

Faculty of Arts
Department of Visual and Performing Arts

Tenure and Promotion Standards

AFC Approved March 19, 2021
Senate Approved May 31, 2021
Housekeeping Corrections Jan 24, 2023

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A. Preamble

The purpose of this standards document is to provide guidance to faculty members as they prepare 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/their scholarship, teaching/professional role, and in service. To merit tenure or promotion, faculty members will have their performance assessed for effectiveness on teaching/professional role: recognized research, scholarly and creative work; and contributions to service within the university and general community as well as to the profession (locally, nationally, and internationally). These guidelines describe the standards and expectations specific to the Department of Visual and Performing Arts. Some avenues of research and professional practice in the Department follow methods of production and standards of dissemination common to those in other academic disciplines. Many primary practices in the visual and performing arts, however, constitute a research and analytical paradigm in which the activities of the studio artist or the embodied practices of the performer, become the central focus for creative, critical practices and scholarship, in keeping with the principle of the artist as researcher.

University guidelines as detailed in the Senate approved *Principles and Essential Features of Standards* and Collective Agreement provisions shall guide all such standards and expectations. In particular, applicants should document clear evidence of the following:

- I. That they have achieved “incremental and accumulative growth” as teachers/professionals and/or researchers, and in terms of departmental, university, community, and disciplinary service.
- II. That they have met “increasing expectations for teaching/professional role, research, and service,” recognizing that as faculty members move through the ranks, there should be documented evidence of increasing levels of performance in all areas.
- III. That they have achieved “recognition and assessment by peers at the local, national, or international levels,” making sure to employ the formula of “recognition and assessment” as a means of documenting an increasing sphere of influence.
- IV. That their work can be assessed in terms of its quality, quantity, and impact.

VPA recognizes the need for multiple paths for inclusion and equity in the ways that these standards of evaluation for Tenure and Promotion are applied. VPA explicitly notes the added barriers that people with different abilities, life circumstances and caring responsibilities, family structures, and structurally marginalized identities can face within the academy and is committed to recognizing scholarship, teaching, and service contributions in an actively anti-discriminatory way. The standards described in this document must be applied flexibly where evidence of inequity and discrimination exists.

B. Weighting Criteria

Applicants for tenure and promotion may suggest weightings of their relevant categories to be used in evaluating their applications. The Faculty of Arts (Arts) recognizes that the balance between teaching and service for bipartite applicants, and the balance among teaching role, creative activity and other forms of research/scholarship, and service for tripartite applicants may vary over an individual’s career and may differ based on individual circumstances, including with respect to considerations outlined in the preamble’s concluding paragraph.

Normally, the weighting for tripartite members is 40% research, 40% teaching, and 20 % service. Deviations within 10% of these normal weightings must be justified by the candidate and approved by the Divisional Promotion and Tenure Committee. Normally, the weighting for bipartite members is 80% teaching, and 20% service. Deviations within 10% of these normal weightings must be justified by the candidate and approved by the Divisional Promotion and Tenure committee.

Extensive research obligations (e.g., Canada Research Chairs,) or those with extensive administrative duties, (e.g., Department Chairs) may result in exceptional deviations from the normal weightings, as well as outside the above-noted weighting deviations. Exceptional deviations must be clearly justified by the candidate and approved by the committee.

Tripartite Faculty	Weighting		
	Role:	Normal:	Maximum:
Teaching	40%	50%	30%
Scholarship	40%	50%	30%
Service	20%	30%	10%
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Bipartite Faculty	Weighting		
Role:	Normal:	Maximum:	Minimum:
Teaching	80%	90%	70%
Service	20%	30%	10%

C. Faculty Holding Cross Appointments

When it is appropriate for academic or professional reasons, faculty may be cross appointed to more than one academic department at TRU. These appointments are especially useful when faculty research and teaching interests are interdisciplinary in nature. Cross-functional appointments are referenced in section 10.7 of the current TRU-TRUFA Collective Agreement.

With respect to service, the workload across all departments shall be equivalent to an appointment within a single department. It is easier for faculty holding cross-functional appointments to drift towards higher levels of service, especially at the departmental level. Many of the institutional tasks associated with objectives including planning, curriculum review and development, and program growth have significant workload implications at the department level. A review of candidates for tenure and promotion shall be sensitive to these issues and dynamics when reviewing service, scholarship, and teaching.

