



**Faculty of Arts  
Department of Psychology**

**GUIDELINES FOR APPOINTMENT, TENURE &  
PROMOTION IN THE DEPARTMENT OF PSYCHOLOGY**

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## **Guidelines for Appointment, Tenure & Promotion in the Department of Psychology**

### **TABLE OF CONTENTS**

I.	Preamble.....	3
II.	Weighting of Tenure and Promotion Criteria.....	3
III.	Appointment Criteria for Tripartite Faculty.....	4
IV.	Appointment Criteria for Bipartite faculty.....	5
V.	Guidelines & Criteria for Tenure and Promotion .....	5
	A. Basis of Evaluation for Tripartite Faculty.....	5
	B. Specific Tenure & Promotion Criteria for Tripartite Faculty .....	6
	1. Tenure at Assistant Professor.....	6
	2. Associate Professor.....	7
	3. Professor.....	8
	C. Basis of Evaluation for Bipartite Faculty.....	10
	D. Specific Promotion Criteria for Bipartite Faculty.....	11
	1. Tenure at Lecturer.....	11
	2. Senior Lecturer.....	11
	3. Principal lecturer.....	12
	E. Contributions Towards a Record of Professional Accomplishment and Scholarship of Teaching for Bipartite faculty.....	12
	1. Areas of Contribution.....	12
	2. Criteria for Inclusion of a Product for Promotion.....	13
	3. Promotion Above the Rank of Lecturer.....	14
	4. Assessment.....	14
VI.	References .....	15
VII.	Appendix: Collective Agreement Articles Relevant to Tenure & Promotion...	16

## **I. Preamble:**

This document establishes standards and criteria for promotion and/or tenure. Achieving tenure and promotion through the ranks is based on incremental and accumulative growth of a faculty member in recognized scholarship, effective teaching and contributions to service. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness in teaching, recognized research, scholarly work, and contributions to service within the university community as well as to the profession (locally, nationally and internationally), involving expanding spheres of influence. These guidelines describe the standards and expectations specific to the Department of Psychology, are guided by University policies and the Collective Agreement, and reflect recognition that TRU is a primarily undergraduate, learner-centered institution.

The degree to which particular faculty members will make contributions in each of teaching, scholarship and service may be expected to differ, particularly at different stages in their academic careers. However, it is the Psychology Department's expectations that all members, and particularly tenured members, will over time make substantive contributions in all three areas (tripartite members) or in teaching and service (bipartite members). Appointment, tenure and promotion decisions will be guided by that expectation.

Although the Psychology Department recognizes that there are necessary performance criteria for an existing position and promotion, these criteria may not be sufficient for promotion. Promotion requires meeting performance standards in excess of one's current rank. Time served in a rank does not, in itself, warrant promotion.

## **II. Weighting of Tenure and Promotion Criteria:**

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 may 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 teaching/professional role and service for bipartite applicants, and the balance between teaching/professional role, research/scholarship 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. Members of the Psychology Department should engage in collegial decision-making with their Departmental colleagues before deciding on the specific weighting of evidence.

## Guidelines for Appointment, Tenure & Promotion in the Department of Psychology

The relative weighting of evidence for purposes of promotion should take into account the appointment type of the applicant, tripartite or bipartite. Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of teaching/professional role and research/scholarship activity, with approximately the same weight (40%) given to both areas, and to a lesser extent on service (20%). Normally, bipartite faculty applications will be evaluated primarily on their core responsibility of teaching/professional role (80%) and to a lesser degree on service (20%).

However, extraordinary contributions in teaching/professional role, research/scholarship 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, and that for service does not exceed 40%.

Tripartite: extraordinary contributions in either

- (a) teaching/ professional role
- (b) research/scholarship activity
- (c) service

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

Bipartite: extraordinary contributions in either

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

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

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

#### **Assistant Professor:**

The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience. This criterion may be regarded as provisionally met if the candidate has completed all requirements for the doctorate but the degree has not yet been conferred. Normally the initial appointment will be at the level of Assistant Professor.

