

FACULTY PROMOTION PROCESSES FACULTY OF COMMUNICATION STUDIES MOUNT ROYAL UNIVERSITY

INTRODUCTION

The following document presents the criteria for tenure promotion and evidence for the Faculty of Communication Studies (FCS) and adheres to the guidelines and recommendations of the Appointments, Promotion and Tenure Committee (APTC) as mandated by the General Faculties Council (GFC) dated May 13, 2010.

The FCS is a community of professional communicators and scholars engaged in teaching, and professional practice. As such, the FCS acknowledges the diverse range of academic scholarship and research activities associated with the discipline of communication studies. It is, therefore, within the framework of the guidelines for promotion and tenure presented by the APTC that this document attempts to capture the wide range of interests and experiences of FCS faculty and outlines the measures proposed for adjudicating the criteria for tenure and promotion appropriate to a dynamic, academic, and professionally informed faculty.

GENERAL PRINCIPLES, PURPOSES AND RESPONSIBILITIES

- The quality of Mount Royal University is sustained through the distinguished teaching, scholarship and service, including the creative work, of its faculty. Granting tenure and subsequent promotions is profoundly important to the growth and reputation of Mount Royal University. FCS faculty, therefore, understand the critical importance of the criteria presented in this document.
- This document, it should be noted, represents the criteria, performance expectations and examples of evidence approved by the FCS. Similar documents for each program within the FCS will be developed. Specific criteria, performance expectations and examples of evidence may, therefore, be unique to the respective FCS disciplines.
- In general, promotions are awarded to recognize the level of faculty contributions to the mission of the University as embodied in their teaching, service and, where appropriate, scholarly activity including research, professional, and creative work.
- Promotions in rank and the granting of tenure are based on criteria as evidenced by the candidate.
- Responsibility for recommendations for faculty promotion and tenure to the University rests with the Tenure and Promotion Committee (TPC). The making of such recommendations will be guided by the criteria presented in this document and within the strictures of the Collective Agreement between Mount Royal and the Mount Royal Faculty Association, and the Appointments, Promotions and Tenure Committee guidelines approved by General Faculties Council (GFC).

- Provided to faculty as part of their orientation to the FCS, this document will serve as a guide to their choices and development. This document is intended to provide tangible examples of criteria and evidence for tenure and promotion and will serve as a guide to candidates and the FCS TPC. The list is neither limiting nor exclusive.

THE DOCUMENT

This document, as a whole, is concerned with the interpretation of those criteria for faculty in the FCS through the provision of examples and standards. The FCS has clear and deep roots in the practical context of professional communications practice, and in the theoretical and interdisciplinary context of the academic discipline of communication studies. This duality serves student interest in both professional and academic development, while also providing a context for knowledge development and the critical examination of communications practices.

- **Section One** identifies that it is the responsibility of the candidate applying for tenure and/or promotion to provide evidence that he or she is performing at the level of the next rank prior to application for promotion, and articulates how his or her evidence addresses the criteria for each rank and category of the candidate's work pattern.
- **Section Two** provides candidates applying for tenure and/or promotion within the Faculty of Communication Studies with the requirements for criteria and evidence for promotion and tenure.
- **Section Three** addresses promotion for candidates with years served as Chair of a Department.

In developing a FCS position on tenure and promotions, a consideration of practices at other institutions in Canada and the United States was undertaken. This effort revealed that Mount Royal's practices are generally in line with other universities in defining and placing value in service, teaching and scholarship. An examination of practices at universities with communication faculties supports the FCS' focus on the value of professional communication and experience. Combining and/or enhancing it through a focus on scholarship is broadly recognized as a foundational notion in universities with strong communications programs.

In short, programs in the FCS will identify any standards, requirements and/or expectations with respect to performance specific to their area. This will include scholarship expectations in terms of quality and impact, and expectations with respect to student evaluation of instruction. These standards, requirements and/or expectations must be communicated to faculty in writing at the beginning of each academic year.

This document and documents specific to FCS programs are subject to periodic review and revision. Such revisions will not disadvantage or hinder the candidate's progress through the tenure and promotion process.¹

¹ Note: Aspects of this document are based on the Collective Agreement between the Mount Royal Faculty Association and the Board of Governors of Mount Royal University, July 1, 2010-June 30, 2012, <<http://www.mtroyal.ca/EmploymentCareers/HumanResources/CollectiveAgreements/>>, and the Appointments, Promotions and Tenure Committee (APTC) Recommendations on Institutional Tenure and Promotion Criteria, passed by the Board in 2010 <http://www.mtroyal.ca/wcm/groups/public/documents/pdf/gfc_aptc_recommandations.pdf>.

