

**Department of Human Enterprise and Innovation
School of Business and Economics
PROMOTION AND TENURE STANDARDS**

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1. Preamble

This document outlines the standards and expectations for promotion and tenure of the Department of Human Enterprise and Innovation (the Department) in the School of Business and Economics (the School) at Thompson Rivers University (TRU). These standards and expectations are guided by current university policies as detailed in the Senate-approved “Principles and Essential Features of Standards Documents” and the provisions of the current Collective Agreement.¹ Achieving tenure and promotion through the ranks at TRU is based on incremental and accumulative growth of faculty members in their scholarship [for tripartite faculty], their teaching/professional roles, and their service.

The purpose of this Standards Document is to provide guidance to faculty members in the Department as they prepare for applications for tenure and/or promotion. The spirit of this document is one of being supportive, as it sets out standards that are both clear and achievable, thus, setting up faculty for success in their careers.

The following document is divided into two sections reflecting the range of scope in faculty workload found in the Department of Human Enterprise and Innovation. Section 1 addresses the Tenure and Promotion standards for faculty that have teaching as part of their workload. Section 2 addresses the standards for non-teaching Instructional Support faculty.

To merit tenure or promotion, faculty members will have their performance assessed for: (a) effectiveness in their teaching/professional role; (b) recognition of research, scholarly, and creative work [for tripartite faculty]; and (c) contributions to service within the university and general community as well as to the profession. Consequently, candidates for promotion and/or tenure are required to create a portfolio that describes their activities, achievements, and future plans in each of these areas. The portfolio must provide clear and compelling evidence of the following overarching TRU principles for attaining tenure and progressing through the ranks:

- ***Incremental and accumulative growth*** must be demonstrated at each step in teaching and related professional activity, scholarship [for tripartite faculty], ***AND*** service.

¹ Further, the Department’s standards and expectations are to be interpreted such that they remain in accordance with any updated versions of these documents, which take precedence. The integrative nature of this document is such that it makes extensive use of language from the *Collective Agreement Between Thompson Rivers University and the Thompson Rivers University Faculty Association* (April 1, 2019 – March 31 2022) as well as the “Principles and Essential Features of Standards Documents” (October 2007 with an update from November 2020) and the “Tenure and Promotion Standards Template” (November 2019) produced by the University Committee on Promotion, Tenure and Faculty Standards of Thompson Rivers University. Similarly, considerable use is made of legacy standards documents from the School of Business and Economics entitled: the “Department of Management, Thompson Rivers University, Department Standards for Promotion and Tenure” (November 18, 2009) and “Thompson Rivers University, Promotion and Tenure Standards, Department of Economics” (August 2010). To avoid unnecessary distraction, there are few further citations to any of these documents.

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- Accordingly, there are **increasing expectations** for performance at each step in teaching and related professional activity, scholarship [for tripartite faculty], **AND** service.
- Further, contributions must be **recognized and assessed** as having a widening sphere of influence from the local or regional level for tenure, to the **national level** for Associate Professor and Associate Teaching Professor, and then to the **international level** for Professor and Teaching Professor.

The portfolio must also provide clear and compelling evidence that allows the candidate's work in the specific areas outlined below to be assessed in terms of quantity, quality, and impact.²

SECTION 1. Teaching Faculty - Tripartite and Bipartite

2. Assessment Criteria

The assessment criteria for appointment, tenure and promotion depend on the type of position, tripartite or bipartite. For tripartite positions the assessment criteria are: academic qualifications, teaching role, scholarship, and service; while for bipartite positions the criteria are academic qualifications, teaching role, and service. Although the degree to which particular faculty members will make contributions in each of teaching, scholarship [for tripartite faculty] and service may be expected to differ, particularly at different stages in their academic careers, it is the Department's expectation that all members, and particularly tenured members, will over time, make substantive contributions in teaching, scholarship [for tripartite faculty], and service. Appointment, tenure and promotion decisions will be guided by this expectation.

2.1 Academic Qualifications

Candidates for appointment, tenure and promotion in the Department must meet the qualifications for the position.³ A terminal degree, typically an earned doctorate, in a relevant discipline or interdisciplinary area is the normal qualification. Nevertheless, it is recognized that professional experience is vital throughout the School and that candidates with doctorates may not be widely available within some fields within the School. Consequently, equivalent qualifications may be demonstrated through an appropriate combination of other academic credentials; professional credentials; and professional, teaching and research experience that is judged to be directly relevant.⁴

While these normal and equivalent qualifications for appointment, tenure and promotion apply generally within the School, the implication is that equivalent qualifications will

² Preparation long in advance of a successful application for tenure and/or promotion is typically important. It is strongly recommended that potential candidates for tenure and/or promotion consult early and widely (e.g., with their chairs, colleagues, etc.) and make use of all available opportunities and resources (e.g., information sessions, seminars, etc.).

³ The qualifications pertaining to appointment and promotion are normally those currently in place, while the qualifications pertaining to tenure are normally those that were in place at the time of the candidate's appointment.

⁴ Research, teaching and/or professional experience that is counted toward establishing a candidate's qualifications will not be double-counted toward either tenure or promotion.

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generally be used more widely in some departments than others and in bipartite rather than tripartite positions.

2.2 Weighting of Roles and Responsibilities

Whether for appointment, tenure or promotion, there are important differences between bipartite and tripartite positions in the relative weighting of evidence that reflect the different roles and responsibilities that these positions entail. Normally, bipartite faculty applications will be evaluated primarily on their core responsibility, teaching, while tripartite faculty applications will be evaluated primarily on their core responsibilities, teaching and scholarship. The assessment of both bipartite and tripartite applications normally depends to a lesser degree on service than their respective core areas.

Within the Department, individual applicants for tenure and promotion may suggest weightings of their relevant categories to be used in evaluating their applications within the parameters articulated below.

Tripartite Positions Roles and Responsibilities	Weighting		
	Normal	Maximum	Minimum
(a) Teaching (Core)	40%	50%	30%
(b) Scholarship (Core)	40%	50%	30%
(c) Service	20%	30%	10%

Bipartite Positions Roles and Responsibilities	Weighting		
	Normal	Maximum	Minimum
(a) Teaching (Core)	80%	90%	70%
(b) Service	20%	30%	10%

Within these limits, extraordinary contributions in an area of greater involvement may balance with lesser involvement in another area provided that, adjusted for weights, the applicable standard has been achieved in all areas. Applicants must inform the Divisional Promotion and Tenure Committee of the School of Business and Economics of their preferred weights at the beginning of the adjudication process⁵. The normal weights will be used as the default if the candidate has not specified different weights.⁶⁷

For its part, the Divisional Promotion and Tenure Committees of the School will recognize that the weights across activities may differ based on individual circumstances and may vary over an individual's career. These weights represent the balance among the evidence presented and do not necessarily reflect the applicant's workload. Given the applicable weights, for each of a candidate's roles and responsibilities, as well as the

⁵ Applicants' suggested weightings must add up to 100%.

