

Tenure and Promotion Standards

Department of Philosophy, History, and Politics

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A. Preamble

This document is intended to provide guidance to faculty members in Philosophy, History, and Politics (PHP) as they prepare applications for tenure and/or promotion. PHP is committed to the personal and professional growth of its members through a collegial environment and active positive mentorship. This document is presented in that spirit of support, as it sets out standards that are both clear and achievable, thus, setting up faculty for success.

Achieving tenure and promotion through the ranks is based on incremental and accumulative growth of a faculty member in their teaching and/or scholarship, and in service. To merit tenure or promotion, faculty members will have their performance assessed for effectiveness in teaching and/or recognized research, scholarly and creative work, and contributions to service within the university and general community as well as to the profession (locally, nationally, and internationally). These guidelines describe the standards and expectations specific to the PHP Department.

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

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

1. Cross-Functional Appointments

When it is appropriate for academic or professional reasons, faculty may be cross appointed to more than one academic department at TRU. These appointments are especially useful when faculty research and teaching interests are interdisciplinary in

nature. Cross-functional appointments are referenced in section 10.7 of the current TRU-TRUFA Collective Agreement.

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

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

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

B. 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, Department 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, research/scholarship/creative activity and service for tripartite applicants may differ based on individual circumstances or membership in an equity-seeking or under-represented group, and may vary over an individual's career. Divisional Promotional and Tenure committees must also recognize that some candidates face significant barriers based on gender and transgender status, racialized minority status, sexual orientation, disability, Indigeneity, and other social factors which may influence career achievements and patterns.

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 research / scholarship / creative activity, with approximately the same weight given to both areas and to a lesser degree on service. However, extraordinary contributions in research / scholarship / creative activity, teaching 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.

Normally, the weighting for tripartite members is 40% research, 40% teaching, and 20% service. Deviations within 10% of these normal weightings should be justified by the candidate and approved by the committee.

Normally, the weighting for bipartite members is 80% teaching, and 20% service. Deviations within 10% of these normal weightings should be justified by the candidate and approved by the committee.

Extensive research obligations (e.g., Canada Research Chairs, Community Obligations) or those with extensive administrative duties, (e.g., Department Chairs) or extensive service duties that include course release (e.g., Equity, Diversity, and Inclusion Fellows) may result in exceptional deviations from the normal weightings, as well as outside the above noted weighting deviations. Normally, exceptional deviations will be clearly justified by the candidate and approved by the committee.

C. Equity, Diversity and Inclusion and Decolonizing and Indigenizing Statement for Philosophy, History, and Politics

PHP defines equity with respect to tenure and promotion as the removal of systemic barriers and biases to increase diversity and enact practices of meaningful inclusion.

Accommodating people from a variety of backgrounds, abilities, and with various life complications requires inventiveness and openness, and the department is committed to avoid ways of subtly excluding people and their teaching, scholarship, and service. The department recognizes that some candidates face structural barriers and is committed to reading teaching, research, and service in ways that are actively inclusionary and anti-discriminatory. PHP acknowledges the need for multiple paths for inclusion and equity in the ways that these standards of evaluation for tenure and promotion are interpreted and applied. PHP is committed to assessing all applications for tenure and promotion through a broad holistic lens celebrating the diversity of applicants and the diversity of career paths. Candidates are invited to include a written statement as part of their application outlining the circumstances that have influenced the shape of their careers and any potential barriers that have presented. PHP affirms that diversity of faculty members and career paths enriches and shapes teaching and scholarly contributions in unique and valuable ways.

Candidates such as Indigenous peoples, racialized minorities, women, people with diverse needs, LGBTQ2+ people, people with intersectional identities and other equity priority groups are valued and celebrated in the department. We welcome such candidates to invite a non-voting Equity, Diversity, and Inclusion (EDI) representative to their divisional tenure and promotion committee. If the candidate elects to have a representative on their committee, the candidate will supply the name and contact information of their representative to the committee as part of their application materials. The role of the representative is to provide advice to the committee on any aspect of the candidate's application that may be a reflection of the candidate's heritage, identity, theoretical or methodological tradition, and/or relationship to systems of oppression and advancement of equity. The representative may prepare an independent letter of support to add to the candidate's file.

In their teaching and their research, candidates are encouraged to engage with a diverse and inclusive scholarship by members of underrepresented groups in the academic literature and from non-mainstream (e.g., Indigenous, feminist, queer, disability, critical race, etc.) perspectives. Demonstrated engagement with such scholarship will be looked at favorably by the divisional promotion and tenure committee. The department recognizes that the work involved in learning and teaching new and unfamiliar material and the sensitivity required to navigate the complexities of a more inclusive curriculum and pedagogy can pose challenges. It is particularly important that faculty members, both new and established, feel free to explore ways of making their courses more inclusive. The department recognizes that some of these efforts may succeed, and some may fail, but that faculty members can learn from either experience. Thus, failures will not be held against candidates, as long as there have been good faith efforts to follow good equity practices, and the candidate provides evidence in their teaching dossier that they have addressed the issues/shortcomings in the next offering of the course or similar courses.

