

**SCHOOL of TOURISM**  
**Tourism Management Department**  
**Promotion and Tenure Standards**

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## 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 (as applicable to appointment type). 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 Tourism Management Department. All such standards and expectations shall be guided by University policies and Collective Agreement provisions.

## 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 and to a lesser degree on service. Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of teaching as well as research/scholarship/creative activity — with approximately the same weight given to both areas — and to a lesser degree on service.

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

## Weighting Criteria Example:

### **Tripartite:**

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

### **Bipartite:**

Typically, the weighting applied will assign 80% to teaching or professional role and 20% to service. While extraordinary contributions in one of the two areas may compensate for a lesser involvement in the other, satisfactory performance is required in all areas. The weighting assigned to teaching or professional role shall not be less than 60%.

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

## **III. Appointment Criteria for Tripartite Faculty (see 6.10.7.1)**

### **Assistant Professor**

1. Academic Qualifications: 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 a combination of substantial experience and professional qualifications or designations in relevant fields, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
2. Teaching Role: Show evidence of potential for effectiveness in teaching. This evidence may include data obtained from previous teaching experience (e.g., student teaching evaluations) or from a demonstration of teaching ability.
3. Scholarship: Potential for successful engagement in scholarly activity.
4. Service: Commitment to service to the University, discipline and/or profession, and where applicable, the community-at-large.

### **Associate Professor**

1. Academic Qualifications: 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 a combination of substantial experience and professional qualifications or

2. Normally five (5) years of successful performance at the rank of Assistant Professor.
3. Teaching Role: Evidence of exceeding the Department's required performance standard in teaching.
4. Scholarship: Evidence of consistent accomplishment in the discipline, to be demonstrated by scholarly activity establishing them as scholars nationally recognized by their peers.
5. Service: Evidence of consistent contribution to the University, discipline and/or profession, and where applicable, the community-at-large.

### **Professor**

1. Academic Qualifications: 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 a combination of substantial experience and professional qualifications or designations in relevant fields, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
2. Normally five (5) years of successful performance at the rank of Associate.
3. Teaching Role: Evidence of outstanding performance in teaching.
4. Scholarship: Evidence of sustained success in the dissemination of scholarly activity which is supported by internal and external recognition of the member's work normally at a national or international level.
5. Service: Evidence of outstanding contribution to the University, discipline and/or profession, and where applicable, the community-at-large.

## **IV. Appointment Criteria for Bipartite Faculty (see 6.10.7.1)**

### **Lecturer**

1. Academic Qualifications: 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 a combination of substantial experience and professional qualifications or designations in relevant fields, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
2. Teaching Role: Show evidence of potential for effectiveness in teaching. This evidence may include data obtained from previous teaching experience (e.g., student teaching evaluations) or from a demonstration of teaching ability.

3. Service: Commitment to service to the University, discipline and/or profession, and where applicable, the community-at-large.

### **Senior Lecturer**

1. Academic Qualifications: 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 a combination of substantial experience and professional qualifications or designations in relevant 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. Normally five (5) years of successful performance at the rank of Lecturer.
3. Teaching Role: Evidence of exceeding the Department's required performance standard in teaching.
4. Service: Evidence of consistent contribution to the University, discipline and/or profession, and where applicable, the community-at-large.
5. Normally, those holding the rank of senior lecturer should be recognized educational leaders at provincial level.

### **Principal Lecturer**

1. Academic Qualifications: 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 a combination of substantial experience and professional qualifications or designations in relevant 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. Normally five (5) years of successful performance at the rank of Senior Lecturer.
3. Teaching Role: Evidence of outstanding performance in teaching.
4. Service: Evidence of outstanding contribution to the University, discipline and/or profession, and where applicable, the community-at-large.
5. The candidate's work should be recognized educational leaders at the Provincial, National, or International level.

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

Members shall follow the procedures for applying for promotion and tenure outlined in the Collective Agreement (see Appendix A).

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

**Standards of Evaluation.** Candidates for promotion to Associate Professor or Professor will be expected to demonstrate competence in all of the departmental mission areas of teaching, scholarship or creative work, and service, and excellence in at least one.

Candidates shall meet the departmental criteria pertaining to qualifications, teaching, scholarship, and service. The success of candidates in meeting any one of these criteria must be judged in light of the candidates' Promotion and Tenure Portfolio (contents of the portfolio are outlined in the Collective Agreement).

