Institutional Tenure and Promotion Criteria

Updated: August 2024[1]

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UPDATES

December 2016
- As recommended by the ASC:
  These criteria are subject to periodic review and approval by the General Faculties Council and the Board of Governors of Mount Royal University. Next review is scheduled for 2021.

May 2024
- As recommended by the ASC on May 2024:
  ***THAT** the Board of Governors of Mount Royal University approves that Appendix D,* Applying Indigenous Perspectives to the Institutional Tenure and Promotion Criteria*, be added to the* Institutional Tenure and Promotion Criteria *document with the associated reference at section 2.1.* Intended Application of the Criteria *of the document.*

1.   Overview

The former Appointments, Promotion and Tenure Committee (APTC), now the Academic Standards Committee (ASC), is mandated by General Faculties Council (GFC) to develop, review, and recommend to GFC, the institutional criteria for promotion and tenure of faculty members. The criteria are recommended by GFC and approved by the Board of Governors. This mandate is compatible with Appendix A of the current Collective Agreement (July 1, 2016-June 30, 2018) between the Mount Royal Faculty Association (MRFA) and the Board of Governors, and previous Collective Agreements which led to the establishment of rank and promotion at Mount Royal University (MRU). This document contains the revised institutional criteria, as developed by the ASC, for tenure and linked promotion to the rank of Associate Professor, as well as for promotion to the rank of Professor (sections 5 and 6). The principles which guide the development and review of both the tenure and promotion criteria can be found in Appendix A.

1.1   The Meaning and Purpose of Tenure

The Collective Agreement between the Mount Royal Faculty Association and the Board of Governors of Mount Royal University (2016) defines the meaning of tenure as a permanent appointment that "represents a major commitment between the Institution and the Employee." It further states that "tenure carries with it a significant responsibility for the Employee, including the obligation to continue to perform at a high level of professionalism."

1.2   Overview of the Existing Rank and Promotion System

The purpose of this section is to summarize the structure of the existing rank and promotion system at MRU. For tenured and tenurable appointments, the rank and promotion system includes three ranks: Assistant Professor, Associate Professor, and Professor. Normally, tenurable appointment of a faculty member is at the rank of Assistant Professor. **Granting of tenure is not automatic.** However, promotion to the rank of Associate Professor is automatic upon the granting of tenure. **Promotion to the rank of Professor is not automatic.** Achieving tenure and promotion require that a candidate satisfy the associated criteria.

2. Overview of the Recommended Tenure and Promotion Criteria

The recommended criteria for tenure and linked promotion to the rank of Associate Professor are listed in section 5 of this document. The detailed criteria are summarized by:
- proficient and scholarly teaching;
- significant results from scholarship (where applicable); and,
- contribution in service.

The activities above should be carried out in a responsible and professional manner.

The recommended criteria for promotion to the rank of Professor are listed in section 6. The criteria are summarized by:
- one of:
  a) excellence and leadership in teaching or
  b) excellence in scholarship <u>and</u> continued proficient and scholarly teaching
- substantial contribution in service.

The activities above should be carried out in a responsible and professional manner.

The meanings of the above are articulated via the specific criteria listed in sections 5 and 6 below.

2.1 Intended Application of the Criteria

The recommended criteria are designed to be applied based on evidence compiled by the candidate, and presented by the candidate to the tenure and/or promotion committees in an acceptable format at tenure evaluations and at the application for tenure and/or promotion.

The criteria do not comprise an algorithm for the evaluation of candidates. Tenure and promotion committees are expected to exercise their judgement in the holistic evaluation of a candidate's application, based on these criteria and the evidence presented.

Tenure and Promotion Committees evaluating the dossiers of First Nations, Métis or Inuit Faculty Members should refer to Appendix D for additional guidance regarding evaluation of the criteria.

By the mid-term review, faculty in the tenure process should demonstrate that they are already working at the level of Assistant Professor and making sufficient progress towards meeting the standards of Associate Professor by the end of the tenurable period.

The recommended criteria for promotion to the rank of Full Professor are also designed to be applied holistically. Specifically,

- they are flexible with respect to a potential shifting of focus over time (e.g. they permit service- heavy versus scholarship-heavy years); and,
- they are not based solely on the candidate's most recent contribution(s), but on performance and contributions over a career.

The recommended criteria are designed to evaluate the candidate's performance and achievements in their capacity as a faculty member, without additional restrictions, coercions, or discrimination unrelated to this capacity.

2.2   Compatibility of Criteria with the Institutional Mission Statement

MRU's (2015) institutional mission statement is as follows:

Since 1910, Mount Royal has built a reputation on a strong, liberal education foundation with an undergraduate focus. More than a century later, we remain responsive to the needs of our community through our enduring commitment to this legacy. We are a community of engaged citizens, providing personalized, experiential and outcome-based learning in an environment of inclusion, diversity and respect. Through our focus on teaching and learning informed by scholarship, we are preparing our graduates for success in their careers and lives. (p. 8)

The institutional criteria for tenure and promotion described in this document are designed to support MRU's mission in the following ways:
- they support the primacy of teaching, informed by scholarship;
- they support flexibility, the academic diversity of faculty, and inclusiveness with respect to recognized teaching, scholarship, and service activities; and,
- they support encouragement and recognition of faculty contributions that promote a high-quality student experience.

The institutional criteria for tenure and promotion will help to attract, retain, and reward faculty who share the institutional vision, and this will help make MRU a Canadian university of choice for undergraduate education.

