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I. *Preamble*

This document describes the ESL Departments guidelines for promotion and tenure within the standards set forth by the Senate Promotion, Tenure and Faculty Standards committee, the provisions of the collective agreement, University policies, and English as a Second Language Department in terms of teaching, service and scholarship. Since teaching is fundamental to the mission of TRU and has been the primary faculty responsibility in the ESL Department to date, we will continue to put great importance on this performance area to ensure that students are successful, actively engaged in learning and stimulated toward effort and improvement.

It is assumed that all department members engage in scholarly teaching, i.e. keep current with development in areas of expertise by attending professional conferences or workshops and by reading the current literature. It is expected that candidates engage in any of the following five areas (1) reviewing the scholarship of teaching and learning or research by others, (2) investigating and reflecting on their own teaching and student learning, (3) disseminating their ideas and creative teaching practices and scholarship to their peers, (4) presenting their creative teaching practices and scholarship to professional or general audiences, and (5) designing and redesigning new curriculum beyond normal teaching preparation.

While we recognize the role of traditional scholarship, we value scholarship of teaching and learning and other scholarly activities that support the aims of the university, and have disciplinary and instructional values which reflect the expertise and scholarly interests of our faculty. Such activities should include the following:

- Clear goals
- Adequate Preparation
- Appropriate methods
- Significant results
- Effective presentation

Within the context of scholarship we acknowledge four kinds of scholarship: discovery (traditional research); integration (research that builds the discipline to other bodies of knowledge); application (research that builds new insights in the application of theoretic and practical knowledge to substantive problems); and the scholarship of teaching (research that supports improvement in teaching and learning). The ESL Department extends the notion of scholarship beyond peer-reviewed publications to include other disseminated intellectual work such as (but not limited to) reports, presentations, textbook writing, and manuals.

Furthermore, the standards described in this document are intended to support a collegial and professional environment, one which both encourages all faculty to engage in teaching, service and research activities that reflect their commitment, interests and expertise, and one where the quality and significance, as well as the quantity of individual member's achievements is recognized.

Weighting Criteria

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 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:

Bipartite:

Extraordinary contributions in either

- (a) teaching or
- (b) service

may compensate for a lesser involvement in the other area, provided that there has been a satisfactory level of contribution in both areas.

Tripartite:

Extraordinary contributions in either

- (a) teaching,
- (b) research, scholarly, or creative activity, or
- (c) service

may compensate for a lesser involvement in another area, provided that there has been a satisfactory level of contribution in all areas.

II. A. Appointment Criteria for Bipartite Faculty

A. *Lecturer*

(1) *Academic Qualification*

The normal criteria for appointment to the rank of Lecturer are formal TESL coursework (which may be included in a degree) and an M.A./M.Ed. in a relevant field. In addition, the candidate should normally have two years' full-time experience teaching academic ESL at the post-secondary level.

(2) *Teaching or Professional Role*

The candidate should show evidence of potential for effectiveness in teaching or professional role. Specifically, the candidate should have two years' full-time experience teaching academic ESL at the post-secondary level.

(3) *Service*

The candidate should show willingness for service to the department, University, discipline and/or profession, and where applicable, the community-at-large.

III. A. Appointment Criteria for Tripartite Faculty

A. *Assistant Professor*

(1) *Academic Qualification*

The normal criteria for appointment to the rank of Assistant Professor are formal TESL coursework (which may be included in a degree) and an M.A./M.Ed. in a relevant field. In addition, the candidate should normally have two years' full-time experience teaching academic ESL at the post-secondary level.

(2) *Teaching or Professional Role*

The candidate should show evidence of potential for effectiveness in teaching or professional role. Specifically, the candidate should have two years' full-time experience teaching academic ESL at the post-secondary level.

(3) *Scholarship*

The candidate should show potential for successful engagement in scholarly activity in the public realm. Specific criteria include an earned doctorate in a relevant area or an M.A./M.Ed. in a relevant area plus two refereed publications.

(4) *Service*

The candidate should show willingness for service to the department, University, discipline and/or profession, and where applicable, the community-at-large.

IV. Guidelines and Criteria for Tenure and Promotion

A. Guidelines and Criteria for Tenure and Promotion for Bipartite Faculty

The basis for tenure is to meet the standards set out below. Applicants for promotion must exceed the criteria for the position currently held.

1. *Lecturer*

(1) *Academic Qualification*

The normal criteria for appointment to the rank of Lecturer are formal TESL coursework (which may be included in a degree) and an M.A./M.Ed. in a relevant field.

(2) *Teaching*

The candidate should have a satisfactory record as a teacher which includes, but is not limited to, satisfactory summative teaching evaluation and other evidence as detailed in CA Article 6 – Appendix 1.

(3) *Service*

The candidate should have a satisfactory record of service which includes membership of at least three committees at the department, faculty, and/or university level, with at least two committees being at the department level.

