



APTC Recommendations on Institutional Tenure and Promotion Criteria

May 3, 2010

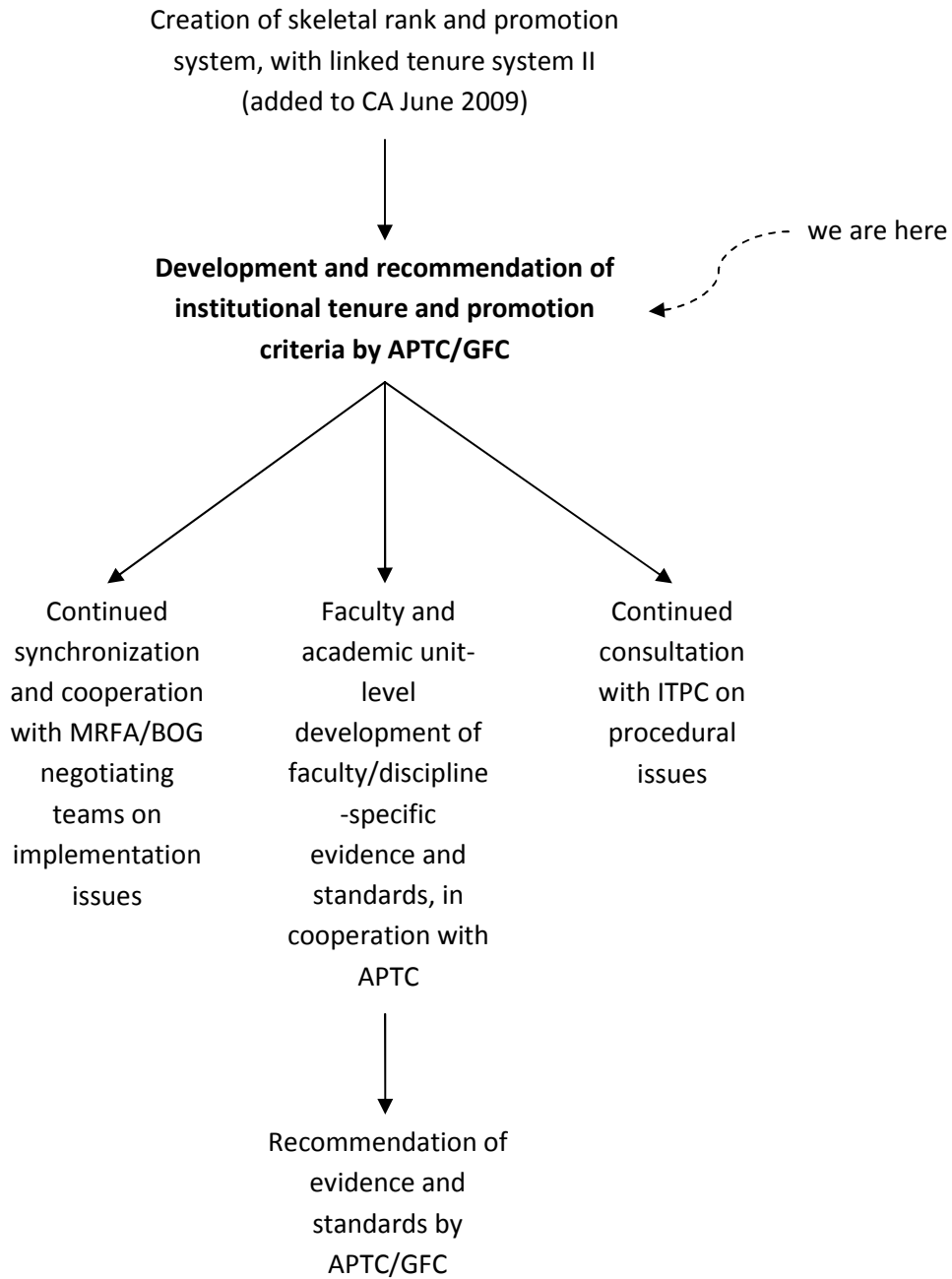
1. Overview

Mount Royal University is in the process of implementing a rank and promotion system for faculty, in conjunction with a new, linked system of tenure. Of the many tasks this entails, one key step is to establish a detailed set of institutional criteria for promotion and tenure. These make explicit the activities and accomplishments we, as an academic community, value, encourage and choose to recognize formally.