SECTION ONE**Tenure and Promotion in the Faculty of Communication Studies**

The base credential for appointment to assistant professor status in the FCS and entry to a tenure-track position is normally a Master's degree. For the purposes of promotion, the credential the applicant has upon arrival will be considered sufficient for advancement to both to the rank of associate and ultimately to the rank of full professor.

It is the responsibility of the candidate applying for tenure and/or promotion to provide evidence that he or she is performing at the level of the next rank prior to application for promotion, and to articulate how his or her evidence addresses the criteria for each rank and category of the candidate's work pattern.

Generally, FCS faculty will take various paths in the development of their careers and no one path should be considered more appropriate than another, and promotions should be linked to their specific efforts and achievements. Some paths may be firmly rooted in academically focused scholarly activities, including additional education while other paths will focus on teaching and learning. All FCS faculty will participate in service activities.²

SECTION TWO**Faculty of Communication Studies Criteria for Promotion and Tenure****Teaching in the FCS**

The FCS Council bases its criteria for teaching on the APTC Recommendations on Institutional Tenure and Promotion Criteria (May 3, 2010), and endorses its description of three levels of teaching competence.

The document states:

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

² FCS applicants would additionally and normally have experience in professional communications practice, and may also have completed a doctoral degree prior to arrival. Recognizing, supporting and promoting the potential to link theory and practice may need to be part of the basis for choosing new FCS faculty.

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.

The Faculty of Communication Studies defines the following standards:

- *Assistant Professor...Meeting* the customary levels of proficiency expected in individual programs for the level of Assistant Professor
- *Associate Professor...Meeting* the customary levels of proficiency expected in individual programs for the level of Associate Professor
- *Full Professor...Exceeding* the customary levels of proficiency expected in individual programs for the level of Associate Professor

Evidence for fulfillment of the indicated criteria will be provided through student, chair and peer evaluations; teaching artifacts such as course outlines, assignments and collection plans; and the faculty member's "Reflective Assessment of Teaching" document.

The Reflective Assessment of Teaching Document

For purposes of evaluation for tenure and promotion, candidates for promotion and tenure in the FCS will provide a "reflective assessment of teaching." In this document, faculty members will evaluate and assess their development as teachers and articulate their teaching and assessment strategies: what worked, what didn't work, and what needs to be developed or changed. In the case of the midterm evaluation, candidates may present a series of strategies for how they will reach the level of "scholarly and proficient teaching."

The expectation is that this will be a document, at minimum, of several pages. The reflective assessments of teaching activities may include such things as:

- a list of teaching methods and why they worked or did not work
- a summary of the faculty member's contribution to the development or revision of new classes, courses, collections, or instruction activities
- a description of any professional development which the faculty member feels was particularly useful in promoting his or her development in teaching activities
- a description of the faculty member's contribution to the overall teaching activities in the FCS
- reflection on the faculty member's teaching, teaching evaluations, support of students in one-to-one consultations, in practica, honours, or directed readings courses and projects

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Teaching Criteria and Evidence

Assistant Professor – [TS] and [TSS] Work Pattern

Standards

Mount Royal University: *The candidate clearly demonstrates competent teaching*

Faculty of Communication Studies: *Meeting the customary levels of proficiency expected in individual programs for the level of Assistant Professor*

MRU Criteria	Suggested Types of Evidence (Faculty of Communication Studies) – candidate would provide documentation in a variety of the following:
<ul style="list-style-type: none"> • Satisfactory knowledge of relevant subject areas • Organizes and presents course content clearly • Communicates high expectations • Fosters interaction 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 	<ul style="list-style-type: none"> - Demonstrates the appropriate educational and practice qualifications for courses taught - Meets the University's instructional support program (ISP) requirements - Meets the University and MRFA Collective Agreement requirements of Student Evaluation of Instruction (SEI) - Meets the University's requirement of having peer evaluation of instruction - Meets the University's requirement of having a Chair's evaluation of instruction - Observes the scheduled class time and is available to students weekly as per MRFA Collective Agreement - Provides a comprehensive course outline that meets the standardized template for the Faculty and Program - Delivers course material in a manner that observes the course outline, ensures students are afforded the opportunity to meet the learning objectives, and allows for the meaningful assessment of learning - When appropriate skills develop and opportunity arises, coordinates and leads in design and delivery of courses - Participates in seminars/workshops/conferences related to enhancing student learning and professional development - Demonstrates interdisciplinary teaching and collaboration - Engages in teaching observation of peers to inform personal teaching practice

