



**THOMPSON RIVERS UNIVERSITY**

Promotion and Tenure Standards

Department of Psychology

## Contents

1. Preamble .....	4
1.1 Statement on Equity, Diversity, and Inclusion .....	4
2. Assessment Criteria .....	5
2.1 Academic Qualifications .....	6
2.2 Weighting of Roles and Responsibilities.....	6
2.3 Assessment of Collaborative Work and Collegial Endeavour .....	7
2.4 Assessment of the Teaching Role .....	8
2.4.1 Teaching Dossiers – Bipartite and Tripartite Positions .....	8
2.4.2 Metrics for the Assessment of Teaching – Bipartite and Tripartite Positions ...	9
2.4.3 Levels of Performance for Teaching – Tripartite and Bipartite Positions .....	12
2.5 Assessment of Scholarship.....	13
2.5.1 Research Dossiers – Tripartite Positions .....	14
2.5.2 Metrics for the Assessment of Scholarship – Tripartite Positions .....	14
2.5.3 Levels of Performance for Scholarship – Tripartite Positions .....	16
2.6 Assessment of Service .....	18
2.6.1 Service Dossiers – Bipartite and Tripartite Positions .....	19
2.6.2 Metrics for the Assessment of Service – Bipartite and Tripartite Positions ....	19
2.6.3 Levels of Performance for Service – Bipartite and Tripartite Positions .....	20
3. Specific Appointment Criteria .....	21
3.1 Tripartite Faculty .....	21
3.1.1 Appointment as Assistant Professor .....	21
3.1.2 Appointment at Higher Ranks .....	21
3.2 Appointment Criteria for Bipartite Faculty .....	22
3.2.1 Appointment as an Assistant Teaching Professor .....	22
3.2.2 Appointment at Higher Ranks .....	22
4. Specific Tenure Criteria .....	22
4.1 Tripartite Faculty .....	22
4.1.1 Pre-Tenure Review When Initially Appointed as an Assistant Professor.....	22
4.1.2 Attaining Tenure when Initially Appointed as an Assistant Professor.....	23
4.1.3 Attaining Tenure when Initially Appointed at Higher Rank .....	23
4.2 Bipartite Faculty .....	23
4.2.1 Pre-Tenure Review when Initially Appointed as Assistant Teaching Professor .....	23

4.2.2	Attaining Tenure when Initially Appointed as an Assistant Teaching Professor .....	24
4.2.3	Attaining Tenure when Initially Appointed at Higher Rank .....	24
5.	Specific Promotion Criteria .....	24
5.1	Tripartite Positions.....	24
5.1.1	Promotion to Associate Professor .....	24
5.1.2	Promotion to Professor.....	25
5.2	Bipartite Positions.....	25
5.2.1	Promotion to Associate Teaching Professor.....	25
5.2.2	Promotion to Teaching Professor .....	26

## 1. Preamble

The purpose of this standards document is to provide guidance to faculty members in the Department of Psychology at Thompson Rivers University as they prepare for applications for tenure and/or promotion. These standards and expectations are guided by university policies, including the “Principles and Essential Features of Standards Documents” and the provisions of the TRUFA Collective Agreement, as in place in Spring, 2020.

The Department of Psychology 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.

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. 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.

### 1.1 Statement on Equity, Diversity, and Inclusion

The Department of Psychology recognizes the need for multiple paths for inclusion and equity in the ways that these standards of evaluation for Tenure and Promotion are applied. The Department of Psychology acknowledges the added barriers that people with different abilities, life circumstances, caring responsibilities, family structures, and structurally marginalized identities can face within the academy and is committed to recognizing scholarship, teaching, and service contributions in an anti-discriminatory

way. Therefore, the standards described herein must be applied flexibly in consideration of the individual candidate's circumstances.

The Department of Psychology recognizes that ensuring equity, diversity, and inclusion requires flexibility in structures surrounding career pattern such that career interruptions and special circumstances can be accommodated. Career interruptions occur when faculty are taken away from their work for extended periods of time for health, cultural, administrative, family, or other reasons.