⁶ Because disciplines have differing characteristics, it is recommended that faculty members engage in collegial discussion with their Department colleagues before deciding on the specific weighting of evidence.

⁷ It is recognized that the Normal weighting for Teaching does not correspond to the current teaching workload for Bipartite (8 courses) and Tripartite (5 courses) positions. This is deemed appropriate on the basis that the weighting does reflect the relative importance of teaching to each position at this time.

candidates qualifications, the School's Divisional promotion and Tenure Committee will determine whether the candidate meets the standards or does not meet the standards for tenure and/or promotion. An application is successful if and only if the candidate meets the standards in all areas. To provide greater clarity, the Committee may also determine that a candidate exceeds the standards in one or more of the areas. Exceeding the standards in some areas, however, cannot compensate for not meeting the standards in others.

2.3 Assessment of Collaborative Work and Collegial Endeavour

Collaborative efforts in teaching, scholarship and service are to be encouraged because they enhance faculty contributions to the Department, School and University. One important implication is that in assessing faculty accomplishments for appointment, promotion and tenure, joint endeavours in each of teaching, scholarship and service should frequently be counted such that the sum of individual contributions is greater than unity. In the case of collaborative work, the contribution of the candidate must be documented.

It is recognized that the delivery of academic programs within the Department and the self-governance of the Department, the School and the University require a high degree of cooperation between colleagues. While collegiality *per se* is not a separate evaluation item in addition to service, teaching and research, collegiality is an intrinsic component to the assessment of these items and particularly to the assessment of service and teaching. Accordingly, tenure and promotion applications should provide evidence of cooperative contributions to service and teaching.

2.4 Assessment of the Teaching Role

Teaching is a scholarly and dynamic endeavour that covers a broad range of activities with a commitment to creating the best possible learning situation for students. Teaching involves attention to course work, course design, methods of teaching, curriculum development and other instruction-related activities.

2.4.1 Teaching Dossiers – Bipartite and Tripartite Positions

Candidates for tenure and/or promotion *must* submit a teaching dossier that demonstrates teaching effectiveness at the appropriate level of performance required by the Department. The following are essential components that must be included in the teaching dossier.

List 2.4.1: Essential Components of the Teaching Dossier

- Statement of Teaching Philosophy: Includes pedagogical goals and objectives.
- Overview of Professional Development: Includes activities in the area of teaching and learning that are planned or ongoing as well as those completed.
- Overview of Courses Taught: Includes a listing of course numbers, titles, credit values and enrolment.
- Overview of Student Supervision: Includes a listing of individual student projects supervised (e.g. honours theses or similar individually-supervised projects, master's

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theses) at TRU or elsewhere, if any, which indicates whether completed or in progress, and the nature of involvement (e.g., principal advisor, second reader, external examiner).

- *Portfolio of Course Materials*: At a minimum, includes a sample of selected course outlines with accompanying discussion indicating teaching experience as well as changes, updates, revisions and new materials during the period under review.
- *Portfolio of Student and Peer Feedback*: At a minimum, includes samples of course evaluations and written peer observations⁸ from recent years that meet the requirements of both the Collective Agreement and senate-approved TRU policy.

Where the above list states “at a minimum” and calls for “samples” of items, candidates should bear in mind that it is important to provide sufficiently comprehensive information for external referees as well as promotion and tenure committees to report an assessment of performance with reasonable confidence.

Additional components should be included in the Teaching Dossier so as to provide a complete account of the teaching activities listed below. For further details on the essential components of the teaching dossier and suggestions of possible additional components, see Article 6 – Appendix 1, of the Collective Agreement.

2.4.2 Metrics for the Assessment of Teaching – Bipartite and Tripartite Positions

The following list, while not exhaustive, indicates individual teaching activities that can enter into the assessment of teaching in support of tenure and/or promotion.

List 2.4.2(a): Individual Teaching Activities

- Classroom teaching, experiential learning instruction, etc. including the preparation and revision of course material.
- Supplementary internal teaching roles including, continuing education teaching distance education teaching, frequent guest lecturing, etc.
- Additional or external teaching roles including international teaching, exchange teaching, executive education, etc.
- Internal undergraduate or graduate student supervision – including supervisory committee work – relating to: honours and graduate theses and projects, practical internships, directed studies courses, field work, etc.
- External graduate (or undergraduate) student supervision.
- Significant student academic advising and mentorship roles.
- Support of the academic and cultural life of students through work with student clubs, teams, competitions, etc.
- Participation in professional development activity in teaching including peer seminars, workshops, colloquia, conferences, etc.
- Adopting new/innovative teaching and learning techniques, resources, technologies, materials, aids, etc.

⁸ For peer observations, peers should normally be tenured and in the same discipline or a related discipline. The selection of peers should also take appropriate consideration of the diversity of faculty members. 6

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Leadership in teaching and the scholarship of teaching are elements of teaching within the Department that become increasingly important as both tripartite and bipartite faculty members move through the ranks. Activities in leadership in teaching and the scholarship of teaching that can enter into the assessment of teaching in support of tenure and/or are given in the following two non-exhaustive lists.⁹

List 2.4.2(b): Leadership in Teaching Activities

- Significant course and program coordination roles.
- Teaching and learning outreach making specialized knowledge more broadly accessible and usable to university learners in other disciplines and the community through public workshops, lectures seminars, etc.
- Improving teaching and learning within a discipline or across disciplines through the development or redevelopment of courses, programs and/or curriculum.
- Developing new/innovative teaching and learning, techniques, resources, technologies, materials, aids, etc.
- Leadership in professional development activity in teaching and learning including peer seminars, workshops, colloquia, conferences, etc.
- Significant internal teaching leadership roles with the Centre for Excellence in Learning and Teaching, and other TRU bodies.
- Teaching and learning liaison with high schools, other post-secondary institutions, etc.
- Significant external teaching leadership roles with educational agencies and organizations.
- Other leadership roles as a resource person, mentor in teaching and learning strategies, disciplinary or interdisciplinary teaching, etc.
- Appropriate consulting work (e.g., where there is a contribution to professional development in teaching and learning).
- Leadership on internal or external projects in support of teaching and learning, including course and program reviews, quality assurance assessments, etc.
- Awards or public recognition for excellence and/or innovations in teaching.

List 2.4.2(c): Scholarship of Teaching Activities

- The development and dissemination of open educational resources (OERs) and repositories including open-source textbooks.
- The publication of traditional or interactive textbooks.
- The dissemination of investigations, reflections or other research on teaching and learning in peer-reviewed outlets including journal articles, books, book chapters, conference-proceedings chapters, etc.
- The dissemination of case studies, professional articles, professional exams, etc. in journals, textbooks, magazines, professional bodies' websites, etc.