Scholarship: Demonstration of the potential for successful engagement in Scholarly Activity in the public realm.

Teaching: Demonstration of potential for effective teaching in a department of academic Psychology. Previous teaching experience is an asset.

Service: Demonstration of commitment to service to the Discipline and/or Profession, the University, and where applicable, the community-at-large.

**Note that appointment criteria for Associate and Full Professor consist of the promotion criteria for those ranks.**

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

##### **Lecturer:**

The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience. This criterion may be regarded as provisionally met if the candidate has completed all requirements for the doctorate but the degree has not yet been conferred. Normally the initial appointment will be at the level of Lecturer.

Teaching: Demonstration of potential for effective teaching in a department of academic Psychology. Previous teaching experience is an asset .

Service: Demonstration of commitment to service to the Discipline and/or Profession, the University, and where applicable, the community-at-large.

**Note that appointment criteria for Senior and Principal Lecturer consist of the promotion criteria for those ranks.**

#### **V. Guidelines & Criteria for Tenure and Promotion:**

##### **A. Basis of Evaluation for Tripartite Faculty:**

Faculty members with a tripartite appointment who apply for academic designation, tenure and promotion shall be assessed in each of the following four (4) categories:

1. Academic Qualifications
2. Scholarship
3. Teaching
4. Service

## Guidelines for Appointment, Tenure & Promotion in the Department of Psychology

Research and scholarly activity pertinent to the area of expertise are required. 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 the candidate will be active in the first of the following 3 areas and at least one of the two other areas:

1. publication of scholarly or creative work
2. presentation of scholarly or creative work to professional or general audiences
3. obtaining grants and fellowships

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 are assessed in the same way as any scholarship of discovery or creative activity: the products are assessed concerning quality.

Consistent with practice in departments of academic psychology at recognized universities and especially at those considered teaching-centered institutions, the importance of collaborative research is recognized, with scholarly products frequently resulting from supervision of Honours and other students, subsequently leading to co-authorship.

### **B. Specific Tenure & Promotion Criteria for Tripartite Faculty:**

#### **1. Tenure at Assistant Professor:**

##### Scholarship:

This will include evidence of the faculty member's own ongoing research program in Psychology, with normally a minimum of three (3) peer-reviewed articles or work deemed of equivalent weight and value over the six-year tenure track period. The faculty member should normally be first author or major contributor (i.e., involved in all phases of the research) on the majority of these products. In exceptional circumstances, other scholarly products of discovery or integration (e.g., review articles) may be considered with the following descending weight, taking into consideration quality: books from publishers who peer-review manuscripts, invited chapters in books, books from other reputable publishers, peer-reviewed or invited conference presentations, articles in non-peer-reviewed but widely distributed journals, and community and internal presentations or workshops related to scholarly activity.

## Guidelines for Appointment, Tenure & Promotion in the Department of Psychology

Normally some of the scholarly products should include collaboration and/or student supervision. All scholarly products should not merely be different routes of dissemination of the identical material. Finally, there should also be evidence of seeking outside peer-reviewed funding for research at TRU, where such funding is appropriate for the candidate's area of research.

### Teaching:

Satisfactory teaching effectiveness must normally be demonstrated by student evaluations comparable to 3.9/5 using the Institution's current instrument, written Departmental peer evaluations, and on-going student supervision (e.g., honours theses, funded and non-funded research training of students).

### Service:

Minimal expectations include attendance at Departmental meetings and sitting on Departmental committees. Following tenure, expectations increase to include membership on Divisional and Institutional committees.

## **2. Associate Professor:**

Promotion to Associate Professor will normally occur no earlier than 5 years following appointment as Assistant Professor, and will require the candidate to meet the minimum expectations for the position of Associate Professor outlined below. For this promotion, the Psychology Department requires that the candidate must clearly exceed the lesser expectations outlined above, necessary for tenure and continuation as Assistant Professor.