For some communities, particularly those who are the most underrepresented in our disciplines, having one of their members in the professoriate is deeply significant. As such, these faculty members may be particularly powerful symbols to the members of this group (and prospective students). Moreover, some faculty members may get multiple requests to serve their communities in ways that are not typically valued by the profession, for instance speaking at community events or serving as community counselors or representatives. The department will count such work as applied academic research and/or applied teaching and learning, and not mere service. This point can be extended to service work for equity efforts.

In the evaluation of teaching, research, and service, the department standards and expectations for tenure and/or promotion prize cultural practices inherent within Indigenous communities and their community-defined standards for teaching, scholarship, service, good practices, quality, peer evaluation and review, and the ethical production and dissemination of knowledge as equal and equivalent to university standards.

D. Appointment, Tenure and Promotion Criteria for Tripartite Faculty

PHP recognizes and treats, on equal footing, excellence across the broadest spectrum of applied, practice-led, strategic, and academic research and teaching practices and outputs. The department subscribes to an inclusive definition of how scholarship may be demonstrated and disseminated within the public realm and acknowledges the multiple paths and forms that scholarly research and dissemination take, and the relational accountabilities that guide the research process, particularly with, and by, members of marginalized, equity seeking, and under-represented groups. The department affirms that alongside peer-reviewed academic publications and presentations, knowledge transfer with and to communities and knowledge users can be a key aspect of an applicant's scholarly work. In particular, PHP recognizes modes of knowledge, teaching and learning, scholarship, creative practices, research practices, and dissemination inherent within Indigenous methodologies and marginalised methodologies on equal footing with traditional academic dissemination pathways.

1. General Criteria

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

2. Appointment at the Rank of Assistant Professor

- The normal criterion for appointment will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
- Evidence must indicate that the candidate has potential for effective teaching. This evidence may include data obtained from previous teaching experience (e.g., teaching philosophy, documentation that showcases reflective and/or scholarly and/or innovative teaching practices, documentation or portfolio of student work, sample syllabi: see Appendix 4) or from a demonstration of teaching ability in a manner recognized and assessed by peers.
- Evidence must indicate that the candidate has potential for growth in their field of research, scholarship, and/or creative activity. This evidence should include previous research achievements (e.g., writing samples, lists of conference presentations or community engagements, sample publications, grants, and so on) and evidence of potential growth (e.g., a research plan,

evidence of future conference presentations or community engagements, and so on).

- The candidate must demonstrate commitment to the discipline and professional community at large in a manner that would be recognized as significant by peers locally and regionally.
- Typically, a candidate at the rank of assistant professor will be appointed for a three-year term, with the opportunity to renew that appointment for another three-year term following a performance review, as outlined in articles 5.2 (tenure-track appointment) and 7 (performance review) of the Collective Agreement.
- A candidate may be appointed at a rank higher than that of assistant professor if that candidate has met or exceeded the requirements for that rank.

3. Tenure for Tripartite Faculty

As per the Collective Agreement, candidates may apply for tenure within the first six years of their appointment at the assistant level, but they *must* apply no later than during their 6th year of their appointment.

Tenure is awarded upon evidence of incremental and accumulative growth in the areas of teaching, research, and service. Typically, material and activities will be considered that have been completed since the time of appointment at the assistant rank, although prior material can be considered if it is important for demonstrating career trajectory. Application for tenure will be made by way of submitting a Tenure Dossier comprised of the following (effectively four sub-dossiers):

- I. Introductory Materials will comprise the following, to support, contextualize and contribute to the three dossiers described below:
 - An introductory letter, and, included in that or as separate documents, a simple guide to each of the Teaching, Research and Service dossiers, highlighting the applicant's most significant contributions.
 - Annual Professional Activity Reports (APARs) as specified in the Collective Agreement. The applicant is encouraged to include APAR Responses, since these constitute recognition of efforts in all areas of service, research, and teaching.
 - An up-to-date CV, formatted according to University standards and including full citations where appropriate.
 - Candidates are encouraged to include a statement demonstrating how they have incorporated equity, diversity, and inclusion and decolonizing and indigenizing practices into their service, scholarship, and teaching.
 - Candidates are invited to include a statement or self-declaration outlining their membership in equity-priority groups.
 - Candidates are invited to include a description of their career path highlighting any circumstances that may have affected candidates'

teaching, research, service, professional career, record of academic or research achievement, or completion of degrees. Relevant circumstances might include, but are not limited to, administrative responsibilities, maternity/parental leave, child-rearing, dependent care, illness, disability, cultural or community responsibilities, socio-economic context, health-related family responsibilities, pandemic or other.

