



Promotion, Tenure and Faculty Standards  
Department of Journalism,  
Communication and New Media

May 31, 2021

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# 1. Preamble

## 1.1 Purpose of Standards Document

The purpose of this standards document is to specify the standards and expectations specific to the Department of Journalism, Communication and New Media (JCNM) at Thompson Rivers University (TRU). These standards and expectations are guided by university policies, including the “[Principles and Essential Features of Standards Documents](#)” and the provisions of the [TRUFA Collective Agreement](#), as in place in Spring, 2020.

This document is intended to provide guidance to faculty members in JCNM as they prepare applications for tenure and/or promotion. JCNM is committed to the personal and professional growth of its members through a collegial environment and active positive mentorship. And this document is presented in that spirit of support, as it sets out standards that are both clear and achievable, thus, setting up faculty for success.

## 1.2 Definitions of Work in JCNM

Faculty in JCNM teach, create, produce, research and manage programs and projects in and across diverse fields, including but most certainly not limited to:

- Journalism
- Public Relations
- Visual Communication
- Communication Theory

Faculty in JCNM work to produce knowledge and exert influence across multiple boundaries and intersections that shape the contemporary role of a university today. They work:

- across interdisciplinary boundaries
- at the intersections of theory and applied practice
- at the intersections of disciplinary scholarship and teaching and learning
- across the boundaries of university and community knowledge and engagement
- across the boundaries of professional and scholarly knowledge production
- through multi-modal forms of communication

JCNM values all such work in professional and disciplinary fields, across multiple bodies of knowledge, and in diverse modalities, including written, visual, video and sound.

The production of knowledge and influence can take many forms and is evaluated according to a variety of scholarly and/or professional standards, including with recognition of the diversity of communication and systems of knowledge of Indigenous Peoples. As such, this standards document asserts a commitment to widen rather than narrow the bases of evaluation of scholarly and professional work by faculty in JCNM.

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In terms of qualitative measure, JCNM recognizes that work in different fields will be evaluated according to unique standards associated with those fields, and these standards may be defined as much by and within professional industries as any traditional university definitions of scholarship.

As such, in the evaluation of research, scholarship, and creative and professional work, the department standards and expectations for tenure and/or promotion in JCNM recognize professional or industry-defined standards for best practice, quality, peer evaluation and review, and the ethical production of knowledge as equal and equivalent to university standards. This applies, for example, but is not limited to, practices for evaluation and recognition within the Journalism industry and the Public Relations and Professional Communications industries.

Equivalencies in weight and value for research, scholarship, and creative and professional work are thus based on recognition and assessment by peers within professional and scholarly fields of work, including underrepresented communities, such as systems of knowledge within the Indigenous cultures and communities, as well as assessment of impact, reach and time and effort required for production.

Likewise, in the measure of the teaching dossier, JCNM takes a wide interpretation of activities in leadership in teaching, recognizing that these activities could include, but are not limited to, the production of teaching and learning materials, training and other course development both internally and for external communities, professional and creative work within multiple fields of knowledge and industries, as well as disciplinary scholarship and scholarship in the field of teaching and learning. In the case of tripartite faculty, this work would be different from and/or in addition to that that submitted to be evaluated as scholarship.

JCNM recognizes bipartite faculty's choice to undertake disciplinary research, scholarship, and/or professional and creative work meeting industry best practice as well as scholarship of teaching and learning as a possible contribution to their Teaching Dossier.

## 2. Assessment Criteria

The assessment criteria for appointment, tenure and promotion depend on the type of position, tripartite or bipartite. For tripartite positions, the assessment criteria are academic qualifications, teaching dossier, scholarship, and service; for bipartite positions, the assessment criteria are academic qualifications, teaching dossier, and service.

Achieving tenure and promotion through the ranks is based on *incremental and accumulative growth* of faculty members in their teaching, scholarship [for tripartite faculty], and service. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against *increasing expectations* for (a) effectiveness in teaching; (b) recognized research, scholarly, professional and/or creative work [for tripartite faculty]; and (c) contributions to service within the university community as well as to the community and profession.

Further, as faculty members move through the ranks, their *spheres of influence* are expected to widen from the local or regional level to the national level, and then to the international level.

Although the degree to which faculty members will make contributions in each of teaching, scholarship [for tripartite faculty] and service may be expected to differ, particularly at different stages in their academic careers, it is the expectations of JCNM that all members will over time make substantive contributions in teaching, scholarship [for tripartite faculty], and service. Appointment, tenure and promotion decisions will be guided by this expectation.

Applicants for promotion and/or tenure are required to create a portfolio that describes their activities, achievements, and future plans in the categories of teaching, scholarship [for tripartite faculty] and service. This portfolio should provide evidence, *both quantitative and qualitative*, of the candidate's performance.

JCNM acknowledges that cross-appointed faculty may select which *Tenure and Promotion Standards* document they wish to use, in consultation with their Chairs and in alignment with the collective agreement.

