



Tenure, Permanency, and Promotion Handbook¹

Version 3.0²

¹ This handbook replaces the Tenure and Promotion Guidelines, effective July 1, 2017, and the version of the Handbook updated by the Academic Standards Committee which was approved by GFC on April 16, 2020.

² Updated at the request of the Academic Standards Committee in May 2023. Approved by GFC on January 19, 2024.

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UPDATES

April 16, 2020

- Roles in the Promotion Process: (d) Role of External Referees

January 2024:

- All references to Blackboard were removed and updated throughout the document:
 - D2L Brightspace to be used for applications for tenure and dossier handling
 - Google Drive to house promotion dossiers
- All references to 'SEI' were changed to 'SPoT'
- Addition of 'Part Two - Laboratory Instructors, Senior Lecturers, and Permanency'
- Deletion of flow chart 'c. Year Four' in *Overview of the Tenure Process* as the tenurable candidate opts for an extra year at the end of the third year review, which is captured in 'Section B.2. Mid-Term Tenure Evaluation'
- Deletion of 'e. Conditional Tenurable Evaluations' year 1 and 2 flow charts
- 'Appendix D: Documents in an Online Tenure Dossier' incorporated into Part One - Tenure
- Deletion of 'Appendix E: Tenure Processes and Procedures for Individuals Hired Prior to July 1, 2017' as it was no longer relevant
- Deletion of 'Appendix F: Conversion to Online Tenure Dossiers' as all references to the historical use of BlackBoard were eliminated

Foreword

This handbook was developed by the Steering Committee for Review of Tenure and Promotion Criteria, Standards and Processes, a committee established to plan and coordinate a thorough five-year review of Mount Royal University's tenure and promotion system. The committee consisted of the chair of the University Tenure and Promotion Committee, the chair of the Academic Standards Committee of the General Faculties Council, and one representative of each of the MRFA Negotiating Committee, the Board of Governors Negotiating Committee, the MRFA Executive, Deans' Council, and the University Tenure and Promotion Committee.

A draft of the handbook was reviewed by the Academic Standards Committee, Deans' Council, and the Chairs' Assembly and was circulated to all full-time faculty for feedback. The Steering Committee reviewed the feedback received and revised the handbook accordingly.

The Provost and Vice-President, Academic submitted the handbook to the General Faculties Council for approval at its April 2017 meeting.

Updates and revisions to the handbook are the responsibility of the Academic Standards Committee. Any change that the committee deems to be substantive must be brought to the General Faculties Council for approval.

Preface

A. Tenure, Permanency, and Promotion at Mount Royal University

The processes and general criteria for tenure, permanency, and promotion are determined by the Collective Agreement between the Mount Royal Faculty Association and the Board of Governors of Mount Royal University.

These processes and general criteria are supplemented by detailed criteria, evidence, and standards for each of teaching, scholarship, and service. These have been developed by the Academic Standards Committee (formerly the Appointments, Promotion and Tenure Committee) of the General Faculties Council and Faculty Councils, recommended by the General Faculties Council to the Board of Governors, and approved by the Board.

This iteration of the Handbook also includes information for faculty hired into permanent Laboratory Instructor and Senior Lecturer positions with a probationary period.

NOTE: The detailed criteria, evidence and standards are subordinate to the Collective Agreement and may not contradict or override it.

B. Purpose of the Handbook

This handbook serves as a guide for tenurable faculty during the five-year probationary period and for Lab Instructors and Senior Lecturers who have been appointed into probationary positions which may lead to permanency. It aims to provide clarity on the expectations for tenure and permanency as well as advice that will assist tenurable and probationary faculty as they move through the tenure and permanency process.

In addition, tenured faculty may use this guide to prepare for application to the rank of Professor. The Handbook will also serve as a resource for faculty and academic administrators involved in making recommendations and decisions regarding tenure, permanency, and promotion.

This handbook is explanatory and interpretative with respect to the criteria, evidence and standards for tenure, permanency, and promotion because the Collective Agreement and the documents developed by the academic governance bodies of the university are authoritative. The handbook describes the schedule of peer, Chair and Student Perceptions of Teaching assessments required during the tenure and permanency process, the information gathered in the tenure and promotion forms, and the contents and organization of tenure dossiers and promotion portfolios, as its predecessor the *Tenure and Promotion Guidelines* did. The handbook further explains the procedures outlined in the Collective Agreement for conducting tenure evaluations and for making recommendations and decisions on tenure and promotion.

NOTE: This handbook describes processes and procedures for tenure established after July 1, 2017.

C. Related Documents

This handbook is divided into four parts:

- Part One - Tenure
- Part Two - Permanency (Lab Instructors and Senior Lecturers)
- Part Three - Promotion to Full Professor
- Part Four - Appendices

All university employees involved in the tenure and/or promotion process should be familiar with the following articles in the Collective Agreement:

- Article 1 - Definitions
- Article 6 - Laboratory Instructors and Senior Lecturers
- Article 9 - Tenure and Promotion Systems
- Article 10 - Tenure
- Article 11 - Promotion
- Article 28 - Evaluation of Teaching
- Addendum on Teaching, Scholarship and Service
- Appendix A - Principles of a Tenure, Promotion and Rank System at Mount Royal
- Appendix B - Faculty Reporting System, Faculty Annual Report and Scholarship Plan

All university employees involved in the tenure and/or promotion process should be familiar with the following documents:

- [Institutional Tenure and Promotion Criteria](#)
- [Faculty level Criteria, Evidence and Standards](#)

D. Definitions

The following terminology and abbreviations are used in this handbook.

1. **Academic Standards Committee (ASC):** A standing committee of GFC, the Academic Standards Committee “provides advice and recommendations with respect to policies and other matters related to academic standards and quality assurance.” For more information on the specific responsibilities of the ASC, faculty can access the [Academic Standards Committee Charter](#).
2. **Applicant:** a faculty member applying for promotion to the rank of Professor.
3. **Candidate:** a tenurable faculty member in the probationary period. References to a candidate or a tenurable faculty member may include faculty members with a conditional tenurable or limited-term appointment because they are evaluated in the same way as tenurable faculty. It also refers to senior lecturer and laboratory instructors applying for permanency.
4. **Department:** used in place of academic unit, which is defined in the Collective Agreement to be “Employees included under the terms of the Agreement in departments, programs, the Library, Student Counselling Services or the Academic Development Centre.”
5. **GFC:** the General Faculties Council.
6. **LISC:** Laboratory Instructor Standing Committee
7. **PC:** denotes the Promotion Committee in the tables summarizing timelines.
8. **SPoT:** *Student Perception of Teaching*. General references to, and include, the *equivalent Participant Evaluation of Instruction* used in the Academic Development Centre and *Student*

Counselling Client Evaluation used in Student Counselling. The form most faculty will be familiar with is abbreviated as SPoT.

9. **TS** and **TSS**: the Teaching-Service and Teaching-Scholarship-Service work patterns for full-time and limited-term faculty. See the *Workload* Article of the Collective Agreement for the terms and conditions of employment of these work patterns.
10. **TC**: denotes the Tenure Committee in the tables summarizing timelines.
11. **UTPC**: the University Tenure and Promotion Committee (UTPC) is created by the Collective Agreement. The UTPC makes recommendations regarding the granting of tenure to the President, after receiving recommendations from department-level tenure committees and from deans. The UTPC makes decisions on promotion to the rank of Professor, after receiving recommendations from Faculty-level promotion committees.

The terms criteria, evidence and standards are used for tenure and promotion as follows:

1. **Criteria**: descriptors of performance expectations.
2. **Evidence**: an activity or documentation related to a criterion presented to exemplify performance.
3. **Standard**: how much or how well, i.e., the level of performance that must be demonstrated by the evidence in order to fulfill a criterion.

Part One - Tenure

Section A - Introduction to Tenure

A.1. What is Tenure?

Tenure is the foundation for a successful academic career. The Collective Agreement defines the meaning of tenure as follows:

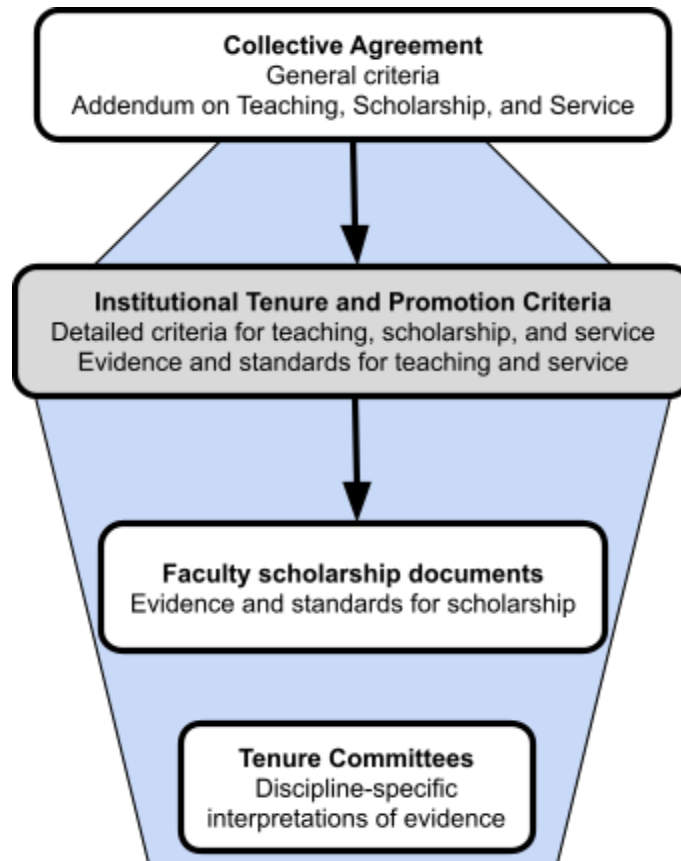
Tenure refers to a permanent appointment. Tenure represents a major commitment between the institution and the Employee. Tenure carries with it a significant responsibility for the Employee, including the obligation to continue to perform at a high level of professionalism. Pursuant to Article 4.13, termination of a tenured appointment may only be by retirement, resignation, mutual consent, redundancy, or dismissal for just cause.

A tenurable appointment is made at the rank of Assistant Professor. A tenurable faculty member normally applies for tenure in January of the fifth probationary year. Credit towards the probationary period can be obtained for a conditional tenurable or limited-term appointment at Mount Royal University or for years of service in a tenure track position at another university, as explained in [Section C: Variations in the Tenure Process](#).

In order to be granted tenure, a candidate must present evidence demonstrating that the criteria required for tenure have been fulfilled. When awarded tenure, an Assistant Professor is automatically promoted to the rank of Associate Professor.

The criteria, evidence and standards for tenure are specified in a hierarchy of documents. Each level of this hierarchy further develops the criteria, evidence and standards established at the previous level, in ways authorized by the previous level. These mandates can be illustrated by the chart on the following page.

a. The Hierarchy of Documents in the Tenure Process



Explanation: Each level of this hierarchy further develops the criteria, evidence and standards established at the previous level, in ways authorized by the previous level. These mandates can be illustrated by the following example.

- Faculty on the Teaching, Service and Scholarship pattern (TSS), one criterion for tenure is “evidence of scholarship, where applicable, congruent with the teaching loads and resources available for scholarship at an undergraduate university” (Article 10.2.1.ii). This criterion is augmented by the “Addendum on Teaching, Scholarship and Service” located after Article 29 in the Collective Agreement. This addendum is defined at the institutional level and cannot be modified at the Faculty level. The detailed criteria in the addendum are sufficiently specific to serve as a university standard yet are generic enough to be applicable to all disciplines.
- In order to further explain the types of scholarship acceptable in each discipline, individual faculties have developed faculty scholarship documents. These documents may add examples of acceptable evidence, but cannot assert that any of the types of scholarship listed in the Addendum on Teaching, Scholarship and Service are inadmissible. Faculty scholarship documents cannot add to or place restrictions upon the institutional scholarship criteria.
- In Article 1 - Definitions, the Collective Agreement defines scholarship as work that is “disseminated through peer-reviewed processes,” and the [Institutional Tenure and Promotion Criteria](#) expands upon this by stating that, “the defining aspect of scholarship is that it is disseminated through appropriate channels and reviewed by peers, through

publication or presentation in credible academic, professional, or creative forums.” Because ‘appropriate channels’ and ‘credible forums’ vary with the discipline and the purpose of the scholarship, dissemination and peer review could be further defined in a Faculty scholarship document and a Tenure Committee could apply discipline-specific interpretations.

A.2. Related Documents and Forms

The documents listed below are also primary sources for tenure and promotion. For forms related to permanency for Laboratory Instructors and Senior Lecturers, see Part Two: Laboratory Instructors, Senior Lecturers, and Permanency. For forms related to the application for promotion to Professor, see Part Three: Promotion to the Rank of Professor.

The detailed criteria, evidence and standards for faculty with tenurable appointments can be accessed through the MyMRU faculty homepage under the heading “Peer and Evaluation Forms and Guidelines” → *Institutional and Faculty Criteria, Evidence and Standards*” and consist of:

- the *Institutional Tenure and Promotion Criteria* developed by the Academic Standards Committee in consultation with Faculty Councils, which contains the detailed criteria for teaching, scholarship and service, as well as the evidence and standards for teaching and service; and
- documents specific to each Faculty containing the evidence and standards for scholarship. The [Faculty documents](#) interpret the institutional scholarship criteria in ways appropriate for the disciplines in the Faculty by determining potential forms of evidence and associated standards. These documents were reviewed by the Academic Standards Committee for equivalency among Faculties and for conformity with the Collective Agreement and the institutional criteria.

The following documents have been included as appendices of this handbook:

- *Appendix A: Peer Review for Tenure and Promotion*;
- *Appendix B: Best Practices for Tenure and Promotion Chairs and Committees*;
- *Appendix C: Storage and Retention of Documents*; and
- *Appendix D: Minimum Required Academic Credentials*

The forms for tenure and promotion listed below, as well as the Collective Agreement and the current version of this handbook, can be obtained from the Tenure and Promotion section of the Faculty tab on the MyMRU intranet.

Note: The tenure forms listed in the chart on the next page were revised in February 2023, so if you were hired into a tenure-track position prior to that date, your dossier may contain old and new versions of the same form. This is to be expected. From February 2023 forward, faculty should use the most up-to-date versions of the forms.

a. University Tenure Forms

University Tenure Forms (Effective February 2023)		
Number	Form Name	Notes (timelines reflect the standard five-year tenure process)
101	Peer Teaching Evaluation	Candidates should choose the form which best suits the teaching format of the class being evaluated. The use of a different form does not affect the total number of evaluations you need to submit.
• 101-1	Peer Teaching Evaluation of Distance Delivery	
• 101-C	Peer Evaluation of Counselling	
• 101-D	Peer Teaching Evaluation of Tenure-Track Studio Instruction	
102	Chair Teaching Evaluation	Note separate form for Counselling
• 102-C	Chair Evaluation of Counselling	
103	Chair Review of Teaching Activities	Note separate forms for the Library, ADC, and Counselling
• 103-A	Chair Review of Library and ADC Instruction	
• 103-C	Chair Review of Teaching/Counselling Activities	
104	Reflective Assessment of Teaching	Completed by candidates as part of the mid-term evaluation <i>and</i> as part of the Final Tenure Review and Recommendation.
105	Reflective Assessment of Scholarship	For candidates on TSS pattern only. Completed by TSS candidates as part of the mid-term evaluation <i>and</i> as part of the Final Tenure Review and Recommendation.
111	Tenured Faculty Comments	Completed by any tenured member of the department who is not a member of the TC and who wishes to provide feedback on the candidate's progress towards tenure.
112	Chair/Dean Comments on Responsible and Professional Conduct of Duties	Completed by the Chair and Dean as part of the annual tenure evaluations, the mid-term tenure evaluation, and the final tenure review and recommendation

113	Tenure Committee Annual Tenure Evaluation	Completed by the TC in the first and second probationary years.
114	Tenure Committee Mid-Term Tenure Evaluation	Completed by the TC after the completion of the winter semester in the third probationary year.
115	Tenure Committee Final Tenure Review and Recommendation	Completed by the TC according to deadlines in the Collective Agreement.
121	Application for Years Credited towards the Probationary Period	Completed by those candidates who wish to receive credit for tenurable service at another accredited institution or who have completed one-two years in a limited term, senior lecturer, or conditional tenurable appointment
122	Application for Tenure	Completed by the candidate.
300	Faculty Member's Response to SPoT	Although this is not a tenure form, candidates can use this form to provide contextual information for their SPoTs, as required.

Please note that there is no official form for Tenure or Promotion Committee members who write a dissenting opinion. Nor are there official forms for tenure and promotion candidates who wish to respond to the draft or final versions of TC/PC recommendations beyond the box included on the recommendation forms.

A.3. General Criteria for Tenure

The general criteria for tenure are expressed in the *Tenure* article of the Collective Agreement as:

- I. evidence of proficient and scholarly teaching;
- II. evidence of scholarship, where applicable, congruent with the teaching loads and resources available for scholarship at an undergraduate university; and
- III. evidence of significant contributions in service.

The clause “including the extent to which duties have been carried out in a responsible and professional manner” is appended to each of the general criteria. This requirement is explained in [Appendix A.3.b. Chair and Dean Comments on Responsible and Professional Conduct of Duties](#).

The “where applicable” qualification in the scholarship criterion means that it does not apply to tenurable faculty appointed to the TS work pattern. Henceforth, this handbook will not always explicitly state that the scholarship criterion applies only to candidates on the TSS work pattern.

The terms of employment for the TS and TSS work patterns are described in the *Workload* article of the Collective Agreement. A tenurable faculty member is appointed to one of these work patterns and may not change their work pattern during the probationary period. The teaching workload of TSS faculty is about 25% less than that of TS faculty in order to provide time for scholarship. Although many faculty

members on the TS work pattern are active scholars, scholarship is not a formal part of their workload and, therefore, is not a requirement for tenure.

Article 10.2 of the Collective Agreement establishes the framework within which tenure recommendations and decisions shall be made by means of clauses requiring that:

1. Tenure recommendations and decisions shall be made on the basis of meeting the established standards during the probationary period and any years credited towards the probationary period and of clear promise of continuing intellectual and professional development as demonstrated by the following general criteria:
[the general criteria are listed in Article 10.2.1]
2. The standards shall be met in all applicable categories. Exceeding the standards in one category shall not lower the performance expectations in the other categories. The key is that the standards must be met. For instance, exceeding the standards for scholarship does not mean a candidate is able to fall below the standards for teaching.
3. Tenure recommendations and decisions shall be based solely on the general criteria in this Article, the Addendum on Teaching, Scholarship and Service, and the detailed criteria recommended by General Faculties Council and approved by the Board of Governors in effect on the date of commencement of appointment.

The “established standards” that are to be met in the first and second clauses above are not defined in the Collective Agreement because their development was delegated to the academic governance bodies of the university. The detailed criteria referred to in the third clause have been implemented as the Institutional and Faculty criteria, evidence and standards documents introduced in [Section A.2: Related Documents and Forms](#).

Even at the level of the general criteria in the Collective Agreement, the expectations for tenure may differ from those at a research-intensive university, where requirements such as “excellence in research” and “competence in teaching” may suggest that research is valued over teaching. At Mount Royal University, scholarship is interpreted more broadly than traditional research in an academic discipline. The Collective Agreement includes developing and disseminating teaching and learning resources as examples of scholarship, and the general scholarship criterion is qualified so that the expectations will be appropriate for an undergraduate university.

Furthermore, evidence of “proficient and scholarly teaching” and evidence of “significant contributions in service” must be presented, regardless of whether a tenurable faculty member is on the TS or the TSS work pattern. The definition of proficient and scholarly teaching, and examples of evidence that could demonstrate achievement of this level of teaching, are contained in the *Institutional Tenure and Promotion Criteria*. Appendix C of the *Institutional Criteria* gives “institutional examples of evidence of service.”

A.4. Detailed Criteria for Tenure

The requirements for tenure cannot be changed during a tenurable faculty member’s probationary period because the Collective Agreement, “Appendix A: Principles of a Tenure, Promotion and Rank System at Mount Royal,” stipulates that tenure recommendations and decisions shall be based on the detailed criteria in effect on the date of commencement of tenurable appointment.

The detailed criteria set forth in the *Institutional Tenure and Promotion Criteria* elaborate on the general criteria in the *Tenure* article of the Collective Agreement. The *Criteria* document sets out standards for each of teaching, scholarship and service, for the rank of Assistant Professor and for promotion to Associate Professor. Please refer to the *Institutional Tenure and Promotion Criteria* for full accounts of the following:

1. **A definition of proficient and scholarly teaching**
 - a. for the rank Assistant Professor, establishing a level of performance referred to as “competent teaching,” which is assessed by ten criteria such as encouraging active learning and giving prompt and meaningful feedback, that tenurable faculty are expected to attain, and then maintain, during the probationary period; and
 - b. for promotion to the rank of Associate Professor, characterizing the “proficient and scholarly teaching” required for tenure by adding five criteria, including systematic reflection on teaching practices and engaging in teaching and learning professional development, to those for competent teaching.
2. **An elaboration of the general scholarship criterion by requiring**
 - a. for the rank of Assistant Professor, adequate preparation for scholarship, demonstrated during the probationary period by a candidate on the TSS work pattern having “established, or is working to establish, the foundation of an appropriate program of scholarship, feasible with respect to time and resources in a Mount Royal University context”; and
 - b. for promotion to the rank of Associate Professor, “significant results from scholarship,” as defined by four criteria, demonstrated by the time of application for tenure.
3. **An expansion of the general service criterion into**
 - a. for the rank of Assistant Professor, participation in the governance and activities of the academic unit and participation in academic governance at the Faculty Council level during the probationary period; and
 - b. for promotion to the rank of Associate Professor, by the time of application for tenure, significant contributions in service to at least one of the academic unit and Faculty, the university, academic fields of study, or the broader community in ways related to a faculty member’s discipline or academic responsibilities.

