

Faculty of Teaching and Learning

General Principles Related to Tenure and Promotion Criteria, Evidence and Standards

- All categories appropriate to a candidate's work pattern (teaching, service, scholarship) must be represented in his/her dossier, and it is recognized that the proportions of a candidate's workload in the two or three areas will naturally vary from year to year and across a career.
- Candidates should be prepared to demonstrate that they are performing at the level of the next rank prior to application for promotion.
- Candidates are responsible for articulating how their evidence addresses the criteria for each rank and category of their work pattern, and are responsible for making their own best case for promotion.
- Generally, pieces of evidence in support of promotion should be identified as addressing the criteria in only one of the three categories (teaching, service, scholarship); however, in extraordinary circumstances the candidate may make a compelling case based on the criteria for inclusion in more than one category. When a candidate applies for promotion to Full Professor, the categories of teaching, service, and scholarship are likely to become less discrete and evidence may be presented that spans more than one category.
- The ranks of Associate and Full Professor are considered cumulative and candidates seeking promotion to one of these ranks must demonstrate evidence of fulfilling criteria in all previous ranks.
- Examples of evidence presented below are not intended to be restrictive or limiting but are provided to guide faculty in preparing their promotion documents. Candidates may present forms of evidence specific to their roles and responsibilities that are not explicitly named in the following document but which align with the institutional criteria and assist the candidate in making the case for promotion.
- Documents presented by candidates will be reviewed not according to the number of artifacts presented but according to the quality of the work produced.
- It is understood that while candidates receive reassigned time for positions of governance (director, chair, coordinator, etc.), these positions lead to additional responsibilities and academic leadership which should be acknowledged in any assessment of the candidate.
- Candidates may provide and make a case for evidence originating from other institutions provided such evidence has direct bearing on their performance.
- Units, areas or disciplines will articulate specific expectations or standards with respect to performance (teaching, service and, where appropriate, scholarship). Such expectations or standards must be communicated to candidates in writing at the beginning of each academic year.
- With a view to maintaining the currency and equitability of standards and expectations across the academic units of the Faculty of Teaching and Learning, unit, area or discipline standards will be subject to annual review by a committee comprised of all TPC Chairs in the Faculty of Teaching and Learning. Such review will be consistent with this document, the APTC criteria document, and the collective agreement.
- Consistent with articles 10.2 (Criteria for Tenure) and 11.3.2 (General Criteria for Promotion to the Rank of Professor), candidates are expected to carry out their teaching, service and scholarship duties in a responsible and professional manner. For purposes of tenure and promotion review in the Faculty of Teaching and Learning, the Canadian Association of University Teachers *Policy Statement on Professional Rights and Responsibilities* will be used to guide evaluation in this area.¹
- This document is subject to periodic review and revision by the Faculty of Teaching and Learning's faculty council.

¹ Canadian Association of University Teachers *Policy Statement on Professional Rights and Responsibilities*. See <http://www.caut.ca/pages.asp?page=795&lang=1>

Additionally, the Faculty of Teaching and Learning recognizes the primary callings of all faculty members at Mount Royal University: teaching and service. Therefore, the criteria, evidence, and expectations which follow are presented in that order: teaching, service, and scholarship (which is only relevant to those faculty members who have elected to be on the TSS stream).

Teaching

Principles Relating to the Evaluation of Teaching in the Faculty of Teaching and Learning

The APTC Recommendations on Institutional Tenure and Promotion Criteria refers to "the primacy of teaching, informed by scholarship." Further, "teaching involves not only what takes place in the class but also activities such as curriculum design, mentorship and student supervision." According to the Collective Agreement (p. 89), teaching includes credit instruction and other related activities such as promotion of evidence-based professional and pedagogical practice. The Faculty of Teaching and Learning's expectations concerning teaching for promotion to the ranks of Assistant Professor, Associate Professor, and Professor reflect the three-phase pattern of growth in teaching effectiveness often described in scholarly literature.

