

# University and Employment Preparation Department Tenure and Promotion Standards 2026

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# 1. Preamble

## a. Introduction

This document outlines the standards for tenure and promotion in the University and Employment Preparation Department (UEPrep) at Thompson Rivers University (TRU). These standards and expectations are guided by current university policies as detailed in the Senate approved “Principles and Essential Features of Standards Documents” and the provisions of the current Collective Agreement.

The University and Employment Preparation Department is committed to personal and professional growth of its members through a collegial environment and positive mentorship of new faculty. The following standards are intended to support a culture that honours effectiveness, diversity, impact, and professional support within the department. The department aims to create an environment in which a well-prepared faculty member committed to these values in teaching, service, and scholarship (when applicable) would succeed in obtaining tenure and promotion.

This document sets out standards that are realistic and achievable for faculty members, while recognizing the range of subjects (English, mathematics, sciences, student success, and accessible education and training) taught in University and Employment Preparation. This includes examples of criteria for the evaluation of effectiveness and impact within each of the areas of teaching, scholarship and service, thus allowing faculty options in the design of their career paths.

Applicants should document clear evidence of the following:

- That they have achieved “incremental and accumulative growth” as teachers/professionals and/or scholars, and in terms of departmental, university, community, and disciplinary service
- That they have met “increasing expectations for teaching/professional role, scholarship, and service,” recognizing that as faculty move through the ranks, there should be documented evidence of increasing levels of performance in all areas
- That they have achieved “recognition and assessment by peers” as a means of documenting an increasing sphere of influence; and
- That their work can be assessed in terms of its quantity, quality, and impact.

This document will also provide guidance for tenure and promotion committee members and external reviewers as they assess tenure and promotion application packages.

## b. UEPrep at TRU

The UEPrep department is unique within TRU, offering adult basic education as well as education and employment training opportunities for students with intellectual or developmental disabilities. As

such, we are a critical pathway into other programs at TRU, into other post-secondary institutions, and into the communities we serve. We are central to TRU's vision:

*Community-minded with a global conscience, we boldly redefine the university as a place of belonging — Kw'seltnéws (we are all related and interconnected with nature, each other, and all things) — where all people are empowered to transform themselves, their communities, and the world.*

Indeed, community-mindedness, belonging, interconnection, and empowerment are central aspects of our philosophy. This community-mindedness, along with inclusion and diversity, curiosity, and sustainability are the foundational values of TRU. These tenure and promotion standards are informed by this vision and these values.

At UEPrep, we identify primarily as educators, as well as content specialists, empowering students to succeed in other programs and in work environments. Faculty have significantly higher teaching loads than in other departments teaching similar content. We are deeply student-centered, which requires flexibility, innovation, compassion, and attention to the hidden curriculum of norms, values, expectations, and processes that students require to succeed in post-secondary environments. Our tenure and promotion standards must account for these unique factors in our department's work and institutional position.

### **c. Guiding Principles**

This document aims for standards that:

- 1) are transparent,
- 2) are consistent,
- 3) are rigorous, and
- 4) provide faculty with the flexibility to demonstrate excellence.

The spirit of this document is supportive and sets out standards that empower faculty for career success.

UEPrep is committed to equity, diversity, and inclusion in the creation and application of these standards. We are committed to removing in any way possible structural barriers faced by candidates, applying a broad holistic lens which is actively inclusionary and celebrates the diversity of applicants and their career paths. We acknowledge and respect differences related to race, Indigenous identity, gender, ability, sexuality, class, religion, and all intersections of various identities. We also acknowledge and respect differences in culture, life circumstances, responsibilities, and family structures.

This actively inclusive approach requires flexibility in applying standards and recognition of diverse ways of knowing, teaching, learning, relating, documenting, researching, and serving community. It also requires acknowledging that, with increasing attention to equity, diversity, and inclusion, some

candidates from historically underrepresented groups or identities may receive multiple requests to serve in community and within the institution in ways that involve emotional labour. These circumstances must be factored into the overall assessment of teaching, scholarship, and service. Candidates are invited to include a written statement as part of their application outlining any circumstances that have influenced the shape of their careers and any potential barriers that have presented.

