

# Academic Standards for Promotion and Tenure in the Faculty of Science<sup>1</sup>

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<sup>1</sup> The Faculty of Science approved these Guidelines on 13 November 2008.

## **1. Introduction**

The purpose of this document is to clearly articulate the Faculty of Science standards and procedures for promotion and tenure of its faculty members. Standards and procedures for the promotion and tenure of lab faculty will be forthcoming once LoU #20 of the Collective Agreement has been implemented (Appendix 1 of this document includes the relevant articles in the Collective Agreement).

The spirit of this document is one of being supportive, as it sets out standards that are achievable, thus setting up faculty for success in their career. It is expected that the standards in this document will result, over time, in a comparable proportion of faculty in each of the three ranks in both streams as found in science faculties at similar teaching-focused universities with similar resources.

This document strives to achieve a process of promotion and tenure that is

- 1) transparent
- 2) consistent
- 3) of equal rigour in both bipartite and tripartite streams
- 4) provides faculty with flexibility in how they demonstrate excellence

Within each of the three categories of teaching, scholarship and service, this document provides a large number of criteria for the evaluation of excellence, allowing faculty flexibility in the design of their career path. Faculty members are also allowed some flexibility in the weighting they assign to the two or three areas for evaluation (detailed later), which will reflect their focus and strengths. As well, the faculty of science uses Boyer's (1990) four types of scholarship, discovery, integration, application and teaching, in order to allow faculty flexibility in the type of scholarship that they undertake. A glossary of Boyer's and other terms are included in this document as Appendix 2.

## **2. Weighting of areas for evaluation and academic qualifications**

Each faculty member must decide on the weighting of teaching, scholarship and service to be used in their evaluation. These weightings represent the balance among the evidence presented, and not the actual workload of that member. The weighting guidelines presented here are minima for each category, such that faculty members have some flexibility in how they want to be evaluated. This is important because the emphasis in a member's activities may vary over their career.

The weightings listed below should be viewed with the following in mind:

1. Weightings should be decided following a collegial discussion with their department, as departments may have special requirements.
2. These weightings are appropriate for members with bipartite and tripartite workload. Deviations from these criteria would be expected for members with a very high scholarship load, or those who have filled exceptional leadership roles in the university.
3. In no case would a member be promoted if they were considered to have performed inadequately in any one category, regardless of that category's weighting.

Evaluation in the **bipartite** stream is based upon:

1. Academic Qualifications
2. Teaching
3. Service

For the purposes of tenure and promotion academic qualifications will usually mean the terminal degree in a discipline, or in exceptional cases, a sub-terminal degree and outstanding experience and performance in their discipline.

For bipartite faculty the minimum weightings for teaching, and service, are:

Teaching:	minimum of 70%
Service:	minimum of 10%
Scholarship	minimum of 0%*

In their promotion dossier, candidates may use evidence of scholarship related to their appointment, but it is not required and will not be detrimental to the applicants success if it is not part of their tenure/promotion dossier..

Evaluation in the **tripartite** stream is based upon:

1. Academic Qualifications
2. Teaching
3. Scholarship
4. Service

For the purposes of tenure and promotion academic qualifications will usually mean the terminal degree in a discipline, or in exceptional cases, a sub-terminal degree and outstanding experience and performance in their discipline.

For tripartite faculty the minimum weightings for teaching, scholarship, and service, are:

Teaching:	minimum of 40%
Scholarship:	minimum of 30%
Service:	minimum of 10%

### **3. The process of applying for promotion and tenure**

This process is dictated by the Collective Agreement. Please refer to Collective Agreement, Article 6.4 for specific instructions.

#### **4. Teaching evaluation criteria**

The Faculty of Science regards teaching as a major activity of all faculty members and a critical consideration in any decision regarding appointment, tenure or promotion. There are three key elements to teaching within the Faculty of Science: (1) promoting student success and engagement in all teaching arenas (i.e., lectures, laboratories, in the field, clinics and/or distance learning), (2) the integration and contribution of a member's teaching to their department's overall program and (3) the use of scholarly teaching. As student engagement and success are important goals for the Faculty of Science and TRU, faculty must promote these goals in academically rigorous and current curricula. Furthermore, it is important that a faculty member's teaching contribute to the overall growth and development of their department. Such contributions could include teaching across the curriculum, teaching large classes, intensive marking, field trips, new course development or mentoring other faculty. Finally, it is expected that within the Faculty of Science all members will engage in scholarly teaching. Scholarly teachers reflect upon their teaching, consult scholarly references (i.e., peer-reviewed articles/experts), and incorporate appropriate teaching strategies into their practice (Richlin 2001).