2.3   Relationship between the Collective Agreement and the Recommended Criteria

The Collective Agreement defines the principles, structure, and basic processes of the rank, promotion and tenure system.

Regarding the implementation of tenure at MRU, the relationship between the Collective Agreement and the ASC required that ASC develop detailed criteria and standards related to the general criteria for tenure outlined in the Collective Agreement. The institutional criteria listed in section 5 of this document pertain to this requirement and deals specifically with:
- evidence of proficient and scholarly teaching, including the extent to which duties have

been carried out in a responsible and professional manner;
- evidence of scholarship, where applicable, congruent with the teaching loads and resources available for scholarship at an undergraduate university, including the extent to which duties have been carried out in a responsible and professional manner; and,
- evidence of significant contributions in service, including the extent to which duties have been carried out in a responsible and professional manner.

The Collective Agreement further stipulates that the standards shall be met in all applicable categories above. Exceeding the standards in one category shall not lower the performance expectations in the other categories.

Regarding implementation of promotion at MRU, the relationship between the Collective Agreement and the ASC required that the ASC undertake the development of detailed criteria and standards for promotion to the rank of Professor. Section 6 of this document pertains to this request, and deals specifically with:
- the detailed institutional criteria with respect to the "general criteria" for Full Professor;
- evidence of proficient and scholarly teaching, including the extent to which duties have been carried out in a responsible and professional manner;
- evidence of scholarship, where applicable, congruent with the teaching loads and resources available for scholarship at an undergraduate university, including the extent to which duties have been carried out in a responsible and professional manner; and,
- evidence of significant contributions in service, including the extent to which duties have been carried out in a responsible and professional manner.

3.   Definitions

Faculty roles and responsibilities are expressed in terms of teaching, scholarship (if applicable), and service. This section defines these terms as they relate to tenure and promotion.

It is very important to note that these three types of activity are overlapping and interconnected, not discrete, rigidly defined categories. Some examples of evidence appear in more than one category below. When a candidate brings forward evidence in support of a promotion or tenure application, they may categorize the contributions with some degree of flexibility, but **each piece of evidence may only be used to support one of teaching or scholarship or service**. The candidate can make a case for including evidence in the particular category of their choice.

For reference, the Addendum on Teaching, Scholarship and Service from the Collective Agreement is included in Appendix B of this document.

3.1   Teaching

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 Collective Agreement in Appendix B, for a detailed, but not comprehensive list of examples.

Scholarly literature on teaching often describes growth in teaching effectiveness in three phases:
- **Good or competent teaching**—the criteria developed for MRU 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.
- **Scholarly teaching**— Scholarly teachers view teaching as a profession with its own knowledge base (related to teaching and learning), one that essentially constitutes a second discipline requiring the development of expertise in teaching and learning. 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 (Kreber, 2002; Martin, 2007; Vajoczki, Savage, Martin, Borin, & Kustra, 2011).**Leadership in teaching**— Leaders in teaching are educators who have a sustained impact beyond the local level. They engage in leadership roles in service of teaching and learning; influence dialogue about teaching at a national or international level; provide leadership for major educational initiatives; create new ways of understanding or advancing knowledge about the topics being taught and learned;

inspire by making significant contributions to teaching communities; willing to experiment; demonstrate sustained development in teaching and learning practices; and seek to provide mentorship by sharing and contributing to the growth of other educators (Astin & Astin, 2000; Fullan, 2009; Martin, Trigwell, Prosser, & Ramsden, 2003).

Evidence for teaching activities will be provided through the candidate's annual report, teaching or participant evaluations, teaching philosophy, reflective assessment of teaching document, representative assignments, course outlines, and other documentation relevant to the application such as awards and examples of impact.

Evaluation of teaching should be holistic and not rely solely on student evaluations of instruction. Evaluation documents should be read for trends, patterns, and comments, both positive and negative. Results from a variety of courses should be included in the candidate's tenure or promotion dossier.

Individual departments are in a position to understand influences on evaluations, which may include deployment of new teaching and assessment methodologies that could affect student perceptions.

3.2   Scholarship

Scholarship encompasses research, creative and artistic work. All of these forms of scholarship are valued equally at MRU. 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 (Boyer, 1997);
- **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 (Boyer, 1997);
- **application**—inquiry that advances knowledge through engagement with the application of knowledge and expert practice (Boyer, 1997);
- **scholarship of teaching and learning (SOTL)**—using disciplinary methods and research practices to study and improve student learning, and to disseminate the resulting knowledge through scholarly, peer-reviewed channels (McCarthy, 2008).

While faculty may choose to engage in one or more of these forms of scholarship, 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.

Dissemination venues will vary with the subject and purpose of the scholarship and it is the candidate's responsibility to provide a rational for each choice of venue. Please see the Addendum on Teaching, Scholarship and Service in the MRFA Collective Agreement (Appendix

B), for a detailed, but not comprehensive list of examples.

Evidence for scholarship activities will be provided through the candidate's scholarship plan, examples of work, reflective assessment of scholarship document, annual reports, and other documentation relevant to the application such as awards and examples of impact. **See the appropriate Faculty level document for examples of evidence of scholarship.**

3.3   Service

Service is important and necessary to the effective functioning of the University and a requirement of all full-time and limited term faculty. Service not only demonstrates commitment to the Institution, but supports MRU'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 MRU 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; and,
- contribution necessitates a greater level of involvement as measured by specific responsibilities and investment of time.

