

MOUNT ROYAL UNIVERSITY
 Faculty of Health and Community Studies
 Tenure and Promotion Criteria and Evidence

Originally approved: April 21, 2011 (updated November 20, 2014)

Background:

The recommendations on institutional tenure and promotion criteria, as presented by the Appointments, Promotion and Tenure Committee (APTC) were approved at the May, 2010 meeting of the Mount Royal University's General Faculty Council (GFC). At Mount Royal University, faculty will be evaluated on the criteria of *Teaching , Service and Scholarship* (where applicable). Besides defining each criterion, Mount Royal University has articulated basic performance expectations for each that are differentiated by academic rank.

The criteria and basic performance expectations for tenure and promotion apply in the following situations:

- To assess the performance of all current and future non-tenured faculty
- To assess the performance of all tenure-applicants who apply for tenure
- To assess applications for promotion from the rank of Associate Professor to Full Professor

The following document represents the criteria, standards and examples of evidence approved by the Faculty of Health and Community Studies. discipline.

Faculty Philosophy:

Promotion:

- Assistant, Associate and Full Professors are expected to demonstrate proficiency on a variety of criteria/evidence.
- Applicants for promotion (to the rank of Associate Professor and to the rank of Full Professor) must be meeting the performance expectations of the rank they aspire to before promotion occurs.
- Promotion from Assistant to Associate Professor will usually occur after a five year probationary period. At the time of application for tenure, the Assistant Professor is expected to be demonstrating proficiency on assistant professor criteria and on some criteria of the Associate Professor.
- When applying for Full Professor, the Associate Professor must demonstrate a career trend of performance at the Full Professor level over a range of criteria/evidence.
 - Promotion to Full Professor is possible via the Teaching and Service (TS) work pattern or the Teaching, Scholarship and Service (TSS) work pattern.
 - An Associate Professor may apply for Full Professor when he/she feels that he/she has attained a consistent career trend of criteria at the Full Professor level (i.e. there is no time limit on application).

- Candidates for promotion to Full Professor must satisfy all of the Associate Professor criteria for teaching, service and, where applicable, scholarship **plus** the Full Professor criteria in **teaching or scholarship, with substantial contribution to service.**

Evaluation:

- When evaluating applications for promotion (tenure and Full Professor), the Department TPC will look for consistent performance based on customary levels of proficiency
- The following articulated criteria, evidence and standards are intended to be guidelines, not rigid universal norms. The performance of every candidate for tenure and promotion should be reviewed and assessed within the context of circumstances that are unique to that individual.

Overall Contribution:

- 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.
 - Faculty are expected to set goals, seek guidance and/or feedback regarding these goals, annually reflect on the goals and the processes to attain them, and to comment/reflect on these goals in the annual report.
- Once a level of mastery is attained in certain criteria/evidence, there is an expectation that this level of mastery will be maintained.
 - Attaining mastery is based on goal setting, guidance/feedback regarding these goals, self-reflection, and consultation with the Department Chair and Dean if needed.

Holistic Approach

- It is expected that faculty will perform all duties in a professional and responsible manner (MRFA Collective Agreement, APTC “Recommendations on Institutional Tenure and Promotion Criteria”, May 3, 2010).
- The Faculty celebrates collaborative practice, balance and diversity.

Recognizing the unique nature of Mount Royal University (MRU)

- MRU places an emphasis on scholarly teaching. This vision must be considered when evaluating faculty for promotion. Tenure and Promotion Committees must be careful not to compare MRU to institutions that do not share the same vision, or do not have similar workloads.
- When choosing external evaluators for Full Professor, the Dean must ensure that these evaluators are educated on the mission and vision and philosophy of this institution.

Guidelines for Use of this Document:

- This document is meant to provide tangible examples of criteria and evidence for tenure and promotion as a guide to candidates and the Department Tenure and Promotion Committees. The suggested list is neither limiting nor exclusive.
- While candidates are not expected to provide examples of all types of evidence, they must meet expectations prescribed by the University and/or Collective Agreement.
- It is the responsibility of the candidate to demonstrate proficiency and/or excellence in the criteria. Opportunity should exist for candidates to present criteria/evidence not listed in this document to the Department Tenure and Promotion Committee for consideration.
- APTC's report on institutional tenure and promotion criteria (May 3, 2010) states that the activities of teaching, scholarship and service are "overlapping and interconnected, *not* discrete, rigidly defined categories."
 - This document lists examples of evidence in the categories of teaching, scholarship or service where it is anticipated most Faculty members will list such evidence.
 - A candidate may choose to list evidence in a different category.
 - It is the candidate's responsibility to demonstrate why evidence is listed in the category chosen.
 - Over the course of a career, there may be blending of evidence across categories (e.g. discipline specific scholarship that drives a curricular change).
- This document is subject to periodic review and revision. Such revisions will not disadvantage or hinder the candidate's progress through the tenure and promotion process.

