

THOMPSON RIVERS UNIVERSITY

SCHOOL OF EDUCATION

TENURE AND PROMOTION STANDARDS

**As Adopted By the School of Education Faculty Council
July 15, 2009**

**Promotion and Tenure Standards
School of Education**

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I. Preamble

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

The purpose of this document is to provide guidance to faculty members as they prepare their applications for promotion and/or tenure. Promotion and tenure is achieved through incremental and accumulative growth in the areas of research/scholarship, teaching and service.

Tri-partite faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness in:

- teaching/professional role;
- recognized research, scholarly activity and/or creative work; and
- contributions to service within the university, the discipline/profession and the wider community (locally, provincially, nationally and/or internationally).

Bipartite faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness in:

- teaching/professional role; and
- contributions to service within the university, the discipline/profession and the wider community (locally, provincially, nationally and/or internationally).

These guidelines describe the standards and expectations of SOE, consistent with University policies and the Collective Agreement.

II. Weighting

TRU is a teaching focused university, and thus of all criteria considered, teaching shall be given the highest weighting in promotion and tenure decisions. No other category shall be given a higher rating than teaching.

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

The relative weighting of evidence for purposes of promotion should take into account the appointment type of the applicant, bipartite or tripartite. Normally, bipartite faculty applications will be evaluated primarily on their core responsibility, teaching/professional role and to a lesser degree on service. Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of teaching/professional role as well as research/scholarship/creative activity — with approximately the same weight given to both areas, and to a lesser degree on service. However, extraordinary contributions in research/scholarship/creative activity, teaching/professional role or service may compensate for lesser achievement in one of the areas of core responsibility, as long as there has been a satisfactory level of contribution in all areas of responsibility.

III. Weighting Criteria

The weighting criteria outlined below are appropriate for members on bipartite and tripartite appointments. 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.

Tripartite:

Typically, the weighting applied will assign 40% to research, scholarly and creative work, 40% to teaching, and 20% to service. While extraordinary contributions in one of the three areas may compensate for a lesser involvement

in another, satisfactory performance is required in all areas. The weighting assigned to research, scholarly and creative work shall not be less than 30%.

Bipartite:

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

IV. Appointment Criteria for Tripartite Faculty

For tripartite appointment the normal criterion is a PhD or EdD or equivalent in a relevant field. Equivalent qualifications and/or experience will be considered, such as professional qualifications or where the candidate has accumulated experience and accomplishments judged to be particularly relevant and valuable to the discipline.

A specific example of an equivalent qualification to a PhD or EdD would be a Masters degree *plus* three peer reviewed publications, with demonstrated evidence of significant contribution by the member in the case of multiple-authored work and an on-going commitment to research.

V. Appointment Criteria for Bipartite Faculty

For bipartite appointment the normal criterion is a PhD or EdD or equivalent in a relevant field. Equivalent qualifications and/or experience will be considered, such as professional qualifications or where the candidate has accumulated experience and accomplishments judged to be particularly relevant and valuable to the discipline.

A specific example of an equivalent qualification would be a Masters degree *plus* five years experience in a professional setting commensurate with the teaching area or professional role in which they will be employed, with demonstrated evidence of significant professional development activity over the five year period.

VI. Guidelines and Criteria for Tenure and Promotion

A. Basis of Evaluation for Tripartite Faculty

(i) Research and Scholarship

Research and scholarship is defined in TRU policy BRD 15-1 Definition of Scholarly Activity and in the TRUFA Collective Agreement Article 15.10.5.3. Two key components of scholarly activity are dissemination and peer review. Evidence of research and scholarship will normally consist of publications in peer reviewed venues. When the scholarship takes alternative forms, the applicant shall be responsible to communicate to the committee evidence of peer review and dissemination.

Additional evidence of dissemination of research and scholarship may include but is not limited to:

- citations;
- conference presentations, invited talks;
- art exhibits, performances;
- awards; and
- external grant/research funding/fellowships.

The School of Education encourages collaborative research. In multi-authored works, the applicant, where possible, will identify their contribution.