- Name and contact information of EDI representative (if applicable).
- II. A Teaching Dossier, as described in the Collective Agreement, that demonstrates a satisfactory level of teaching performance, including:
- A list of courses taught, sample course outlines, a list of student projects supervised, and peer observations, as required by the Collective Agreement (see Appendix 4).
 - Student course evaluations, as required by the Collective Agreement, which will normally used as evidence of students' classroom experience and for the purposes of the candidate demonstrating reflective scholarly practice. They may not be used as evidence against the candidate's teaching effectiveness.
 - A statement of teaching philosophy.
 - Material detailing relevant professional development.
- III. As per the Collective Agreement the Teaching Dossier may provide further evidence of consistent and ongoing development of teaching, especially as recognized by peers locally and regionally. Examples and further information related to teaching performance is included in *Appendix 1*.
- IV.
- III. A Research Dossier that demonstrates an ongoing record of research contributions and dissemination in conferences and publications recognized by peers as being of at least local and regional significance. Normally, research contributions will be assessed for the period since the initial appointment at the rank of Assistant Professor, but the candidate may include earlier research contributions if they help show a progression in the candidate's research. Depending upon a faculty member's area(s) of expertise such a record of research contributions will normally comprise:
- 3-5 peer-reviewed publications in recognized academic journals, or the equivalent (1 peer-reviewed academic book is roughly equivalent to 4 peer-reviewed journal articles; if applicable, Community Obligations related to the candidate's field of expertise can be included as a form of applied research).
 - Regular dissemination of research at local and/or disciplinary conferences.
 - The securing of research grants, or evidence of attempts to secure

research funding.

- Other evidence of research impact, such as invited lectures, reviews or citations of the candidate's work

Examples and further information related to the production and dissemination of scholarly and research contributions is included in *Appendix 2*.

- IV. A Service Dossier will show a record of ongoing service to the Department, to the Faculty of Arts and/or the University, to the professional community, locally, regionally or beyond and to the community at large. Sufficient detail should be provided, including the applicant's role on committees and the nature of external organizations, to make clear the relevance and significance of activities reported.

Examples and further information related to expanding service activities are included in *Appendix 3*.

4. Promotion to the Rank of Associate Professor

The candidate for promotion to the rank of Associate Professor meets the academic qualifications and other appointment criteria for the rank of Assistant Professor and, since appointment at that rank, has achieved superior performance in teaching and research (see Appendix 1.1 and 2.1 for definitions of "superior" performance). A candidate may apply for promotion at the same time as applying for tenure, or may choose to wait to apply for promotion. Typically, candidates for promotion to Associate Professor will demonstrate an expanding geographic sphere of research influence at the national level (see Appendix 2.4). A Promotion Dossier towards attaining the rank of Associate Professor will be presented with the same general contents and in a similar form to that detailed in section 3, above: "Tenure for Tripartite Faculty," with the following specific components and criteria:

- I. Introductory Materials as Described in section 3.I.
- II. A Teaching Dossier, as described in section 3.II. above and in the Collective Agreement, showing superior performance and incremental and accumulative growth in the teaching of the discipline, as demonstrated by recognition and assessment by peers. Examples and further information related to teaching performance is included in *Appendix 1*.
- III. A Research Dossier, as described in section 3.III. above, showing superior and consistent research accomplishments that is accumulative, and recognized and assessed as significant by peers at the national level. This will normally include evidence of one or a combination of the following
 - 4-6 peer-reviewed publications in recognized academic journals, or the equivalent (1 peer-reviewed academic book is roughly equivalent to 4 peer-reviewed journal articles), at least some of which are nationally or internationally recognized.
 - Regular dissemination of research at national and/or disciplinary conferences.

- The securing of national research grants, or evidence of attempts to secure research funding that are nationally recognized.
- Other evidence of research impact, such as invited lectures, reviews or citations of the candidate's work, particularly at the national level or beyond.

Examples and further information related to the production and dissemination of scholarly and research contributions is included in *Appendix 2*.

- IV. A Service Dossier as described in section 3.IV. above, showing evidence of superior and consistent service contributions and incremental and accumulative growth in service beyond performance levels expected at the Assistant Professor level. Examples and further information related to expanding service activities are included in *Appendix 3*.

5. Promotion to the Rank of Professor

The candidate for promotion to the rank of Professor meets the academic qualifications and other appointment criteria for the rank of Assistant Professor and, since attaining the rank of Associate Professor, has achieved outstanding performance in teaching and research (see Appendix 1.1 and 2.1 for definitions of "outstanding" performance). Typically, candidates for promotion to Professor will demonstrate an expanding geographic sphere of research influence at the international level (see Appendix 2.4). The candidate's dossier for attaining the rank of Professor will typically be assessed on activities and materials completed *after having attained the rank of associate professor*. A Promotion Dossier towards attaining the rank of Professor will be presented with the same general contents and in a similar form to that detailed in section 3.I, above: "Tenure for Tripartite Faculty," with the following specific components and criteria:

I. Introductory Materials as Described in section 3.I.

II. A Teaching Dossier, as described in section 3.II above and in the Collective Agreement, showing outstanding performance and incremental and accumulative growth in the teaching of the discipline since being appointed as Associate Professor, as demonstrated by recognition by peers. Examples and further information related to teaching performance is included in *Appendix 1*.

III. A Research Dossier, as described in section 3.III above, showing outstanding and consistent disciplinary research accomplishments that are accumulative (since attaining the rank of Associate Professor), and recognized and assessed as significant by peers at the international level. This will normally include the following, since the time of promotion or appointment at the Associate level:

- 4-6 peer-reviewed publications in recognized academic

journals, or the equivalent (1 peer-reviewed academic book is roughly equivalent to 4 peer-reviewed journal articles), at least some which are internationally recognized.