Teaching Criteria and Evidence

Associate Professor – [TS] and [TSS] Work Pattern

Standards

Mount Royal University: *The candidate clearly demonstrates proficient and scholarly teaching*

Faculty of Communication Studies: *Meeting the customary levels of proficiency expected in individual programs for the level of Associate Professor*

MRU Criteria	Suggested Types of Evidence (Faculty of Communication Studies) – candidate would provide documentation in a variety of the following:
<ul style="list-style-type: none"> • Demonstrates currency in discipline • Engages in teaching and learning professional development • Utilizes pedagogical best practices for the discipline • Aligns teaching philosophy, intended outcomes, learning activities and assessment strategies • Engages in systematic reflection on teaching practices 	<ul style="list-style-type: none"> - All required evidence outlined for “competent teaching”- see Assistant Professor - Individually or as part of a team engages in periodic review of curriculum (course and/or program level) - Advances course development/redevelopment within their discipline and/or area of expertise at the course and/or program level - Coordinates or participates in program evaluation - Where appropriate, works/mentors individual students in honour streams, directed reading courses, independent research projects beyond assigned workload - Demonstrates interdisciplinary teaching, mentorship and collaboration - Creates collaborative learning opportunities - Develops an explicit statement of scholarly teaching philosophy that can be evidenced within their teaching activities - Participates and/or contributes to seminars, workshops and symposia related to student learning at or external to MRU - Seeks informal peer evaluations of instruction by a variety of individuals - Engages in teaching evaluation of peers - Participates in reflective activities of teaching practices (e.g. Triads, communities of practice) - Engages in discipline related professional development - Receives local, national or international nominations for awards in teaching excellence

Teaching Criteria and Evidence

Full Professor – [TS] and [TSS] Work Pattern

APTC's report on institutional tenure and promotion criteria (May 3, 2010) outlines that it is the discretion of the candidate to determine which of the two paths to Full professor she/he will follow.

According to the guidelines:

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

Standards

Mount Royal University: *The candidate must demonstrate excellence and leadership in teaching and learning*

Faculty of Communication Studies: Exceeding the customary levels of proficiency expected in individual departments for the level of Associate Professor

MRU Criteria	Suggested Types of Evidence (Faculty of Communication Studies) – candidate would provide documentation in a variety of the following:
<ul style="list-style-type: none"> • Demonstrates a sustained and significant impact on teaching beyond the individual's classes • Influences professional dialogue about teaching beyond the academic unit • Provides leadership for major educational initiatives in or beyond the University • Provides leadership that results in ongoing enhancement of undergraduate education • National or international recognition of contributions to teaching and learning 	<ul style="list-style-type: none"> - All required evidence outlined for "competent teaching" and "scholarly teaching"- see Assistant and Associate professor - Provides mentorship to other professors (fulltime or part-time) related to teaching pedagogy assistance - Organizes or contributes workshops/seminars and symposia on teaching and learning - Takes an active role in launching new programs and/or undergraduate credentials - Organizes or contributes to university-wide committees directly related to the design and delivery of program requirements and/or university-wide credentials - Leads, coordinates or participates in program evaluation of proposed or existing academic credentials in cognate disciplines within and outside MRU - Receives local, national or international nominations for awards in teaching excellence - Provides sustained evidenced of scholarly informed teaching through peer reviews which consider SEI, course outlines, course assessment tools and learning activities

Service in the FCS

APTC's report on institutional tenure and promotion criteria (May 3, 2010) provides the following definition of service:

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.

APTC's report on institutional tenure and promotion criteria (May 3, 2010) defines the following standards:

- *Assistant Professor...*"clearly demonstrates **collegial participation**"
- *Associate Professor...*"clearly demonstrates **contribution in service**"
- *Full Professor...*"clearly demonstrates **substantial contribution in service**"

The Faculty of Communication Studies defines the following standards:

- *Assistant Professor...***Meeting** the customary levels of proficiency expected in individual departments for the level of Assistant Professor
- *Associate Professor...***Meeting** the customary levels of proficiency expected in individual departments for the level of Associate Professor
- *Full Professor...***Exceeding** the customary levels of proficiency expected in individual departments for the level of Associate Professor
- A commitment to service is expected of faculty in the FCS, and evidence of service is demonstrated by sufficient and ongoing engagement in the MRU and broader communities.