2. *Senior Lecturer*

(1) *Academic Qualifications*

The normal criteria for appointment to the rank of Senior Lecturer are formal TESL coursework (which may be included in a degree) and an M.A./M.Ed. in a relevant field.

(2) *Teaching*

The candidate should have evidence of exceeding the performance standard in teaching such as demonstrated by summative teaching evaluation and other evidence as detailed in CA Article 6 – Appendix 1.

The department recognizes that projects and enterprises of knowledge, teaching, and learning are part of scholarly teaching. Candidates may establish a record of scholarly teaching and professional activity by activity such as:

- a) submitting letters from colleagues, students or feedback data;
- b) mentorship of junior faculty;
- c) accepting opportunities to share pedagogical knowledge at local, regional, or provincial level.

The candidates should demonstrate leadership within the profession by, for example, giving internal and/or provincial presentations and workshops, carrying out curriculum initiatives, or participating in articulation of professional benchmarks at provincial levels.

The candidates should demonstrate breadth by teaching across three levels and

three skill areas, which may include TESL instruction, teaching in short-term contracts, or teaching internationally.

The candidates should demonstrate depth by developing curricula, mentoring TESL students, collaborating with colleagues internally or externally, implementing new teaching techniques, disseminating scholarship, or engaging in reflective practice.

The candidates should actively engage in professional development by attending conferences, maintaining membership in professional organizations, and reading current publications in related fields.

Although disseminating scholarship is not a requirement, it will be considered.

(3) *Service*

The candidates are expected to make contributions to the department by activity such as:

- a) taking a leadership role in committee work;
- b) mentoring TESL students and/or junior faculty; and
- c) being actively involved in departmental affairs such as representing the department on committees external to the department.

The candidates are expected to contribute to the institution by activity such as:

- a) volunteering, for example, at TRU's Teaching Practices Colloquium, at graduation or at orientation;
- b) participating in committees at the faculty or institutional level such as Faculty committees, Ethics Committee, or the Research Committee; and
- c) participating in in-service activities.

The candidates are expected to contribute to the ESL field by activity such as:

- a) presenting locally or provincially;
- b) volunteering at ESL or other related conferences;
- c) reviewing manuscripts for publishers/journals; or
- d) sitting on professional, journal editorial, or review committees.

The candidates' contribution to the community may be a component of service.

Notwithstanding the above services, if a candidate has a high level of service at any one level (e.g., department chair), the candidate should not be expected to have active service at all other levels.

3. *Principal Lecturer*

(1) *Academic Qualifications*

The normal criteria for promotion to the rank of Principal Lecturer are formal TESL coursework (which may be included in a degree) and an M.A./M.Ed. in a relevant field.

The candidate should also have additional qualifications in a related field further to the above-mentioned M.A./M.Ed. such as instructional diplomas, specialized TESOL, online learning or linguistic certificates or diplomas or degrees.

(2) *Teaching*

The candidate should have evidence of outstanding performance in teaching such as demonstrated by summative teaching evaluation and other evidence as detailed in CA Article 6 – Appendix 1.

The department recognizes that projects and enterprises of knowledge, teaching, and learning are part of scholarly teaching. Candidates may establish a record of scholarly teaching and professional activity by activity such as:

- a) submitting letters from colleagues, external sources, students or feedback data;
- b) mentorship of faculty;
- c) receiving grants, fellowships; or
- d) receiving recognized awards.

The candidates should demonstrate leadership within the profession by, for example, giving internal, provincial, national, and/or international presentations and workshops, carrying out curriculum initiatives, participating in articulation of professional benchmarks at provincial or national levels, or disseminating expertise. Evidence of recognition at the international level is expected.

The candidates should demonstrate breadth by teaching across three levels and three skill areas, which may include TESL instruction, teaching in short-term contracts, or teaching internationally.

The candidates should demonstrate depth by developing curricula, mentoring TESL students, collaborating with colleagues internally or externally, implementing new teaching techniques, disseminating scholarship, or engaging in reflective practice.

The candidates should actively engage in professional development by attending conferences, maintaining membership in professional organizations, and reading current publications in related fields.

Although disseminating scholarship is not a requirement, it will be considered.

(3) *Service*

The candidates are expected to demonstrate outstanding contributions in service such as:

- a) being actively involved in committee work;
- b) mentoring TESL students and/or junior faculty;
- c) being actively involved in departmental affairs such as representing the department on committees external to the department; and
- d) demonstrating leadership in positions of responsibility such as chairing a committee, acting as coordinator or chair, or being involved in programming initiatives.

The candidates are expected to contribute to the institution by activity such as:

- a) volunteering, for example, at TRU's Teaching Practices Colloquium, at graduation or at orientation;

- b) participating in committees at the faculty or institutional level such as Faculty committees, Ethics Committee, or the Research Committee;
- c) participating in in-service activities; and
- d) demonstrating consistent commitment to institutional involvement.

