Bissett School of Business - Criteria and Processes for Tenure and Promotion

APTC

- The Appointments Promotion and Tenure Committee (APTC) is a standing committee of General Faculties Council (GFC) and is responsible for developing and recommending to GFC the institutional criteria for appointments and tenure.
- Faculties and departments are required to further develop discipline or faculty specific criteria which will be evaluated by the APTC to ensure institutional parity.
- The APTC criteria form the foundation of this document and are captured in the left-hand column of each section.
- The APTC report is annexed in this document for the reference of Bissett School of Business Colleagues.

Process for Promotion and Tenure

- The process for appointments, promotion and tenure are outlined in the Collective Agreement and overseen by the University Tenure and Promotion Committee (UTPC).
- In order to be considered for tenure or promotion, faculty members must apply. It is their responsibility to provide evidence that they have met or exceeded the criteria.
- In the case of promotion to full professor, there is an expectation of external review of the application.

Bissett School of Business Criteria for APTC

General principles

- The criteria specific to the Bissett School of Business must be consistent with the institutional APTC criteria as well as any university or school policy, including the Collective Agreement.

- Criteria can be common across the disciplines, but disciplines will have expertise in terms of evaluating and weighing criteria.

- The term discipline in this document refers to the academic field, professional field and industry.

- The system of evaluation will be a combination of quantitative and qualitative measures.

- Lists of examples are not intended to be restrictive or limiting. They are provided as examples only. They are provided to assist colleagues in preparing their dossiers.

- It is acknowledged that some activities may cross the categories as identified. Individuals will be responsible for choosing where an activity will be evaluated. There is no "double dipping" in terms of reporting on Annual Reports or applications for promotion or tenure.

- It is acknowledged that the pattern of teaching, scholarship and service will vary throughout a career and based on the faculty member's teaching, scholarship and service plan.

- The criteria at each level indicate the expected performance at that level; in order to achieve promotion, faculty would need to be meeting the criteria at the next level.

- *Units, areas and disciplines will identify any specific expectations or standards with respect to performance specific to their unit, area or discipline* (may include RSA expectations in terms of quantity and expectations with respect to student evaluation of instruction)*. These MUST be communicated in writing at the beginning of the year.*

- *Unit, area or discipline standards will be subject to annual review by a committee comprised of all of the Chairs of TPC in the Bissett School of Business and shall be consistent with this document, the APTC criteria document and the Collective Agreement.*

Teaching

Principles:

A. According to the APTC Recommendations on Institutional Tenure and Promotion Criteria (May 2010) "Teaching involves not only what takes place in the class but also activities such as curriculum design, mentorship and student supervision." 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.

B. Expectations regarding performance standards (for instance an expected range of scores in SEIs) must be articulated in writing at the beginning of the year and made clear to colleagues.

Assistant

The candidate clearly demonstrates competent teaching (APTC).

Criteria (APTC)	Expectations and Standards	Examples of Evidence
	Course design meets expectations with respect to rigour and addresses program and or institutional outcomes.	• Course assessment addresses outcomes. • Course design reflects best practices in discipline. • Course design reflects changes over time as appropriate. *Ancillary Evidence:* • Course incorporates undergraduate research in assessed outcomes. • Course incorporates commitment to professional practice.
Classroom performance (competent teaching)	SEIs are within the expectations of the unit or area, meeting or on track to meeting the standard articulated by the unit or area. Improvement or development is evident.	
• Satisfactory knowledge of relevant subject areas • Organizes and presents course content clearly • Communicates high expectations • Fosters interaction		Evidence that colleagues have met the criteria is based primarily on evaluations of classroom performance, i.e. the SEIs and peer reviews. For the SEIs: • Consistently meeting expectations and norms for satisfactory performance, as defined and communicated by the academic area • Demonstrate improvement over time in areas which might have been identified as problems in

between students and faculty • Encourages active learning • Develops collaboration and cooperation among students • Emphasizes time on task • Gives prompt and meaningful feedback • Respects diverse talents and ways of learning • Performs course-related administrative tasks efficiently.		the past For peer reviews: • Reviews by peers generally indicate competence in teaching, based on the relevant peer review criteria and process • Reviews by peers indicate reflective practice and development as a teacher. Evidence will also be considered for contributions made to activities such as curriculum design, mentorship and student supervision. Activities developing professional expertise may also be considered as they pertain to subject area specialization.