In their application for tenure and/or promotion, a cross-appointed faculty member will be held to the tenure and promotion standards of a single department. Faculty members will not be expected to meet the criteria of both departments in which they hold appointments. Normally, the standards used will be those of the primary department of appointment. The primary department is the department where the faculty member has the majority of their workload assignment. The faculty member can request to have their application package assessed under the secondary department's standards in consultation with the department chairs.

If the workload assignment is equally divided between two departments (for example, a 4/4 teaching split), the faculty member should meet with both department chairs to discuss which department's tenure and promotion standards they would prefer to be used for assessment of their application package.

D. Peer and Equivalent Forms of Review in Visual and Performing Arts

In this document "Equivalent" recognizes modes of knowledge, scholarship, creative practices and other research practices, and dissemination of these cultural practices inherent within Indigenous populations.

Some faculty members in the Visual and Performing Arts — especially those for whom history and theory is their primary discipline or subdiscipline — may have research and other professional contributions that are equivalent in their manner of creation and dissemination to those of colleagues across the Arts and Humanities.

For some faculty members in Visual and Performing Arts their research and professional outputs, as well as key aspects of teaching practice, have norms that are specific to their discipline and are equivalent to conventional academic understandings of what is meant by "peer review". Faculty members may have contributions to teaching, research and professional practices across such realms. In keeping with

understandings of the artist as researcher, much peer-reviewed work within the visual and performing arts milieu is reviewed by peers outside of the academic institutions, as most of the practice-based artistic/scholarly activities occur outside of the academic setting: in art galleries, on the stage and, at times, in alternate venues.

Due to the ephemeral nature of live theatre, a definition of “peer reviewed or equivalent” must be considered specific to this discipline. An equally valid and important evaluation of performance works comes in the form of significant newspaper, radio or television previews, reviews, and audience response. The assessment of an individual’s work will therefore be conducted with the aid of a portfolio system which will include relevant data for each pertinent project.

In addition to recognizing such contexts, contributions will be considered with respect to their complexity, the significance of dissemination venues, and impact as well as evidence of critical reception. A listing of peer-reviewed or equivalent activities in the visual arts and in the performing arts is included in Appendix I.

E. Scholarship of Teaching and Learning

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 (SoTL) as part of fulfillment of their teaching roles. Activities in leadership in teaching and the scholarship of teaching that can enter into the assessment of teaching in support of tenure and/or promotion are given in the following lists.

F. Appointment, Tenure and Promotion Criteria for Tripartite Faculty

1. General Criteria

Initial appointment for Tripartite faculty is normally at the rank of Assistant Professor; successful candidates will meet the criteria detailed below. Faculty requesting transfer of rank or tenure awarded from other institutions at the time of initial appointment to TRU must meet the criteria detailed in the relevant sections below. In keeping with these criteria, a review for the purposes of transferring rank or tenure will be based upon the candidate’s CV, such other materials as they choose to provide in the form of a Tenure Dossier, and such other materials as may be requested by the review committee.

2. Appointment at the Rank of Assistant Professor

- I. The minimum criterion will be the terminal degree required in the member’s discipline. Typically, this will be an earned PHD in the appropriate discipline or equivalent qualifications and/or experience for faculty members teaching primarily in areas of history and theory. Typically, this will be a Master of Fine Arts (MFA) or Master of Visual Arts (MVA) or equivalent qualifications and/or experience in the appropriate discipline for faculty members teaching primarily in

areas of studio and performance practices.

- II. Evidence must indicate that the candidate has potential for effective teaching. This evidence may include data obtained from previous teaching experience (e.g., student teaching evaluations, documentation, or portfolio of student work) or from a demonstration of teaching ability in a manner recognized and assessed by peers.
- III. The candidate's record of exhibition, performance or publication must clearly demonstrate potential for successful engagement in Scholarly Activity appropriate to the discipline that would be recognized and assessed by peers locally and regionally. Examples and further information related to the production and dissemination of scholarly and research contributions is included in *Appendix I: Peer Reviewed and Equivalent Activities in the Visual and Performing Arts*.
- IV. The candidate must demonstrate commitment to the discipline and professional community at large in a manner that would be recognized as significant by peers locally and regionally.