Special circumstances involve slowdowns in work productivity created by health (and/or disability-related), administrative, family, cultural or community-based responsibilities, socio-economic context, pandemics or other significant world events, or other reasons (i.e., when on partial leave or not completely taken away from work).

Candidates who wish the diversity of their career path to be considered are invited to include a written explanation in their application. The Department of Psychology affirms that this diversity, while potentially presenting structural challenges within the academy, enriches and shapes scholarly contributions in unique and valuable ways. The Department of Psychology asks Tenure and Promotion committees to consider career interruptions and special circumstances that may have affected the applicant's record of achievements. In doing so, tenure and promotion committee members will be able to estimate the merit of a candidate's work more accurately, independent of any career interruptions due to such special circumstances.

In their teaching (both Bipartite and Tripartite) and research (Tripartite), candidates are encouraged to: i) engage with a diverse and inclusive scholarship, such as members of underrepresented groups in the academic literature, and ii) explore ways of making their courses more inclusive. The Department of Psychology recognizes the challenges of navigating the complexities of a more inclusive curriculum and pedagogy and that this may not always be successful. Candidates demonstrating a "good faith effort" and reflective practice in these areas will not be penalized for such attempts.

## 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 areas may be expected to differ, particularly at different stages in their academic careers or according to membership in an equity-seeking or under-represented group, 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 of Psychology must meet the qualifications for the position. 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.

A terminal degree, typically an earned doctorate, is the normal qualification<sup>1</sup>. This criterion may be regarded as provisionally met if the candidate has completed all requirements for the doctorate, but the degree has not yet been conferred.

## 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 adjusted weightings of their relevant categories to be used in evaluating their applications within the parameters articulated below.

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

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

<sup>1</sup> Equivalent qualifications may occasionally be demonstrated through an appropriate combination of other academic credentials; professional credentials; and/or professional, teaching and/or research experience that is judged to be directly relevant. Such equivalent qualifications for appointment, tenure and promotion are more likely to be applicable in bipartite rather than tripartite positions. Research, teaching and/or professional experience that are counted toward establishing a candidate's qualifications in most cases cannot be double-counted toward either tenure or promotion.

Deviations from these maxima and minima would be expected for members with very extensive research obligations, e.g., Canada Research Chairs, or Community Obligations, or those with extensive administrative duties, e.g., Department Chairs.

Within these limits, extraordinary contributions in an area of greater involvement may balance with lesser involvement in another area. Applicants must inform the Divisional Promotion and Tenure Committee of their preferred weights at the beginning of the adjudication process. The normal weights will be used as the default if the candidate has not specified different weights.

For their part, the Divisional Promotion and Tenure Committees will recognize that the balance of teaching, scholarship, and service may differ based on individual circumstances, membership in an equity-seeking or under-represented group 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 candidate's qualifications, the 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 (proportionately adjusted for weights) in all areas. To provide greater clarity, the Committee may also determine that a candidate exceeds the standards in one or more of these areas. Exceeding the standards in some areas, however, cannot compensate for not meeting the standards, proportionately adjusted for weights, in other areas.

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. 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 will use for assessment of their application package.

### 2.3 Assessment of Collaborative Work and Collegial Endeavour

Collaborative efforts in teaching, scholarship and service enhance faculty contributions and, therefore, are to be encouraged. In assessing faculty accomplishments for appointment, promotion and tenure, collaborative work 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.

The Department of Psychology recognizes that members of equity-seeking and under-represented groups who are also members of the professoriate may service their communities in ways that are not typically recognized within the profession, for instance speaking at community events or serving as a community representative. The Department of Psychology considers this contribution to community as collaborative work that combines all areas of teaching, scholarship, and service.

The Department of Psychology recognizes that the delivery of academic programs and the self-governance of the Department 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 are invited to provide evidence of cooperative contributions to service and teaching where available and appropriate.

## 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 required performance. 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 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 supervised student projects (e.g., honours theses or similar individually supervised projects, master's theses) at TRU or elsewhere, 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 observations from recent years that meet the requirements of both the Collective Agreement and the 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 “make your case.” Candidates must therefore 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 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 TRUFA Collective Agreement.

