



**Academic Designations Criteria and Standards
School of Social Work and the Human Service Department**

The Human Service Department

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I. General Principles

The Human Service Department is committed to both the personal and professional growth of its members through the development of a collegial environment and the positive mentorship of new and continuing faculty. The standards below are intended to support a culture of excellence within the department, valuing creative teaching and scholarship along with community service, both to TRU and at the local, regional, provincial and national human service field.

This department is an environment where well prepared faculty members, committed to excellence in teaching, scholarship (where applicable) and service should succeed in obtaining tenure and /or promotion. This document is a framework and by no means provides a definitive listing of how one may achieve tenure and/or promotion. This is achieved through evidence of incremental and accumulative growth in all areas and faculty members must be prepared to provide evidence that they have met increased expectations for performance in each of the following areas where applicable:

- teaching
- recognized research, scholarly and/or creative work
- 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 the Human Service Department in keeping with the strategic plan of the University, University Policies and the Collective Agreement.

The Human Service Department believes in the importance of both scholarship and research. It is understood that our discipline is practice-based and thus we believe in the value of and support creative and community-based research, service and initiatives. In defining scholarship and service we want to ensure that we value community-based research and engagement and support the philosophy of TRU by connecting scholarship to community practice and believe that "the scholarship of engagement means connecting the rich resources of the university to our most pressing social, civic and ethical problems, to our children, to our schools, to our teachers and to our cities" (Boyer,1990).

Another important principle embedded in this document for the Human Service Department relates to Boyer and scholarship. In *Scholarship Reconsidered*, the late Ernest Boyer contends that in addition to valuing the generation of knowledge (the traditional definition of scholarship), higher education should also support the application of knowledge through faculty engagement in community-based scholarship, teaching and service (Boyer, 1990). Boyer and other leaders in higher education have strongly advocated that institutions should encourage faculty members to use their expertise in new and creative ways to work with communities for long-term community improvement (Boyer, 1990; Harkavy 1996; Lynton, 1996).

In order to achieve promotion to the next rank within either bipartite or tripartite appointments the Human Service Department requires that an applicant have demonstrated consistent competence and achievement that exceeds the current rank as outlined in the following document

II. 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 and service for bipartite applicants, and the balance among teaching/Scholarship/scholarship/creative activity and service for tripartite applicants may differ based on individual circumstances and may vary over an individual's career. These weightings represent the balance among the evidence presented and do not necessarily reflect the applicant's workload. Because disciplines may have special requirements, members should engage in collegial decision-making with their departmental colleagues before deciding on the specific weighting of evidence.

The relative weighting of evidence for purposes of promotion should take into account the appointment type of the applicant, bipartite or tripartite. Normally, bipartite faculty applications will be evaluated primarily on their core responsibility, teaching and to a lesser degree on service. Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of teaching as well as scholarship/creative activity — with approximately the same weight given to both areas — and to a lesser degree on service. However, extraordinary contributions in 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. Appointment Criteria

(i) Tripartite Faculty

Assistant

Educational qualification is a Doctorate or equivalent, such as a relevant Master's degree in Social Work, Child and Youth Care, or a Master's degree in another relevant discipline. Also because of the applied focus within the Human Service Department, faculty are expected to have a minimum of 5 years related human service field experience.

Associate

Educational qualification is a Doctorate or equivalent, such as a relevant Master's degree in Social Work, Child and Youth Care, or a Master's degree in another relevant discipline. Also because of the applied focus within the Human Service Department, faculty are expected to have a minimum of 8 years related human service field experience.

Professor

Educational qualification is a Doctorate or equivalent, such as a relevant Master's degree in Social Work, Child and Youth Care, or a Master's degree in another relevant discipline. Also because of the applied focus within the Human Service Department, faculty are normally expected to have 12 years related human service field experience.

(ii) Bipartite Faculty**Lecturer**

Educational qualification is a Doctorate or equivalent or a relevant Master's degree in Social Work, Child and Youth Care or another relevant discipline. Also because of the applied focus within the Human Service Department, faculty are expected to have a minimum of 5 years related human service field experience.

Senior Lecturer

Educational qualification is a Doctorate or equivalent or a relevant Master's degree in Social Work, Child and Youth Care or another relevant discipline. Also because of the applied focus within the Human Service Department, faculty are expected to have a minimum of 8 years related human service field experience.

Principal Lecturer

Educational qualification is a Doctorate or equivalent or a relevant Master's degree in Social Work, Child and Youth Care or another relevant discipline. Also because of the applied focus within the Human Service Department, faculty are expected to have a minimum of 12 years related human service field experience.