## 2. Weighting of Assessment Criteria

Applicants for tenure and promotion may suggest weightings of their relevant categories to be used in evaluating their applications within the parameters of the weightings articulated in this document as approved by the Department. Applicants must inform the Faculty Promotion and Tenure committee of the suggested weighting at the beginning of the adjudication process.

Faculty Promotion and Tenure committees must recognize that the balance between teaching/professional role and service for bipartite applicants may differ based on individual circumstances and may vary over an individual's career. These weightings represent the balance among the evidence presented and do not necessarily reflect the applicant's workload. Because disciplines may have special requirements, members should engage in collegial decision making with their departmental colleagues before deciding on the specific weighting of evidence.

The weighting guidelines presented here are minima and maxima for each category providing faculty members flexibility in how they wish to be evaluated. This flexibility is important because the emphasis on a member's activities may vary over their career. Nevertheless, in no case would a member be promoted if they were considered to have performed inadequately in any one category, regardless of that category's weighting.

The evaluation for **bipartite faculty** will be based on the following minimum and maximum weightings:

- Teaching: minimum of 70% and maximum of 85%
- Service: minimum of 15% and maximum of 30%
- Scholarship: 0%\*
- Total: 100%

\*Scholarship (Research) is not required; however, candidates may present evidence of scholarship related to their appointment in their dossier.

The evaluation for **tripartite faculty** will be based on:

- Teaching: minimum of 40% and maximum of 50%
- Service: minimum of 10% and maximum of 30%
- Scholarship: minimum of 30% and maximum of 50%
- Total: 100%

### **3. Appointment Criteria**

#### **a. Bipartite Assistant Teaching Professor or Instructional Support Coordinator**

For bipartite appointments, the faculty member will hold:

- A Provincial Instructor Diploma, or Teaching Certificate, or 5 years of scholarly teaching in adult basic education or adult accessible education and training
- A Bachelor's degree or equivalent in a relevant discipline
- A Master's degree in a relevant discipline or, in exceptional circumstances only, equivalent qualifications and experience that demonstrate the knowledge, skills and abilities normally developed in a master's program.

#### **b. Tripartite Assistant Professor**

For tripartite appointments, the faculty member will hold:

- A Provincial Instructor Diploma, or Teaching Certificate, or 5 years of scholarly teaching in adult basic education or adult accessible education and training
- A Bachelor's degree or equivalent in a relevant discipline
- A Master's degree in a relevant discipline or, in exceptional circumstances only, equivalent qualifications and experience that demonstrate the knowledge, skills and abilities normally developed in a master's program.
- Demonstrated ability to carry out and disseminate research.

### **4. Tenure and Promotion**

#### **a. General Criteria**

UEPrep recognizes excellence, effectiveness, and impact across a broad spectrum of applied, practice-led, and academic scholarship and teaching practices and outputs. We also recognize an expansive definition of service that accounts for various roles, both formal and informal, as well as differences in duration, impact, and leadership in service.

Teaching and instructional support is a multifaceted endeavour covering a broad range of activities; thus, evidence that may be used to support a faculty member's teaching record may also be broad and inclusive. Faculty members' teaching or instructional support must be documented by developing a Teaching Portfolio, as outlined in Article 6, Appendix 1 of the Collective Agreement. Each faculty member's portfolio must be reviewed, keeping in mind all aspects of the faculty member's teaching assignment and roles.

Scholarly work is conventionally considered intellectual work in the public realm that contributes to disseminating knowledge through appropriate external peer-reviewed outlets or venues. The UEPrep Department takes a more inclusive view of how scholarship can be demonstrated and disseminated; this view affirms knowledge generation and transfer with and to various communities and knowledge users outside conventional academic pathways. This includes, broadly, Boyer's (1990) four types of scholarship—scholarship of discovery, scholarship of integration, scholarship of application, and scholarship of teaching and learning—to allow faculty flexibility in the kind of scholarship they undertake.