- Regular dissemination of research at national and/or international conferences.
- The securing of national and/or international research grants, or evidence of attempts to secure research funding that are nationally and/or internationally recognized.
- Other evidence of research impact, such as invited lectures and reviews or citations of the candidate's work, particularly at the national level or beyond.

Examples and further information related to the production and dissemination of scholarly and research contributions is included in *Appendix 2*.

IV. A Service Dossier as described in section 3.IV above, showing evidence of outstanding and consistent service contributions. The candidate must demonstrate leadership and incremental and accumulative growth in outstanding service beyond performance levels expected at the Associate Professor level. This performance should be recognized by peers. Sufficient detail should be provided, including the applicant's role on committees and the nature of external organizations, to make clear the relevance and significance of activities reported.

Examples and further information related to expanding service activities are included in *Appendix 3*.

E. Appointment, Tenure and Promotion Criteria for Bipartite Faculty

PHP recognizes and treats, on equal footing, excellence across the broadest spectrum of applied, practice-led, strategic, and academic teaching and learning practices and outputs. The department subscribes to an inclusive definition of how excellence in teaching and learning may be demonstrated and acknowledges the multiple paths and forms that scholarly teaching take, and the relational accountabilities that guide the teaching and learning process, particularly with, and by, members of marginalized, equity seeking, and under-represented groups. The department affirms that alongside peer-reviewed academic publications and presentations, knowledge transfer with and to communities and knowledge users can be a key aspect of an applicant's scholarly teaching. In particular, PHP recognizes modes of teaching and learning, knowledge, scholarship, creative practices, research practices, and dissemination inherent within Indigenous methodologies and marginalized methodologies on equal footing with mainstream academic pathways.

1. General Criteria

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

2. Appointment at the Rank of Assistant Teaching Professor

The normal criterion for appointment will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.

- Evidence should indicate that the candidate has potential for effective teaching. This evidence may include data obtained from previous teaching experience (e.g., teaching philosophy, documentation to showcase reflective and/or scholarly and/or innovative teaching practice, documentation or portfolio of student work, sample syllabi) and/or from a demonstration of teaching ability in a manner recognized and assessed by peers.
- The candidate should demonstrate commitment to the discipline and professional community at large in a manner that would be recognized as significant by peers locally and regionally.
- Typically, a candidate at the rank of Assistant Teaching Professor will be appointed for a three-year term, with the opportunity to renew that appointment for another three-year term following a performance review, as outlined in articles 5.2 (tenure-track appointment) and 7 (performance review) of the Collective Agreement.
- A candidate may be appointed at a rank above that of Assistant Teaching Professor, if that candidate has met or exceeded requirements for that rank.

3. Tenure for Bipartite Faculty

As per the Collective Agreement, candidates may apply for tenure within the first six years of their appointment at the assistant level, but they *must* apply no later than during their 6th year of their appointment.

Tenure is awarded upon evidence of incremental and accumulative growth in the area of teaching, and service, including the following. Typically, material and activities will be considered that have been completed since the time of appointment at the assistant rank, although prior material can be considered if it is important for demonstrating career trajectory. Application for tenure will be made by way of submitting a Tenure Dossier comprised of the following (effectively three sub-dossiers):

- I. Introductory Materials will comprise the following, to support, contextualize and contribute to the three dossiers described below:
 - An introductory letter, and, included in that or as separate documents, a simple guide to each of the Teaching and Service dossiers, highlighting the applicant's most significant contributions
 - Annual Professional Activity Reports (APARs) as specified in the Collective Agreement. The applicant is encouraged to include APAR Responses, since these include recognition of the applicant's progress in areas of teaching and service.
 - An up-to-date CV, formatted according to University standards and including full citations where appropriate
 - Candidates are encouraged to include a statement demonstrating how they have incorporated equity, diversity, and inclusion and decolonizing and Indigenizing practices into their service, scholarship, and teaching.
 - Candidates are invited to include a statement or self-declaration outlining their membership in equity-priority groups.
 - Candidates are invited to include a description of their career path, highlighting any circumstances that may have affected candidates' teaching, research, service, professional career, record of academic or research achievement, or completion of degrees. Relevant circumstances might include, but are not limited to, administrative responsibilities, maternity/parental leave, child-rearing, dependent care, illness, disability, cultural or community responsibilities, socio-economic context, health-related family responsibilities, pandemic or other
 - Name and contact information of EDI representative (if applicable).
- II. A Teaching/Professional Dossier, as described in the Collective Agreement, that demonstrates a satisfactory level of teaching performance, including:
 - A list of courses taught, sample course outlines, a list of student projects supervised, and peer observations, as per the Collective Agreement (See Appendix 4, below).

- Student course evaluations, as required by the Collective Agreement, which will normally used as evidence of students' classroom experience and for the purposes of the candidate demonstrating reflective scholarly practice. They may not be used as evidence against the candidate's teaching effectiveness.
- A statement of teaching philosophy.
- Material detailing relevant professional development.

As per the Collective Agreement the Teaching Dossier may provide further evidence of consistent and ongoing development of teaching, especially as recognized by peers locally and regionally.