A.5. Evidence and Standards

A candidate is responsible for presenting evidence in the tenure dossier demonstrating that the criteria for tenure have been fulfilled. Although the *Institutional Tenure and Promotion Criteria* and the Faculty scholarship documents on the university’s [Tenure and Promotion Criteria](#) web page contain examples of evidence that may be used for teaching, service and scholarship, a candidate is not restricted to submitting only those forms of evidence. Candidates should note, however, that they have the entire probationary period to achieve the levels of teaching, service and scholarship expected for promotion to the rank of Associate Professor.

Criteria describe the performance expected. **Evidence** is an activity or documentation related to a criterion presented to exemplify performance. A **standard** is how much or how well, i.e. the level of performance that must be demonstrated by the evidence in order to fulfill a criterion. Explicit, quantitative standards often are not, or cannot be, set. For example, what quantitative standards could be used to

measure performance for criteria such as encouraging active learning or engaging in systematic reflection on teaching practices?

A lack of explicit standards can create uncertainty regarding expectations, causing tenurable faculty to be apprehensive about how they will be evaluated and, occasionally, even to worry that an evaluation might be arbitrary. However, this should not be a concern because tenure reviews are comprehensive evaluations of a candidate's performance, and the conclusions must be justified by the evidence. Tenure reviews are iterative, with two annual evaluations and a mid-term evaluation before the final tenure review and recommendation, providing candidates with ample opportunity to respond.

The *Institutional Tenure and Promotion Criteria* (Section 3, Definitions) notes that some examples of evidence occur in more than one of teaching, scholarship and service because these are overlapping and interconnected activities. It observes that there is flexibility in categorizing such forms of evidence in support of a tenure application and states that, "**each piece of evidence may only be used to support one of teaching or scholarship or service**". Therefore, a candidate may have to decide how best to report an item.

a. Evidence and Standards for Teaching

The *Institutional Tenure and Promotion Criteria* lists examples of activities that could generate evidence of fulfilling the ten criteria for competent teaching in chart form (Section 4.1, Teaching). The five additional criteria defining proficient and scholarly teaching, which is required by the time of application for tenure, are presented in table form (Section 5.1, Teaching), with the right-hand column listing examples of activities that could generate evidence demonstrating that the corresponding criterion in the left-hand column has been accomplished.

Candidates are responsible for presenting evidence in the tenure dossier demonstrating that:

- the criteria for competent teaching have been fulfilled during the probationary period;
- progress towards satisfying the criteria for proficient and scholarly teaching has been made during the probationary period; and
- the criteria for proficient and scholarly teaching have been attained by the time of application for tenure.

Candidates are not expected to present all forms of evidence suggested by the institutional criteria document, but they are expected to fulfill all of the criteria. For more information on assembling the tenure dossier, see [Section E. The Tenure Dossier](#) in this handbook.

Teaching encompasses more than what happens in the classroom. It is the candidate's responsibility to provide evidence, in addition to that contained in peer, Chair and student evaluations, sufficient to evaluate the full range of teaching activities. Suggestions for presenting evidence demonstrating progression from competent teaching to proficient and scholarly teaching and for conveying one's commitment and contributions to teaching are discussed later in this handbook, especially in Sections [E.4. Compiling the Dossier](#), [E.10. Reflective Assessment of Teaching](#), and [E.1.b. Preparing for an Annual Evaluation](#).

Throughout the probationary period, tenurable faculty should systematically gather documents that could be used as evidence of teaching accomplishments; for example, in the *Reflective Assessment of Teaching*, which is required for the mid-term tenure evaluation and for the final tenure review. As well as

representative assignments, marking rubrics, quizzes and examinations, the following could be used as supporting evidence:

- instructional materials, including links to online resources, prepared for students;
- classroom assessment techniques used to obtain feedback on learning;
- documentation of group projects or other activities intended to enhance learning;
- reading lists;
- sample lesson plans;
- records of new courses developed or existing courses substantively revised;
- statements from colleagues teaching other sections of the same course or one for which the course taught is a prerequisite;
- teaching-related professional development events, workshops and conferences attended or presented at; and
- office hours.

Tenable faculty could also consult the CAUT *Teaching Dossier*³. This paper, prepared by the Canadian Association of University Teachers, provides advice on assembling a teaching dossier and contains an extensive list of items for possible inclusion.

The *Institutional Tenure and Promotion Criteria* do not specify quantitative standards for SPoT scores because that could reduce the evaluation of teaching to simply whether the prescribed number had been achieved. In particular, the mean department SPoT score would not be an appropriate standard. Since many factors other than teaching effectiveness influence SPoT responses, numerical scores should not be relied upon too heavily. As well, SPoTs are only one of the many forms of evidence that must be considered in order to evaluate teaching well.

Rather than setting quantitative standards, the institutional criteria document states that judgments must be “made in a tenure evaluation on whether the evidence presented in the dossier is sufficient to demonstrate the degree of accomplishment required to fulfill the criteria” (Section 4.1, Teaching). The criteria create a framework in which qualitative judgments are made.

b. Evidence and Standards for Scholarship

The Collective Agreement defines scholarship as “activities related to one or more of research, scholarly and artistic work which occurs through discovery, integration, teaching and learning, or application of knowledge and is disseminated through peer-reviewed processes” (Article 1). It supports this broad definition with a range of examples in the Addendum on Teaching, Scholarship and Service, including “Developing primary and secondary texts and learning materials” and “Scholarship of teaching and learning.”

The detailed criteria for tenure require that candidates on the TSS work pattern disseminate significant scholarly results in appropriate, peer-reviewed venues. Members of a Tenure Committee may make judgements on the appropriateness of a venue and assess the significance of a candidate’s scholarship, in the context of the standards and best practices of the discipline, when they have the disciplinary expertise required. Because appropriate venues vary with the discipline and the purpose of the scholarship, a candidate may need to justify why a venue is appropriate.

³ <https://www.caut.ca/docs/default-source/professional-advice/teaching-dossier.pdf>

If the scholarship is collaborative, then it is the candidate's responsibility to describe the nature of the collaboration and the extent of their contribution.

Evidence and standards are specified at the Faculty level because there is considerable variation in what constitutes significant results from scholarship among Faculties. Tenurable faculty on the TSS work pattern should carefully consider the evidence and standards document in effect for their Faculty on the date their tenurable appointment began. These documents are stored on the university's tenure and promotion web page and in the Faculty section of MyMRU. They were reviewed by the Academic Standards Committee of the GFC for equivalency among Faculties and for conformity with the Collective Agreement and the institutional criteria, recommended by the GFC, and approved by the Board of Governors.

A dissertation completed during the probationary period can normally be used as evidence of scholarship for tenure because a dissertation is reviewed by an examining committee and disseminated to the academic community. The exception is a conditional tenurable appointment in which completion of the dissertation is required for conversion to a tenurable appointment. In this case, work on the dissertation would be reported in the Faculty Annual Report as evidence of scholarly work and the candidate could apply for credit towards the probationary period after the appointment had been converted to tenurable. In other words, if credit were granted for years of conditional tenurable appointment, then the dissertation could not be used as evidence of scholarship for tenure because it was a condition of employment⁴. Further publications and presentations based on the dissertation could be presented as evidence for tenure. Conditional tenurable appointments and credit towards the probationary period are described in [Section C: Variations in the Tenure Process](#).

Tenable, conditional tenurable and limited-term faculty on the TSS work pattern are required to include a three-year scholarship plan with their first Faculty Annual Report, which must be submitted by the first Tuesday in September of the second year of employment. A candidate should thoroughly discuss the expectations with the Chair and others in the department during the first year, in order to develop a realistic plan that aims to meet the Faculty's standards well before the time of application for tenure. Many Faculties also have an Associate Dean or Vice Dean who can be consulted prior to the submission of the scholarship plan. The scholarship plan must describe the candidate's scholarship goals and outline specific projects, with proposed timelines and outcomes, for the next three years.

The scholarship section of the Faculty Annual Report should be used to provide annual updates about how the scholarship plan is progressing. Candidates do not write a new scholarship plan until three years have transpired, but reassessing goals may be necessary in order to meet the standards for tenure.

c. Evidence and Standards for Service

Service is part of the workload of full-time faculty members⁵. The *Institutional Tenure and Promotion Criteria* contains examples of evidence of service, which, like those for teaching, are applicable to all full-time faculty members.

In its Appendix C, the *Institutional Tenure and Promotion Criteria* document defines four levels of service in increasing degree of contribution – Participation, Contribution (Level I), Contribution (Level II) and Leadership. There are four tables in Appendix C, one for each of the four categories of service identified

⁴ This restriction is effective for tenurable appointments that commenced on or after July 1, 2017.

⁵ For a definition of "Full-time employee," see the "Definitions" section of the Collective Agreement.

in the detailed criteria for tenure: to the academic unit and Faculty, to the university, to academic fields of study, and to the broader community. The left-hand column of each table contains a list of examples of types of service for that category. Each example is classified into one or more of the levels of service in the remaining four columns of the table. The Contribution (Level II) and Leadership levels are grouped into Substantial Service, which is required for promotion to the rank of Professor.

Participation in the governance and activities of the academic unit and participation in governance at the Faculty Council level are expected during the probationary period (Section 4.3, Service). Such service is identified as expected in the Participation column of the tables in Appendix C. By the time of application for tenure, a candidate must have gone beyond this basic level and have contributed significantly in at least one of the four categories of service (Section 5.3, Service). 'Contributed significantly' is defined as requiring "candidates to provide evidence of service activity at the level suggested by examples provided for Contribution (Level I) in Appendix C." Contribution is a greater level of involvement than participation, as measured by the responsibilities and time required. A service activity for which reassigned time has been received may be used as evidence of service (Section 3.3, Service). All service should be recorded in the Faculty Annual Report.

A Tenurable or Conditional Tenurable faculty member often focuses on service at the Participation level in the first year of the probationary period but this will not suffice for meeting criteria at the time of application for tenure. Discuss the expectations for service with the department Chair during the first year and, subsequently, with the Tenure Committee in the first annual tenure evaluation. It may be necessary to have an alternative in mind if service in an elected position is sought because running unsuccessfully does not constitute service.

Limited-term, Senior Lecturer, and Laboratory Instructor positions also come with the expectation of service. In the case of Senior Lecturers, this service "shall be focused at the Faculty- and Academic Unit-level," while service for Laboratory Instructors depends on whether they are hired into positions categorized as L1 or L2. For more information, see the Article on Senior Lecturers and Laboratory Instructors in the Collective Agreement.

Candidates must show a commitment to service and establish a foundation in service activities during the probationary period. The requirements for tenure are to have contributed significantly in at least one of the categories of service to the academic unit and Faculty, to the university, to academic fields of study, or to the broader community in ways related to a faculty member's discipline or academic responsibilities. Service in each of these categories is of equal value, and significant contributions are required in only one. Service for the university, discipline, or broader community that is not specifically listed in Appendix C should be accepted if suitable supporting evidence is provided.

A.6. Advice to Tenurable Faculty

Tenurable faculty sometimes wonder how they should allocate their time among teaching, scholarship and service. While this is understandable, no proportion of time spent has been set because evaluations are based on results. There is no weighting of categories because the standards for tenure must be met in all applicable categories. Occasionally, spending too much time on a task can be counterproductive - for example, spending too much time on service may limit the time available for classroom preparation or, if applicable, scholarship.

If you are on the TSS work pattern, the proportion of time spent on scholarship will vary during the academic year. You may struggle to find significant blocks of time for scholarship during the teaching semesters, but it will become your main focus when you are not teaching.

Take some time to understand what is meant by proficient and scholarly teaching and to collect evidence that could be submitted in your tenure dossier to demonstrate that you have met the standards. Scholarship can enhance your teaching, but you must find an appropriate balance of time spent on each.

A.7. Resources for Tenurable Faculty

There are many resources available to support tenurable faculty:

- **The Chair** is a valuable source of information concerning the practices of your department and the expectations for tenure. The Chair plays a significant role in the tenure process and can refer you to other resources.
- **The Dean** and/or the Associate and Vice Deans can provide advice from the perspectives of your Faculty and the university.
- [The Mount Royal Faculty Association](#) is a source of confidential advice and assistance regarding all terms and conditions of employment covered by the Collective Agreement.
 - The MRFA website (mrfa.net) contains a section called “Tenure and Promotion Resources” under its “Faculty Resources” tab - <https://mrfa.net/publications/resources/>.
 - The MRFA runs a program called “**Three’s Company**,” formerly called triads, which is designed to provide peer support and expose faculty to the perspectives of faculty members from outside their own departments. A triad is a group of three or more faculty members that is formed at the beginning of an academic year and meets regularly during the year to discuss teaching, research, university affairs, and any other matters of common interest. Tenurable faculty can draw upon the experience of more senior faculty in a triad, including through observing each other’s classes.
- The [Academic Development Centre](#) (ADC) is an invaluable resource for new faculty. The following programs may be particularly useful.
 - **The New (Full-time) Faculty Orientation Program**, consists of a mandatory orientation in August.
 - **Professional Learning Communities**: As part of their ongoing orientation to the University, newly hired faculty are highly encouraged to participate in a Professional Learning Community (PLC). Organized by ADC, the PLCs meet monthly and allow faculty to discuss issues related to teaching and professionalism in a supportive setting.
 - The ADC also offers a wide range of **support for teaching**, curriculum design, assessment, classroom management, developing a statement of teaching philosophy, and scholarly teaching practice, through services such as workshops, faculty learning community discussion groups, individual consultations.
 - The ADC administers a **mentorship program** for tenurable faculty. A mentor is a tenured faculty member who has volunteered to participate in the program and is selected from a different Faculty based on mutual interests and the needs of the tenurable faculty member. A call for this program is made early in the fall semester, but a mentor may be requested at any time.
 - **The ADC Sandbox** is a drop-in computer lab where faculty can access one-on-one support for D2L and other technologies used at MRU. In addition to in-person help, the Sandbox offers many online tutorials and other resources.

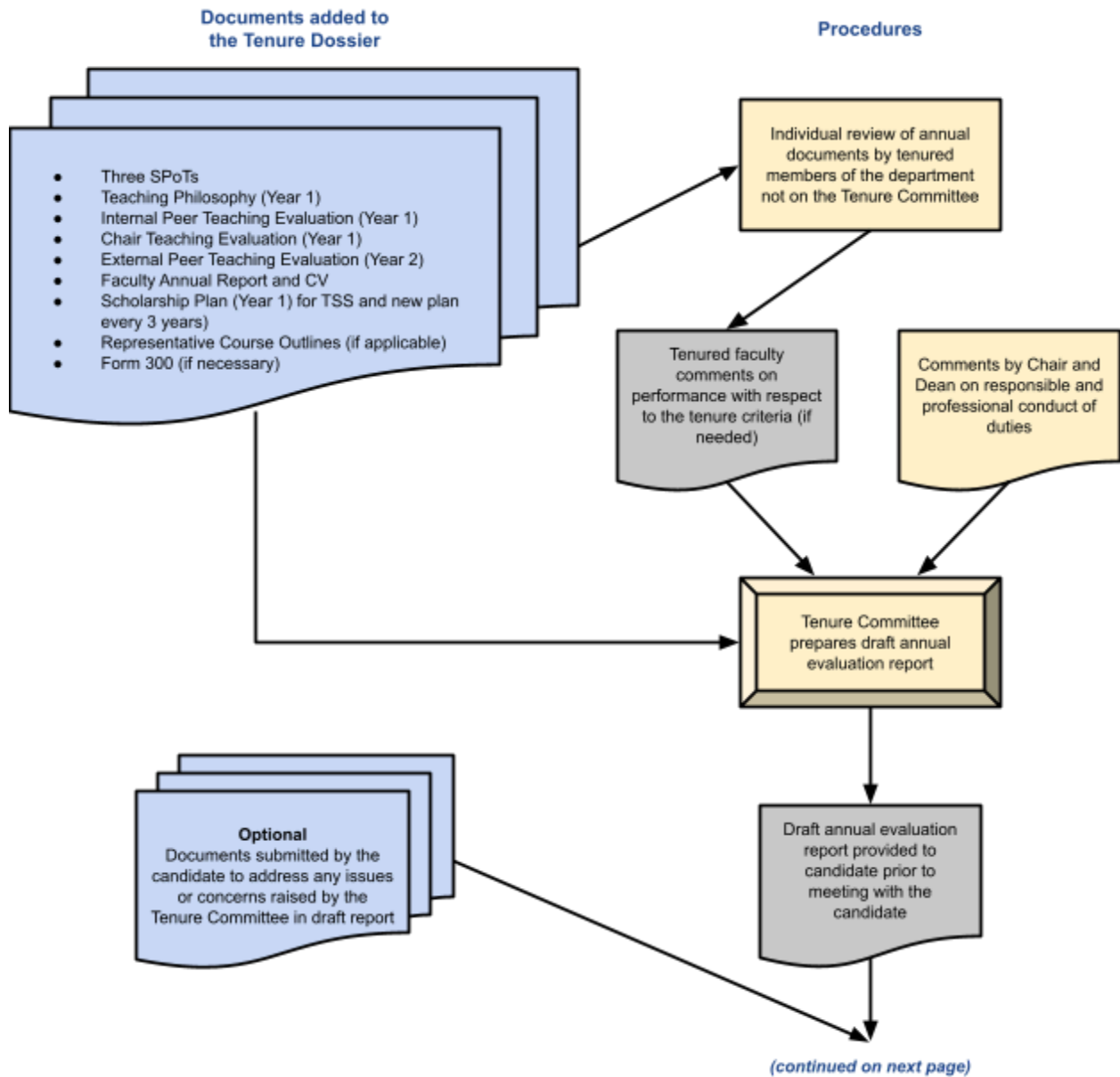
- Some Faculties host tenure workshops.
- The [Office of Research, Scholarship and Community Engagement \(ORSCE\)](#) provides support for scholarly work. ORSCE can provide resources in a variety of areas which include:
 - Assisting with the development of research ideas;
 - Providing information on sources of project funding;
 - Improving grant application success through support from internal and external experts;
 - Facilitating collaborative and interdisciplinary programs of research; and
 - Administering grants and awards.

A.8. Reminders

- Keep your tenure dossier up to date. Enter documents into your dossier as you receive them.
- Be aware of deadlines and do not wait until the last minute to prepare your dossier for your annual, midterm, or final evaluations. It is your responsibility to learn to utilize the software for dossier submission. The ADC can provide support but this needs to happen well in advance.
- You will need to ask the Chair and your peers to complete observations of your teaching. Make sure to ask your colleagues early rather than at the last minute.
- Choose a range of courses for both your SPoTs and your peer and chair evaluations. In other words, choose courses from all the levels you teach (1000-4000), and try to include courses which show the full range of your teaching areas.
- Keep paper or electronic copies of all forms related to the tenure process. While it is unlikely that anything will disappear from your online tenure dossier, it is good to be prepared just in case. The ADC Sandbox has posted a helpful video on how to backup a Tenure Dossier in D2L. Go to [Backup Tenure Dossier in D2L](#).
- When in doubt, consult the Chair of your academic unit.