Service is a critical consideration regarding tenure and promotion. As faculty members progress in rank, they must demonstrate increasingly deep or impactful contributions to department, university, profession, and community or communities. All faculty will provide a Service Portfolio which presents a record of ongoing service with appropriate detail regarding the candidate's roles, the nature of the service work, its relevance, and impact.

General criteria for tenure and promotion are presented on a continuum. The continuum illustrates:

- Incremental and accumulative growth
- Increasing expectations for teaching/professional role, scholarship, and service
- Recognition and assessment by peers in demonstrating an increasing sphere of influence
- Consideration for quantity, quality, and impact

“Increasing sphere of influence” is typically interpreted or represented geographically, as influence progressing from local, through provincial, national, and international spheres. These standards retain this sense of the term while adding other dimensions.

While some candidates in UEPrep will achieve national or international recognition for their work, the fields of adult basic education and employment skills and training are not as nationally or internationally networked as other more traditional academic domains. In part, this is because in the Canadian system public education is a provincial responsibility; as such, adult basic education and employment skills and training differ from province to province. UEPrep at TRU functions within a provincial educational context, impacted by regulations and requirements in Ministries of Education and Child Care and Post-Secondary Education and Future Skills. Moreover, many faculty and students and the work of the department overall is connected to Indigenous communities and governments throughout the province. This local / provincial context cannot be transcended or ignored.

With these considerations in mind, the continuum includes the concept of increasing geographic sphere of influence while adding other dimensions of “increasing sphere of influence.”

A faculty member's sphere of influence may increase in:

- Depth, working within given structures, systems, and mechanisms to have a greater impact on students' lives, trajectories, and opportunities;
- Connectivity, creating new pathways and relationships within the local context that enhance the overall effectiveness of the department and the institution while increasing transformative opportunities for students;

- Relevance, creating innovative approaches, structures, and mechanisms that allow the sphere to adapt to changing students, circumstances, and culture, as well as increase understanding of changing students, circumstances, and culture; and/or
- Strength, providing consistency and reinforcement to proven approaches, structures, and mechanisms.

The following two sections describe more specific criteria for bipartite and tripartite faculty. The criteria are presented along continua which illustrate the accumulative and incremental growth. For specific evidence of these criteria, candidates and reviewers can look to sections: 5) Teaching/Instructional Support Activities, 6) Services Activities, and 7) Scholarship Activities.

### **b. Tenure and Promotion for Bipartite Faculty**

Normally, bipartite faculty applications will be evaluated primarily on their core responsibilities of teaching/instructional support roles and service roles. However, extraordinary contributions in teaching/instructional or service may compensate for lesser achievement in one of the areas of core responsibility, provided there has been a satisfactory level of contribution in all areas of responsibility.

Frequently faculty are invited to assume leadership roles that benefit the department, school, faculty, or institution. These roles will, by necessity, change the factors related to teaching and/or scholarship, but are demonstrable evidence of growth. Faculty are advised to share evidence and adjust weighting accordingly.

#### Teaching/Instructional Support

All department members will be engaged in scholarly teaching, i.e., keeping current with developments in their areas of expertise by attending professional conferences or workshops and by reading the current literature. The faculty member will also provide documented evidence of meeting the evaluation standard according to Article 6 – Appendix 1 and Article 7 of the Collective Agreement. Accordingly, it is expected that candidates will engage in some or all the following:

- maintaining currency in the discipline and exercising scholarly teaching and learning; this includes investigating and reflecting on one's own teaching and students' learning
- disseminating innovative/successful teaching practices to peers, professional or general audiences; and/or
- designing new curricula.

