Academic Standards for Tenure and Promotion

Faculty of Adventure, Culinary Arts, Tourism (FACT)
November 25, 2021

This page has been intentionally left blank

Table of Contents

Introduction

This document sets out the standards, criteria, regulations, expectations and guidelines for tenure and promotion in the Faculty of Adventure, Culinary Arts and Tourism (FACT) at Thompson Rivers University (TRU). These standards and expectations are framed by the TRU Vision Statement, the Senate-approved "Principles and Essential Features of Standards Documents", and the current Collective Agreement.

In its Vision Statement, TRU defines the university as a place of belonging that empowers faculty to transform themselves, their communities and the world. TRU's values prioritize inclusion and diversity, community mindedness, curiosity, and sustainability. TRU's 10-year strategic goals propose to: eliminate gaps in achievement; honor truth, reconciliation and rights; lead community research and scholarship, and design life-long learning (https://www.tru.ca/envision/vision-statement.html).

FACT intends these academic standards to acknowledge and embrace TRU's values and strategic goals through the contributions that faculty make to teaching, service and scholarship.

Faculty are employed in one of two streams: bipartite or tripartite. Bipartite and tripartite faculty are expected to contribute teaching and service in vocational, applied and academic settings; tripartite faculty are also expected to contribute scholarship (research).

Bipartite ranks are: Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor.

Tripartite ranks are: Assistant Professor, Associate Professor, and Professor.

The standards in this document are transparent, consistent, rigorous, and offer faculty flexibility with regard to demonstrating excellence. Support for faculty, and their empowerment to build satisfying and productive careers, constitutes the spirit of these standards. One goal of the standards is to produce a healthy mix of faculty across the six ranks.

FACT recognizes the importance of equity and inclusion in the application of these standards. FACT explicitly notes the added barriers within the academy faced by people with different abilities, life circumstances, caring responsibilities, family structures, and marginalized identities. FACT is committed to recognizing scholarship, teaching, and service contributions in a manner that considers such barriers. FACT understands that ensuring equity, diversity, and inclusion requires flexibility in the application of its standards, particularly with respect to systemic barriers, career interruptions, and special circumstances. FACT encourages candidates in their application to explicitly address any circumstances that may have altered their career path.

Career interruptions occur when faculty are taken away from their work for an extended period of time as a result of health, cultural, administrative, family, or other reasons. Special circumstances involve slowdowns in work productivity due to health, cultural, administrative, family, or other reasons (for example, where the applicant was not completely removed from work). In order to accurately estimate the productivity of a candidate (independent of any career interruptions or special circumstances), FACT recommends that Tenure and Promotion committees consider career interruptions and special circumstances affecting applicants' record of achievements.

The Collective Agreement defines tenure as:

> The recognition by academic peers and the University that the Faculty Member has demonstrated through their academic achievements and contributions that they have sufficient momentum and promise of ongoing success to justify the long-term commitment of the University to an ongoing appointment.

> Tenure provides economic security and assurance of continued opportunities to teach, to carry out one's professional role and to do scholarship in accordance with the Faculty Member's assigned duties and responsibilities. Academic freedom and economic security, i.e., tenure, support institutions of higher learning in fulfilling their obligations to their students and to society in general. (CA 6.1.1)

The Collective Agreement defines promotion in rank as:

> Promotion in rank is the recognition of the Faculty Member's growth and development in their profession, and as a scholar, and of their service to the University and the academic community. (CA 6.1.2)

In short, applicants for tenure and promotion in FACT should explicitly address, with supporting evidence, the definitions provided by the Collective Agreement, while considering TRU's Vision Statement and 10-year strategic goals where appropriate.

To merit tenure or promotion, faculty members in FACT will be assessed on:

- effectiveness in their teaching/professional role, and
- service to the department, Faculty, University, community and profession, and (for tripartite faculty),
- research, scholarly, and creative work.

Candidates for tenure and/or and promotion are required to create a portfolio that describes their activities, achievements, and future plans in each of these areas.

The portfolio must provide clear and compelling evidence of the following overarching TRU principles for attaining tenure and progressing through the ranks: incremental and accumulative growth at each step in teaching and related professional activity, AND service, AND (for tripartite faculty) scholarship.

Within this principle there are increasing expectations for performance at each step in teaching and related professional activity, AND service, AND (for tripartite faculty) scholarship.

Contributions will also be assessed for their widening sphere of influence. Given TRU's values, applicants should consider the following spheres of influence: geographical (local, provincial, national, international), disciplinary, cultural, and in the public realm beyond academia.

Candidates should present evidence of their impact/contributions in those communities that sustain and support TRU.

Tables 1 and 2 that follow provide examples of the criteria for the evaluation of excellence within each of the three categories of teaching, service, and scholarship. These examples allow faculty flexibility in how they might structure/plan their careers. In order to highlight their strengths and interests, candidates have some flexibility in the weighting they assign to teaching and service (bipartite faculty) or teaching, service, scholarship (tripartite faculty). In addition, tripartite faculty have flexibility to define their conceptualization/approach to scholarship. For example, Boyer

presents a fourfold classification of scholarship based on discovery/insight, integration, application, and teaching.[1]

Weighting of assessment criteria

The default weightings, based on general bipartite and tripartite workloads, for teaching, service, and scholarship in FACT are:

- Bipartite: Teaching 80%, Service 20% (It is the expectation that all faculty will engage in the scholarship of teaching and learning, that is, systematic inquiry into student learning that advances the practice of teaching in Adventure, Culinary Arts and Tourism by making their findings available to peers, colleagues and the public)
- Tripartite: Teaching 40%, Research 40%, Service 20%

NB: these weightings represent the balance of evidence presented, not the workload of the candidate.

Faculty can adjust the weighting of teaching, service, and scholarship within ranges provided below. These ranges give candidates flexibility in determining how they wish to be evaluated and allows them to vary their emphasis over the course of their career. Candidates are encouraged to determine their weightings after collegial discussion with departmental colleagues and the chair. In no case will a member be promoted if they have performed inadequately in any one category, regardless of that category's weighting. Tenure and Promotion Committees viewing a candidate's weightings should take into consideration factors such as high scholarship loads or exceptional leadership roles in the university.