There are no research requirements for Bipartite faculty. However, Bipartite faculty may choose to include disciplinary research contributions that relate directly to scholarly teaching, the Scholarship of Teaching and Learning, teaching practices, curriculum development and related scholarship, if they can demonstrate how these contributions relate to their teaching. It is the candidate's responsibility to highlight how their disciplinary research relates to the aspect of their teaching in question. Examples and further information related to teaching performance are included in *Appendix 1*.

- III. A Service Dossier will show a record of ongoing service: to the Department, to the Faculty of Arts and/or the University, and to the professional community, locally, regionally or beyond and, where applicable, the community at large. Sufficient detail should be provided, including the applicant's role on committees and the nature of external organizations, to make clear the relevance and significance of activities reported. Examples and further information related to expanding service activities are included in *Appendix 3*.

4. Promotion to the Rank of Associate Teaching Professor

To be considered for promotion to the rank of Associate Professor, candidates meet the academic qualifications and other appointment criteria for the rank of Assistant Teaching Professor and, since appointment at that rank, have achieved superior performance in teaching (see Appendix 1.1 for a definition of "superior" teaching). Typically, a candidate for Associate Teaching Professor will demonstrate an expanding sphere of scholarly teaching influence that is recognized at the national level. A candidate may apply for promotion at the same time as applying for tenure, or may choose to wait to apply for promotion. A Promotion Dossier towards attaining the rank of Associate Teaching Professor will be presented with the same general contents and in a similar form to that detailed in section 3, above: "Tenure for Bipartite Faculty," with the following specific components and criteria:

- I. Introductory Materials as Described in section 3.I. above.
- II. A Teaching Dossier, as described in section 3.II. above and in the Collective Agreement, showing superior performance and incremental and accumulative growth in the teaching of the discipline since being appointed as Assistant

Teaching Professor. Examples and further information related to teaching performance are included in *Appendix 1*.

- III. A Service Dossier, as described in section 3.III. above, demonstrating evidence of superior and consistent service contribution to the University, Discipline and/or Profession and where applicable the Community-at-large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Assistant Professor level. This performance should be recognized by peers. Sufficient detail should be provided, including the applicant's role on committees and the nature of external organizations, to make clear the relevance and significance of activities reported. Examples and further information related to expanding service activities are included in *Appendix 3*.

5. Promotion to the Rank of Teaching Professor

To be considered for promotion to the rank of Teaching Professor, candidates meet the academic qualifications and other appointment criteria for the rank of Assistant Teaching Professor and, since attaining the rank of Associate Teaching Professor, have achieved outstanding performance in teaching (for a definition of "outstanding" teaching, see Appendix 1.1). Typically, a candidate for Teaching Professor will demonstrate an expanding sphere of scholarly teaching influence that is recognized at the international level. A Promotion Dossier towards attaining the rank of Teaching Professor will be presented with the same general contents and in a similar form to that detailed in section E.3 above, "Tenure for Bipartite Faculty," with the following specific components and criteria:

- I. Introductory Materials as Described in section 3.I. above.
- II. A Teaching Dossier, as described in section 3.II. above and in the Collective Agreement, showing outstanding performance and incremental and accumulative growth in the teaching of the discipline. Examples and further information related to teaching performance are included in *Appendix 1*.
- III. A Service Dossier, as described in section 3.III. above demonstrating evidence of outstanding and consistent service contributions to the Department, University, Discipline and/or Profession and where applicable the community-at-large. The candidate must demonstrate leadership and incremental and accumulative growth in outstanding service beyond performance levels expected at the Associate Teaching Professor level. This performance should be recognized by peers. Sufficient detail should be provided, including the applicant's role on committees and the nature of external organizations, to make clear the relevance and significance of activities reported. Examples and further information related to expanding service activities are included in *Appendix 3*.

Appendix 1

Teaching Activities

In this appendix and elsewhere “equivalent” recognizes modes of knowledge, scholarship, research and creative practices, and dissemination of these cultural practices inherent within Indigenous populations and marginalised methodologies.

1) Definitions

- *Satisfactory Teaching*: A candidate for tenure who was initially appointed as an Assistant Professor or Assistant Teaching Professor will have established a satisfactory record as a teacher. In addition to consistent evidence of such teaching, a candidate should normally demonstrate clear professional growth and the promise of future development in scholarly teaching. As a key part of establishing a local or regional sphere of influence, a Bipartite candidate for tenure will normally have a minimum of two (2) teaching activities applicable from either List 1.a on individual teaching activities and/or List 1.b on leadership in teaching activities, below.
- *Superior Teaching*: A candidate for Associate Professor or Associate Teaching Professor will provide evidence of exceeding the required performance standard in teaching. The candidate’s teaching dossier should normally include documentation of teaching activities applicable to Lists 1.a and/or List 1.b beyond the requirements for satisfactory performance, thereby providing evidence of consistent and expanding involvement with pedagogy-related work and scholarly teaching.
- *Outstanding Teaching*: A candidate for Professor or Teaching Professor will provide evidence of outstanding performance in teaching. The candidate’s teaching dossier should normally include documentation of items applicable to Lists 1.a and 1.b going beyond the requirements for superior teaching, thereby providing evidence of significant additional involvement with pedagogy-related work and/or scholarly teaching.
- *Scholarly Teaching*: The purpose of scholarly teaching is to practice, reflect upon, and improve effective teaching. A scholarly approach to teaching involves, but is not limited to, reading about new teaching methodologies, reflecting on teaching practices, attending workshops, remaining current with the latest developments in the discipline, and asking for peer feedback to continuously improve teaching practice.
- *The Scholarship of Teaching and Learning (SoTL)*: involves research-based engagement with and analysis of questions related to teaching and learning that are disseminated in conferences, journals, and other appropriate media or venues. Contributions to the scholarship of teaching and learning then become part of the knowledge base of teaching and learning in higher education.