- 1) **Good or competent teaching** – the criteria developed for Mount Royal build on criteria developed by Chickering and Gamson (1987): encourages contact between students and faculty; develops reciprocity and cooperation among students; encourages active learning; gives prompt feedback; emphasizes time on task; communicates high expectations, respects diverse talents and ways of learning.
- 2) **Scholarly teaching** – scholarly teachers are reflective practitioners, conduct systematic observations of teaching and learning and refine their practices, engage in teaching and learning professional development, remain current in their disciplines and use pedagogical best practices for the discipline. Unlike Scholarship of Teaching and Learning, scholarly teaching is not necessarily disseminated beyond the immediate context.
- 3) **Leadership in teaching and learning** – this refers to teachers who have a sustained impact beyond the local level, influencing professional dialogue about teaching at a national or international level, and providing leadership for major educational initiatives.

Teaching

Assistant Professor		
Criteria	Evidence	Standards/Expectations
<p>The faculty member clearly demonstrates <u>competent teaching</u>. The criteria are:</p> <ul style="list-style-type: none"> • the candidate demonstrates satisfactory knowledge of the relevant subject area(s) • the candidate organizes and presents course content clearly • the candidate communicates high expectations • the candidate fosters interaction between students and faculty • the candidate encourages active learning • the candidate develops collaboration and cooperation among students • the candidate emphasizes time on task • the candidate gives prompt and meaningful feedback • the candidate respects diverse talents and ways of learning • the candidate performs course-related administrative tasks efficiently 	<p>Satisfactory attainment of the criteria as evidenced by:</p> <ul style="list-style-type: none"> • curriculum vitae • teaching philosophy • instructional evaluation (SEI/PEI) and instructor reflections on SEIs (normally two courses per semester) • curriculum materials development (e.g., course outlines, assignments, and assessment tools) • peer-teaching reviews (chair, internal, external) • attends and participates in teaching related workshops • satisfies MRU new faculty orientation requirement • participation in developmental peer communities such as Faculty Learning Communities and TRIADS or other related initiatives • program and/or workshop evaluations • reference letters from consultations as appropriate 	<p>Through the pre-tenure period, the candidate <u>approaches</u> customary levels of proficiency expected in individual departments of the FoTL for the level of Associate Professor.</p> <ul style="list-style-type: none"> • annual reflection on teaching philosophy • refinement of course outlines, content, and assessment • shows evidence of curriculum development • competency in teaching, pedagogy and assessment <ul style="list-style-type: none"> - SEI/PEI scores approach articulated departmental expectations - Responsive to peer/chair reviews - Candidate demonstrates professional administration and accountability for assessing student performance and maintaining records (accurate and timely) professional development of teaching, learning and assessment practices (competency level)

Teaching:

Associate Professor		
Criteria	Evidence	Standards/Expectations
<p>The candidate clearly demonstrates <u>proficient and scholarly teaching</u>. The criteria include all of the criteria for “competent teaching”, plus the following:</p> <ul style="list-style-type: none"> • the candidate demonstrates currency in his or her discipline(s) • the candidate engages in teaching and learning professional development • the candidate utilizes pedagogical best practices for the discipline • the candidate aligns teaching philosophy, intended outcomes, learning activities, and assessment strategies • the candidate engages in systematic reflection on teaching practices 	<p><i>In addition to criteria for assistant professor:</i></p> <p>Scholarly and proficient attainment of the criteria and evidence of professional development such as:</p> <ul style="list-style-type: none"> • memberships in professional organizations • conference attendance • any scholarly work that reinforces currency • formal consultations with colleagues or experts (e.g., advisory committees) • curriculum and course development documents • self-reflections on pedagogical practices • refinement of teaching philosophy in relation to course documents and classroom experience • collaborative curriculum material development (e.g., program and courses) 	<p>The candidate <u>meets</u> customary levels of proficiency expected in individual departments of the FoTL for the level of Associate Professor:</p> <ul style="list-style-type: none"> • all expectations relating to Assistant Professors and... • curriculum development shows evidence of clarity, coherence, and currency • proficiency in teaching, pedagogy and assessment <ul style="list-style-type: none"> - SEI/PEI scores meet articulated departmental expectations - Chair and peer reviews show consistent and positive patterns - Candidate demonstrates responsiveness to evaluative feedback, as appropriate • ongoing, consistent, and intentional engagement in professional development related to teaching and learning