The assessment criteria and minimum and maximum weightings for bipartite faculty are:

- academic qualifications—will usually mean the terminal degree in a discipline, or in exceptional cases, a sub-terminal degree and outstanding experience and performance within the discipline or field
- teaching (minimum of 70% and maximum of 85%). (It is the expectation that all faculty will engage in the scholarship of teaching and learning, that is, systematic inquiry into student learning that advances the practice of teaching in Adventure, Culinary Arts and Tourism by making their findings available to peers, colleagues and the public), and
- service (minimum of 15% and maximum of 30%).

While scholarship (research) is not a requirement of bipartite appointments, candidates may use evidence of scholarship in their dossier (usually related to teaching).

The assessment criteria and minimum and maximum weightings for tripartite faculty are:

- academic qualifications—will usually mean the terminal degree in a discipline, or in exceptional cases, a sub-terminal degree and outstanding experience and performance within the discipline or field
- teaching (minimum of 40% and maximum of 50%),
- service (minimum of 10% and maximum of 25%), and
- scholarship (minimum of 30% and maximum of 45%).

---

[1] E. L. Boyer (1990). *Scholarship revisited: Priorities of the professoriate* (Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching). In the content of the social sciences/humanities, FACT uses the more contemporaneous term 'insight' alongside 'discovery'.

Appointment Criteria

Assistant Teaching Professor

1. A candidate for appointment, tenure and promotion in the faculty must meet the qualifications for the position, in the case of appointment, as advertised. The normal criterion will be the terminal degree required for the position, or in the case of appointment, as advertised, typically an earned Masters or Doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where Masters or Doctorates are not normally available, or where the candidate has accumulated experience deemed relevant and valuable to the discipline or field.

2. A candidate must present evidence of their potential for effective teaching at the practitioner level. Peers and geographical, disciplinary, or cultural communities should be able to recognize and assess this evidence (which may include data obtained from previous teaching experience such as student teaching evaluations), as significant at least at the local and regional level.

3. A candidate must demonstrate commitment to service to the University, discipline and/or profession and, where applicable, the community-at-large; peers and communities should be able to recognize and assess this service at the practitioner level.

Associate Teaching Professor

1. A candidate for appointment, tenure and promotion in the faculty must meet the qualifications for the position, in the case of appointment, as advertised. The normal criterion will be the terminal degree required for the position, or in the case of appointment, as advertised, typically an earned Masters or Doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where Masters or Doctorates are not normally available, or where the candidate has accumulated experience deemed relevant and valuable to a discipline or field.

2. A candidate must demonstrate incremental and accumulative growth in the teaching of the discipline (moving from practitioner to innovator/manager), as recognized and assessed by peers and geographical, disciplinary, or cultural communities as significant, normally at the provincial and national levels.

3. A candidate must demonstrate consistent service to the University, discipline and/or profession and, where applicable, the community-at-large. A candidate must demonstrate incremental and accumulative growth in service beyond the performance levels expected at the Assistant Teaching Professor level. Peers and communities should be able to recognize and assess this service as demonstrating an increasing sphere of influence above the Assistant Teaching Professor level.

Teaching Professor

1. A candidate for appointment, tenure and promotion in the faculty must meet the qualifications for the position, in the case of appointment, as advertised. The normal criterion will be the terminal degree required for the position, or in the case of appointment, as advertised, typically an earned Masters of Doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations

in fields where Masters or Doctorates are not normally available, or where the candidate has accumulated experience deemed to be relevant and valuable to a discipline or field.

2. A candidate must demonstrate incremental and accumulative growth, and exemplary performance, in the teaching of the discipline (showing clear leadership), as recognized and assessed by peers and geographical, disciplinary, or cultural communities as significant, above the Associate Teaching Professor level and normally at the national and international levels.

3. A candidate must demonstrate consistent, and exemplary, service to the University, discipline and/or profession and, where applicable, the community-at-large. A candidate must demonstrate incremental and accumulative growth in service beyond the performance levels expected at the Associate Professor level. Peers and communities should be able to recognize and assess this service as demonstrating an increasing sphere of influence above the Associate Teaching Professor level and normally at the international level.

Assistant Professor

1. A candidate for appointment, tenure and promotion in the faculty must meet the qualifications for the position, in the case of appointment, as advertised. The normal criterion will be the terminal degree required for the position, or in the case of appointment, as advertised, typically a Doctorate or equivalent qualification and/or experience, such as professional qualifications or designations in fields where Doctorates are not normally available, or where the candidate has accumulated experience deemed relevant and valuable to the discipline or field.

2. A candidate must present evidence of their potential for effective teaching at the practitioner level. Peers and geographical, disciplinary, or cultural communities should be able to recognize and assess this evidence (which may include data obtained from previous teaching experience such as student teaching evaluations), as significant at least at the local and regional level.

3. A candidate must demonstrate commitment to service to the University, discipline and/or profession and, where applicable, the community-at-large; peers and communities should be able to recognize and assess this service at the practitioner level.

4. A candidate must demonstrate potential for successful engagement in scholarly activity. Professional peers should be able to recognize and assess evidence of this potential as excellent.

Associate Professor

1. A candidate for appointment, tenure and promotion in the faculty must meet the qualifications for the position, in the case of appointment, as advertised. The normal criterion will be the terminal degree required for the position, or in the case of appointment, as advertised, typically a Doctorate or equivalent qualification and/or experience, such as professional qualifications or designations in fields where Doctorates are not normally available, or where the candidate has accumulated experience deemed relevant and valuable to the discipline or field.

2. A candidate must demonstrate incremental and accumulative growth in the teaching of the discipline (moving from practitioner to innovator/manager), as

recognized and assessed by peers and geographical, disciplinary, or cultural communities as significant, normally at the provincial and national levels.