Service Criteria and Evidence

Assistant Professor – [TS] and [TSS] Work Pattern

Standards

Mount Royal University: *Clearly demonstrates collegial participation*

Faculty of Communication Studies: Meeting the customary levels of proficiency expected in individual departments for the level of Associate Professor

MRU Criteria	Suggested Types of Evidence (Faculty of Communication Studies) – candidate would provide documentation in a variety of the following:
<ul style="list-style-type: none"> • Participation in governance and activities of the academic unit • Participation in the academic governance at the faculty council level 	<p>Internal:</p> <ul style="list-style-type: none"> - Participates in Department meetings, committees and subcommittees - Participates in Faculty of Communication Studies Faculty Council, committees and subcommittees - Participates in MRFA processes - Participates in university-wide promotional events (e.g. Open House and Degree Night) - Provides student support (e.g. academic advising, Faculty liaison for student organizations, career advising) - Engages in the development and application of academic policies - Assumes leadership/management position within the institution (e.g. course coordinator, program coordinator, curriculum leader, academic advising, practicum coordination) - Engages in professional development in leadership/management

Service Criteria and Evidence

Associate Professor – [TS] and [TSS] Work Pattern

Standards

Mount Royal University: *Clearly demonstrates contribution in service*

Faculty of Communication Studies: Meeting the customary levels of proficiency expected in individual departments for the level of Associate Professor

MRU Criteria	Suggested Types of Evidence (Faculty of Communication Studies) – candidate would provide documentation in a variety of the following:
<ul style="list-style-type: none"> • Contributed significantly in at least one of: - Service to the unit and faculty - Service to the university - Service to academic fields of study - Service to the broader community insofar as it is faculty or discipline related 	<ul style="list-style-type: none"> - In addition to all evidence outlined for Assistant Professor, <p>Internal</p> <ul style="list-style-type: none"> - Participates in MRFA processes, committees and subcommittees - Assumes leadership/management position within the institution (e.g. course coordinator, program coordinator, curriculum leader, Chair, Director, MRFA executive, collective bargaining team, Speaker of GFC, Associate Dean, Dean, academic advising, practicum coordination) - Participates in the selection, support, development and evaluation of colleagues - Engages in professional development in leadership/management <p>External</p> <ul style="list-style-type: none"> - Participates in discipline-related local, regional, national or international professional associations or steering committees - Participates in national or international accreditation committees for discipline-related and/or expertise-related accreditation or professional committees - Consults as recognized expert (e.g. boards, community work, teaching, community courses) - Volunteers in the community, insofar as it is university, faculty or discipline related - Provides local, national or international media commentary - Engages in professional development in leadership/management

Service Criteria and Evidence

Full Professor – [TS] and [TSS] Work Pattern

Standards

Mount Royal University: *Clearly demonstrates substantial contribution in service*

Faculty of Communication Studies: Exceeding the customary levels of proficiency expected in individual departments for the level of Associate Professor

MRU Criteria	Suggested Types of Evidence (Faculty of Communication Studies) – candidate would provide documentation in a variety of the following:
<ul style="list-style-type: none"> • Leadership in at least one, or significant contributions in at least two of: <ul style="list-style-type: none"> - Service to the academic unit and faculty - Service to the University - Service to academic fields of study - Service to the broader community insofar as it is faculty or discipline related 	<ul style="list-style-type: none"> - In addition to all evidence outlined for Assistant and Associate Professor, <p>Internal</p> <ul style="list-style-type: none"> - Provides leadership in Department meetings, committees and subcommittees - Provides leadership in Faculty Council, committees and subcommittees - Provides leadership in University-wide committees and subcommittees (e.g. General Faculties Council -GFC) - Provides leadership in MRFA processes, committees and subcommittees - Provides leadership in university-wide promotional events (e.g. Open House and Degree Night) <p>External</p> <ul style="list-style-type: none"> - Provides leadership in discipline-related local, regional, national or international professional associations or steering committees - Provides leadership in national or international accreditation committees for discipline-related and/or expertise-related accreditation or professional committees - Provides leadership for community organizations, insofar as it is university, faculty or discipline related

Scholarship in the FCS

APTC's report on institutional tenure and promotion criteria (May 3, 2010) provides the following definition of scholarship:

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.