Section B - Overview of the Tenure Process

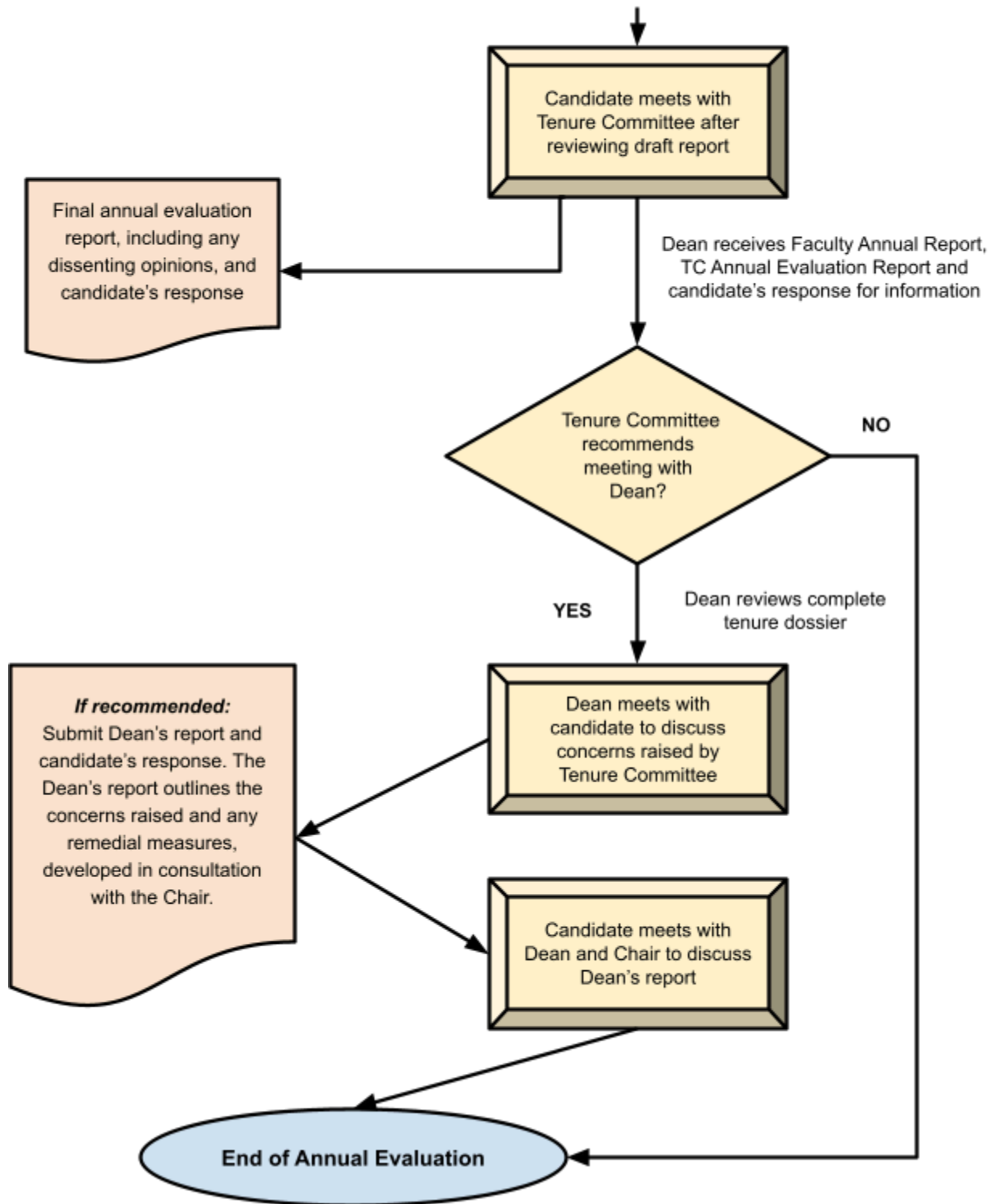
B.1. Annual Evaluation of Year One and Year Two



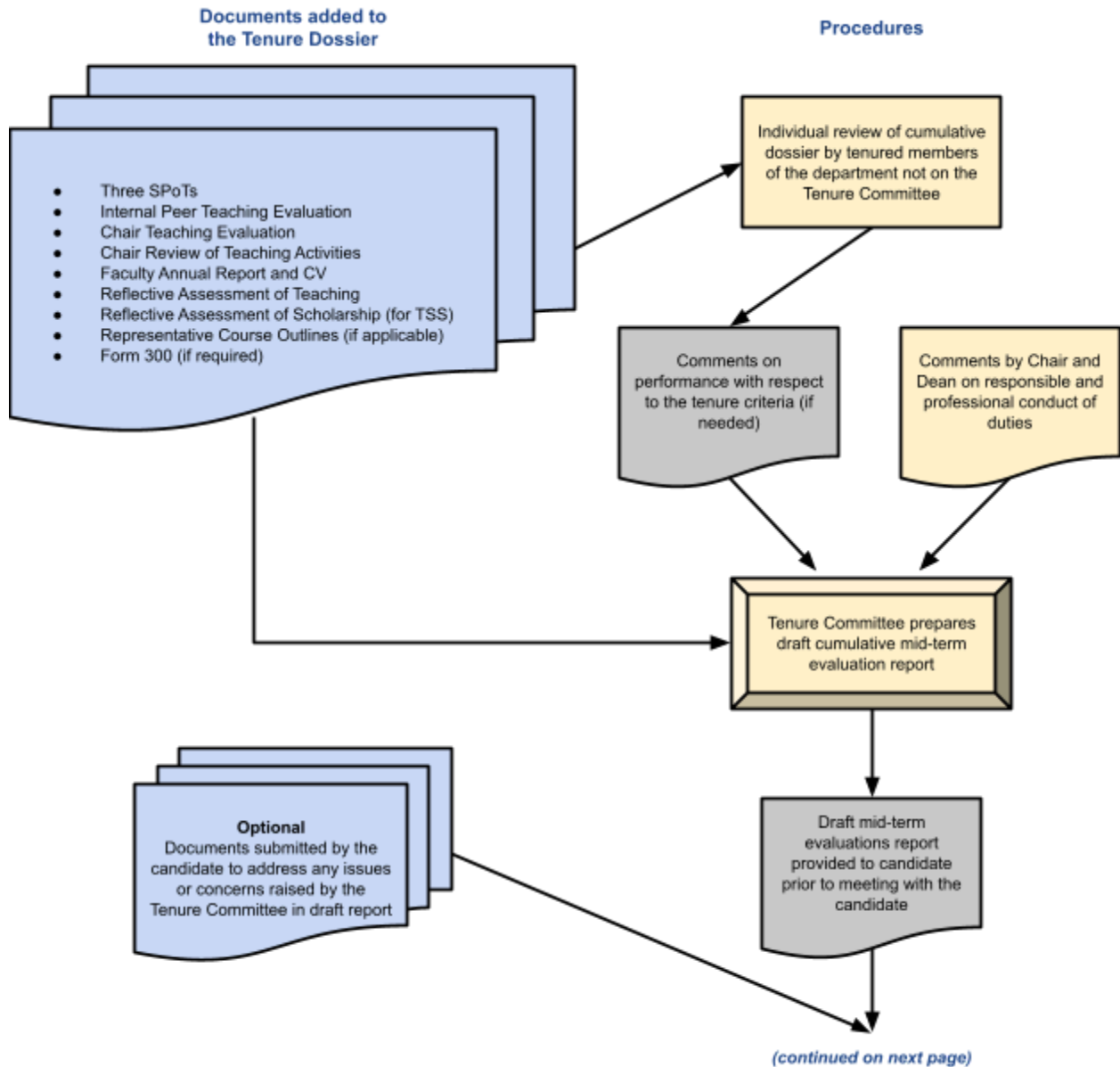
Documents added to the Tenure Dossier

Procedures

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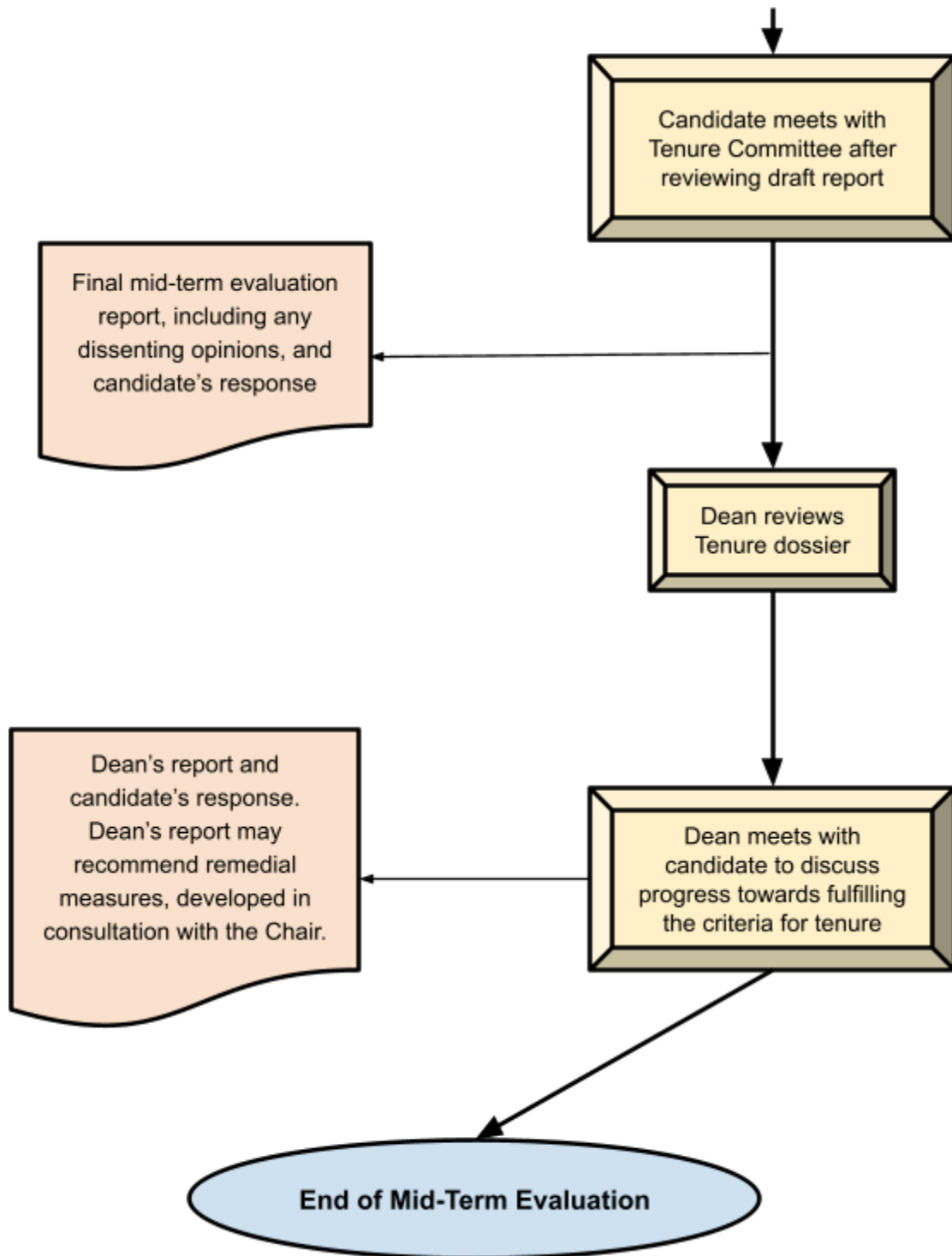
B.2. Mid-Term Evaluation



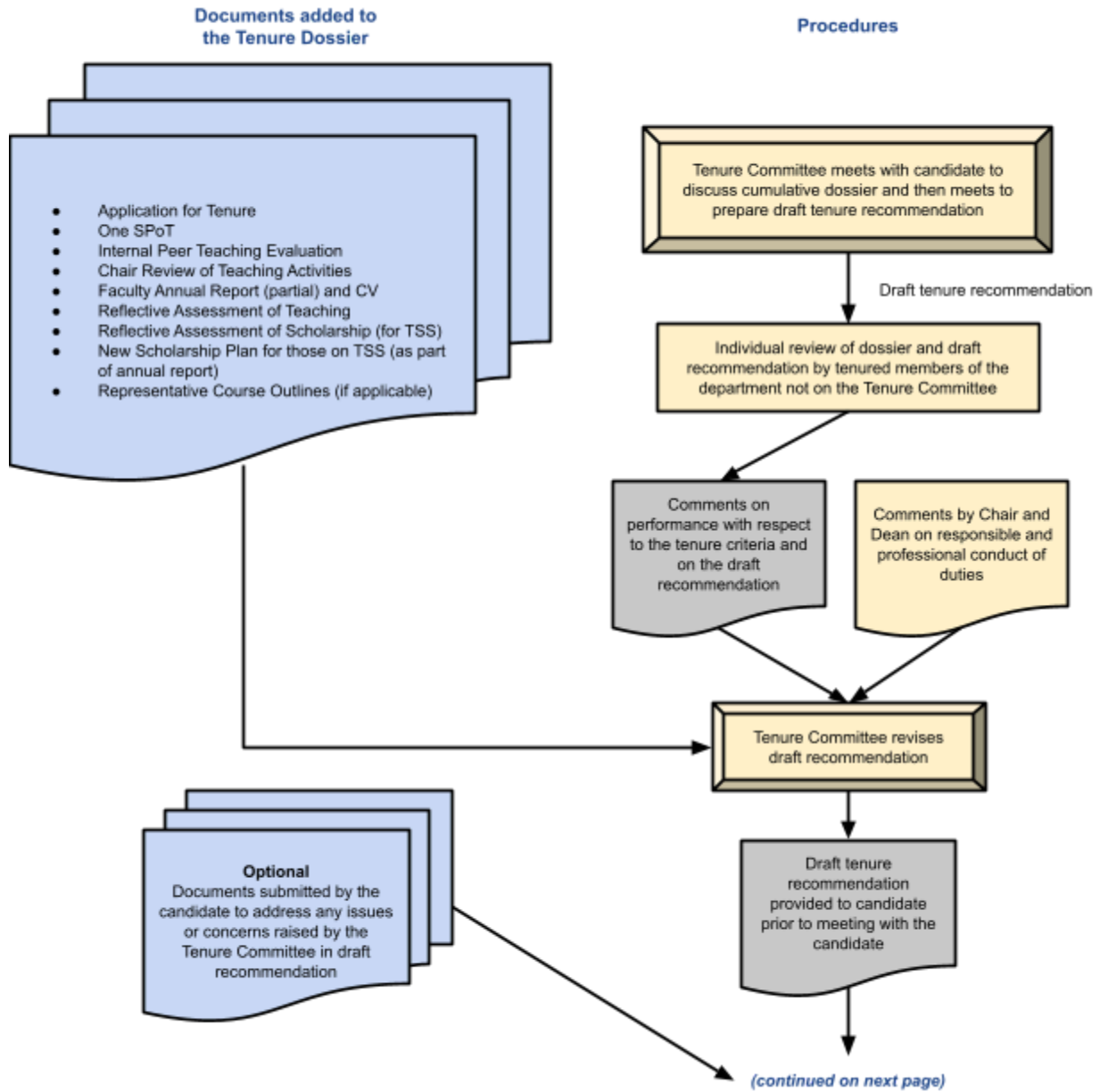
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Procedures

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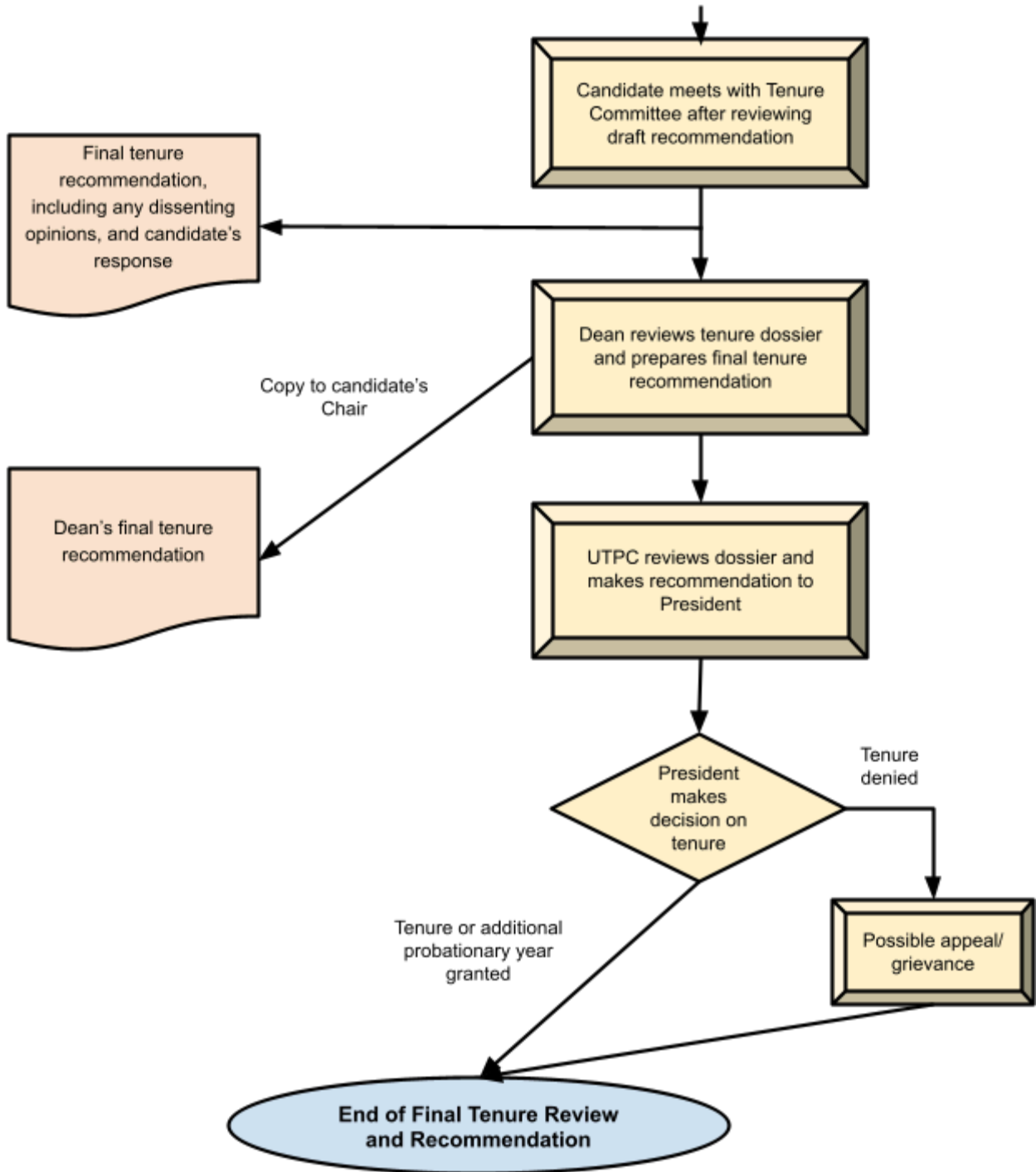
B.3. Final Tenure Review and Recommendation



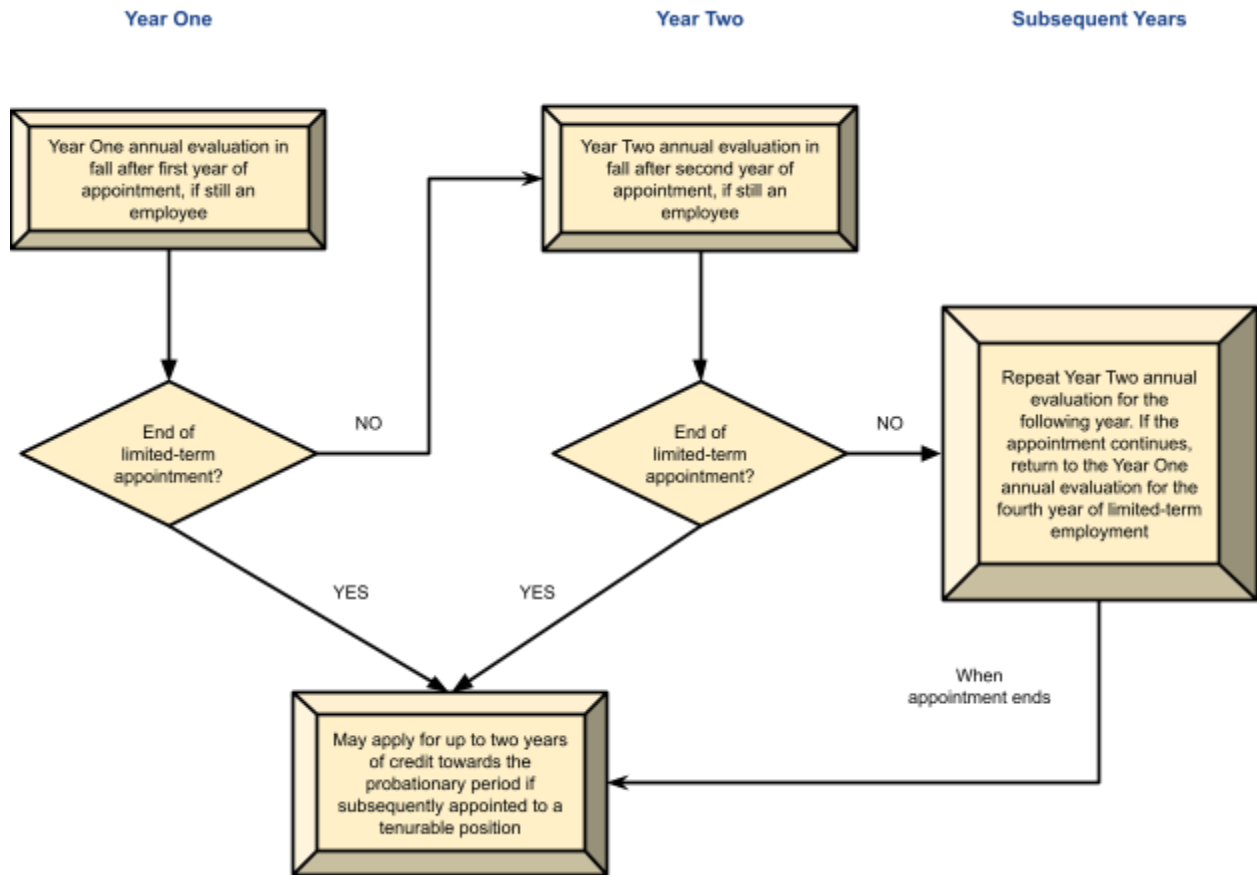
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Procedures

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B.4. Limited-Term Evaluations



Section C - Variations in the Tenure Process

C.1. Commencement of Appointments on a Date Prior to July 1

Article 10.3.1 under *Probationary Period* of the Collective Agreement states:

Initial tenurable appointments shall normally be for a probationary period of five (5) years commencing 1 July. If the tenurable appointment commenced prior to 1 July, the probationary period shall be extended by the period between the commencement date and 1 July.