### Scholarship:

For promotion to Associate Professor, there must be evidence of consistent scholarly activity of discovery and possibly integration reflecting the faculty member's own ongoing research program with priority given to areas directly related to Psychology. The candidate's record of scholarly activity must have earned the faculty member a national reputation among peers in his or her field. Normally at least four (4) peer-reviewed articles or work deemed of equivalent weight and value since initial appointment as Assistant Professor will be expected. The faculty member should normally be first author or major contributor (i.e., involved in all phases of the research) on the majority of these products. In exceptional circumstances, other scholarly products of discovery or integration (e.g., review articles) may be considered with the following descending weight, taking into consideration quality: books from publishers who peer-review manuscripts, invited chapters in books, books from other reputable publishers, peer-reviewed or invited conference presentations, articles in non-peer-reviewed but widely distributed journals, and community and internal presentations or

## Guidelines for Appointment, Tenure & Promotion in the Department of Psychology

workshops related to scholarly activity.

Normally some of the scholarly products should include collaboration and/or student supervision. The majority of the scholarly products should not merely be different routes of dissemination of the identical material.

The candidate's reputation for scholarship must be at the national level, evidenced by two or more of the following:

- a) nationally 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
- e) leadership roles in national professional organizations
- f) nationally funded and awarded grants, fellowships, visiting professorships, lectureships, etc.
- g) presentations at national conferences.

### Teaching:

For promotion to Associate Professor, teaching effectiveness must normally be demonstrated by student evaluations clearly exceeding 3.9/5 using the instrument currently utilized by the Department, written Departmental peer evaluations, on-going student supervision (e.g., honours theses, funded and non-funded research training of students), and documented contributions to course and program development.

### Service:

For promotion to Associate Professor, there should be evidence of attendance at Departmental meetings and sitting on Departmental, Divisional and Institutional committees, of which it is normally expected the faculty member will be chair of at least one.

### **3. Professor:**

Promotion to Professor will normally occur no earlier than 5 years following appointment as Associate Professor, and will require the candidate to meet the minimum expectations for Professor outlined below.

### Scholarship:

For promotion to Professor, there should be evidence of sustained scholarly activity of discovery and normally integration, reflecting the faculty member's own ongoing



## Guidelines for Appointment, Tenure & Promotion in the Department of Psychology

research program with priority given to areas directly related to Psychology. The candidate's record of scholarly activity must have resulted in an expanding sphere of influence, earning the faculty member an international reputation among peers in his or her field. Normally a cumulative total of eight (8) peer-reviewed articles or work deemed of equivalent weight and value will be expected, with at least four (4) of these products over the 5 years since appointment as Associate Professor. The faculty member should normally be first author or major contributor (i.e., involved in all phases of the research) on the majority of these products. In exceptional circumstances, other scholarly products of discovery or integration (e.g., review articles) may be considered with the following descending weight, taking into consideration quality: books from publishers who peer-review manuscripts, invited chapters in books, books from other reputable publishers, peer-reviewed or invited conference presentations, articles in non-peer-reviewed but widely distributed journals, and community and internal presentations or workshops related to scholarly activity.

Normally some of the scholarly products should include collaboration and/or student supervision. The majority of the scholarly products should not merely be different routes of dissemination of the identical material. Finally, there should be evidence of research mentorship of more junior faculty (e.g., involving them in collaborative research).

The candidate's reputation for scholarship must be at the international level, evidenced by two 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
- e) leadership roles in national or international professional organizations
- f) nationally or internationally funded and awarded grants, fellowships, visiting professorships, lectureships, etc.
- g) presentations at national and international conferences.

### Teaching:

For promotion to Professor, there should be evidence of outstanding performance in effective teaching, normally demonstrated by student evaluations clearly exceeding 3.9/5 using the instrument currently utilized by the Department, written Departmental peer evaluations, on-going student supervision (e.g., honours theses, funded and non-funded research training of students), and continued documented major contributions to course and program development. Teaching mentorship of more junior faculty is also expected.