2) List 1.a: Individual Teaching Activities

Individual teaching activities can include, but are not limited to:

- Classroom teaching, experiential learning instruction, etc. including the preparation and revision of course material. For peer observations, peers should normally be in the same discipline or a related discipline. The selection of peers should take appropriate consideration of the diversity of faculty members.
- 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, co-op programs, etc.
- Internal or 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 making more equitable and inclusive classrooms and more equitable, inclusive and diverse curricula.
- Participation in decolonizing and Indigenizing classrooms and curricula.
- 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.
- Adopting the latest disciplinary research in the classroom. Candidates who use their disciplinary research to demonstrate both teaching influence and research influence are expected to clearly indicate that this is the case by cross-referencing the material from separate dossiers or sub-folders.
- Other individual teaching activities relevant to the candidate's field and role.

3) List 1.b: Leadership in Teaching Activities

Since PHP recognizes that quality can be more important than quantity, there is no set number of activities that a candidate must demonstrate in order to achieve leadership in teaching.

Leadership in teaching activities can include, but are not limited to:

- 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 curricula.
- Leading or developing teaching and learning capacity-building activities in the community, particularly work that provides formal qualification opportunities for members of Indigenous and marginalized community members.
- Engaging in appropriate consulting work that develops strong, meaningful, and responsive links with end users of research and teaching and learning.
- Improving teaching and learning within a discipline or across disciplines through the development or redevelopment of equity, diversity, and inclusion (EDI) practices, and Decolonizing and Indigenizing practices.
- Presentations or publications on Equitable, Diverse, Inclusive, Decolonizing and Indigenizing pedagogies and/or good practices, etc.

- 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 Departments, 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.
- Other scholarly teaching activities relevant to the candidate's field and role.

4) List 1.c: Activities/evidence demonstrating expanding national and/or international teaching impact

Quality is often more important than quantity, and PHP invites candidates to make the case for an expanding sphere of influence. An expanding sphere of teaching impact can be demonstrated in the following ways, but is not limited to the listed activities:

- Presentations on pedagogical practices and/or the scholarship of teaching and learning at national and/or international teaching symposia and/or conferences.
- The mentoring of students who present their own work at national and/or international symposia and/or conferences.
- Community-based dissemination of community-based or community-led research guided by cultural and ethical protocols as determined by the communities themselves.
- Publications related to pedagogical practices, or within the scholarship of teaching and learning, in nationally and/or internationally recognized journals or as book chapters in academic publications.
- Evidence that the candidate's own disciplinary research is being used in classrooms and courses nationally and/or internationally.
- Evidence that the candidate's course development/curriculum development work is being adopted or adapted in some manner at other institutions outside of the region
- Evidence that the candidate's development or redevelopment of equity, diversity, and inclusion (EDI) practices and/or Decolonizing and Indigenizing practices work is being adopted or adapted in some manner at other institutions outside of the region.
- Invited lectures that are part of a course at another institution outside of the region.
- Recognition in the form of nationally or internationally recognized grants or awards related to teaching or the scholarship of teaching and learning.
- Adoption of a candidate's research output (such as a training tool, research design or analytic method, paradigm, or research-based standard) as a standard teaching or instructional practice within the field or industry.
- Other evidence of national or international scholarly teaching activities relevant to the candidate's field and role.

5) List 1.d: Scholarship of Teaching and Learning Activities (SoTL)

Note that Scholarship of Teaching and Learning is not required or expected of Bipartite or Tripartite faculty members, but can be used as evidence of teaching influence or as evidence of research influence, but not both. Candidates who use SoTL to demonstrate teaching and research influence are expected to cross-reference the material from separate dossiers.