Evidence for service activities will be provided through the candidate's annual report, curriculum vitae, and any other documentation relevant to the application. Activities for which reassigned time is received may be included as evidence of service by the candidate. See Appendix C for examples of evidence of service.

4. Performance Expectations for Assistant Professor

All faculty members, regardless of category of appointment or rank, are expected to work towards, eventually attain, and then maintain an acceptable level of performance in teaching, scholarship (where applicable), and service.

Satisfying the criteria below should be a primary goal of any faculty member. As such, the criteria in this section are included in the criteria for all tenure and promotion decisions, regardless of the rank. It may also be helpful to refer to the criteria below during annual and mid-term evaluation of faculty at the ranks of Assistant Professor. Please note, however, that tenurable faculty members must, by the end of the tenure process, be performing at a level that satisfies **all** the tenure criteria listed in section 5.

4.1 Teaching

Teaching: the faculty member clearly demonstrates <u>competent teaching</u>, including the extent to which duties have been carried out in a responsible and professional manner. The criteria are that the candidate:
- demonstrates satisfactory knowledge of the relevant subject area(s);
- 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; and,
- performs course-related administrative tasks efficiently

Respecting the diversity of disciplinary contexts, examples of acceptable evidence may include, but are not limited to, evidence generated by the activities shown in the table below. Candidates are expected to provide evidence for how they met each of the criteria listed.

This means that judgements are made in a tenure evaluation on whether the evidence presented in the dossier is sufficient to demonstrate the degree of accomplishment required to fulfill the criteria.

Table 1: MRU Teaching Criteria and Possible Examples for Assistant Professor

MRU Criteria	Example Activities Examples may include, but are not limited to, the following activities:
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	● Participates in developmental activities to enhance teaching ● Delivers course material in a manner that observes the course outline ● Integrates course-specific outcomes / aims into course outlines ● Communicates clear criteria for evaluating student performance ● Participates in MRU new faculty orientation ● Provides individual research consultations and referrals ● Conducts formal teaching of students outside the classroom setting including such activities as individual consultations, field schools, and experiential learning where appropriate ● Uses discipline-specific techniques in class to help students understand the material ● Provides timely and effective feedback on student work ● Develops assignments and activities which speak to diverse student talents ● Demonstrates willingness to provide reasonable support to students with learning difficulties ● Develops curriculum materials (e.g., course outlines, assignments, and assessment tools) ● Participates in program reviews and reporting for accreditation (e.g. Quality Council submissions) ● Makes resources available to support learning, teaching, and scholarship ● Participates in discussions between instructors of multi-section courses to maintain consistency between sections

4.2   Scholarship

Scholarship**:** the faculty member on the Teaching-Scholarship-Service work pattern clearly demonstrates <u>adequate preparation for scholarship</u>, including the extent to which duties have been carried out in a responsible and professional manner. The criterion is:
- 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

See the appropriate Faculty level document for examples of scholarship.

4.3   Service

Service: the faculty member clearly demonstrates <u>participation</u>, including the extent to which duties have been carried out in a responsible and professional manner. The criteria are that the candidate participates in:
- participates in the governance and activities of the academic unit; and,
- participates in academic governance at the faculty council level.

See Appendix C for institutional examples of evidence of service.

5. Criteria for Tenure and Promotion to the Rank of Associate Professor

To be eligible for tenure, a candidate must, at the time of application, satisfy the Associate Professor criteria in teaching, scholarship (where applicable), and service. Exceptional performance in any of these categories does not lower the performance expectations in the remaining categories.

5.1 Teaching

Teaching: the candidate clearly demonstrates <u>proficient and scholarly teaching</u>, including the extent to which duties have been carried out in a responsible and professional manner. The criteria include all of the criteria for "competent teaching", plus the following:
- demonstrates currency in his or her discipline(s);
- engages in teaching and learning professional development;
- utilizes pedagogical best practices for the discipline;
- aligns teaching philosophy, intended outcomes, learning activities and assessment strategies; and,
- engages in systematic reflection on teaching practices.

Respecting the diversity of disciplinary contexts, examples of acceptable evidence may include, but are not limited to evidence generated by the following activities. Candidates may choose what to include demonstrating the criteria. Candidates are expected to provide evidence for how they met each of the criteria listed.

Table 2: MRU Teaching Criteria and Possible Examples for Associate Professor

MRU Criteria	Example Activities Examples may include, but are not limited to, the following activities:
Demonstrates currency in their discipline[s]	- Participates in conferences related to the discipline/profession - Reviews teaching materials and updates as necessary - Develops a diversity of courses, curriculum, instruction related projects, technologies, and resources - Holds membership(s) in professional organizations (where applicable) - Engages with scholarly work that reinforces currency - Coordinates or participates in program evaluation - Demonstrates interdisciplinary teaching, mentorship, and collaboration - Analyzes library and archival collections for internal and external purposes - Provides department/faculty wide talks on candidate's discipline - Revises curriculum to accommodate new teaching practices or discipline information / practices, informed by the literature - Selects laboratory or tutorial materials that reflect recent - best practices/skills in the discipline
Engages in teaching and learning professional development	- Attends professional development seminars / workshops / colloquia - Participates in learning communities or other formal consultation with colleagues (e.g., Triad, faculty learning communities, SOTL project, advisory committees) - Creates collaborative learning opportunities - Incorporates appropriate pedagogical practices from relevant disciplines in teaching activities - Regularly reviews and revises curriculum and course development documents - Participates in teaching and learning workshops