Service:

For promotion to Professor and maintenance of expectations for that position, there should be evidence of attendance at Departmental meetings and sitting on Departmental, Divisional, and Institutional committees, of which it is expected the faculty member will be chair of at least one. In addition, it is expected that the faculty member will contribute academic and/or professional expertise as a member on at least one committee external to the institution, including but not limited to editorial boards, boards of directors, and review boards.

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

Faculty members with a bipartite appointment who apply for academic designation, tenure and promotion shall be assessed in each of the following three (3) categories:

1. Academic Qualifications
2. Teaching
3. Service

Considering that teaching is the primary role of bipartite faculty, it is expected that the faculty member should contribute to and promote effective teaching within the Department.

Psychology Department bipartite faculty members must keep current with development in their areas of expertise by attending professional conferences or workshops and by reading the current literature. In addition, candidates seeking tenure or promotion in rank shall be active in scholarly teaching (Prosser & Trigwell, 1999). Accordingly, it is expected that candidates will engage in at least three of the following five areas:

- (1) reviewing the scholarly teaching and learning by others
- (2) investigating and reflecting on their own teaching and students' learning
- (3) disseminating their ideas and creative teaching practices to their peers
- (4) presenting their creative teaching practices to professional or general audiences
- (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. Professional accomplishment and scholarly teaching must be supported by concrete contributions that can be counted and objectively evaluated as to quality. It should be stressed that bipartite faculty members are not expected to publish and disseminate their work or conduct research in the manner expected of tripartite faculty. However, if candidates choose to provide evidence of research related to their field of expertise, including peer-reviewed original research publications in their tenure/promotion dossier, such evidence will not be discounted, but neither is it expected nor will its absence be detrimental to the applicant's success. Please refer to Section E of this document for details of contributions toward a record of professional accomplishment and scholarly teaching.

## **D. Specific Promotion Criteria for Bipartite Faculty**

### **1. Tenure at Lecturer:**

#### Teaching:

Satisfactory teaching effectiveness must normally be demonstrated by student evaluations comparable to 3.9/5 using the instrument currently utilized by the Department, and written Departmental peer evaluations. In addition, there should be demonstrated potential for ongoing growth in scholarly teaching, including the application of innovative pedagogy and teaching methodology.

#### Service:

Minimal expectations include attendance at Departmental meetings and sitting on Departmental committees. Following tenure, expectations increase to include membership on Divisional and institutional committees.

### **2. Senior Lecturer:**

Promotion to Senior Lecturer will require the candidate to meet the minimum expectations for the position of Senior Lecturer outlined below. The candidate's record of teaching and service should have earned the faculty member a regional or provincial reputation (see section E-4 below). For this promotion, the Psychology Department requires that the candidate must clearly exceed the lesser expectations outlined above, necessary for tenure and continuation as Lecturer.

#### Teaching:

For promotion to Senior Lecturer, teaching effectiveness must normally be demonstrated by student evaluations clearly exceeding 3.9/5 using the instrument currently utilized by the Department, and written Departmental peer evaluations. In addition, scholarly teaching must normally be demonstrated with a minimum of four (4) significant teaching-based outcomes (as outlined below in section E-3) since initial appointment as lecturer.

#### Service:

For promotion to Senior Lecturer, there should be evidence of attendance at Departmental meetings and sitting on Departmental, Divisional, and Institutional committees, of which it is expected the faculty member will be chair of at least one.

### **3. Principal Lecturer:**

Promotion to Principal Lecturer will normally occur no earlier than 5 years following appointment as Senior lecturer, and will require the candidate to meet the minimum expectations for Principal Lecturer outlined below. The candidate's record of teaching and service should have earned the faculty member a national reputation (see section E-4 below). For this promotion, the Psychology Department requires that the candidate must clearly exceed the lesser expectations outlined above for Senior lecturer.

#### Teaching:

For promotion to Principal Lecturer, there should be evidence of outstanding performance in teaching effectiveness normally demonstrated by student evaluations clearly exceeding 3.9/5 using the instrument currently utilized by the Department, and written Departmental peer evaluations. Teaching mentorship of more junior faculty is also expected. In addition, scholarly teaching must normally be demonstrated with a minimum cumulative of eight (8) significant teaching-based outcomes (as outlined below in section E-3) since initial appointment as lecturer. At least four (4) of these products should be subsequent to appointment of Senior Lecturer.