The Faculty of Science recognizes that teaching is a multifaceted activity covering a broad range of activities thus, evidence that may be used to support a faculty member's teaching record may also be broad and inclusive. Faculty member's teaching must be documented through the development of a teaching portfolio, as outlined in Article 6, Appendix 1 of the collective agreement. The assessment of each faculty member's teaching must be reviewed keeping in mind all aspects of the faculty members' teaching assignment. The dossier may also include additional items listed in Table 1.

Table 1. Teaching criteria useful to faculty in demonstrating their contributions to teaching for tenure and promotion. The items in this table are **NOT A CHECKLIST** that must be completed; rather, the items represent examples of objective, documented evidence that can be used to show excellence. As members progress up the ranks they are expected to make contributions that are increasing in quality or sphere of influence within the local, regional or global community.

<b>Teaching Criteria</b>			
	<b>Tenure at Assistant Professor Lecturer</b>	<b>Associate Professor Senior Lecturer</b>	<b>Professor Principal Lecturer</b>
<b>Instructional Knowledge (Student Success and Engagement)</b>	<p>Maintains a quality learning environment</p> <p>Uses appropriate teaching materials in terms of currency, quantity, content and appropriate academic rigor</p> <p>Available for student consultation outside of class</p> <p>Promotes academic integrity within classroom</p> <p>Provides appropriate student evaluation in view of course objectives</p> <p>Supervision or individual student projects</p>	<p>Demonstrates competence in course development, implementation, and evaluation</p> <p>Demonstrates refinement of course content</p> <p>Content of courses based on up-to-date knowledge within discipline</p> <p>Teaching motivates and inspires students</p> <p>Mentor faculty in providing course content</p> <p>Contributes to instructional knowledge locally</p>	<p>Contributes to instructional knowledge with increasing sphere of influence (eg: crossing geographical and/or discipline boundaries)</p> <p>Normally international</p>
<b>Pedagogical Knowledge (Scholarly teaching)</b>	<p>Understands and implements different teaching techniques within courses.</p> <p>Reflects upon teaching practice</p> <p>Engages in own learning regarding pedagogy through facilities such as the TRU Teaching and Learning Centre</p>	<p>Understands and is able to implement different teaching techniques, according to learning styles of students within courses.</p> <p>Presents at national conferences on teaching techniques</p> <p>Teaching practice based on evidence-based education</p> <p>Provides mentoring for instructors within university and national arenas.</p> <p>Engages in own learning regarding pedagogy at national workshops</p> <p>Facilitates workshops/conferences</p> <p>Provides critical analysis of teaching</p>	<p>Provides mentoring (workshops/consultations) at national or international level.</p> <p>Recognized for excellence in teaching at a national or international level</p>
<b>Contribution to Department/ Program</b>	<p>Understands relevance of course curriculum in relationship to departmental goals and overall curriculum</p>	<p>Contributes in a substantial way to departmental teaching load through either number of students, number of courses or accepting teaching intensive courses</p> <p>Viewed as a resource person in discipline –specific expertise.</p>	<p>Provides leadership for developing curriculum within department/program</p> <p>Initiates and/or maintains new courses, programs</p>

## **5. Scholarship evaluation criteria**

Scholarly work is intellectual work that is in the public realm and contributes to knowledge and the dissemination of that knowledge through appropriate external peer reviewed outlets or venues. Scholarship in the Faculty of Science is broadly defined to include Boyer's (1990) four types of scholarship, discovery, integration, application and teaching, in order to allow faculty flexibility in the type of scholarship that they undertake.

In the Faculty of Science, there are two key elements of scholarship: 1) it must have impact on a faculty member's field of study through the production of peer-reviewed materials and 2) it must include the mentoring of students. The evaluation of scholarship will address the impact of the faculty member's work and their contribution to their field of study and the larger community. Normally there would be a progression from regional to provincial to national to international. While peer-reviewed materials are the primary evidence used to assess the impact of a members' scholarship, they are not the sole evidence. A larger list of scholarship criteria that may be used in tenure and promotion in science is included in Table 2. As the primary focus of TRU is undergraduate education, a critical component of the scholarship programme will be the engagement of undergraduate students, and if appropriate, graduate students. The scholarship productivity of a faculty member will be reviewed keeping in mind the resources available at Thompson Rivers University, with expectations similar to other teaching-focussed, primarily undergraduate universities in North America with similar resources.

Table 2. Criteria useful to faculty in demonstrating their contributions to scholarly activity for tenure and promotion. The items in this table are **NOT A CHECKLIST** that must be completed; rather, the items represent examples of evidence that can be used to show excellence. As members progress up the ranks they are expected to make contributions that are increasing in quality or sphere of influence within the local, regional or global community.