3. A candidate must demonstrate consistent service to the University, discipline and/or profession and, where applicable, the community-at-large. A candidate must demonstrate incremental and accumulative growth in service beyond the performance levels expected at the Assistant Professor level. Peers and communities should be able to recognize and assess this service as demonstrating an increasing sphere of influence above the Assistant Professor level.

4. A candidate must show consistent, accumulative, and increasingly influential accomplishment in the scholarship of the discipline or field. Professional peers should be able to recognize and assess the evidence of this accomplishment. Normally, the influence of scholarship will extend to provincial and national levels.

Professor

1. A candidate for appointment, tenure and promotion in the faculty must meet the qualifications for the position, in the case of appointment, as advertised. The normal criterion will be the terminal degree required for the position, or in the case of appointment, as advertised, typically a Doctorate or equivalent qualification and/or experience, such as professional qualifications or designations in fields where Doctorates are not normally available, or where the candidate has accumulated experience deemed relevant and valuable to the discipline or field.

2. A candidate must demonstrate incremental and accumulative growth, and exemplary performance, in the teaching of the discipline (showing clear leadership), as recognized and assessed by peers and geographical, disciplinary, or cultural communities as significant, above the Associate Teaching Professor level and normally at the national and international levels.

3. A candidate must demonstrate consistent, and exemplary, service to the University, discipline and/or profession and, where applicable, the community-at-large. A candidate must demonstrate incremental and accumulative growth in service beyond the performance levels expected at the Associate Professor level. Peers and communities should be able to recognize and assess this service as demonstrating an increasing sphere of influence above the Associate Teaching Professor level and normally at the international level.

4. A candidate must show consistent, accumulative, exemplary, and influential accomplishment in the scholarship of the discipline or field. Professional peers should be able to recognize and assess the evidence of this accomplishment. Normally, the influence of scholarship will extend to the international level.

The process of applying for tenure and promotion

The Collective Agreement defines the processes for applying for tenure and promotion. Candidates are directed to Article 6.4 of the Collective Agreement for specific instructions.

Teaching evaluation criteria

Teaching is a principal activity of all faculty in FACT and a critical consideration for appointment, tenure or promotion. The key elements to teaching within FACT are:

- promoting student success and engagement in all teaching arenas—lectures, laboratories, and in the field, and/or by distance learning—in academically rigorous and current curricula

- integration and contribution of a member's teaching to their department's overall program. Such contributions could include teaching across the curriculum, teaching large classes, intensive marking, field trips, new course development, and/or mentoring other faculty, and

- the use and integration of scholarship into teaching. Scholarly teachers reflect upon their teaching, consult scholarly references (i.e., peer-reviewed articles/experts), and incorporate appropriate teaching strategies into their practice.

FACT also recognizes that teaching is multifaceted, covering a broad range of activities. Candidates may use a broad range of evidence that must be documented in a teaching portfolio as outlined in Article 6, Appendix 1 of the Collective Agreement. Assessment of a teaching portfolio must consider all aspects of the candidate's teaching assignment. The portfolio may also include additional items listed in Table 1 below.

Table 1. Examples that faculty may use to demonstrate their contributions to teaching for tenure and promotion. These examples are not inclusive or exclusive; they are not a checklist. These represent examples of objective, documentable aspects of teaching that can be used to show excellence. As members progress through the ranks, they are expected to make contributions of increasing impact and influence and move from practitioner to leader.

	Tenure at Assistant Teaching Professor / Assistant Professor	Associate Teaching Professor / Associate Professor	Teaching Professor / Professor
Instructional Knowledge (Student Success and Engagement)	Maintains quality learning environment for learners of all backgrounds. Uses appropriate teaching materials with regard to currency, quantity, content, accessibility and academic rigor. Designs, develops and/or evaluates materials to enhance learn /critical thinking and knowledge of the field (i.e., manuals, workshop labs, educational games, quizzes). Actively promotes academic integrity within classroom; follows academic integrity policies and procedures. Provides constructive student consultation outside of class Promotes student curiosity, life-long learning and community-mindedness. Provides appropriate student assessment relative to course, program and institutional learning objectives. Student projects provide engaging, relevant and meaningful opportunities for students. Incorporates Open Educational Resources (OER), open tools and data or open educational practices (OEP) into course materials and course design.	Demonstrates competence in course development, implementation and assessment. Demonstrates refinement of course content with regard to discipline content, and inclusion and diversity. Teaching motivates and inspires curiosity, lifelong learning and community-mindedness in students. Demonstrates mentorship of other faculty in the discipline/field or pedagogically specific areas. Contributes to instructional knowledge of multiple communities (at TRU and beyond). Works within community to evaluate, assess and adapt OER, open tools and open data, and considers OEP for inclusion into courses/programs.	Contributes to instructional knowledge with an increasing sphere of influence within geographic, discipline or cultural groups. Evidence of contribution to instructional knowledge that is publicly disseminated in a variety of ways and across varying communities. Works within communities to create OER, open tools and open data, and leads OEP initiatives.