#### Service:

For promotion to Principal Lecturer and maintenance of expectations for that position, there should be evidence of attendance at Departmental meetings and sitting on Departmental, Divisional, and Institutional committees, of which it is expected the faculty member will be chair of at least two. The candidate also must be recognized as having made significant contributions of academic and/or professional expertise nationally via leadership roles in organizations related to psychology and/or its teaching, such as but not limited to editorial boards, boards of directors, and review boards.

## **E. Contributions towards a Record of Professional Accomplishment and Scholarly Teaching for Bipartite Faculty:**

### **1. Areas of Contribution:**

- a) For promotion within the bipartite stream, there should be clear evidence of professional accomplishment and scholarly teaching supported by concrete products that can be counted and objectively evaluated as to quality. Such a record may be established by making contributions to one or more of the following areas:
  - (i) *improving teaching* within the Psychology Department by collecting and reading

## Guidelines for Appointment, Tenure & Promotion in the Department of Psychology

- the literature on the teaching-learning process and disseminating findings to peers;
- (ii) *investigating and reflecting* on their own teaching and the learning of their own students, and disseminating ‘best’ teaching practices to their Department peers and to a larger professional academic audience;
  - (iii) *integrating* instructional materials (including learning material for TRU’s Open Learning Division) and placing the teaching-learning process in larger context;
  - (iv) *applying* scholarly teaching to curricula design to improve student learning within the discipline generally, as well as across disciplines within TRU;
  - (v) *engaging* in significant roles in organizing scholarly meetings, integrating technology into teaching, and displaying leadership within off-campus agencies and organizations;
  - (vi) *disseminating* aspects of the scholarly teaching and learning in appropriate journals; leading faculty development sessions and workshops on and off campus; and presentation of talks and papers in peer-reviewed venues (conferences, professional meetings, etc.).
- b) 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:
- (i) Creating new questions, problems, information, interpretations, designs, frameworks of understanding in the discipline, etc., through inquiry (e.g., empirical, textual, historical, theoretical, technological, practical);
  - (ii) Acting as a subject expert and creating new psychology courses;
  - (iii) Clarifying, critically examining, weighing, and revising the knowledge claims, beliefs, or understanding of the teaching-learning process;
  - (iv) Leading faculty in a team-teaching situation;
  - (v) Reviewing manuscripts and Psychology textbooks for publishers;
  - (vi) Making specialized knowledge broadly accessible and usable, e.g., to university learners, non-specialists in other disciplines, and the public via written or oral presentation, the internet, or media interviews.
  - (vii) Helping students and faculty to become active learners themselves, preparing them for lifelong learning and discovery;
  - (viii) Applying psychological knowledge to practical problems in significant or innovative ways;
  - (ix) Creating insight and communicating forms of psychological knowledge through Scholarly works or non-peer reviewed publications (e.g., report) or conference presentations.

### 2. **Criteria for Inclusion of a Product for Promotion:**

- a) A scholarly teaching activity is measurable for the purposes of promotion when it meets one or more of the following criteria:

## Guidelines for Appointment, Tenure & Promotion in the Department of Psychology

- (i) It generates, clarifies, connects, reinterprets, or applies knowledge based on research, theory, and sound pedagogical practice;
  - (ii) It requires disciplinary knowledge available only to an expert trained in or conversant with psychology;
  - (iii) It requires highly developed analytical or problem-solving skills derived from specific expertise, training, or research derived from scholarly knowledge;
  - (iv) It involves the dissemination of practice-based information or techniques to colleagues both inside and outside one's discipline and/or department.
- b) In order to be regarded as eligible for promotion, scholarly teaching activities must:
- (i) require discipline-related expertise; and
  - (ii) be significant in terms of impact on colleagues and on the broader discipline.