3. Tenure for Tripartite Faculty

Tenure is awarded upon evidence of incremental and accumulative growth in the area of research and teaching, and in terms of departmental, university, community and disciplinary service, including the following. Where appropriate, such criteria as the significance of dissemination venues and evidence of critical reception to disseminated work will be considered in assessing research and professional contributions. Application for tenure will be made by way of submitting a Tenure Dossier comprised of the following (effectively four sub-dossiers):

- I. Introductory Materials will comprise the following, to support, contextualize and contribute to the three dossiers described below:
 - An introductory letter, and, included in that or as separate documents, a simple guide to each of the Teaching, Research and Service dossiers, highlighting the applicant's most significant contributions.
 - Annual Professional Activity Reports (APARs) as specified in the Collective Agreement. The applicant may include APAR Response Letters.
 - An up-to-date CV, formatted according to university standards and including full citations where appropriate.
- II. A Teaching Dossier, as described Article 6, Appendix 1 of the Collective Agreement, must demonstrate a satisfactory level of teaching performance, including:
 - a list of courses taught, sample course outlines, a list of student projects supervised, student course evaluations and peer observations,
 - a teaching philosophy
 - material detailing relevant professional development.
- III. As per the Collective Agreement the Teaching Dossier may provide further

evidence of consistent and ongoing development of teaching, especially as recognized by peers locally and regionally; visual documentation of student work may be included where relevant.

- IV. A Research Dossier must demonstrate an ongoing record of research contributions and dissemination in venues recognized by peers as being of local and regional significance. Depending upon a faculty member’s area(s) of expertise such a record of research contributions will normally comprise evidence of contributions in one or a combination of the following three areas:

<p>3-5 publications in significant journals or in such venues as significant art gallery publications</p>	<p>faculty in Music and Theatre 3-5 significant projects, as outlined in Appendix I</p>	<p>faculty in Visual Arts, 3-5 significant artistic and related contributions, as per Appendix I</p>
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Evidence may be provided of the manner in which significant and particularly notable contributions, such as a published book or solo exhibition in a primary art gallery or a performance at a primary venue, are equivalent to a number of lesser contributions. Examples and further information related to the production and dissemination of scholarly and research contributions is included *in Appendix I: Peer Reviewed and Equivalent Activities in the Visual and Performing Arts*.

- V. A Service Dossier will show a record of ongoing service: to the Department, to the Faculty of Arts or the University, and to the professional community, locally, regionally, or beyond. Sufficient detail should be provided, including the applicant’s role on committees and the nature of external organizations, to make clear the relevance and significance of activities reported. VPA recognizes equivalent modes of service that may be inherent within Indigenous communities.

4. Promotion to the Rank of Associate Professor

The criterion for promotion to the rank of Associate Professor is to meet the academic qualifications and other appointment criteria for the rank of Assistant Professor and, since appointment at the rank of Assistant Professor, to have illustrated incremental and accumulative professional growth recognized by peers at the national level. A Promotion Dossier towards attaining the rank of Associate Professor will be presented with the same general contents and in a similar form to that detailed in section F.3. Above: “Tenure for Tripartite Faculty,” with the following specific components and criteria:

- I. Introductory Materials as Described in section F.3.1.
- II. A Teaching Dossier, as described in Article 6, Appendix 1 of the Collective Agreement, in the Collective Agreement, showing incremental and accumulative growth in the teaching of the discipline, as demonstrated by

recognition and assessment by peers at the national level.

- III. A Research Dossier, as described in section F.3.4., showing and accumulative research accomplishments in a visual and performing arts context, that is accumulative, recognized and assessed as significant by peers at the national level. Depending upon a faculty member's area(s) of expertise such a record of research contributions since attaining the rank of Assistant Professor will normally comprise evidence of contributions in one or a combination of the following three areas:

5-7 publications in significant journals or in such venues as significant art gallery publications	faculty in Music and Theatre 5-7 significant projects, as outlined in Appendix I	faculty in Visual Arts, 5-7 significant artistic and related contributions, as per Appendix I
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- IV. A Service Dossier will show evidence of superior and consistent service contribution to the University, Discipline and/or Profession and where applicable the Community-at-large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Assistant Professor level. This performance should be recognized by peers at the national level. Sufficient detail should be provided, including the applicant's role on committees and the nature of external organizations, to make clear the relevance and significance of activities reported. VPA recognizes equivalent modes of service that may be inherent within Indigenous communities.