The Appointments, Promotion and Tenure Committee (APTC) is mandated by General Faculties Council (GFC) to develop, and to recommend to GFC, the institutional criteria for promotion and tenure of faculty members. This mandate is compatible with the current Collective Agreement between the MRFA and the Board of Governors, which contains Memoranda of Understanding with respect to the implementation of the rank and promotion system. Specifically, it requests that APTC develop detailed institutional criteria and standards for promotion and tenure.

This document contains the recommended institutional criteria, as developed by the APTC, for tenure and linked promotion to the rank of Associate Professor (section 4), as well as for promotion to the rank of Full Professor (section 5).

The following non-exhaustive diagram helps to summarize the institutional criteria-development step within the steps required to implement a working system of rank, promotion and tenure:



1.1 Overview of the Existing Rank and Promotion System

The purpose of this section is to summarize the structure of the existing rank and promotion system at Mount Royal.

The rank and promotion system includes four ranks: Lecturer, Assistant Professor, Associate Professor and Full Professor. The rank of Lecturer is reserved for faculty lacking the required academic credential or its equivalent. Normally, initial appointment of a faculty member is at the rank of Assistant Professor, or at the rank of Lecturer, with automatic promotion to Assistant Professor upon attainment of the required academic credential or its equivalent. Promotion to the rank of Associate Professor is automatic upon the granting of tenure.

The granting of tenure and promotion to the rank of Full Professor are not automatic. Each requires that a candidate satisfy the associated criteria.

1.2 Overview of the Recommended Tenure and Promotion Criteria

The recommended criteria for tenure, and linked promotion to the rank of Associate Professor, are listed in section 4 of this document. The detailed criteria are summarized by:

1. proficient and scholarly teaching
2. significant results from scholarship (where applicable)
3. contribution in service

The recommended criteria for promotion to the rank of Full Professor are listed in section 5. The criteria are summarized by:

1. one of:
 - a) excellence and leadership in teaching
 - b) excellence in scholarship and continued proficient and scholarly teaching
2. substantial contribution in service

The meanings of the above are articulated via the specific criteria listed in sections 4 and 5.

1.3 Compatibility of the Institutional Mission Statement with the Recommended Criteria

Mount Royal University's Institutional Mission Statement is as follows:

We are a learning community that focuses on instruction and is informed by scholarship. We are committed to individual learning, the principles of general education, the value of experiential learning and the achievement of program outcomes.

Diverse by design, Mount Royal welcomes, supports and celebrates all its communities. Recognizing that diversity strengthens us all, we work in an environment of respect and inclusion.

At Mount Royal we deliver high-quality programs that are relevant to our students' needs. Dynamic in our thinking, we adapt quickly to changing environments and are making Mount Royal the place of choice for students at all stages of their lives.

The recommended institutional criteria described in this document are designed to support our mission in the following ways:

- they support the primacy of teaching, informed by scholarship;
- they support flexibility, the academic diversity of faculty, and inclusiveness with respect to recognized teaching, scholarship and service activities;
- they support encouragement and recognition of faculty contributions that promote a high-quality student experience.

The APTC believes that the recommended criteria will help to attract, retain and reward faculty who share the institutional vision, and that this will help make Mount Royal a Canadian university of choice for undergraduate education.

1.4 Relationship between the Collective Agreement and the Recommended Criteria

The Collective Agreement defines the structure of the rank, promotion and tenure system. However, it requests that other parties (including the APTC) cooperate in the implementation of the system. The requests that relate to the development of criteria are summarized in this section.