The candidate is expected to describe/discuss the nature of this review by peers when presenting evidence.³

Faculty on the Teaching, Scholarship and Service (TSS) work pattern are required to meet the basic performance expectations for scholarship as articulated by academic rank. Faculty on the Teaching and Service (TS) work pattern do not.

APTC's report on institutional tenure and promotion criteria (May 3, 2010) defines the following standards:

Assistant Professor... "clearly demonstrates **adequate preparation for scholarship**"

Associate Professor... "clearly demonstrates **significant results from scholarship**"

Full Professor... "**exemplary scholar**"

The Faculty of Communication Studies defines the following standards:

Assistant Professor... **Meeting** the customary levels of proficiency expected in individual departments for the level of Associate Professor

Associate Professor... **Meeting** the customary levels of proficiency expected in individual departments for the level of Associate Professor

Full Professor... **Exceeding** the customary levels of proficiency expected in individual departments for the level of Associate Professor

The FCS does not endorse tenure and promotion standards that require specific quantities of scholarly work; rather, candidates must demonstrate the quality of the work meets or exceeds scholarly standards for the individual program and discipline of communication studies.

The MRFA Collective Agreement July 1, 2010 – June 30, 2012 (p.42) states that evidence of scholarship

³ Please see the Addendum on Teaching, Scholarship and Service in the Mount Royal Collective Agreement, for a detailed, but not comprehensive, list of examples.

should be congruent with teaching loads and resources available for scholarship at an undergraduate university.

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.

The Reflective Assessment of Scholarship Document

For purposes of evaluation for tenure and/or other levels of promotion, candidates for promotion and tenure in the FCS who are in the Teaching-Service-Scholarship work pattern – or those on the Teaching-Service pattern who chose to do so – will also provide a “Reflective Assessment of Scholarship” document as part of their application. In this document, faculty members will evaluate and assess their development as scholars and articulate their strategies, methodologies and goals, what worked, what didn’t work, and what needs to be developed or changed. The reflective assessments of scholarly activities may include such things as

- a list of activities, methods and strategies, and why they worked or did not work
- a description of any professional development which the faculty member feels was particularly useful in promoting his or her development in scholarly activities
- a description of the faculty member’s contribution to the overall scholarly activities in the FCS
- reflection on the faculty member’s support of the scholarly work of others
- reflection on the impact of the faculty member’s scholarship on the scholarly, creative, or professional work of others
- reflection on the faculty member’s growth as a scholar

Scholarship Criteria and Evidence

Assistant Professor – [TS] and [TSS] Work Pattern

Standards

Mount Royal University: *Clearly demonstrates adequate preparation for scholarship*

Faculty of Communication Studies: Meeting the customary levels of proficiency expected in individual departments for the level of Associate Professor

MRU Criteria	Suggested Types of Evidence (Faculty of Communication Studies) – candidate would provide documentation in a variety of the following:
<p>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 MRU context</p>	<ul style="list-style-type: none"> - Work in Progress and/or Submission <ul style="list-style-type: none"> o Pure and/or applied research, including data collection o Ethics Application o Grant/funding application o Manuscript for journals, texts, monographs, edited book, textbook, agency or government reports, applied research, pilot/demonstration project, professional/agency/project manual o Conference presentation o Workshop, community or professional presentation o Poster presentation - Publication <ul style="list-style-type: none"> o Manuscript for journals, texts, monographs, edited book, textbook, agency or government reports, applied research, pilot/demonstration project, professional/agency/project manual, production of journalistic artifacts, other professional writing projects in communications disciplines - Presentation <ul style="list-style-type: none"> o Conference o Video and audio projects o Multimedia project development o Publication and production development and design o Art projects o Panel, round-table, and/or poster presentation o Lecture/speaker series or symposiums - Creates scholarship opportunities for students outside assigned coursework - Develops, plans and/or implements a conference, professional workshop, symposium, lecture/speaker series, or other scholarly event - Serves as a reviewer/Editor for journals, texts, monographs, edited book, textbook, agency or government reports, applied research, pilot/demonstration project, professional/agency/project manual - Serves as a reviewer for conference, symposium or lecture series - Serves as a reviewer for ethics and/or funding proposals - Communications consulting - Client-focused research - Composing, dramaturgy, theatrical consulting - Producing or supervising public performances in theatre and music - Public and recorded performances in music, film and theatre - Frequent media interface by FCS personnel as 'Voices of Authority' to print, radio, TV and digital media outlets