In sum, applicants should document clear evidence of the following Senate-defined assessment criteria:

- *Incremental and accumulative growth* as teachers, in research, scholarship and/or creative and professional work [tripartite faculty], and in service at the department, university, community and disciplinary levels.
- *Met increasing expectations* for teaching, research, scholarship and/or creative and professional work [tripartite faculty], and service, recognizing that as faculty move through the ranks, there should be documented evidence of increasing levels of performance in all areas.
- *Recognition and Assessment* by peers at the local, national, or international levels as a means of documenting an increasing sphere of influence; recognition and assessment is measured in terms of quantity, quality, and impact.

## 2.1 Academic Qualifications

Candidates for appointment, tenure and promotion in JCNM must meet the qualifications for the position. Qualifications pertaining to appointment and promotion are normally those currently in place, while the qualifications pertaining to tenure are normally those that were in place at the time of the candidate's appointment.

A terminal degree, typically an earned doctorate [or masters for Journalism or masters in Fine Arts], in a relevant discipline or interdisciplinary area is the normal qualification; relevant disciplines might include, but are not limited to, Journalism, Communication, Rhetoric, Professional Communication, English, and Fine Arts.

Nevertheless, JCNM notes that professional industry experience is vital to the success of its programs. Candidates with doctorates and substantive professional industry experience may not be widely available, particularly in, but not limited to, Journalism, Public Relations and Visual Design.

Consequently, equivalent qualifications and/or experiences to a terminal degree may be demonstrated through an appropriate and substantial combination of: other academic credentials;

professional credentials; and professional, teaching and research experience that is judged to be substantive and directly relevant (at least 10 years). Research, teaching and/or professional experience that is counted toward establishing a candidate’s qualifications will not be double counted toward either tenure or promotion.

While these normal and equivalent qualifications for appointment, tenure and promotion apply generally within JCNM, the implication is that equivalent qualifications will generally be used more widely in the areas of Journalism, Public Relations and Visual Design, than others and in bipartite rather than tripartite positions.

## 2.2 Weighting of Roles and Responsibilities

Whether for appointment, tenure or promotion, bipartite and tripartite positions have differences in the relative weighting of evidence, reflecting different roles and responsibilities that these positions entail. Normally, bipartite faculty applications will be evaluated primarily on their core responsibility, teaching, while tripartite faculty applications will be evaluated primarily on their core responsibilities, teaching and scholarship. The assessment of both bipartite and tripartite applications normally depends to a lesser degree on service than their respective core areas.

Within JCNM, individual applicants for tenure and promotion may suggest weightings of their relevant categories to be used in evaluating their applications within the parameters articulated below.

Tripartite Positions		Weighting	
Roles and Responsibilities	Normal	Maximum	Minimum
(a) Teaching (Core)	40%	50%	30%
(b) Scholarship (Core)	40%	50%	30%
(c) Service	20%	30%	10%

  

Bipartite Positions		Weighting	
Roles and Responsibilities	Normal	Maximum	Minimum
(a) Teaching (Core)	80%	90%	70%
(b) Service	20%	30%	10%

Within these limits, extraordinary contributions in an area of greater involvement may balance with lesser involvement in another area provided that, adjusted for weights, the applicable standard has JCNM Standards for Tenure and Promotion. May 2021. Approved.

been achieved in all areas. Applicants must inform the Divisional Promotion and Tenure Committee of their preferred weights at the beginning of the adjudication process. The normal weights will be used as the default if the candidate has not specified different weights.

For its part, the Divisional Promotion and Tenure Committees will recognize that the weights across activities may differ based on individual circumstances and may vary over an individual's career. These weights represent the balance among the evidence presented and do not necessarily reflect the applicant's workload. Given the applicable weights, for each of a candidate's roles and responsibilities, as well as the candidates qualifications, the Divisional Promotion and Tenure Committee will determine whether the candidate meets the standards or does not meet the standards for tenure and/or promotion. An application is successful if and only if the candidate meets the standards in all areas. To provide greater clarity, the Committee may also determine that a candidate exceeds the standards in one more of the areas. Exceeding the standards in some areas, however, cannot compensate for not meeting the standards in others.

### 2.3 Assessment of Collaborative Work and Collegial Endeavour

Collaborative efforts in teaching, scholarship and service enhance faculty contributions and, therefore, are to be encouraged. In assessing faculty accomplishments for appointment, promotion and tenure, collaborative work in each of teaching, scholarship and service should frequently be counted such that the sum of individual contributions is greater than unity. In the case of collaborative work, the contribution of the candidate must be documented.

JCNM recognizes that members of equity-seeking and under-represented groups who are also members of the professoriate may service their communities in ways that are not typically recognized within the profession, for instance speaking at community events or serving as a community representative. JCNM considers this contribution to community as collaborative work that combines all areas of teaching, scholarship, and service.

JCNM recognizes that the delivery of academic programs and the self-governance of the Department and the University require a high degree of cooperation between colleagues. While collegiality *per se* is not a separate evaluation item in addition to service, teaching and research, collegiality is an intrinsic component to the assessment of these items and particularly to the assessment of service and teaching.