As tenurable and conditional tenurable appointments normally commence on July 1, an evaluation year in the five-year probationary period will begin on July 1 and end the following June 30. However, if a candidate is appointed prior to July 1, the first probationary year is extended by the period between the commencement date and July 1. The examples below provide guidance for the handling of unusual start dates:

Example 1:

If the appointment began on January 1, the period between January 1 and July 1 is added to the first probationary year. In this case, an annual report must be submitted for the first partial year, however, there will not be an annual tenure evaluation for this partial year. The first annual tenure evaluation will be conducted in the fall semester following the extended first probationary year. Because the first probationary year has been extended, the Chair, internal peer and student evaluations required in the first year may be conducted in any of the semesters in the partial and first probationary year. The first, partial annual report must be included in the *Faculty Annual Report* item in the *Year One* section of the tenure dossier.

Example 2:

If the appointment began less than twelve (12), but more than six (6) months in advance of July 1, and assuming the candidate is able to complete the Chair, internal peer and student evaluations required in the first probationary year, that period will be considered the first probationary year.

C.2. Faculty in ADC and Student Counselling

Because the administrative reporting structure for faculty in the Academic Development Centre and Student Counselling is different from other departments, the tenure process has been modified slightly for tenurable faculty in these units. These modifications are contained in *Collective Agreement Memoranda of Understanding: Regarding Application of the Collective Agreement to Employees Working in the Academic Development Centre* and *Regarding Application of the Collective Agreement to Employees Working in Student Counselling*.

Some of the tenure forms listed in [Section A.2. Related Documents and Forms](#) have been modified for the teaching-equivalent work of faculty in the Academic Development Centre and Student Counselling.

The modified forms can be obtained from the Tenure and Promotion section of the Faculty tab on the MyMRU intranet.

C.3. Cross-Appointed Faculty

A joint Tenure Committee and other adaptations of the tenure process for cross-appointed faculty are outlined in the *Cross-Appointments* article (Article 5) of the Collective Agreement. The *Cross-Appointments* article states that “the workload of a cross-appointed faculty member shall be equivalent to the workload of a faculty member who is not cross-appointed.”

- a cross-appointed faculty member shall be a full participating member of both the home department and the cross-appointed department;
- a detailed work plan outlining the instructional, or equivalent, workload and the service responsibilities in the home and cross-appointed departments shall be agreed to annually by the faculty member, both Chairs, and both Deans; and
- the detailed work plan for the year shall be attached to the Faculty Annual Report and included in the tenure dossier.

These provisions are intended to ensure that the instructional and service expectations are clearly understood by all concerned. This is especially important for participation in the governance and activities of the academic unit and participation in academic governance at the Faculty Council level, both of which are required during the probationary period. Although circumstances will vary, the following guidelines can be offered for splitting these responsibilities between the home and cross-appointed departments:

- the priorities would normally be attendance at department and Faculty Council meetings of the home department;
- attendance at department meetings of the cross-appointed department might be important, and perhaps could be offset by a reduction in other service activities in one or both of the departments; and
- participation in academic governance at a second Faculty Council would usually not be necessary.

Cross-appointed faculty should also be aware that their tenure dossiers must include evidence from *both* cross-appointed departments. For example, if a faculty member is cross-appointed to Department A (the home Academic Unit) and to Department B (the cross Academic Unit), the tenure dossier should include SPoTs, Chair, and Peer Evaluations for courses from both Department A and Department B. The overall number of evaluations is the same as for other tenurable faculty. Cross-appointed faculty should consult with the Chair of their home Academic Unit to ensure that a suitable range of courses is evaluated. In addition, “The Chair of the home Academic Unit shall consult with the Chair of the cross Academic Unit to ensure that peer evaluations are conducted by Tenured Employees from, and in courses offered by, both the home Academic Unit and the cross Academic Unit.” (5.9.3.2).

C.4. Conditional Tenurable Appointments

The *Appointments* article of the Collective Agreement (Article 4) permits a conditional tenurable appointment if the successful candidate does not have the academic credential required for the position. For example, if a PhD is required and the dissertation has not yet been completed and/or defended, a

conditional tenurable appointment could be offered at the rank of Assistant Professor for a maximum of three years.

A table listing the minimum required academic credential for a tenurable appointment in each of the university's disciplines and programs is included as *Appendix D* of this handbook. The *Appointments* article of the Collective Agreement specifies that the required academic credential be determined for each tenurable appointment, that it may be higher than the minimum for the discipline or program, and that it is the credential required for the granting of tenure. There may also be other credentials that are required and thus lead to a conditional appointment; if so, these would be listed on the offer of appointment.

A conditional tenurable appointment is converted to a tenurable appointment when the required academic credential or other credential as per the offer letter has been obtained. The conversion takes effect no later than one month following presentation of valid documentation to the Dean. Both the letter of conditional tenurable appointment and the letter converting the appointment to tenurable must be placed in the *Letter[s] of Appointment* section of the candidate's *Profile* in the tenure dossier.

If the appointment letter states that the conditional tenurable years will count toward tenure once the conditions are met, no other actions need to be taken. Conditional Tenurable Employees who did not receive credit at the point of hire per Article 4.3.9 may apply to have one or two years of conditional tenurable appointment at Mount Royal counted toward tenure. See Article 10.3.7 in the Collective Agreement for further information.

If the required academic credential is not obtained by the end of the conditional appointment period, then employment is normally terminated. However, in exceptional circumstances and when the conditional appointment was for two years or less, the Provost and Vice-President, Academic may extend the conditional tenurable appointment by one year.

C.5. Credit for Senior Lecturer or Limited-Term Years

A candidate for tenure who had a limited-term or Senior Lecturer appointment at Mount Royal University and was subsequently appointed to a tenurable position may apply to have one or two years of conditional tenurable or limited-term appointment credited towards the probationary period. The procedures are outlined in [Section C.7. Application for Credit towards the Probationary Period](#).

Credit towards the probationary period reduces the length of time remaining to meet the standards for tenure, and a candidate for whom this would be disadvantageous should not apply for credit. For example, if a candidate who was appointed to a tenurable position on the TSS work pattern applied for two years of credit from a previous limited-term appointment on the TS work pattern, the candidate would have only three probationary years (instead of five) to meet the scholarship standards in effect on the date of commencement of tenurable appointment.

When a candidate applies for credit for limited-term years, both the letter of tenurable appointment and the letter of appointment for the limited-term position must be in the dossier in the *Letter[s] of Appointment* item. A candidate with more than two years of limited-term or conditional tenurable appointment should normally apply for credit for the most recent year(s), although credit would be considered for any of the years if sufficient reasons were provided (for example, to incorporate scholarship results).

When a candidate applies for credit for Senior Lecturer years, both the Senior Lecturer permanency letter and the letter of tenurable appointment must be included in the dossier in the *Letter[s] of Appointment* item.

C.6. Credit for Full-Time Years at another University

A candidate may be granted credit toward tenure at their time of hire for full time work at a Universities Canada accredited or equivalent institution (see Article 4.3.9). One or two years may be granted. Please note that standards and expectations for tenure remain the same, so potential hires should carefully assess whether they want to have years credited as they will have less time to meet standards for tenure. The Chair of the hiring committee should discuss this with the candidate prior to making the recommendation for years credited.

If years toward tenure are granted at the time of hire, the candidate must include materials in their tenure dossier sufficient for the tenure committee to assess these years as part of the overall tenure evaluation.

This can be done by:

1. uploading one document in the Profile section of the dossier that includes materials for one or two years (as appropriate to what was granted); or
2. uploading evaluations, course outlines, etc. from their previous appointment as best as a candidate is able into the template in D2L.

Either method is acceptable. The goal is to provide the Tenure Committee with materials sufficient to assess if a candidate in Year 3 is making progress and if a candidate in their final year (typically Year 5) should be recommended for tenure. Tenure Committees are not able to revoke years credited at the time of hire. Tenure Committees must also recognize that the Year One and, where applicable, Year Two sections of the dossier will not look like the dossier of a candidate who completes all years of the tenure process at MRU.

Contract work that is full-time does not meet the criteria to be granted credit, nor does a post-doctoral fellowship.

A candidate who was not granted credit toward tenure at their time of hire (as per Article 4.3.9) with two or more years of service in a full time position at a Universities Canada accredited, or equivalent, institution may apply by 15 November of the first probationary year to have two years credited towards the probationary period at Mount Royal University. The procedures are outlined in the *Application for Credit towards the Probationary Period* section below.

When a candidate with more than two years of full time service applies for credit, it should normally be for the two most recent years, although credit would be considered for any two years if sufficient reasons were provided.

Both the letter of appointment to Mount Royal University and the letter of appointment for the position at the previous university must be placed in the *Letter[s] of Appointment* item of the candidate's *Profile* in the tenure dossier. A current CV and a statement of teaching philosophy must also be included in the application to have years credited. Annual evaluations of teaching, service and, where applicable, scholarship are also required in support of the application. A candidate should provide evidence that is as

similar as possible to Mount Royal University's annual tenure evaluation documentation in the *Year One* and *Year Two* sections of the tenure dossier. The general criteria for tenure all include the extent to which duties have been carried out in a responsible and professional manner. A letter of recommendation from a former Chair or Dean could be used as evidence of this.

C.7. Application for Credit towards the Probationary Period

Complete either Part A (for conditional tenurable, Senior Lecturer, or limited-term years) or Part B (for tenurable years at another university) of *Tenure Form 121: Application for Years Credited towards the Probationary Period* and upload it to the *Profile* section of the dossier. The recommendations on the application prepared by the Tenure Committee and by the Dean will be added to the *Application for Years Credited towards the Probationary Period* item in the *Profile* section for review by the University Tenure and Promotion Committee. The decision of the UTPC on the granting of credit towards the probationary period is final.

The deadlines are as follows:

Application for Years Credited towards the Probationary Period		
Deadline	Activity	Responsibility
By 15 November of the first probationary year	Complete application for credit using Tenure Form 121 and prepare tenure dossier for review by the TC.	Candidate
No later than 15 January	Assess dossier and prepare recommendation, including the reasons for supporting or not supporting the application.	TC
No later than 15 January	Add TC recommendation to the dossier.	TC chair
No later than 31 January	Prepare recommendation on application and add it to the dossier. Forward TC and Dean's recommendation to the UTPC.	Dean
No later than 1 March	Review the application and advise the candidate, in writing, of its decision on the granting of credit towards the probationary period.	UTPC

Note: Although the TC chair and the Dean are responsible for adding recommendations to the dossier, this is done by forwarding the recommendation to the administrative assistant in the Dean's office who is responsible for managing tenure and promotion files. The Dean's assistant uploads the recommendation to the dossier. The Dean's tenure and promotion assistant also manages access to the online dossier as shown below.

Access to the Dossier	
Date	Access Changes

15 November of the first probationary year	<ul style="list-style-type: none"> • Reduce candidate's access to read-only • Grant members of the Tenure Committee read access
15 January	<ul style="list-style-type: none"> • Remove Tenure Committee members' access • Grant Dean read access
31 January	<ul style="list-style-type: none"> • Remove Dean's access • Grant Secretary of the UTPC update access
When candidate is advised of the UTPC decision	<ul style="list-style-type: none"> • Remove Secretary of the UTPC's access • Restore candidate's update access

If credit is granted, the candidate must add the letter from the UTPC conveying the decision to the *Variations in the Length of the Probationary Period* item in the *Profile* section of the dossier.

If credit is not granted, the candidate must meet with the Dean's tenure and promotion administrative assistant to prepare the dossier for the first annual tenure evaluation by removing the documentation related to the application for credit towards the probationary period.

C.8. Adjustments to Tenure Evaluations for Credit Granted

When credit is granted towards the probationary period for a conditional tenurable, Senior Lecturer, or limited-term appointment at Mount Royal University or for service in a full time position at a Universities Canada accredited, or equivalent, institution, the tenure evaluations are modified as follows:

1. When one year of credit is granted, there will be a Year Two annual tenure evaluation of the first year of the remaining probationary period of four years and a mid-term tenure evaluation after the second year, with the year credited considered to be the first probationary year.
2. When two years of credit are granted, there will be a mid-term tenure evaluation after the first year of the remaining probationary period of three years, with the years credited considered to be the first and second probationary years.

C.9. Leaves during the Probationary Period

A leave that interrupts progress towards tenure may cause the probationary period to be extended. The factors to be considered in determining if a leave should lengthen the probationary period are whether the required evaluations can be conducted and whether the candidate would be disadvantaged by having less time to meet the standards for tenure.

The *Tenure* article of the Collective Agreement deals with leaves as follows:

Unless otherwise stated in a letter of leave approval, periods of six (6) months or longer on any of the leaves listed below will not be credited towards the probationary period. Leaves totalling six (6) months to eighteen (18) months shall extend the probationary period by one (1) year. Leaves totalling eighteen (18) to thirty (30) months shall extend the probationary period by two (2) years. For leaves totalling less than six (6) months, the probationary period will not be extended if a tenurable employee is able to have any

required missing documentation completed either during the semester they are on leave or in the following semester. Should this not be the case, the probationary period shall be extended by one year.

This provision applies to the following leaves:

- Parental leave;
- Maternity leave;
- Illness leave;
- Compassionate leave;
- Leave of absence with or without pay.

The candidate must place any documentation regarding a leave in the *Variations in the Length of the Probationary Period* tab in the *Profile* section of the dossier, regardless of whether the probationary period is extended. If the probationary period is extended, the candidate must meet with the Dean and the Chair to determine how the schedule of evaluations and the tenure dossier will be modified to accommodate the extension.

C.10. An Additional Probationary Year

A candidate may choose to extend the probationary period by an additional year after the mid-term tenure evaluation has been completed. This decision and its consequences are discussed in [Section F.1.f. *Electing to Extend the Probationary Period.*](#)

The University Tenure and Promotion Committee can recommend that the President grant an additional probationary year when making the decision on an application for tenure, provided that an additional year has not already been elected by the candidate or granted by the President. This situation is described in [Section F.4.f. *The President's Decision.*](#)

Section D - Roles in the Tenure Process

D.1. The Tenure Committee

a. *Duties of the Tenure Committee*

A department's Tenure Committee:

- conducts annual and mid-term tenure evaluations;
- recommends that a candidate meet with the Dean during an annual tenure evaluation if it has concerns related to the candidate's overall progress towards fulfilling the criteria for the granting of tenure;
- makes recommendations on applications for tenure, in accordance with the procedures outlined in the Collective Agreement and further developed in this handbook;
- makes recommendations on years credited towards the probationary period; and
- is consulted if a departmental selection committee wishes to recommend appointment with tenure at the rank of Associate Professor.

The *Institutional Tenure and Promotion Criteria* provides direction for committees when it states that, "The criteria do not comprise an algorithm for the evaluation of candidates. Tenure and promotion committees are expected to exercise their judgment in the holistic evaluation of a candidate's application, based on these criteria and the evidence presented." (Section 2.1, Intended Application of the Criteria). Because the Collective Agreement constrains tenure recommendations and decisions to being based on the criteria, evidence and standards outlined in [Section A: Introduction to Tenure](#) of this handbook, a committee cannot add new criteria, increase standards, or impose arbitrary conditions.

b. *Composition of the Tenure Committee*

The *Tenure and Promotion Systems* article of the Collective Agreement (Article 9) requires that the Tenure Committee be composed of either:

- For Academic Units with more than nine tenured employees: the Chair of the academic unit and a minimum of four other members, plus an alternate, elected from and by the tenured members of the department for overlapping three-year terms, or for the remainder of the term when replacing a member or alternate who has resigned;
- For Academic Units with nine or fewer tenured employees: the Chair of the academic unit and all tenured members not on leave, plus, if necessary to bring the total membership to five, tenured members of cognate disciplines appointed by the Dean, in consultation with the Chair. Article 9 specifies that academic units with nine or fewer tenured employees can choose to elect a TC or to have a TC composed of the Chair and all tenured employees in the academic unit.

See Article 5.9.3.4 for a discussion of the composition of the Tenure Committee for cross-appointed candidates.

The Chair of the department chairs the Tenure Committee, unless there are exceptional circumstances preventing this (in which case, the Dean appoints a tenured member of the department to chair the committee). The chair votes only to break a tie. The other members of the committee are expected to vote because an abstention could be construed as a negative vote.

Quorum is two-thirds of the membership, including the committee chair. In a committee of five, quorum is four because three would only be 60%. A committee member who withdraws or is removed because of conflict of interest with a candidate is replaced by the alternate, where possible, for consideration of that candidate's dossier. [Conflict of interest](#) is discussed in *Appendix A: Peer Review for Tenure and Promotion*.

c. Preparation

Before serving in their first year on a Tenure Committee, members and alternates must attend a tenure and promotion workshop conducted jointly by the Mount Royal Faculty Association and the Provost and Vice-President, Academic or designee. Besides the relevant articles in the Collective Agreement, the Institutional and Faculty-level criteria, and this Handbook, members and alternates should be thoroughly conversant with the contents of *Appendix A: Peer Review for Tenure and Promotion*, *Appendix B: Best Practices for Tenure and Promotion Chairs and Committees*, and *Appendix C: Storage and Retention of Documents* of this handbook.

Prior to commencing an evaluation, members of the Tenure Committee must fully understand the applicable criteria, types of evidence, and standards. The committee assesses a candidate's performance relative to these requirements, based on the evidence presented in the tenure dossier or submitted by the means described in [Appendix A: Section A.3. Other Sources of Evidence](#). Candidates are to be assessed on whether they meet the standards; they are not to be compared to other current or previous candidates. The criteria, evidence and standards are discussed in [Section A: Introduction to Tenure](#).

d. Tenure Committee Reports

A Tenure Committee has two main roles: to assess progress towards fulfilling the criteria for tenure in the annual and mid-term evaluations and to make a final recommendation on whether a candidate should be granted tenure. Especially in the first two years, the comments of a Tenure Committee will be largely formative, with the goal of providing constructive feedback that contributes to the development of the candidate into an effective member of the department.

Because the mid-term evaluation is a comprehensive review of the first three years, it may contain some elements of a summative nature. But only the final tenure review, in which the committee makes a recommendation on whether the standards for tenure and promotion to Associate Professor have been met, is fully summative.

As described in [Appendix A: Section A.4. Reports of Tenure Committees and Promotion Committees](#), evaluation reports must not consist solely of the committee's conclusions. The reasons must be included, especially for negative conclusions. The reports section of Appendix A also discusses dissenting opinions.

If the Tenure Committee has concerns regarding progress towards fulfilling the criteria for tenure, then these concerns must be clearly identified and explained in its evaluation so that the candidate can be given guidance on required improvements as early in the probationary period as possible. Couching a significant concern in positive terms can create serious problems later in the tenure process. Revealing an ongoing deficiency in performance for the first time in the final tenure review and recommendation is a glaring violation of procedural fairness.

D.2. Role of the Department Chair

Although tenure evaluations are a collective responsibility, the Chair of the department normally chairs the Tenure Committee and, therefore, assumes the procedural responsibilities outlined in [Appendix B: Best Practices for Tenure and Promotion Chairs and Committees](#).

The Chair also has a singular role in the tenure process because of administrative responsibilities associated with the Chair's position. These include the following:

- meeting with a newly appointed faculty member to review the criteria and processes for tenure;
- advising on the requirements for peer, Chair and student evaluations;
- assisting a candidate in planning for internal peer evaluators, particularly in small departments where it may be necessary to draw from cognate disciplines;
- consulting, if necessary, on the choice of an external peer evaluator and approving all peer evaluators before an evaluation takes place;
- conducting Chair teaching evaluations and reviews of teaching activities;
- meeting with a candidate, as necessary, to discuss tenure evaluations after they have been completed, especially the first annual evaluation and the mid-term evaluation;
- consulting with the Dean, if required, on the development of remedial measures during an annual evaluation or the mid-term evaluation;
- assigning teaching workload, in consultation with the members of the department, following consultation with the Dean;
- advising on service opportunities; and
- informing the candidate of any student complaints and investigating as required.

It is the candidate, however, who is ultimately responsible for the timely submission and contents of the tenure dossier.

D.3. Role of the Dean

The Dean prepares an annual evaluation report only when requested by the Tenure Committee because it has concerns regarding progress towards fulfilling the criteria for tenure; otherwise, the Dean simply reviews the candidate's Faculty Annual Report and the Tenure Committee's annual evaluation report. If the Tenure Committee has concerns, the Dean meets with the candidate and then prepares a written report describing the concerns raised and any remedial measures required to address them. Any remedial measures would be developed in consultation with the Chair of the department. Whether they have been achieved would be used in assessing the candidate during the next evaluation period.

The Dean prepares a mid-term evaluation report and a final tenure recommendation to the UTPC after the Tenure Committee has completed its reviews. During the mid-term tenure evaluation, the Dean meets with the candidate to discuss progress towards fulfilling the criteria for tenure.

The Dean then writes the mid-term evaluation report, advising the candidate whether progress towards tenure is satisfactory. If progress is deemed to be unsatisfactory, the Dean, where appropriate, in consultation with the Chair of the department, recommends remedial measures in the report.

The Dean reviews both the tenure dossier and the work of the Tenure Committee. Because peer review is an evidence-based process, the Dean examines the evidence in the dossier to verify that the review was thorough and the conclusions were based on sound academic judgements. The Dean strives for consistency in tenure evaluations, among both candidates within a department and the departments in the Faculty.