Teaching

Full Professor		
Criteria	Evidence	Standards/Expectations
<p>The candidate is an <u>exemplary teacher</u> who demonstrates leadership in teaching. The criteria include all the criteria for “proficient and scholarly teaching”, plus the following:</p> <ul style="list-style-type: none"> • the candidate demonstrates a sustained and significant impact on teaching beyond the individual’s classes • the candidate influences professional dialogue about teaching beyond the academic unit • the candidate provides leadership for major educational initiatives in or beyond the university • the candidate champions the ongoing enhancement of undergraduate education • the candidate’s contribution to teaching and learning is recognized by peers at the national or international level 	<p><i>In addition to criteria for assistant and associate professor:</i></p> <p>Exemplary teaching as shown by the evidence such as:</p> <ul style="list-style-type: none"> • organizes conferences, workshops, or professional development activities • facilitates professional development of others • creates educational initiatives • leads teaching and learning workshops or activities • presents at national or international conferences • conducts peer evaluations in the institution • development of programs, minors, major or other educational initiatives • participates in assessment or accrediting bodies that establish educational qualifications or criteria • shows leadership in educational activities of professional associations • receives awards or recognition from internal or external bodies • is an invited speaker • involves students in scholarship • publishes work that contributes to teaching and learning • dissemination of published learning materials • contributes to external bodies • has a reputation as an exemplary teacher • provides leadership in teaching and learning associations • provides mentorship to colleagues 	<p>The candidate <u>exceeds</u> customary levels of proficiency expected in individual departments of the FoTL for the level of Associate Professor:</p> <ul style="list-style-type: none"> • all expectations relating to Assistant and Associate Professors and... • excellence in teaching, pedagogy and assessment • leadership responsibilities in teaching, pedagogy, and assessment or curriculum initiatives at the department, faculty, university level and beyond

Service

Principles relating to Service in the Faculty of Teaching and Learning

We acknowledge that service varies year to year and that some committee positions are restricted to tenured faculty and that others are elected positions.

Service opportunities extend beyond committee work and include being a respected and valuable member of the various teams in which we operate.

Service activities must be undertaken at the Department, Faculty, and University level, but should also be directed at the larger community within which MRU is situated. We have responsibilities to our own academic and institutional communities, but also to the larger community within which we live.

Service

Assistant Professor		
Criteria	Evidence	Standards/Expectations
<p>The faculty member clearly demonstrates <u>collegial participation</u>. The criteria are:</p> <ul style="list-style-type: none"> • the candidate participates in the governance and activities of the academic unit • the candidate participates in academic governance at the faculty council level 	<p>Consistent service profile in relation to:</p> <p><i>Academic Unit</i></p> <ul style="list-style-type: none"> • participates in departmental meetings and committees (e.g., Curriculum Committee) • participates in departmental activities <p><i>Faculty Council</i></p> <ul style="list-style-type: none"> • participates in institutional committees (e.g., FoTL, MRFA) 	<p>Through the pre-tenure period, the candidate <u>approaches</u> customary levels of proficiency expected in individual departments of the FoTL for the level of Associate Professor:</p> <ul style="list-style-type: none"> • regular attendance and participation in Department and FoTL Council meetings • involved in at least one committee or equivalent service activity at departmental or faculty level • ethical behavior in relation to colleagues, staff, and students