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

The following list, while not exhaustive, indicates examples of individual teaching activities that can enter into the assessment of the teaching dossier 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, professional 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.
- External graduate (or undergraduate) student supervision
- Participation in making more equitable classrooms and more inclusive and diverse curricula,
- 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.
- Other evidence of goal-setting and reflective practice in teaching

Leadership in teaching becomes increasingly important as both tripartite and bipartite faculty members move through the ranks. Faculty may also choose to engage in scholarship of teaching and learning (SoTL) as part of fulfillment of their teaching roles. Activities in leadership in teaching and the scholarship of teaching that can enter into the assessment of teaching in support of tenure and/or promotion are given in the following two non-exhaustive lists.

*List 2.4.2(b): Leadership in Teaching Activities*

- 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 and through a commitment to inclusive and accessible teaching and learning
- Developing new/innovative teaching and learning, techniques, resources, technologies, materials, aids, etc.
- Improving teaching and learning within a discipline or across disciplines through the development or redevelopment of equity, diversity, and inclusion (EDI) practices
- Leadership in professional development activity in teaching and learning including peer seminars, workshops, colloquia, conferences, etc.
- 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.
- External teaching leadership roles with educational agencies and organizations or through community-based teaching practices,
- Leadership in articulating organizations
- Other leadership roles as a resource person, mentor in teaching and learning strategies, disciplinary or interdisciplinary teaching, etc.
- 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
- Documented mentorship of more junior faculty members within the candidate's department or division

*List 2.4.2(c): Scholarship of Teaching Activities*

- 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 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.
- Invited presentations on teaching at other institutions
- 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., including collaborative community-based knowledge sharing
- Presentations or publications on EDI pedagogies & good practices
- 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
- Other scholarly and/or professional or creative work, including disciplinary work, that intersects with the member's contributions to teaching and pedagogy within the department.

While tripartite faculty are expected to engage in disciplinary research, the engagement in SoTL is entirely optional. There is no expectation that bipartite faculty members engage in disciplinary scholarship, or the scholarship of teaching, and SoTL is entirely optional. Tripartite faculty members may elect to count appropriate contributions of the scholarship of teaching as scholarship rather than teaching if it is to their advantage. Likewise, Bipartite faculty may include, under scholarship of teaching, publications and/or professional and creative work, as noted in Section 2.5 of this document, that make contributions to the discipline or field, with appropriate links to the member's teaching or pedagogical influence within the department.

A candidate's teaching dossier should include documentation of all relevant activities applicable to Lists 2.4.2(a), (b) and/or (c). All candidates must provide evidence of incremental and accumulative growth in the incorporation of inclusive and equitable pedagogic practices.

### 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 are specified below and may be 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 normally expected to establish their local, national or international sphere of influence in the area of teaching. In contrast, tripartite faculty are normally expected to establish their local, national, or international sphere of influence in the area of research.

In addition, the requirements for the number of products are subject to proportionate 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 Section 2.2.

*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 and critical 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 initial "Satisfactory Teaching," there must be clear potential for professional growth and the promise of future development in teaching.

*Satisfactory Teaching:* A 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. All candidates must provide evidence of incremental and accumulative growth in the incorporation of inclusive and equitable pedagogic practices.

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 activities applicable to Lists 2.4.2(b) and/or (c) on leadership in teaching and/or the scholarship of teaching. A tripartite

candidate for tenure establishes a local or regional sphere of influence primarily through scholarship. The tripartite candidate for tenure will normally have a minimum of one activity applicable to Lists 2.4.2(b) and/or (c) on leadership in teaching and/or the scholarship of teaching.

*Superior Teaching:* A candidate for Associate Professor or Associate Teaching Professor must provide evidence of exceeding the required performance standard in teaching. The candidate's teaching profile should include documentation of activities applicable to Lists 2.4.2(b) and/or (c) as well as list 2.4.2(a) beyond the requirements for satisfactory performance, thereby providing evidence of consistent and expanding involvement with pedagogy-related work. All candidates must provide evidence of incremental and accumulative growth in the incorporation of inclusive and equitable pedagogic practices.