⁹ Tripartite faculty members may elect to count appropriate contributions to the scholarship of teaching as scholarship rather than teaching if it is to their advantage. In many cases it will be relevant for bipartite faculty members to include publications that make contributions to the discipline as well as to pedagogy under the heading of the scholarship of teaching.

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- Disseminating new/innovative teaching and learning, techniques, resources, technologies, materials, aids, etc. whether on a commercial basis or otherwise.
- Invited or peer-reviewed presentations of investigations, reflections or other research on teaching and learning at conferences, workshops, seminar series, etc.
- The dissemination of investigations, reflections or other research on teaching and learning in non-peer-reviewed outlets including magazines, websites, etc.
- Internal and external grants directed at the scholarship of teaching.
- Editorship of a journal or book related to the scholarship of teaching.
- Acting as a reviewer for a journal related to the scholarship of teaching.
- Citations of published work related to the scholarship of teaching.
- Textbook reviews.

NB: for bipartite faculty members in many cases it will be relevant to include publications that make contributions to the discipline as well as to pedagogy under the heading of the scholarship of teaching. Such contributions are valued for their enrichment of teaching and for their demonstration of influence.

A candidate's teaching dossier should include documentation of all relevant activities applicable to Lists 2.4.2(a), (b) and/or (c).

2.4.3 Levels of Performance for Teaching – Tripartite and Bipartite Positions

For attaining tenure and progressing through the ranks, there are **increasing expectations** for performance and contributions in teaching and related professional areas. **Incremental and accumulative growth** must be demonstrated. Clear and compelling evidence must be provided to allow the candidate's teaching and professional activity to be assessed in terms of **quantity, quality, and impact**.

The quantitative and/or qualitative requirements in the performance levels specified below are more comprehensive for bipartite faculty members than tripartite faculty members to the extent that teaching is weighted more heavily for bipartite faculty members. Further, bipartite faculty are expected to establish their local, national or international spheres of influence primarily in the area of teaching.¹⁰

- **Teaching Potential:** Candidates for an initial appointment as an Assistant Professor or Assistant Teaching Professor must show evidence of potential for effectiveness in teaching. Clear oral and written communication skills are essential aspects of teaching potential.
- **Satisfactory Trajectory for Teaching:** Pre-tenure faculty members who were initially appointed as Assistant Professors or Assistant Teaching Professors must have established a satisfactory trajectory as a teacher for the purposes of the three-year review of their appointments. At a minimum, this means showing evidence that they are on track to achieve the performance level of "Satisfactory Teaching" (described below) by the time of their assessment for tenure. In addition to evidence of such

¹⁰ In addition, the requirements are subject to minor adjustment, upward or downward, if a bipartite or tripartite faculty member has chosen to be assessed with a higher or lower than normal (default) weight on teaching within the limits permitted by the Department in Section 2.2.

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initial teaching, there must be clear potential for professional growth and the promise of future development in teaching.

- *Satisfactory Teaching*: A *bipartite* or *tripartite* candidate for tenure who was initially appointed as an Assistant Professor or Assistant Teaching Professor must have established a satisfactory record as a teacher. In addition to consistent evidence of such teaching, which includes notable activities from list 2.4.2(a), a candidate must demonstrate clear professional growth and the promise of future development in teaching.

Additionally, the teaching performance and professional contributions of *bipartite candidates for tenure* must be **recognized and assessed at a local/regional level**.¹¹ Consequently, a *bipartite* candidate for tenure will normally have a minimum of two significant activities applicable to Lists 2.4.2(b) and/or 2.4.2(c) on leadership in teaching and/or the scholarship of teaching.

- *Superior Teaching*: A candidate for *Associate Professor* or *Associate Teaching Professor* must provide solid evidence of superior performance in teaching. The candidate's teaching profile should include documentation of notable activities applicable to Lists 2.4.2(b) and/or 2.4.2(c) as well as list 2.4.2(a) going clearly beyond the requirements for satisfactory performance, thereby providing evidence of consistent and expanding involvement with pedagogy-related work.

Additionally, the teaching performance and professional contributions of candidates for *Associate Teaching Professor* must be **recognized and assessed at a national level**.¹² Consequently, a candidate for *Associate Teaching Professor* will have an on-going teaching record over the career to date that normally includes a minimum of four significant activities in the areas of leadership in teaching and/or the scholarship of teaching as outlined by Lists 2.4.2(b) and 2.4.2(c).

- *Outstanding Teaching*: A candidate for *Professor* or *Teaching Professor* must provide solid evidence of outstanding performance in teaching. The candidate's teaching profile should include documentation of notable items applicable to Lists 2.4.2(b) and/or 2.4.2(c) as well as List 2.4.2(a) going clearly beyond the requirements for superior teaching, thereby providing evidence of substantive additional involvement with pedagogy-related work.

Additionally, the teaching performance and professional contributions of candidates for *Teaching Professor* must be **recognized and assessed at an international level**.¹³ Consequently, a candidate for *Teaching Professor* will have an on-going teaching record over the career to date that normally includes a minimum of ten significant

¹¹ In contrast, a tripartite candidate for tenure establishes a local or regional sphere of influence primarily through scholarship.

¹² See the "Principles and Essential Features of Standards Documents" (2007). In contrast, a candidate for Associate Professor establishes a national sphere of influence primarily through scholarship.

¹³ See the "Principles and Essential Features of Standards Documents" (2007). In contrast, a candidate for Professor establishes an international sphere of influence primarily through scholarship.

activities in the areas of leadership in teaching and/or the scholarship of teaching as outlined by Lists 2.4.2(b) and 2.4.2(c).

2.5 Assessment of Scholarship

Scholarship is defined as research and scholarly work which is creative and intellectual. Such work can occur through discovery, integration, teaching and learning, or application of knowledge and must be disseminated within the public domain.¹⁴ The Department recognizes that specialization and exchange in scholarship and publication allow collaborating faculty to be more productive, jointly producing work of superior quantity and quality than would be possible for the same individuals working in isolation.

2.5.1 Research Dossiers – Tripartite Positions

While not specifically required in the 2019 *Collective Agreement*, the Department recommends that tripartite candidates for tenure and/or promotion include a “research dossier.” In addition to specific evidence pertaining to research, such a dossier should include a summary of the candidate’s research agenda, its evolution and its planned future directions.

2.5.2 Metrics for the Assessment of Scholarship – Tripartite Positions

The following types of scholarly activities – while not exhaustive – indicate contributions that can be used as evidence to assess scholarship in support of applications for tenure and/or promotion.¹⁵

List 2.5.2(a): Primary (Peer-Reviewed) Knowledge Creation Research

- Peer-reviewed journal articles published online and/or in print,
- Peer-reviewed scholarly books published online and/or in print,
- Peer-reviewed chapters in edited volumes published online and/or in print,
- Editorship of a scholarly, peer-reviewed book or edited volume,
- Major external research grants
- Research proceedings and presentations at respected peer-reviewed conferences, workshops, etc.,¹⁶
- Peer-reviewed reports sponsored by reputable institutions, published online or in print

List 2.5.2(b): Other Scholarly Activity

- Dissemination of knowledge in periodicals published online and/or in print,
- Book reviews of scholarly publications,

¹⁴ See Boyer (1990).