Criteria 1 - Teaching

Definitions:

APTC's report on institutional tenure and promotion criteria (May 3, 2010) includes a definition of different levels of teaching:

Good or competent teaching ... “encourages contact between students and faculty; develops reciprocity and cooperation among students encourages active learning; gives prompt feedback; emphasizes time on tasks; communicates high expectations; respects diverse talents and ways of learning.”

Scholarly teaching – “scholarly teachers are reflective practitioners, conduct systematic 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.”

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 Health and Community Studies 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 of Health and Community Studies recognizes that teaching occurs within a broad context.

Teaching Evidence and Criteria

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

Standards

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

Faculty of Health and Community Studies: *Approaching and ultimately meeting the customary levels of proficiency expected for the level of Associate Professor*

The Faculty identifies the following standards that are consistent across all levels of Assistant, Associate and Full Professor

- SEIs should primarily be read for patterns, both positive and negative, in faculty teaching. For example, evidence that a faculty member gives superior feedback on assignments becomes more relevant as the comment is repeated over several terms worth of evaluations. A one-time low score around an instructor’s inability to foster “an environment of respect” is of less concern than consistent low scores in this area.
- Student response rates for a particular evaluation may be considered. A low response rate should be treated with caution. Low response rates are not the responsibility of the instructor so long as the SEI process outlined in the collective agreement has been adhered to.
- Student comments on SEIs should be read in a similar way to numerical scores—that is, a comment made only once is of less significance than a comment repeated by several students several terms.
 - The combination of quantitative scores and qualitative comments should be considered. One item of evidence should not take precedent over the other.
- Candidates for tenure should ensure a breadth of evaluation. Evaluations from different courses, levels (e.g. 1000, 2000, 3000, and 4000) and delivery modes (e.g. lecture, lab, tutorial, and seminar) should be included in the candidate’s tenure or promotion dossier. Candidates should provide rationale for course selection.
- The “Faculty Class Notes” form may include relevant explanations for lower than average SEIs, and this form should be taken into account. It is the responsibility of the tenure or promotion candidate to include this documentation in the dossier.
- Exceptions from University or Faculty normal ranges may occur and scores falling below these ranges must be considered in context.
- SEIs scores are imperfect measures of instructor teaching performance and should not be the exclusive standard for instructor teaching performance.
- Peer Evaluation of Instruction
 - Peer evaluations are a formative tool to refine teaching practice. Areas of strength, concern or recommendations for change should be included in the candidate’s reflective practice.
- Candidates deliver appropriate and accurate content, which is appropriately referenced.

- Candidates are available to Faculty, staff and students to fulfill the requirements of their position (e.g. available to students for questions and help, available to Faculty for curricular planning, available to staff for decisions on course materials).

MRU Criteria	Suggested Types of Evidence (Faculty of Health and Community Studies) – candidate would provide documentation in a variety of the following:
<ul style="list-style-type: none"> • Demonstrates 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 	<p>Required:</p> <ul style="list-style-type: none"> - Demonstrates the appropriate educational and practice qualifications for courses taught - Meets the University’s New Faculty Support Program (formerly 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 Department - 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 - Adheres to established Departmental and program policies <p>Develops a teaching philosophy and reflects on this philosophy in relation to teaching experiences</p> <p>Other:</p> <ul style="list-style-type: none"> - When appropriate skills develop and opportunity arises, coordinates and leads in design and delivery of courses - Participates in seminars/workshops/conferences related to enhancing

	<p>student learning and professional development</p> <ul style="list-style-type: none">- Demonstrates interdisciplinary teaching and collaboration- Engages in teaching observation of peers to inform personal teaching practice
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Teaching Evidence and Criteria

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

Standards

Mount Royal University: *Candidate clearly demonstrates proficient and scholarly teaching*

Faculty of Health and Community Studies: *Meeting the customary levels of proficiency expected for the level of Associate Professor*

MRU Criteria	Suggested Types of Evidence (Faculty of Health and Community 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 PD • 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 MRU Standard of “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

	<ul style="list-style-type: none">- 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
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Teaching Evidence and Criteria

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

Standards

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

Faculty of Health and Community Studies: *Exceeding the customary levels of proficiency expected for the level of Associate Professor*

MRU Criteria	Suggested Types of Evidence (Faculty of Health and Community Studies) – <i>candidate would provide documentation in a variety of the following:</i>
<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

Criteria 2 - Scholarship

Definitions:

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. According to Boyer¹, 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.

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**"*

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

The Faculty of Health and Community Studies 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.