D.4. Role of the Chair and Dean regarding Conduct of Duties

The extent to which duties have been carried out in a responsible and professional manner is incorporated into all three general criteria for tenure. The Collective Agreement requires that the Chair and/or Dean comment on the conduct of duties during the annual tenure evaluations, the mid-term tenure evaluation, and the final tenure review and recommendation. *Tenure Form 112: Chair/Dean Comments on Responsible and Professional Conduct of Duties* is submitted to the chair of the Tenure Committee in the same period during which tenured members of the department who are not on the Tenure Committee may submit feedback on the performance of the candidate with respect to the tenure criteria.

Refer to [Appendix A: Section A.3. Other Sources of Evidence](#) for a full discussion.

D.5. The University Tenure and Promotion Committee

a. Duties of the UTPC

The University Tenure and Promotion Committee makes recommendations on applications for tenure to the President. It also makes decisions on years credited towards the probationary period and on applications for promotion to the rank of Professor.

The UTPC reviews the evidence in the dossier and the tenure recommendations made by the Tenure Committee and the Dean. The rationales provided for these recommendations are considered with particular care if there are dissenting opinions from the Tenure Committee, if the recommendations of the Tenure Committee and Dean differ on whether tenure should be granted, or if the UTPC is considering a recommendation for denial of tenure.

The UTPC recommends to the President that the candidate:

1. be granted tenure and be promoted to the rank of Associate Professor; or
2. be released; or
3. be granted one additional probationary year, provided that the candidate has not previously elected to extend the probationary period or has not already been granted an additional probationary year.

b. Composition of the UTPC

The UTPC is chaired by the Provost and Vice-President, Academic and has one representative and one alternate, both of whom must be tenured, from each Faculty, School or other academic unit(s) represented by a Faculty Council. Members and alternates are elected, at the same time as the annual election of GFC Academic Staff Members, for overlapping three-year terms, or for the remainder of the

term when replacing a member or alternate who has resigned. There is also a member and an alternate, both of whom must be tenured, elected for three-year terms by the Mount Royal Faculty Association.

Quorum is two-thirds of the membership, including the chair. An alternate serves as a replacement at any meeting which the representative for that area is unable to attend. The chair votes only to break a tie. The other members of the committee are expected to vote because an abstention could be construed as a negative vote.

c. Preparation

Before serving in their first year on the UTPC, members and alternates must attend a tenure and promotion workshop conducted jointly by the Mount Royal Faculty Association and the Provost and Vice-President, Academic or designee. In addition to the relevant sections of the Collective Agreement, the institutional and Faculty-level criteria documents and this Handbook, members and alternates should be thoroughly conversant with the contents of *Appendix A: Peer Review for Tenure and Promotion*, *Appendix B: Best Practices for Tenure and Promotion Chairs and Committees*, and *Appendix C: Storage and Retention of Documents* of this handbook.

D.6. Role of the President

The President is responsible for making the final decision on tenure. The President advises the candidate in writing, with reasons, of the recommendation of the UTPC and of the decision of the President by June 14 of the year of application.

Section E - The Tenure Dossier

E.1. Online Dossier

The University maintains and administers an online system and associated procedures for submission and review of tenure dossiers.

The Secretary of the UTPC and an administrative assistant in each Dean's office who manages tenure files use the D2L Instructor and Student roles to provide authorized users with "read-only" or "update" access. Access is provided as described in the following section, in accordance with the responsibilities and timelines specified in the *Tenure* article of the Collective Agreement.

New faculty members with a tenurable, conditional tenurable or limited-term appointment (referred to as candidates in this chapter and elsewhere in the handbook) will have a *Tenure Dossier* template added to their list of courses when their D2L instructor account is created. Candidates should contact the Sandbox in the Academic Development Centre for D2L technical support.

The online dossier is described in the *Contents and Organization of the Dossier* section below. A candidate is responsible for submitting the required documents and any other relevant evidence. During evaluation periods, the Dean's tenure and promotion assistant adds evaluation reports to the dossier on behalf of the Tenure Committee and the Dean.

The University is responsible for the security of the data stored in online dossiers. They are backed up weekly by Information Technology Services. When a candidate has update access, the candidate may back up the online dossier by using the D2L Archive feature. For more information, consult the ADC Sandbox file, [Backup Tenure Dossier in D2L](#).

Candidates may also wish to keep paper copies of completed, signed evaluations and to download evaluation reports prepared by the Tenure Committee and the Dean to their personal copy of the dossier.

E.2. Access to Online Dossier

The Dean's tenure and promotion administrative assistant and the Secretary of the UTPC grant and revoke access to the online dossier for authorized users. A user with update access can upload and delete documents, and can be thought of as having control of the dossier. Normally, the candidate has control, but, during an evaluation period, the Dean's tenure and promotion assistant exercises control and adjusts access. Essentially, the candidate has the right to add and edit documents up to the date at which the Collective Agreement specifies that the dossier must be submitted for evaluation to the Tenure Committee or the Dean. For example, for the annual evaluation in probationary years one and two, the candidate must submit the complete Tenure Dossier to the Chair of the Tenure Committee "no later than the first Tuesday of September" (10.4.3). After this date, the Dean's tenure and promotion assistant adjusts the candidate's access to "read only," so that the candidate cannot alter the dossier during the evaluation period.

The access changes made to the online dossier are described below. For specific dates, consult the *Tenure* article of the Collective Agreement and the corresponding sections of this handbook.

1. The candidate's access is reduced to read-only on the date by which the candidate is to submit the dossier to the chair of the Tenure Committee for the first or second year annual tenure evaluation, the mid-term tenure evaluation, or the final tenure review and recommendation.
2. The members of the Tenure Committee are granted read access from the date by which the candidate is to submit the dossier until the date by which the Tenure Committee's first or second year annual tenure evaluation report, mid-term tenure evaluation report, or final tenure recommendation is to be added to the dossier.
3. Tenured members of the department who are not members of the Tenure Committee are granted read access in the annual tenure evaluations, the mid-term tenure evaluation, and the final tenure review during the periods when the chair of the Tenure Committee makes the dossier available for their review.
4. The Dean is granted read access during an annual tenure evaluation if the Tenure Committee has recommended that the Dean meet with the faculty member. Read access would be granted from the date by which the Tenure Committee's annual tenure evaluation report is to be added to the dossier until the date by which the Dean's report is to be added to the dossier. During the mid-term tenure evaluation and the final tenure review, the Dean is granted read access from the date by which the Tenure Committee's mid-term evaluation report or final tenure recommendation is to be added to the dossier until the date by which the Dean's mid-term evaluation report or final tenure recommendation is to be added to the dossier.
5. The candidate's update access is restored after the annual and mid-term tenure evaluations have been completed. For an annual evaluation, update access is restored on either the date by which the Tenure Committee's annual evaluation report is to be added to the dossier if a meeting with the Dean has not been recommended or the date by which the Dean's report is to be added to the dossier if a meeting with the Dean has been recommended. For the mid-term evaluation, update access is restored on the date by which the Dean's mid-term evaluation report is to be added to the dossier.
6. The Secretary of the UTPC is granted update access on the date by which the Dean's final tenure recommendation is to be added to the dossier. This signifies that control of the dossier has passed to the UTPC.
7. The members of the UTPC are granted read access from the date by which the Dean's final tenure recommendation is to be added to the dossier until the UTPC's recommendation to the President regarding tenure has been prepared.
8. The candidate's update access is restored after the final tenure review has been completed if an additional probationary year was granted.
9. The candidate's update access is not restored after the final tenure review has been completed if tenure was granted or denied. The tenure dossier is archived in accordance with the procedures outlined in *Appendix C: Storage and Retention of Documents*. The candidate receives a copy of the archived dossier from the Secretary of the UTPC.

Similar access changes for managing an application for credit towards the probationary period are given in [Section C: Variations in the Tenure Process](#).

The storage and retention procedures for online tenure dossiers and related documents are described in [Appendix C: Storage and Retention of Documents](#).

IMPORTANT: Once a tenurable year has been assessed by the Tenure Committee, a candidate may not make any alterations to those years in the dossier.

E.3. Contents and Organization of the Dossier

This handbook specifies the types of documents required in the dossier and how the dossier is to be organized. Standardization is helpful for both candidates and reviewers.

The template for an online tenure dossier contains a *Profile* section and a section for each year in the standard five-year probationary period. Each of these sections contains content items to which one or more files can be uploaded and attached. Files should be named descriptively and be in the *pdf* format. Do NOT link to Google docs, etc. The content items in the dossier template are listed below.

The *Profile* section is for items that are not associated with a particular year. Candidates must attach their appointment letter to the *Letter[s] of Appointment* content item and update their curriculum vitae in the *Current CV* content item at the beginning of each evaluation period. The CV should include the date to which it covers (in the document or in the file name) and replace the previous CV. The *Teaching Philosophy* is required for the first annual tenure evaluation and may be updated for subsequent evaluations. The remaining two items in the *Profile* section are used for situations described in [Section C: Variations in the Tenure Process](#).

The items in the probationary period year content areas are discussed in the following sections of this chapter and in the evaluation period chapters of the handbook.

Note: The following chart denotes the materials found in a standard five-year tenure dossier in which the candidate did not receive credit for years worked as a Conditional Tenurable, Senior Lecturer, or Limited-Term Faculty member at Mount Royal University or credit for years worked at another Universities Canada accredited, or equivalent, institution. For more information, see the section, “Variations in the Tenure Dossier,” below.

Profile	
Documents	Comments
Letters of Appointment	Include multiple letters if necessary. For instance, you may have a letter of appointment for a limited-term position as well as for a tenure-track position.
Current CV	You should update this every year.
Teaching Philosophy	Your teaching philosophy may change between your first and final probationary years, so you should include a date for each new iteration.
Application for Years Credited towards the Probationary Period (Form 121) <i>[if applicable and if years credited were not granted at the time of hire]</i>	See article 10.3.7. If you had a previous position as a Senior Lecturer, Limited-term, or Conditional Tenurable appointment, or if you had previous tenured employment at a Universities Canada accredited institution, you may have documents in this category. See E. 3. a. “Variations in a Tenure Dossier,” below.

Documents Related to Variations in the Probationary period (if applicable). This may include documents submitted by those who received years credited towards the probationary period at time of hire.	<p>Such documents might include a letter documenting a request for one additional probationary year (10.3.9) or materials related to extending the probationary period as a result of a leave (10.3.8).</p> <p>Candidates who, at time of hire, received credit for years worked at another Universities Canada accredited, or equivalent, institution or for Senior Lecturer, Limited-term, or Conditional Tenurable appointments at Mount Royal may use this section to upload the materials they submitted to the Hiring Committee at time of hire. See E. 3. a. "Variations in a Tenure Dossier," below. They may also choose to use the Year One and Year Two sections of the dossier for this purpose.</p>
Year One	
Documents	Comments
Faculty Annual Report	Covering the previous academic year.
Scholarship Plan (for TSS)	This plan is to be updated every three years, as specified in the Faculty Annual Report.
Internal Peer Teaching Evaluation (Form 101)	An evaluation by a tenured faculty member from <i>within</i> your academic unit.
Chair Teaching Evaluation (Form 102)	
Representative Course Outlines (as required)	You have space for up to three in your D2L Dossier.
Student Perceptions of Teaching (SPoTs) [Formerly known as SEIs]	You should have three SPoTs to add in this section of your dossier. You can pick which SPoTs to include.
Faculty Member's Response to SPoTs (Form 300)–Attach up to three	Use this form if one of your SPoTs was concerning to you. Otherwise, you do not need to complete this form.
Any additional supporting evidence for teaching	Use this section sparingly. It can be left blank. You might include copies of teaching awards, but avoid attaching student cards, etc.
Any additional supporting evidence for service	Use this section sparingly. It can be left blank.
Any additional supporting evidence for scholarship	Use this section sparingly. It can be left blank. You might include a copy of an article you published.
Tenure Committee Annual Tenure Evaluation and Candidate's Response (Form 113)	Usually added to your dossier by the Dean's administrative assistant

Any additional relevant material	Use this section sparingly, if at all. If a meeting with the Dean was recommended by the TC, then the Dean's report and candidate's response is added to this section.
Year Two	
Documents	Comments
Faculty Annual Report	Covering the previous academic year
External Peer Teaching Evaluation (Form 101)	An evaluation by a tenured faculty member from <i>outside</i> your home academic unit
Representative Course Outlines (as required)	Reserve this space for new courses or for courses which have undergone significant changes. Do not repost outlines you have posted before.
Student Perceptions of Teaching (SPoTs)	You should have three SPoTs to add in this section of your dossier. The TC is looking for you to evaluate a variety of courses, not just the same ones year after year
Faculty Member's Response to SPoTs (Form 300), if applicable	Use this form if one of your SPoTs was concerning to you. Otherwise, you do not need to complete this form.
Any additional supporting evidence for teaching	See above
Any additional supporting evidence for service	See above
Any additional supporting evidence for scholarship	See above
Tenure Committee Annual Tenure Evaluation and Candidate's Response (Form 113)	Usually added to your dossier by the Dean's administrative assistant
Any additional relevant material	See above
Year Three	
Documents	Comments
Faculty Annual Report	Covering the previous academic year
Internal Peer Teaching Evaluation (Form 101)	An evaluation by a tenured faculty member from <i>within</i> your academic unit.
Chair Teaching Evaluation (Form 102)	
Representative Course Outlines (as required)	Reserve this space for new courses or for courses which have undergone significant changes. Do not repost outlines you have posted before.

Student Perceptions of Teaching (SPoTs)	You should have three SPoTs to add in this section of your dossier. The TC is looking for you to evaluate a variety of courses.
Faculty Member's Response to SPoTs (Form 300), if applicable - attach up to three	As necessary
Chair Review of Teaching Activities (Form 103)	The chair uses this form to summarize and comment on your teaching activities over the past probationary years.
Reflective Assessment of Teaching (Form 104)	Completed by the Candidate.
Reflective Assessment of Scholarship (Form 105)	Completed by Candidates in the TSS work pattern
Any additional supporting evidence for teaching	See above
Any additional supporting evidence for service	See above
Any additional supporting evidence for scholarship	See above
Tenure Committee Mid-Term Evaluation and Candidate's Response (Form 114)	See Article 10.5
Dean's Mid-Term Evaluation Report and Candidate's Response	See Article 10.5
Any additional relevant material	This can be blank
Year Four	
Documents	Comments
Faculty Annual Report	Covering the previous academic year
Scholarship Plan (if on TSS)	This will be the second iteration of your scholarship plan, since they are due every three years.
External Peer Teaching Evaluation (Form 101)	By a tenured faculty member from <i>outside</i> your academic unit.
Representative Course Outlines (As required)	Reserve this space for new courses or for courses which have undergone significant changes. Do not repost outlines you have posted before.
Student Perceptions of Teaching (SPoTs)	You should have three SPoTs to add in this section of your dossier. The TC is looking for you to evaluate a variety of courses.
Faculty Member's Response to SPoTs (Form 300) if applicable – attach up to three	As required

Any additional supporting evidence for teaching	See above
Any additional supporting evidence for service	See above
Any additional supporting evidence for scholarship	See above
Any additional relevant material	See above
Year Five	
Documents	Comments
Application for Tenure (Form 122)	Due as part of the tenure dossier, to be submitted by 1 February of the final probationary year.
Faculty Annual Report (partial)	Because you apply for tenure by 1 February of your final probationary year, this report will only cover the period from June 15 to January 31 of your final probationary year.
Internal Peer Teaching Evaluation (Form 101)	Completed by a tenured faculty member in the candidate's home department. Complete this evaluation in the fall semester.
Chair Review of Teaching Activities (Form 103)	A summative evaluation of your teaching over the probationary period
Reflective Assessment of Teaching (Form 104)	Completed by the candidate
Reflective Assessment of Scholarship (Form 105)	Completed by candidates on the TSS work pattern
Representative course outlines (As required)	Reserve this space for new courses or for courses which have undergone significant changes. Do not repost outlines you have posted before.
Student Perceptions of Teaching (SPoTs)	Since your dossier will cover nine semesters, you only need to submit one SPoT, which you will have completed in the fall.
Faculty Member's Response to SPoTs (Form 300) if applicable – attach up to three	As required
Any additional supporting evidence for teaching	As required
Any additional supporting evidence for service	As required
Any additional supporting evidence for scholarship	As required
Tenure Committee Final Tenure Review and Recommendation and Candidate's Response (Form 115)	See Article 10.7

Dean's Final Tenure Recommendation	See Article 10.7
Any additional relevant material	This will likely be blank.

a. Variations in a Tenure Dossier

As mentioned above, faculty who were hired into tenure-track positions with years credited at the time of hire will have dossiers which differ from the standard dossier outlined above. The same will be true for those who, upon being hired into tenure-track positions at Mount Royal, applied for years credited toward the probationary period under the provisions in Article 10.3.7 of the Collective Agreement.

Because the membership of the TC and the UTPC may change during a candidate's probationary period, it is important to keep a record of the materials candidates presented at time of hire or as part of an application for years credited towards the probationary period (Article 10.3.7). This is to ensure that TCs and UTPCs have all the information necessary to make an informed decision with regard to a candidate's application to be granted tenure at the conclusion of the probationary period. TCs need to be aware of how activities completed during the candidate's "years credited" contribute to meeting the overall teaching, service, and where applicable, scholarship criteria.

Tenure Committees should remember that candidates with years credited towards the probationary period may have dossiers that look quite different to those of candidates who completed all five years of the process at Mount Royal. Tenure Committees do not have the authority to revoke years credited at the time of hire.

Years credited at the time of hire (See Article 4.3.9)

Candidates have two choices on how to present a record of their previous employment:

- I. Upload the materials that the hiring committee used to make their decision to the "Profile" section of their Tenure Dossier in D2L. Use the "Documents Related to Variations in the Probationary Period (if applicable)" section. Candidates may wish to write a short explanation of the materials included, especially if the tenure processes at a previous institution differ from those at Mount Royal.
- II. Upload the relevant materials to the Year One, or, if applicable, Year Two section(s) of the Tenure Dossier in D2L. This can be achieved by uploading one large PDF per year with documents that demonstrate achievements in teaching, service, and where applicable, scholarship, OR by matching documents to the appropriate categories in the D2L dossier. Candidates should be aware that the materials required by their previous universities may not line up exactly with the materials required for Years One and Two at Mount Royal. For example, a candidate's previous institution may not have required an internal peer teaching evaluation in Year One or an external peer teaching evaluation in Year Two, but MRU does. Candidates who are using the Year One and Year Two templates should therefore make a note of the differences between their previous institution and Mount Royal. It is also wise to add a note to the top of the content section for each year that states that the candidate has years credited towards the probationary period.

Years credited for candidates who did not receive credit at the point of hire but successfully applied for credit under Article 10.3.7.

If the TC and the UTPC granted credit after the candidate started at Mount Royal, the candidate should upload the letter from the UTPC to the designated section in the “Profile” section of the D2L Tenure Dossier. The candidate should also upload all the materials they submitted to their TC and the UTPC.

Candidates who are granted credit towards Year One, and, where applicable, Year Two should remind their TCs and the UTPC of this fact by typing a note to that effect at the top of the content section for Year One, and, if applicable Year Two.

Important: As described in Part One, sections [C.7. Application for Credit towards the Probationary Period](#) and [C.8. Adjustments to Tenure Evaluations for Credit Granted](#), candidates with years credited must ensure that they are completing the proper forms and evaluations for the year that they are in for the tenure process, rather than their actual year at Mount Royal. For example, if a candidate has one year credited, their first year at Mount Royal will constitute year two of the tenure process. If a candidate has two years credited, their first year at Mount Royal will constitute year three of the tenure process.

E.4. Compiling the Dossier

A candidate is responsible for maintaining a cumulative tenure dossier by uploading the required documents and any additional relevant supporting evidence to the appropriate dossier content items for the current evaluation period. Additional supporting evidence should only be included purposefully; advice is provided in the appropriate sections of this handbook and a candidate could also seek guidance from the chair of their Tenure Committee.

A candidate must have completed work on the dossier:

- by the first Tuesday in September of the following academic year for the first and second year annual tenure evaluations and for the mid-term tenure evaluation; and
- by February 1 when applying for tenure, normally in the fifth probationary year.

The Tenure Committee’s review begins on these dates and the candidate’s access to the dossier is set to read-only for the duration of the evaluation period. All required documents must be in the dossier before the Tenure Committee’s review begins. A document must not be modified or removed from the dossier after it has been used in an evaluation. Additional material may also not be added once a review is completed.

A candidate is responsible for submitting evidence that demonstrates:

- the criteria expected during the probationary period have been met (those in Section 4, Performance Expectations for Assistant Professor of the *Institutional Tenure and Promotion Criteria*);
- progress towards satisfying the criteria required for tenure has been made during the probationary period (the criteria in Section 5, Criteria for Tenure and Promotion to the Rank of Associate Professor of the *Institutional Tenure and Promotion Criteria*); and
- the criteria required for tenure have been attained by the time of application.

The documents required for each year of the probationary period are listed in the previous section and summarized in [Section F. 6. Checklist: Documents in an Online Tenure Dossier](#). The ‘Any additional’ content items are provided as a means of organizing any supporting evidence related to fulfilling the criteria for tenure that a candidate wishes to present. Candidates should not feel obligated to include documents in optional items. In particular, the ‘Any additional relevant material’ items are intended for documentation related to exceptional circumstances and will normally be empty.