IV. Guidelines and Criteria for Tenure and Promotion**(i) Scholarship (tripartite only)**

This is highly valued and broadly defined within the Human Service Department. Refer to Table 1 for examples of acceptable scholarly activity.

The Human Service Department encourages collaborative scholarship. In multi-authored works, the applicant, where possible, will identify their contribution. The supervision of student research will also be recognized as a scholarly contribution.

Due to the close connections faculty have with the professional field and the applied practice focus in our discipline, equal consideration is also given to contribution to innovation in practice and materials produced for distribution within local and broader professional communities.

(ii) Teaching

The member will provide evidence of successful teaching through a variety of means, including but not limited to:

- Acceptable course evaluations and class visitation reports
- External validation of teaching methods
- Varied types of courses and specific challenges within those varied roles of teaching (e.g., practice based courses, interviewing skills)
- Development of new curriculum or adoption of innovative teaching strategies

A faculty member's teaching may take many forms. It is recognized that faculty members may teach in field settings, through continuing professional development, in the classroom and in other forms. Refer to [Article 6 – Appendix I](#) and Table 1 [within this document](#) for examples.

(iii) Service

The School of Social Work and Human Service offers professional programs and therefore values faculty involvement in professional activities especially insofar as they provide evidence of leadership and innovative contributions. The faculty member will be recognized for a record of professional and public service, making contributions to TRU, the local community or through broad provincial and/or federal professional activities. Refer to Table 1 for examples.

V. Tenure and Promotion Criteria for Tripartite/Bipartite Faculty

1. Tenure at Assistant Professor/Lecturer

Scholarship (Assistant Professor Only)

Due to the close connections faculty have with the professional field, equal consideration is given to contribution to innovation in practice and materials produced for distribution within local and broader professional communities. Refer to Table 1 for examples.

The faculty member demonstrates a satisfactory record of scholarship through a clear commitment to and potential for scholarship. This may be evidenced by the following:

1. Invited lectures/Conference presentations
2. External consulting
3. Exhibitions/performances
4. Journal articles or other publications

Teaching The faculty member has demonstrated a satisfactory record as a teacher through:

1. Course evaluations (student and peer visitation)
2. Currency in the discipline
3. External validation of teaching methods

Refer to Table 1 for examples.

Service The Faculty member has demonstrated a satisfactory record of service through:
Service to TRU:

1. Participation in committees at the department, school, and university levels
2. Participation in campus events (orientation, field events, convocation, open houses, etc.)

Service to Discipline/Profession:

1. Service to professional community (i.e. consulting etc)
2. Committee representation – local and regional

Refer to Table 1 for examples.

2. Promotion to Associate Professor/Senior Lecturer

Candidates applying for promotion to Associate Professor/Senior Lecturer will demonstrate incremental and cumulative growth in the following areas:

1. Scholarship (Associate Professor only)
2. Teaching

3. Service

A faculty member is normally considered for this rank after 5 years at an Assistant Professor/Lecturer level

Scholarship (Associate Professor only)

An Associate Professor is a faculty member that demonstrated consistent accomplishment in the discipline through a clear commitment to and evidence of ongoing scholarship. Refer to Table 1 for examples.

In addition to the evidence noted at the Assistant level, promotion to this rank will be based on examining evidence of the following but not limited to:

1. Successful external funding applications
2. Evidence of influence of practice at the national level
3. Publications

In addition, it requires either:

1. The presentation of scholarly work to professional or general audiences or the publication of non-peer reviewed scholarly work as reports, briefs, newspaper/magazine articles, videos/software, or the preparation of instructional materials.

or

2. Community based action scholarship that results in knowledge translation. e.g., community manuals, funding proposals, art exhibits, new program development.

Teaching: Evidence of teaching for the required performance standard would normally include:

1. Course evaluations (student and peer visitation)
2. External validation of teaching methods
3. Currency in the discipline
4. Evidence of teaching will be presented through the development of a teaching portfolio meeting departmental norms

A consistent demonstration of scholarly teaching effectiveness is the standard expectation of this rank while recognizing that teaching takes many forms in social service practice. Scholarly teaching effectiveness can be demonstrated through but not limited to:

1. Classroom and field settings
2. Development of new curriculum
3. Innovative teaching practice
4. Professional development workshops/courses

Promotion to this rank requires demonstrated effectiveness in teaching measured through student and peer reviews. Refer to Table 1 for examples.