Associate

Candidate clearly demonstrates proficient and scholarly teaching (APTC).

Criteria (APTC) – competent teaching + :	Expectations and Standards	Examples of Evidence
Classroom performance (proficient and scholarly teaching)	SEIs are at or above the expectations of the unit or area as articulated by the unit or area.	• SEI's and peer reviews

	Improvement or development is evident.	
Demonstrates currency in discipline		- attends discipline related conferences - integrates current developments in the discipline, including developments in professional practice into his/her course presentations or blackboard - course design reflects currency through refinement and renewal.
Engages in teaching and learning PD		- attends workshops or teaching conferences to improve their teaching skills - formally engages with other faculty in the subject of teaching, such as triads or area colloquiums - reviews or edits textbooks or online resources - observes other faculty in the classroom
Utilizes pedagogical best practices for the discipline		- reviews article about teaching and integrates them into his/her classroom - communicate with other faculty teaching in the discipline and incorporates best practices into the classroom presentation - course design reflects best practices in discipline.
Aligns teaching philosophy, intended outcomes, learning activities and assessment strategies.		- shows evidence in the annual report of link/alignment between teaching philosophy and evaluation comments (SEI's and peer evaluations) - design of new curricula, activities, cases, courses and programs
Engages in systematic reflection on teaching practices		- teaching philosophy evolves based on reflective practices - the annual report provides evidence of reflection on teaching practices and should demonstrate integration in subsequent semesters

Full

Excellence and leadership in teaching (APTC).

Criteria (APTC) proficient and scholarly teaching + :	Expectations and Standards	Examples of Evidence
Classroom performance (excellence and leadership in teaching)	SEIs are above the standard articulated by the unit or area. Maintenance, reflection and development is evident.	• SEIs and peer reviews
Demonstrates a sustained and significant impact on teaching beyond the individual's classes		• Mentorship of peers • Receiving invitations to share your best practices to colleagues, internal and external to Mount Royal • Conduct workshops or seminars on teaching
Influences professional dialogue about teaching beyond the academic unit		• Leads or contributes to teaching related committees that have impact on teaching beyond the unit, such as LOSC
Provides leadership for major educational initiatives in or beyond the University		• Leads new curriculum or program development initiatives • Leadership through administrative positions, e.g. Chair of General Education, roles in the Academic Development Centre • Organizing and/or chairing SoTL conferences and sessions
Champions ongoing enhancement of undergraduate education		• Leads teaching-related initiatives that have had impact across institutional boundaries, e.g. - Nationally or internationally recognized

		SoTL program or curriculum
National or international recognition of their contributions to teaching and learning.		• Receiving invitations to share your best practices with colleagues, internal and external to Mount Royal • Being a keynote speaker of a teaching or SoTL conference • Publishes a textbook that has widespread adoption and impact • Teaching awards

Research and Scholarly Activity (RSA)

Principles:

- *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:*

  - o *discovery—investigative inquiry that builds a distinctive body of knowledge;*
  - o *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;*
  - o *application—inquiry that advances knowledge through engagement with the application of knowledge and expert practice;*
  - o *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 criteria reflect the institutional perspectives on research and the "Principles of and Recommendations for Assessing Faculty Engaged in RSA" passed by the Bissett Faculty Council.

- Dissemination in peer reviewed environments appropriate to an individual's discipline is the cornerstone of the evaluation criteria: *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 (APTC 2010).*

- The peer review process pertains to the generation and dissemination of knowledge in which knowledge contributions are assessed and validated by appropriate peers.

- Notwithstanding the language found in the Collective Agreement or the APTC report to GFC (APTC 2010), we understand peers to normally be scholars working in the same discipline, in this context, in one of the disciplines of the administrative sciences.