Service

Associate Professor		
Criteria	Evidence	Standards/Expectations
<p>The candidate clearly demonstrates <u>contribution in service</u>. The criteria include all of the criteria for “collegial participation”, plus the following:</p> <ul style="list-style-type: none"> • The candidate has contributed significantly in at least <u>one</u> 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, in a faculty member- or discipline-related capacity 	<p>In addition: Consistent service profile as evidenced by sustained contributions relating to:</p> <p><i>Academic Unit and Faculty</i></p> <ul style="list-style-type: none"> • contributes to departmental and faculty activities and priorities (e.g., course coordination, FoTL Council) • collaborates and takes on a specific role/task in departmental and/or faculty committees <p><i>University</i></p> <ul style="list-style-type: none"> • contributes to institutional activities and priorities (e.g., GFC, IPP) • collaborates and takes on a specific role/task for an institutional committee • participation in MRU sanctioned activities that foster community involvement (e.g., Corporate Challenge, United Way), <p><i>Academic Fields of Study</i></p> <ul style="list-style-type: none"> • peer reviews of scholarship • guest speaking to the discipline • active membership in professional organization • conference organization committee <p><i>Broader Community</i></p> <ul style="list-style-type: none"> • contributes to external activities (e.g., local boards, community organizations, community service and volunteer work) • Collaborates and takes on a specific role/task for an external committee <ul style="list-style-type: none"> • speaking in the community 	<p>The candidate <u>meets</u> customary levels of proficiency expected in individual departments of the FoTL for the level of Associate Professor:</p> <ul style="list-style-type: none"> • all expectations relating to Assistant Professors and... • service contributions relevant to academic or professional expertise within or beyond the MRU community • significant contribution to at least one committee or equivalent service activity at departmental, faculty, or institutional level each year

Service

Full Professor		
Criteria	Evidence	Standards/Expectations
<p>The candidate clearly demonstrates <u>substantial contribution</u> in service. The criteria include all the criteria for “collegial participation”, plus the following:</p> <ul style="list-style-type: none"> • the candidate demonstrates leadership in at least one, or significant contributions in at least <u>two</u>, of the following: <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, in a faculty member- or discipline-related capacity 	<p>In addition: Consistent service profile as evidenced by sustained leadership relating to:</p> <p><i>Academic Unit and Faculty</i></p> <ul style="list-style-type: none"> • leadership in departmental and FoTL service initiatives (e.g., chairing departmental or faculty committees) <p><i>University</i></p> <ul style="list-style-type: none"> • leadership in institutional service demonstrated through awards and nominations • leadership in institutional service initiatives (e.g., chairing or leadership roles on institutional committees) • chairing MRU sanctioned initiatives that foster community involvement (e.g., United Way) <p><i>Academic Fields of Study</i></p> <ul style="list-style-type: none"> • editing a peer reviewed journal • chairing a professional conference • leadership in a professional association (for example, serving as an officer/Board member) <p><i>Broader Community</i></p> <ul style="list-style-type: none"> • service awards and nominations • leadership in external service initiatives (e.g., chairing or leadership roles on community and professional organizations) 	<p>The candidate <u>exceeds</u> customary levels of proficiency expected in individual departments of the FoTL for the level of Associate Professor:</p> <ul style="list-style-type: none"> • all expectations relating to Assistant and Associate Professors and... • sustained leadership and/or substantial service contributions in the department, faculty, university, community, or field of study, as described in the criteria

Scholarship

Principles Relating to the Evaluation of Scholarship in the Faculty of Teaching and Learning

- Scholarship encompasses creative, pedagogical, professional, and scholarly work which is disseminated in appropriate venues. 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. Scholarship may be based within or across disciplines. The defining aspect of scholarship is that it is disseminated through appropriate channels and reviewed by peers, through publication or presentation in credible academic, professional or creative forums. Please see the Addendum on Teaching, Scholarship, and Service in the Mount Royal Collective Agreement, for a detailed, but not exhaustive list of examples (APTC). 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;
 - teaching and learning—inquiry that uses disciplinary and trans-disciplinary methods and research practices to study and improve student learning.
- Dissemination in peer reviewed environments should be appropriate to an individual's discipline(s) and is the cornerstone of the evaluation criteria.
- The peer review process pertains to the generation of knowledge in which contributions are assessed and validated as legitimate scholarship by peers, who are also scholars working in the same or cognate discipline.