5. Promotion to the Rank of Professor

The criterion for promotion to the rank of Professor is to meet the academic qualifications and other appointment criteria for the rank of Associate Professor and, since appointment at the rank of Associate Professor, to have illustrated incremental and accumulative professional growth recognized by peers at the international level. A Promotion Dossier towards attaining the rank of Professor will be presented with the same general contents and in a similar form to that detailed in section F.3. Above: "Tenure for Bipartite Faculty," with the following specific components and criteria:

- I. Introductory Materials as Described in section F.3.1.
- II. A Teaching Dossier, as described in Article 6, Appendix 1 of the Collective Agreement, showing outstanding performance and incremental and accumulative growth in the teaching of the discipline, as demonstrating an expanding sphere of influence as recognized and assessed by peers.

III. A Research Dossier, as described above, showing outstanding and consistent incremental and accumulative research accomplishments in a visual and performing arts context, that is accumulative, recognized and assessed as significant by peers at the national and international level. Depending upon a faculty member's area(s) of expertise such a record of research contributions since attaining the rank of Associate Professor will normally comprise evidence of contributions in one or a combination of the following three areas:

5-7 publications in significant journals or in such venues as significant art gallery publications	faculty in Music and Theatre 5-7 significant projects, as outlined in Appendix I	faculty in the Visual Arts, 5-7 significant artistic and related contributions, as per Appendix I
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IV. A Service Dossier will show evidence of outstanding and consistent service contribution to the University, Discipline and/or Profession and where applicable the Community-at-large. The candidate must demonstrate leadership and incremental and accumulative growth in outstanding service beyond performance levels expected at the Assistant Professor level. This performance should be recognized by peers at the international level. Sufficient detail should be provided, including the applicant's role on committees and the nature of external organizations, to make clear the relevance and significance of activities reported. VPA recognizes equivalent modes of service that may be inherent within Indigenous communities.

G. Appointment, Tenure and Promotion Criteria for Bipartite Faculty

1. General Criteria

Initial appointment for Bipartite faculty is normally at the rank of Assistant Teaching Professor, Teaching; successful candidates will meet the criteria detailed below. Faculty requesting transfer of rank or tenure awarded from other institutions at the time of initial appointment to TRU must meet the criteria detailed in the relevant sections below. In keeping with these criteria, a review for the purposes of transferring rank or tenure will be based upon the candidate's CV, such other materials as they choose to provide in the form of a Tenure Dossier, and such other materials as may be requested by the review committee.

2. Appointment at the Rank of Assistant Teaching Professor

- i. The minimum criterion will be the terminal degree required in the member's discipline. Typically, this will be an earned PHD in the appropriate discipline or equivalent qualifications and/or experience for faculty members teaching primarily in areas of history and theory. Typically, this will be a Master of Fine Arts (MFA) or Master of Visual Arts (MVA) or equivalent qualifications and/or experience in the appropriate discipline for faculty members teaching primarily in areas of studio and performance practices.
- I. The candidate must demonstrate potential for successful engagement in teaching that would be recognized and assessed by peers as significant at least at the local and regional level.
- II. The candidate must demonstrate commitment to the discipline and professional community at large in a manner that would be recognized as significant by peers locally and regionally.

3. Tenure for Bipartite Faculty

Tenure is awarded upon evidence of incremental and accumulative growth in the area of teaching, and in terms of departmental, university, community and disciplinary service, including the following. Where appropriate, such criteria as the significance of dissemination venues and evidence of critical reception to disseminated work will be considered in assessing professional contributions. Application for tenure will be made by way of submitting a Tenure Dossier comprised of the following (effectively two sub-dossiers):

- I. Introductory Materials will comprise the following, to support, contextualize and contribute to the three dossiers described below:
 - An introductory letter, and, included in that or as separate documents, a simple guide to each of the Teaching and Service dossiers, highlighting the applicant's most significant contributions.
 - Annual Professional Activity Reports (APARs) as specified in the Collective Agreement. The applicant may include APAR Responses.
 - An up-to-date CV, formatted according to university standards and including full citations where appropriate.
- II. A Teaching/Professional Dossier, as described Article 6, Appendix 1 of the Collective Agreement, must demonstrate a satisfactory level of teaching performance, including:
 - a list of courses taught, sample course outlines, a list of student projects supervised, student course evaluations and peer observations
 - a teaching philosophy
 - material detailing relevant professional development.