¹⁵ Given the Department’s inclusive view of scholarship, elements of the scholarship of discovery (research), integration (synthesis), application (engagement) and teaching (learning) are included dimensions of the following list of scholarly work (Boyer, 1990). For example, tripartite faculty members are also encouraged to engage in the scholarship of teaching. Consequently, appropriate contributions relating to List 2.4.2(c) may be able to be used under the heading of scholarship. Conversely, for bipartite faculty members in many cases it will be relevant to include publications that make contributions to the discipline as well as to pedagogy under the heading of the scholarship of teaching.

¹⁶ It is recognized that whether abstracts or full papers are subject to peer review may depend on the field, conference, etc.

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- Editorship of a reputable peer-reviewed journal,
- Acting as a reviewer for a reputable peer-reviewed journal,
- Monographs,
- Major government publications,
- Citations of published work in other reputable peer-reviewed publications,
- Invited/keynote research presentations at conferences, workshops, seminars, etc.,
- Invited presentations at other universities,
- Appropriate consulting work,
- On-campus research presentations,
- Other research grants,
- Recognition for excellence in scholarly activity,
- Forthcoming or under review items from List 2.5.2(a).

The Department strongly encourages faculty members to make scholarly contributions that focus on knowledge creation research of the highest caliber. Accordingly, in the evaluation of scholarly activity, the quality and sphere of influence of the work, just not the sheer quantity, is of paramount importance. Consequently, candidates for tenure and/or promotion are expected to include information on citations, appropriate journal rankings, etc.

The following Department Point System is used in Section 2.5.3 below to provide guidance for measuring and aggregating knowledge creation research contributions and dissemination of knowledge for tenure and promotion.

Department Point System

<u>Group / Type / Points^{a, b}</u>	<u>Level / Point Requirements</u>		
	Tenure	Associate	Full
Total points required:	8 Points	16 Points	32 Points
KNOWLEDGE CREATION RESEARCH			
1a. Ranked Peer-Reviewed Publications^c A & A* 8 points B 6 points C 4 points	Minimum 4 points and 1 publication at TRU	Minimum 12 points and 1 B/A/A* at TRU	Minimum 20 points and 2 B/A/A*, at least 1 as TRU Associate
1b. Unranked Peer-reviewed Publications Chapter, journal article 2 points	Maximum 2 points	Maximum 4 points	Maximum 6 points

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2. Peer-reviewed Scholarly Book Reputable publisher ^d 2-6 points			
3. Major Grant Awards Prestigious, high-value national/international research grant 3 points			
4. Preliminary Scholarly Indicators High-quality, peer-reviewed research conference proceeding/presentation while at TRU 1 point	Maximum 4 points	Maximum 4 points	Maximum 6 points
OTHER SCHOLARLY ACTIVITY			
5. Activities that create significant impact and value to the field (e.g. items in 2.5b) Points set by case	Maximum 2 points	Maximum 4 points	Maximum 8 points

^a Applicants may make a case for particular research outputs warranting a different point value than outlined above. This is acknowledged, as no workable point system can account for all contingencies. This will require a detailed explanation which can be considered and commented on by externals, who will know the field and research context.

^b For multi-author work, authorship order may reflect considerable differences in contribution. When authorship is not sole/lead/equal, applicants should communicate their contribution in detail, and self-assess the appropriate point value. Ideally this will be supported by co-author accounts, but in all cases, will be considered and commented on by externals, who will know the field and research context.

^c We use ABDC ratings as the norm given its comprehensiveness. We also acknowledge two global rankings used by high-ranking business schools (ABS and FT50) and find them acceptable alternative rankings. When used, an applicant will need to show how those rankings compare with ABDC for point allocation. We also recognize that some

publications relevant to our subject areas might belong in respected rankings of other fields. These can be used where needed, providing applicants demonstrate their applicability and legitimacy, and show how those rankings compare with ABDC for point allocation.

^d With regards to the term 'Reputable publisher' it is the responsibility of the applicant to make a case for the reputation of any publisher used in category 2. Peer-reviewed Scholarly Book.

2.5.3 Levels of Performance for Scholarship – Tripartite Positions

For attaining tenure and progressing through the ranks, there are **increasing expectations** for performance and contributions in research, scholarship and creative work. **Incremental and accumulative growth** must also be demonstrated. Clear and compelling evidence must be provided to allow the candidate's scholarly activity to be assessed in terms of **quantity, quality, and impact**.

In evaluating the various levels of performance for scholarship, the weight attached to a particular contribution will be commensurate with the quality and sphere of influence of that contribution.^{17,18}

- Scholarship Potential: A candidate for an initial appointment as an Assistant Professor must show potential for successful engagement in scholarly activity within the public realm.
- Satisfactory Trajectory for Scholarship: Pre-tenure faculty members who were initially appointed as Assistant Professors must have established a satisfactory trajectory in scholarship for the purposes of the three-year review of their appointments. At a minimum, this means showing evidence that they are on track to achieve the performance level of "Satisfactory Scholarship" (as described below) by the time of their assessment for tenure. There must be initial evidence of meeting the Department's academic performance standards for scholarship, as well as clear potential for professional growth and the promise of future development in scholarship.
- Satisfactory Scholarship: A tripartite candidate for tenure who was initially appointed as an Assistant Professor must have established a satisfactory record of scholarship. There must be consistent evidence of meeting the Department's academic performance standards for scholarship, as well as demonstrated professional growth and the promise of future development in scholarship. Consequently, satisfactory performance in scholarship entails that the candidate shows clear progress toward becoming a mature and productive scholar. In the first instance, evidence of this

¹⁷ Any publications and/or other scholarly outputs from prior to a candidate's appointment to a tenure-track position at TRU that are essential to establishing qualifications equivalent to a terminal degree will not be included in the assessment of scholarship.

¹⁸ Where quantitative and/or qualitative requirements are specified in the performance levels for tripartite scholarship that follow, these requirements apply to the normal (default) 40% weight described in Section 2.2. and, thus, are subject to minor adjustment, upward or downward, if a faculty member has chosen to be assessed with a higher or lower weight on scholarship within the limits permitted by the Department. 13

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progress involves a strong beginning indicated by publishing in reputable refereed journals. Further evidence of primary importance includes other items appropriate to List 2.5.2(a) and evidence of secondary importance includes other types of scholarly work as detailed in List 2.5.2(b). In particular, as a key part of establishing a satisfactory record of scholarship, a tripartite candidate for tenure will have an on-going record of scholarship that normally includes a minimum score of eight on the Department Point System, with at least four points in Group 1a, not more than two points in Group 1b, not more than four points in Group 4, and not more than two points in Group 5.