Both Indigenous and non-Indigenous faculty may provide evidence of teaching activity for tenure and promotion applications that includes comments from Indigenous organizations, Indigenous communities, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

#### Service

Service is defined in the TRUFA Collective Agreement. Appropriate contributions towards the collegial self-governance and goals of the University and Employment Preparation Department, the University,

the Discipline/Profession, and the wider community are expected and will play a role in the awarding of tenure or promotion. Both Indigenous and non-Indigenous faculty may provide evidence of service for tenure and promotion applications that includes comments from Indigenous organizations, Indigenous communities, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

Continuum

This continuum summarizes the incremental and accumulative growth across the bipartite faculty ranks, including increasing expectations for teaching and service, increasing recognition and assessment by peers, and increasing sphere of influence, considering geography, quantity, quality, depth, connectivity, relevance, and impact. Increasing sphere of influence can be shown in any of these areas; candidates are not required to fulfill all of them. It is preferred that candidates meet 2 or 3 criteria from the teaching area and a minimum of 2 criteria from the service area.

	<b>Assistant Teaching Professor /Assistant Professor</b>	<b>Associate Teaching Professor / Associate Professor</b>	<b>Teaching Professor / Professor</b>
<b>Teaching</b>	Proven <i>competency</i>	Increasing <i>effectiveness and impact</i>	Sustained <i>excellence</i>
	Effective practitioner	Influencer of practice and pedagogy	Provincial leader of practice and pedagogy
	Recognition in <i>dept. / TRU</i>	<i>Provincial / National</i> recognition	<i>International</i> recognition
	<i>Effective</i> student supporter	<i>Influencing</i> student support	Student support <i>leader</i>
	<b>As faculty progress along this continuum, they demonstrate increasing excellence, effectiveness, geographic influence, understanding, leadership, innovation, and impact through reflection, growth mindset, commitment to student success, and dedication to continuous improvement.</b>		
<b>Service</b>	Active participant / <i>contributor</i>	<i>Organizer / connector</i>	<i>Leader</i>
	Department and University service	Provincial service	National / International service
	<i>Community contributor</i>	<i>Community organizer / connector</i>	<i>Community leader</i> or amplifier
	<b>As faculty progress along this continuum, they demonstrate increasing duration, depth, breadth, geography, and relevance of service commitments in domains and communities relevant to the field, to current students, and to potential students, including Indigenous communities.</b>		

### **c. Tenure and Promotion for Tripartite Faculty**

Normally, tripartite faculty applications will be evaluated on the core responsibilities of 1) teaching/instructional support roles, 2) service roles, and 3) research, scholarship, and creative work. However, extraordinary contributions in one area may compensate for lesser achievement in one of the areas of core responsibility, provided there has been a satisfactory level of contribution in all areas of responsibility.

Frequently faculty are invited to assume leadership roles that benefit the department, school, faculty, or institution. These roles will, by necessity, change the factors related to teaching and/or scholarship, but are demonstrable evidence of growth. Faculty are advised to share evidence and adjust weighting accordingly.

#### Scholarship

Research and scholarship are defined in TRU policy BRD15-1, Definition of Scholarly Activity and in the TRUFA Collective Agreement Article.

Within the context of scholarship, we acknowledge four kinds of scholarship: discovery (traditional research); integration (research that builds the discipline to other bodies of knowledge); application (research that builds new insights in the application of theoretical and practical knowledge to substantive problems); and the scholarship of teaching and learning (research that supports improvement in teaching and learning). The University and Employment Preparation Department extends the notion of scholarship beyond peer-reviewed publications to include other disseminated intellectual work such as (but not limited to) reports, presentations, textbook writing, and manuals.

When the scholarship takes alternative forms, the applicant shall be responsible to communicate to the committee evidence of peer review and dissemination. For Indigenous faculty, expanded evidence of research/scholarly activity for tenure and promotion applications may include culturally appropriate knowledge mobilization and/or oral presentations in Indigenous community settings.

Additional evidence of dissemination of research and scholarship may include but is not limited to:

- citations
- conference presentations, invited talks, art exhibits, performances, awards, creation of blogs, podcasts, websites, and other dissemination tools; and/or
- external grant/research/funding/fellowships.