As a key part of establishing a national sphere of influence, a bipartite candidate will have an on-going teaching record over the career to date that normally includes a minimum of four substantive activities applicable to Lists 2.4.2(b) and/or (c) on leadership in teaching and/or the scholarship of teaching. A tripartite candidate for promotion establishes a national sphere of influence primarily through scholarship. The tripartite candidate for promotion will normally have a minimum of two activities applicable to Lists 2.4.2(b) and/or (c) on leadership in teaching and/or the scholarship of teaching.

*Outstanding Teaching:* A candidate for Professor or Teaching Professor must provide evidence of outstanding performance in teaching. The candidate's teaching profile should include documentation of items applicable to Lists 2.4.2(b) and/or (c) as well as List 2.4.2(a) going substantively beyond the requirements for superior teaching, thereby providing evidence of significant additional involvement with pedagogy-related work. All candidates must provide evidence of incremental and accumulative growth in the incorporation of inclusive and equitable pedagogic practices.

As a key part of establishing an international sphere of influence, a bipartite candidate will have an on-going teaching record over the career to date that normally includes a minimum of eight substantive activities applicable to Lists 2.4.2(b) and/or (c) on leadership in teaching and/or the scholarship of teaching. A tripartite candidate for promotion establishes an international sphere of influence primarily through scholarship. A tripartite candidate will normally have a minimum of four activities applicable to Lists 2.4.2(b) and/or (c) on leadership in teaching and/or the scholarship of teaching.

## 2.5 Assessment of Scholarship

Drawing on Boyer's model, 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.

### 2.5.1 Research Dossiers – Tripartite Positions

The Department of Psychology strongly recommends that tripartite candidates for tenure and/or promotion include a “research dossier” since it is to a candidate’s significant advantage to “make their case” and demonstrate clearly how they meet the standards. In addition to specific evidence pertaining to research, such a dossier should include a summary of the candidate’s research agenda, evolution, and planned future directions.

### 2.5.2 Metrics for the Assessment of Scholarship – Tripartite Positions

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

Tripartite faculty members are also encouraged to engage in the scholarship of teaching. Consequently, appropriate contributions related to List 2.4.2 (c) may be able to be used under the heading of scholarship, although such contributions should not normally be used twice in two dossiers as evidence.

Conversely, bipartite faculty members who want to include scholarship activities itemized here can include them under the heading of the scholarship of teaching, as outlined in List 2. 4.2 (c).

#### *List 2.5.2(a): Scholarly Activity*

- Internal undergraduate or graduate student research mentorship (when not already counted in the Teaching dossier; for example, mentoring research assistants, Research Apprentices, and Undergraduate Research Experience Award students)
- Mentoring students in applying for research awards/funding
- Participation in increasing equitable access for students to research opportunities,
- Supporting students in conference attendance
- Keeping up to date in the candidate’s area of research expertise,
- Designing or adopting new/innovative research techniques
- Implementing best practices in research methods, including for example, open science
- Seeking out, purchasing, and maintaining research equipment and software, when applicable
- Training students on research equipment and software
- Designing and conducting research studies
- Presentations (including peer-reviewed) at conferences, workshops, etc.
- Presentations at other universities
- Internal presentations
- Presentations in the community
- Articles in peer-reviewed conference proceedings published online and/or in print

- Applications for internal and/or external sources of research funding

*List 2.5.2(b): Primary (Peer-Reviewed) Scholarly Activity*

- Original peer-reviewed journal articles published online and/or in print
- Peer-reviewed meta-analyses or review articles
- Peer-reviewed scholarly books published online and/or in print
- Peer-reviewed chapters in edited volumes published online and/or in print

*List 2.5.2(c): Other Scholarly Activity*

- Journal articles, scholarly books, book chapters and contributions to conference proceedings that are in press, forthcoming, or under review
- Invited or keynote presentations at conferences
- Monographs
- Editorship of a journal
- Editorship of a book
- Funded and awarded grants, fellowships, visiting professorships, etc.
- Leadership roles in professional organizations
- Internal and external awards for excellence in scholarly activity
- Favourable external peer reviews of the candidate's scholarship
- Documentation demonstrating the impact or influence of the candidate's scholarship
- Letters of support from respected scholars, critics, or writers in the candidate's area of specialization, as evidence of the candidate's sphere of influence
- Invited presentations at other universities
- Presenting scholarly findings to community or professional groups or events or serving as a community representative on matters related to the candidate's area of research expertise