MRU Criteria	**Example Activities** Examples may include, but are not limited to, the following activities:
Utilizes pedagogical best practices for the discipline	● Reflects an understanding of some of the current best practices of pedagogy in selection of activities and assessments ● Where appropriate, works/mentors individual students in honours streams, directed reading courses, and/or independent research projects beyond assigned workload ● Receives (or nominated for) teaching awards or ● commendations
Aligns teaching philosophy, intended outcomes, learning activities, and assessment strategies	● Develops a reflective assessment of teaching document, including a scholarly teaching philosophy that is evidenced within their teaching activities ● Selects activities and assessments that reflect current best practices of pedagogy ● Demonstrates willingness to teach new courses, when and if, this is required by the academic unit or discipline ● Provides a detailed teaching philosophy ● Incorporates assessments and exercises that mirror or simulate discipline-specific activities and tasks ● Aligns curriculum and / or course development documents ● with teaching philosophy
Engages in systematic reflection on teaching practices	● Demonstrates evolving teaching practices stemming from ongoing reflection and self-evaluation ● Integrates student and peer feedback into teaching philosophy and practice ● Reviews and revises as needed course materials, rubrics, or other assessment devices

5.2   Scholarship

Scholarship (where applicable): the candidate clearly demonstrates <u>significant results from scholarship</u>, including the extent to which duties have been carried out in a responsible and professional manner.

The criteria are that the candidate:
- has established the foundation of an appropriate program of scholarship, feasible with respect to time and resources in a 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.

See the appropriate Faculty level document for examples of evidence of scholarship.

5.3   Service

Service: the candidate clearly demonstrates <u>contribution in service</u>, including the extent to which duties have been carried out in a responsible and professional manner. The criteria include all of the criteria for "participation" (see section 4.3), plus the following:
- the candidate has contributed significantly in at least one of:
  - service to the academic unit and faculty;
  - service to the university;
  - service to academic fields of study; and,
  - service to the broader community, in a faculty member- or discipline-related capacity.

"Contributed significantly" requires candidates to provide evidence of service activity at the level suggested by examples provided for Contribution (Level I) in Appendix C.

6.   Promotion to the Rank of Professor

At MRU, promotion to the rank of Professor is a formal recognition of sustained excellence as a faculty member in an instructionally-focused context.

A candidate is eligible for promotion when:
- they are working at a level that satisfies the criteria below; and,
- 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 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 Professor, nor is promotion based on seniority.

A degree of flexibility is provided in that a candidate's application is judged according to:
a) **one of:**
    i)   excellence and leadership in teaching
    ii)   excellence in scholarship <u>and</u> continued proficient and scholarly teaching
b) **substantial contribution in service**

Exceptional performance in any of the above categories does not lower the performance expectations in the remaining categories.

For promotion to the rank of 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.

6.1   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 <u>proficient and scholarly teaching</u>, including the extent to which duties have been carried out in a responsible and professional manner, 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; and,
- the candidate's contribution to teaching and learning is recognized by peers at the national or international level.

For those faculty for whom such activities listed below form part of their required workload, candidates must demonstrate significant leadership at the institutional, national, and/or international levels beyond their regular duties.

Respecting the diversity of disciplinary contexts, examples of acceptable evidence may include, but are not limited to evidence generated by the following activities. Candidates may choose what to include demonstrating the criteria. Candidates are expected to provide evidence for how they met each of the criteria listed.

Table 3: MRU Teaching Criteria and Possible Examples for the rank of Professor

MRU Criteria	**Example Activities** Examples of acceptable evidence may include, but are not limited to the following activities
The candidate demonstrates a sustained and significant impact on teaching beyond the individual's classes	● Provides sustained evidence of teaching informed by scholarship through peer reviews which consider teaching evaluations, course outlines, course assessment tools, and learning activities ● Creates and/or adapts teaching and curriculum materials, instruction-related projects, technologies, and resources then used by both internal and external to the Faculty and MRU ● Coordinates initiatives that impact courses outside of those assigned to the faculty member ● Organizes conferences, workshops, learning communities, outreach, or professional development activities ● Receives invitations to share best practices with colleagues, internal and external to MRU ● Provides mentorship to other professors (full time or part-time) related to teaching and pedagogy assistance
The candidate influences professional dialogue about teaching beyond the academic unit	● Leads or contributes to institutional curricular initiatives, or program level curriculum work and reviews ● Leads or contributes to teaching related committees that have impact on teaching beyond the unit ● Presents at teaching and learning workshops or activities ● Presents at provincial, national, or international conferences ● Contributes to peer evaluation of teaching in the institution ● Disseminates work that contributes to knowledge about teaching and learning
The candidate provides leadership beyond the scope of regular duties for major educational initiatives in or beyond the university	● Leads new curriculum or program development or review initiatives ● Leads institutional initiatives to improve teaching/learning activities ● Organizes or contributes to university wide committees directly related to the design and delivery of program requirements and/or university wide credentials