Indigenous faculty may provide evidence of research/scholarly activity for tenure and promotion applications that includes comments from Indigenous organizations, Indigenous communities, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

For all faculty, Indigenous and non-Indigenous, evidence of impact of research in relation to service and community has value. The UEP Department encourages collaborative research. In multi-authored works, the applicant, where possible, will identify their contribution.

### Teaching/Instructional Support

All department members will be engaged in scholarly teaching, i.e., keeping current with developments in their areas of expertise by attending professional conferences or workshops and by reading the current literature. The faculty member will also provide documented evidence of meeting the evaluation standard according to Article 6 – Appendix 1 and Article 7 of the Collective Agreement. Accordingly, it is expected that candidates will engage in some or all the following:

- maintaining currency in the discipline and exercising scholarly teaching and learning; this includes investigating and reflecting on one's own teaching and students' learning
- disseminating innovative/successful teaching practices to peers, professional or general audiences; and/or
- designing new curricula.

Both Indigenous and non-Indigenous faculty may provide evidence of teaching activity for tenure and promotion applications that includes comments from Indigenous organizations, Indigenous communities, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

Please refer to the continuum of accumulative and incremental growth above for information on teaching/instructional support criteria.

### Service

Service is defined in the TRUFA Collective Agreement. Appropriate contributions towards the collegial self-governance and goals of the University and Employment Preparation Department, the University, the Discipline/Profession, and the wider community are expected and will play a role in the awarding of tenure or promotion. Both Indigenous and non-Indigenous faculty may provide evidence of service for tenure and promotion applications that includes comments from Indigenous organizations, Indigenous communities, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

Please refer to the continuum of accumulative and incremental growth above for information on service criteria.

Scholarship Criteria

This continuum summarizes the incremental and accumulative growth of scholarship across the tripartite faculty ranks, including increasing expectations, increasing recognition and assessment by peers, and increasing sphere of influence, considering geography, quantity, quality, depth, connectivity, relevance, and impact.

	<b>Assistant Professor</b>	<b>Associate Professor</b>	<b>Professor</b>
<b>Scholarship</b>	<p>Successful <i>engagement</i></p> <p>Recognized at provincial level</p> <p>Conducts scholarship individually and/or collaboratively</p>	<p>Consistent <i>accomplishment</i></p> <p>Recognized at national level</p> <p>Works collaboratively to advance scholarship</p>	<p>Sustained <i>success</i></p> <p>Recognized at international level</p> <p>Mentors faculty and/or colleagues in the development of scholarship</p>
<p><b>As faculty progress along this continuum, they demonstrate increasing excellence, effectiveness, geographic influence, understanding, leadership, innovation, and impact through reflection, growth mindset, commitment to student success, and dedication to continuous improvement.</b></p>			

## 5. Teaching / Instructional Support Activities

The activities in this table represent evidence of faculty’s increasing sphere of influence, including but not limited to geographic sphere of influence. Faculty should refer to these activities as they assemble a portfolio of activities relevant to the position they seek.