Accordingly, tenure and promotion applications should provide evidence of cooperative contributions to service and teaching.

### 2.4 Assessment of the Teaching Role

Teaching is a scholarly and dynamic endeavour that covers a broad range of activities with a commitment to creating the best possible learning situation for students. Teaching involves



attention to course work, course design, methods of teaching, curriculum development and other instruction-related activities.

#### 2.4.1 Teaching Dossiers – Bipartite and Tripartite Positions

Candidates for tenure and/or promotion *must* submit a teaching dossier that demonstrates teaching effectiveness at the appropriate level of required performance. The following are essential components that must be included in the teaching dossier.

##### *List 2.4.1 Essential Components of the Teaching Dossier*

- Statement of Teaching Philosophy: Includes pedagogical goals and objectives.
- Overview of Professional Development: Includes activities in the area of teaching and learning that are planned or ongoing as well as those completed.
- Overview of Courses Taught: Includes a listing of course numbers, titles, credit values and enrolment.
- Overview of Student Supervision: Includes a listing of individual student projects supervised (e.g. honours theses or similar individually-supervised projects, master's theses) at TRU or elsewhere, if any, which indicates whether completed or in progress, and the nature of involvement (e.g., principal advisor, second reader, external examiner).
- Portfolio of Course Materials: At a minimum, includes a sample of selected course outlines with accompanying discussion indicating teaching experience as well as changes, updates, revisions and new materials during the period under review.
- Portfolio of Student and Peer Feedback: At a minimum, includes samples of course evaluations and written peer observations from recent years that meet the requirements of both the Collective Agreement and senate-approved TRU policy.

Where the above list states “at a minimum” and calls for “samples” of items, candidates should bear in mind that it is important to provide sufficiently comprehensive information for external referees as well as promotion and tenure committees to report an assessment of performance with reasonable confidence.

Additional components should be included in the Teaching Dossier so as to provide a complete account of the teaching activities listed below. For further details on the essential components of the teaching dossier and suggestions of possible additional components, see Article 6 – Appendix 1, of the TRUFA Collective Agreement.

#### 2.4.2 Metrics for the Assessment of Teaching – Bipartite and Tripartite Positions

The following list, while not exhaustive, indicates individual teaching activities that can enter into the assessment of the teaching dossier in support of tenure and/or promotion.

##### *List 2.4.2(a): Individual Teaching Activities*

- Classroom teaching, experiential learning instruction, etc. including the preparation and revision of course material.
- Supplementary internal teaching roles including, continuing education teaching distance education teaching, frequent guest lecturing, etc.

- Additional or external teaching roles including international teaching, exchange teaching, executive education, etc.
- Internal undergraduate or graduate student supervision – including supervisory committee work – relating to: honours and graduate theses and projects, practical internships, directed studies courses, field work, co-op programs, etc.
- External graduate (or undergraduate) student supervision.
- Significant student academic advising and mentorship roles.
- Support of the academic and cultural life of students through work with student clubs, teams, competitions, etc.
- Participation in professional development activity in teaching including peer seminars, workshops, colloquia, conferences, etc.
- Adopting new/innovative teaching and learning techniques, resources, technologies, materials, aids, etc.

Leadership in teaching becomes increasingly important as both tripartite and bipartite faculty members move through the ranks. Faculty may also choose to engage in scholarship of teaching and learning as part of fulfillment of their teaching roles. Activities in leadership in teaching and the scholarship of teaching and learning that can enter into the assessment of teaching in support of tenure and/or promotion are given in the following two non-exhaustive lists.

Further, Tripartite faculty members may elect to count appropriate contributions of the scholarship of teaching and learning as scholarship rather than teaching if it is to their advantage.

Likewise, Bipartite faculty may include publications and/or professional and creative work, as noted in Section 1.2 and 2.5 of this document, that make contributions to the discipline or field, with appropriate links to the member's teaching or pedagogical influence within the department.

*List 2.4.2(b): Leadership in Teaching Activities*

- Significant course and program coordination roles.
- Teaching and learning outreach making specialized knowledge more broadly accessible and usable to university learners in other disciplines and the community through public workshops, lectures seminars, etc.
- Improving teaching and learning within a discipline or across disciplines through the development or redevelopment of courses, programs and/or curriculum and through a commitment to inclusive and accessible teaching and learning.
- Developing new/innovative teaching and learning, techniques, resources, technologies, materials, aids, etc.
- Leadership in professional development activity in teaching and learning including peer seminars, workshops, colloquia, conferences, etc.
- Significant internal teaching leadership roles with the Centre for Excellence in Learning and Teaching, and other TRU bodies.
- Teaching and learning liaison with high schools, other post-secondary institutions, etc.
- Significant external teaching leadership roles with educational agencies and organizations or through community-based teaching practices
- Other leadership roles as a resource person, mentor in teaching and learning strategies, disciplinary or interdisciplinary teaching, etc.

- Appropriate consulting work (e.g., where there is a contribution to professional development in teaching and learning).
- Leadership on internal or external projects in support of teaching and learning, including course and program reviews, quality assurance assessments, etc.
- Awards or public recognition for excellence and/or innovations in teaching.