MRU Criteria	Example Activities Examples of acceptable evidence may include, but are not limited to the following activities
	- Develops or assists significantly in the development of new programs and/or undergraduate credentials - Leads local, provincial, or national initiatives on teaching - Leads local, provincial, or national library or archival collection initiatives, including consortial work, digitization projects, etc. - Leadership through administrative and special secondment positions - Organizes and/or chairs SOTL conferences and sessions - Leads, coordinates or participates in program evaluation of proposed or existing academic credentials in cognate disciplines within and outside MRU - Participates in assessment or crediting bodies that establish educational qualifications or criteria - Leads teaching and learning workshops - Serves as a mentor for full time and / or contract colleagues at the institution
The candidate champions the ongoing enhancement of undergraduate education	- Development of new approaches to teaching activities - Participation in institutional, discipline, or regional initiatives that advocate enhancement of undergraduate education - Leads teaching related initiatives that have had impact across institutional boundaries, e.g. nationally or internationally recognized SOTL program or curriculum - Leads educational activities of professional associations (or equivalent) - Publishes work that contributes to teaching and learning - Nominated for awards or recognition at the local, national, or international level - Takes a leadership role in an initiative to improve - undergraduate education either interdepartmentally at the university or between different academic institutions
The candidate's contribution to teaching and learning is	Holds national reputation as an expert on teaching practice

MRU Criteria	**Example Activities** Examples of acceptable evidence may include, but are not limited to the following activities
recognized by peers at the national or international level	● Receives national, or international nominations for awards in teaching excellence ● Invited to participate in national or international teaching initiatives, conferences, panels, or committees ● Receives invitations to share best practices with colleagues, external to MRU ● Serves as a major speaker at a national or international meeting or conference or presents invited lectures on teaching practice ● Widespread adoption of materials developed by the faculty member in support of teaching activities outside of the institution ● Contributions to teaching materials repositories ● Publishes work that contributes to knowledge about teaching and learning in peer-reviewed sources and / or textbooks ● Formally reviews educational materials for a third party ● Provides leadership in teaching and learning associations ● Contributes in a significant way to educational activities of professional associations ● Participates in assessment or accrediting bodies that establish educational qualifications or criteria ● Receives positive reviews from an external peer evaluator

6.2   Promotion Based on Excellence in Scholarship

The candidate is an exemplary scholar. The criteria include all the criteria for <u>significant results from scholarship</u>, including the extent to which duties have been carried out in a responsible and professional manner, plus the following:
- the candidate's scholarship is recognized by peers at the national or international level; and,
- the candidate's scholarship has had a demonstrable impact on the work of other scholars, professionals, or within appropriate academic or professional communities.

See the appropriate Faculty level document for examples of evidence of scholarship.

The candidate must also demonstrate a continued high quality of teaching. This entails continuing to meet the criteria for <u>proficient and scholarly teaching</u>. Note that satisfying these criteria implies continued and ongoing development as a teacher.

6.3   Requirements for Substantial Contribution in Service

The candidate clearly demonstrates <u>substantial contribution</u> in service. The criteria include all the criteria for <u>participation</u> (see section 4.3), including to extent to which duties have been carried out in a responsible and professional manner, plus the following:
- the candidate demonstrates leadership in at least one, or significant contributions in at least two, of the following:
  - 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

"Significant contribution" requires candidates to provide evidence of service activity at the level suggested by the examples provided for Contribution (Level II) in Appendix C. Possible examples of leadership in service are also provided under Leadership.

7. Interpretation of the Institutional Criteria at the Faculty and Academic Unit Levels

The institutional criteria are designed to be generic enough that they are applicable across all faculties and disciplines, and yet specific enough that they are meaningful. In order to evaluate candidates' applications, academic units' tenure or promotion committees will need to consider discipline-specific interpretations of the evidence. (Note: no additional criteria beyond those articulated here, in documents approved by General Faculties Council and Board of Governors, or in the Collective Agreement should be applied in evaluations of or decisions on a candidate's application.)

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Appendix A: Guiding Principles for the Development of the Institutional Criteria

The following principles were developed, by the APTC (now ASC), to guide its development of promotion and tenure criteria:

- The degree of accomplishment necessary for achieving tenure and promotion must be equivalent across academic units and between Teaching-Service and Teaching-Scholarship-Service work patterns.
- Differences among disciplines will be recognized, and respected, in the criteria for evaluation for promotion and tenure.
- The criteria shall acknowledge the faculty member's diverse roles in the institution.
- Tenure and promotion criteria must recognize Mount Royal's commitment to the primacy of learning and teaching informed by scholarship.
- Criteria will be developed to measure the candidate's performance and achievements in his or her capacity as a faculty member. Promotion and tenure decisions will therefore be based solely on achievements and performance of duty in this capacity, without additional restrictions, coercions or discrimination unrelated to this capacity.
- Criteria will be developed to measure overall performance for the entire period under consideration.
- Criteria and standards will be based on the quality of contribution and achievement.
- Criteria must be demonstrable through the provision of evidence from multiple sources.
- Criteria and evidence requirements must be transparent and valid.
- Candidates for tenure and/or promotion must meet the criteria in teaching, service, and where appropriate, scholarship.
- It is the responsibility of the candidate for tenure and/or promotion to provide evidence that demonstrates that Faculty and institutional criteria have been met.