The candidates are expected to contribute to the ESL field by activity such as:

- a) presenting locally, provincially, nationally or internationally;
- b) volunteering at ESL or other related conferences;
- c) reviewing manuscripts for publishers/journals; or
- d) sitting on professional, journal editorial, or review committees.

The candidates' contribution to the community may be a component of service.

Notwithstanding the above services, if a candidate has a high level of service at any one level (e.g., department chair), the candidate should not be expected to have active service at all other levels.

B. Guidelines and Criteria for Tenure and Promotion for Tripartite Faculty

The basis for tenure is to meet the standards set out below. Applicants for promotion must exceed the criteria for the position currently held.

1. *Assistant Professor*

(1) *Academic Qualification*

The normal criteria for appointment to the rank of Assistant Professor are formal TESL coursework (which may be included in a degree) and an M.A./M.Ed. in a relevant field.

(2) *Teaching*

The candidate should have a satisfactory record as a teacher which includes, but is not limited to, satisfactory summative teaching evaluation and other evidence as detailed in CA Article 6 – Appendix 1.

(3) *Scholarship*

The candidate should have a satisfactory record of scholarship which is demonstrated by dissemination of scholarship at or beyond the University, such as peer-reviewed presentation or publication.

(4) *Service*

The candidate should have a satisfactory record of service which includes membership of at least three committees at the department, faculty, and/or university level, with at least two committees being at the department level.

2. *Associate Professor*

(1) *Academic Qualification*

The degree required for this rank is normally a doctorate in a relevant field or equivalent.

(2) *Teaching*

The candidate should have evidence of exceeding the performance standard in teaching such as demonstrated by summative teaching evaluation and other evidence as detailed in CA Article 6 – Appendix 1.

The department recognizes that projects and enterprises of knowledge, teaching, and learning are part of scholarly teaching. Candidates may establish a record of scholarly teaching and professional activity by activity such as:

- a) submitting letters from colleagues, students or feedback data;
- b) mentorship of junior faculty;
- c) accepting opportunities to share pedagogical knowledge at local, regional, or provincial level.

The candidates should demonstrate leadership within the profession by, for example, giving internal and/or provincial presentations and workshops, carrying out curriculum initiatives, or participating in articulation of professional benchmarks at provincial levels.

The candidates should demonstrate breadth by teaching across three levels and three skill areas, which may include TESL instruction, teaching in short-term contracts, or teaching internationally.

The candidates should demonstrate depth by developing curricula, mentoring TESL students, collaborating with colleagues internally or externally, implementing new teaching techniques, disseminating scholarship, or engaging in reflective practice.

The candidates should actively engage in professional development by attending conferences, maintaining membership in professional organizations, and reading current publications in related fields.

(3) *Scholarship*

The department recognizes accomplishment in the discipline, to be demonstrated by scholarly activity which is supported by internal and external recognition of the member's work by activity such as:

- a) demonstrating record of scholarship;
- b) engaging in presentation of scholarly work at provincial, national or international levels;
- c) disseminating by publishing in refereed journals and/or other public realms, works such as journal articles, papers/articles, books, edited books and journals, book chapters, book reviews, or textbooks, including those in electronic format;
- d) reviewing texts, proposals, or articles for publishers, organizations or journals;
- e) receiving grants/awards to support scholarship.

Normally, the candidate will have published peer reviewed articles. The work of the candidate must be recognized at the national level.

(4) *Service*

The candidates are expected to make contributions to the department by activity such as:

- a) taking a leadership role in committee work;
- b) mentoring TESL students and/or junior faculty; and
- c) being actively involved in departmental affairs such as representing the department on committees external to the department.

The candidates are expected to contribute to the institution by activity such as:

- a) volunteering, for example, at TRU's Teaching Practices Colloquium, at graduation or at orientation;
- b) participating in committees at the faculty or institutional level such as Faculty committees, Ethics Committee, or the Research Committee; and
- c) participating in in-service activities.

The candidates are expected to contribute to the ESL field by activity such as:

- a) presenting locally or provincially;
- b) volunteering at ESL or other related conferences;
- c) reviewing manuscripts for publishers/journals; or
- d) sitting on professional, journal editorial, or review committees.

The candidates' contribution to the community may be a component of service.

Notwithstanding the above services, if a candidate has a high level of service at any one level (e.g., department chair), the candidate should not be expected to have active service at all other levels.

3. *Professor*

(1) *Academic Qualification*

The degree required for this rank is normally a doctorate in a relevant field or equivalent.

(2) *Teaching*

The candidate should have evidence of outstanding performance in teaching such as demonstrated by summative teaching evaluation and other evidence as detailed in CA Article 6 – Appendix 1.