*List 2.4.2(c): Scholarship of Teaching Activities*

- The dissemination of investigations, reflections or other research on teaching and learning in peer-reviewed outlets including journal articles, books, book chapters, conference-proceedings chapters, etc.
- The publication of traditional, interactive, or open-source textbooks.
- The dissemination of case studies, professional articles, professional exams, etc. in journals, textbooks, magazines, professional bodies' websites, etc.
- Disseminating new/innovative teaching and learning, techniques, resources, technologies, materials, aids, etc. whether on a commercial basis or otherwise.
- Invited or peer-reviewed presentations of investigations, reflections or other research on teaching and learning at conferences, workshops, seminar series, etc.
- The dissemination of investigations, reflections or other research on teaching and learning in non-peer-reviewed outlets including magazines, websites, etc, including collaborative community-based knowledge sharing.
- Internal and external grants directed at the scholarship of teaching.
- Editorship of a journal or book related to the scholarship of teaching.
- Acting as a reviewer for a journal related to the scholarship of teaching.
- Citations of published work related to the scholarship of teaching.
- Textbook reviews.
- Other scholarly and/or professional or creative work, including disciplinary work, that intersects with the member's contributions to teaching and pedagogy within the department.

A candidate's teaching dossier should include documentation of all relevant activities applicable to Lists 2.4.2(a), (b) and/or (c).

### 2.4.3 Levels of Performance for Teaching – Tripartite and Bipartite Positions

The quantitative and qualitative requirements in the performance levels are specified below and may be more comprehensive for bipartite faculty members than tripartite faculty members to the extent that teaching is weighted more heavily for bipartite faculty members

In addition, the requirements are subject to minor adjustment, upward or downward, if a bipartite or tripartite faculty member has chosen to be assessed with a higher or lower than normal (default) weight on teaching within the limits permitted by Section 2.2.

***Teaching Potential:*** Candidates for an initial appointment as an Assistant Professor or Assistant Teaching Professor must show evidence of potential for effectiveness in teaching. Clear oral and

written communication skills are essential aspect of teaching potential.

*Satisfactory Trajectory for Teaching:* Pre-tenure faculty members who were initially appointed as Assistant Professors or Assistant Teaching Professors must have established a satisfactory trajectory as a teacher for the purposes of the three-year review of their appointments. At a minimum, this means showing evidence that they are on track to achieve the performance level of “Satisfactory Teaching” (described below) by the time of their assessment for tenure. In addition to evidence of such initial teaching, there must be clear potential for professional growth and the promise of future development in teaching.

*Satisfactory Teaching:* A candidate for tenure who was initially appointed as an Assistant Professor or Assistant Teaching Professor must have established a satisfactory record as a teacher. In addition to consistent evidence of such teaching, a candidate must demonstrate clear professional growth and the promise of future development in teaching. As a key part of establishing a local or regional sphere of influence, a candidate for tenure will normally have a minimum of two activities applicable to Lists 2.4.2(b) and/or (c) on leadership in teaching and/or the scholarship of teaching. In the case of a tripartite candidate, the weighting of this sphere of influence may be less as they are expected to establish a local or regional sphere of influence primarily through scholarship.

*Superior Teaching:* A candidate for Associate Professor or Associate Teaching Professor must provide evidence of exceeding the required performance standard in teaching. The candidate’s teaching profile should include documentation of activities applicable to Lists 2.4.2(b) and/or (c) as well as list 2.4.2(a) beyond the requirements for satisfactory performance, thereby providing evidence of consistent and expanding involvement with pedagogy-related work. As a key part of establishing a national sphere of influence, a candidate will have an on-going teaching record over the career to date that normally includes a minimum of five substantive activities in the areas of leadership in teaching and/or the scholarship of teaching. In the case of a tripartite candidate, the weighting of this sphere of influence may be less as they are expected to establish a national sphere of influence primarily through scholarship.

*Outstanding Teaching:* A candidate for Professor or Teaching Professor must provide evidence of outstanding performance in teaching. The candidate’s teaching profile should include documentation of items applicable to Lists 2.4.2(b) and/or (c) as well as List 2.4.2(a) going substantively beyond the requirements for superior teaching, thereby providing evidence of significant additional involvement with pedagogy-related work. As a key part of establishing an international sphere of influence, a candidate will have an on-going teaching record over the career to date that normally includes a minimum of ten substantive activities in the areas of leadership in teaching and/or the scholarship of teaching, and which normally includes an additional five since promotion to the Associate level. In the case of a tripartite candidate, the weighting of this sphere of influence may be less as they are expected to establish an international sphere of influence primarily through scholarship.

## 2.5 Assessment of Scholarship

Drawing on Boyer's model, scholarship is defined as research and scholarly work which is creative and intellectual. Such work can occur through discovery, integration, teaching and learning, or application of knowledge and must be disseminated within the public domain.

As well, recognizing the diversity of work within JCNM, Section 1.2 on the Definition of Work should be applied in the assessment and evaluation of Scholarship.