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

Scholarship Evidence and Criteria

Assistant Professor – [TSS] Work Pattern

Standards

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

Faculty of Health and Community Studies: *Approaching and ultimately meeting the customary levels of proficiency expected for the level of Associate Professor*

The Faculty identifies the following standards that are consistent across all levels of Assistant, Associate and Full Professor

- 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.
- Upon hire at the rank of Assistant Professor or change of workload pattern to TSS, faculty are expected to develop a written scholarship plan that articulates short (1-3 year) and long-term (4-5 year) scholarship goals to achieve the program of scholarship (MRFA Collective Agreement 10.4.2). Goals will be established based on a review of the scholarship criteria for tenure and promotion outlined in subsequent sections of this document. Faculty are encouraged to seek guidance and/or feedback regarding these goals.
- 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.

MRU Criteria	Suggested Types of Evidence (Faculty of Health and Community Studies) – candidate would provide documentation in a variety of the following:
<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"> - Work in Progress and/or Submission <ul style="list-style-type: none"> ○ Pure and/or applied research, including data collection ○ Ethics Application ○ Grant/funding application ○ Manuscript for journals, texts, monographs, edited book, textbook, agency or government reports, applied research, pilot/demonstration project, professional/agency/project manual ○ Conference presentation ○ Workshop, community or professional presentation ○ Poster presentation - Publication <ul style="list-style-type: none"> ○ Manuscript 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 - 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 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

Scholarship Evidence and Criteria

Associate Professor – [TSS] Work Pattern

Standards

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

Faculty of Health and Community Studies: *Meeting the customary levels of proficiency expected for the level of Associate Professor*

MRU Criteria	Suggested Types of Evidence (Faculty of Health and Community 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"> ○ Pure and/or applied research, including data collection ○ Ethics Application ○ Grant/funding application ○ Manuscript for journals, texts, monographs, edited book, textbook, agency or government reports, applied research, pilot/demonstration project, professional/agency/project manual ○ Conference presentation ○ Workshop, community or professional presentation - Poster presentation - Publication <ul style="list-style-type: none"> ○ Manuscript 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 ○ Lecture/speaker series or symposiums - Creates scholarship opportunities for students outside assigned coursework

	<ul style="list-style-type: none"> - 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 <p>In addition to 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 an internal thesis supervisor, committee member or examiner <p>Receives an appointment as an adjunct professor at another post secondary institution</p>
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Scholarship Evidence and Criteria

Full Professor – [TSS] Work Pattern

Standards

Mount Royal University: *Exemplary scholar*

Faculty of Health and Community Studies: *Exceeding the customary levels of proficiency expected for the level of Associate Professor*

MRU Criteria	Suggested Types of Evidence (Faculty of Health and Community 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"> ○ Pure and/or applied research, including data collection ○ Ethics Application ○ Grant/funding application ○ Manuscript for journals, texts, monographs, edited book, textbook, agency or government reports, applied research, pilot/demonstration project, professional/agency/project manual ○ Conference presentation ○ Workshop, community or professional presentation ○ Poster presentation - Publication <ul style="list-style-type: none"> ○ Manuscript 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 - Lecture/speaker series or symposia

	<ul style="list-style-type: none"> - Is awarded funding to support research - 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 - Mentors faculty members in their scholarship activities - Acts as an internal thesis supervisor, committee member or examiner - Receives an appointment as an adjunct professor at another post secondary institution <p>In addition to evidence outlined for 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 ,supervisor, committee member of theses and doctoral dissertations of thesis - Provides leadership for a research centre or research collaboration
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Criteria 3 - Service

Definitions:

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 Health and Community Studies 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*

There is an expectation that faculty will be involved in a wide range of criteria/evidence over the course of a career. However, faculty must also ensure a balance of internal and external service such that it includes both Faculty and Department service.

Service Criteria and Evidence

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

Standards

Mount Royal University: *Clearly demonstrates collegial participation*

Faculty of Health and Community Studies: *Approaching and ultimately meeting the customary levels of proficiency expected for the level of Associate Professor*

MRU Criteria	Suggested Types of Evidence (Faculty of Health and Community 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 Health and Community 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 Health and Community Studies: *Meeting the customary levels of proficiency expected for the level of Associate Professor*

MRU Criteria	Suggested Types of Evidence (Faculty of Health and Community Studies) – <i>candidate would provide documentation in a variety of the following:</i>
<ul style="list-style-type: none"> • Contributed significantly in <u>at least one</u> of: <ul style="list-style-type: none"> ○ 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 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 <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) - Serves as an expert witness - Volunteers in the community, insofar as it is university, faculty or discipline

	<p>related</p> <ul style="list-style-type: none">- Provides local, national or international media commentary
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Service Criteria and Evidence

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

Standards

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

Faculty of Health and Community Studies: *Exceeding the customary levels of proficiency expected for the level of Associate Professor*

MRU Criteria	Suggested Types of Evidence (Faculty of Health and Community 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 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 of Health and Community Studies 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