	Tenure at Assistant Teaching Professor / Assistant Professor	Associate Teaching Professor / Associate Professor	Teaching Professor / Professor
Pedagogical Knowledge (Scholarly Teaching)	Implements different teaching techniques within courses; is in the process of incorporating diversity and inclusion and reducing institutional barriers to knowledge dissemination. Reflects upon teaching practice through the lens of content. Engages in life-long learning with regard to pedagogy through various communities (TRU CELT, local/provincial/ international groups). Displays life-long learning through review and reflecting on their current teaching practices; embraces a cyclical process for continual improvement. Utilizes TRU processes (course evaluations and peer review) and TRU resources (CELT, TPC) to critically reflect on their own teaching.	Implements different teaching techniques and demonstrates the incorporation of diversity and inclusion and the reduction of institutional barriers into course dissemination. Reflects upon teaching practice from a content lens and also from an inclusion and diversity lens. Disseminates to various communities on teaching techniques and pedagogical knowledge. Teaching practices are scholarly and evidence-based. Provides instructional mentoring for different communities within TRU and beyond. Engages in own learning regarding pedagogy through a range of communities at TRU and beyond. Facilitates workshops and conferences. Utilizes TRU processes (course evaluations and peer review) and TRU resources (CELT, TPC) to critically reflect on their teaching.	Contributes to pedagogical knowledge with an increasing sphere of influence transcending geographic, discipline or cultural boundaries. Demonstrates evidence of pedagogical impact within the community. Provides mentoring in the forms of workshops and consultations to a broad range of audiences. Provides leadership to diverse communities. Recognized by multiple communities for excellence and leadership in teaching.
Contribution to Department/ Program	Actively participates in departmental planning. Promotes program and institutional learning outcomes at the course level. Connects course curricula to community needs. Participates in departmental outreach. Engages in course-level activities to fulfill program learning outcomes	Provides leadership in departmental planning and course development. Contributes in a substantial way to departmental teaching load through the number of students, number of courses or accepting teaching intensive courses. Viewed as a resource person in discipline or pedagogy. Represents department's interest in campus wide committees.	Provides leadership for developing/updating program curriculum. Initiates new courses and or programs. Plays a leadership role in updating courses/programs.

Service evaluation criteria

Service is a principal activity of all faculty in FACT and a critical consideration for appointment, tenure or promotion. All faculty members are required to serve their department, faculty, University, professional discipline or field, and the community-at-large. Table 2 provides some examples of the activities that a candidate might highlight to support their record of service. The weighting that a candidate applies to their service will depend on a range of factors including their role, time commitment, and quality/impact of service.

Table 2: Examples that faculty may use to demonstrate their contributions to teaching for tenure and promotion. The examples in this table are not a checklist for completion; rather, they are examples of evidence that can be used to show excellence. At the higher ranks, candidates are expected to demonstrate continuous growth in their service through larger investments on committees and other activities that are significant to TRU and to their profession, discipline or field.

	Tenure at Assistant Teaching Professor / Assistant Professor	Associate Teaching Professor / Associate Professor/	Teaching Professor / Professor
University Community	Actively participates in committees that support departmental operations. Engaged in student support and outreach activities. Participates in events that support intellectual/cultural life at TRU. Organize student outreach and support activities. Attending and participating in articulation or accreditation meetings	Participates in Faculty/ University wide governance committees. Leadership role in departmental governance committees. Provides administrative support work at departmental level. Contributions in organizing academic/cultural life at TRU (e.g., Teaching Practices Colloquium).	Leadership role in the committees at the Faculty/ University wide governance committees. Leading academic/cultural life at TRU.
Members' Discipline / Profession	Supervision of students beyond teaching workload. Participates in activities of professional/learned society organizations.	Active contributions to the candidate's professional/learned society organizations outside TRU. Participates in organizing academic and scholarly events such as conferences, workshops, panels or meetings in areas of professional competence. Presenting as guest speaker at local and provincial level. Evidence of sustained involvement of reviewing of scholarly work. Participation in articulation or accreditation bodies.	Editorship of scholarly or teaching journals. Leadership role in organizing academic and scholarly events such as conferences, workshops, panels or meetings in areas of professional competence. Presenting as guest speaker at national or international level. Leadership roles with articulation or accreditation bodies.

	Tenure at Assistant Teaching Professor / Assistant Professor	Associate Teaching Professor / Associate Professor/	Teaching Professor / Professor
Community-at-Large	Cultural contributions (e.g., examples). Participates in community outreach activities and participates to support community development and engagement (e.g., examples).	Notable roles in private and public, and profit and not-for-profit organizations at the regional / provincial level through the application of expertise to support the operations of the organizations served.	Leadership role in service organizations. Leadership in private and public, and profit and not-for-profit organizations at the regional / provincial level through the application of expertise to support the operations of the organizations served.

Scholarship evaluation criteria

Scholarly work is intellectual work in the public realm that contributes to knowledge and the dissemination of that knowledge through appropriate external peer reviewed outlets or venues. Tripartite faculty have flexibility to define their conceptualization / approach to scholarship. (For example, Boyer presents a fourfold classification of scholarship based on discovery/insight, integration, application, and teaching.[2]) In FACT scholarship comprises two key elements. Scholarship must:

- have impact on a faculty member's field of study through the production of peer-reviewed content, and
- include mentoring students.

The Committee evaluating scholarship will consider the impact of the faculty member's work and their contribution to their field of study and the larger community.

Normally, as members progress through the ranks they will demonstrate progression from the regional to provincial to national to international scale. FACT does respect and acknowledge alternate evidence of increasing spheres of influence that are consistent with TRU's Vision, Values and Strategic Goals. Peer-reviewed content is the primary evidence used to assess the impact of a candidate's although forms of evidence can be offered. A larger list of scholarship criteria that serve as the type of evidence that may be used in tenure and promotion in FACT is included in Table 3. The applicant can address the choice of venues for dissemination, and the indicators of impact including advancement of knowledge and / or addressing socio-economic or environmental needs.

A critical component of the scholarship portfolio is the engagement of undergraduate students, and, where appropriate, graduate students.

---

[2] E. L. Boyer (1990). *Scholarship revisited: Priorities of the professoriate* (Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching). In the content of the social sciences/humanities, FACT uses the more contemporaneous term 'insight' alongside 'discovery'.

Table 3: Examples demonstrating contributions to scholarly activity for tenure and promotion. Examples in this table are not a checklist for completion; rather, they are some examples of evidence that can illustrate excellence. As candidates progress through the ranks, they are expected to make contributions higher in quality and broader in the geographical, disciplinary and cultural spheres of influence.