### 2.5.1 Research Dossiers – Tripartite Positions

JCNM requires that tripartite candidates for tenure and/or promotion include a research dossier. In addition to specific evidence pertaining to research, such a dossier should include a summary of the candidate's research agenda, its evolution, and its planned future directions.

### 2.5.2 Metrics for the Assessment of Scholarship – Tripartite Positions

The following lists of types of scholarly activities – while not exhaustive – indicate primary and secondary types of contributions that can be used as evidence to assess scholarship in support of applications for tenure and/or promotion.

Tripartite faculty members are also encouraged to engage in the scholarship of teaching. Consequently, appropriate contributions related to List 2.4.2 (c) may be able to be used under the heading of scholarship, although such contributions should not be used twice in both the teaching and research dossiers as evidence, unless their substance warrants, such as in ongoing projects with multiple activities that clearly span and link the member's teaching and research work.

Conversely, bipartite faculty members who want to include scholarship activities itemized here can include them under the heading of the scholarship of teaching, as outlined in List 2. 4.2 (c).

#### *List 2.5.2(a): Primary (Peer-Reviewed) Scholarly Activity*

- refereed journal articles published online and/or in print,
- peer-reviewed scholarly books published online and/or in print,
- peer-reviewed chapters in edited volumes published online and/or in print,
- articles in peer-reviewed conference proceedings published online and/or in print.
- works of Journalism scholarship published and reviewed according to professional and industry standards for best practice, review and editing
- professional and/or creative works, across multiple modalities, published and reviewed according to professional and industry standards for best practice, review and editing, including work produced and disseminated within traditions of Indigenous ways of knowing, teaching and learning.

#### *List 2.5.2(b): Other Scholarly Activity*

- journal articles, scholarly books, book chapters and contributions to conference proceedings that are in press, forthcoming, or under review.
- monographs,
- editorship of a journal,
- editorship of a book,

- peer-reviewed presentations at conferences, workshops, etc.
- invited or keynote presentations at conferences, workshops, seminars, etc.,
- acting as a reviewer for a journal,
- presentations at other universities,
- government publications,
- appropriate consulting work,
- on-campus presentations,
- book reviews,
- citations of published work,
- research grants,
- recognition for excellence in scholarly activity.

JCNM strongly encourages faculty members to make scholarly contributions of the highest caliber. Accordingly, in the evaluation of scholarly activity, the quality and sphere of influence of the work, just not the sheer quantity, is of paramount importance. Consequently, candidates for tenure and/or promotion are expected to include information on citations, appropriate journal rankings, methods of review and editing, impact within industry, etc. In the case of collaborative work, the contribution of the candidate must be documented.

### 2.5.3 Levels of Performance for Scholarship – Tripartite Positions

In evaluating the various levels of performance for scholarship, the weight attached to a contribution will be commensurate with the quality and sphere of influence of that contribution. Any publications and/or scholarly output from prior to a candidate’s appointment to a tenure-track position at TRU that are essential to establishing qualifications equivalent to a terminal degree will not be included in the assessment of scholarship.

Where quantitative and/or qualitative requirements are specified in the performance levels for tripartite scholarship that follow, these requirements apply to the normal (default) 40% weight described in Section 2.2. and, thus, are subject to minor adjustment, upward or downward, if a faculty member has chosen to be assessed with a higher or lower weight on scholarship within the limits permitted by Section 2.2.

*Scholarship Potential:* A candidate for an initial appointment as an Assistant Professor must show potential for successful engagement in scholarly activity within the public realm.

*Satisfactory Trajectory for Scholarship:* Pre-tenure faculty members who were initially appointed as Assistant Professors must have established a satisfactory trajectory in scholarship for the purposes of the three-year review of their appointments. At a minimum, this means showing evidence that they are on track to achieve the performance level of “Satisfactory Scholarship” (as described below) by the time of their assessment for tenure. There must be initial evidence of meeting the Department’s academic performance standards for scholarship, as well as clear potential for professional growth and the promise of future development in scholarship.

*Satisfactory Scholarship:* A candidate for tenure who was initially appointed as an Assistant

Professor must have established a satisfactory record of scholarship. There must be consistent evidence of meeting the Department's academic performance standards for scholarship, as well as demonstrated professional growth and the promise of future development in scholarship. Consequently, satisfactory performance in scholarship entails that the candidate shows clear progress toward becoming a mature and productive scholar. In the first instance, evidence of this progress involves a strong beginning indicated by publishing in refereed journals or equivalent in weight and value, as outlined in Section 1.2. Further primary evidence includes further items appropriate to List 2.5.1(a). Evidence of secondary importance includes other types of scholarly work (as detailed in List 2.5.1(b)). In particular, as a key part of establishing a local or regional sphere of influence, a tripartite candidate for tenure will have an on-going record of scholarship that normally includes a minimum of two significant articles in peer-reviewed journals, or their equivalent in weight and value as outlined in section 1.2.