Scholarship Criteria and Evidence

Associate Professor – [TS] and [TSS] Work Pattern

Standards

Mount Royal University: *Clearly demonstrates significant results from scholarship*

Faculty of Communication Studies: Meeting the customary levels of proficiency expected in individual departments for the level of Associate Professor

MRU Criteria	Suggested Types of Evidence (Faculty of Communication Studies) – candidate would provide documentation in a variety of the following:
<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 	<ul style="list-style-type: none"> - Work in Progress and/or Submission <ul style="list-style-type: none"> o Pure and/or applied research, including data collection o Ethics Application o Grant/funding application o Manuscript for journals, texts, monographs, edited book, textbook, agency or government reports, applied research, pilot/demonstration project, professional/agency/project manual o Conference presentation o Workshop, community or professional presentation o Poster presentation - Publication <ul style="list-style-type: none"> o Manuscript for journals, texts, monographs, edited book, textbook, agency or government reports, applied research, pilot/demonstration project, professional/agency/project manual, production of journalistic artifacts, other professional writing projects in communications disciplines - Presentation <ul style="list-style-type: none"> o Conference o Video and audio projects o Multimedia project development o Publication and production development and design o Art projects o Panel, round-table, and/or poster presentation o Lecture/speaker series or symposiums - Creates scholarship opportunities for students outside assigned coursework - Develops, plans and/or implements a conference, professional workshop, symposium, lecture/speaker series, or other scholarly event - Serves as a reviewer/Editor for journals, texts, monographs, edited book, textbook, agency or government reports, applied research, pilot/demonstration project, professional/agency/project manual - Serves as a reviewer for conference, symposium or lecture series - Serves as a reviewer for ethics and/or funding proposals - Communications consulting - Client-focused research - Composing, dramaturgy, theatrical consulting - Producing or supervising public performances in theatre and music - Public and recorded performances in music, film and theatre - Frequent media interface by FCS personnel as 'Voices of Authority' to print, radio, TV and digital media outlets <p>In addition to all evidence outlined above for Assistant Professor</p> <ul style="list-style-type: none"> - Is awarded funding to support research - Mentors faculty members in their scholarship activities - Acts as a thesis supervisor, committee member or examiner - Receives an appointment as an adjunct professor at another post secondary institution

Scholarship Criteria and Evidence

Full Professor – [TS] and [TSS] Work Pattern

Standards

Mount Royal University: *Exemplary scholar*

Faculty of Communication Studies: Exceeding the customary levels of proficiency expected in individual departments for the level of Associate Professor

MRU Criteria	Suggested Types of Evidence (Faculty of Communication Studies) – candidate would provide documentation in a variety of the following:
<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 	<ul style="list-style-type: none"> - Work in Progress and/or Submission <ul style="list-style-type: none"> o Pure and/or applied research, including data collection o Ethics Application o Grant/funding application o Manuscript for journals, texts, monographs, edited book, textbook, agency or government reports, applied research, pilot/demonstration project, professional/agency/project manual o Conference presentation o Workshop, community or professional presentation o Poster presentation - Publication <ul style="list-style-type: none"> o Manuscript for journals, texts, monographs, edited book, textbook, agency or government reports, applied research, pilot/demonstration project, professional/agency/project manual, production of journalistic artifacts, other professional writing projects in communications disciplines - Presentation <ul style="list-style-type: none"> o Conference o Video and audio projects o Multimedia project development o Publication and production development and design o Art projects o Panel, round-table, and/or poster presentation o Lecture/speaker series or symposiums - Creates scholarship opportunities for students outside assigned coursework - Develops, plans and/or implements a conference, professional workshop, symposium, lecture/speaker series, or other scholarly event - Serves as a reviewer/Editor for journals, texts, monographs, edited book, textbook, agency or government reports, applied research, pilot/demonstration project, professional/agency/project manual - Serves as a reviewer for conference, symposium or lecture series - Serves as a reviewer for ethics and/or funding proposals - Communications consulting - Client-focused research - Composing, dramaturgy, theatrical consulting - Producing or supervising public performances in theatre and music - Public and recorded performances in music, film and theatre - Frequent media interface by FCS personnel as 'Voices of Authority' to print, radio, TV and digital media outlets - Mentors faculty members in their scholarship activities - Acts as a thesis supervisor, committee member or examiner - Receives an appointment as an adjunct professor at another post secondary institution

	<p>In addition to all evidence outlined above for Assistant and Associate Professor-</p> <ul style="list-style-type: none">- Presentation<ul style="list-style-type: none">o Keynote or plenary address- Serves as a visiting scholar at another post secondary institution- Receives nominations for and/or receives an award for contributing to scholarship at a local, national, and/or international level- Acts as an external reviewer of thesis- Provides leadership of a research centre or research collaboration
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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 general criteria below, and takes into consideration FCS specific guidelines in the next section of the document, and further
- 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 substantial contribution in service and one of:

- excellence and leadership in teaching
- excellence in scholarship and continued proficient and scholarly teaching

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 excellence in teaching and/or excellence in scholarship.