- 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 SoTL research and/or teaching and learning practices within communities in the venue chosen by the community, in line with the respect and ethics inherent in Indigenous research methodologies and quality assurance processes.
- Journal articles, scholarly books, book chapters and contributions to conference proceedings related to the scholarship of teaching that are in press, forthcoming, or under review
- Monographs related to the scholarship of teaching.
- The publication of traditional, interactive, or open-source textbooks.
- The dissemination of case studies, professional articles, professional exams, etc. in journals, textbooks, magazines, professional bodies' websites, etc.
- Disseminating new/innovative teaching and learning, techniques, resources, technologies, materials, aids, etc. whether on a commercial basis or otherwise.
- Presentations or publications on EDI pedagogies & good practices.
- Presentations or publications on Decolonizing and Indigenizing pedagogies & good practices.
- Reports to government related to the scholarship of teaching and learning, published and reviewed according to professional standards.
- Professional and/or creative works related to the scholarship of teaching and learning, across multiple modalities, published and/or exhibited according to professional standards for best practice, including work produced and disseminated within traditions of Indigenous ways of knowing, teaching, and learning.
- Peer-reviewed presentations of investigations, reflections or other research on teaching and learning at conferences, workshops, seminar series, community gatherings, etc.
- Invited or keynote presentations at conferences, workshops, seminars, community gatherings, etc., related to the scholarship of teaching and learning.
- 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 and learning.
- Editorship of a journal or book related to the scholarship of teaching and learning.
- Acting as a reviewer for a journal related to the scholarship of teaching and learning.
- Citations of published work related to the scholarship of teaching and learning.
- Textbook reviews.
- Book reviews related to teaching and learning or the scholarship of teaching and learning.
- Presentations at other universities related to the scholarship of teaching and learning.
- On-campus presentations related to the scholarship of teaching and learning.
- Government publications related to the scholarship of teaching and learning.
- Appropriate consulting work and reports related to the scholarship of teaching and learning.
- Grants related to the scholarship of teaching and learning.
- Recognition for excellence related to the scholarship of teaching and learning.
- Contributing to the development of teaching resources that will be used nationally and/or internationally.
- Community engagement related to SoTL that uses the candidate's research expertise.
- Other scholarship of teaching and learning activities relevant to the candidate's field and role.

Appendix 2

Research Activities

In this appendix and elsewhere “equivalent” recognizes modes of knowledge, scholarship, research and creative practices, and dissemination of these cultural practices inherent within Indigenous populations and marginalised methodologies.

1) Definitions

- *Satisfactory Scholarship*: A 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, or equivalent, 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 progress involves a strong beginning indicated by publishing in refereed journals or equivalent; 3-5 journal publications or the equivalent are expected to achieve tenure. Satisfactory scholarship should be recognized at the local or regional level, at least.

- *Superior Scholarship*: A candidate for Associate Professor must provide evidence of consistent accomplishment in the discipline, to be demonstrated by scholarly activity which is supported by internal and external recognition of the member’s work at the national level, thus showing an increasing sphere of influence. Such consistent accomplishment is demonstrated through substantive performance in scholarship and ordinarily entails:
 - (1) publishing a peer-reviewed book and/or the equivalent in peer-reviewed journal articles/book chapters (typically 4-6 peer-reviewed journal articles or equivalent)
 - (2) further primary peer-reviewed publications applicable to List 2.a (below)
 - (3) other types of scholarly work applicable to List 2.b (below)Superior scholarship should be recognized at the national level, at least (see list 2.c)

- *Outstanding Scholarship*: A candidate for Professor must provide evidence of sustained success in the dissemination of Scholarly Activity which is supported by internal and external recognition of the member’s work. Such sustained success ordinarily entails:
 - (1) sustained productivity in scholarly activity of high quality and significance as measured chiefly by publication of articles in peer-reviewed journals and/or academic monographs or equivalent; typically, at a minimum this includes a second solo-authored, peer-reviewed, book-length monograph or 4-6 journal articles, or equivalent work.
 - (2) further primary peer-reviewed publications applicable to List 2.a
 - (3) other types of scholarly work applicable to List 2.b
 - (4) leadership in scholarly activities in the candidate’s discipline at TRU and beyond.Outstanding scholarship should be recognized at the international level (see list 2.c)

2) List 2.a: Primary (Peer-Reviewed) Scholarly Activity

Note that the scholarship of teaching and learning can count as scholarly activity *or* teaching activity, but not both. Primary scholarly activity can include, but is not limited to:

- Refereed 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.
- Articles in peer-reviewed conference proceedings published online and/or in print.
- Professional and/or creative works, across multiple modalities, published and/or exhibited according to professional standards for best practice, including work produced and disseminated within traditions of Indigenous ways of knowing, teaching, and learning.
- Dissemination of research findings within communities in the venue chosen by the community, in line with the respect and ethic inherent in Indigenous research methodologies and quality assurance processes.
- Co-authored publications of any of the above, which count based on the percentage of the candidate's contribution.

3) List 2.b: Other Scholarly Activity

Note that the scholarship of teaching and learning can count as scholarly activity *or* teaching activity, but not both. Other scholarly activity can include, but is not limited to:

- Journal articles, scholarly books, book chapters and contributions to conference proceedings that are in press, forthcoming, or under review.
- Books in progress or under contract, but not yet published.
- Community-based dissemination of community-based/led research guided by cultural and ethical protocols as determined by the communities themselves.
- Leading or participating in research capacity-building activities in the community, particularly work that provides formal research qualification opportunities for members of Indigenous and marginalized community members.
- Reports to government, published, and reviewed according to professional standards for best practice, review, and editing.
- Editorship of a journal.
- Editorship of a book.
- Organizing research conferences
- Peer-reviewed presentations at conferences, workshops, etc.
- Non-peer reviewed presentations at conferences, workshops, etc.
- Editor-reviewed or non-peer reviewed contributions to scholarly blogs, academic society or journal blogs, or other sites that concern public or online engagement with academic research and thought
- Invited or keynote presentations at conferences, workshops, seminars, community gatherings, etc.
- Community engagement that uses the candidate's research expertise
- Acting as a reviewer for a journal or academic press
- Presentations at other universities.
- Government publications.
- Appropriate consulting work and reports that develops strong, meaningful, and responsive links with the end users of research.
- On-campus presentations.
- Book reviews.
- Citations of published work.