A requirement for promotion is that the candidate has exceeded the standards of the rank held at the time of application, i.e., someone at the Assistant Professor rank must exceed expectations of the rank in order to be considered for promotion to Associate Professor.

Research and scholarly activity pertinent to the area of expertise are required for tripartite faculty. 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 candidates will be active in at least two of the following three areas: publication of scholarly or creative work, presentation of scholarly or creative work to professional or general audiences, and obtaining grants, fellowships or other research funding. Collaborative work is recognized as having value as well, and should be weighted appropriately. 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 Promotion Criteria for Tripartite Faculty**

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

The minimum criteria for an Assistant Professor to be awarded tenure include the following: a satisfactory record as a teacher; a publication record that is satisfactory and promises further research contributions to the discipline; demonstrated potential for ongoing scholarly activity within the public realm; satisfactory service to the university, the discipline/profession, and to the community. In terms of quantity of scholarly production, the applicant would be expected to show evidence of a continued contribution of peer reviewed publications over the tenure track period or work deemed of equivalent weight and value.

### **2. Promotion to Associate Professor**

1. The department recognizes the centrality of effective teaching to its mission. Accordingly, the candidate for promotion to associate professor shall have a record of teaching that exceeds the required departmental performance standard—at a minimum—through the measures outlined in Article 6 – Appendix A of the Collective Agreement.
2. Scholarship must inform all the activities of a faculty member. The department also recognizes, however, that scholarship may include a broad range of activities, including

collaborative work. 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. It is expected that those members choosing publication as a method of dissemination will have evidence of ongoing output of peer reviewed publications, or equivalent intellectual/creative work pertinent to the candidate's area or areas of expertise, thus establishing them as scholars nationally recognized by their peers. But, drawing on Boyer's (1990) work, candidates may establish a record of scholarship by disseminating their work in any of the following ways:

- a) peer reviewed publications, such as professional journal articles or creative works, chapters in books, book publications, papers in refereed conference proceedings, 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, significant published articles in relevant magazines and newspapers, and papers delivered at professional meetings;
  - b) publication and/or significant contribution to 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 that acknowledge and demonstrate a contribution to TRU; significant roles in organizing scholarly meetings; 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. The department recognizes the importance of service to the department, school, faculty, and/or university. Although the forms can be diverse, professional service activities share the following three distinguishing characteristics:
- a. contributes to the public welfare or the common good;
  - b. utilizes the faculty member's academic and/or professional expertise;
  - c. directly addresses or responds to real-world problems, issues, interests, or concerns.

Candidates for promotion will demonstrate consistent contribution in service and will be expected to justify their claims regarding their service roles in terms of the above characteristics.

### **3. Promotion to Professor**

1. The department recognizes the centrality of effective teaching to its mission. Evidence of Teaching must demonstrate outstanding performance through the measures outlined in Article 6 – Appendix A of the Collective Agreement.
2. Normally, those appointed to the rank of full professor should have produced and publicly disseminated their scholarship cumulatively over their career (see Associate Professor for types of acceptable dissemination) – thus establishing them as scholars internationally recognized among peers in their field. Evidence of ongoing and further significant dissemination is expected. This should include scholarship which is recognized at the national or international level as well as provincial. Accordingly, the candidate must provide evidence of external recognition of his or her work as indicated by three 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 or expertise, thus establishing the candidate as a scholar nationally and internationally recognized among peers in his or her field;
  - e. leadership roles in national professional organizations;
  - f. nationally or internationally funded and awarded grants, fellowships, visiting professorships, and lectureships.
  - g. other relevant considerations
3. The department recognizes the importance of service to the department, school, faculty, and/or university. Although the forms can be diverse, professional service activities share the following three distinguishing characteristics:
  - a. contributes to the public welfare or the common good;
  - b. utilizes the faculty member's academic and/or professional expertise;
  - c. directly addresses or responds to real-world problems, issues, interests, or concerns.

Candidates for promotion will demonstrate outstanding contribution in service and will be expected to justify their claims regarding their service roles in terms of the above characteristics.

### **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 current literature. In addition, candidates seeking promotion and rank shall be active in scholarly teaching.