Appendix B: Addendum on Teaching, Scholarship and Service

The following is taken from the Addendum on Teaching, Scholarship and Service in the Collective Agreement of July 1, 2016:

<u>Teaching</u>

Teaching may include but is not restricted to the following activities:

- Credit instruction
- Student consultation and advice
- Practicum and field supervision
- Major project supervision
- Curriculum and course development
- Pedagogical design and preparation
- Materials development
- Assessment design and implementation
- Maintenance of academic and professional currency
- Self-reflection on pedagogical practices
- Application of the literature on teaching and learning
- Development, identification and communication of best practices
- Promotion of evidence-based professional and pedagogical practice

<u>Scholarship</u>

Scholarship may include but is not restricted to the following activities:

- Research
- Scholarly and artistic work
- Professional work
- Publishing
- Presenting at, participating in and coordinating conferences
- Collaborating with, and reviewing and editing the work of, peers
- Developing primary and secondary texts and learning materials
- Providing scholarly opportunities for students
- Scholarship of teaching and learning
- Dissemination of effective teaching and learning resources and strategies
- Creation and extension of resources or programs to support teaching
- Sharing teaching expertise externally
- Significant leadership in teaching excellence beyond the institution

<u>Service</u>

Service may include but is not restricted to the following activities:

- Participation in department, faculty and institutional governance
- Selection, support, development and evaluation of colleagues
- Appropriate student support including advising
- Development and application of academic policies
- Creation, development, evaluation and revision of academic programs
- Liaison, partnership and leadership work with disciplines, organizations and communities relevant to academic or professional expertise
- Participation in the Mount Royal Faculty Association, its processes and committees

Appendix C: Institutional Examples of Evidence of Service

Note: This is a guide to the types of service a faculty member may perform in the course of their employment at MRU. While the chart suggests levels for service activities, there will be some variation in how these levels apply. Candidates must provide sufficient evidence to support the inclusion of their service at the suggested levels, and may present a case for a higher classification than what is suggested here. Any service work for the university community, discipline or external communities not specifically listed in this document should be accepted if candidate provides suitable supporting evidence.

Level of Service	Description
Participation	Participation which does not require significant preparation. Faculty member attends an event, and has read or prepared materials that make them able to participate in the discussion at hand. Example: reading materials sent out in advance of a department meeting/Faculty Council/GFC and contributing to discussion.
Contribution (Level I)	Contribution which requires significant preparation and contributes to a deliverable. Faculty member may have been part of a committee that prepared materials for an event, meeting, etc., or helped organize a conference, forum, or presentation.
Contribution (Level II)	Contributions, usually in a leadership capacity. Requires significant preparation and time commitment and takes a leadership role. May include preparing agendas, calling meetings, taking minutes, preparing information materials.
Leadership	Leadership, usually in a university-level leadership role. Requires significant preparation and time commitment and takes a leadership role in the institution or beyond. Includes major time commitment and responsibilities. While tenure-track and limited-term faculty may achieve a position of substantial leadership, this level of service is not expected of non-tenured faculty. Given that many of these positions require victory in an election, service at this level should not be a prerequisite for tenure or promotion to Professor.

A. Service to the Academic Unit and Faculty

Type of Service	Participation	Contribution (Level I)	Substantial Service	
			Contribution (Level II)	Leadership
1. Commitments to colleagues and to department and faculty governance				
Attends department and discipline meetings and provides input into policy and other departmental decisions	Expected			
Attends meetings of Faculty Council and provides input into policy and other faculty level decisions	Expected			
Serves on Faculty Council subcommittees as appropriate	Expected	Member who regularly attends meetings and actively contributes to projects and initiatives (commitment may vary according to number of meetings and tasks performed)	Chair	

Type of Service	Participation	Contribution (Level I)	Substantial Service	
			Contribution (Level II)	Leadership
Serves on other departmental or faculty level committees as appropriate	Expected	Member who regularly attends meetings and actively contributes to projects and initiatives (commitment may vary according to number of meetings and tasks performed)	Chair	
Attends events that promote and celebrate the academic unit or Faculty (i.e. student welcome events, Faculty welcome reception, department colloquia), as time permits.	Expected	Faculty member organizes event	Faculty member gives a research /professional presentation at a dept. colloquium or speaker series Faculty member organizes a major workshop (half a day or more)	Faculty member organizes a series of colloquia/ speakers for the Faculty or University community
Mentors tenure track (and tenured), contract, and limited term colleagues. Faculty member shares knowledge with others on an informal basis.	Expected	Faculty member is assigned specific faculty to mentor	Faculty member mentors 3 or more colleagues	

Type of Service	Participation	Contribution (Level I)	Substantial Service	
			Contribution (Level II)	Leadership
Participates in department full-time hiring by attending candidates' presentations and, if possible, helping with hiring-related activities such as tours of MRU, airport pick up, etc.	Expected			
Serves as a member of an MRU full-time hiring committee (usually a responsibility for *tenured* faculty)		Faculty member serves on hiring committee		
Conducts peer evaluations of tenure-track (and, should policy change), tenured faculty at MRU	Expected of tenured faculty	Multiple evaluations		
Attends department meetings associated with tenure, promotion, and the granting of leaves	Expected	Writing peer evaluation of a colleague's leave application	Serving on department TC or faculty PC	Chairing department TPC
Serves as member of contract hiring committee (usually a responsibility for *tenured* faculty)		Member	Chair of committee	
Serves as Chair of the Academic Unit				Serves as Chair for one or two terms
Serves as Assistant/Associate Dean of a Faculty				Serves as Assistant/ Associate Dean of a Faculty