- Research grants.
- Recognition for excellence in scholarly activity.
- Adoption of a candidate's research output (such as a training tool, research design or analytic method, paradigm, or research-based standard) as a standard practice within the field or industry.
- Other scholarly activities relevant to the candidate's field and role.

4) List 2.c: Activities that can show an expanding geographic sphere of research influence

Quality is often more important than quantity, and PHP invites candidates to make the case for an expanding sphere of influence. An expanding sphere of research impact can be demonstrated in the following ways, but is not limited to the listed activities:

- Publications in national or international peer-reviewed journals.
- Publications with national or international scholarly presses.
- National or international research grants.
- National or international awards for research (e.g., a book prize).
- Published translations of a candidate's work.
- Visiting appointments (for example, while on sabbatical) at national or international institutions.
- Presentations at scholarly conferences at the national or international level.
- Acting as a reviewer for national or international academic journals or presses.
- Invited lectures at the national or international level.
- Citations of the candidate's work in national or international publications.
- Reviews of the candidate's work in national or international publications.
- Academic book reviews in national or international publications.
- Non-academic national or international publications.
- Government publications at the federal level.
- Applied research projects at the national or international level.
- Community-based research that is adopted at the national or international level.

Appendix 3

Service Activities

1) Definitions

- *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 to the University, discipline and/or profession, and where applicable, to the community-at-large. In addition to consistent evidence of such service, a candidate must demonstrate professional growth and the promise of future development in service.
- *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 taken into account.

- *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 taken into account.

2) List 3.a: Examples of Service Activities

Service activities can include, but are not limited to:

- Meaningful participation in Department meetings and on Department committees.
- Meaningful participation in Department, University and Faculty Association committees.
- Assistance and leadership in Department or Department 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 initiatives, projects, organizations and programs related to the faculty member's discipline or service work.
- Contributions in a professional capacity to the community-at-large and to cultural, community, or 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.
- Peer mentorship.
- Other service activities relevant to the candidate's field and role.

3) List 3.b: Expanding geographic influence of service activities

While most service is expected to be at the institutional level, candidates for Associate Teaching Professor or Associate Professor and Professor or Teaching Professor should normally show an expanding progression of service outside of the university, too. Some examples of this can include, but are not limited to:

- Serving on committees or executive positions for provincial, national or international academic associations/learned societies or other relevant bodies
- Serving on editorial boards for provincial, national or international academic journals
- Participation in Department, University, Administration, or Faculty Association activities that involve national or international meetings or committee work
- Contributions in a professional capacity at the national or international level for cultural, community, or service organizations
- Academic counseling and/or mentorship at the national or international levels
- Other service activities relevant to the candidate's expanding geographic influence

Appendix 4: Relevant Clauses from the TRU/TRUFA Collective Agreement

Please note: The Chair of the Divisional Tenure and Promotion Committee will provide the outside reviewers of a candidate's portfolio with copies of the relevant clauses from the current Collective Agreement.

Candidates must familiarize themselves with these articles while going through the Tenure and Promotion process, and when preparing their dossiers.

These Articles include:

- Article 5 (Appointment of Faculty Members)
- Article 6 (Tenure and Promotion of Faculty Members)
- Article 7 (Performance Review)
- Article 10 (Workload)

While Article 6 mostly leaves specific Tenure and Promotion Criteria up to individual departments (the Standards Documents), the Appendix for Article 6 lists items that *must* be included in a candidate's teaching dossier (List 4.1, below)

1) List 4.1: Items that *must* be included in a candidate's teaching dossier

In the Collective Agreement, Article 6, Appendix 1(c) states:

The teaching dossier *must* include the following:

- (i) List of courses taught, including the course number and title, credit value, and enrolment;
- (ii) A sample of selected course outlines indicating teaching experience and indicating changes, updates, revisions and new materials during the period under review;
- (iii) List of individual student projects supervised, if any (e.g. honours theses or similar individually-supervised projects, master's theses), whether completed or in progress, and the nature of the Faculty Member's involvement (principal advisor, second reader, external examiner, etc.) at the University or elsewhere;
- (iv) A minimum of three sets of course evaluations and three sets of peer observation data across a range of assigned courses as per Article 10, if applicable, within the 40 month period preceding the application.
- (v) A statement of the Faculty Member's teaching philosophy and pedagogical goals and objectives.
- (vi) A description of professional development in the pedagogical area. Here one might describe steps taken to improve one's own teaching and how each activity has directly impacted one's own teaching, such as
 - Participating in seminars, workshops, or professional meetings concerned with the improvement of teaching;
 - Presenting or publishing articles, commentaries or reviews related to teaching;
 - Receiving instructional development grants;
 - Use of instructional innovations and evaluating their effectiveness;
 - Evidence of special assistance given to colleagues in the area of improvement of teaching (e.g. through a Mentorship program), or activities connected with the training and orientation of teaching assistant; and

- Analysis of course evaluation data that demonstrates a reflective scholarly teacher.

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.