

Faculty of Arts
Department of Sociology and Anthropology

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Guidelines for Promotion and Tenure in the Department Sociology and Anthropology¹

I. Preamble

The purpose of this standards document is to provide guidance to faculty members as they prepare for applications for tenure and/or promotion. Achieving tenure and promotion through the ranks is based on incremental and accumulative growth of a faculty member in his/her 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 Sociology and Anthropology. University policies and Collective Agreement provisions shall guide all such standards and expectations.

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.

¹ The Department approved the first draft of the Guidelines on April 2, 2007; the second draft was approved February 15, 2008; the third draft was approved by an on-line ballot June 19, 2008, this document was unanimously approved March 13, 2009.

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 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/professional role, 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.

III. Appointment Criteria for Tripartite Faculty

Assistant Professor

- (1) A terminal degree in the discipline is a standard qualification, except where the candidate has accumulated experience judged to be particularly relevant and valuable to the discipline. 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 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.

Associate Professor

- (1) A terminal degree in the discipline is a standard qualification, except where the candidate's accumulated experience is judged as particularly relevant and valuable to the discipline.
- (2) The candidate must demonstrate evidence of exceeding the required performance standard in teaching,
- (3) The candidate must demonstrate consistent accomplishment in scholarship, supported by internal and external recognition of the member's work.
- (4) The candidate must demonstrate consistent contribution to the University, Discipline and/or Profession and where applicable the community-at-large.

The candidate's work must be recognized at the national level.

Professor

- (1) A terminal degree in the discipline is a standard qualification, except where the candidate's accumulated experience is judged as particularly relevant and valuable to the discipline.
- (2) The candidate must demonstrate evidence of outstanding performance in teaching.
- (3) The candidate must demonstrate evidence of sustained success in the dissemination of scholarly activity, supported by internal and external recognition of the candidate's work.
- (4) The candidate must demonstrate evidence of outstanding contribution to the University, Discipline and/or Profession and where applicable the community-at-large.

The candidate's work must be recognized at the international level.

IV. Appointment Criteria for Bipartite Faculty

Lecturer

- (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 designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline. 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 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.

Senior Lecturer

- (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 designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline. Normally, as a demonstration of professional development, the candidate would be expected to have completed significant post-graduate educational training. In addition to a record of outstanding teaching and service, those appointed to the rank of senior lecturer will have distinguished themselves through professional accomplishments resulting from a commitment to integration, application, or teaching as defined below.
- (2) The candidate must demonstrate evidence of exceeding the required performance standard in teaching.
- (3) The candidate must demonstrate evidence of consistent contribution to the University, Discipline and/or Profession and where applicable the community-at-large.

The candidate's work must be recognized at the regional or provincial level.

Principal Lecturer

- (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 designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline. .
- (2) The rank of principal lecturer is reserved for those, who in the opinion of colleagues, within the University and beyond, are outstanding in the profession.
- (3) The candidate must demonstrate evidence of outstanding performance in teaching.

- (4) The candidate must demonstrate evidence of outstanding contribution to the University, Discipline and/or Profession and where applicable the community-at-large.

The candidate's work must be recognized at the national level, establishing her/him as an educational leader among peers in her/his field.

V. General Guidelines for Promotion and Tenure

A. Basis of Evaluation: Tripartite Faculty

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 at least *two* of the following three areas: (1) publication of scholarly work, (2) presentation of scholarly work to professional or general audiences, and (3) obtaining grants or 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 is assessed in the same way as the scholarship of discovery or creative activity: the products are assessed concerning quality.

B. Specific Tenure and Promotion Criteria

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.

Associate Professor

(1) The department recognizes the importance of **teaching** to its mission. Evaluation of teaching shall be based on the effectiveness rather than the popularity of the candidate, as indicated by command over the subject matter, familiarity with recent developments in the field, preparedness, presentation, accessibility to students and influence on the intellectual and scholarly development of students. The candidate's entire teaching contribution shall be assessed. Accordingly, the candidate for promotion to associate professor shall have a record of effective teaching normally established through, for example, the following measures:

- (a) student evaluations of faculty performance;

- (b) written observations from peers;
- (c) outside references concerning teaching at other institutions;
- (d) the calibre of supervised essays or theses;
- (e) course syllabi and other instructional materials the candidate wishes to submit
- (f) a statement concerning teaching philosophy and practices in the candidate's self-assessment written as part of the promotion/tenure dossier;
- (g) and other relevant considerations.