The Department of Psychology strongly encourages faculty members to make scholarly contributions 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, methods of review and editing, impact on the discipline, etc. In the case of collaborative work, the contribution of the candidate must be documented. Since the Department of Psychology actively promotes collaborative work, there is typically no discounting of co-authorship for equal contributions. The Department also strongly suggests that faculty members seek and secure internal and especially external research grants because such funding is often important in establishing a strong scholarly record in Psychology. All tripartite candidates for tenure and promotion should also provide evidence of incremental and accumulative growth in the integration of inclusive and equitable practices in their scholarship design and practices.

The Department of Psychology recognizes that the dissemination of research can take place in a multitude of pathways and affirms that alongside peer-reviewed academic publications and presentations, knowledge transfer with and to communities and knowledge users and in the broader public realm (e.g., news magazines, blogs, community groups, etc.) can be a key aspect of an applicant's scholarly work. For example, candidates may present research to community groups who desire the knowledge (for whom knowledge would be useful) or publish in a publication venue chosen by a community research partner, such as a report circulated among stakeholders. In addition, members of underrepresented groups may receive multiple requests to serve their communities, for example by speaking at community events or serving as a community representative. While non-peer reviewed items normally do not receive credit, exceptions can occasionally be made in the case of influential work of a "public scholar" nature. In such cases, candidates are invited to outline the quality assurance processes for these research outputs (e.g., presentations based on peer-reviewed research) and to demonstrate the sphere of influence of these forms of knowledge translation.

### 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. Candidates must clearly demonstrate the development of a body of scholarly work and a program of research with a clear trajectory.

In evaluating the various levels of performance for scholarship, the weight attached to a contribution will be commensurate with the quality and sphere of influence of that contribution. Any publications and/or scholarly output 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.

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 proportionate 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 Section 2.2.

*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 “Satisfactory Scholarship,” as well as clear potential for professional growth and the promise of future development in scholarship.

*Satisfactory Scholarship:* A candidate for tenure who was initially appointed as an Assistant Professor must have established a satisfactory record of scholarship that is recognized and assessed at a local/regional level. Candidates must also provide evidence of incremental and accumulative growth in the integration of inclusive and equitable practices in their scholarship design and practices. 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 addition to consistent evidence of such research, which includes notable activities from list 2.5.2(a), evidence of this progress involves a strong beginning indicated by publishing original research in refereed journals or further peer-reviewed items equivalent in weight and value appropriate to List 2.5.2(b). Evidence of secondary importance includes other types of scholarly work as detailed in List 2.5.2(c). As a key part of establishing a local or regional sphere of influence, a tripartite candidate for tenure will have an on-going record of scholarship that normally includes a minimum of three (3) items appropriate to List 2.5.2(b), or equivalent, of which at least two (2) will be original peer-reviewed journal articles, since the time of initial appointment as Assistant Professor. The faculty member should normally be first author, senior author (last author is consistent with practice in the discipline when publishing with students who are able to take the role of first author), or major contributor (i.e., involved in all phases of the research) on the majority of these products. For items that are not peer-reviewed original research, the applicant is requested to demonstrate equivalence in terms of sphere of influence. Normally some of the scholarly products should include collaboration and/or student supervision. The majority of the scholarly products should not merely be different routes of dissemination of identical material.

*Superior Scholarship:* A candidate for Associate Professor must be recognized and assessed at a national level. Candidates must also provide evidence of incremental and accumulative growth in the integration of inclusive and equitable practices in their scholarship design and practices. There must be evidence of consistent accomplishment in the discipline, demonstrated through substantive performance in scholarship, which ordinarily entails: (1) sustained activities applicable to List 2.5.2(a); (2) primary peer-reviewed publications in reputable journals, applicable to List 2.5.2(b); and (3) other types of scholarly work applicable to List 2.5.2(c). 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 of four (4) items appropriate to List 2.5.1(b), or equivalent, of which at least three (3) will be original peer-reviewed journal articles, since the time of initial appointment as Assistant Professor. The faculty member should normally be first author, senior author (last author is consistent with practice in the discipline when publishing with students who are able to take the role of first author), or major contributor (i.e., involved in all phases of the research) on the majority of these products. For items that are not peer-reviewed original research, the applicant is requested to demonstrate equivalence in terms of sphere of influence. Normally some of the scholarly products should include collaboration and/or student supervision. The majority of the scholarly products should not merely be different routes of dissemination of identical material.