As per the Collective Agreement the Teaching Dossier may provide further evidence of consistent and ongoing development of teaching, especially as recognized by peers locally and regionally; in the context of performance and studio-based instruction the visual documentation of student work may

be especially relevant.

Bipartite faculty may choose to include research contributions that are outside the scope of professional contributions directly related to teaching, curriculum development and related scholarship. Information provided in Article 6, Appendix 1 of the Collective Agreement may be referred to for a suggestion of what might comprise such contributions. Examples and further information related to the production and dissemination of scholarly and research contributions is included *in Appendix I: Peer Reviewed and Equivalent Activities in the Visual and Performing Arts*.

- III. A Service Dossier will show a record of ongoing service: to the Department, to the Faculty of Arts or the University, and to the professional community, locally, regionally, or beyond. Sufficient detail should be provided, including the applicant's role on committees and the nature of external organizations, to make clear the relevance and significance of activities reported. VPA recognizes equivalent modes of service that may be inherent within Indigenous communities.

4. Promotion to the Rank of Associate Teaching Professor

The criterion for promotion to the rank of Associate Teaching Professor is to meet the academic qualifications and other appointment criteria for the rank of Assistant Teaching Professor and, since appointment at the rank of Assistant Teaching Professor, to have illustrated incremental and accumulative professional growth recognized by peers at the international level. A Promotion Dossier towards attaining the rank of Associate Teaching Professor will be presented with the same general contents and in a similar form to that detailed in section G.3.: "Tenure for Bipartite Faculty," with the following specific components and criteria:

- I. Introductory Materials as Described in section G.3.1.
- II. A Teaching Dossier, as described in Article 6, Appendix 1 of the Collective Agreement, in the Collective Agreement, showing incremental and accumulative growth in the teaching of the discipline, as demonstrated by recognition and assessment by peers at the national level.
- III. Service Dossier will show evidence of superior and consistent service contribution to the University, Discipline and/or Profession and where applicable the Community-at-large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Assistant Teaching Professor level. This performance should be recognized by peers at the national level. Sufficient detail should be provided, including the applicant's role on committees and the nature of external organizations, to make clear the relevance and significance of activities reported. VPA recognizes equivalent modes of service that may be inherent within Indigenous communities.

5. Promotion to the Rank of Teaching Professor

The criterion for promotion to the rank of Teaching Professor is to meet the academic qualifications and other appointment criteria for the rank of Associate Teaching Professor and, since appointment at the rank of Associate Teaching Professor, to have illustrated incremental and accumulative professional growth recognized by peers at the international level. A Promotion Dossier towards attaining the rank of Teaching Professor will be presented with the same general contents and in a similar form to that detailed in section G.3.: "Tenure for Bipartite Faculty," with the following specific components and criteria:

- I. Introductory Materials as Described in section G.3.1.
- II. A Teaching Dossier, as described Article 6, Appendix 1 of the Collective Agreement, showing outstanding performance and incremental and accumulative growth in the teaching of the discipline, demonstrating an expanding sphere of influence as recognized and assessed by peers.
- III. A Service Dossier will show evidence of consistent service contribution to the University, Discipline and/or Profession and where applicable the Community-at-large. The candidate must demonstrate leadership and incremental and accumulative growth in service beyond performance levels expected at the Associate Teaching Professor level. This performance should be recognized by peers at the international level. Sufficient detail should be provided, including the applicant's role on committees and the nature of external organizations, to make clear the relevance and significance of activities reported. VPA recognizes equivalent modes of service that may be inherent within Indigenous communities.

H. Appendix I

Peer-Reviewed or Equivalent Activities in Visual and Performing Arts

Visual and Performing Arts recognizes modes of knowledge, scholarship, creative and other research practices, and dissemination potentially including alternate venues, of these cultural practices inherent within Indigenous populations.

1. Basic Terms and Definitions

○ Discipline

Discipline means the particular area(s) of study within which a person conducts his/her/their teaching, research and other professional contributions, including discipline-specific service contributions where relevant. These normally relate to fields established by convention and common practice nationally among academics (understood to represent both practice-based and theory-based modes of research and teaching and such professional practices as curating), both traditional and experimental, including interdisciplinary studies and collaborative teaching and/or research projects. Disciplines in TRU's Department of Visual and Performing Arts include Music, Theatre and Visual Arts.