(2) The department recognizes that **scholarship** must inform all the activities of a faculty member. The department also recognizes, however, that scholarship may include a broad range of activities. 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, 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.).

(3) Those appointed to the rank of associate professor shall provide objective documentary evidence of their scholarly activity program and will normally have published a minimum of four (4) refereed articles, refereed book chapters, or one (1) refereed book pertinent to the candidate's area of expertise—thus establishing the candidate as a scholar nationally recognized among peers in his or her field.

(4) The department recognizes the importance of **service** to the department and/or university. The department recognizes, however, that service may include a broad range of university governance and professional activities. 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.

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 during normally five (5) years in the Associate Professor rank.

(2) Those appointed to the rank of Professor shall provide objective documentary evidence of their scholarly activity program and will normally have published a minimum of eight (8) refereed articles, or two (2) refereed books pertinent to the candidate's area or areas of expertise—thus establishing the candidate as a scholar 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 scholarship;
- (c) documentation demonstrating the significance of the candidate's scholarship;
- (d) leadership roles in national professional organizations;
- (e) nationally or internationally funded and awarded grants, fellowships, visiting professorships, lectureships, etc.
- (f) presentations at national and international conferences.

C. Basis of Evaluation for Bipartite Faculty

It is assumed that all department members will 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 promotion in rank shall be active in scholarly teaching (Prosser and Trigwell, 1999). Accordingly, it is expected that candidates will engage in at least *three* of the following five areas (1) the scholarly 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

Tenure at Lecturer

The criteria for granting of tenure 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 Sociology and

Anthropology; 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

(1) The department recognizes the importance of effective **teaching** to its mission. Accordingly, the candidate for promotion 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-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;
- (c) *integrating* instructional materials (including learning material for TRU's Open Learning Division and placing the teaching-learning process in 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 roles in organizing scholarly meetings; integration of technology into teaching; and significant leadership roles with off-campus agencies and organizations.
- (e) *disseminating* aspects of the scholarly teaching and learning in appropriate journals, such as the *Journal of Scholarship of Teaching and Learning* (SoTL); 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 in the discipline, etc., through inquiry (e.g., empirical, textual, historical, theoretical, technological, practical);
- (b) Acting as a subject expert and writing new sociology or anthropology courses;
- (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 situation;
- (e) Reviewing manuscripts and sociological 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 learners themselves, preparing them for lifelong learning and discovery;
- (h) Applying sociological knowledge to practical problems in significant or innovative ways;
- (i) Creating insight and communicating forms of sociological experience through scholarly works or non-peer reviewed publications (e.g., report).

(4) A scholarly teaching activity is measurable for the purposes 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 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 is not limited to, one or more of the following:

- (a) Curriculum development; curriculum-related grants; Open Learning courses;
- (b) Establishment of programs, evaluations of teaching practices, materials, theories;
- (c) Curriculum input 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 objective documentary evidence of their scholarly teaching and will normally have completed a minimum of four (4) significant teaching-based outcomes as listed above (a to d), or equivalent intellectual/creative work pertinent to the candidate's area of expertise. Normally, those holding the rank of senior lecturer must be recognized scholarly teachers at the 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 contributions.

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 objective documentary evidence of their scholarly teaching and will normally have completed a minimum of eight (8) significant teaching-based outcomes as listed above (a to d), or equivalent scholarly work pertinent to the applicant's area of expertise. Normally, those holding the rank of senior lecturer should be recognized educational leaders at the national level.

(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 significance of the candidate's teaching, presentations at national and international conferences, and scholarly activity;
- (d) leadership roles in national professional organizations;
- (e) nationally or internationally funded and awarded grants, fellowships, visiting professorships, lectureships, etc.

VI. References

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Prosser, Michael and Trigwell, K. 1999. *Understanding Learning and Teaching: The Experience in Higher Education*. Buckingham: SRHE and Open University Press.

Trigwell, Keith, Martin, E., Benjamin, J., and Prosser, M (2004?). '*Scholarship of teaching: a model*' Retrieved March 16, 2007, from <http://www.clt.uts.edu.au/scholarship/>

VII. Appendix I: Collective Agreement Articles Relevant to Tenure and Promotion

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