Assistant Teaching Professor /Assistant Professor	Associate Teaching Professor / Associate Professor	Teaching Professor / Professor
<p><b>Proven competency, as assessed by:</b></p> <ul style="list-style-type: none"> <li>▪ course evaluations and peer evaluations included in accordance with the current Collective Agreement; and</li> <li>▪ a teaching portfolio that meets the requirements of Article 6 of the Collective Agreement; and</li> <li>▪ a document included in the portfolio that demonstrates the innovations and adaptations made to courses over time (as per the Collective Agreement).</li> </ul>	<p><b>Increasing effectiveness and impact, as assessed by:</b></p> <ul style="list-style-type: none"> <li>▪ summative evaluations including positive student feedback; and</li> <li>▪ participation in curriculum development (internal or external to TRU); and</li> <li>▪ innovation in teaching and instructional support; and</li> <li>▪ a document that demonstrates the innovations and adaptations made to courses over time (as per the Collective Agreement).</li> </ul>	<p><b>Sustained excellence, as assessed by:</b></p> <ul style="list-style-type: none"> <li>▪ innovation in teaching and instructional support; and</li> <li>▪ a document that demonstrates the innovations and adaptations made to courses over time (as per the Collective Agreement); and</li> <li>▪ participation in curriculum development (internal or external); and/or</li> <li>▪ demonstration of influence in the discipline at a provincial level</li> </ul>
<p><b>Additional evidence may include but is not limited to activities outlined below; faculty may engage to increasing degrees in many of these activities, as indicated by verb sets at the beginning of some activities (e.g. implement – design – lead); sets of three verbs correspond roughly to the three position levels stated above.</b></p>		
<p><b>Instruction and Pedagogy</b></p> <ul style="list-style-type: none"> <li>▪ Implement – design – lead problem-based learning / theory</li> <li>▪ Adapt – create - disseminate new learning materials</li> <li>▪ Participate in – advance – lead Scholarship of Teaching and Learning</li> <li>▪ Implement – expand - lead opportunities for experiential-education that supports students to learn by doing and apply their knowledge in real-world contexts</li> <li>▪ Implement – design – lead opportunities in Universal Design for Learning (UDL) framework to provide learning experiences that elevate strengths and eliminate barriers</li> <li>▪ Adopt – develop - disseminate Open Education Resources</li> <li>▪ Experiment with – adopt – develop new technologies</li> <li>▪ Implement – expand – lead Indigenization initiatives</li> <li>▪ Adapt course materials or assessment techniques based on student or peer feedback</li> <li>▪ Demonstrate reflection on teaching and instructional / pedagogical improvement</li> </ul>		

- Co-teach

### **Curriculum**

- Participate in – organize – lead departmental curriculum design or revision
- Implement – develop – disseminate advances in curriculum design
- Implement – develop - disseminate new laboratory activities
- Create - disseminate instructor guides
- Implement – expand – lead Indigenization initiatives
- Updating curriculum through university system
- Adjusting depth and breadth of courses to accommodate learners
- Incorporate experiential learning in curriculum

### **Student Support and Connection**

- Engage in – develop – lead activities at the University Preparation Centre
- Demonstrate flexibility in methods of delivery and assessment
- Implement – develop - disseminate new mechanisms or approaches to student support (academic or non-academic)
- Participate in – develop - lead work-study program
- Participate in – develop - lead service-learning projects
- Honour – develop – sustain relationships with Indigenous communities and organizations, Elders, and Knowledge Keepers
- Support students outside of class and office hours
- Actively connect students with other university supports or services

### **Community and Values**

- Participate in - lead field trips on or off campus
- Honour – develop – sustain relationships with Indigenous communities and organizations, Elders, and Knowledge Keepers
- Implement - develop new practicum placements or pathways
- Support - develop - lead pathways for students beyond UEPrep into other programs or community
- Facilitate – coordinate - lead regional programming
- Participate in – develop - lead inclusive interdisciplinary projects
- Participate in – develop - lead initiatives that advance equity, diversity, and inclusion
- Adapt methods, environment, or approaches to advance equity, diversity, and inclusion
- Design student projects
- Invite guests to campus
- Engage – coordinate – lead work integrated learning that includes practicums, service learning, and work-related projects such as a social enterprise
- Host community groups or prospective students

### **Career Advising and Employer Liaising**

- Demonstrate strong – excellent - exceptional knowledge of career advising practices for students with disabilities based on current scholarship.

- Assist students in developing an awareness of their own interests, skills and abilities
- Guide students to make appropriate choices of jobs where they will be successful.
- Develop relationships with new employment sectors and agencies where students with disabilities may have new opportunities to be successful.
- Liaise with – coordinates – builds new relationships with employers in the development of employment and training opportunities.
- Participate in – coordinates – leads advocacy efforts to create education opportunities, create employment opportunities, and improve working conditions for people with disabilities.

## 6. Service Activities

The activities in this table represent evidence of faculty’s increasing sphere of influence, including but not limited to geographic sphere of influence. Faculty should refer to these activities as they assemble a portfolio of activities relevant to the position they seek.