Scholarship

Assistant Professor		
Criteria	Evidence	Standards/Expectations
<p>The faculty member on the Teaching-Scholarship-Service work pattern clearly demonstrates <u>adequate preparation for scholarship</u>. The criterion is:</p> <ul style="list-style-type: none"> 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 Mount Royal context 	<ul style="list-style-type: none"> Thesis based graduate degree and/or substantial scholarship experience Evidence of developing scholarship relevant to role at Mount Royal Articulation of a feasible, focused scholarship plan Public dissemination of new, ongoing, and established scholarly activities within the Mount Royal community and beyond Demonstration of active engagement in scholarly reflection and development appropriate to the faculty member's role 	<p>Through the pre-tenure period, the candidate <u>approaches</u> customary levels of proficiency expected in individual departments of the FoTL for the level of Associate Professor:</p> <ul style="list-style-type: none"> an articulated scholarship plan with achievable goals dissemination of research outcomes through conference presentations and/or peer-reviewed publications

Scholarship

Associate Professor		
Criteria	Evidence	Standards/Expectations
<p>The candidate clearly demonstrates <u>significant results from scholarship</u>. The criteria are:</p> <ul style="list-style-type: none"> • the candidate has established the foundation of an appropriate program of scholarship, feasible with respect to time and resources in a Mount Royal context • the candidate has produced significant results within that program of scholarship • the candidate has communicated those results as scholarly contributions to one or more relevant fields, through dissemination in appropriate, peer-reviewed venues • the candidate engages in systematic reflection on scholarly practices 	<p>In addition to the evidence for Assistant Professor:</p> <ul style="list-style-type: none"> • Articulation of an active and ongoing scholarship agenda relevant to role • Reasonable achievement of goals related to the scholarship plan • Presentation record of scholarship at local and national peer-reviewed conferences • Record of publication of scholarship in a peer-reviewed forum 	<p>The candidate <u>meets</u> customary levels of proficiency expected in individual departments of the FoTL for the level of Associate Professor:</p> <ul style="list-style-type: none"> • all expectations relating to Assistant Professors and... • continued development and refinement of scholarship plan • pattern of dissemination of research outcomes within the MRU and broader academic community • at least one peer-reviewed publication accepted during the pre-tenure period

Scholarship

Full Professor		
Criteria	Evidence	Standards/Expectations
<p>The candidate is an <u>exemplary scholar</u>. The criteria include all the criteria for “significant results from scholarship”, plus the following:</p> <ul style="list-style-type: none"> • 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 	<p>In addition to the evidence for Assistant and Associate Professor:</p> <p><i>Dissemination</i> Substantial and sustained contribution to the body of knowledge in one’s field(s) as evidenced by:</p> <ul style="list-style-type: none"> • Dissemination through workshops, conferences, journals, books, websites, and other appropriate venues <p><i>Recognition</i> Identified by one’s scholarly community as having made significant contributions as evidenced by:</p> <ul style="list-style-type: none"> • Serving as an invited keynote speaker • Producing invited essays and reflections • Citations by peers • Internal and external scholarship grants or awards/nominations <p><i>Leadership</i> Demonstration of leadership and stewardship in the faculty member’s chosen field(s) as evidenced by:</p> <ul style="list-style-type: none"> • Mentorship of colleagues • Peer reviewer for the work of others • Editorial and organizational responsibilities 	<p>The candidate <u>exceeds</u> customary levels of proficiency expected in individual departments of the FoTL for the level of Associate Professor:</p> <ul style="list-style-type: none"> • all expectations relating to Assistant and Associate Professors and... • recognition of scholarly expertise in the national or international academic community • sustained pattern of peer-reviewed dissemination • invited opportunities for dissemination • demonstrated leadership via mentoring, peer review, editorial, and other organization responsibilities related to scholarship