*Superior Scholarship:* A candidate for Associate Professor must provide evidence of consistent accomplishment in the discipline, to be demonstrated by scholarly activity which is supported by internal and external recognition of the member's work. Such consistent accomplishment is demonstrated through substantive performance in scholarship and ordinarily entails: (1) publishing in peer-reviewed journals or equivalent in weight and value, as outlined in section 1.2; (2) further primary peer-reviewed publications (or equivalent) applicable to List 2.5.1(a), and (3) other types of scholarly work applicable to List 2.5.1(b). In particular, as a key part of establishing a national sphere of influence, a candidate for Associate Professor will have an on-going record of scholarship over the career to date that normally includes a minimum of five significant articles in peer-reviewed journals, or their equivalent in weight and value as outlined in section 1.2.

*Outstanding Scholarship:* A candidate for Professor must provide evidence of sustained success in the dissemination of Scholarly Activity which is supported by internal and external recognition of the member's work. Such sustained success ordinarily entails: (1) sustained productivity in scholarly activity of high quality and significance as measured chiefly by publication of articles in peer-reviewed journals or equivalent, as outlined in section 1.2; (2) further primary peer-reviewed publications applicable to List 2.5.1(a); (3) other types of scholarly work applicable to List 2.5.1(b); and (4) leadership in scholarly activities in the candidate's discipline at TRU and beyond. In particular, as a key part of establishing an international sphere of influence, a candidate for Professor will have an on-going record of scholarship over the career to date that normally includes a minimum of ten significant articles in peer-reviewed journals, or their equivalent in weight and value as outlined in section 1.2, and normally includes an additional five since promotion to the Associate level

## 2.6 Assessment of Service

Service involves active participation in the collegial self-governance of the University community, the Member's discipline and/or profession, and can also involve contributions to the community-at-large. Participation on University and Faculty Association committees, assistance and leadership in departmental and school administration, and contributions to the intellectual and cultural life of the campus constitutes part of such service. Service also includes contributions to professional or learned societies through participation in local, provincial, national and international organizations and programs related to the faculty member's discipline; consulting work; and contributions in a

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professional capacity to the community-at-large and to cultural, community and service organizations.

### 2.6.1 Service Dossiers – Bipartite and Tripartite Positions

JCNM requires that candidates for tenure and/or promotion include a “service dossier.” In addition to specific evidence pertaining to service, such a dossier should include a summary of the candidate’s service record, its evolution and its planned future directions.

### 2.6.2 Metrics for the Assessment of Service – Bipartite and Tripartite Positions

The following list – while not exhaustive – indicates service activities that can enter into the assessment in support of tenure and/or promotion.

#### *List 2.6.2(a): Service Activities*

- Meaningful participation in Department meetings and on Department committees
- Meaningful participation on School, University and Faculty Association committees
- Assistance and leadership in Department or School administration
- Contributions to the intellectual and cultural life of the campus
- Contributions to professional or learned societies through participation in local, provincial, national and international organizations and programs related to the faculty member’s discipline
- Appropriate consulting work
- Contributions in a professional capacity to the community-at-large and to cultural, community and service organizations
- Academic counseling and academic mentorship
- Faculty advising which may take the form of assisting students in the selection of courses or careers, serving as faculty advisor with student groups, assisting learners in educational programs both on and off campus, and mentoring students

In documenting their service contributions candidates must indicate their roles (e.g., member, chair, etc.) and extent and nature of their contributions. As faculty members move through the ranks, there is an expectation of increasing leadership and widening spheres of influence in keeping with a culture of service.

### 2.6.3 Levels of Performance for Service – Bipartite and Tripartite Positions

Where quantitative and/or qualitative requirements are specified in the performance levels for service that follow, these requirements apply to the normal (default) 20% weight described in Section 2.2. and, thus, are subject to minor adjustment, upward or downward, if a faculty member has chosen to be assessed with a higher or lower weight on service within the limits permitted by the School.

*Service Potential:* Candidates for an initial appointment as an Assistant Professor or Lecturer must show commitment to service to the University, discipline and/or profession, and, where applicable, the community-at-large.



*Satisfactory Trajectory for Service:* Pre-tenure faculty members who were initially appointed as Assistant Professors or Assistant Teaching Professors must have established a satisfactory trajectory in service for the purposes of the three-year review of their appointments. While initial service assignments typically should not be onerous, the faculty member must be on track to achieve the performance level of “Satisfactory Service” by the time of their assessment for tenure. In addition to evidence of appropriate initial service, there must be potential for professional growth and the promise of future development in service.

*Satisfactory Service:* A candidate for tenure who was initially appointed as an Assistant Professor or Assistant Teaching Professor must have established a satisfactory record of service that involves institutional, disciplinary, professional and/or community service. In addition to consistent evidence of such service, a candidate must demonstrate professional growth and the promise of future development in service.

*Superior Service:* A candidate for Associate Professor or Associate Teaching Professor must provide evidence of a strong, consistent record of service to the University, discipline and/or profession, and where applicable, to the community-at-large. In evaluating service, the quantity and the quality of the candidate’s activities, effort, leadership, and the value or importance of the service contributions will be taken into account.