- Standards of the level of dissemination must be consistent with those standards appropriate in the applicant's discipline; such standards should be discussed by colleagues and provided to candidates in writing. Candidates, in consultation with their Chair and peer mentors, will be provided an understanding in writing of the discipline specific norms and expectations.

- Notwithstanding the language in the Collective Agreement and as outlined in the *Final Report of the Faculty Roles and Responsibilities Task Force* written at Mount Royal in 2007 and in the *Principles of and Recommendations for Assessing Faculty Engaged in RSA* passed by the Bissett Research Council and Bissett Faculty Council in 2009, assessable RSA in the Bissett School of Business serves teaching and, more generally, the production and dissemination of knowledge.

- As recommended in the *Principles of and Recommendations for Assessing Faculty Engaged in RSA* passed by the BRC and BFC in 2009, RSA will be evaluated according to the four dimensions:

    o Impact on the student learning experience
    o Impact on the community associated with the RSA
    o Creation of knowledge
    o Dissemination of knowledge

- Undergraduate research, as defined by the institution, and the impact of research on the student learning experience is a value embedded in the criteria and the examples provided. Recognition would include an acknowledgement of the challenges of working with student researchers in terms of output.

- In order to be evaluated as RSA, projects will provide a benefit to the institution, students or academic community and not just the researcher when payment is involved. Outcomes will be weighted in accordance to the context in which they are produced and disseminated.

- Quality is preferred over quantity.

- Normally, the Journal Rating List of the Australian Business Deans Council (ABDC), which is available and constantly updated at http://www.abdc.edu.au/ should be used as an assessing tool for RSA evaluation. Such a list represents the acceptable journal's list and also serves as a guideline for assessing the quality of the publication. Journals that are not listed in this list, or which are ranked differently outside it, may be considered for RSA assessment. It is the responsibility of the evaluated faculty to provide evidence justifying equally alternative journals or rankings, in such instances.

- Professional practice outcomes, such as activities for which payment is received, may be evaluated under teaching if there is no clear process of dissemination.

- The Bissett Research Council report is annexed in this document.

Assistant

Clearly demonstrates adequate preparation for scholarship (APTC).

Criteria	Expectations and Standards	Examples of Evidence
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	Dissemination meeting or approaching the expectations of the discipline in terms of dissemination.	- presentations in recognized conferences in the candidate's field (presentations as sole or joint authors, including students) - a research-proposal defence or the comprehensive examination of a doctoral program - successful HREB application - candidate demonstrates a promising plan and capabilities in conducting quality scholarship - publications as appropriate Ancillary Evidence might include: - Reports created for payment that have impact on the community - Incorporating undergraduate students into research projects.

Associate

The candidate clearly demonstrates significant results from scholarship:

Criteria	Expectations and Standards	Examples of Evidence

Established the foundation of an appropriate program of scholarship feasible with respect to time and resources at MRU (as defined in the discipline)	Meets the established standard in the discipline.
	
	Feasibility will acknowledge undergraduate research and impact on students as appropriate.
	
	Identified which of the dimensions the RSA fits into.
		• demonstrates a cohesive set of actions in forming a scholarly program. For instance:
		   ○ a successful application for research funding
		   ○ a successful HREB clearance for research activities
		   ○ the establishing of industry partnership that generates valuable research data
		   ○ the agreement to work on a textbook
		   ○ establishing an undergraduate research project

Produced significant results within that program	As above	• demonstrates significant contribution to a book or an edited book to be published by a reputable publisher • defended a doctoral dissertation and demonstrates the potential in publishing the results in quality outlets • the development of a comprehensive data collection and analysis effort documented by working papers • incorporates the RSA outcomes into the classroom or academic programs of the university • expand the benefits of the RSA to the broader community, through community engagement and service, case studies, and similar activities

| Has communicated the results as scholarly contributions to one or more relevant fields through peer-reviewed dissemination as appropriate. | Levels of appropriate communication consistent with normal expectations in the discipline. | publications within the ABDC list of journals, higher quality journals are preferred the publication of a book, book chapter, or textbook by reputable publishers other relevant scholarly materials and demonstration of possible impact of those materials on candidate's field the presentation of full research papers in recognized conferences in which full papers are peer reviewed communication that has an impact on the community presentation of research output (papers, presentations) that impacts student learning experiences. |
| Engages in systematic reflection on scholarly practice. | | engage in the process of critical review of peers' research participate as chair or discussant on RSA related activities, best practices in the scholar's field offer or participate in developmental workshops related to the scholar's scholarship program engage in communities of practice reports on how undergraduate RSA is incorporated into the classroom in an intentional way which includes an appropriate outcome engages in self reflective practice through work shopping papers or others outputs of RSA |