In article 6.2.1, the Collective Agreement lists four “general criteria” for tenure:

1. evidence of effective teaching;
2. evidence of scholarship, where applicable;
3. evidence of service; and
4. evidence that the duties have been carried out in a responsible and professional manner.

The MOU Regarding Implementation of a Rank and Promotion System at Mount Royal requests that the APTC “develop detailed criteria and standards related to the general criteria”. The institutional criteria listed in section 4 of this document pertain to this request.

The MOU Regarding Promotion to the Rank of Professor requests that the APTC “undertake the development of detailed criteria and standards for promotion to the rank of professor”. Section 5 of this document pertains to this request, and deals specifically with:

- the meaning of promotion;
- the detailed institutional criteria with respect to the “general criteria” for Full Professor:
 - evidence of a sustained record of teaching and pedagogy;
 - evidence of a sustained record of scholarship (where applicable);
 - evidence of a sustained record of service;
 - evidence that the duties have been carried out in a responsible and professional manner

- the appropriate number of years for a faculty member normally to serve as Associate Professor before promotion to the rank of Professor;
- the role of external referees;
- criteria for promotion of existing tenured faculty to the rank of Professor in light of the different terms and conditions of employment.

Note that the APTC is not recommending a specific, detailed set of institutional criteria for performance of duties “in a responsible and professional manner”. The APTC assumes that, during the evaluation of a candidate, this criterion would be considered as part of the evaluation of the evidence for each of teaching, scholarship (where applicable) and service.

1.5 Intended Application of the Criteria

The recommended criteria are designed to be applied based on evidence compiled by the candidate, and presented by the candidate to the tenure and promotion committees in an acceptable format.

The criteria do not comprise an algorithm for the evaluation of candidates. Tenure and promotion committees are expected to exercise their judgement in the evaluation of a candidate’s application, based on these criteria and the evidence presented.

The recommended criteria are designed to evaluate the candidate’s performance and achievements in his or her capacity as a faculty member, without additional restrictions, coercions or discrimination unrelated to this capacity.

The recommended criteria for promotion to the rank of Full Professor are designed to be applied holistically. Specifically,

- they are flexible with respect to a potential shifting of focus over time (e.g. they permit service-heavy versus scholarship-heavy years);
- they are not based solely on the candidate’s most recent contribution(s), but on performance and contributions over a career.

1.6 History and Summary of Process Followed

The introduction of academic rank at Mount Royal was recommended in the final report of the Faculty Roles and Responsibilities Task Force, released in October 2007. A system of rank and promotion, with a new, linked system of tenure (Tenure System II), was subsequently negotiated in 2009 between the MRFA and the Board of Governors. This system came in to effect on July 1, 2009, with the ratification of the Collective Agreement.

The APTC committee was formed in fall 2008, shortly after the creation of GFC. The committee engaged in research and in discussions with the Mount Royal academic community, but, due to the then-ongoing negotiations process, released no recommendations during the 2008-2009 academic year.

As described in section 1.4 and in the Collective Agreement, the implementation of the tenure and promotion system entails various steps. One key step is to produce detailed institutional criteria for

tenure and linked promotion to the rank of Associate Professor, as well as detailed institutional criteria for promotion to the rank of Full Professor. Consistent with the ATPC's GFC-given mandate, as well as with requests in the Collective Agreement, the ATPC set these as two major goals for the 2009-2010 academic year. To satisfy these goals, the ATPC:

1. developed a set of guiding principles for the development of criteria (see Appendix A);
2. struck subcommittees to work on each of teaching, scholarship and service;
3. directed the subcommittees to review the relevant documents, to review criteria at comparable institutions, to study any relevant literature, and to produce an initial set of draft criteria;
4. hosted a criteria workshop with representatives from each faculty council, including focused discussion of draft criteria for each of teaching, scholarship and service;
5. released a revised set of draft criteria to the broader Mount Royal academic community, for feedback;
6. produced the final set of recommended criteria contained in this document.