	Tenure at Assistant Professor	Associate Professor	Professor
Production of Scholarly Materials	Produces peer reviewed reports and publications (e.g., journal article, extended abstracts, books, book chapters, standards of practice, manuscripts accepted / in press, patents issued). Produces non-peer reviewed reports and publications (e.g., reports, publications, conference abstracts, books, book chapters, reference texts, manuscripts accepted / in press, published reviews, patents filed). Gives internal presentations within TRU and at local conferences (oral and posters). Media coverage influence (as measured by presentations, exhibits, citations, collaboration, and / or adoption of work) primarily within the candidate's discipline or field. Scholarship (as measured by publications, presentations, exhibits, citations, collaboration, and/or adoption of scholarly output) contributes meaningfully to communities disadvantaged by geography, discipline or culture.	Produces peer reviewed reports and publications (see examples under Assistant Professor). Normally at a national level, or in scientific disciplines, or across cultural boundaries. Presents at national conferences / workshops. Invited presenter at national conferences / workshops. Citation record demonstrating impact of publications. Influence (as measured by presentations, exhibits, citations, collaborations or adoption of scholarly work) appears across related disciplines / fields. Scholarship (as measured by publications, presentations, exhibits, citations, collaboration, and / or adoption of scholarly output) contributes meaningfully to multiple communities.	Demonstrates sustained record of peer reviewed reports and publications (see examples under Assistant / Associate Professor). Sustained record of submitted and invited presentations at conferences/workshops. Keynote speaker at national or international conferences / workshops. Sphere of influence extends beyond discipline / field conferences / workshops and spans multiple communities. Scholarship spans multiple communities, disciplines or cultures (i.e., publications in international journals or journals outside immediate discipline / field).

	Tenure at Assistant Professor	**Associate Professor**	**Professor**
Funding	Obtains funding for research; funding is not necessarily from a peer-reviewed competition. Helps research students obtain local research grants (e.g., examples). Contracts to, consults with, local level groups/organizations. Applies for external research grants.	Obtains funding for research in peer-reviewed competitions. Helps research students obtain competitive research grants. Contracts to, consults with, national level groups/ organizations. Provides mentoring for professors and research students in obtaining peer-reviewed/competitive research grants.	Has a sustained record of obtaining funding (i.e., record of grant renewals) for research from peer-reviewed competitions. Has a sustained record of helping research students obtain competitive research grants. Contracts to, consults with, international agencies or across diverse communities. Has a sustained record of mentoring professors and research students to obtain peer-reviewed/competitive research grants.
Engagement of Students in Scholarship	Supervises undergraduate students, and where appropriate, graduate students of all backgrounds. Articulates barriers to student engagement in research and articulates strategies for inclusion. Ensures that student scholarship cultivates habits of curiosity and life-long learning.	Supervises undergraduate students, and where appropriate, graduate students. Supervises or contributes to supervision of students beyond immediate discipline or field. Ensures that student scholarship cultivates habits of curiosity and life-long learning. Serves on examining or supervisory committees for students from outside FACT.	Sustained record of supervising undergraduate students, and where appropriate, graduate students. Supervises or contributes to supervision of students beyond FACT. Serves on examining or supervisory committees for students at other institutions.

Summary of Tenure and Promotion criteria for Bipartite Faculty

The normal expectation for promotion to Associate Teaching Professor / Teaching Professor is recognition by peers from multiple disciplinary, cultural and geographical groups of the candidate's teaching.

Tenure at Assistant Teaching Professor

- Teaching: proven competency in the classroom and a promise of effective teaching with clear evidence of excellence as a practitioner.
- Service: to the department on committees, and contribution to the intellectual/cultural life at TRU.

Associate Teaching Professor

- Teaching: demonstrated sustained and increasing effectiveness in teaching and shows impact of teaching practices. Teaching practice moves from practitioner to innovator/manager. The candidate's reputation for teaching is normally recognized by multiple communities within and beyond TRU.
- Service: candidate participates in university-wide committees, helps organize events that contribute to the intellectual/cultural life at TRU, and participates in professional organizations outside the university community.

Teaching Professor

- Teaching: demonstrates sustained excellence in teaching and teaching practices; demonstrates leadership in teaching and a broad sphere of influence.

- Service: demonstrates a growth in service by participating in university-wide committees, organizing events that contribute to the intellectual/cultural life at TRU, and participates in professional organizations outside the university community.

Summary of Tenure and Promotion criteria for Tripartite Faculty

The expectation for promotion to Associate Professor / Professor is that the candidate's teaching and scholarship is recognized by peers in the discipline or field and by multiple geographical and cultural communities.

Tenure at Assistant Professor

- Teaching: proven competency in the classroom and a promise of teaching effectiveness, clear evidence of excellence as a practitioner.

- Service: serves department on committees and contributes to the intellectual / cultural life at TRU.

- Scholarship: demonstrates quality scholarly work beyond that proven at hiring. Demonstrates ability to develop further as a scholar, including the presence of a defined program of scholarship.

Associate Professor

- Teaching: demonstrates sustained and increasing effectiveness in teaching and positive impact of teaching practices. Teaching moves into the managerial realm and candidate's reputation for teaching normally recognized by multiple communities at and beyond TRU.

- Service: participates in university-wide committees, helps organize events that contribute to the intellectual/cultural life at TRU, and participates in professional organizations outside the university community.

- Scholarship: demonstrates significant achievement in scholarly activity beyond that expected for the rank of assistant professor. Candidates' productivity will meet/be on par with other teaching-centred universities. There must also be evidence of a well-defined program of scholarship and an indication that the candidate will remain active in scholarly work. A faculty members' reputation for will normally span geographical, discipline or cultural boundaries.

Professor

- Teaching: demonstrates sustained excellence in teaching, teaching practices reflect a wider sphere of influence, and candidate demonstrates leadership.

- Service: demonstrates growth in service by participating in university-wide committee, helping to organize events that contribute to the intellectual/cultural life at TRU, and participating in professional organizations outside the university community.

- Scholarship: demonstrates significant achievement in scholarly activity beyond that expected for the rank of Associate Professor. Candidates have a record of sustained contributions, in a clearly defined program of scholarship, over their career, and demonstrate that the results of their scholarly work have contributed substantially to their discipline or field and illustrates a broad sphere of influence among different geographical, disciplinary and cultural communities. Candidate demonstrates that they will continue to engage in scholarly work

Glossary of terms

Communities: communities of peers across discipline or field, geographical space, and culture are important in the career paths of faculty. Progression through the ranks should show an increase in influence or impact by in the number of communities, or by the level of impact within communities.

