



MOUNT ROYAL UNIVERSITY

Faculty of Health, Community  
and Education

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

## **1. Definitions and Guiding Principles**

1.1 The purpose of this document is to provide guidance to faculty members who are on a Teaching, Scholarship, and Service (TSS) work pattern (or those who want to move from a Teaching-Service work pattern to a TSS) for one of the criteria for tenure and promotion: “evidence of scholarship, where applicable, congruent with the teaching loads and resources available for scholarship at an undergraduate university” (Article 10.2.1 ii). It is acknowledged that there are two superseding guidelines for faculty to apply for tenure and promotion: 1) the MRU Collective Agreement; 2) the [Institutional Tenure and Promotion Criteria](#).

Scholarship includes “activities related to one or more of research, scholarly or artistic work which occurs through discovery, integration, teaching and learning, or application of knowledge and is disseminated through peer-reviewed processes” and encompasses “research and creative and artistic work.” (MRU Institutional Tenure and Promotion Criteria, 2024, pg. 7). Moreover, “MRU recognizes that 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” ([MRU Institutional Tenure and Promotion Criteria](#), 2024, pg. 7).

1.2 The Institutional Tenure and Promotion Criteria notes that some examples of evidence occur in more than one of Teaching, Scholarship and Service because these are overlapping and interconnected activities. It observes that there is flexibility in categorizing such forms of evidence in support of a tenure application and states that, “**each piece of evidence may only be used to support one of Teaching or Scholarship or Service.**” Therefore, a candidate may have to decide how best to report an item—as Teaching or Scholarship or Service. There may be instances where a candidate produces teaching materials (teaching criterion) and later studies their impact via a research project (research criterion). In such a case, the candidate must clearly differentiate the creation of these materials from their dissemination/impact.

1.3 It is acknowledged that there is often an interplay between the **quantity** of scholarship, the **quality** of scholarship, and the **impact** that scholarship has on both the academic and broader communities HCE faculty members serve. There will not be an excessive focus on any one of these variables in the tenure and promotion process. However, below are guidelines for quantity, quality, and impact of scholarship and scholarly output for each of the three levels of tenure. Where necessary, it is up to the faculty member to further explain the relationship between quantity, quality, and impact in their “Reflection Assessment of Scholarship” (*Form 105 in the [MRU Tenure, Permanency, and Promotion Handbook](#), 2024*)

1.4 HCE recognizes and supports “**Indigenous knowledge and ways of knowing**” that are outlined in the memorandum of understanding (MOU) included in the MRU Collective Agreement (2020-2024, pg. 154). The HCE tenure and promotion committees are “encouraged, where possible, to consult qualified Indigenous people who can provide expertise on Indigenous cultural practices, community obligations, pedagogies and epistemologies in an academic context” ([MRU Institutional Tenure and Promotion Criteria, Appendix D](#), 2024, pg. 42 and excerpt referenced at the bottom of this document).

1.5 MRU is a signatory with [DORA](#). HCE endorses the [DORA](#) principles, generally. The matrix below emphasizes this support and provides examples of activities that will count as scholarship. One principle that is not as evident in the document is related to author contributions in various forms of dissemination. Specifically, HCE supports authors declaring and qualifying their contributions on various projects or research activities. Moreover, HCE supports authorship regardless of the order of authorship. Context to this authorship can be provided in the various annual reporting or relevant tenure documents. Two examples where an author claims scholarly production as a secondary, tertiary, etc. author include prioritizing students and the other recognizes contributions from Indigenous scholars and/or elders.

1.6 Peer reviewing and editorial (board) work should be recognized as important work, and it is best captured in the **research and scholarship role** within the tenure and promotion process. (MRU Institutional Tenure and Promotion Criteria, pg. 28). This did not fit into the matrix categories of presentations, publications and scholarly productions, grants, or recognitions and distinctions. Therefore, it is important to capture these activities in the tenure process (**Form 105 - MRU Tenure, Permanency, and Promotion Handbook**, 2024 and describe the contribution in a narrative fashion) and annual reporting process (FAR 180 – “Scholarly Contributions and Creative Productions – select **Other Publications** and describe the work in a narrative fashion).

1.7 **EDIA** – HCE recognizes the importance of EDIA in all its work, including research and scholarship. Generally, HCE supports any work that is completed in this space either directly or indirectly. Direct work could include researching EDIA topics and indirect work could include the application to grants and/or hiring student research assistants. The matrix below is written to recognize both traditional examples of research and scholarship and non-traditional examples of scholarship that may not fit into traditional/western ways of knowing. All systems will be recognized and it is particularly important to explain non-traditional examples using Form 105 ([MRU Tenure, Permanency, and Promotion Handbook](#)) for tenure track faculty members and the narrative opportunities within the annual reporting process (FAR 180).

