IV. Appointment Criteria for Bipartite Faculty

For bipartite appointment, in the relevant area of specialization a Ph.D. degree is preferred, a Master's degree or equivalent is required.

V. Guidelines and Criteria for Tenure and Promotion

A. Basis of Evaluation

1. Scholarship

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

Other evidence may include: citations, invited talks, peer elected positions (professional bodies, journal editorial boards, and advisory bodies), awards, and research or contract funding.

The department encourages collaborative research, especially where such collaborations are part of training Highly Qualified Personal (HQP). The supervision of students will be recognized. The training of HQP and any resulting research or scholarship should be addressed in the application. In multi-authored works, the member, where possible, should identify their contribution.

2. Teaching

Teaching activities and assessment are outline in Article 15 -- Appendix 1 of the collective agreement.

Teaching in the discipline of Mathematics and Statistics is characterized by a large number of service courses at the first and second year, plus a variety of specialized courses at the upper level primarily intended for majors and honours students.

Service courses typically have relatively stable curricula but are often (perceived as) challenging to the students. On the other hand upper level courses, particularly special topics courses, require significant preparation. When measuring the teaching contribution of the member, the varied nature of the courses and their challenges will be taken into account.

3. Service

Service is defined in the collective agreement. Contributions towards the goals of the department, university, and/or the discipline are expected. Service contributions to the discipline include contributions to mathematics education and enrichment, math contests, K-12 school visits, refereeing or reviewing papers.

B. Specific Tenure and Promotion Criteria for Tripartite Faculty

Tenure as Assistant Professor

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

1. Research

Minimum evidence of an active research program normally would be at least one of the following:

- (i)   2 published journal articles per 4 years
- (ii)   A published text book
- (iii)   Integration and/or application of mathematical advances and/or teaching methodologies.

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

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

2. Teaching

Minimum evidence of effective teaching normally would include:

- (i)   Course evaluations (student and peer visitation) meeting departmental norms
- (ii)   Currency in the discipline
- (iii)   Teaching portfolio that meets the departmental norms

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

- (i)   Supervising students
- (ii)   Directed studies teaching
- (iii)   Curriculum development
- (iv)   Participation in articulation or educational conferences

3. Service

Minimum evidence of service normally would include:

Participation in committees at the department or university level as laid out in Article 6.10.5.4 of the CA.

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

- (i)   Participation in the discipline.
- (ii)   Outreach activities such as school visits or organizing math contests.
- (iii)   Involvement in the K-12 curriculum.
- (iv)   Discipline related service to the community at large.

Promotion to Associate Professor

Associate Professors are expected to meet the minimum requirements in each of the three categories above. In addition, additional career growth beyond the minimum requirements in two of the three categories is expected. Recognition of one's work at the national level is required. A faculty member is normally eligible to be considered for this rank after 5 years as an Assistant Professor.

1. Scholarship

Evidence of exceeding the minimum expectations would normally include:

- (i)   Scholarship beyond the Ph.D. thesis, which would normally consist of peer reviewed publications that establish an independent and active research programme comprising new work not found in the dissertation.

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

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

2. Teaching

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

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

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

3. Service

Evidence of exceeding the minimum expectations normally would include:

Consistent participation in committees at the department or university level as laid out in Article 6.10.5.4 of the CA.

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

(i)   Participation in the discipline.
(ii)   Outreach activities such as school visits or organizing math contests.
(iii)   Involvement in the K-12 curriculum.
(iv)   Discipline related service to the community at large.

Promotion to Professor

Professors are expected to clearly exceed the minimum requirements in each of the three categories above. Excellence in two of the three categories is expected. In addition, career growth demonstrated by national or international recognition in scholarship, which could include the scholarship of teaching, is expected. A faculty member is normally eligible to be considered for this rank after 5 years as an Associate Professor.

1. Scholarship

Evidence for excellence in scholarship would normally include:

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

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

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

2. Teaching

Evidence of consistent and expanding involvement with other pedagogy-related work as found in Article 6, Appendix 1 of the CA.
Additional evidence may include, but is not limited to, the following:

(i)   Meeting department norms for evaluation in a wide range of courses.
(ii)   Coordination of multi-section courses.
(iii)   Leadership roles in curriculum development.
(iv)   Faculty mentorship.
(v)   Student thesis advising.

3. Service

Evidence of excellence in service normally would include:

(i)   Excellence in committee work at the department or university level as laid out in Article 6.10.5.4 of the CA.

(ii)   Service to discipline.

(iii)   Leadership roles.

C. Specific Tenure and Promotion Criteria for Bipartite Faculty

Tenure as Lecturer

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

1. Teaching

Minimum evidence of effective teaching normally would include:

(i)   Course evaluations (student and peer visitation) meeting departmental norms
(ii)   Currency in the discipline
(iii)   Teaching portfolio that meets the departmental norms

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

(i)   Supervising students
(ii)   Directed studies teaching
(iii)   Curriculum development
(iv)   Participation in articulation or educational conferences

2. Service

Minimum evidence of service normally would include:

Participation in committees at the department or university level as laid out in Article 6.10.5.4 of the CA.

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

(i)   Participation in the discipline.
(ii)   Outreach activities such as school visits or organizing math contests.
(iii)   Involvement in the K-12 curriculum.
(iv)   Discipline related service to the community at large.

Promotion to Senior Lecturer

Senior Lecturers are expected to demonstrate additional career growth beyond the minimum requirements in the two categories above. Career growth demonstrated by provincial recognition is expected. Outstanding contributions at a regional level may also be considered. A faculty member is normally eligible to be considered for this rank after 5 years as a Lecturer.

1. Teaching

Evidence of exceeding the minimum expectations would normally include:

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

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

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

2. Service

Evidence of exceeding the minimum expectations normally would include:

Consistent participation in committees at the department or university level as laid out in Article 6.10.5.4 of the CA.

At least one of the following:

- (i)   Participation in the discipline.
- (ii)   Outreach activities such as school visits or organizing math contests.
- (iii)   Involvement in the K-12 curriculum.
- (iv)   Discipline related service to the community at large.

Promotion to Principal Lecturer

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

1. Teaching

Evidence for excellence in teaching would normally include:

- (i)   Exceeding the teaching standards above
- (ii)   Leadership in curriculum development (locally or externally to TRU).
- (iii)   As noted above, participation in mathematics education activities external to the university.

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

(i)   Meeting department norms for evaluation in a wide range of courses.
(ii)   Coordination of multi-section courses.
(iii)   Leadership roles in curriculum development.
(iv)   Faculty mentorship.

2. Service

Evidence of excellence in service normally would include:

(i)   Excellence in committee work at the department or university level as laid out in Article 6.10.5.4 of the CA.

(ii)   Leadership in committees at the department and/or university level.
(iii)   Participation in the discipline externally to the university.

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

(i)   Outreach activities.
(ii)   Membership on external curriculum committees, articulation committees, or board professional societies.

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