A requirement for promotion is that the candidate has exceeded the standards of the rank held at the time of application, i.e., someone at the Lecturer rank must exceed expectations of the rank in order to be considered for promotion to Senior Lecturer.

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 Promotion Criteria for Bipartite Faculty**

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

The minimum criteria for a Lecturer to be awarded tenure include the following: a satisfactory record as a teacher and the potential for ongoing growth in scholarly teaching, evidence of satisfactory service to the university, the discipline/profession, and to the community.

##### **2. Promotion to Senior Lecturer**

1. The department recognizes the centrality of effective teaching to its mission. Accordingly, the candidate for promotion to senior lecturer shall have a record of teaching that exceeds the required departmental performance standard—at a minimum—through the measures outlined in Article 6 – Appendix A of the Collective Agreement
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 areas including, but not limited to:
  - a. improving teaching within the department by collecting and reading the literature on the teaching and 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 through book chapters, papers, or other appropriate publications (including those in electronic format) and papers delivered at professional conferences or meetings;
  - c. integrating instructional materials and placing the teaching–learning process in a 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 leadership roles with off-campus agencies and organizations;

- e. disseminating aspects of scholarly teaching and learning in appropriate journals; or contributing to TRU occasional paper series; or leading staff development sessions and workshops on and off campus; or the presentation of talks and papers in peer-reviewed venues (conferences, professional meetings, etc.); or other methods of dissemination as appropriate. **As noted earlier, 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, etc., through inquiry(e.g., empirical, textual, historical, theoretical, technological, practical);
  - b. acting as subject expert and writing new courses; for example for department or the TRU Open Learning Division;
  - 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 position;
  - e. reviewing manuscripts and textbooks or referee for a journal;
  - 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 knowers themselves, preparing them for lifelong learning and discovery;
  - h. applying discipline-specific knowledge to practical problems in significant or innovative ways;
  - i. creating insight and communicating forms of discipline-specific experience through scholarly works or non-peer reviewed publications (e.g. report).
4. A scholarly teaching activity is measurable for the purpose 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. The department recognizes the importance of service to the department, school, faculty, and/or university. Although the forms can be diverse, professional service activities share the following three distinguishing characteristics:
  - a. contributes to the public welfare or the common good;
  - b. utilizes the faculty member's academic and/or professional expertise;
  - c. directly addresses or responds to real-world problems, issues, interests, or concerns.

Candidates for promotion will demonstrate consistent contribution in service and will be expected to provide evidence to justify their claims regarding their service roles in terms of the above characteristics.

### **3. Promotion to 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 documentary evidence of scholarly teaching and will normally have completed, cumulatively over their careers, significant teaching-based outcomes as listed in #3 under Senior Lecturer or equivalent work pertinent to scholarly teaching – thus establishing the candidate as an educational leader provincially, nationally or 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. Provincially, nationally or internationally recognized awards;
  - b. favourable external peer reviews of the candidate's teaching and service;
  - c. documentation demonstrating the impact or influence of the candidate's teaching or presentations, at provincial, national or international conferences, and pedagogical leadership;
  - d. leadership roles in provincial, national or international professional organizations;
  - e. provincially, nationally or internationally funded and awarded grants, fellowships, visiting lectureships, etc.
4. The department recognizes the importance of service to the department, school, faculty, and/or university. Although the forms can be diverse, professional service activities share the following three distinguishing characteristics:
  - a. contributes to the public welfare or the common good;
  - b. utilizes the faculty member's academic and/or professional expertise;
  - c. directly addresses or responds to real-world problems, issues, interests, or concerns.

Candidates for promotion will demonstrate outstanding contribution in service and will be expected to justify their claims regarding their service roles in terms of the above characteristics.

## **VI. References**

Boyer, E.L. (1990) *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

## Appendix A: Collective Agreement Articles Relevant to Tenure and Promotion

<b>Article 5 — Appointment of Members</b>	
5.1.1	Ranks — Tripartite appointments
5.1.2	Ranks — Bipartite appointments
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6.6	Action Subsequent to Voting
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Appendix 1	List of activities to demonstrate required level of competence in teaching
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10.2	Academic Duties and Responsibilities
<b>LoU #20 — Lab Faculty Appointment and Promotion Joint Committee</b>	
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