- *Superior Scholarship*: The research, scholarly, creative or professional work of a candidate for Associate Professor must be ***recognized and assessed at a national level***. There must be evidence of consistent accomplishment in the discipline, demonstrated through substantive performance in scholarship, which ordinarily entails: (1) publishing in reputable refereed journals, (2) further primary peer-reviewed publications applicable to List 2.5.2(a), and (3) other types of scholarly work applicable to List 2.5.2(b). In particular, as a key part of establishing a national sphere of influence, a candidate for Associate Professor will have an on-going record of scholarship over the career to date that normally includes a minimum score of 16 on the Department Point System, with at least of 12 points in Group 1a, and at least one article in a “B” or greater ranking journal, at least one of which has been published while at TRU; not more than four points in Group 1b, not more than four points in Group 4, and not more than four points in Group 5.
- *Outstanding Scholarship*: The research, scholarly, creative or professional work of a candidate for Professor must be ***recognized and assessed at an international level***. There must be evidence of sustained success in the dissemination of Scholarly Activity, which ordinarily entails: (1) sustained productivity in scholarly activity of high quality and significance as measured chiefly by publication of articles in reputable refereed journals; (2) further primary peer-reviewed publications applicable to List 2.5.2(a); (3) other types of scholarly work applicable to List 2.5.2(b); and (4) leadership in scholarly activities in the candidate’s discipline at TRU and beyond. In particular, as a key part of establishing an international sphere of influence, a candidate for Professor will have an on-going record of scholarship over the career to date that normally includes a minimum score of 32 on the Department Point System, with at least 20 points in Group 1a, and at least two articles in a “B” or greater ranking journal, at least one of which has been published while a TRU Associate Professor; not more than six points in Group 1b, not more than six points in Group 4, and not more than eight points in Group 5.

2.6 Assessment of Service

Service involves active participation in the collegial self-governance of the University community, the Member’s discipline and/or profession, and can also involve contributions to the community-at-large. Participation on University and Faculty Association committees, assistance and leadership in Department and School administration, and contributions to the intellectual and cultural life of the campus constitutes part of such

service. Service also includes contributions to professional or learned societies through participation in local, provincial, national and international organizations and programs related to the faculty member's discipline; consulting work; and contributions in a professional capacity to the community-at-large and to cultural, community and service organizations.

2.6.1 Service Dossiers – Bipartite and Tripartite Positions

While not specifically required in the 2019 *Collective Agreement*, the Department recommends that candidates for tenure and/or promotion include a "service dossier." In addition to specific evidence pertaining to service, such a dossier should include a summary of the candidate's service record, its evolution and its planned future directions.

2.6.2 Metrics for the Assessment of Service – Bipartite and Tripartite Positions

The following list – while not exhaustive – indicates service activities that can enter into the assessment in support of tenure and/or promotion.

List 2.6.2(a): Service Activities

- Meaningful participation in Department meetings and on Department committees;
- Meaningful participation on School, University and Faculty Association committees;
- Assistance and leadership in Department or School administration;
- Contributions to the intellectual and cultural life of the campus;
- Contributions to professional or learned societies through participation in local, provincial, national and international organizations and programs related to the faculty member's discipline;
- Appropriate consulting work;
- Contributions in a professional capacity to the community-at-large and to cultural, community and service organizations;
- Academic counseling and academic mentorship;
- Faculty advising which may take the form of assisting students in the selection of courses or careers, serving as faculty advisor with student groups, assisting learners in educational programs both on and off campus, and mentoring students.

In documenting their service contributions candidates must indicate their roles (e.g., member, chair, etc.) and extent and nature of their contributions. As faculty members move through the ranks, there is an expectation of increasing leadership and widening spheres of influence in keeping with a culture of service.

2.6.3 Levels of Performance for Service – Bipartite and Tripartite Positions

For attaining tenure and progressing through the ranks, there are **increasing expectations** for performance and contributions to service within the university, the discipline and/or profession and, where applicable, the general community. **Incremental and accumulative growth** must also be demonstrated. Clear and compelling evidence must be provided to allow the candidate's service activity to be assessed in terms of **quantity, quality, and impact**.

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The service component of a tenure and promotion portfolio is expected to include an appropriate mix of contributions to the collegial self-governance of the university, discipline-related or professional contributions to regional, provincial, national and international communities and participation in provincial, national or international service groups, academic, professional and volunteer organizations.¹⁹

- *Service Potential:* Candidates for an initial appointment as an Assistant Professor or Assistant Teaching Professor must show commitment to service to the University, discipline and/or profession, and, where applicable, the community-at-large.
- *Satisfactory Trajectory for Service:* Pre-tenure faculty members who were initially appointed as Assistant Professors or Assistant Teaching Professors must have established a satisfactory trajectory in service for the purposes of the three-year review of their appointments. While initial service assignments typically should not be onerous, the faculty member must be on track to achieve the performance level of “Satisfactory Service” by the time of their assessment for tenure. In addition to evidence of appropriate initial service, there must be potential for professional growth and the promise of future development in service.
- *Satisfactory Service:* A candidate for tenure who was initially appointed as an Assistant Professor or Assistant Teaching Professor must have established a satisfactory record of service that involves institutional, disciplinary, professional and/or community service. In addition to consistent evidence of such service, a candidate must demonstrate professional growth and the promise of future development in service. Academic, community, disciplinary and/or professional service is expected to include contributions at a local/regional/provincial level.
- *Superior Service:* A candidate for Associate Professor or Associate Teaching Professor must provide evidence of a strong, consistent record of service to the University, discipline and/or profession, and where applicable, to the community-at-large. In evaluating service, the quantity and the quality of the candidate’s activities, effort, leadership, and the value or importance of the service contributions will be considered. Academic, community, disciplinary and/or professional service is expected to include contributions at a national level.
- *Outstanding Service:* A candidate for Professor or Teaching Professor must provide evidence of an outstanding long-term record of service to the University, discipline and/or profession, and where applicable, to the community-at-large. In evaluating service, the quantity and the quality of the candidate’s activities, effort, leadership, and the value or importance of the service contributions will be considered. Academic, community, disciplinary and/or professional service is expected to include contributions at an international level.

¹⁹ Where quantitative and/or qualitative requirements are specified in the performance levels for service that follow, these requirements apply to the normal (default) 10% weight described in Section 2.2. and, thus, are subject to minor adjustment, upward or downward, if a faculty member has chosen to be assessed with a higher or lower weight on service within the limits permitted by the Department.

3. Specific Appointment Criteria

The criteria below are to be applied in the context of assessing candidates during the hiring process. An initial appointment, which arises when the successful candidate has not previously held a university position, will normally be at the level of Assistant Professor or Assistant Teaching Professor, while a subsequent appointment may be at higher rank. Where a successful candidate already holds a given rank at another University, criteria in the Collective Agreement relating to transferability of that rank to TRU may apply.