Evidence-based education: evidence-based education signifies the idea that educational policy and practice should be guided by the best evidence about what works. This means that specific teaching strategies and policies should be rigorously evaluated before they are advocated or required. Where this is not possible they should be adopted experimentally, in such a way that their impact can be properly evaluated.

Leader: influences direction, creates new programs / courses.

Innovator/Manager: enables work, mentors, develops new curriculum for the class.

Peer-reviewed: a community of professional peers, external to the university community, assesses a contribution.

Practitioner: participates or does the work (teaches the class).

Scholarly teaching: Scholarly teachers reflect upon their teaching, consult scholarly references (i.e., peer-reviewed articles / authorities), and incorporate appropriate teaching strategies into their teaching practice.

Departmental Overviews

In addition to FACT's Standards for Tenure and Promotion, the three constitutive departments, Adventure, Culinary Arts and Tourism, have their own specific guidelines for candidates. These are provided in turn.

Supplemental Guidelines for Tenure and Promotion in Adventure Studies

The purpose of this document is to provide the reviewer with context specific to Adventure Studies. Established in 1992, Adventure Studies has long been known as Canada's centre of excellence for vocationally oriented, technical guide training. Adventure Studies has a professional focus with faculty renowned for their high level of technical field competence born of extensive work in the guiding industry. Adventure Studies is characterized by operational and logistical complexity, and by a high level of enterprising activity in its engagements with both the adventure industry and other (secondary and tertiary) educational providers.

Assistant Teaching Professor

- Academic Qualifications: Master's degree, substantial experience and professional qualifications or designations in relevant fields. Candidates who have accumulated experience judged to be particularly relevant and valuable to an adventure studies program area may be considered. Examples of relevant experience may include ACMG (Association of Canadian Mountain Guides) Mountain guide certification, SKABC (Sea Kayak Guide Alliance of BC) Instructor Examiner or other discipline-specific terminal certifications.

- Teaching: Show evidence of potential for effective teaching. This evidence may include data from previous teaching experience or by a demonstration of teaching ability. Examples may be participant evaluation summaries, peer evaluations, or a sample workshop delivery.

- Service: Commitment to service to the University, discipline and/or profession, and where applicable, the community-at-large. Examples may be participation in an academic or industry committee, or participation on a governance board in an industry sector. Examples of industry sector involvement may include a governance board such as Paddle Canada, and the Association of Canadian Mountain Guides.

Associate Teaching Professor

- Academic Qualifications: Master's degree and/or experience such as a combination of substantial experience and professional qualifications or designations in relevant fields. Candidates who have accumulated experience judged to be particularly relevant and valuable to an adventure studies program area may be considered. Examples of relevant experience may include ACMG Mountain guide certification, SKABC Instructor Examiner or other discipline-specific terminal certifications.

- Normally five (5) years of successful performance at the rank of Assistant Teaching Professor.

- Teaching: Show evidence of meeting or exceeding TRU's benchmarks of performance standards in teaching. Examples may be participant evaluation summaries, peer evaluations, or a sample workshop delivery.

- Service: Evidence of consistent contribution to the University, discipline and/or profession, and where applicable, the community-at-large. Examples may be course coordination of sessional staff, program coordination of schedules and logistics, or active participation in university committees.

- Normally, those holding the rank of Associate Teaching Professor should be recognized by their peers for their knowledge of subject matter and leadership at the provincial level. Examples or recognition may include participation on a governance board in an industry sector such as Avalanche Canada, Destination BC or other provincial equivalents.

Teaching Professor

- Academic Qualifications: Master's degree and/or experience such as a combination of substantial experience and professional qualifications or designations in relevant fields. Candidates who have accumulated experience judged to be particularly relevant and valuable to an adventure studies program area may be considered.

- Normally five (5) years of successful performance at the rank of Associate Teaching Professor.

- Teaching: Show evidence of outstanding performance standard in teaching, including evidence of meeting or exceeding the TRU's benchmarks of performance standards in teaching. Examples may be participant evaluation summaries, peer evaluations, or a sample workshop delivery.

- Service: Evidence of outstanding contribution to the University, discipline and/or profession, and where applicable, the community-at-large. Examples may be course coordination of sessional staff, program coordination of schedules and logistics or engagement with university committees.

- Those holding the rank of Teaching Professor should be recognized by their peers for leadership in their field at the provincial, national, or international level. This may include leadership in teaching and learning, industry service or subject area knowledge.

Tenure & Promotion Criteria for Tripartite Faculty

Scholarship encompasses a full range of intellectual activities that include the generation, synthesis, and/or application of knowledge. It is associated with achievement of excellence, rigorous inquiry, reflective thought, expert knowledge, peer review, and new ways of learning about phenomena of concern to adventure.[3]

In measuring scholarship, the Adventure Studies Department takes into account the impact and influence of the outputs. As tripartite members rise through the ranks from Assistant Professor to Associate Professor to Professor, their sphere of influence is expected to increase. The extent to which their work is impactful and influential on their discipline, their professional peers and in the broader adventure community, will be measured as follows:

- Assistant Professor: impact, influence and reputation (IIR) will extend at least regionally and provincially;

---

[3] TRU School of Nursing. *Standard and Criteria for Tenure and Promotion*. Approved by Senate on March 23, 2020.

- Associate Professor: IIR will extend at least provincially and nationally;
- Professor: IIR will extend nationally and internationally.

The means with which tripartite members may make their impact and influence known are myriad. The relative weight assigned to each of the following examples is dependent upon the intellectual rigour and degree of difficulty of the output and the extent to which it contributes to and impacts the adventure community. These examples are not to be regarded as weighted equally, e.g., authoring a monograph would be valued considerably more than co-authoring a book, and a journal article may be valued more than an op-ed. The tripartite faculty member would be responsible for articulating the impact of each contribution in their application.

