

Research and Scholarship
Criteria, Evidence and Standards
for Tenure and Promotion

For the Faculty of
Health, Community and Education
at Mount Royal University

Scholarship

Preamble:

The Faculty of Health, Community and Education (FHCE) understands the term “Scholarship” to be inclusive of all of Boyer’s modes of scholarship: discovery*, integration, application and teaching. A hallmark of scholarship in Boyer, as recognized in MRFA and UTPC documents, is peer reviewed dissemination. The FHCE understands peer reviewed dissemination is only one form of knowledge translation. Forms of non-peer reviewed knowledge translation that are aimed at stakeholders and direct end-users** will also be recognized as scholarship.

*The term “research” is subsumed under the umbrella of scholarship therefore in the broader term “scholarship” will be used in documents.

**Knowledge translation activities that do not involve stakeholders or direct end-users are likely to be considered as service activities.

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

The Faculty of Health, Community and Education defines the following standards:

Assistant Professor...Approaching and ultimately meeting the customary levels of proficiency expected for the level of Associate Professor
Associate Professor...Meeting the customary levels of proficiency expected for the level of Associate Professor
Full Professor...Exceeding the customary levels of proficiency expected for the level of Associate Professor

- The Faculty does not endorse tenure and promotion standards that require specific quantities of scholarly works. Rather, candidates must demonstrate the quality of the work and the impact of this work on the discipline or area of knowledge.
- Scholarly works that result from Doctoral studies may be used as evidence of scholarship as long as this work meets the defining aspects of dissemination and review by peers.
- There is an expectation that faculty will be involved in a wide range of criteria/evidence over the course of a career. Within this involvement lies the realization that focus may close on a smaller range of criteria/evidence for periods of time, and then focus will broaden again as criteria/evidence specific goals are met.
- There is an expectation of continued growth over the course of a career.
- Evaluation of scholarship for tenure and promotion:
 - A typical scholarship plan would usually include: defining the issue(s)/project(s) to be pursued, reviewing related literature/works, creating a plan to investigate/create, following that plan, creating a scholarly work (e.g.research paper/presentation, creative or artistic work), and disseminating the scholarly work
 - Faculty will reflect on his/her scholarship plan and report progress towards achieving goals through the annual report process.
 - The scholarship plan and annual report responses will form the basis for evaluating scholarship as part of tenure and promotion processes.
 - It is the responsibility of the faculty member to demonstrate progress, proficiency and/or excellence in achieving the scholarship criteria outlined in subsequent sections of this CES document.

FHCE - Scholarship Evidence and Criteria

Assistant Professor

MRU Criteria	Suggested Types of Evidence
<ul style="list-style-type: none"> • Established, or is working to establish, the foundation of an appropriate program of scholarship, feasible with respect to time and resources at MRU 	<ul style="list-style-type: none"> - Submits a scholarship plan - Work in progress and/or submission <ul style="list-style-type: none"> ○ Pure and/or applied research, including pilot and longitudinal studies ○ Ethics application ○ Grant/funding application - Knowledge dissemination and translation activities: <ul style="list-style-type: none"> ○ Activities may include publications in journals, texts, monographs, edited book, textbook, agency or government reports, professional/agency/project manual, multimedia and other diverse platforms ○ Conference/poster presentation ○ Workshop, community or professional presentation - Lecture/speaker series or symposiums - Creates scholarship opportunities for students outside assigned coursework - Develops, plans and/or implements a conference, professional workshop, symposia, lecture/speaker series, or other scholarly events with stakeholder involvement - Serves as a reviewer for scholarly works - Serves as a reviewer for conference, symposium or lecture series - Serves as a reviewer for ethics and/or funding proposals

Scholarship Evidence and Criteria

Associate Professor – [TSS] Work Pattern

MRU Criteria	Suggested Types of Evidence
<ul style="list-style-type: none"> • Established the foundation of an appropriate program of scholarship feasible with respect to time and resources at MRU • Produced significant results within that program of scholarship • Communicated the results as scholarly contributions to one or more relevant fields through appropriate, peer reviewed venues • Engages in systematic reflection on scholarly practices 	<p>In addition to evidence outlined above for Assistant Professor</p> <ul style="list-style-type: none"> - Applies for progressively competitive grants and awards - Mentors faculty members in their scholarship activities in a collaborative research environment - Acts as a thesis supervisor or committee member - Receives an appointment as an adjunct professor, engaged in collaborative research, at another post-secondary institution - Serves on editorial board for journals, texts, monographs, edited book, textbook, agency or government reports, applied research, pilot/demonstration project, professional/agency/project manual - Presentation <ul style="list-style-type: none"> ○ Conference ○ Panel, round-table, and/or poster presentation - Evidence of sustained completion of scholarly output

Scholarship Evidence and Criteria

Full Professor – [TSS] Work Pattern

MRU Criteria	Suggested Types of Evidence
<ul style="list-style-type: none"> • National or international recognition • Demonstrable impact on the work of other scholars, professionals, or within academic or professional communities 	<p>In addition to evidence outlined for above for Assistant and Associate professor</p> <ul style="list-style-type: none"> - Awarded funding to support research - Be a sought after speaker, keynote or plenary, based on disciplinary or professional expertise - Serves as a visiting scholar at another post secondary institution - Receives nominations for and/or receives awards for contributing to scholarship at a local, national, and/or international level - Acts as an external examiner for theses and dissertations - Provides leadership for a research centre or research collaboration - Serves as editor (assistant, associate, editor) for journals, texts, monographs, edited book, textbook, agency or government reports, applied research, pilot/demonstration project, professional/agency/project manual - Keynote/plenary speaker – - Scholarly work referenced/cited by other researchers