*Outstanding Service:* A candidate for Professor or Teaching Professor must provide evidence of an outstanding long-term record of service to the University, discipline and/or profession, and where applicable, to the community-at-large. In evaluating service, the quantity and the quality of the candidate’s activities, effort, leadership, and the value or importance of the service contributions will be taken into account.

### 3. Specific Appointment Criteria

The criteria below are to be applied in the context of assessing candidates during the hiring process. An initial appointment, which arises when the successful candidate has not previously held a university position, will normally be at the level of Assistant Professor or Lecturer, while a subsequent appointment may be at higher rank. Where a successful candidate already holds a given rank at another University, criteria in the Collective Agreement relating to transferability of that rank to TRU may apply.

#### 3.1 Tripartite Faculty

##### 3.1.1 Appointment as Assistant Professor

To be appointed as an Assistant Professor, a candidate must meet the Department’s requirements for Academic Qualifications (as specified in Section 2.1); and provide evidence demonstrating:

- a. *Teaching Potential (as defined in Section 2.4.3),*
- b. *Scholarship Potential (as defined in Section 2.5.3), and*
- c. *Service Potential (as defined in Section 2.6.3).*

### 3.1.2 Appointment at Higher Ranks

For an appointment at the Associate Professor level, candidates must meet or exceed the requirements for promotion to that rank (as specified in Section 5.1).

## 3.2 Appointment Criteria for Bipartite Faculty

### 3.2.1 Appointment as an Assistant Teaching Professor

To be appointed as an Assistant Teaching Professor, a candidate must meet the Department's requirements for *Academic Qualifications* (as specified in Section 2.1); and provide evidence demonstrating:

- a. *Teaching Potential (as defined in Section 2.4.3), and*
- b. *Service Potential (as defined in Section 2.6.3).*

### 3.2.2 Appointment at Higher Ranks

For an appointment at the Associate Professor level, candidates must meet or exceed the requirements for promotion to that rank (as specified in Section 5.2).

## 4. Specific Tenure Criteria

Tenure shall be granted when there is consistent evidence of meeting the required academic performance standards, demonstrated professional growth, and the promise of future development.

A successful candidate to TRU who currently hold tenure at another University may be eligible to request an appointment with tenure. In such cases, the criteria below are to be applied in the context of assessing the candidate during the hiring process.

### 4.1 Tripartite Faculty

#### 4.1.1 Pre-Tenure Review when Initially Appointed as an Assistant Professor

For the three-year pre-tenure review, faculty members initially appointed as Assistant Professors must meet the requirements for *Academic Qualifications* that were in place at the time of their appointments, and show evidence indicating:

- a. *Satisfactory Trajectory for Teaching (as defined in Section 2.4.3),*
- b. *Satisfactory Trajectory for Scholarship (as defined in Section 2.5.3), and*
- c. *Satisfactory Trajectory for Service (as defined in Section 2.6.3).*

Through the cumulative impact of items (a)-(c), the faculty member must also be developing a local and regional sphere of influence.

#### 4.1.2 Attaining Tenure when Initially Appointed as an Assistant Professor

To attain tenure, those candidates initially appointed as Assistant Professors must meet the requirements for *Academic Qualifications* that were in place at the time of their appointments, and provide evidence documenting:

- a. *Satisfactory Teaching* (as defined in Section 2.4.3),
- b. *Satisfactory Scholarship* (as defined in Section 2.5.3), and
- c. *Satisfactory Service* (as defined in Section 2.6.3).

Through the cumulative impact of items (a)-(c), the candidate must also have developed a local and regional sphere of influence.

When candidates have selected modified weights for the assessment of their teaching, scholarship and service within the limits allowed by Section 2.2, any quantitative and or qualitative requirements to achieve a satisfactory level of performance in each role, which are specified in Sections 2.4-2.6, will be subject to minor upward and downward modification in correspondence with the adjustments of the weights.

#### 4.1.3 Attaining Tenure when Initially Appointed at Higher Rank

In exceptional cases, a faculty member may have been granted an initial appointment with rank, but without tenure. To attain tenure in such a case, a faculty member who was initially appointed at the rank of Associate Professor or Professor must show consistent evidence of meeting the required standards for promotion to their rank (as specified in Section 5.1 below), as well as demonstrating professional growth and the promise of future development.

## 4.2 Bipartite Faculty

#### 4.2.1 Pre-Tenure Review when Initially Appointed as Assistant Teaching Professor

For the three-year pre-tenure review, faculty members initially appointed as Assistant Teaching Professors must meet the requirements for *Academic Qualifications* that were in place in the Department at the time of their appointments, and show evidence indicating:

- a. *Satisfactory Trajectory for Teaching* (as defined in Section 2.4.3), and
- b. *Satisfactory Trajectory for Service* (as defined in Section 2.6.3).

Through the cumulative impact of items (a) and (b), the faculty member must also be developing a local and regional sphere of influence.