Contributions range, for example, from writing articles, chapters or books more traditionally associated with peer-reviewed scholarship, to crafting policy or practices for government or industry where the focus is tighter and its output more applied, and newspaper op-eds or articles where there is a wider audience.

The Adventure Studies Department follows Boyer's framework to scholarship: the scholarship of discovery/insight, the scholarship of integration, the scholarship of application, and the scholarship of teaching.[4]

Non-exhaustive examples of Boyer's scholarship of integration and application include being the lead or principal person crafting and authoring policy, practices or standards for adventure sports national governing bodies (i.e. Climbing Escalade Canada), or adventure sport guiding associations (i.e. Association of Canadian Mountain Guides), adventure sport trade associations (i.e. Climbing Wall Association), adventure tourism associations (i.e. Adventure Travel Trade Association) or government ministries or departments (i.e. Recreation Sites and Trails BC).

This does not include sitting on boards of directors, committees or working groups of national governing bodies, guiding associations, trade associations, tourism associations or governmental bodies. This should instead be regarded as service. Under exceptional circumstances, outputs produced by boards, committees or working groups of which the tripartite faculty is a member may be considered scholarly for the purposes of these guidelines.

Further examples of the scholarship of integration and application include: books; book chapters; articles published in newspapers, magazines, and journals; book or article reviews; conference presentations; presentations at other universities; conference proceedings; editorship of journals or books; and reviewer for journal articles or books.

Creating and crafting policy, practices or standards for governing bodies, guiding associations, trade associations, tourism associations or governmental bodies may be undertaken as a consultant or without remuneration.

Examples of the scholarship of discovery/insight include peer-reviewed / refereed articles published online and/or in print, peer-reviewed / refereed articles published online and/or in print, peer-reviewed / refereed chapters in edited volumes published online and/or in print, articles in peer-reviewed / refereed conference proceedings published online and/or in print.

The impact and influence of a tripartite member's scholarly contributions will be evaluated holistically. There is no expressed expectation that tripartite members produce discrete outputs

---

[4] Boyer E. L. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching. In the content of the social sciences/humanities, FACT uses the more contemporaneous term 'insight' alongside 'discovery'.

in each of the above categories. It is the whole body of work that will be judged in context in terms of the tripartite member's impact, influence and reputation.

Supplemental Guidelines for Tenure and Promotion in Culinary Arts

This document provides reviewers with context around promotion and tenure that is specific to Culinary Arts. Established in 1970, Culinary Arts has long been known as the premiere program in British Columbia for its vocational training, service focused approach to teaching and curriculum development; the TRU culinary curriculum has been adopted by other provincial and national institutions. The Culinary Arts Department is complex by virtue of different forms of program delivery and its diverse business operations (e.g. Scratch Café and Market, Accolades Dining Room, and Retail Meat Store). The program is known for producing students who are versed in, and comfortable with, industry processes. Graduates of the programs are keenly sought by employers across Canada and transition smoothly from the training to the work environment. The faculty are professionals with advanced knowledge of the industry skills and who have developed their pedagogy to a high level.

Appointment & Promotion Criteria for Bipartite Faculty

Assistant Teaching Professor

- Academic Qualifications: Red Seal certification, Provincial Instructors diploma and substantial experience and professional qualifications in relevant fields. Candidates who have accumulated experience judged to be particularly relevant and valuable to a culinary arts program area may be considered. Examples of relevant experience may include CCFCC (Canadian Culinary Federation of Chefs and Cooks), BCPCAG (British Columbia Professional Cook Articulation Committee), CPMCA (Canadian Professional Meat Cutters Association), Instructor Examiner or other discipline-specific terminal certifications.

- Teaching: Show evidence of potential for effective teaching. This evidence may include data from previous teaching experience or by a demonstration of teaching ability. Examples may be participant evaluation summaries, peer evaluations, or a sample workshop delivery.

- Service: Commitment to service to the University, discipline and/or profession, and where applicable, the community-at-large. Examples may be participation in an academic or industry committee, or participation on a governance board in a culinary, hospitality, food, tourism, or related industry sector.

Associate Teaching Professor

- Academic Qualifications: Red Seal certification, Provincial Instructors diploma and substantial experience and professional qualifications in relevant fields. Candidates who have accumulated experience judged to be particularly relevant and valuable to a culinary arts program may be considered. Examples of relevant experience may include

CCFCC (Canadian Culinary Federation of Chefs and Cooks), BCPCA (British Columbia Professional Cooks Articulation Committee), CPMCCA (Canadian Professional Meat Cutters Association), Instructor Examiner or other discipline-specific terminal certifications.

- Normally five (5) years of successful performance at the rank of Assistant Teaching Professor.

- Teaching: Show evidence of meeting or exceeding TRU's benchmarks of performance standards in teaching. Examples may be participant evaluation summaries, peer evaluations, or a sample workshop delivery.

- Service: Evidence of consistent contribution to the University, discipline and/or profession, and where applicable, the community-at-large. Examples may be coordination of sessional and or CUPE staff, program coordination, and / or active participation in university committees, engagement with / oversight of one of Department's business operations (e.g. Scratch Café and Market, Accolades Fine Dining Room, and Retail Meat store).

- Normally, those holding the rank of Associate Teaching Professor should be recognized by their peers for their knowledge of subject matter and leadership at the provincial level. Examples or recognition may include participation on a governance board in an industry sector such as the ITA (Industry Training Authority), BCCA (British Columbia Chef's Association) or other provincial equivalents.

Teaching Professor

- Academic Qualifications: Red Seal certification, Provincial Instructors diploma and substantial experience and professional qualifications in relevant fields. Candidates who have accumulated experience judged to be particularly relevant and valuable to a culinary arts program area may be considered. Candidates should show evidence of significant educational upgrading to an additional qualification relevant to the discipline. This could include a Bachelor's degree, Additional trade Certification, Master Pastry Certification, Master Meat Cutter Certification.