○ Peers

Peers refers primarily to academic colleagues external to the institution who share a common interest and set of practices in a discipline; they are commonly regarded as people who have an established reputation, who are active and current, and who demonstrate leadership in their particular field of teaching and research, clearly evidenced by such widely accepted markers as described in this document and regulated within their discipline. Normally, peers involved in the review of applications for tenure and promotion will hold an academic rank at or above that being applied for and, as such, are qualified to assess and evaluate the work of colleagues for the purposes of promotion and tenure.

○ Significant/Significance

"Significant/significance" is used throughout this Standards document to indicate those contributions that, while shown or presented in a specific region (or internationally), would be recognized as such by peers nationally. With respect to creative, scholarly and other research contributions these are ones that would be recognized as being of a professional, peer-reviewed or equivalent nature with respect to what is created as well as its manner and venues of dissemination. With respect to contributions to teaching and the scholarship of teaching "significant/significance" indicates innovative

contributions that represent innovations to teaching and curriculum development, as well as the creation of exceptional opportunities for student learning and advancement that would be recognized as such by peers nationally.

2. Peer-Reviewed and Equivalent Activities in Visual Arts

In the context of section “D,” above, the following provides an indication of the sorts of peer-reviewed and equivalent contributions that are typical of creative and related practices in the visual arts.

- Exhibitions curated by professional curators, in such settings as public art galleries, artist-run centres, alternative venues of equivalent significance, and virtual environments.
- Inclusion of creative works produced as practicing artists in exhibitions juried by other professional curators and guest curators who comprise the faculty member’s extended peer community, including virtual environments.
- Exhibitions or inclusion in significant periodic exhibitions and biennales, of regional, national or international significance.
- Exhibiting at recognized commercial galleries, especially where there is a notable critical response.
- Self-generated and artist-curated artistic activities that have been reviewed by arts or Tri-council funding agencies or that have received significant critical attention.
- The creation of public artworks where there has been what peers would recognize as a professional process of review, including artworks commissioned by art galleries.
- Exhibitions, performances and projects that are the focus of books, catalogues, journals and other publications recognized within the pertinent field, including film and other documentaries.
- Essays and like-minded contributions to art gallery publications, including stand-alone publications published by significant art galleries.
- “Artist’s Talks,” when presented in significant venues.
- Leading community-engaged creative projects when in partnership with Arts organizations or have been reviewed as components of funding applications.
- Significant collaborative projects undertaken in Teaching, the Scholarship of Teaching and Learning, and in Research are valued contributions. The role and extent of the applicant’s involvement in such activities must be made clear. Collaborative activities may be undertaken with peers and potentially with students and alumni and professional partners outside the university setting.

3. Peer-Reviewed and Equivalent Activities in Performing Arts

Due to the ephemeral nature of live theatre, a definition of “peer reviewed or equivalent” must be considered specific to this discipline. “Peers” can include academic or professional colleagues who attend performances and/or engage TRU faculty to participate in productions at an academic or professional level. However, an equally valid and important evaluation of performance works comes in the form of significant newspaper, radio or television previews, online reviews and audience response. The assessment of an individual’s work will therefore be conducted with the aid of a portfolio system which will include all possible relevant data for each pertinent project.

- Direction or Design of fully mounted departmental productions (when not considered part of regular course load).
- Direction or Design of productions produced by recognized local, regional, or national theatre companies, including in virtual settings.
- Participation as a Performer, Stage Manager, Technical Director or Production Manager in productions produced by recognized local, regional or national theatre companies, including virtual settings.
- Production of a faculty member’s Playscript by a recognized local, regional, or national theatre company.
- Participation as Consultant, Coach or Dramaturge for regional, provincial or national theatre organizations
- Participation as a Presenter or Instructor in professional or culturally significant venues, performance conferences, workshops, etc.
- Significant collaborative projects undertaken in Teaching, the Scholarship of Teaching and Learning, and in Research are valued contributions. The role and extent of the applicant’s involvement in such activities must be made clear. Collaborative activities may be undertaken with peers and potentially with students and alumni and professional partners outside the university setting. Attaining senior ranks requires significant engagement in the external theatre community.

I. Appendix 2

Relevant Clauses, TRU's 2019-2022 Collective Agreement

TRU-TRUFA Collective Agreement
April 1, 2019 to March 31, 2022
Selected Articles Relevant to Tenure and Promotion

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