HCE acknowledges that the interpretation and application of criteria related to research and scholarship must actively consider and address barriers that have been historically and continue to be faced by equity-denied groups, including but not limited to women, Indigenous peoples, racialized people, 2SLGBTQ+ individuals, and people with disabilities. Such barriers may include biases and discrimination related to publication quality, community engagement expectations, explicit and implicit service expectations, and the broader application of criteria for tenure and promotion. HCE is strongly committed to fostering an inclusive campus community, recognizing that valuing diversity in research and scholarship creates a richer learning environment for all.

## Level 1: Assistant Professor

“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 an MRU context” (*MRU Institutional Tenure and Promotion Criteria, 2024*).

Normally, **at the mid-term evaluation**, the candidate should be able to demonstrate the completion of:

- One to two examples, from the MATRIX below, of scholarship in the Assistant Professor chart (Level 1), including at least one contribution in Column 1B.

Normally, in addition to the evidence provided in the mid-term evaluation, and **at the final tenure review and recommendation**, the candidate should be able to demonstrate the completion of:

- One to two examples, from the MATRIX below, of scholarship in the Associate Professor chart (Level 2), including at least one contribution in Column 2B.

## Level 2: Associate Professor - The criteria are that the candidate:

- has established the foundation of an appropriate program of scholarship, feasible with respect to time and resources in an MRU context;
  - has produced significant results within that program of scholarship;
  - has communicated those results as scholarly contributions to one or more relevant fields, through dissemination in appropriate, peer-reviewed venues; and,
  - engages in systematic reflection on scholarly practices
- (Taken from the *MRU Institutional Tenure and Promotion Criteria, 2024*)

As part of demonstrating progress toward promotion to full professor, an Associate Professor (Level 2) would normally present one to two examples every two years from the matrix below, ensuring at least one contribution aligns with Column 2B within that period. However, it is also important to factor in clause 1.3 that takes into account the interplay between quality, quantity, and impact of a faculty member’s output.

### Level 3: Professor

“At Mount Royal University, promotion to the rank of Professor is a formal recognition of sustained excellence as an Employee in an instructionally focused undergraduate university” (MRU Collective Agreement, pg. 66, Article 11). While the typical tenure process at MRU lasts anywhere between 3 and 6 years, promotion to Full Professor can happen at any point after receiving tenure and prior to retirement. Therefore, the number of scholarly outputs and the nature of a scholar’s national/international impact can vary considerably. Please consider items included at Level 3 as a non-exhaustive list of possible examples of evidence. General guidelines from the [Tenure, Permanency, and Promotion Handbook \(2024\)](#) are:

- 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.

## 2.0 HCE Assistant, Associate and Full Professor Matrix

The Matrix that follows provides **examples** of evidence that tenure and promotion candidates can use to explain how they have met the research and scholarship criteria in the Faculty Health, Community, and Education. These examples listed in the table are only illustrative of scholarly output. This list was generated using the MRU Collective Agreement list of scholarship activities (2020-2024, pg. 146) and the [MRU Institutional Tenure and Promotion Criteria Document \(2024\)](#) and with domain-specific input from HCE faculty members. During the tenurable period, it is important for an Assistant Professor to refer to both Level 1 and Level 2 since the system should encourage professional growth and development over time.

LEVEL 1: ASSISTANT	LEVEL 2: ASSOCIATE	LEVEL 3: FULL
<b>1A. Presentation</b>	<b>2A. Presentation</b>	<b>3A. Presentation</b>
Presentation or panel participation at MRU or locally.	Keynote speaker or an invited speaker at a peer-reviewed conference.	Keynote speaker at a peer-reviewed conference (national and international).
Invited speaker/research talk at MRU.	Invited speaker at another university.	Invited speaker at another university (national and international).
Poster presentation at a conference.	Oral-poster presentation at a peer-reviewed conference.	Presenting original research at a peer-reviewed conference.
Discussant at a roundtable or panel presentation	Facilitating or moderating a roundtable or panel	Organizing, leading, and facilitating round-table or

at a conference.	discussion at a conference.	panel discussions at a <a href="#">conference that led to consensus</a> .
A public presentation to a non- academic, professional and/or community-based audience.	Presenting original research at a symposium or seminar.	Refer to the criteria outlined in the <a href="#">MRU Institutional Tenure and Promotion Criteria in section 6.2</a>
<b>Presentations</b> that are grounded in Indigenous cultural practices, community obligations, pedagogies and epistemologies in an academic context. Please refer to the <a href="#">MRU Institutional Tenure and Promotion Criteria, Appendix D</a> , 2024, pg. 42 and excerpt referenced at the bottom of this document.		