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

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.

REQUIREMENTS FOR SUBSTANTIAL CONTRIBUTION IN SERVICE

The candidate clearly demonstrates contribution in service. The criteria include all of the criteria for “collegial participation”, and the candidate needs to have also contributed significantly in at least two 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

EXTERNAL REFEREES

Reviewers of scholarly and professional work for tenure and promotion will be in keeping with the terms stated by Mount Royal University policy and Collective Agreement. All accomplishments will be judged against the criteria for scholarly work as set out in University policy and FCS. It is recommended that all referees must be at “arms length” and know the candidate only in the context of his or her academic and/or professional work.

SECTION THREE**Recognition within the promotion process for years served as Chair of a Department**

The Faculty of Communication Studies recognizes the essential place of the chair in the governance of Mount Royal University. Faculty members who have successfully completed their term as chair will ordinarily have shown leadership in teaching through their responsibilities regarding curriculum development, the mentoring of faculty, curriculum review, peer evaluations, and other teaching-related duties. In addition, a chair will likely have exhibited a substantial contribution to service, and often will have shown leadership in encouraging the scholarship of those in his or her discipline. It is up to the candidates to show how the duties they have performed as chair apply to any one of the categories of “substantial contribution and service,” “excellence and leadership in teaching,” or “excellence in scholarship.”

CONCLUSION

The ideal circumstance is that the FCS is inhabited by people with a range of interests, and that the teaching of one balances with the research of another, and that they have the latitude to do both at different times in their careers. This document outlines requirements for tenure and promotion in the FCS in context of MRU rules and goals. It privileges experience, independence, innovation, effort, dynamism, consistency and dedication. Achieving professor status in the FCS will demand a great deal of the individuals who seek it, and in doing so they will broadly and usefully advance both the academic and professional goals of the FCS and MRU.

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APPENDIX A

SCHOLARSHIP and RESEARCH IN THE FACULTY OF COMMUNICATION STUDIES

The FCS is engaged in undergraduate education in a range of professional communications disciplines, which are informed by professional practice norms and expectations. Yet, these professions may also be examined through theoretical frames that seek to describe their contexts, structures and their relationships with content users, among many other possibilities. Further, the FCS is actively engaged in research in teaching and learning, and FCS-based scholarship and research activities will vary widely, and encompass both practical and theoretical elements on a continuum ranging from professional work to original research.

Three characteristics, above all, should mark scholarship and research in the Faculty of Communication Studies:

1. critical reflection as a habit of mind;
2. scrutiny by peers as a fundamental operating principle; and
3. systematic, sustained inquiry as a basic motivation (Andresen 2000, 141).

Meanwhile, scholarship in Communication Studies should proceed on the basis of the most recent and reliable knowledge in the discipline or field, and such knowledge should be acted upon systematically and rigorously in the course of research (Andresen 2000, 143).

SCHOLARSHIP

These commonalities are not intended to narrow the scope of scholarship, which is widely considered to include many forms “of creative intellectual work” (Weiser, 1996). The FCS will encourage and support a wide range of scholarship activities including “research, practice, creative activity, or performance,” (Boyer, 1997).

Specific scholarship choices are informed by the nature of the academic disciplines and/or professional background at the heart of a faculty member’s experience or interests. (Hoepfner, 2006). Programs will develop and communicate their own lists of examples of scholarly activity in accordance with APTC and MRFA guidelines, and . . .

“...Consideration of the faculty member's publication record, works in progress, unpublished reports, professional assistance to other scholars, papers delivered at meetings of professional societies, computer software and other technologically delivered academic products, invited lectures and participation in panels and symposia, participation in policy analysis, grants received, editorial or advisory roles with professional journals, participation on evaluation panels for research funding, consultantships, research projects, and contribution to the scholarly growth of peers.” (Boyer, 1997)

The FCS recognizes and values the diversity of types of scholarship, including discovery, pedagogy, integration, engagement, and application, but also recognizes that scholarly activities must be intended and reasonably expected to lead to the production of scholarly works. Scholarly works must be communicated with and validated by peers beyond the Mount Royal campus community. The means of communication as well as the comparative value of types of scholarly activity and work are to be determined by each department. These determinations will reflect what is commonly accepted in the discipline.