<b>Scholarship Criteria</b>			
	<b>Tenure at Assistant Professor</b>	<b>Associate Professor</b>	<b>Professor</b>
<b>Production of scholarly materials</b>	<p>Produces peer reviewed reports and publications (e.g., journal article, extended abstracts, books, book chapters, standards of practice, manuscripts accepted/in press, patents issued)</p> <p>Produces non-peer reviewed reports and publications (e.g., reports, publications, conference abstracts, books, book chapters, reference texts, manuscripts submitted and in review, published reviews, patents filed)</p> <p>Gives internal presentations within TRU and at local conferences (oral and posters)</p> <p>Media coverage</p>	<p>Produces peer reviewed reports and publications (see examples under assistant) Normally at a national level</p> <p>Gives presentations at national conferences/workshops</p> <p>Invited presenter at national conferences/workshops</p> <p>Publications have impact as indicated by citation record</p>	<p>Has a sustained record of peer reviewed reports and publications (see examples under assistant) Normally at an international level</p> <p>Sustained record of submitted and invited presentations at conferences/workshops</p> <p>Keynote speaker at national or international conferences/workshops</p>
<b>Funding</b>	<p>Obtains funding for research, but funding is not necessarily from a peer-reviewed competition</p> <p>Helps research students obtain local research grants (e.g., CUEF)</p> <p>Contracts/Consulting</p> <p>Applies for external research grants</p>	<p>Obtains funding for research from peer-reviewed competitions</p> <p>Helps research students obtain competitive research grants</p> <p>Provides mentoring for professors and research students in obtaining peer-reviewed/competitive research grants</p>	<p>Has a sustained record of obtaining funding (i.e., record of grant renewals) for research from peer-reviewed competitions</p> <p>Has a sustained record of helping research students obtain competitive research grants</p> <p>Has a sustained record of mentoring professors and research students to obtain peer-reviewed/ competitive research grants</p>
<b>Engagement of students in scholarship</b>	<p>Supervises undergraduate students, and where appropriate, graduate students</p>	<p>Supervises undergraduate students, and where appropriate, graduate students</p>	<p>Sustained record of supervising undergraduate students, and where appropriate, graduate students</p>

## 6. Service evaluation criteria

Service is a valuable activity of all faculty members and an important consideration in any decision regarding appointment, tenure or promotion. All faculty members are required to contribute to their University community, first on behalf of their department and then to the wider university community. Members are also required to contribute to their discipline. The third area of service is to the Community-at-large. Table 3 indicates the broad range of activities that could be used to support a member's service record. The value of the service contribution will depend on factors such as, the faculty member's role, their time commitment, and the quality/impact of their service.

Table 3. Service criteria useful to faculty in demonstrating their contributions to service for tenure and promotion. The items in this table are **NOT A CHECKLIST** that must be completed; rather, the items represent examples of evidence that can be used to show excellence. As members progress up the ranks they are expected to make contributions that are increasingly significant both within TRU and to their profession.

Service Criteria			
	Tenure at Assistant Professor/ Lecturer	Associate Professor/ Senior Lecturer	Professor/Principal Lecturer
University community	Department committee membership  Participation in intellectual/cultural life at TRU (e.g., Science Fairs, Open House)	TRU-wide committee membership  Departmental administration  Assisting with organizing intellectual/cultural life at TRU (e.g., Teaching Colloquium)  Other (e.g., organizing United Way/Library campaign)	Exceptional leadership roles in the university)  Spearheading intellectual/cultural life at TRU
Member's discipline/profession	Supervision of students beyond teaching workload	Contributes to professional/ learned society organization  Organizing regional/ provincial/national conferences  Guest lecturer  Scholarly work referee  Consulting work at national level	Key role in professional/learned society/organization  Editorship  Organizing national/ international conferences  Guest lecturer at other universities  Consulting work at national/international level
Community-at- Large	Cultural contributions (e.g., KSO)  Community contributions (e.g., Canada Games, Canada Curling Cup)  Service organization contributions (e.g., Big Brothers, United Way)	Consulting work at regional/ provincial level  Professional contributions (e.g., schools, Wildlife Park)	Consulting work at national/ international level  Key role in Service organizations



## **7. Summary of Promotion criteria for bipartite faculty**

The expectation for promotion to Senior lecturer/ Principal lecturer is that the faculty member's teaching is at the national or international level.

### **Tenure at lecturer**

#### **Teaching**

Proven competency in the classroom and a promise of teaching effectiveness (as evidenced by the criteria in Table 1)

#### **Service**

Faculty member serves their department on committees and contributes to the intellectual/cultural life at TRU

### **Senior Lecturer**

#### **Teaching**

Must demonstrate sustained and increasing effectiveness in teaching and must show impact of teaching practices (as evidenced by the criteria in Table 1) A faculty members reputation for teaching will normally be at a provincial level.