LEVEL 1: ASSISTANT	LEVEL 2: ASSOCIATE	LEVEL 3: FULL
<b>1B. Publication and Scholarly Contribution</b>	<b>2B. Publication and Scholarly Contribution</b>	<b>3B. Publication and Scholarly Contribution</b>
Peer-reviewed creative knowledge mobilization resulting in local, public-facing application of scholarly knowledge, as relevant to the candidate's discipline. Examples may include public exhibits, performances, and similar acclaimed formats.	Peer-reviewed creative knowledge mobilization resulting in multiple public-facing applications of scholarly knowledge, as relevant to the candidate's discipline. Examples may include public exhibits, performances, and similar acclaimed formats.	Peer-reviewed, nationally or internationally recognized creative knowledge mobilization resulting in public-facing application of scholarly knowledge, as relevant to the candidate's discipline. Examples may include public exhibits, performances, and similar acclaimed formats.
Part of a team that creates artistic or cultural production.	Leads a creative, artistic, or cultural production.	Leads a team in the production of creative, artistic, or cultural works.
Submitted a human or animal research ethics application.	Approved human or animal research ethics application and submit an annual or final report.	Refer to the criteria outlined in the <a href="#">MRU Institutional Tenure and Promotion Criteria in section 6.2</a>
Book review in an academic journal.	Published a peer-refereed book chapter in an edited volume or textbook.	Peer-refereed book chapter and/or work in peer-reviewed journal.
N/A	Edited a peer-reviewed book, critical edition of a primary source, and/or a peer-reviewed special issue of a journal.	Edited a peer-reviewed book, critical edition of a primary source, and/or a peer-reviewed special issue of a journal and it was adopted internationally.
Published paper in peer-reviewed conference proceedings.	Published paper in peer-reviewed journal.	Published papers in peer-reviewed journals that have national or international reach and uptake.
Submission of a paper that is under review.		
Secondary authorship of a peer-reviewed academic textbook.	Adapting an existing, peer-reviewed academic textbook for a new audience or new edition; or	Primary authorship of new peer- reviewed academic textbook.

	secondary authorship of an academic textbook or monograph.	
Multimedia and other diverse community outreach approaches that are direct-to-consumer reports.	Invited multimedia and other diverse community outreach approaches that are direct-to-consumer reports.	Refer to the criteria outlined in the <a href="#">MRU Institutional Tenure and Promotion Criteria in section 6.2</a>
Peer-reviewed monograph or book published through a reputable literary or scholarly publisher.	Peer-reviewed monograph or book published through a reputable literary or scholarly publisher.	Peer-reviewed monograph or book published through a reputable literary or scholarly publisher.
Published commentary/editorial in a peer-refereed journal.	Invited published commentary/editorial in a peer-refereed journal.	Refer to the criteria outlined in the <a href="#">MRU Institutional Tenure and Promotion Criteria in section 6.2</a>
Government, professional, or industry report white paper	Government, professional, or industry report white paper	Government, professional or industry report or white paper that has demonstrated national or international impact.
Application of scholarly knowledge (where appropriate to the discipline). For example, applying a candidate's scholarly work to public and/or private sector organizations or communities – including Indigenous communities in Canada – to achieve tangible benefits.	Application of scholarly knowledge (where appropriate to the discipline). For example, applying a candidate's scholarly work to public and/or private sector organizations or communities – including Indigenous communities in Canada – to achieve tangible benefits.	Refer to the criteria outlined in the <a href="#">MRU Institutional Tenure and Promotion Criteria in section 6.2</a>
Creative or professional works which draw on the candidate's academic or scholarly expertise.	Creative or professional works which draw on the candidate's academic or scholarly expertise.	Refer to the criteria outlined in the <a href="#">MRU Institutional Tenure and Promotion Criteria in section 6.2</a>
Design for a community-based project that is research or scholarship informed	Design for a community-based project that is research or scholarship informed	Design for a community-based project that is research or scholarship informed
Design for a commissioned or built project that is research or scholarship informed.	Designed project that is built or implemented, and is accessible for review.	Designed project that is competitively selected or peer-reviewed and built or implemented, that is accessible for further formal review.
<p><b>Publications</b> that are grounded in Indigenous cultural practices, community obligations, pedagogies and epistemologies in an academic context. Please refer to the <a href="#">MRU Institutional Tenure and Promotion Criteria, Appendix D</a>, 2024, pg. 42 and excerpt referenced at the bottom of this document.</p>		