The department recognizes that projects and enterprises of knowledge, teaching, and learning are part of scholarly teaching. Candidates may establish a record of scholarly teaching and professional activity by activity such as:

- a) submitting letters from colleagues, external sources, students or feedback data;
- b) mentorship of faculty;
- c) receiving grants, fellowships; or
- d) receiving recognized awards.

The candidates should demonstrate leadership within the profession by, for example, giving internal, provincial, national, and/or international presentations and workshops, carrying out curriculum initiatives,

participating in articulation of professional benchmarks at provincial or national levels, or disseminating expertise. Evidence of recognition at the international level is expected.

The candidates should demonstrate breadth by teaching across three levels and three skill areas, which may include TESL instruction, teaching in short-term contracts, or teaching internationally.

The candidates should demonstrate depth by developing curricula, mentoring TESL students, collaborating with colleagues internally or externally, implementing new teaching techniques, disseminating scholarship, or engaging in reflective practice.

The candidates should actively engage in professional development by attending conferences, maintaining membership in professional organizations, and reading current publications in related fields.

(3) *Scholarship*

The department recognizes accomplishment in the discipline, to be demonstrated by scholarly activity which is supported by internal and external recognition at the provincial, national and international levels of the member's work by activity such as:

- a) demonstrating record of scholarship;
- b) establishing an independent research program;
- c) engaging in presentation of scholarly work at provincial, national and international levels;
- d) disseminating by publishing in refereed journals and/or other public realms, works such as journal articles, papers/articles, books, edited books and journals, book chapters, book reviews, or textbooks, including those in electronic format;
- e) reviewing texts, proposals, or articles for publishers, organizations or journals;
- f) submitting grant proposals to support scholarship;
- g) receiving local, provincial, national or international awards/grants.

Normally, the candidate will demonstrate a record of sustained success in disseminating scholarship, including publication of a number of peer reviewed journal articles or other peer reviewed publications disseminated to the public, or a combination of publications and presentations pertinent to the candidate's area or areas of expertise since advancement to Associate Professorship. The work of the candidate must be recognized at the international level.

(4) *Service*

The candidates are expected to demonstrate outstanding contributions in service such as:

- a) being actively involved in committee work;
- b) mentoring TESL students and/or junior faculty;
- c) being actively involved in departmental affairs such as representing the department on committees external to the department; and
- d) demonstrating leadership in positions of responsibility such as chairing a committee, acting as coordinator or chair, or being involved in

programming initiatives.

The candidates are expected to contribute to the institution by activity such as:

- a) volunteering, for example, at TRU's Teaching Practices Colloquium, at graduation or at orientation;
- b) participating in committees at the faculty or institutional level such as Faculty committees, Ethics Committee, or the Research Committee;
- c) participating in in-service activities; and
- d) demonstrating consistent commitment to institutional involvement.

The candidates are expected to contribute to the ESL field by activity such as:

- a) presenting locally, provincially, nationally or internationally;
- b) volunteering at ESL or other related conferences;
- c) reviewing manuscripts for publishers/journals; or
- d) sitting on professional, journal editorial, or review committees.

The candidates' contribution to the community may be a component of service.

Notwithstanding the above services, if a candidate has a high level of service at any one level (e.g., department chair), the candidate should not be expected to have active service at all other levels.

V. Appendices

A. 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
- 5.2.3.2 Change in Status from Bipartite or Tripartite Appointment for a Tenured Member

Article 6 — Tenure and Promotion of Members

- 6.1 Preamble
- 6.2 Progression to Promotion
- 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

B. Sample Journals

Journals that may publish ESL-related research/scholarship include, but are not limited, to the following. Note that it is the published article, rather than the journal, that attests to relevance.

1. Applied Linguistics
2. Asian EFL Journal
3. Bilingual Research Journal
4. Canadian Journal of Applied Linguistics
5. Canadian Modern Language Review
6. College Composition and Communication
7. College English
8. Computer Assisted Language Learning
9. Educational Insights
10. ELT Journal
11. English for Specific Purposes
12. English Quarterly
13. ESL Journal
14. Essential Teacher
15. International Journal of Applied Linguistics
16. International Journal of Bilingualism
17. Internet TESL Journal
18. JALT Journal
19. Journal of Canadian and International Education
20. Journal of English for Academic Purposes
21. Journal of Linguistics
22. Journal of Second Language Writing
23. Language in Society
24. Language Learning
25. Language Learning and Technology
26. Language, Linguistics, Literature, Learning
27. Language Testing
28. Linguistics Journal
29. Modern Language Journal
30. Reading Matrix

31. System
32. TESL Canada Journal
33. TESL-EJ
34. TESOL Law Journal
35. TESOL Quarterly
36. Textual Studies in Canada
37. The Qualitative Report
38. Written Communication