(ii) Teaching/Professional Role

All department members will be engaged in scholarly teaching, i.e., keeping current with developments in their areas of expertise by attending professional conferences or workshops and by reading the current literature. The faculty member will also provide documented evidence of meeting the evaluation standard according to Article 6 – Appendix 1 and Article 7 of the Collective Agreement. Accordingly, it is expected that candidates will engage in some or all of the following:

- maintaining currency in the discipline and exercising scholarly teaching and learning;
- investigating and reflecting on their own teaching and students' learning;
- disseminating innovative/successful teaching practices to peers, professional or general audiences; and
- designing new curricula.

(iii) Service

Service is defined in the TRUFA Collective Agreement. Appropriate contributions towards the collegial self-governance and goals of the School of Education, the University, the Discipline/ Profession and the wider community are expected and will play a role in the awarding of tenure or promotion.

B. Specific Tenure and Promotion Criteria for Tripartite Faculty

1. Assistant Professor

The School of Education recognizes scholarship may take many forms. Candidates applying for tenure as Assistant Professor are expected to meet the minimum standards in each of the three categories below.

Research

Those applying for the tenure as Assistant Professor shall provide documentary evidence of a satisfactory record of scholarship. Minimum evidence of a satisfactory record of scholarship would normally be at least one of the following:

- 2 published refereed journal articles per 4 years; or
- a refereed book chapter; or
- a published text book.

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

- invited lectures/Conference presentations;
- external consulting;
- article or Grant refereeing;
- exhibitions or performances;
- officer of professional committee; or
- obtaining grants/fellowships.

Teaching

A satisfactory record of teaching would normally include:

- course evaluations in accordance with the current Collective Agreement; and
- a teaching portfolio that meets the requirements of Article 6 of the Collective Agreement.

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

- supervising students;
- directed studies teaching;
- curriculum development;
- participation in articulation or educational conferences; and
- Supervision of student scholarship (undergraduate or graduate).

Service

A satisfactory record of service would normally include a minimum of three (3) of the following with at least one in each category:

- Service to TRU
Evidence may include but is not limited to the following:
 - (i) participation in committees at the department level; or
 - (ii) participation in campus events (Orientation, convocation, open houses etc.)
- Service to Discipline/Profession
Evidence may include but is not limited to the following:
 - (i) supervising students beyond workload;
 - (ii) outreach activities to early childhood settings, school visits or coaching;
 - (iii) involvement in the birth to grade 12 curriculum; or
 - (iv) supervision of student scholarship (undergraduate or graduate).
- Service to the Community at large
Evidence may include but is not limited to the following:
 - (i) participation in Service organizations;
 - (ii) participation in Cultural events; or
 - (iii) participation in Community events.

2. Associate Professor

Candidates applying for promotion to the rank of Associate Professor will demonstrate incremental and accumulative growth in the areas of research/scholarship, teaching and service (exceeding the Assistant Professor criteria). The work of the candidate for promotion to Associate Professor must be recognized at the national level.

Research

Those applying for the rank of Associate Professor shall provide documentary evidence of scholarship beyond their thesis and evidence of consistent accomplishment in Scholarship. Evidence must include at least one of the following:

- 3 published refereed journal articles over 5 years;
- published books, book chapters, or other professional documents; or
- 2 exhibitions/performances related to the candidates area of expertise over a 5 year period.

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

- supervising students
- directed studies teaching
- curriculum development
- participation in articulation or educational conferences; and
- supervision of student scholarship (undergraduate or graduate).

Teaching

Evidence of exceeding the required standard in teaching would normally include:

- summative evaluations including student feedback – exceeding norms;
- participation in curriculum development (internal or external to TRU); and
- innovation in teaching.

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

- teaching Portfolio broadens to include a wider range of courses;
- coordination of multi-section courses’;
- supervision of student scholarship (undergraduate or graduate); and
- directed studies courses.

Service

A satisfactory record of service would normally include a minimum of three (3) of the following with at least one in each category:

- Service to TRU:
 - Evidence may include but is not limited to the following:
 - (i) consistent participation in committees at the department and university level;

- (ii) supporting role in organizing campus events (Orientation, convocation, open houses etc);
 - (iii) other support (Work study supervision, website, student interviews, etc); or
 - (iv) supervision of student scholarship (undergraduate or graduate).
- Service to Discipline/Profession:
Evidence may include but is not limited to the following:
 - (i) mentoring teachers, early childhood educators, coaches;
 - (ii) organizing regional/provincial teacher education and enrichment events;
 - (iii) refereeing or reviewing papers;
 - (iv) consulting provincially; or
 - (v) serving as external examiner on thesis examination committees.
 - Service to the Community at Large:
Evidence may include but is not limited to the following:
 - (i) supporting role in organizing Service organizations;
 - (ii) supporting role in organizing in Cultural events; or
 - (iii) supporting role in organizing Community events.