Full (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.)

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

Criteria – significant results from scholarship +	Expectations and Standards	Examples of Evidence
National or international level recognition	Results are exceeding the normal expectations of the discipline in terms of quality. Receive external recognition at the national or international level as assessed through publication, citation, patents, invitations, etc.	- ability to raise external funds from first rate funders (SSHRC, NSERC, Tri-Council etc) - sustained publication in an established stream of research normally in A and A+ journals listed on the ABDC list of journals or a level consistent with the discipline expectation - publication of books, book chapters, or textbooks as a primary author that receive wide adoption and have significant impact on the candidate's field - invited guest and keynote speaker to reputable academic conferences - recognition of candidate's scholarly outcomes by full professors in candidate's field of study

| Demonstrable impact on the work of other scholars, professionals or within academic or professional communities | High level of impact on the scholarly community to which the applicant belongs. | published RSA receives wide acceptance by peers and a significant number of citations. presentation of relevant professional development workshops for the relevant community of peers membership in editorial boards of RSA scientific journals served as a member of review committee for granting agencies the community (as defined in the discipline or professional activities) benefits from the RSA program and outputs(e.g., impact on student learning experiences, local communities, practices in the field of the researcher, and so on) |

Service

Principles:

- Colleagues will be developing the commitment and ability for long-term positive impact on their discipline, academic unit, faculty and the institution from the time they begin their career in the Bissett School.

- Service is part of institutional citizenship. It is typically collaborative and requires diligence.

- Colleagues should work with their Chairs or faculty mentors to find areas of service commensurate with their skills and interests.

- Definitions:

Collegiality is defined as: "*all forms of appropriate professional activity that promote, to the greatest extent possible, the primary functions of the university.*" Is more than being polite, getting along, being friendly, but it does require professionalism and respectful behavior. The test: "*Does the behaviour in question contribute to or make more difficult the central mission of the unit, School, or institution with regards to teaching, scholarship and service?*"(The Essential Department Chair by Jeffery Buller, p. 51)

Participation is defined as: active, collegial, respectful and collaborative engagement in the process of academic governance and administration required for the productive functioning of the area, unit, School and University. It is normally confined to one level of governance (eg. the unit or the faculty). Participation is more than simply being appointed to a committee or attending meetings.

Contribution is defined as: focusing on concrete protracted problems and the development of solutions; service in this regard usually connects the unit, school or university and includes systemic change and development. One analogy to help explain the distinction between participation and contribution is the Noah principle: "There are no more prizes for predicting rain. There are only prizes for building arks." (Lou Gerstner, CEO IBM). Outcomes of contribution are more substantive than participation. Generally, the faculty member's service would entail that they operate at different levels or governance; apply specialized knowledge and skills; display leadership; and/or produce tangible deliverables that can be assessed.

- Only service to the institution is evaluated, ie that service that is related to the professional capacity of the individual within the unit, faculty or university. Service to the greater community is evaluated in terms of how it serves the MRU community.

- Service normally encompasses those activities that are in addition to the general expectations and requirements of a faculty member's position (ie, department or unit meetings and faculty council meetings are considered requirements).

- Departments and units will take into consideration that service patterns may need to change depending on teaching and research commitments and may in turn affect those commitments.

- Recognizing that it is necessary to manage and to prioritize service activities, particularly in the period preceding tenure review, departments or units may define the standard pattern for service as somewhat different for faculty approaching tenure than it is for those approaching post-tenure promotion.