2. Definitions

Faculty roles and responsibilities are expressed in terms of *teaching*, *scholarship* and *service*. This section defines these terms as they relate to tenure and promotion.

It is very important to note that these three types of activity are overlapping and interconnected, *not* discrete, rigidly defined categories. When a candidate brings forward evidence in support of a promotion or tenure application, he or she may categorize the contributions with some degree of flexibility.

For reference, the Addendum on Teaching, Scholarship and Service from the Collective Agreement is included in Appendix B of this document.

Teaching involves not only what takes place in the class but also activities such as curriculum design, mentorship and student supervision. Please see the Addendum on Teaching, Scholarship and Service in the Mount Royal Collective Agreement, for a detailed, but not comprehensive list of examples. Scholarly literature on teaching often describes growth in teaching effectiveness in three phases:

- 1) Good or competent teaching—the criteria developed for Mount Royal build on criteria developed by Chickering and Gamson (1987): encourages contact between students and faculty; develops reciprocity and cooperation among students; encourages active learning; gives prompt feedback; emphasizes time on task; communicates high expectations; respects diverse talents and ways of learning.
- 2) Scholarly teaching—scholarly teachers are reflective practitioners, conduct systemic observations of teaching and learning and refine their practices, engage in teaching and learning professional development, remain current in their disciplines and utilize pedagogical best practices for the discipline. Unlike the Scholarship of Teaching and Learning, scholarly teaching is not necessarily disseminated beyond the immediate context.

- 3) Leadership in teaching and learning—this refers to teachers who have a sustained impact beyond the local level, influencing professional dialogue about teaching at a national or international level, and providing leadership for major educational initiatives.

Scholarship encompasses research, creative and artistic work. All of these forms of scholarship are valued equally at Mount Royal. This reflects the diversity of the academic pursuits of faculty, and of their contributions to knowledge. Scholarship may be based within or across disciplines. Scholarship includes:

- discovery—investigative inquiry that builds a distinctive body of knowledge;
- integration—analytical inquiry that develops new insights and understanding as a result of bringing together and synthesizing knowledge and information from a wide variety of sources;
- application—inquiry that advances knowledge through engagement with the application of knowledge and expert practice;
- scholarship of teaching and learning—using disciplinary methods and research practices to study and improve student learning, and to disseminate the resulting knowledge through scholarly, peer-reviewed channels.

The defining aspect of scholarship is that it is disseminated through appropriate channels and reviewed by peers, through publication or presentation in credible academic, professional or creative forums. Please see the Addendum on Teaching, Scholarship and Service in the Mount Royal Collective Agreement, for a detailed, but not comprehensive list of examples.

Service is essential to the effective functioning of the University. Service not only demonstrates commitment to the Institution, but supports Mount Royal's commitment to engage with the communities outside its walls. Service may include service to the academic unit and faculty, service to the university, service to academic fields of study, and service to the broader community where these activities are related to the individual's academic discipline or responsibilities as a member of the Mount Royal University community. The level of involvement in service activity is categorized by "participation" versus "contribution", where the latter requires a greater degree of involvement. Specifically, participation in the governance and activities of the academic unit, faculty and/or university engages faculty members in active discussion and collegial decision making processes. Contribution necessitates a greater level of involvement as measured by specific responsibilities and investment of time. Please see the Addendum on Teaching, Scholarship and Service in the Mount Royal Collective Agreement, for a detailed, but not comprehensive list of examples.

3. Basic Performance Expectations for Lecturer and Assistant Professor

All faculty members, regardless of category of appointment or rank, are expected to work towards, eventually attain, and then maintain an acceptable level of performance in teaching, scholarship (where applicable), and service.