3. Professor

Candidates applying for promotion to the rank of Professor are expected to clearly exceed the minimum requirements in each of the category. Excellence in two of the three categories is expected. In addition, career growth demonstrated by international participation in either research or the scholarship of teaching is expected.

Research

Those applying for the rank of Professor shall provide documentary evidence of their scholarly activity program. Evidence of sustained success in the dissemination of Scholarly Activity since the time of promotion to Associate Professor, which normally includes at least one of the following:

- publication of a minimum of five (5) refereed articles, refereed book chapters;
- publication of two (2) refereed books; or
- 3 exhibition/performances related to the candidates area of expertise.

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

- plenary speaker/Invited Keynote Speaker;
- sustained external funding; and
- publication in recognized leading international journals.

Teaching

Evidence for outstanding performance in teaching would normally include:

- innovation in teaching;
- participation in curriculum development (internal or external); and
- serving as external examiner on thesis examination committees.

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

- exceeding department norms for evaluation in a wide range of courses;
- coordination of multi-section courses;
- leadership roles in curriculum development; and
- faculty mentorship.

Service

A satisfactory record of service would normally include a minimum of three (3) of the following with at least one in each category:

- Service to TRU:
 - (i) leadership role in department and university level committees;
or
 - (ii) leadership in initiating new campus and ongoing campus events.
- Service to Discipline/Profession:
 - (i) leadership role in Professional Organization (provincial and/or international);
 - (ii) organizing national teacher education and enrichment events;
 - (iii) editing journals; or
 - (iv) consulting nationally or internationally.
- Service to the Community at large:
 - (i) leadership role in organizing Service organizations;
 - (ii) leadership role in organizing in Cultural events; or
 - (iii) leadership role in organizing Community events.

B. Basis of Evaluation for Bipartite Faculty

(i) Teaching/Professional Role

All department members will be engaged in scholarly teaching, i.e., keeping current with developments in their areas of expertise by attending professional conferences or workshops and by reading the current literature. The faculty member will also provide documented evidence of meeting the evaluation standard according to Article 6 – Appendix 1 and Article 7 of the Collective Agreement. Accordingly, it is expected that candidates will engage in some or all of the following:

- maintaining currency in the discipline and exercising scholarly teaching and learning;
- investigating and reflecting on their own teaching and students' learning;
- disseminating innovative/successful teaching practices to peers, professional or general audiences; and
- designing new curricula.

(ii) Service

Service is defined in the TRUFA Collective Agreement. Appropriate contributions towards the collegial self-governance and goals of the School of Education, the University, the Discipline/ Profession and the wider community are expected and will play a role in the awarding of tenure or promotion.

1. Lecturer

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

Teaching

Evidence of effective teaching normally would include:

- course evaluations (student and peer visitation) which meet the requirements of the Collective Agreement; and
- teaching portfolio that meets the requirements of the Collective Agreement.

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

- supervising students (including practicum supervision);
- directed studies teaching;
- curriculum development;
- participation in articulation or educational conferences; and
- innovation in approaches to supervising students (in practicum).

Service

A satisfactory record of service would normally include a minimum of three (3) of the following with at least one in each category:

- Service to TRU:
 - (i) participation in committees at the department level; or
 - (ii) participation in campus events (Orientation, convocation, open houses etc.).
- Service to Discipline/Profession:
 - Evidence may include but is not limited to the following:
 - (i) supervising students beyond workload;
 - (ii) outreach activities to early childhood settings, school visits or coaching; or
 - (iii) involvement in the birth to grade 12 curriculum.
- Service to the Community at large:
 - Evidence may include but is not limited to the following:
 - (i) participation in Service organizations;
 - (ii) participation in Cultural events; or
 - (iii) participation in Community events.