RESEARCH

Like scholarship, research involves a careful and diligent search or studious inquiry process. Research should be aimed at the discovery and interpretation of facts, the revision of accepted theories or laws in light of new facts, or the practical application of revised theories or laws involved in scholarship. Each discipline in the Faculty of

Communication Studies has its particular, always evolving knowledge paradigm. This paradigm plays an important role in constituting and re-constituting how research, learning and teaching are approached in the discipline. Broad definitions of research are appropriate in Communication Studies (Neumann 1993, 98).

Research generally is a systematic investigation aimed at producing, validating or rejecting new knowledge and understanding, established facts, and founding principles. It includes design and development and validation or rejection of new insights, ideas, theories, hypotheses, processes, products, devices, and materials. Research begins with open-ended questions for which there are no ready answers. Data are gathered and analyzed by quantitative or qualitative methods. Research normally results in peer-reviewed outcomes.

Research in the Faculty of Communication Studies is rigorous, critical, systematic, sustained and evidence-based. It normally will include determination of the existing state of knowledge with respect to the research question; peer review, normally external peer review; and publication of results in peer-reviewed journals, in texts, as monographs or in presentations to conferences and meetings of scholars. Publication of applied research results will occur in peer-reviewed journals, in trade publications, or in agency or government reports. In general, there is an onus on researchers to disseminate knowledge produced to all stakeholders including the scholarly community and the public.

Research in communication studies is multidisciplinary. It is fundamental, strategic and applied research. It frequently involves reflective investigation of the dynamic interactions between theory and practice in communication disciplines (University Research Council, Nipissing University, 2008; Cohen 2005). It may apply the methods and theories of other disciplines, arguably most frequently those in the social sciences and humanities.

Research in communication studies is carried out to increase knowledge and understanding in the field of communication studies and its disciplines; to support learning and teaching in communication studies and in the several disciplines in the field; and to advance practice knowledge and practice competency in communication studies, in the disciplines in the field, and in research and teaching in the field and its disciplines. Research in communication studies helps to elaborate and sharpen the definitions of the cores and boundaries of the disciplines housed within the Faculty of Communication Studies. Elaboration and sharpening of the definitions of discipline cores and boundaries are being actively pursued in all of the principal communication disciplines (Cohen 2005; Gasher 2005; Zelizer 2004).

Research helps to meet the current and long-term knowledge needs of professionals, practitioners and organizations including business enterprises in communication studies and the communication disciplines. It helps to maintain and enhance the standing in the academy of communication studies and the communication disciplines. It can provide scholarly opportunities for students in the communication disciplines. Research in communication studies includes pilot studies and exploratory studies; research under the rubric of scholarship of teaching and learning; and research to create policy analysis papers, evaluation tools, or evaluations of practice demonstrations.

The disciplines housed in communication studies are creative disciplines. Research in these disciplines includes research-creation, which is research activity that is part of creative processes or artistic disciplines, fosters production of creative works or significant bodies of such works, and meets the principal other criteria of research in the disciplines as articulated in the present paper (University Research Council, Nipissing University, 2008).

In its pursuit of scholarship, research and effective teaching, the FCS embraces the diversity implied in a mix of professional or public performance and academically focused activities, and the potential to encompass both in a single activity. FCS faculty are encouraged to engage in a range of projects that inform their teaching and/or their understanding of their academic and professional disciplines. For the purposes of promotion, scholarly and research activities with a professional orientation have the same value as scholarly and research activities with an academic orientation, and the same value as activities that enhance teaching and learning.

The FCS recognizes that creative activities can require substantial analysis, historical and technological research, a synthesis of information, and the creation of new works of art that may be widely disseminated through a variety of media. The various disciplines represented in the FCS operate in highly competitive fields, where professional work is open to critical reflection and peer review, and such reviews are deemed to carry the same weight towards promotion as traditional academic peer review requirements.

Where off-campus professional work is a mandatory expectation for tenure or advancement in rank, or where the candidate for promotion has identified that such work is significant in context of their own teaching and scholarship, the FCS recognizes that the time and work commitment in these activities may be substantial.