Type of Service	Participation	Contribution (Level I)	Substantial Service	
			Contribution (Level II)	Leadership
2. Curriculum Support				
Participates in course coordination		Depends on complexity	Depends on complexity	
Participates in discipline, degree, cluster or functional area coordination		Depends on complexity	Depends on complexity	
Contributes to degree development and degree assessment and program reviews (i.e. reporting to Campus Alberta Quality Council)	Faculty member engages with such development in dept. meetings	Faculty member serves on committee overseeing Program Review	Faculty member takes a leadership role	
Serves as member of Program Advisory Committee		Member with contribution	Member with contribution	
3. Student support				
Provides advice about courses and programs	Expected- provides unofficial advice		Official or assigned advisor	
Writes letters of reference for students (if comfortable with the request)	Expected	Expected	Expected	Expected
Serves as faculty advisor for student society		Faculty advisor		
Regularly attends student events related to discipline/department	Expected	Taking a major role in organizing such events	Taking a lead role in such events	

Type of Service	Participation	Contribution (Level I)	Substantial Service	
			Contribution (Level II)	Leadership
Supervises undergraduate students in competitions		Supervision of students (depends on number of students and complexity of projects)	Supervision of students (depends on number of students and complexity of projects)	
Supervises an undergraduate thesis/research assistants		Supervision of students (depends on number of students and complexity of projects)	Supervision of students (depends on number of students and complexity of projects)	

B. Service to the University

Type of Service	Participation	Contribution (Level I)	Substantial Service	
			Contribution (Level II)	Leadership
1. Service to the MRFA				
Attends MRFA meetings	Expected	Regular Contribution to meetings		
Serves on an MRFA Committee		Member who regularly attends meetings and actively contributes to projects and initiatives	Member who regularly attends meetings and actively contributes to projects and initiatives (commitment may vary according to number of meetings and tasks performed) Chair (depending on committee scope and workload)	Chair (depending on committee scope and workload)
Serves on MRFA Executive			Executive position	Executive position
Serves as Board of Governor's Representative			BOG Representative	
2. Service on University Committees				
Member of GFC		Member who regularly attends meetings and contributes to discussions	Speaker of GFC	

Type of Service	Participation	Contribution (Level I)	Substantial Service	
			Contribution (Level II)	Leadership
Member of a GFC Sub- committee		Member who regularly attends meetings and actively contributes to projects and initiatives	Member who regularly attends meetings and actively contributes to projects and initiatives (depending on level of contribution to work of the committee) Chair (depending on scope and workload of the committee)	Chair (depending on scope and workload of the committee)
Member of other university level committee (e.g. UTPC, HREB)		Member who regularly attends meetings and actively contributes to projects and initiatives	Member who regularly attends meetings and actively contributes to projects and initiatives (depending on level of contribution to work of the committee) Chair (depending on scope and workload of the committee)	Chair (depending on scope and workload of the committee)

C. Service to Academic Fields of Study

Type of Service	Participation	Contribution (Level I)	Substantial Service	
			Contribution (Level II)	Leadership
Organizes a conference		Participates actively on conference planning committee	Takes on significant responsibilities in conference planning	Major/Lead organizer of a conference
Conducts peer review of research		Completes peer review of scholarship on regular basis		
Edits a peer reviewed journal			Member of editorial board of peer reviewed journal	Editor in chief of peer reviewed journal
Participates in professional organizations/ societies related to discipline	Member	Actively engaged in activities of organization/ society	Member of executive of national or international organization / society	Leader of executive of national or international organization/soc iety
Serves as member of Board of Directors of professional society			Member	Board Chair
Participates in other advocacy activities related to discipline		Candidate to justify the level with supporting evidence	Candidate to justify the level with supporting evidence	Candidate to justify the level with supporting evidence (e.g. Leadership may include leading successful advocacy initiatives at the national or international level

Type of Service	Participation	Contribution (Level I)	Substantial Service	
			Contribution (Level II)	Leadership
Serves as external examiner for Master's or PhD committee or as external evaluator of other institutions' professor applications			Depends on complexity involved and expertise required	
Participates in national or international accreditation committees for discipline-related and/or expertise-related accreditation or professional committees			Contributes as a member of national or international accreditation committees for discipline-related and/or expertise-related accreditation or professional committees	Provides leadership or national or international accreditation committees for discipline-related and/or expertise-related accreditation or professional committees
Participates in MRU-sponsored or sanctioned events that foster community involvement or contribute to community well-being (e.g. United Way)	Participation	Contributes to community	Chairing an MRU sanctioned initiative	Initiates and leads a new MRU sanctioned community advocacy initiative
Participates in community events for advocacy efforts that relate to one's area of professional expertise	Participation	Contributes to event	Chairing an advocacy initiative	Initiates and leads a community advocacy initiative
Comments for the media on one's area of expertise		Depending on frequency and level of participation/ contribution		

Type of Service	Participation	Contribution (Level I)	Substantial Service	
			Contribution (Level II)	Leadership
Serves as expert witness			Depending on frequency and level of participation/ contribution	

D. Service to the Broader Community

Type of Service	Participation	Contribution (Level I)	Substantial Service	
			Contribution (Level II)	Leadership
Presents to non-academic community in an area related to disciplinary expertise		Variable depending on frequency and level of contribution	Variable depending on frequency and level of contribution	
Participates in activities related to recruiting new students	Expected			
Participates in discipline related outreach activities: judging contests, serving on community boards		Actively engages in work of the event or committee	Organizes or provides ongoing contribution to the event or committee	

Appendix D: Applying Indigenous Perspectives to the Institutional Tenure and Promotion Criteria

Purpose

The purpose of this Appendix is to provide guidance to Tenure and Promotion Committee members who are evaluating the dossiers of First Nations, Métis and Inuit (Indigenous[2]) Faculty. While some of the guidance provided may be helpful in evaluating the scholarship of non-Indigenous faculty conducting research in Indigenous communities, this document is specifically intended to address the recommendations of the Truth and Reconciliation Commission Calls to Action. It should be noted that not all Indigenous Faculty will engage in Indigenous cultural practices, epistemologies, research or teaching methods. Nor are they required to do so. However, where the dossier of a First Nations, Métis or Inuit Faculty member incorporates evidence that they are meeting the Tenure and Promotion criteria through these methods and practices, Tenure and Promotion committees should consider the context and guidance provided in this document.