2. Senior Lecturer

Candidates for promotion to Senior Lecturer are expected to demonstrate additional career growth beyond the minimum requirements in the initial appointment. The work of the candidate for promotion to Senior Lecturer must be recognized at the regional or provincial level.

Teaching

Evidence of exceeding the required standard in teaching would normally include:

- summative evaluation including student feedback – exceeding norms;

- participation in curriculum development (internal or external to TRU); and
- innovation in teaching.

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

- teaching Portfolio broadens to include a wider range of courses;
- coordination of multi-section courses;
- supervision of student scholarship (undergraduate or graduate); and
- directed studies courses.

Service

A satisfactory record of service would normally include a minimum of three (3) of the following with at least one in each category:

- Service to TRU
 - (i) consistent participation in committees at the department and university level;
 - (ii) supporting role in organizing campus events (Orientation, convocation, open houses etc); or
 - (iii) other support (Work study supervision, website, student interviews, etc).
- Service to Discipline/Profession:

Evidence may include but is not limited to the following:

 - (i) mentoring teachers, early childhood educators, coaches;
 - (ii) organizing regional/provincial teacher education and enrichment events;
 - (iii) refereeing or reviewing papers; or
 - (iv) consulting provincially.
- Discipline related service to the community at large:

Evidence may include but is not limited to the following:

 - (i) supporting role in organizing Service organizations;
 - (ii) supporting role in organizing in Cultural events; or
 - (iii) supporting role in organizing Community events.

3. Principal Lecturer

Candidates for promotion to Principal Lecturer are expected to clearly demonstrate outstanding performance in teaching and outstanding contribution

in service. In addition, career growth demonstrated by national or international participation is expected.

Teaching

Evidence for outstanding performance in teaching would normally include:

- innovation in teaching;
- participation in curriculum development (internal or external); and
- serving as external examiner on thesis examination committees.

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

- exceeding department norms for evaluation in a wide range of courses;
- coordination of multi-section courses;
- leadership roles in curriculum development; and
- faculty mentorship.

Service

A satisfactory record of service would normally include a minimum of three (3) of the following with at least one in each category:

- Service to TRU
 - (i) leadership role in department and university level committees; or
 - (ii) leadership in initiating new campus and ongoing campus events.
- Service to Discipline/Profession:
Evidence may include but is not limited to the following:
 - (i) leadership role in Professional Organization (provincial and/or national/international);
 - (ii) organizing national teacher education and enrichment events;
 - (iii) editing journal; or
 - (iv) consulting nationally.
- Discipline related service to the community at large:
Evidence may include but is not limited to the following:
 - (i) leadership role in organizing Service organizations;
 - (ii) leadership role in organizing in Cultural events; or
 - (iii) leadership role in organizing Community events.

Appendix 1: Collective Agreement Articles Relevant to Tenure and Promotion

Article 5 - Appointment of Members	
5.1.1	Ranks - Tripartite Appointments
5.1.2	Ranks - Bipartite Appointments
5.2.1	Tenure-Track Appointment
5.2.3.1	Tenured Appointment
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6.3	Progression to Tenure
6.4	Procedures of the Division, Faculty or School Promotion and Tenure Committee
6.5	Procedures of the University Council Promotion and Tenure Committee
6.6	Action Subsequent to Voting
6.6.8	Timeline for Tenure and Promotion Process
6.7	Annual Report for Decisions on Tenure and Promotion
6.8	University Appeals Committee
6.9	University Appeals Committee Procedures
6.10	Criteria for Academic Designation, Tenure and Promotion
6.10.5	Definitions of Categories
6.10.5.1	Teaching
6.10.5.2	Professional Roles
6.10.5.3	Scholarship
6.10.5.4	Service
6.10.6	Granting of Tenure
6.10.7	Academic Designation
6.10.7.1	Assistant Professor/Lecturer
6.10.7.2	Associate Professor/Senior Lecturer
6.10.7.3	Professor/Principal Lecturer
Appendix 1	List of activities to demonstrate required level of competence in teaching
Article 10 - Workload	
10.2	Academic Duties and Responsibilities
LOU #20 - Lab Faculty Appointment and Promotion Joint Committee	
LOU #23 - Transitional Issues	
2.	Tenure
3.	Rank and Promotion