Satisfying the criteria below should be a primary goal of any faculty member. As such, the criteria in this section are included in the criteria for all tenure and promotion decisions, regardless of the rank. It may also be helpful to refer to the criteria below during annual and mid-term evaluation of faculty at the ranks of Lecturer and Assistant Professor. Please note, however, that tenurable faculty members must, by the end of the tenure process, be performing at a level that satisfies all the tenure criteria listed in section 4.

Teaching: the faculty member clearly demonstrates competent teaching. The criteria are:

- the candidate demonstrates satisfactory knowledge of the relevant subject area(s)
- the candidate organizes and presents course content clearly
- the candidate communicates high expectations
- the candidate fosters interaction between students and faculty
- the candidate encourages active learning
- the candidate develops collaboration and cooperation among students
- the candidate emphasizes time on task
- the candidate gives prompt and meaningful feedback
- the candidate respects diverse talents and ways of learning
- the candidate performs course-related administrative tasks efficiently

Scholarship (where applicable): the faculty member on the Teaching-Scholarship-Service work pattern clearly demonstrates adequate preparation for scholarship. The criterion is:

- the candidate has established, or is working to establish, the foundation of an appropriate program of scholarship, feasible with respect to time and resources in a Mount Royal context

Service: the faculty member clearly demonstrates collegial participation. The criteria are:

- the candidate participates in the governance and activities of the academic unit
- the candidate participates in academic governance at the faculty council level

4. Criteria for Tenure and Promotion to the Rank of Associate Professor

To be eligible for tenure, a candidate must, at the time of application, satisfy the Associate Professor criteria in teaching, scholarship (where applicable), and service. Exceptional performance in any of these categories does not lower the performance expectations in the remaining categories. These criteria requirements do not preclude other requirements stated in the Collective Agreement or in a candidate's letter of appointment.

Teaching: the candidate clearly demonstrates proficient and scholarly teaching. The criteria include all of the criteria for "competent teaching", plus the following:

- the candidate demonstrates currency in his or her discipline(s)
- the candidate engages in teaching and learning professional development

- the candidate utilizes pedagogical best practices for the discipline
- the candidate aligns teaching philosophy, intended outcomes, learning activities and assessment strategies
- the candidate engages in systematic reflection on teaching practices

Scholarship (where applicable): the candidate clearly demonstrates significant results from scholarship.

The criteria are:

- the candidate has established the foundation of an appropriate program of scholarship, feasible with respect to time and resources in a Mount Royal context
- the candidate has produced significant results within that program of scholarship
- the candidate has communicated those results as scholarly contributions to one or more relevant fields, through dissemination in appropriate, peer-reviewed venues
- the candidate engages in systematic reflection on scholarly practices

Service: the candidate clearly demonstrates contribution in service. The criteria include all of the criteria for “collegial participation”, plus the following:

- the candidate has contributed significantly in at least one of:
 - service to the academic unit and faculty
 - service to the university
 - service to academic fields of study
 - service to the broader community, in a faculty member- or discipline-related capacity

5. Promotion to the Rank of Full Professor

At Mount Royal University, promotion to the rank of Full Professor is a formal recognition of sustained excellence as a faculty member in an instructionally-focused context.

A candidate is eligible for promotion when:

- he or she is working at a level that satisfies the criteria below, and
- that level of performance is judged to represent a clear and prolonged trend within a career

Length of service is not a criterion for promotion to the rank of Full Professor. Specifically, there is no set minimum number of years to be served at the rank of Associate Professor before a candidate is eligible to be promoted to Full Professor, nor is promotion based on seniority.

A degree of flexibility is provided in that a candidate’s application is judged according to:

1. one of:
 - a) excellence and leadership in teaching
 - b) excellence in scholarship and continued proficient and scholarly teaching
2. substantial contribution in service

Exceptional performance in any of the above categories does not lower the performance expectations in the remaining categories.