Committees are highly encouraged, wherever possible, to consult with qualified Indigenous people who can provide expertise on Indigenous cultural practices, community obligations, pedagogies and epistemologies in an academic context.

Context

Addressing assessment of the Institutional Tenure and Promotion Criteria by aligning it with the Truth and Reconciliation Calls to Actions 6 -12 is imperative for the agency and retention of Indigenous faculty. Educational institutions are Eurocentric and have work to do to avoid replicating and perpetuating ongoing colonial ideologies, actions, behaviours, and agendas. Understanding education as structures of power and privilege is imperative when assessing the Tenure and Promotion Criteria for Indigenous Faculty at Mount Royal University. **Appendix D** recognizes and affirms the validity and importance of Indigenous[2][3] epistemologies, ontologies, and methodologies as well as the ways in which these concepts are animated through Indigenous faculty perspectives and experience of service contributions. Moreover, it recognizes that the university is reliant on Indigenous faculty to advise and assist in the overall goal of Indigenization of Mount Royal University.

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[2] For the purposes of this document, the term 'Indigenous'is a term that includes all Aboriginal people as stated in the Canadian Constitution, First Nations (status and non-status), Métis, and Inuit.
[3] The term 'Indigenous' is broad in its meaning therefore, specificities of Indigenous individuals and communities need to be acknowledged for their diverse knowledge, experiences, histories, practices, and protocols.

Service

University Service

When reviewing Tenure and Promotion dossiers, committee members should recognize that First Nations, Métis and Inuit people working in the university are sought out specifically for their cultural knowledge and expertise. Where Indigenous faculty have provided evidence of this type of service in their tenure dossier, members of Tenure and Promotion Committees will consider these activities as legitimate service. Examples of Indigenous University service activities that may be documented in a dossier include, but are not limited to:

- Sitting on hiring or other committees to contribute perspectives as Indigenous faculty, which enriches and strengthens Indigenous endeavour(s) and contributes Indigenous thinking for the betterment of the committee and/or position.
- Work related to increasing awareness of and having Indigenous knowledge recognized as legitimate and valid.
- Supporting the decolonization and Indigenization of Mount Royal through activities such as meetings, being a guest speaker/lecturer, providing advice on cultural protocols, and providing expertise in curriculum development.
- Connecting with and supporting Indigenous students who may more commonly rely on Indigenous faculty for advice and support.

Cultural Service

Many Indigenous faculty have cultural obligations within their own Indigenous communities and strive to build and maintain those relationships. Because Mount Royal relies on Indigenous faculty for their cultural knowledge and experience, these community relationships are an essential component of service to the University, knowledge affirmation and growth.and supporting Indigenous individuals or families.

Where Indigenous faculty have documented and provided evidence of this type of cultural service in their tenure dossier, members of Tenure and Promotion Committees will consider activities required to meet these obligations legitimate service contributions.

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 incompletion 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 practices.

Teaching

Indigenous teaching methods,pedagogies, and assessments must also be considered when evaluating the dossier. Indigenous worldviews inform approaches to teaching and learning and emphasize the following:
- The development of the learner as a whole person including intellectual development, physical awareness, emotional and spiritual growth;
- Learning through experience (observation, action, reflection and further action);
- Learning that is situated in relation to a location, experience or group of people where students are provided opportunities to explore and learn with the land and
- Intergenerational learning that recognizes the importance of oral histories and the role that Elders and Traditional Peoples have in transferring knowledge.

Students and non-Indigenous faculty members may be unfamiliar with how these pedagogical approaches are enacted, which may impact how they evaluate the quality of the instruction. Indigenous Faculty members may direct students to recognize oral histories as scholarly sources and cite Indigenous knowledge in ways that are unfamiliar. This may negatively impact how the teaching of Indigenous members is assessed by chairs, peers, students or other evaluators. Where an Indigenous Faculty Member utilizes Indigenous teaching methods/pedagogies, Members of Tenure and Promotion Committees should recognize the legitimacy of these methods/pedagogies and should be alert to the potential for bias in evaluations of teaching and student perceptions of teaching.

Professional Development

Acquiring and Maintaining Indigenous Knowledges

Relationships are the cornerstone of the Indigenous worldview and take time to ethically and respectfully cultivate. Acquiring and maintaining Indigenous knowledges requires repetitive interactions and activities sustained over time. Time with communities to acquire and maintain knowledge can manifest in various ways dependent on the activity. This includes, but is not limited to, visiting with Elders, attending community events, attending and/or participating in ceremonies.

Documentation of these activities can be considered professional development in the Tenure and Promotion Dossier, in an annual report or on an individual's *curriculum vitae*. Where Indigenous Faculty have provided sufficient evidence of these activities in their dossiers, Members of Tenure and Promotion Committees will recognize these activities as a legitimate form of professional development.