#### 4.2.2 Attaining Tenure when Initially Appointed as an Assistant Teaching Professor

To attain tenure, those candidates initially appointed as Lecturers must meet the requirements for *Academic Qualifications* that were in place at the time of their appointments, and provide evidence documenting:

- a. *Satisfactory Teaching* (as defined in Section 2.4.3), and
- b. *Satisfactory Service* (as defined in Section 2.6.3).

Through the cumulative impact of items (a) and (b), the candidate must also have developed a local and regional sphere of influence.

When candidates have selected modified weights for the assessment of their teaching, and service within the limits allowed by Section 2.2, any quantitative and or qualitative requirements to achieve JCNM Standards for Tenure and Promotion. May 2021. Approved.

a satisfactory level of performance in each role, which are specified in Sections 2.4-2.6, will be subject to minor upward and downward modification in correspondence with the adjustments of the weights.

#### 4.2.3 Attaining Tenure when Initially Appointed at Higher Rank

In exceptional cases, a faculty member may have been granted an initial appointment with rank, but without tenure. To attain tenure in such a case, a faculty member who was initially appointed at the rank of Associate Teaching Professor or Teaching Professor must show consistent evidence of meeting the required standards for promotion to their rank (as specified in Section 5.2 below), as well as demonstrating professional growth and the promise of future development.

### 5. Specific Promotion Criteria

Promotion shall be based on accomplishments beyond those required for the granting of tenure. All promotions must demonstrate incremental and cumulative progress and be based on accomplishments beyond the faculty members current rank.

#### 5.1 Tripartite Positions

##### 5.1.1 Promotion to Associate Professor

For promotion to the rank of Associate Professor, a candidate must meet the Department's requirements for *Academic Qualifications* (as specified in Section 2.1), and provide evidence demonstrating:

- a. *Superior Teaching* (as defined in Section 2.4.3),
- b. *Superior Scholarship* (as defined in Section 2.5.3), and
- c. *Superior Service* (as defined in Section 2.6.3).

Through the cumulative impact of items (a)-(c), the candidate must also have developed a national sphere of influence. Normally a candidate for Associate Professor will have completed at least five (5) years of successful performance at the rank of Assistant Professor.

When candidates have selected modified weights for the assessment of their teaching, scholarship and service within the limits allowed by Section 2.2, any quantitative and or qualitative requirements to achieve a superior level of performance in each role, which are specified in Sections 2.4-2.6, will be subject to minor upward and downward modification in correspondence with the adjustments of the weights.

##### 5.1.2 Promotion to Professor

For promotion to the rank of Professor, a candidate must meet the Department's requirements for *Academic Qualifications* (as specified in Section 2.1), and provide evidence demonstrating:

- a. *Outstanding Teaching* (as defined in Section 2.4.3),
- b. *Outstanding Scholarship* (as defined in Section 2.5.3), and

- c. *Outstanding Service* (as defined in Section 2.6.3).

Through the cumulative impact of items (a)-(c), the candidate must also have developed an international sphere of influence. Normally a candidate for Professor will have completed at least five (5) years of successful performance at the rank of Associate Professor.

When candidates have selected modified weights for the assessment of their teaching, scholarship and service within the limits allowed by Section 2.2, any quantitative and or qualitative requirements to achieve an outstanding level of performance in each role, which are specified in Sections 2.4-2.6, will be subject to minor upward and downward modification in correspondence with the adjustments of the weights.

## 5.2 Bipartite Positions

### 5.2.1 Promotion to Associate Teaching Professor

For promotion to the rank of Associate Teaching Professor, a candidate must meet the Department's requirements for *Academic Qualifications* (as specified in Section 2.1), and provide evidence demonstrating:

- a. *Superior Teaching* (as defined in Section 2.4.3), and
- b. *Superior Service* (as defined in Section 2.6.3).

Through the cumulative impact of items (a) and (b), the candidate must also have developed a national sphere of influence. Normally a candidate for Associate Teaching Professor will have completed at least five (5) years of successful performance at the rank of Assistant Teaching Professor.

When candidates have selected modified weights for the assessment of their teaching, and service within the limits allowed by Section 2.2, any quantitative and or qualitative requirements to achieve a superior level of performance in each role, which are specified in Sections 2.4-2.6, will be subject to minor upward and downward modification in correspondence with the adjustments of the weights.

### 5.2.2 Promotion to Teaching Professor

For promotion to the rank of Teaching Professor, a candidate must meet the Department's requirements for *Academic Qualifications* (as specified in Section 2.1); and provide evidence demonstrating:

- a. *Outstanding Teaching* (as defined in Section 2.4.3), and
- b. *Outstanding Service* (as defined in Section 2.6.3).

Through the cumulative impact of items (a) and (b), the candidate must also have developed an international of sphere of influence. Normally a candidate for Teaching Professor will have completed at least five (5) years of successful performance at the rank of Associate Teaching Professor.

When candidates have selected modified weights for the assessment of their teaching, and service within the limits allowed by Section 2.2, any quantitative and or qualitative requirements to achieve an outstanding level of performance in each role, which are specified in Sections 2.4-2.6, will be subject to minor upward and downward modification in correspondence with the adjustments of the weights.