LEVEL 1: ASSISTANT	LEVEL 2: ASSOCIATE	LEVEL 3: FULL
<b>1C. Grants</b>	<b>2C. Grants</b>	<b>3C. Grants</b>
Successful internal grant or research/scholarship-related funding opportunity.	Successful external grant(s), design commission(s), or fellowship(s) at national or international levels.	Successful major external grant(s), design commission(s), or fellowship(s) at national or international levels.
Application for major external funding, award, design project, or grant.	Refer to the criteria outlined in the <a href="#">MRU Institutional Tenure and Promotion Criteria in section 5.2</a>	Refer to the criteria outlined in the <a href="#">MRU Institutional Tenure and Promotion Criteria in section 6.2</a>

**Grants** that are grounded in Indigenous cultural practices, community obligations, pedagogies and epistemologies in an academic context. Please refer to the [MRU Institutional Tenure and Promotion Criteria, Appendix D](#), 2024, pg. 42 and excerpt referenced at the bottom of this document.

LEVEL 1: ASSISTANT	LEVEL 2: ASSOCIATE	LEVEL 3: FULL
<b>1D. Recognition / Distinction</b>	<b>2D. Recognition / Distinction</b>	<b>3D. Recognition / Distinction</b>
Research/scholarship fellowship or award (local/regional).	Research/scholarship fellowship or award (national).	Research/scholarship fellowship or award (national or international).
Creative or design prize or award (local/regional).	Creative or design prize or award (national).	Creative or design prize or award (national pinnacle in the discipline, or international).
Called on as an expert (legal proceedings, invited news, advisory briefs, political)	Called on as an expert (legal proceedings, invited news, advisory briefs, political commentary)	Called on and recognized as an expert (legal proceedings, invited news, advisory briefs, political)

**Recognitions and Distinctions** that are grounded in Indigenous cultural practices, community obligations, pedagogies and epistemologies in an academic context. Please refer to the [MRU Institutional Tenure and Promotion Criteria, Appendix D](#), 2024, pg. 42 and excerpt referenced at the bottom of this document.

Taken from the [MRU Institutional Tenure and Promotion Criteria](#), Appendix D, 2024, pg. 42

### **Research/Scholarship**

Research involving Indigenous peoples or communities has unique ethical requirements as articulated in the *TCPS 2 (2022)* – Chapter 9: Research Involving the First Nations, Inuit, and Métis Peoples of Canada. Research with Indigenous communities utilizes and must follow community ethical standards. Accordingly, Indigenous Faculty (or any other faculty members) engaged in research with Indigenous communities or people are required to follow specific community protocols when accessing and representing knowledge.

Research with Indigenous communities can require extensive time in the field. In particular, some Indigenous research requires relationship building as part of the process. Furthermore, Indigenous communities face challenges that differ from other communities in Canada, and elsewhere. Research projects can therefore be delayed or at risk of incompleteness at no fault of any parties. Being flexible and respectful of these challenges is required, making research projects dependent on community contexts. The length of time for a project, or the cancellation of projects should be therefore assessed based on the context and, where appropriately documented, as a culturally congruent outcome that supports the needs of the community.

Where Indigenous Faculty have provided evidence and rationale for the length or cancellation of research with Indigenous communities, Members of Tenure and Promotion Committees will evaluate the evidence in light of the context and recognize the time the faculty member has put towards the research.

Research/scholarship undertaken with Indigenous communities is often requested by the community or agreed upon collaboratively between the Faculty member and community. It also requires that the research process and outcomes benefit the community. Where a community enacts self-determination in the research, it may influence how the research is actualized, disseminated, and mobilized. Research methods and mobilization may therefore reflect community expectations. For example, the dissemination to the community may involve holding ceremonies or feasts to share the research outcomes.

Tenure Committees, Promotion Committees and the University Tenure and Promotion Committee (UTPC) should be aware of First Nations principles of OCAP® (ownership, control, access and possession), that establish how data and information will be collected, protected, used, or shared by researchers working in Indigenous communities. OCAP asserts that Indigenous communities alone have control over data collection processes in their communities, and that they own and control how this information can be stored, interpreted, used, or shared. Where Indigenous Faculty members provide evidence and documentation of peer-reviewed (see section 3.2 of the *Institutional Tenure and Promotion Criteria* for additional information about peer review), culturally influenced research methods and dissemination practices, Tenure Committees, Promotion Committees and UTPC will recognize the legitimacy of the methods and practice