Keep the reader in mind when compiling your dossier because it will grow quite large in five years. The required documents have been chosen for their value in assessing the candidate’s performance. Summarize accomplishments pertinent to the criteria for tenure in your Faculty Annual Report, using the ‘Other’ text boxes as necessary. Be precise, avoiding general statements that lack clarity. You could use the additional supporting evidence content items of the dossier to submit representative examples of your work as supporting evidence for statements made in your annual report. However, do not submit too much additional documentation; carefully chosen examples are more effective in demonstrating that the criteria have been fulfilled. It is your responsibility to make the best possible case by selecting the most relevant evidence. Don’t expect reviewers to distill the essential elements from repetitious evidence.

Tenure Committees may differ in their expectations regarding whether describing an activity in the Faculty Annual Report is sufficient or supporting documents should be submitted. If your Tenure Committee would like to review supplementary evidence, you have the right to submit additional documents when you meet with the committee to discuss its draft report. Any additional document submitted becomes part of the tenure dossier. See [Appendix A: Section A.5.c. Submitting Additional Documentation](#) for the procedures.

Use the *Representative Course Outlines* content items to present examples of your course outlines or ones that are particularly noteworthy. It is not necessary to repeat outlines for the same course in the current year, unless there have been significant changes. Submitting too many will make analysis difficult for reviewers. The reason these items are designated ‘if applicable’ is that not all candidates have course outlines.

E.5. Statement of Teaching Philosophy

The purpose of a teaching philosophy is to provide a conceptual framework for your teaching practice. A statement of teaching philosophy is required in the *Profile* section of your dossier for the first annual tenure evaluation, and it may be updated for any subsequent evaluation. For ease of reference, use *Year 1* as the file name for the initial statement and *Year n*, where n is the appropriate year, for a revised version.

A teaching philosophy is required by one of the proficient and scholarly teaching criteria: “aligns teaching philosophy, intended outcomes, learning activities and assessment strategies.” Scholarly teaching entails being scholarly about teaching. The *Institutional Tenure and Promotion Criteria* describes this by saying, “Scholarly teachers view teaching as a profession with its own knowledge base (related to teaching and learning), one that essentially constitutes a second discipline requiring the development of expertise in teaching and learning.” (Section 3.1, Teaching).

Although scholarly teaching implies currency in the discipline being taught and consideration of how best to help students learn, it does not require that faculty engage in the scholarship of teaching and learning. However, proficient and scholarly teachers do continue to reflect upon and refine their teaching practice.

Your teaching philosophy will evolve as you develop as a teacher. Updating your teaching philosophy as a result of self-assessment and consequent adjustments provides evidence of ongoing development.

A teaching philosophy communicates the priorities, perspectives, commitments and goals for your teaching. It expresses your beliefs about students, how they learn, what they need to succeed, and how you understand your role in that process. It creates a framework for readers to understand how you orient yourself to the practice of teaching. Your Tenure Committee will expect to see evidence of implementing your philosophy; for example, in learning activities and assessment strategies.

A teaching philosophy statement would typically be a page or two in length. Considering some of the questions below might help to guide your thinking. They are not meant to be used exhaustively but could help to shape your statement. You could also consult the literature on teaching and learning or on pedagogical practices in your discipline.

Questions for your consideration⁶:

1. What do you believe about student learning?
2. How does your teaching approach relate to and support the learning process as you see it?
3. What are your teaching goals?
4. What aspects of teaching students do you most enjoy and why?
5. How does your discipline infuse and inform your teaching?
6. What do you think the role of students is? (e.g., active participants, co-discoverers, listeners)
7. What approaches do you use in the classroom to reach your goals?
8. How do you give your students feedback?
9. How do you assess student learning?
10. How is your teaching influenced by the use of educational technologies?
11. How do you evaluate and reflect upon your effectiveness in the classroom?
12. Can you describe a teaching or learning incident that has been pivotal to your thinking?
13. Was there a teacher in your own education who had an important impact on you?
14. What kind of metaphor might you use to describe your teaching philosophy? (i.e., gardener, conductor)

The Academic Development Centre maintains a list of helpful resources about teaching philosophies and can provide advice on developing a statement.

Candidates in the Academic Development Centre and Student Counselling should adapt the questions above appropriately and must prepare a similar statement regarding their teaching-equivalent work.

E.6. Student Perceptions of Teaching (formerly ‘Student Evaluations of Instruction’)

The Collective Agreement speaks of Student Evaluations of Instruction in Article 28, but the form that students will receive is now called a Student Perceptions of Teaching (SPoT). SPoTs are required for three classes in each of the first four years of the probationary period and for one class in the fall semester of the fifth year. A candidate may choose to submit additional SPoTs. Equivalent evaluations –

⁶ Questions adapted from “Statement of Teaching Philosophy: Some Guiding Questions”, Gwenna Moss Centre for Teaching and Learning at the University of Saskatchewan, <https://teaching.usask.ca/documents/gmctl/portfolio/guiding-questions.pdf>

the Participant Evaluation of Instruction and the Student Counselling Client Evaluation – are used for candidates in the Academic Development Centre and in Student Counselling.

a. Number and Variety of SPoTs

Over the course of the probationary period, the Tenure Committee will want to see SPoTs covering the range of courses taught. The same course may be evaluated more than once in order to address concerns or to demonstrate improvement.

Candidates can choose additional SPoT questions to gather evidence of teaching effectiveness or to obtain feedback for formative purposes. Only the faculty member receives the responses to additional questions. Anything learned from an SPoT can be used to make adjustments only in future courses; however, student input can be sought during the semester – for example, by using the D2L survey tool. The information obtained from informal surveys of student opinion can be used to adjust course delivery in ways intended to improve instruction or the student experience. Although the responses to such surveys are confidential to the faculty member, reporting on them in the tenure dossier would be evidence of evaluating effectiveness and modifying instructional techniques.

It may be helpful to consider what students can and cannot evaluate well when choosing additional questions. Students are not qualified to evaluate the appropriateness of the course content or its learning objectives, but they can provide valuable observations on aspects of teaching such as presentation clarity, use of class time, and coverage of scheduled topics.

Faculty can choose to have more than the required number of classes evaluated. If the faculty member evaluates more than the required number of classes (three for tenurable faculty members), the faculty member can choose which SPoTs to include in their Faculty Annual Report.

b. Electronic Delivery of SPoTs

SPoTs are administered electronically. Midway through each term, faculty members receive an email asking which of their courses they would like to have evaluated. At this point, faculty can also add additional questions to their SPoTs, should they so desire.

c. Form 300 - Faculty Member's Response to SPoT

Many factors unrelated to teaching effectiveness can affect students' responses on SPoTs and, if any may have, then members of the Tenure Committee must be aware of such concerns when evaluating teaching. A clause in the *Evaluation of Teaching* article of the Collective Agreement provides an opportunity for all faculty members to respond to an SPoT within ten working days of receiving the results. This clause, which is reproduced on *Evaluation Form 300: Faculty Member's Response to SPoT*, includes a list of factors unrelated to teaching effectiveness that may be addressed:

- Patterns in student evaluation results;
- Representativeness of the sample;
- Size, type and level of course taught;
- Nature of course material;
- Nature of course delivery;
- Number of new course preparations;
- Pedagogical innovation;

- Availability of students for consultation (Article 28.4.3).

Candidates can provide contextual information in their tenure dossier by describing any of the circumstances listed on the form, or any others, such as the following:

- teaching the course for the first time or to meet a department need;
- class scheduling (time, location);
- teaching and learning methods used in the class (innovative techniques, group work);
- student comments related to the class (informal feedback regarding assignments, content or delivery); and
- other factors such as student preparation.

Form 300 could also be used to emphasize certain aspects of the SPoT responses for the reader or to reflect upon what was learned from the SPoT and what might be changed as a result.

Although *Evaluation Form 300: Faculty Member's Response* is not a tenure form because it is used by all faculty members, it is stored with the tenure forms in the Tenure and Promotion section of the Faculty tab on the MyMRU intranet. Download a copy and rename the file to associate it with the SPoT report (for example, course name-number-section SPoT Response). When completed, the form must be signed and dated by the candidate and the Chair. Then the candidate scans the form and uploads it to the *Faculty Member's Response to SPoTs (Form 300)* section in the D2L Tenure Dossier for the current year.

d. Removing Vexatious Comments

The *Evaluation of Teaching* article also provides a mechanism for removing certain comments that are clearly not related to teaching performance:

Employees, through the Chair and with the approval of the Dean, may request that discriminatory and vexatious comments be deleted. (CA Article 28.4.4)

The procedure is for the faculty member to raise the issue with the Chair of the department when the SPoT report is being reviewed. If the Chair agrees that the student's responses should be removed, then the Chair submits a request to the Dean. If the Dean approves, then the department of Institutional Planning & Assessment will remove the student's responses and create an updated SPoT.

E.7. Peer Teaching Evaluations

Peer teaching evaluations are conducted by an internal tenured faculty member, other than the current Chair, in the first, third and fifth years of the probationary period. The evaluation in the fifth year is normally in the fall semester because the application process for tenure begins early in the winter semester. Peer teaching evaluations are conducted by an external tenured faculty member in the second and fourth years. The required evaluations are listed in [Section F. 6. Checklist: Documents in an Online Tenure Dossier](#). A candidate may choose to have more peer teaching evaluations than required and may elect to include additional evaluations in the tenure dossier.

a. Evaluators

Internal and external peer evaluators are generally understood to be from the candidate's department and from a different department, respectively. However, the UTPC also prefers that an external evaluator not be in the same discipline as the course being evaluated, which could occur for cross-appointed faculty or for faculty in the department of General Education.

An evaluator in the same discipline is able to review some aspects of teaching better than an evaluator in a different discipline – for example, the appropriateness of the level of course content and currency in the discipline. Therefore, internal evaluators should be in the same discipline as the course being evaluated, if possible. For small disciplines in multi-disciplinary departments, internal peers can usually be chosen from cognate disciplines.

The *Evaluation of Teaching* article of the Collective Agreement states that faculty members shall select peer evaluators, subject to approval by the Chair. A tenurable faculty member should not hesitate to seek advice on the choice of an evaluator. The same peer evaluator should not be used twice. It is advisable to be evaluated in the range of courses taught.

The *Evaluation of Teaching* article requires that a peer evaluator:

1. be tenured;
2. confirm that no conflict of interest, as described in [Appendix A: Section A.7. Conflict of Interest](#), exists with the faculty member being evaluated; and
3. has completed the University's peer teaching evaluation training. Exceptions, based on a reasonable explanation, may be approved by the evaluator's Dean.

The peer evaluator affirms that these requirements have been met by signing the second page of the peer teaching evaluation form. If there is an exception to the training requirement, then the evaluator's Dean must approve by signing the form.

The Chair signs to approve the evaluator. A candidate should select the evaluator and have the second page of the form completed with approvals by the end of the first month of classes. The evaluation can occur any time during the semester after approval of the evaluator.

b. Conducting an Evaluation

Tenure Form 101: Peer Teaching Evaluation is used for an evaluation involving a classroom observation. Equivalent forms such as *Tenure Form 101-1: Peer Teaching Evaluation of Distance Delivery* and *Tenure Form 101-2: Peer Teaching Evaluation of Laboratory Instruction* are used for other types of teaching. *Tenure Form 101-C: Peer Evaluation of Counselling* is used for teaching-equivalent work in Student Counselling.

Peer teaching evaluations are intended to be primarily formative, especially in the early years of the probationary period. The teaching evaluation process is designed to provide advice that will foster development as a teacher and help candidates meet the requirements for tenure. Such advice could include pointing out habits that you are unaware of or suggesting teaching methods that you have not considered. Don't be defensive about suggestions for improvement; you may look back after five years and be surprised by how much your teaching practice has changed. As you progress through the

probationary period, the peer teaching evaluations should contain evidence that you are attaining the level of proficient and scholarly teaching required for tenure.

The Tenure Committee evaluates teaching in the annual, mid-term and final tenure reviews, but its evaluation is not summative until the final tenure review and recommendation and, even then, the peer teaching evaluations are just one of many sources of evidence used to evaluate teaching. When considering peer teaching evaluations, members of the Tenure Committee should look for progress in teaching effectiveness. They should not interpret suggestions for improvement as criticisms but, rather, should attempt to determine in future evaluations whether those suggestions have led to improvements.

A peer teaching evaluation consists of three parts: a pre-observation meeting, a classroom observation, and a post-observation meeting. The peer evaluator approaches the task from the perspective of understanding what the instructor intends to accomplish in the class and then offering constructive feedback. Although not required, some peer evaluators prefer to visit more than one class – for example, a class in which a topic is being introduced and one that is a continuation of the previous class.

i. Pre-Observation Meeting

In order that the evaluation will be as comprehensive, thoughtful and constructive as possible, the evaluator convenes a meeting to discuss the peer teaching evaluation process. The evaluator and the instructor review the objectives for the class and the activities planned to achieve them. They then agree on the particular observational objectives for the class. These should be specific and could include an aspect of teaching or classroom management for which the instructor is seeking advice or evidence of improvement. At least the following should be covered during the meeting.

1. Review learning objectives for the class to be observed in the context of the course design.
 - Instructor to provide a copy of the course outline, access to the course D2L site or website, and any documents related to the class to be observed, such as a lesson plan, PowerPoint slides, readings, a pre-class quiz, handouts, or an assignment due or distributed during the class.
 - Instructor to provide an overview of how the course fits with other courses in the discipline or program and how the course design fosters an appropriate level of student learning objectives and expected outcomes.
 - Instructor to provide the objectives for the class, how it relates to the previous class, and any work that the students were expected to have done to prepare for the class.
 - Instructor to provide any contextual factors such as teaching the course for the first time.
 - You should also discuss how or if you want the evaluator to participate in the class.
2. Establish the observational objectives, using the points to consider in the classroom observation section of the peer teaching evaluation form as a guide.
 - Are there any particular aspects of the instructor's style about which additional feedback is requested?
 - Are there any particular aspects of the students' behaviour about which additional feedback is requested?

ii. Classroom Observation

The guidelines for a classroom observation are that:

- the evaluator arrives early and takes an unobtrusive seat;

- the instructor informs the students that the evaluator is present at the beginning of the class;
- the evaluator records observations during the class for use in preparing the draft evaluation;
- the evaluator stays for the entire class or, for a long class, leaves during the break; and
- the evaluator does not discuss the course with the students.

iii. Post-Observation Meeting

The evaluator uses Part II of the form to complete the draft evaluation as soon as possible, preferably no later than two weeks after the classroom observation. The evaluator should be objective and constructive, not comment on factors that have no bearing on the instructor's teaching effectiveness, and avoid generalizations. The 'Strengths' and 'Opportunities for Improvement' headings are intended to elicit specific evaluative and developmental feedback.

The evaluator provides the draft evaluation to the candidate at least three working days before the post-observation meeting. The evaluator is responsible for arranging this meeting and may revise the evaluation as a result of it.

Discussion at the meeting should include at least:

- inferences that are drawn by the evaluator regarding the observations made during the class, with an objective focus on behaviour;
- additional areas of observational feedback as determined in the pre-observation meeting;
- opportunities for improvement; and
- feedback on course design and resources.

If the candidate does not agree with some aspect of the evaluation – for example, because of a disagreement over pedagogy – then the issue should be fully discussed during the post-observation meeting.

Within a week of the post-observation meeting, the evaluator finalizes the evaluation, completes the *Evaluator summary of discussion at the meeting* section in Part III of the form, and sends the form to the candidate. The candidate then completes the *Instructor reflections on the evaluation* section. The reflections should be thoughtful concerning the feedback received, especially regarding any suggested opportunities for improvement.

c. Uploading the Tenure Dossier

After the evaluator and the candidate have signed the form, the candidate scans the form to create a *pdf* file, as described in the instructions on the form, and uploads it to the applicable peer teaching evaluation item in the tenure dossier. The date the evaluator signs the form is the date that the candidate is deemed to have received the evaluation for the purposes of the ten working days in the Collective Agreement clause below.

The peer evaluation section of the *Evaluation of Teaching* article of the Collective Agreement provides a further opportunity to respond with:

Within ten (10) Days of receiving the evaluation, Employees shall have the opportunity to submit additional material in order to help contextualize the evaluation. This material may include, but is not restricted to:

- Statement of a teaching philosophy;
- Instructional materials, including syllabi and course materials;
- Description of teaching contributions that are not evaluated by student evaluations of instruction;
- Contributions in pedagogical development and innovation;
- Written responses to student evaluations of instruction;
- Scholarship related to teaching;
- Awards.

If a candidate intends to submit any additional documents, they should be referenced in the instructor reflections section of the peer teaching evaluation form and uploaded to the tenure dossier with the form. Candidates are advised to inform the Chair when additional documents have been uploaded.

E.8. Chair Reports

a. Chair Teaching Evaluations

The Chair of the candidate's department performs classroom observations in the first and third years of the probationary period. Although the *Evaluation of Teaching* article of the Collective Agreement permits a Chair to name a tenured designee to complete any peer evaluation for which the Chair is responsible, a Chair evaluation of a candidate for tenure may only be delegated to an Assistant Chair with tenure. *Tenure Form 102: Chair Teaching Evaluation*, which is similar to *Tenure Form 101: Peer Teaching Evaluation*, is used for a classroom observation. The procedures are described in the *Peer Teaching Evaluations* section.

Equivalent forms such as *Tenure Form 102-1: Chair Teaching Evaluation of Distance Delivery*, *Tenure Form 102-2: Chair Teaching Evaluation of Laboratory Instruction*, and *Tenure Form 102-C: Chair Evaluation of Counselling* are used for other types of teaching and for teaching- equivalent work in Student Counselling.

b. Chair Reviews of Teaching Activities

The Chair conducts a broader review of teaching for the mid-term tenure evaluation and for the final tenure review and recommendation. These reviews cover years one through three and years four and five, respectively, of the probationary period. The purpose is to assemble information that otherwise might not be available, or not be so readily available, to the Tenure Committee.

The Chair completes *Tenure Form 103: Chair Review of Teaching Activities* in order to:

- summarize information about the courses taught, curriculum development, teaching workload for which credit was not received, and teaching-related professional development during the review period;
- review the candidate's pedagogy, course materials, assessments of student learning, and grading practices from the perspectives of the detailed criteria for competent teaching that cannot be readily assessed in a classroom observation;
- comment on the candidate's availability to students during office hours and performance of course-related administrative duties such as submission of final grades; and
- report any substantiated student complaints.

Because the form is an information gathering device, the examples in some of the categories are comprehensive. This is not intended to imply that a candidate for tenure is expected to undertake all of these activities. Indeed, the form may provide an opportunity, which would not otherwise exist, for the Chair to acknowledge a candidate's achievements.

Tenure Form 103-A: Chair Review of ADC Instruction, Tenure Form 103-B: Chair Review of Library Instruction, and Tenure Form 103-C: Chair Review of Counselling Activities are equivalent versions of the form used for faculty in those areas.

The Chair's review of teaching activities should be completed in the spring, shortly after the end of the winter semester, for the mid-term tenure evaluation and in January of the fifth probationary year for the final tenure review. Suggested timelines could be for the Chair to have prepared the first draft of the mid-term form by the middle of May, the candidate to have a week to respond, and the form to be signed by the end of May.

The procedures are as follows:

1. There is a pre-review meeting to determine what information and materials the candidate must provide in order for the Chair to complete the form. The candidate's dossier will be set to provide read access to the tenure dossier and to the course D2L site or website. Many of the criteria for competent teaching cannot be assessed well, or at all, in a classroom evaluation. These are communicating high expectations, emphasizing time on task, giving prompt and meaningful feedback, respecting diverse talents and ways of learning, and performing course-related administrative tasks efficiently. It is the candidate's responsibility to provide relevant evidence that can be made available to the Tenure Committee through the Chair's report on this form. For example, the candidate could select evidence to illustrate how prompt and meaningful feedback is given to students.
2. The Chair reviews the material provided and completes all sections of the form except for the candidate reflections.
3. The Chair and the candidate do not meet to discuss what the Chair has written. The reason is that the purpose of the form is to gather information, rather than to evaluate. The information is used by the Tenure Committee in conducting the mid-term tenure evaluation or the final tenure review, and if there are issues to be discussed, then this should occur when the candidate meets with the Tenure Committee to discuss its draft report.
4. However, the Chair does provide the draft form for review, so that the candidate may suggest additions or modifications.
5. After the Chair has made any changes, the candidate completes the candidate reflections section of the form.
6. The Chair and the candidate then meet to sign the form.
7. The candidate scans the form to create a *pdf* file for uploading to the corresponding item in the *Year Three* or *Year Five* section of the tenure dossier.

E.9. Faculty Annual Report

The *Performance Review of Employees with Academic Rank* article of the Collective Agreement requires that all full-time and limited-term faculty members submit a Faculty Annual Report and current curriculum

vitae to the Dean by the first Tuesday in September. Faculty on the TSS work pattern are also required to submit a scholarship plan every three years.

The University maintains and administers an online system for submission and review of annual reports. It is combined with a CV system or candidates may opt to upload their own CV. A tenurable faculty member submits the annual report and then downloads it for inclusion in the tenure dossier. Be sure that all parts of the annual report appear in the uploaded annual report, as attachments, etc. may not appear in the system-generated pdf.

The annual report has three sections – teaching, scholarship and service. The scholarship section is optional for faculty on the TS work pattern. The reporting period for which data are to be entered is from July 1 of the previous year to June 30 of the current year. Entering activities as they occur during the year is a good practice.