3.1 Tripartite Faculty

3.1.1 Appointment as an Assistant Professor

To be appointed as an Assistant Professor, a candidate must meet the Department's requirements for *Academic Qualifications* (as specified in Section 2.1); and provide evidence demonstrating:

- (a) *Teaching Potential* (as defined in Section 2.4.3),
- (b) *Scholarship Potential* (as defined in Section 2.5.3), and
- (c) *Service Potential* (as defined in Section 2.6.3).

3.1.2 Appointment at Higher Ranks

For an appointment at the Associate Professor or Professor level, candidates must meet or exceed the requirements for promotion to that rank (as specified in Section 5.1).

3.2 Bipartite Faculty

3.2.1 Appointment as an Assistant Teaching Professor

To be appointed as an Assistant Teaching Professor, a candidate must meet the Department's requirements for *Academic Qualifications* (as specified in Section 2.1); and provide evidence demonstrating:

- (a) *Teaching Potential* (as defined in Section 2.4.3), and
- (b) *Service Potential* (as defined in Section 2.6.3).

3.2.2 Appointment at Higher Ranks

For an appointment at the Associate Teaching Professor or Teaching Professor level, candidates must meet or exceed the requirements for promotion to that rank (as specified in Section 5.2).

4. Specific Tenure Criteria

Tenure shall be granted when there is consistent evidence of meeting the required academic performance standards, demonstrated professional growth, and the promise of future development.

A successful candidate to TRU who currently holds tenure at another University may be eligible to request an appointment with tenure. In such cases, the criteria below are to be applied in the context of assessing the candidate during the hiring process.

4.1 Tripartite Faculty

4.1.1 Pre-Tenure Review when Initially Appointed as an Assistant Professor

For the three-year pre-tenure review, faculty members initially appointed as Assistant Professors must meet the requirements for *Academic Qualifications* that were in place in the Department at the time of their appointments, and show evidence indicating:

- (a) *Satisfactory Trajectory for Teaching* (as defined in Section 2.4.3),
- (b) *Satisfactory Trajectory for Scholarship* (as defined in Section 2.5.3), and
- (c) *Satisfactory Trajectory for Service* (as defined in Section 2.6.3).

Through the cumulative impact of items (a)-(c), the faculty member must also be developing a local and regional sphere of influence.

4.1.2 Attaining Tenure when Initially Appointed as an Assistant Professor

To attain tenure, those candidates initially appointed as Assistant Professors must meet the requirements for *Academic Qualifications* that were in place in the Department at the time of their appointments, and provide evidence documenting:

- (a) *Satisfactory Teaching* (as defined in Section 2.4.3),
- (b) *Satisfactory Scholarship* (as defined in Section 2.5.3), and
- (c) *Satisfactory Service* (as defined in Section 2.6.3).

Through the cumulative impact of items (a)-(c), the candidate must also have developed a local and regional sphere of influence.

When candidates have selected modified weights for the assessment of their teaching, scholarship and service within the limits allowed by the Department in Section 2.2, any quantitative and or qualitative requirements to achieve a satisfactory level of performance in each role, which are specified in Sections 2.4-2.6, will be subject to minor upward and downward modification in correspondence with the adjustments of the weights.

4.1.3 Attaining Tenure when Initially Appointed at Higher Rank

In exceptional cases, a faculty member may have been granted an initial appointment with rank, but without tenure. To attain tenure in such a case, a faculty member who was initially appointed at the rank of Associate Professor or Professor must show consistent evidence of meeting the required standards for promotion to their rank (as specified in Section 5.1 below), as well as demonstrating professional growth and the promise of future development.

4.2 Bipartite Faculty

4.2.1 Pre-Tenure Review when Initially Appointed as an Assistant Teaching Professor

For the three-year pre-tenure review, faculty members initially appointed as Assistant Teaching Professors must meet the requirements for *Academic Qualifications* that were in place in the Department at the time of their appointments, and show evidence indicating:

- (a) *Satisfactory Trajectory for Teaching* (as defined in Section 2.4.3), and
- (b) *Satisfactory Trajectory for Service* (as defined in Section 2.6.3).

Through the cumulative impact of items (a) and (b), the faculty member must also be developing a local and regional sphere of influence.

4.2.2 Attaining Tenure when Initially Appointed as an Assistant Teaching Professor

To attain tenure, those candidates initially appointed as Assistant Teaching Professors must meet the requirements for *Academic Qualifications* that were in place in the Department at the time of their appointments, and provide evidence documenting:

- (a) *Satisfactory Teaching* (as defined in Section 2.4.3),
- (b) *Satisfactory Service* (as defined in Section 2.6.3).

Through the cumulative impact of items (a) and (b), the candidate must also have developed a local and regional sphere of influence.

When candidates have selected modified weights for the assessment of their teaching, and service within the limits allowed by the Department in Section 2.2, any quantitative and or qualitative requirements to achieve a satisfactory level of performance in each role, which are specified in Sections 2.4-2.6, will be subject to minor upward and downward modification in correspondence with the adjustments of the weights.

4.2.3 Attaining Tenure when Initially Appointed at Higher Rank

In exceptional cases, a faculty member may have been granted an initial appointment with rank, but without tenure. To attain tenure in such a case, a faculty member who was initially appointed at the rank of Associate Teaching Professor or Teaching Professor must show consistent evidence of meeting the required standards for promotion to their rank (as specified in Section 5.2 below), as well as demonstrating professional growth and the promise of future development.

5. Specific Promotion Criteria

Promotion shall be based on accomplishments beyond those required for the granting of tenure. All promotions must demonstrate incremental and cumulative progress and be based on accomplishments beyond the faculty members current rank.

5.1 Tripartite Positions

5.1.1. Promotion to Associate Professor

For promotion to the rank of Associate Professor, a candidate must meet the Department's requirements for *Academic Qualifications* (as specified in Section 2.1), and provide evidence demonstrating:

- (a) *Superior Teaching* (as defined in Section 2.4.3),
- (b) *Superior Scholarship* (as defined in Section 2.5.3), and
- (c) *Superior Service* (as defined in Section 2.6.3).

Through the cumulative impact of items (a)-(c), the candidate must also have developed a national sphere of influence. Normally a candidate for Associate Professor will have completed at least five (5) years of successful performance at the rank of Assistant Professor.

When candidates have selected modified weights for the assessment of their teaching, scholarship and service within the limits allowed by the Department in Section 2.2, any quantitative and or qualitative requirements to achieve a superior level of performance in each role, which are specified in Sections 2.4-2.6, will be subject to minor upward and downward modification in correspondence with the adjustments of the weights.