- Normally five (5) years of successful performance at the rank of Associate Teaching Professor.

- Teaching: Show evidence of outstanding performance standards in teaching, including evidence of meeting or exceeding the TRU's benchmarks of performance standards in teaching. Examples may be participant evaluation summaries, peer evaluations, or a sample workshop delivery.

- Service: Evidence of outstanding contribution to the University, discipline and/or profession, and where applicable, the community-at-large. Examples may be course coordination of sessional and / or CUPE staff, program coordination of schedules and logistics or participation on university committees. Leadership roles in developing new programming streams (e.g., diplomas or certificates), business operations (i.e., including Accolades Dining Room, Scratch Café and Market, Retail Meat Store), or other activities that positively impact student experiences and the Culinary Arts programs profile in the industry, the faculty and the university community.

- Those holding the rank of Teaching Professor should be recognized by their peers for leadership in their field at the provincial, national, or international level. This may include leadership in teaching and learning, industry service or subject area knowledge.

Tenure & Promotion Criteria for Tripartite Faculty

Scholarship encompasses a full range of intellectual activities that include the generation, synthesis, and/or application of knowledge. It is associated with achievement of excellence, rigorous inquiry, influence on industry, expert knowledge, peer review, and new production methods influenced by respect for sustainable practice.

In measuring scholarship, the Culinary Arts Department considers the impact and influence of outputs. As tripartite members rise through the ranks from Assistant Professor to Associate Professor to Professor, their sphere of influence is expected to increase. The extent to which their work is impactful and influential on their discipline, their professional peers and in the broader adventure community, will be measured as follows:

- Assistant Professor: impact, influence and reputation (IIR) will extend at least regionally and provincially;

- Associate Professor: IIR will extend at least provincially and nationally;

- Professor: IIR will extend nationally and possibly internationally.

The means by which tripartite members make their impact and achieve influence are numerous. The relative weight assigned to each of the following examples is dependent upon the intellectual rigor, and degree of difficulty, of the output and the extent to which it contributes to and impacts the Culinary community. Contributions and activities are varied and it is the tripartite faculty member's responsibility to articulate the impact of each contribution in their application.

Contributions range, for example, from writing articles, chapters or reference books more traditionally associated with peer-reviewed scholarship, to crafting policy or influencing practices for government or industry where the focus is sustainable and its output more applied or adopted resulting in significant notice and or change.

The Culinary Arts Department, as a vocational training-focused entity loosely follows Boyer's framework to scholarship: the scholarship of discovery/insight, the scholarship of integration, the scholarship of application, and the scholarship of teaching.[5] Examples of Boyer's scholarship of integration and application include the lead or principal person crafting and authoring policy, practices or standards for Culinary Arts programs including governing bodies (e.g. Industry Training Authority, Canadian Directors of Apprenticeship), or professional associations such as (e.g. Canadian Professional Meat Cutters Association), Culinary tourism associations (e.g. Culinary Tourism Alliance) or government ministries or departments (e.g. Feed BC).

Sitting on boards of directors, committees or working groups of national governing bodies, guiding associations, trade associations, tourism associations or governmental bodies should not be included under scholarship. These activities are deemed as service. Under exceptional

---

[5] Boyer E. L. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching. In the content of the social sciences/humanities, FACT uses the more contemporaneous term 'insight' alongside 'discovery'.

circumstances, outputs produced by boards, committees or working groups of which the tripartite faculty is a member may be considered scholarly for the purposes of these guidelines.

Further examples of the scholarship of integration and application include: books; book chapters; articles published in newspapers, magazines, and journals; book or article reviews; conference presentations; presentations at other universities; conference proceedings; editorship of journals or books; and reviewer for journal articles or books.

Creating and crafting policy, practices or standards for governing bodies, hospitality, food and tourism associations, or for governmental bodies may be undertaken as a consultant or without remuneration.

Examples of the scholarship of discovery/insight include peer-reviewed / refereed articles published online and/or in print, peer-reviewed / refereed articles published online and/or in print, peer-reviewed / refereed chapters in edited volumes published online and/or in print, articles in peer-reviewed / refereed conference proceedings published online and/or in print.

The impact and influence of a tripartite member's scholarly contributions will be evaluated holistically. There is no expressed expectation that tripartite members produce discrete outputs in each of the above categories. It is the whole body of work that will be judged in context in terms of the tripartite member's impact, influence and reputation.

Supplemental Guidelines for Tenure and Promotion in Tourism Management

The purpose of this document is to provide additional information for reviewers about standards and expectations specific to the Tourism Management Department. All such standards and expectations shall be guided by the Faculty of Adventure, Culinary Arts and Tourism (FACT) Tenure and Promotion Standards, University policies, and Collective Agreement provisions. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness in a teaching or professional role, recognized research, scholarly and creative work (if applicable), and contributions to service within and outside the university community as well as to the profession.

The Tourism Management Department offers a suite of programs from two-year diplomas in applied fields such as Tourism Management, Hospitality (Resort and Hotel Management Diploma), and Event Management (Events and Conventions Management and Sport Event Management diplomas), to the Bachelor of Tourism Management, a four-year degree with its three Majors (two of which are offered by our department: Entrepreneurship and Tourism Studies), and post-baccalaureate programs in a broad range of specialty areas.

Faculty in the Tourism Management Department come from diverse academic disciplines (business, social studies, humanities, and environmental science) and with industry and/or research experience from one or more tourism-related sectors. Industry experience and staying up to date with new and emerging industry practices, standards, and challenges is valued and critical for faculty teaching the more applied subjects, while a strong scholarly record is valued and critical for faculty teaching theory and research-focused subjects.

Given the broad array of programs offered, and the relatively small size of our department (approximately 9 full-time and 15 sessional instructors), faculty often teach outside their particular discipline and/or area of expertise.

A terminal degree in the more traditional disciplines is normally a PhD; while in the more specialized fields, a Masters' degree may be accepted as a terminal degree when combined with significant relevant industry experience.