*Outstanding Scholarship:* A candidate for Professor must be recognized and assessed at an international level. Candidates must also provide evidence of integration of equity, diversity and inclusion-related considerations in scholarship. There must be evidence of sustained success in the dissemination of Scholarly Activity, which ordinarily entails: (1) sustained activities applicable to List 2.5.2(a); (2) sustained productivity in scholarly activity of high quality and significance as measured chiefly by publication of primary peer-reviewed publications in reputable journals, applicable to List 2.5.2(b); and (3) other types of scholarly work applicable to List 2.5.2(c). 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 of eight significant articles in peer-reviewed journals, or their equivalent, since the time of initial appointment as Assistant Professor.

The faculty member should normally be first author, senior author (last author is consistent with practice in the discipline when publishing with students who are able to take the role of first author), or major contributor (i.e., involved in all phases of the research) on the majority of these products. For items that are not peer-reviewed original research, the applicant is requested to demonstrate equivalence in terms of sphere of influence. Normally some of the scholarly products should include collaboration and/or student supervision. The majority of the scholarly products should not merely be different routes of dissemination of identical material.

## 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 departmental 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.

With respect to cross-appointed faculty, the service workload of a cross-appointed faculty member 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. Therefore, it is important for faculty who hold cross functional appointments to meet periodically with Chairs of all departments to which they belong to discuss the division of duties and service expectations. In addition, members of underrepresented groups may receive multiple demands for service at all levels of the institution, with significant workload implications. A review of candidates for tenure and promotion shall be sensitive to these issues and dynamics when reviewing service, scholarship, and teaching.

### 2.6.1 Service Dossiers – Bipartite and Tripartite Positions

The Department of Psychology recommends that candidates for tenure and/or promotion include a “service dossier” since it is to a candidate’s significant advantage to demonstrate clearly how they meet the standards. 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. Where appropriate, candidates are encouraged to integrate inclusive and equitable practices into their service activities and to include reflection on such approaches in their service dossier.

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

The following list – while not exhaustive – indicates service activities that can be included in 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
- Contributions to the discipline through reviews of manuscripts, grant applications, etc., in the candidate’s area of expertise
- Consulting work relevant to the candidate’s academic area of expertise
- 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 for 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 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.

Where quantitative and/or qualitative requirements are specified in the performance levels for service that follow, these requirements apply to the normal (default) 20% weight described in Section 2.2. and, thus, are subject to proportionate 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.

*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 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 "Satisfactory 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. At a minimum, it will normally include attending departmental meetings and serving on departmental committees. 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. It is normally expected that the faculty member will be chair of at least one committee. 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.

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. Normally, it is expected that the faculty member will be chair of at least one committee. In addition, it is expected that the faculty member will contribute academic and/or professional expertise as a member on at least one committee external to the institution, including but not limited to editorial boards, boards of directors, research grant committees, and review boards. 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.

### 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 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 level, candidates must meet or exceed the requirements for promotion to that rank (as specified in Section 5.1).

## 3.2 Appointment Criteria for 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 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 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 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 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 proportionate 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 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 Professor (or Lecturer, under the old contractual language) must meet the requirements for Academic Qualifications that were in place at the time of their appointments, and provide evidence documenting:

- a. *Satisfactory Teaching (as defined in Section 2.4.3), and*
- 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 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 proportionate 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 member's 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 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 proportionate 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 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 proportionate 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 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 proportionate upward and downward modification in correspondence with the adjustments of the weights.

### 5.2.2 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 Professor will have completed at least five (5) years of successful performance at the rank of Associate Teaching Professor (or Senior Lecturer, under the old contractual language).

When candidates have selected modified weights for the assessment of their teaching, and service within the limits allowed by 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 proportionate upward and downward modification in correspondence with the adjustments of the weights.