5.1.2. Promotion to Professor

For promotion to the rank of Professor, a candidate must meet the Department's requirements for *Academic Qualifications* (as specified in Section 2.1), and provide evidence demonstrating:

- (a) *Outstanding Teaching* (as defined in Section 2.4.3),
- (b) *Outstanding Scholarship* (as defined in Section 2.5.3), and
- (c) *Outstanding Service* (as defined in Section 2.6.3).

Through the cumulative impact of items (a)-(c), the candidate must also have developed an international sphere of influence. Normally a candidate for Professor will have completed at least five (5) years of successful performance at the rank of Associate Professor.

When candidates have selected modified weights for the assessment of their teaching, scholarship and service within the limits allowed by the Department in Section 2.2, any quantitative and or qualitative requirements to achieve an outstanding level of performance in each role, which are specified in Sections 2.4-2.6, will be subject to minor upward and downward modification in correspondence with the adjustments of the weights.

5.2 Bipartite Positions

5.2.1 Promotion to Associate Teaching Professor

For promotion to the rank of Associate Teaching Professor, a candidate must meet the Department's requirements for *Academic Qualifications* (as specified in Section 2.1), and provide evidence demonstrating:

- (a) *Superior Teaching* (as defined in Section 2.4.3), and
- (b) *Superior Service* (as defined in Section 2.6.3).

Through the cumulative impact of items (a) and (b), the candidate must also have developed a national sphere of influence. Normally a candidate for Associate Teaching Professor will have completed at least five (5) years of successful performance at the rank of Assistant Teaching Professor.

When candidates have selected modified weights for the assessment of their teaching, and service within the limits allowed by the Department in Section 2.2, any quantitative and or qualitative requirements to achieve a superior level of performance in each role, which are specified in Sections 2.4-2.6, will be subject to minor upward and downward modification in correspondence with the adjustments of the weights.

5.2.1 Promotion to Teaching Professor

For promotion to the rank of Teaching Professor, a candidate must meet the Department's requirements for *Academic Qualifications* (as specified in Section 2.1); and provide evidence demonstrating:

- (a) *Outstanding Teaching* (as defined in Section 2.4.3), and
- (b) *Outstanding Service* (as defined in Section 2.6.3).

Through the cumulative impact of items (a) and (b), the candidate must also have developed an international of sphere of influence. Normally a candidate for Teaching

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Professor will have completed at least five (5) years of successful performance at the rank of Associate Teaching Professor.

When candidates have selected modified weights for the assessment of their teaching, and service within the limits allowed by the Department in Section 2.2, any quantitative and or qualitative requirements to achieve an outstanding level of performance in each role, which are specified in Sections 2.4-2.6, will be subject to minor upward and downward modification in correspondence with the adjustments of the weights.

SECTION 2. Non-teaching Instructional Support Faculty - Bipartite

6. APPOINTMENT CRITERIA

The required academic credential for appointment is a relevant master's degree or equivalent.

6.1 Instructional Support I Faculty - Bipartite

- 1) A Master's degree in Educational Management or equivalent is the standard qualification.
- 2) Evidence must indicate that the candidate has the potential to be effective in their professional role. This evidence may include data obtained from previous experiences (e.g., peer evaluations, projects) or from a demonstration of professional knowledge and ability.
- 3) The candidate must demonstrate commitment to service to the University, Discipline and/or Profession and, where applicable, the community-at-large.
- 4) The candidate will normally have one to two years of recent and relevant professional experience.

6.2 Instructional Support II Faculty - Bipartite

Appointment criteria for Instructional Support II Faculty Bipartite are the same as the promotion criteria for the rank (See Section V for specifics):

- 1) A Master's degree in Educational Management or equivalent is the standard qualification (See Section V for specifics).
- 2) The candidate must demonstrate evidence of exceeding the required performance standard at the Instructional Support I Faculty rank in their professional role and service. Those appointed to the rank of Instructional Support II Faculty will have demonstrated a commitment to the integration and application of professional knowledge, distinguishing themselves through both professional accomplishments and leadership.
- 3) The candidate must demonstrate evidence of consistent contribution to the University, Discipline and/or Profession and, where applicable, the community-at-large.
- 4) The candidate will normally have five years of current and relevant experience.

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- 5) The candidate's work must be recognized at the regional, provincial, and national level.

6.3 Instructional Support III Faculty – Bipartite

Appointment criteria for Instructional Support III Faculty are the same as the promotion criteria for the rank (See Section V for specifics):

- 1) A terminal degree in Educational Management or equivalent is the standard qualification.
- 2) The candidate must demonstrate evidence of outstanding performance in their professional role and service.
- 3) The candidate must demonstrate evidence of outstanding contribution to the University, Discipline and/or Profession and where applicable the community-at-large.
- 4) The candidate will normally have five years of current and relevant experience in an Instructional Support II Faculty role or equivalent.
- 5) The candidate's work must be recognized at the national and international level, establishing her/him as a leader among peers in her/his field.

7. GENERAL GUIDELINES FOR PROMOTION AND TENURE

The criteria for tenure and promotion through the ranks of Instructional Support Faculty have been established according to the following categories:

- Academic qualifications
- Professional Role
- Service

7.1 Tenure for Bipartite Faculty

The basis for tenure is similar to meeting the criteria for Instructional Support Faculty and includes the following: meeting academic qualifications, satisfactory record in professional role, demonstrated professional growth and the promise of future development, and satisfactory record of service (See Section V for specifics).

8. SPECIFIC CRITERIA FOR PROMOTION AND TENURE

8.1 Academic Qualifications

The academic qualifications for tenure and promotion are the same as those for appointment to these ranks, as follows:

Academic Qualifications

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Instructional Support I Faculty (Bipartite)	Instructional Support II Faculty (Bipartite)	Instructional Support III Faculty (Bipartite)
<p>A Master's degree in Educational Management or equivalent is the standard qualification.</p>	<p>A Master's degree in Educational Management or equivalent is the standard qualification.</p> <p>It is normally expected that a candidate for Instructional Support II Faculty will have five years of successful performance at the rank of Instructional Support I Faculty.</p>	<p>A terminal degree in Educational Management or equivalent is the standard qualification.</p> <p>It is normally expected that a candidate for Instructional Support III Faculty will have five years of successful performance at the rank of Instructional Support II Faculty.</p>

8.2 Professional Role

The following table lists the criteria established for tenure and promotion to evaluate contributions in their professional role. The items in this table are NOT A CHECKLIST that must be completed. Rather, the items represent examples of objective, documented evidence that may 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.