For promotion to the rank of Full Professor, excellence must be recognized not only within the institution, but also nationally or internationally. For demonstration of national or international recognition, the types of evidence may vary by discipline and by candidate, and must be assessed on a case-by-case basis. At a minimum, it must include external peer evaluation, whether the candidate is applying based on the criteria in section 5.1 or 5.2.

5.1 Promotion Based on Excellence and Leadership in Teaching

The candidate is an exemplary teacher who demonstrates leadership in teaching. The criteria include all the criteria for “proficient and scholarly teaching”, plus the following:

- the candidate demonstrates a sustained and significant impact on teaching beyond the individual’s classes
- the candidate influences professional dialogue about teaching beyond the academic unit
- the candidate provides leadership for major educational initiatives in or beyond the university
- the candidate champions the ongoing enhancement of undergraduate education
- the candidate’s contribution to teaching and learning is recognized by peers at the national or international level

5.2 Promotion Based on Excellence in Scholarship

The candidate is an exemplary scholar. The criteria include all the criteria for “significant results from scholarship”, plus the following:

- the candidate’s scholarship is recognized by peers at the national or international level
- the candidate’s scholarship has had a demonstrable impact on the work of other scholars, professionals, or within appropriate academic or professional communities

The candidate must also demonstrate a continued high quality of teaching. This entails continuing to meet the criteria for proficient and scholarly teaching. Note that satisfying these criteria implies continued and ongoing development as a teacher.

5.3 Requirements for Substantial Contribution in Service

The candidate clearly demonstrates substantial contribution in service. The criteria include all the criteria for “collegial participation”, plus the following:

- the candidate demonstrates leadership in at least one, or significant contributions in at least two, of the following:
 - service to the academic unit and faculty
 - service to the university
 - service to academic fields of study
 - service to the broader community, in a faculty member- or discipline-related capacity

6. Further Work

This section gives an overview of some steps that may follow from the adoption of the recommended institutional tenure and promotion criteria. Beyond the immediate steps listed in the following subsections, the APTC will also need to plan for periodic review of the tenure and promotion system as a whole.

6.1 Interpretation of the Institutional Criteria at the Faculty and Academic Unit Levels

The institutional criteria are designed to be generic enough that they are applicable across all faculties and disciplines, and yet specific enough that they are meaningful. However, in order to evaluate candidates' applications, academic units' tenure and promotion committees will need to consider discipline-specific factors.

The APTC believes that the institutional criteria require faculty- and discipline-specific interpretation. This includes at least:

- development of guidelines with respect to acceptable evidence
- determination of standards associated with that evidence

Completing this work requires devolution to faculty councils and individual academic units, with cooperation and support from the APTC.

In keeping with the GFC bylaws, this work should result in recommendations from faculty councils to the APTC, and eventual recommendations to GFC. The APTC must review recommendations:

- to ensure they are consistent with the institutional criteria
- to ensure the discipline-specific evidence and standards, while potentially different, are nonetheless equitable across the institution

6.2 Consultation with the ITPC on Issues of Process

The ITPC is responsible for establishing the tenure and promotion guidelines to be followed by candidates. The adoption of the institutional criteria may necessitate consultation between the APTC and the ITPC on the associated procedural issues (e.g. tenure/promotion dossier format).

6.3 Study of the Implications for Chairs and Other High-Service Faculty

The APTC recognizes its responsibility to ensure that no faculty members are unfairly disadvantaged with respect to promotion. The APTC acknowledges that, for faculty in high-service roles (e.g. chairs), the implications of the institutional criteria may be unclear, especially with respect to the ability to be promoted to the rank of Full Professor. The APTC will take more time to study these issues and to discuss them with the relevant stakeholders.

References

Boyer, E. L. (1997). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass.

Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39(7), 3-7. Retrieved from <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm>

Gravestock, P. & Gregor Greenleaf, E. (2009). *Overview of tenure and promotion policies across Canada*. Document compiled for the Promotions and Tenure Sub-Committee of the General Faculties Council, Mount Royal University. Retrieved from http://www.mtroyal.ca/wcm/groups/public/documents/pdf/aptc_canada_tenurepolicies.pdf

Mount Royal College Faculty Roles and Responsibilities Task Force. (2007). *Final report*. Retrieved from http://www.mtroyal.ca/wcm/groups/public/documents/pdf/prov_doc_rr_finalreportv2.pdf

Mount Royal Faculty Association collective agreement, July 1, 2008 - June 30, 2009, Amended. (2009). Retrieved from <http://www.mtroyal.ca/EmploymentCareers/HumanResources/CollectiveAgreements/MRFA2008-2010>

Appointments, Promotion and Tenure Committee of the General Faculties Council of Mount Royal College. (2009). *Discussion paper on rank and promotion*. Calgary, AB: Author.

Appendix A: Guiding Principles for the Development of the Institutional Criteria

The following principles were developed, by the APTC, to guide its development of promotion and tenure criteria:

- The degree of accomplishment necessary for achieving tenure and promotion must be equivalent across academic units and between Teaching-Service and Teaching-Scholarship-Service work patterns.
- Differences among disciplines will be recognized, and respected, in the criteria for evaluation for promotion and tenure.
- The criteria shall acknowledge the faculty member's diverse roles in the institution.
- Tenure and promotion criteria must recognize Mount Royal's commitment to the primacy of learning and teaching informed by scholarship.
- Criteria will be developed to measure the candidate's performance and achievements in his or her capacity as a faculty member. Promotion and tenure decisions will therefore be based solely on achievements and performance of duty in this capacity, without additional restrictions, coercions or discrimination unrelated to this capacity.
- Criteria will be developed to measure overall performance for the entire period under consideration.
- Criteria and standards will be based on the quality of contribution and achievement.
- Criteria must be demonstrable through the provision of evidence from multiple sources.
- Criteria and evidence requirements must be transparent, valid, realistic, and efficient.
- Candidates for tenure and/or promotion must meet the criteria in teaching, service, and where appropriate, scholarship.
- It is the responsibility of the candidate for tenure and/or promotion to provide evidence that demonstrates that Faculty and institutional criteria have been met.

Appendix B: Addendum on Teaching, Scholarship and Service

The following is taken from the Addendum on Teaching, Scholarship and Service in the Collective Agreement of July 1, 2009:

Teaching

Teaching may include but is not restricted to the following activities:

- Credit instruction
- Student consultation and advice
- Practicum and field supervision
- Major project supervision
- Curriculum and course development
- Pedagogical design and preparation
- Materials development
- Assessment design and implementation
- Maintenance of academic and professional currency
- Self-reflection on pedagogical practices
- Application of the literature on teaching and learning
- Development, identification and communication of best practices
- Promotion of evidence-based professional and pedagogical practice

Scholarship

Scholarship may include but is not restricted to the following activities:

- Research
- Scholarly and artistic work
- Professional work
- Publishing
- Presenting at, participating in and coordinating conferences
- Collaborating with, and reviewing and editing the work of, peers
- Developing primary and secondary texts and learning materials
- Providing scholarly opportunities for students
- Scholarship of teaching and learning
- Dissemination of effective teaching and learning resources and strategies
- Creation and extension of resources or programs to support teaching
- Sharing teaching expertise externally
- Significant leadership in teaching excellence beyond the institution

Service

Service may include but is not restricted to the following activities:

- Participation in department, faculty and institutional governance
- Selection, support, development and evaluation of colleagues
- Appropriate student support including advising
- Development and application of academic policies
- Creation, development, evaluation and revision of academic programs
- Liaison, partnership and leadership work with disciplines, organizations and communities relevant to academic or professional expertise
- Participation in the Mount Royal Faculty Association, its processes and committees