- The nature of a committee, level and amount of time required would be considered as part of the evaluation process.

- There is work that is required to articulate the ways in which Chairs will be evaluated.

Assistant

Clearly demonstrates collegial participation (APTC)

Criteria (APTC)	Expectations and Standards	Examples of Evidence
Participation in governance and activities of the academic unit.	Meeting or approaching the expectations of the unit.	- Utilizing expertise for the benefit of the unit, leading initiatives, such as curriculum renewal. - Significant curriculum development or redevelopment, which is not funded, at the course level. - Representing the unit at other committees.
Participation in academic governance at the faculty council level	Meeting or approaching the expectations of the unit. Demonstrating initiative and leadership at a single level.	- Utilizing expertise for the benefit of the School, including media interviews - Participating on School level committees. - Leading initiatives, such as policy development. - Significant curriculum development or redevelopment, which is not funded, at the program level. - Representing the School at other committees. - Leadership in a student group.

Associate

Clearly demonstrates contribution in service.

Criteria – collegial participation + significant contribution in at least one of	Expectations and Standards	Examples of Evidence
Service to the unit and	Meeting the expectations of the unit.	- Representing the unit or School on major committees

faculty	Committees and activities appropriate to pre and post tenure (ie, pre tenure applicants cannot do peer evaluations or hiring committees normally).	such as GFC. • Representing the school in industry or professional organizations. • Leadership in strategic initiatives for the program or unit. • Chairing a School level committee. • Representing program at Open House or other liaison functions. • Effecting significant change through academic governance • Hiring committees. • Outreach, including liaising with industry, on behalf of the program or unit or school. • Peer reviews and other faculty mentoring
Service to the university	As above.	• Contributions on an institutional committee such as GFC or other academic committees. Examples of committees in this category: UTPC, APC, APPC, APTC, LOSC, Student Awards, RSAC etc • May include taking a leadership role as a Chair of committee or leading an initiative that results in a deliverable such as a policy. • Serving as a peer reviewer for colleagues from outside the School • Serving as an external member for hiring committees.
Service to academic fields of study	As above.	• Representation on discipline or industry related governance bodies or committees; • Conference organization; • Journal reviews or other peer reviews; • Supervising graduate students.
Service to the broader community insofar as it is	As above.	• Engaging students in service learning or other experiential activities that have an impact on the

faculty or discipline related.		community and on student learning experiences. • Engaging in an education programs or projects with community organizations. • Representing MRU on community boards or organizational governance that result in partnerships or increased profile for the university.

Full

Clearly demonstrates substantial participation in service.

Criteria(APTC) collegial participation + substantial contribution in at least two of the following:	Expectations and Standards	Examples of Evidence
Service to the unit and faculty	Exceeds the expectations of the unit, School or institution. Receives external, national or international, recognition.	• Leadership role as Chair or Assistant Chair of unit. • Leadership role that meets strategic goals of the unit or faculty.
Service to the university	Exceeds the expectations of the unit, School or institution. Receives external, national or international, recognition.	• MRFA President, Speaker, Vice Speaker, or Secretary of GFC, Chair of APPC, Chair of APTC • Long term active contributions on university level committees. • Representing the University at a major external committee.
Service to academic fields of study	Exceeds the expectations of the unit, School or institution.	• President or VP of major national or international academic organization. • Supervising graduate students.

	Receives external, national or international, recognition.	
Service to the broader community insofar as it is faculty or discipline related.	Exceeds the expectations of the unit, School or institution. Receives external, national or international, recognition.	• Demonstrating leadership in engaging students in service learning or other experiential activities that have an impact on the community and on student learning experiences. • Demonstrating leadership in engaging in an education programs or projects with community organizations.

Annexes

APTC Recommendations on Institutional Tenure and Promotion Criteria, submitted to GFC May 2010.

Collective Agreement "Addendum on Teaching, Scholarship and Service" and Appendix A (CA, 2010-2012).

Bissett Research Council, *Principles and Recommendations for Assessing Faculty Engaged in RSA* (2009).

Final Report of the Faculty Roles and Responsibilities Task Force, 2007