Professional Role		
Instructional Support I Faculty (Bipartite)	Instructional Support II Faculty (Bipartite)	Instructional Support III Faculty (Bipartite)

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<p>1) Demonstrates effective knowledge in the area of Instructional Support.</p> <p>2) Demonstrates effective communication and cooperation with faculty, staff, students and others in the identification and analysis of user needs to effect improvements in the Department and School of Business and Economics.</p> <p>3) Critically reflects on own professional practice and acts to improve performance.</p> <p>4) Actively participates in the identification, selection, and organization of information resources to support the teaching</p>	<p>9) Demonstrates excellence in Instructional Support, based on criteria 1–8.</p> <p>10) Actively participates in initiating, planning, innovating, organizing and concluding work effectively.</p> <p>11) Actively participates and provides leadership in the coordination of the activities, staff, and resources School of Business and Economics</p> <p>12) Actively participates in process improvement at the departmental and/or divisional level.</p> <p>13) Mentors faculty.</p> <p>14) Is recognized for professional/pedagogical knowledge at a regional,</p>	<p>17) Demonstrates and promotes consistent excellence in Instructional Support, based on criteria 1–16.</p> <p>18) Is recognized for professional/pedagogical knowledge at a national and international level.</p> <p>19) Accepts opportunities to share instructional /learning design and professional/pedagogical knowledge at national and international levels.</p> <p>20) Demonstrates exceptional leadership in the department, division, and among peers.</p> <p>21) Takes a leadership</p>
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<p>programs in the School of Business and Economics.</p> <p>5) Demonstrates an ability to manage projects within established scope and timeline, and addresses project issues as they arise.</p> <p>6) Demonstrates an ability to manage multiple projects within conflicting deadlines.</p> <p>7) Demonstrates an ability and willingness to collegially participate in departmental and/or divisional change processes, organizational development, and systems thinking and development activities.</p> <p>8) Provides evidence of professional development activities to maintain currency of professional knowledge.</p>	<p>provincial, and national level.</p> <p>15) Accepts opportunities to share instructional /learning design and professional/pedagogical knowledge and/or experience at regional, provincial and national levels.</p> <p>16) Demonstrates excellence in managing projects.</p>	<p>role in process improvement at the departmental and/or divisional level.</p>
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8.3 Service

There is an expectation that Instructional Support Faculty be involved in departmental, divisional, university, profession/discipline and community service with additional service in a variety of other areas to be recognized. Weight will be given to the significance of participation and scope of involvement.

The following table lists the criteria established for tenure and promotion to evaluate

Promotion & Tenure Standards: Instructional Support

candidates' contributions in the area of service. The items in this table are NOT A CHECKLIST that must be completed. Rather, the items represent examples of objective, documented evidence that may be used to show excellence. As members progress through the ranks, they are expected to make contributions that are increasingly significant both within TRU and in their profession.

Service		
Instructional Support I Faculty (Bipartite)	Instructional Support II Faculty (Bipartite)	Instructional Support III Faculty (Bipartite)
<ol style="list-style-type: none"> 1. Actively participates in departmental committees. 2. Contributes to the intellectual/cultural life at TRU (e.g. guest lectures). 3. Participates in TRU events. 	<ol style="list-style-type: none"> 6. Demonstrates consistent contribution in service, based on criteria 1–5. 7. Takes on a leadership role within the department and/or division (e.g., Committee Chairperson). 8. Participates in departmental or divisional Sabbatical; 	<ol style="list-style-type: none"> 13. Demonstrates outstanding contribution to service, based on criteria 1–12. 14. Demonstrates leadership within the department and/or division through consistently outstanding contribution in committees (such as taking the chair role on departmental Sabbatical; Appointments; Performance Review; or Promotion and Tenure committees).

<p>4. Assists in the facilitation and/or organization of scholarly or professional activities.</p> <p>5. Participates in professional organizations.</p>	<p>Appointments; Performance Review; and/or Promotion and Tenure committees.</p> <p>9. Assists other faculty in developing their service contributions to the public and academic/professional bodies.</p> <p>10. Allows name to stand for TRU committees (e.g., Senate, Sabbatical, Promotion and Tenure).</p> <p>11. Consistently contributes to TRU committees and events.</p>	<p>15. Provides consistent assistance to other faculty in developing their service contributions to academic/professional bodies.</p> <p>16. Demonstrates consistent efforts in taking a leadership role when contributing to the intellectual/cultural life at TRU (e.g., Chair of TRU committees, Faculty Association Executive).</p> <p>17. Demonstrates consistent efforts in taking a leadership role in the facilitation and/or organization of scholarly or professional conferences locally, provincially, nationally, and/or internationally.</p> <p>18. Serves on executive of provincial, national and or international organizations.</p>
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9. Appendices

9.1 Collective Agreement Articles Relevant to Tenure and Promotion²⁰

Article 5 - Appointment of Members

5.1.1 Ranks - Tripartite appointments

5.1.2 Ranks - Bipartite appointments

5.2.1 Tenure-Track Appointment

5.2.2 Renewal of Tenure-Track Appointment

5.2.3.1 Tenured Appointment

5.2.3.2 Change in Status from Bipartite or Tripartite Appointment for a Tenured Faculty Member

Article 6 - Tenure and Promotion of Members

6.1 Preamble

6.2 Progression to Tenure

6.2.4 Initial Appointment with Tenure

6.3 Progression to Promotion in Rank

6.3.4 Initial Appointment with Rank

6.4 Application for Tenure and/or Promotion

6.5 Procedures of the Division, Faculty or School Promotion and Tenure Committee (DFSTPC)

6.6 Procedures of the University Tenure and Promotion Committee (UTPC).

6.7 Action Subsequent to Voting

6.8 Timeline for Tenure and Promotion Process

6.9 University Appeals Committee

6.9.2 When a Faculty Member May Appeal

6.9.3 Submitting an Appeal

6.9.4 Membership of the UAC

6.9.5 University Appeals Committee Procedures

6.9.5.4 Appeals – Hearing Required

6.9.5.5 UTPC recommendation is upheld

6.9.5.6 Appeal is upheld

6.10 Annual Report of Decisions for Tenure and Promotion

6.11 Criteria for Rank, Tenure and Promotion

6.11.5 Definitions of Categories

6.11.5.1 Teaching

6.11.5.2 Professional Roles

6.11.5.3 Scholarship

6.11.5.4 Service

6.11.6 Granting of Tenure

6.10.7 Rank

6.10.7.1 Assistant Professor/Assistant Teaching Professor/Librarian I/Counsellor I/Instructional Support I

²⁰ The purpose of Section 6.1 is to provide an overview of the coverage of the *Collective Agreement Between Thompson Rivers University and the Thompson Rivers University Faculty Association* as it pertains to promotion and tenure. The structure that is reported is from the *Collective Agreement* for April 1, 2019-March 31, 2022 and may change over time. The version of the *Collective Agreement* that is current provides the applicable structure and content at any point in time.

6.10.7.2 Associate Professor/Associate Teaching Professor/Librarian II/Counsellor II/Instructional Support II

6.10.7.3 Professor/Teaching Professor/Librarian III/Counsellor III/Instructional Support III

Article 6 – Appendix 1²¹

Article 10 - Workload

10.2 Academic Duties and Responsibilities

²¹ The Appendix to Article 6 in the *Collective Agreement* covers teaching activities, teaching dossiers, etc.

9.2 References

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