#### **Service**

Faculty member participates in university-wide committees, helps organize events that contribute to the intellectual/cultural life at TRU, and participates in professional organizations outside the university community.

### **Principal lecturer**

#### **Teaching**

Must demonstrate sustained excellence in teaching and teaching practices must have an increased sphere of influence (eg: crossing geographical and/or discipline boundaries)(as evidenced by the criteria in Table 1). A faculty members reputation for teaching will normally be at a national level.

#### **Service**

Faculty member participates in university-wide committees, helps organize events that contribute to the intellectual/cultural life at TRU, and participates in professional organizations outside the university community.

## **Summary of Promotion criteria for tripartite faculty**

The expectation for promotion to Associate Professor /Professor is that either the faculty member's teaching or scholarship performance is at the national or international level.

### **Tenure at Assistant professor**

#### **Teaching**

Proven competency in the classroom and a promise of teaching effectiveness

#### **Scholarship**

For tenure to be awarded there must be quality scholarly work beyond that demonstrated at hiring. There must also be promise of development as a scholar, including the presence of a defined program of scholarship.

#### **Service**

Faculty member serves their department on committees and contributes to the intellectual/cultural life at TRU

### **Associate professor**

#### **Teaching**

Must demonstrate a proven track record of sustained and increasing effectiveness in teaching at TRU.

#### **Scholarship**

Must be evidence of significant achievement in scholarly activity beyond that expected for the rank of assistant professor. Candidates' productivity will meet national standards for teaching-centred universities. There must also be evidence of a well-defined program of scholarship and an indication that the candidate will remain active in scholarly work. A faculty members reputation for scholarship will normally be at a Provincial level.

#### **Service**

Faculty member participates in university-wide committees, helps organize events that contribute to the intellectual/cultural life at TRU, and participates in professional organizations outside the university community.

### **Professor**

#### **Teaching**

Must demonstrate a sustained record of excellence in teaching

#### **Scholarship**

Must be evidence of significant achievement in scholarly activity beyond that expected for the rank of associate professor. Candidates will have a record of sustained contributions over their career, and will demonstrate that the results of their scholarly work have made substantial contributions to their field of specialization. Their scholarly productivity must have met national standards for teaching-centred universities. There must also be evidence that the candidate has followed a clearly defined program of scholarship during their time as an associate professor, and a positive indication that the candidate will maintain activity in scholarly work. A faculty members reputation for scholarship will normally be at a national level.

### **Service**

Faculty member participates in university-wide committees, helps organize events that contribute to the intellectual/cultural life at TRU, and participates in professional organizations outside the university community.

### **8. References**

Boyer, E. L. 1990. *Scholarship revisited: Priorities of the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

Richlin, L. 2001. Scholarly teaching and the scholarship of teaching. *New Directions For Teaching and Learning*, 2001(89), 57-68.

## 9. Appendix 1: 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
5.2.1	Tenure-Track Appointment
5.2.3.1	Tenured Appointment
<b>Article 6 — Tenure and Promotion of Members</b>	
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
<b>Article 10 — Workload</b>	
10.2	Academic Duties and Responsibilities
<b>LoU #20 — Lab Faculty Appointment and Promotion Joint Committee</b>	
<b>LoU #23 — Transitional Issues</b>	
2.	Tenure
3.	Rank and Promotion

## 10. Appendix 2: Glossary of terms

Boyer's definitions of scholarship:

The **scholarship of discovery** is the scholarship that most resembles traditional research and is often the most visible scholarship on a campus. It is the creation of new knowledge directly related to all disciplines encompassed within the Faculty of Science.

The **scholarship of integration** makes connections across disciplines and places individual disciplines or specialities into a larger context. It may also include the interpretation of research for non-specialists.

The **scholarship of application** applies information obtained from one of the other scholarship realms to real world problems. Service and practice activities may be considered scholarship if they are directly tied to one's special field of knowledge (Boyer 1990)

The **scholarship of teaching** includes not just transmitting knowledge but also includes the creation of new knowledge about teaching and learning.

**Peer-reviewed:** A community of your professional peers external to the university community validates your contribution.

**Scholarly teaching:** Scholarly teachers reflect upon their teaching, consult scholarly references (i.e., peer-reviewed articles/experts), and incorporate appropriate teaching strategies into their teaching practice.

**Evidence-based education:** Evidence-based education signifies the idea that educational policy and practice should be guided by the best evidence about what works. This means that specific teaching strategies and policies should be rigorously evaluated before they are advocated or required. Where this is not possible they should be adopted experimentally, in such a way that their impact can be properly evaluated.