### 3. **Promotion above Rank of Lecturer:**

- a) Activities or outcomes related to the scholarly teaching should be disseminated beyond the classroom and, for promotion above the rank of lecturer, to audiences outside TRU. Outcomes from scholarly-based teaching might include, but are not limited to, one or more of the following:
- (i) Curriculum development; curriculum-related grants; Open Learning courses;
  - (ii) Establishment of programs, evaluations of teaching practices, materials, theories;
  - (iii) Curriculum input for textbooks, web pages, media products, and software;
  - (iv) Instructional techniques, student evaluation tools.
  - (v) Journal articles, books, textbooks, occasional papers, book reviews.
- b) **Senior Lecturer:** Those promoted to the rank of Senior Lecturer shall provide documentary evidence of their scholarly teaching program and will normally have completed subsequent to their initial appointment of Lecturer, a minimum of four (4) significant teaching-based outcomes as listed above (i to iv), or equivalent intellectual/creative work pertinent to the candidate's area or areas of expertise, of which the candidate is the sole or main contributor. Those holding the rank of Senior Lecturer must be recognized scholarly teachers at the provincial level.
- c) **Principal Lecturer:** Those appointed to the rank of Principal Lecturer shall provide documentary evidence of their scholarly teaching program and will normally have completed a minimum of eight (8) significant teaching-based outcomes as listed above (i to v), or equivalent intellectual/creative work pertinent to the candidate's area of expertise, of which the candidate is the sole or main contributor. At least four (4) of these outcomes should be subsequent to appointment of Senior Lecturer. Those holding the rank of Senior Lecturer should be recognized educational leaders at the national level.

#### **4. Assessment of External Recognition:**

The candidate must provide objective evidence of an expanding sphere of influence via external recognition of his or her work at the provincial (Senior Lecturer) or national (Principal Lecturer) level. The impact of the work accomplished should be indicated by at least two of the following categories:

- a) provincially (Senior Lecturer) or nationally (Principal Lecturer) recognized awards;
- b) favourable external peer reviews of the candidate's teaching and service, noting consistency with a provincial (Senior Lecturer) or national (Principal Lecturer) reputation.
- c) documentation demonstrating the significance of the candidate's teaching, presentations at provincial (Senior Lecturer) or national (Principal lecturer) conferences, and pedagogical leadership;
- d) leadership roles in provincial (Senior Lecturer) or national (Principal Lecturer) professional organizations;
- e) provincially (Senior Lecturer) or nationally (Principal lecturer) funded and awarded grants, fellowships, visiting lectureships, etc.

#### **VI. References:**

- Boyer, E.L. (1997). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco, CA: Jossey-Bass.
- CAUT (2006). *Teaching dossier*. Ottawa: CAUT.
- Goodyear, G., & Allchin, D. (1998). Statements of teaching philosophy. *To Improve the Academy, 17*, 103-121.
- Prosser, M., & Trigwell, K. (1999). *Understanding learning and teaching: The experience in higher education (Society for Research into Higher Education)*. Berkshire, UK: Open University Press.
- Trigwell, K., Martin, E., Benjamin, J., & Prosser, M. (~2004). *Scholarship of teaching: A model*. Retrieved January 25, 2009, from [www.clt.uts.edu.au/Scholarship/A.Model.html#Contents](http://www.clt.uts.edu.au/Scholarship/A.Model.html#Contents)

## **VII. Appendix: Collective Agreement Articles Relevant to Tenure & 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

### **Article 6 – Tenure & 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 & Tenure Committee
- 6.5 Procedures of the University Council Promotion & Tenure Committee
- 6.6 Action Subsequent to Voting
- 6.6.8 Timeline for Tenure & Promotion Process
- 6.7 Annual Report for Decisions on Tenure & Promotion
- 6.8 University Appeals Committee
- 6.9 University Appeals Committee Procedures
- 6.10 Criteria for Academic Designation, Tenure & 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 & Responsibilities

### **LoU #20 -- Lab faculty Appointment & Promotion Joint Committee**

### **LoU #23 -- Transitional Issues**

- 2. Tenure
- 3. Rank & Promotion