Assistant Teaching Professor /Assistant Professor	Associate Teaching Professor / Associate Professor	Teaching Professor / Professor
<p><b>Active contribution, as assessed by a Service Portfolio that demonstrates:</b></p> <ul style="list-style-type: none"> <li>▪ contribution to department, faculty, or university-wide committees, events, outreach, consultations, or initiatives; and</li> <li>▪ some engagement with community / communities beyond TRU, including Indigenous communities.</li> </ul>	<p><b>Increasing service effectiveness and impact, as assessed by a Service Portfolio that demonstrates:</b></p> <ul style="list-style-type: none"> <li>▪ contribution to and organization or coordination of department, faculty, or university-wide committees, events, outreach, consultations, or initiatives; and</li> <li>▪ active engagement with community / communities beyond TRU, including Indigenous communities and/or active service to profession.</li> </ul>	<p><b>Sustained excellence or impact in service, as assessed by a Service Portfolio that demonstrates:</b></p> <ul style="list-style-type: none"> <li>▪ contribution to and effective leadership in department, faculty, or university-wide committees, events, outreach, consultations, or initiatives; and</li> <li>▪ active engagement or effective leadership with community / communities beyond TRU, including Indigenous communities and/or leadership in field / profession.</li> </ul>
<p><b>Evidence of the above contributions, engagements, and leadership roles includes but is not limited to:</b></p>		
<p><b>Service to Department and University</b></p> <ul style="list-style-type: none"> <li>▪ Participate in – organize – lead program review</li> <li>▪ Participate in – organize - lead events, both departmental and university-wide</li> <li>▪ Participating in - lead department committees</li> </ul>		

- Implement – develop - lead improvements to processes, systems, or protocols
- Contributing to – coordinate - lead handbook creation or updating
- Participating in - lead university committees
- Participating in – coordinate – lead non-departmental university activities
- Serve on non-UEPrep curriculum committees

**Service to Community**


- Participate in – coordinate - lead community committees
- Sustain – develop – honour relationships with local Indigenous communities, Elders, Knowledge-keepers
- Participate in – coordinate – lead community group or activity, including school district activities such as competitions
- Participate in – develop - lead partnerships with community organizations
- Guest lecture or present at community groups or schools
- Participate in – coordinate - lead community groups (Board, committee, or otherwise) that support UEPrep students or potential students

**Service to Profession**

- Provide faculty mentorship within department or beyond
- Participate in – coordinate – lead faculty orientation
- Participate in – coordinate – lead articulation groups
- Participate in – coordinate – lead Indigenization initiatives
- Participate in – coordinate – lead provincial, national, or international committees/associations
- Providing mentorship to other educators
- Attend – present at – organize conferences or other professional development events
- Publish (not necessarily scholarship but may include blogs)
- Serve as program reviewer
- Host – coordinate – lead site visits for professionals and other faculty
- Engage in – coordinate - lead advocacy efforts

## 7. Scholarship Activities

The activities in this table represent evidence of faculty’s increasing sphere of influence, including but not limited to geographic sphere of influence. Faculty should refer to these activities as they assemble a portfolio of activities relevant to the position they seek.

Assistant Professor	Associate Professor	Professor
<p><b>Successful engagement, as assessed by:</b></p> <ul style="list-style-type: none"> <li>▪ Engages in the process of</li> </ul>	<p><b>Consistent accomplishment, as assessed by:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrates record of</li> </ul>	<p><b>Sustained success, as assessed by:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrates a program of</li> </ul> 