The ‘Other’ text box at the bottom of each of the teaching, scholarship and service sections, as well as the ‘Other’ tab, can be used to develop evidence of progress towards meeting the criteria for tenure. This is discussed further in [Section F.1.b Preparing for an Annual Evaluation](#).

Tenable faculty on the TSS work pattern are required to submit a three-year scholarship plan with their first annual report and then every three years thereafter. The plan must outline how the candidate intends to establish the foundation of an appropriate program of scholarship that will produce significant results by the time of application for tenure. During the first probationary year, carefully review the applicable Faculty level Criteria, Evidence and Standards document for your Faculty and thoroughly discuss the expectations with your Chair, appropriate Associate/Vice Dean, and others in your department, in order to develop a plan that aims to meet your Faculty’s standards well before the time of application for tenure. Then use the ‘Other’ scholarship text box in the second annual report to evaluate your progress. A thorough self-evaluation is required for the Reflective Assessment of Scholarship in the mid-term tenure evaluation.

E.10. Reflective Assessment of Teaching

The Reflective Assessment of Teaching, which is required for the mid-term tenure evaluation and for the final tenure review, is a self-assessment of one’s strengths, weaknesses, and opportunities for improvement as a teacher. *Tenure Form 104: Reflective Assessment of Teaching* is used, and the completed form is placed in the corresponding item in the *Year Three* or *Year Five* section of the dossier.

That “the candidate engages in systematic reflection on teaching practices” is one of the criteria for proficient and scholarly teaching. A June 2014 report, *Recommendations for Improving the Evaluation of Teaching at Mount Royal University*, of a UTPC sub-committee on teaching evaluation observed that:

A key principle commonly cited in the teaching evaluation literature is the critical role that reflective self-evaluation can play in improving teaching [references removed]. Faculty members themselves are often in the best position to assess key aspects of teaching such as growth in pedagogical knowledge and understanding, experimentation with new teaching methods and approaches, revisions/improvements to course curriculum and materials, and overall teaching strengths and areas needing further development. (p. 9)

Some aspects of teaching that could be examined are listed below, but the reflection should be unique and personal. It should be a thoughtful, evidence-based analysis and could be built around a particular theme or themes. One theme could be your growth as a teacher – what you have done to improve your teaching and, for the mid-term tenure evaluation, what you plan for the remainder of the probationary period. You may want to present strategies for reaching the level of proficient and scholarly teaching or for continuing to develop once this level has been attained.

The Reflective Assessment of Teaching may include elements such as:

- an analysis of the effectiveness of your teaching methods and assessment strategies – what worked and what has been changed;
- an explanation of how your teaching philosophy has evolved;
- a summary of your contributions to the development or revision of courses, supervision of students (e.g., in practica, research projects, or honours or directed readings courses), or support for students in one-to-one consultations;
- an assessment of how you have maintained currency in your discipline and used its pedagogical best practices;
- an examination of how scholarship has enhanced your teaching;
- examples of how you have solicited and/or used feedback from students and colleagues;
- an evaluation of how instructional techniques such as active learning have improved student learning outcomes;
- a brief description of professional development or literature on scholarly teaching that was particularly valuable for your growth as a teacher;
- reflection on your teaching evaluations.

The Reflective Assessment of Teaching is typically a document of one to three pages in length. Supporting documentation could be added to the *Reflective Assessment of Teaching* item in the dossier.

Faculty members in the Academic Development Centre and Student Counselling must prepare a similar reflective assessment of their teaching-equivalent work.

E.11. Reflective Assessment of Scholarship

Self-assessment, expressed as “engages in systematic reflection on scholarly practices,” is one of the tenure criteria for candidates on the TSS work pattern. A Reflective Assessment of Scholarship is required as evidence for the mid-term tenure evaluation and for the final tenure review. *Tenure Form 105: Reflective Assessment of Scholarship* is used and the completed form is placed in the corresponding item in the *Year Three* or *Year Five* section of the dossier.

For the mid-term tenure evaluation, progress towards the three-year scholarship plan that was submitted two years earlier must be assessed and any changes necessary to timelines or possible outcomes must be made. Writing often takes longer than anticipated. Peer review and subsequent revisions can be time-consuming. Many journals and conferences have high rejection rates. Faculty in some disciplines may be hindered by a lack of resources.

In the mid-term Reflective Assessment of Scholarship, assess your progress towards disseminating significant scholarly results in appropriate, peer-reviewed venues, as required for tenure, and evaluate

your development as a scholar. Reflect on your strengths, weaknesses, and opportunities for improvement. If necessary, present revised or new strategies to meet your Faculty's standards for tenure.

The following topics are among those that could be discussed:

- the significance of your scholarship;
- progress towards achieving the goals of your scholarship plan;
- your contributions to the scholarly activities of your department;
- projects in which you have supervised students;
- an analysis of initiatives that did not work out as you had hoped and what might be done differently in the future;
- workshops and training related to scholarship;
- grants and grant applications;
- reflection on your growth as a scholar.

The Reflective Assessment of Scholarship is typically one to three pages in length. For the mid-term tenure evaluation, include your assessment of whether you have met your Faculty's standards or will meet them by the time of application for tenure. Your Tenure Committee and Dean will also express their opinions on this and, if necessary, provide advice on meeting the standards.

Section F - The Five-Year Tenure Process

F.1. Annual Tenure Evaluations

a. What is required?

Annual tenure evaluations of the first and the second probationary year are conducted by the Tenure Committee in the fall semester of the following year. The peer review process is summarized in [Section D: Roles in the Tenure Process](#) and described in [Appendix A: Peer Review for Tenure and Promotion](#).

[Section F. 6. Checklist: Documents in an Online Tenure Dossier](#) lists the documents that are required for each year of the probationary period. You need three SPoTs in each of the first two years, an internal peer teaching evaluation and a Chair teaching evaluation in the first year, and an external peer teaching evaluation in the second year. A Faculty Annual Report and representative course outlines are required in both years. In the first year, a statement of teaching philosophy and, for candidates on the TSS work pattern, a scholarship plan must be included in your online tenure dossier. In the second year, you could revise your teaching philosophy and/or use the scholarship section of your annual report to update your scholarship plan.

Your letter of appointment is required as a record of your work pattern and category of appointment. Place it in the *Letter[s] of Appointment* item of the *Profile* section in your dossier. Your CV, including the date to which it covers (in the document or in the file name), must be in the *Current CV* item of the *Profile* section. Delete the previous version of your CV when preparing for the second annual tenure evaluation.

The dossier must be ready for review by the Tenure Committee no later than the first Tuesday in September. All required documents and any additional evidence that you wish to submit must be uploaded to the appropriate item in the *Year One* or *Year Two* section of the dossier by this date.

The annual tenure evaluations are assessments of progress towards fulfilling the criteria for the granting of tenure. During the first years of the probationary period, candidates are expected to work towards and then maintain, the level of performance defined by the criteria for competent teaching, adequate preparation for scholarship, if on the TSS work pattern, and participation in service (Assistant level of performance). Ideally, candidates should have achieved, or be well on their way to achieving, these criteria by their mid-term evaluation. By the time of application for tenure, the standards for proficient and scholarly teaching, significant results from scholarship, if on the TSS work pattern, and significant contributions in service (Associate level of performance) must be met. Refer to [Section A: Introduction to Tenure](#) for a discussion of the criteria, evidence and standards.

Tenure Form 113: Tenure Committee Annual Tenure Evaluation asks whether the candidate clearly demonstrates the Assistant level of performance and demonstrates progress towards the Associate level of performance. For each applicable category below, the Tenure Committee is asked to assess, with reasons, whether the candidate:

1. does not yet demonstrate the Assistant level of performance;
2. demonstrates the Assistant level of performance only; or
3. demonstrates the Assistant level and progress towards Associate.

Evaluation of Teaching

Candidate clearly demonstrates competent teaching and demonstrates progress towards proficient and scholarly teaching, including the extent to which duties have been carried out in a responsible and professional manner.

Evaluation of Scholarship *[if on the TSS work pattern]*

Candidate clearly demonstrates adequate preparation for scholarship and demonstrates progress towards significant results from scholarship, including the extent to which duties have been carried out in a responsible and professional manner.

Evaluation of Service

Candidate clearly demonstrates participation in service and demonstrates progress towards significant contributions in service, including the extent to which duties have been carried out in a responsible and professional manner.

b. Preparing for an Annual Evaluation

Should you let the evidence speak for itself or should you make the case that you have clearly met the expectations for the probationary period and have made progress towards the requirements for tenure? The decision can depend on your circumstances and on the expectations of your Tenure Committee. You may wish to seek guidance regarding how best to present the evidence from colleagues who are knowledgeable about the process.

You will be required to reflect on your teaching practice and on your scholarship, if on the TSS work pattern, for the mid-term tenure evaluation and for the final tenure review. You should read [Section E.10 Reflective Assessment of Teaching](#) and [Section E.11 Reflective Assessment of Scholarship](#) and start preparing now.

Working towards the mid-term reflective assessment of teaching in the two annual evaluations is an excellent way of presenting teaching evidence and showing progress towards fulfilling the criteria for proficient and scholarly teaching. Examine your pedagogy critically. You could think of this in terms of developing a teaching plan, similar to a scholarship plan. The examples of activities that can generate evidence of fulfilling the criteria for proficient and scholarly teaching given in the *Institutional Tenure and Promotion Criteria* are much more detailed than those for competent teaching. Set goals in your Faculty Annual Report that are related to some of these activities and are aligned with your teaching philosophy. Assess your progress and revise your goals, as required, in your next annual report. Demonstrate that your teaching continues to develop by experimenting with different instructional techniques, assessing their effectiveness, and making appropriate adjustments.

If brief enough, goals could be set and assessed in the 'Other' teaching text box of your annual report. However, references in the annual report to separate documents in the *Any additional supporting evidence for teaching* item of the dossier might be more effective, and would be necessary if you planned to include representative examples of your work as supporting evidence (see [Section A.5.a. Evidence and Standards for Teaching](#) for suggestions).

Another approach is to summarize your teaching evidence in a table. The additional criteria for proficient and scholarly teaching are presented in table form in the *Institutional Tenure and Promotion Criteria*. The right-hand column contains examples of activities that could generate evidence to demonstrate that the corresponding criterion in the left-hand column has been met. You could use a similar table to summarize

the evidence in your annual report and the other documents in your dossier. You do not need to present evidence related to all of these activities and can include items that are not in the list.

Scholarly activity during the year will be listed in your annual report. Use the *Any additional supporting evidence for scholarship* item for any related evidence that you wish to submit.

c. Procedures for an Annual Evaluation

The procedures are summarized in the *Deadlines* section below. The candidate’s meeting with the Tenure Committee to discuss the draft annual evaluation report is described in [Appendix A, Section A.5, Candidate’s Meeting with the Tenure or Promotion Committee](#).

d. Will there be an Evaluation by the Dean?

A candidate meets with the Dean as part of an annual tenure evaluation only if recommended by the Tenure Committee in order to discuss concerns related to progress towards fulfilling the criteria for tenure. The principle is that the Tenure Committee conducts the peer review and identifies any performance concerns, but the Dean determines any remedies required. If there are no concerns, the chair of the Tenure Committee simply forwards a copy of the Tenure Committee’s final annual evaluation report to the Dean for information.

If the Tenure Committee recommends a meeting with the Dean, then the procedures outlined in the *Tenure* article of the Collective Agreement require that:

- I. The chair of the Tenure Committee notifies the Dean that a meeting has been recommended.
- II. After reviewing the dossier, the Dean meets with the candidate to discuss the concerns raised by the Tenure Committee. As in the meeting with the Tenure Committee, the candidate may be accompanied by a tenured colleague as an observer for support.
- III. The Dean then prepares a written report of the meeting, outlining the concerns raised and the remedial measures, if any, to be taken to address them. Any remedial measures are developed in consultation with the Chair of the department. Remedial measures may include activities to be undertaken or performance objectives to be achieved by the time of the next evaluation.
- IV. The candidate has three working days to respond in writing to the Dean’s report.
- V. The Dean meets with the candidate and the Chair of the department to discuss the report and the candidate’s response. Once again, the candidate may be accompanied by a tenured colleague as an observer for support.

e. Deadlines

Annual Tenure Evaluations		
Deadline	Activity	Responsibility
No later than the first Tuesday in September	Complete preparation of tenure dossier for review by the TC. Notify the TC chair once dossier is ready.	Candidate
No later than the first Tuesday in September	Make dossier available for review by tenured members of the department who are not members of the TC.	Dean’s administrative assistant ¹

Annual Tenure Evaluations		
Deadline	Activity	Responsibility
Within 5 working days of the first Tuesday in September	May submit written feedback to the TC chair on the performance of the candidate with respect to the tenure criteria using Tenure Form 111. Feedback submitted in any other way will not be considered.	Tenured members of department who are not members of the TC
Within 5 working days of the first Tuesday in September	Submit comments to the TC chair on the extent to which the candidate has carried out duties in a responsible and professional manner using Tenure Form 112.	Chair and Dean
In time to meet the next deadline	Meet to review the tenure dossier, comments from the Chair and Dean, and written feedback from tenured members of the department and to prepare the draft annual evaluation report using Tenure Form 113.	TC
No later than the end of September and at least 3 working days before the meeting with the candidate	Convey draft annual evaluation report to the candidate.	TC chair
No later than the meeting with the TC	Submit, if desired, additional documents to the TC chair to address any issues or concerns raised by the TC in the draft annual evaluation report.	Candidate
Scheduled with the 15 October deadline for completion in mind	Meet to discuss draft annual evaluation report with the candidate.	TC and candidate
In time to meet the next deadline	Prepare final annual evaluation report using Tenure Form 113. Attach any dissenting opinions from committee members.	TC
No later than 3 working days before 15 October	Convey final annual evaluation report and any dissenting opinions to the candidate.	TC chair
No later than 15 October	Respond to final annual evaluation report.	Candidate ²
No later than 15 October	Add final annual evaluation report and any additional documents previously submitted by the candidate to the tenure dossier.	TC chair ³
No later than 15 October	If the TC did not recommend a meeting with the Dean, forward copy of the final evaluation report to the Dean. In this case, the annual evaluation ends here.	TC chair

Annual Tenure Evaluations		
Deadline	Activity	Responsibility
No later than 15 October	If the TC did recommend a meeting with the Dean, provide Dean with read access to the tenure dossier.	Dean's administrative assistant ¹ , upon notification from TC chair
No later than 31 October	Meet with candidate to address concerns raised by the TC.	Dean and candidate
No later than 15 November	Prepare a written report of the meeting, outlining concerns and remedial measures, if any, to be taken to address them.	Dean, in consultation with the Chair of the department
Within 3 working days after 15 November	Prepare response to the Dean's report and forward it to the Dean.	Candidate
Within 3 working days after 15 November	Add Dean's report and candidate's response to the dossier.	Dean ³
No later than 30 November	Meet with the candidate and the Chair to discuss the Dean's report.	Dean, Chair and candidate

Notes:

¹ The Dean's administrative assistant is the person in the Dean's office who is responsible for managing tenure and promotion files. The Dean's assistant grants and revokes access to the dossier as described in Section E.2: [Access to the Online Dossier](#).

² The candidate sends the response electronically to the TC chair, who incorporates it into Tenure Form 113.

³ The documents that the TC chair and the Dean are responsible for adding to the tenure dossier are forwarded to the Dean's administrative assistant, who uploads them to the dossier.

f. Follow-up by the Candidate

The year one annual evaluation is normally a candidate's first experience with tenure evaluation, and it would be unusual if something were not learned. The candidate should meet with the department Chair to review the process and the results of the evaluation.

If remedial performance measures were set by the Dean in either the first or second annual evaluation, then the candidate should discuss how they are to be accomplished with the Chair. The candidate may want to make use of some of the resources listed in [Section A. 7. Resources for Tenurable Faculty](#).

g. Annual Evaluations of Conditional Tenurable, Limited-Term and Senior Lecturer Faculty

Although the faculty member being evaluated is referred to as the candidate in this chapter, annual evaluations of a faculty member with a conditional tenurable or a limited-term appointment are conducted in accordance with the procedures for annual tenure evaluations. See [Section B.4. Limited-Term Evaluations](#). For more on Senior Lecturer positions, see [Part Two](#) of this Handbook.

F.2. Mid-Term Evaluation

a. Purpose of the Mid-Term Evaluation

The mid-term tenure evaluation is a comprehensive evaluation of the candidate's progress towards fulfilling the criteria for the granting of tenure. The review focuses on the documents in the tenure dossier for the third probationary year and the annual evaluation reports for the first and second years. The mid-term tenure evaluation is normally conducted by the Tenure Committee and the Dean in the fall semester of the fourth probationary year, but will be earlier if one or two-years credit has been granted towards the probationary period.

The differences between the mid-term evaluation and the annual evaluations of the first and second years are as follows:

1. The mid-term evaluation is a cumulative review of the first three years. It is modelled after collective agreements that split the probationary period into two appointments, with a reappointment decision after three years. It is intended to assess whether the candidate is on course to meet the standards for tenure by the time of application and, if not, to provide advice on how to remedy the deficiencies.
2. The Dean evaluates the candidate, which occurs in the annual evaluations only if the Tenure Committee identifies concerns and recommends that the Dean be involved. If the Dean determines that progress towards tenure is unsatisfactory, then remedial measures specifying what is required to achieve tenure will be recommended. The principle is the same as in the annual evaluations: the Tenure Committee conducts the peer review and identifies any performance concerns, but the Dean determines any remedies required.

b. Preparing for the Mid-Term Evaluation

Three SPoTs, an internal peer teaching evaluation, a Chair teaching evaluation, and a Chair review of teaching activities are required in the third probationary year, in addition to the Faculty Annual Report and representative course outlines. The [Reflective Assessment of Teaching](#) and the [Reflective Assessment of Scholarship](#), for candidates on the TSS work pattern, are important components of the mid-term tenure evaluation.

The candidate must submit an updated CV, which replaces the previous version, in the *Current CV* item of the *Profile* section of the dossier. A candidate could revise their teaching philosophy and/or use the annual report to update their scholarship plan.

The dossier must be ready for review by the Tenure Committee no later than the first Tuesday in September. All required documents and any additional evidence a candidate wishes to submit must be uploaded to the appropriate item in the *Year Three* section of the dossier by this date.

Tenure Form 114: Tenure Committee Mid-Term Tenure Evaluation asks whether the candidate clearly demonstrates the Assistant level of performance and demonstrates clear promise of being able to fulfill the criteria for the granting of tenure by the time of application. For each applicable category below, the Tenure Committee is asked to assess, with reasons, whether the candidate:

1. does not yet demonstrate the Assistant level of performance;
2. demonstrates the Assistant level of performance only; or
3. demonstrates the Assistant level and clear promise of tenure.

If the performance during the first three years raises any concerns with regard to the candidate being able to fulfill the criteria for the granting of tenure by the end of the probationary period, then these concerns must be documented in the draft mid-term evaluation report.

Evaluation of Teaching

Candidate clearly demonstrates competent teaching and demonstrates clear promise of being able to fulfill the criteria for proficient and scholarly teaching by the time of application for tenure, including the extent to which duties have been carried out in a responsible and professional manner.

Evaluation of Scholarship *[if on the TSS work pattern]*

Candidate clearly demonstrates adequate preparation for scholarship and demonstrates clear promise of being able to fulfill the criteria for significant results from scholarship by the time of application for tenure, including the extent to which duties have been carried out in a responsible and professional manner.

Evaluation of Service

Candidate clearly demonstrates participation in service and demonstrates clear promise of being able to fulfill the criteria for significant contributions in service by the time of application for tenure, including the extent to which duties have been carried out in a responsible and professional manner.

Notice the differences between how the criteria are expressed here and for the annual evaluations on Tenure Form 113. For teaching, the annual evaluation form states, "Candidate clearly demonstrates competent teaching and demonstrates progress towards proficient and scholarly teaching." The "progress towards" has been replaced by "clear promise of being able to fulfill the criteria for" by the time of application for tenure. The same changes have been made to the other two criteria.

The Tenure Committee is being asked to assess the likelihood that the standards for tenure will be met, based on the results of the first three years.

The evidence in the dossier should clearly demonstrate that the level of performance expected during the probationary period has been achieved and that considerable progress has been made towards satisfying the requirements for tenure. A candidate may be close to meeting, or have already met, the standards for tenure by the mid-term evaluation. If not, a clear plan for attaining them by the time of application for tenure should be an outcome of the evaluation. Although referred to as the mid-term evaluation, only

three semesters remain in the probationary period after the three years that are being assessed (and only two semesters after the mid-term evaluation has been completed).