A Senior Lecturer and Associate Professor will demonstrate reputation at the provincial level,

Service

As an applied practice program, The Human Service Department recognizes the importance of faculty involvement in university, community and service activities. At this rank, demonstration of consistent service contributions and evidence of leadership roles. Service contributions must be demonstrated in most of the following service areas:

1. Department/school
2. University
3. Profession
4. Community
5. Service to social service agencies
6. Outreach to social service practice
7. Committee representation – provincial(Senior Lecturer)/national (Associate Professor)

Refer to Table 1 for examples.

3. Promotion to Professor/Principal Lecturer

A Professor/Principal Lecturer is an experienced and highly qualified faculty member and distinguished teacher who demonstrates continued achievement in scholarship (professor only), teaching and in the use or development of teaching innovations and service. Refer to Table 1 for examples.

Promotion to the rank of Professor/Principal Lecturer normally requires 5 years at the previous rank of Associate Professor/Senior Lecturer.

Candidates applying for promotion to Professor/Principal Lecturer will demonstrate incremental and cumulative growth in the following areas:

Scholarship(Professor only)

A Professor is a faculty member who shows sustained success in the dissemination of scholarly activity with a clear commitment to and evidence of a scholarship program that has a broad sphere of influence on the discipline and can include impact at the community, provincial, national and international level. This is measured by a consistent and broadening record of scholarship and/or externally funded research demonstrating a breadth of scholarship contributions. Normally these criteria would be met by but not limited to the following:

1. Peer reviewed journals, books or monographs
2. Presentations at national and international conferences
3. Mentors student scholarship
4. Principal investigator on research grant
5. Plenary speaker/Invited Keynote Speaker
6. Sustained external funding
7. Publication in recognized practice publications and journals
8. Evidence of influence at the international level

Scholarship in the Human Service Department is defined in Table 1. The expectation at the rank of Professor is that most publications will be peer-reviewed.

Teaching A Professor/Principal Lecturer is a highly qualified faculty member and distinguished teacher who shows evidence of outstanding performance in teaching through consistent demonstration of scholarly teaching effectiveness. Recognizing that teaching takes many forms in social service work, effectiveness can be demonstrated through classroom and field settings as well as professional development workshops/courses and Scholarship supervision. Additional indicators of scholarly teaching effectiveness are found in Table 1. Appointment at this rank requires demonstrated effectiveness in teaching measured through student and peer reviews. A Professor/Principal Lecturer will demonstrate reputation at the international/national level.

Service As an applied practice program, The Human Service Department recognizes the importance of faculty involvement in university, community and service activities. At this rank, demonstration of outstanding service contributions and evidence of leadership roles as well as service excellence is required. Substantial service contributions must be demonstrated in most of the following service areas:

1. Department
2. School
3. University
4. Profession, community, and if applicable in area of practice, provincial, national, international level

Table 1. Examples of activities and events which may be considered as evidence of demonstrated competence for consideration of tenure and promotion.

Teaching	Scholarship	Service
<ul style="list-style-type: none"> • Course work (outlines, manuals, etc.) • Course coordination • Course revisions • New course development and design • Preparation of course materials • Supervision of undergraduate students/graduate students • Classroom teaching evaluations • Seminar or field teaching evaluations • Continuing or distance teaching evaluations • Teaching innovations developed or implemented • Development of teaching aids/resources • Academic counselling • Guest lecturing • Participation in peer seminars and colloquia • External feedback on presentation[s] at teaching conference/workshop 	<ul style="list-style-type: none"> • Collaborative scholarship projects with community agencies • Books (peer and non-peer reviewed) • Articles (peer and non-peer reviewed) • Reports, monographs and other publications • Conference papers and poster presentations • Book reviews • Successful grant proposals • Scholarship and grants • Scholarly journals edited • Reporting or evaluation of the development or implementation of practice innovation(s) • Creation or development of professional practice materials for the Human Service Department agencies or professional communities • Creation or development of curriculum and teaching resources for broad distribution • Peer reviews • Invited lecturer 	<ul style="list-style-type: none"> • Membership and contribution to departmental committees or initiatives • Membership and contribution to school committees or initiatives • Membership and contribution to TRU committees, bodies or initiatives • Involvement in professional community Committees or Boards (provincial or national) • Membership or involvement in professional Associations (locally, provincially or nationally) • Provision of workshops or service to local community agencies, staff or clients

VII. References

Boyer, 1990; Harkavy 1996; Lynton, 1996

VIII. 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
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