<p>inquiry.</p> <ul style="list-style-type: none"> <li>▪ Identifies researchable questions.</li> <li>▪ Conducts inquiry individually and/or collaboratively.</li> <li>▪ Publishes in peer reviewed venues. When the scholarship takes alternative forms, the applicant shall be responsible to communicate to the committee evidence of peer review and dissemination.</li> <li>▪ Disseminates scholarship through presentations at conferences and workshops etc.</li> <li>▪ Reviews textbooks or journals.</li> <li>▪ Provides evidence of continued education relevant to scholarship.</li> <li>▪ Continues to obtain external funding.</li> <li>▪ Develops a program of Scholarship.</li> <li>▪ Engages successfully in Scholarship and assumes role of principal investigator.</li> <li>▪ Is recognized as a leader at the provincial level.</li> </ul>	<p>focused scholarship.</p> <ul style="list-style-type: none"> <li>▪ Assists faculty in scholarship development.</li> <li>▪ Seeks opportunities to serve on Post-Graduate committees.</li> <li>▪ Works collaboratively to advance scholarship.</li> <li>▪ Consistently obtains external funding for scholarship.</li> <li>▪ Disseminates scholarly work through presentations at regional and national level.</li> <li>▪ Publishes in peer reviewed journals or in books or monographs.</li> <li>▪ Demonstrates consistent accomplishment in scholarship.</li> <li>▪ Is recognized as a leader at the national level.</li> </ul>	<p>scholarship.</p> <ul style="list-style-type: none"> <li>▪ Serves on editorial boards and scholarship review committees.</li> <li>▪ Publishes in national and international peer reviewed journals or books or monographs.</li> <li>▪ Mentors faculty and/or colleagues in the development of scholarship.</li> <li>▪ Demonstrates national and international recognition for scholarship.</li> <li>▪ Assumes the role of Principal Investigator in scholarship.</li> <li>▪ Demonstrates sustained and outstanding success in scholarship.</li> <li>▪ Is recognized as a leader at the international level.</li> <li>▪ Consistently obtains external funding for scholarship.</li> </ul>
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## **Appendix: Collective agreement articles relevant to tenure and promotion**

### **Article 5 – Appointment of Faculty Members**

- 5.1.1 Ranks – Tripartite appointments
- 5.1.2 Ranks – Bipartite appointments
- 5.2.1 Tenure-Track Appointment
- 5.2.2 Renewal of Tenure-Track Appointment
- 5.2.3 Tenured Appointment
- 5.2.3.2 Change in Status from Bipartite or Tripartite Appointment for a Tenured Member

### **Article 6 – Tenure and Promotion of Faculty Members**

- 6.1 Preamble
- 6.2 Progression to Tenure
- 6.2.4 Initial Appointment with Tenure
- 6.3 Progression to Promotion in Rank
- 6.3.4 Initial Appointment with Rank
- 6.4 Application for Tenure and/or Promotion
- 6.5 Procedures of the Division, Faculty or School Tenure and Promotion Committee (DFSTPC)
- 6.6 Procedures of the University Tenure and Promotion Committee (UTPC)
- 6.7 Action Subsequent to Voting
- 6.8 Timeline for Tenure and Promotion Process
- 6.9 University Appeals Committee
- 6.9.2 When a Faculty Member May Appeal
- 6.9.3 Submitting an Appeal
- 6.9.4 Membership of the UAC
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- 6.9.5.4 Appeals – Hearing Required
- 6.9.5.5 UTPC recommendation is upheld
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- 6.10 Annual Report of Decisions on Tenure and Promotion
- 6.11 Criteria for Rank, Tenure and Promotion
- 6.11.5 Definitions of Categories
- 6.11.5.1 Teaching
- 6.11.5.2 Professional Roles
- 6.11.5.3 Scholarship
- 6.11.5.4 Service
- 6.11.5.6 Granting of Tenure
- 6.11.7 Rank

- 6.11.7.1 Assistant Professor/Assistant Teaching Professor/Librarian I/Counsellor/Instructional Support I
- 6.11.7.2 Associate Professor/Associate Teaching Professor/Librarian II/Counsellor II/Instructional Support II
- 6.11.7.3 Professor/Teaching Professor/Librarian III/ Counsellor III/Instructional Support III

Article 6 – Appendix 1

**Article 10 – Workload**

- 10.2 Academic Duties and Responsibilities