A candidate should have made meaningful contributions in service by the mid-term evaluation or have a feasible plan to meet the service expectations for tenure within the next year. The Tenure Committee and the Dean will assess the service contributions and, if necessary, make specific suggestions for additional service.

c. Procedures for the Mid-Term Evaluation

The procedures are summarized in the *Deadlines* section below. The candidate’s meeting with the Tenure Committee may be especially important in the mid-term tenure evaluation. It is described in [Appendix A: Section A.5. Candidate’s Meeting with the Tenure or Promotion Committee](#).

d. The Dean’s Evaluation

The Dean conducts a formal evaluation as part of the mid-term tenure evaluation, according to the procedures outlined in the *Tenure* article of the Collective Agreement:

- I. The Dean reviews the tenure dossier after the Tenure Committee’s mid-term evaluation has been completed.
- II. The Dean then meets with the candidate to discuss the candidate’s progress towards fulfilling the criteria for the granting of tenure. The candidate may be accompanied by a tenured colleague as an observer for support.
- III. The Dean subsequently prepares an evaluation report, advising whether progress towards tenure is satisfactory. If progress is deemed to be unsatisfactory, the Dean, where appropriate, in consultation with the Chair of the department, recommends remedial measures in the evaluation report. The intent of remedial measures would be to outline what is required to meet the standards for tenure.
- IV. The candidate has three working days to respond in writing to the Dean’s report.

e. Deadlines

Mid-Term Tenure Evaluation		
Deadline	Activity	Responsibility
No later than the first Tuesday in September	Complete preparation of tenure dossier for review by the TC. Notify the TC chair once dossier is ready.	Candidate
No later than the first Tuesday in September	Make dossier available for review by tenured members of the department who are not members of the TC.	Dean’s administrative assistant ¹
Within 5 working days of the first Tuesday in September	May submit written feedback to the TC chair on the performance of the candidate with respect to the tenure criteria using Tenure Form 111. Feedback submitted in any other way will not be considered.	Tenured members of department who are not members of the TC

Mid-Term Tenure Evaluation		
Deadline	Activity	Responsibility
Within 5 working days of the first Tuesday in September	Submit comments to the TC chair on the extent to which the candidate has carried out duties in a responsible and professional manner using Tenure Form 112.	Chair and Dean
In time to meet the next deadline	Meet to review the tenure dossier, comments from the Chair and Dean, and written feedback from tenured members of the department and to prepare the draft mid-term evaluation report using Tenure Form 114.	TC
No later than 7 October and at least 3 working days before the meeting with the candidate	Convey draft mid-term evaluation report to the candidate.	TC chair
No later than the meeting with the TC	Submit, if desired, additional documents to the TC chair to address any issues or concerns raised by the TC in the draft mid-term evaluation report.	Candidate
Scheduled with the 21 October deadline for completion in mind	Meet to discuss draft mid-term evaluation report with the candidate.	TC and candidate
In time to meet the next deadline	Prepare final mid-term evaluation report using Tenure Form 114. Attach any dissenting opinions from committee members.	TC
No later than 3 working days before 21 October	Convey final mid-term evaluation report and any dissenting opinions to the candidate.	TC chair
No later than 21 October	Respond to final mid-term evaluation report.	Candidate ²
No later than 21 October	Add final mid-term evaluation report and any additional documents previously submitted by the candidate to the tenure dossier.	TC chair ³
No later than 7 November	Meet with candidate to discuss progress towards fulfilling the criteria for the granting of tenure.	Dean and candidate
No later than 21 November	Prepare a written report advising whether progress towards tenure is satisfactory. If progress is deemed to be unsatisfactory, recommend remedial measures in the report.	Dean in consultation with the Chair of the department, if remedial measures are required

Mid-Term Tenure Evaluation		
Deadline	Activity	Responsibility
No later than 3 working days after 21 November	Prepare response to the Dean's report and forward it to the Dean.	Candidate
No later than 3 working days after 21 November	Add Dean's report and candidate's response to the dossier.	Dean ³
After completion of the mid-term tenure evaluation and no later than 15 January	May elect to extend the probationary period by one year, if the candidate chooses to do so and has not previously elected to extend the probationary period.	Candidate ⁴

Notes:

¹ The Dean's administrative assistant is the person in the Dean's office who is responsible for managing tenure and promotion files. The Dean's assistant grants and revokes access to the dossier as described in [Part One: Section E.2. Access to the Online Dossier](#).

² The candidate sends the response electronically to the TC chair, who incorporates it into Tenure Form 114.

³ The documents that the TC chair and the Dean are responsible for adding to the tenure dossier are forwarded to the Dean's administrative assistant, who uploads them to the dossier.

⁴ See the following section.

f. Electing to Extend the Probationary Period

As indicated in the last row of the deadlines table above, a candidate may choose to extend the probationary period by one year after the mid-term tenure evaluation has been completed. The procedures are described in the *Probationary Period* sub-article (10.3) of the *Tenure* article of the Collective Agreement, rather than in the *Mid-Term Tenure Evaluation* sub-article. The probationary period can only be extended in this way once. A candidate choosing to do so must notify the Chair of the department and the President of the Mount Royal Faculty Association, after receipt of the Dean's mid-term evaluation report and no later than January 15 of the following year. The candidate must also place a copy of this notification in the *Variations in the Length of the Probationary Period* item in the *Profile* section of the tenure dossier. The Dean should also be notified by the candidate.

Neither the Tenure Committee nor the Dean can recommend an additional probationary year, but a candidate would only consider it if their mid-term evaluation reports cast serious doubt on the prospects of meeting the standards required for tenure by the following January. Application for tenure is normally made in January of the fifth probationary year, which is little more than a year after the mid-term evaluation has been completed.

If you are contemplating an additional probationary year, you should consider the decision carefully. Meet with the Chair of your department to examine the feasibility of accomplishing the objectives set in the

Dean's mid-term evaluation report within the next year. Discuss your situation with the President of the MRFA and with trusted colleagues.

If you don't take an additional probationary year and have not met the standards for tenure when you apply, the UTPC may recommend that you be granted an additional probationary year. However, you would not be in control of the decision, as you are now. Furthermore, because an additional probationary year on application for tenure is granted in June, only half of the year would remain. If you choose to extend the probationary period now, there would be two full years before application for tenure in January of the sixth probationary year. The extended probationary period is the same length either way, but the planning horizon is much longer when the additional year is chosen.

If you take an additional probationary year, then the mid-term tenure evaluation will be repeated in the fall of the fifth probationary year. A *Year Three Repeated* section will be added to the tenure dossier by ADC for the second mid-term evaluation. You would now have two years, instead of one, to accomplish the objectives set in the Dean's first mid-term evaluation report. The UTPC would not be able to recommend that an additional year be granted when you apply for tenure because the probationary period can be extended in either of these ways only once.

F.3. Year Four

a. What is required?

Three SPoTs and an external peer teaching evaluation are required in the fourth probationary year, in addition to the Faculty Annual Report, current CV, and representative course outlines. A three-year scholarship plan is required for candidates on the TSS work pattern, unless there has been a variation in the length of the probationary period. These documents must be uploaded to the dossier and the Faculty Annual Report submitted by the first Tuesday in September of the fifth probationary year.

b. Why is there no tenure evaluation in Year Four?

There is no evaluation of the fourth probationary year by the Tenure Committee because, if there were, it would be in the fall semester of the fifth probationary year and would be followed immediately by the Tenure Committee's final tenure review and recommendation in the winter semester.

F.4. Final Tenure Review and Recommendation

a. Overview of the Final Review

A tenurable faculty member is normally a candidate for tenure on January 15 of the fifth probationary year. This would be delayed until January 15 of the sixth probationary year if an additional probationary year had been chosen after the mid-term tenure evaluation. The final tenure review culminates in a decision that is communicated to the candidate by June 14.

Both the Tenure Committee and the Dean recommend to the UTPC that either the candidate be granted tenure or the candidate not be granted tenure. The essential elements of formulating a recommendation on tenure are as follows:

- the candidate's performance is evaluated based on the evidence presented in the tenure dossier and submitted by the means described in [Appendix A, Section A.3, Other Sources of Evidence](#);
- the candidate's performance is assessed against the general criteria in the Collective Agreement and the detailed criteria recommended by the General Faculties Council and approved by the Board of Governors in effect on the date of commencement of tenurable appointment;
- the established standards for teaching, service and, if the candidate is on the TSS work pattern, scholarship must be met during the probationary period and any years credited towards the probationary period; and
- the standards must be met in all applicable categories – exceeding the standards in one category will not lower performance expectations in the other categories.

After reviewing the dossier and the recommendations from the Tenure Committee and the Dean, the UTPC makes a recommendation to the President that tenure be granted, that an additional probationary year be granted (unless one has already been chosen or granted), or that tenure be denied. The authority to recommend an additional probationary year is reserved for the UTPC because it is an exception; the Tenure Committee and the Dean must either recommend that tenure be granted or that tenure not be granted.

The President makes the final decision on tenure. Denial of tenure results in loss of employment.

b. Preparing for the Final Review

One SPoT and an internal peer teaching evaluation, both in the fall semester prior to application for tenure, are required. A Chair review of teaching activities, representative course outlines, including for the winter semester, a current CV, and a partial annual report, listing activities from July 1 to January 31, are also required (the complete Faculty Annual Report will be submitted, as usual, the following September).

A [Reflective Assessment of Teaching](#) and the [Reflective Assessment of Scholarship](#), if on the TTS work pattern, must be prepared. These documents are described in *The Tenure Dossier* chapter. The reflective assessments for the final tenure review should be developed from those submitted for the mid-term evaluation, but will differ from them as now the candidate will be citing evidence that demonstrates the standards for tenure have been met. The teaching reflection could include a summary of the scope and quality of one's teaching, especially of accomplishments that are not readily apparent in the other forms of evidence in the dossier.

Tenure Form 122: Application for Tenure must be completed and included in the dossier. The dossier must be ready for review by the Tenure Committee no later than February 1. All required documents and any additional evidence must be in the dossier by this date.

Tenure Form 115: Tenure Committee Final Tenure Review and Recommendation describes the criteria for tenure as shown below and, for each applicable category, asks the Tenure Committee whether the standards have been met and to provide their reasons for the conclusion.

Evaluation of Teaching

Candidate clearly demonstrates proficient and scholarly teaching, including the extent to which duties have been carried out in a responsible and professional manner.

Evaluation of Scholarship *[if on the TSS work pattern]*

Candidate clearly demonstrates significant results from scholarship congruent with the teaching loads and resources available for scholarship at an undergraduate university, including the extent to which duties have been carried out in a responsible and professional manner.

Evaluation of Service

Candidate clearly demonstrates participation and significant contributions in service, including the extent to which duties have been carried out in a responsible and professional manner.

c. Procedures for the Final Tenure Review and Recommendation

The procedures are summarized in the *Deadlines* section below. They differ from those for the annual and mid-term tenure evaluations in the following ways.

1. The Tenure Committee meets with the candidate to discuss the candidate's tenure dossier and progress towards fulfilling the criteria for the granting of tenure before the committee begins its formal review. This meeting is an opportunity to discuss how the evidence in the dossier demonstrates that the standards for tenure have been met and for members of the committee to request clarification regarding any of the evidence. The *Tenure* article of the Collective Agreement does not require that the Tenure Committee meets to discuss the dossier prior to this meeting, but such a meeting could be held. The Collective Agreement outlines procedures by specifying the essential steps and these procedures can be augmented in ways that do not contravene the intent of the Agreement.
2. During the annual and mid-term tenure evaluations, tenured members of the department who are not members of the Tenure Committee may provide feedback on the performance of the candidate with respect to the tenure criteria before the Tenure Committee meets to prepare its draft report. This feedback now occurs after the committee has prepared its draft report and tenure recommendation, in order to provide an opportunity to comment on the draft tenure recommendation.

A recommendation to the UTPC to deny tenure is rare. However, if the Tenure Committee is considering this, then the candidate's meeting with the committee to discuss the draft final tenure review and recommendation will be particularly important. It is described in [Appendix A, Section A.5. Candidate's Meeting with the Tenure or Promotion Committee](#).

If the recommendation is to deny tenure, then the candidate should confer with the President of the MRFA in preparing a response.

d. The Dean's Recommendation

The Dean prepares a tenure recommendation to the UTPC, after reviewing the dossier and the Tenure Committee's final tenure review and recommendation. The Dean sends a copy of the recommendation to the candidate and to the candidate's Chair.

The procedures in the Collective Agreement do not include that the candidate responds to the Dean's tenure recommendation or that the candidate meets with the Dean.

e. The UTPC's Recommendation

The UTPC reviews the evidence in the dossier and the recommendations made by the Tenure Committee and the Dean. The rationales provided for these recommendations are considered with particular care if there are dissenting opinions from the Tenure Committee, if the recommendations of the Tenure Committee and Dean differ on whether tenure should be granted, or if the UTPC is considering a recommendation for denial of tenure.

The UTPC recommends to the President that the candidate:

1. be granted tenure and be promoted to the rank of Associate Professor; or
2. be released; or
3. be granted one additional probationary year, provided that the candidate has not previously elected to extend the probationary period or has not already been granted an additional probationary year.

f. The President's Decision on Tenure

The President makes the final tenure decision and, by June 14 of the year of application, advises the candidate in writing, with reasons, of the recommendation of the UTPC and the decision of the President.

Upon the granting of tenure, a candidate is transferred to the Associate Professor Salary Grid at the step equal to the current salary. A candidate whose current salary is less than Step 1 on the Associate Professor Salary Grid remains on the Assistant Professor Salary Grid (but with the rank of Associate Professor) until annual or credential increments move them to a step that is equal in salary to a step on the Associate Professor Salary Grid.

If the President decides to release the candidate, the termination will be effective by June 15 of the year of application. Upon termination, the candidate will receive four months' annual salary and pro-rated full-time employee vacation pay.

If the President decides to grant an additional probationary year, the candidate will reapply for tenure on the date specified by the UTPC in its recommendation to the President. Normally, this would be January 15 of the following year. The reasons provided by the President will identify which standards for tenure were not met and explain why. The candidate will need to demonstrate that these deficiencies have been remedied by the time of the second application. The candidate must place a copy of the letter from the President in the *Variations in the Length of the Probationary Period* item in the *Profile* section of the tenure dossier.

An additional probationary year consists of the winter semester that has just passed and the subsequent fall semester. A *Year Five Repeated* section will be added to the tenure dossier by the ADC for the following required documentation:

- one SPoT in the winter semester (as required for tenured faculty), in addition to the one required in the fall semester of Year Five;
- a Chair teaching evaluation in the fall semester (replacing the internal peer teaching evaluation);
- a Faculty Annual Report submitted by the first Tuesday in September for the current year; and
- all other Year Five documents, except for an internal peer teaching evaluation.

g. Deadlines - Application for Tenure Process

Application for Tenure		
Deadline	Activity	Responsibility
By 15 January	Submit names of all candidates for tenure in the department to the Secretary of the UTPC.	Chair
By 1 February	Complete preparation of tenure dossier for review by the TC. Dossier must contain all required documents, normally for 9 semesters or, if there was an additional probationary year, for 11 semesters. Notify TC chair when dossier is ready.	Candidate with assistance of the Chair
By 1 February	Advise MRFA President of application for tenure.	Candidate

Final Tenure Review and Recommendation		
Deadline	Activity	Responsibility
By 15 February of the final probationary year	Meet with candidate to discuss the tenure dossier and progress towards fulfilling the criteria for the granting of tenure.	TC and candidate
In time to meet the next deadline	Meet to review the tenure dossier and to prepare the draft final tenure review and recommendation to the UTPC using Tenure Form 115.	TC
No later than 1 March	Add draft final tenure review and recommendation to the tenure dossier.	TC chair ¹
No later than 1 March	Make dossier available for review by tenured members of the department who are not members of the TC.	Dean's administrative assistant ²
Within 5 working days of dossier and draft final tenure review and recommendation being made available	May submit written feedback to the TC chair on the performance of the candidate with respect to the tenure criteria and on the draft final tenure review and recommendation using Tenure Form 111. Feedback submitted in any other way will not be considered.	Tenured members of department who are not members of the TC
Within 5 working days of dossier and draft final tenure review and recommendation being made available	Submit comments to the TC chair on the extent to which the candidate has carried out duties in a responsible and professional manner using Tenure Form 112.	Chair and Dean
In time to meet the next deadline	Meet to review comments from the Chair and Dean and written feedback from tenured members of the department. Make any revisions required to the draft final tenure review and recommendation. If necessary,	TC

Final Tenure Review and Recommendation		
Deadline	Activity	Responsibility
	meet with tenured members of the department who are not on the TC to discuss issues or concerns raised in their feedback.	
By 15 March and at least 3 working days before the meeting with the candidate	Convey draft final tenure review and recommendation to the candidate.	TC chair
No later than the meeting with the TC	Submit, if desired, additional documents to the TC chair to address any issues or concerns raised by the TC in the draft final tenure review and recommendation.	Candidate
Scheduled with the 31 March deadline for completion in mind	Meet to discuss draft final tenure review and recommendation with the candidate.	TC and candidate
In time to meet the next deadline	Prepare final tenure review and recommendation using Tenure Form 115. Attach any dissenting opinions from committee members.	TC
No later than 3 working days before 31 March	Convey final tenure review and recommendation and any dissenting opinions to the candidate.	TC chair
By 31 March	Respond to final tenure review and recommendation.	Candidate ³
By 31 March	Add final tenure review and recommendation, replacing the draft, as well as any additional documents previously submitted by the candidate to the tenure dossier. Forward all documents, including the tenure dossier, to the Dean.	TC chair ¹
By 15 April	Prepare final tenure recommendation to the UTPC.	Dean
By 15 April	Send copy of Dean's final tenure recommendation to the candidate and the candidate's Chair.	Dean
By 15 April	Add Dean's final tenure recommendation to the dossier.	Dean ¹
In time to meet the next deadline	Make recommendation regarding tenure to the President.	UTPC
By 14 June	Advise candidate in writing, with reasons, of the recommendation of the UTPC and the decision of the President.	President

Notes:

¹ The documents that the TC chair and the Dean are responsible for adding to the tenure dossier are forwarded to the Dean's administrative assistant, who uploads them to the dossier.

² The Dean's administrative assistant is the person in the Dean's office who is responsible for managing tenure and promotion files. The Dean's assistant grants and revokes access to the dossier as described in [Part One, Section E.2. Access to the Online Dossier](#).

³ The candidate sends the response electronically to the TC chair, who incorporates it into Tenure Form 115.

F.5. Appeal of Denial of Tenure

a. Dispute Resolution

A candidate with serious concerns regarding the procedures or requirements for tenure, which have not been resolved in discussions with the Chair, the Tenure Committee and/or the Dean, should consider discussing those concerns with the President of the Mount Royal Faculty Association in the evaluation period during which they have arisen. A conclusion in a tenure evaluation report that a candidate disagrees with becomes part of the record in the dossier and cannot be changed later.

Because the foundations for the tenure processes and criteria are in the Collective Agreement, the *Grievance Procedure* article could be invoked in an attempt to resolve differences during the probationary period. However, informal resolution is usually much more appropriate and effective.

There is a deliberate developmental focus in the tenure process. It is designed to identify any concerns regarding progress towards fulfilling the criteria for tenure and to provide guidance for remedying any deficiencies. Therefore, denial of tenure is rare; typically, the requirements are met by the time of application or, occasionally, a tenurable faculty member resigns during the probationary period, after determining that the position is not a good fit.

Nevertheless, since denial of tenure usually results in loss of an academic career, an effective appeal procedure is required. These procedures are outlined in the *Tenure* article of the Collective Agreement.

b. Internal Appeal of Denial of Tenure

If tenure is denied, the candidate receives notification of termination in writing from the President by June 14 of the year of application. Termination of employment is effective by June 15. Although a faculty member whose employment has been terminated is no longer a member of the Mount Royal Faculty Association, the Alberta Labour Relations Code, RSA 2000, c L-1, s 153(1), states that "neither the Association, nor any person acting on behalf of the Association, shall deny a former academic staff employee the right to be fairly represented by the Association with respect to the former employee's rights under the collective agreement." In other words, the MRFA continues to have a duty of fair representation in regard to ongoing grievances and appeals which have arisen as a result of the employee's former position at MRU.

A terminated employee should consult with the President of the MRFA regarding further action. Because there are appeal and grievance procedures for denial of tenure in the Collective Agreement, private legal action is not a possibility.

Within ten working days of receiving notice of termination, the employee may file a Notice of Appeal of Denial of Tenure, including reasons why tenure should be granted, with the President and the President of the MRFA. Because the summer vacation period for faculty is variable, vacation is not excluded in the Collective Agreement's definition of working day.

An appeal will be heard by a University Appeal Committee consisting of:

- a Dean, not in the same Faculty as the appellant, who is appointed by the President to chair the committee and votes only to break a tie;
- two tenured faculty members, not in the same Faculty as the appellant, nominated by the MRFA; and
- two tenured faculty members, not in the same Faculty as the appellant, appointed by the Board (the Board is defined in the Collective Agreement as "The Board of Governors of Mount Royal University or designate").

The President must ensure that the University Appeal Committee meets within ten working days of receipt of the Notice of Appeal. The committee reviews the Notice of Appeal, the tenure dossier, the UTPC's recommendation, and all supporting documentation. It decides no later than ten working days after the initial meeting that either:

- the UTPC's recommendation to deny tenure be upheld; or
- the UTPC's recommendation to deny tenure be changed to a recommendation to grant tenure.

The purpose of an appeal is to thoroughly reconsider the decision to deny tenure. The supporting documentation to be reviewed includes all instances of *Tenure Form 111: Tenured Faculty Comments* and *Tenure Form 112: Chair/Dean Comments on Responsible and Professional Conduct of Duties* that were submitted during the tenure process. The comments on these forms were summarized in one of the Tenure Committee's annual tenure evaluations, the mid-term tenure evaluation, or the tenure recommendation, but the forms themselves were not included in the dossier. Therefore, only interpretations of this evidence may have been used in the decision to deny tenure, and the evidence itself should be examined in an appeal. These forms are university records and are retained in a confidential tenure and promotion file in the Dean's office.

Members of an appeal committee should not be reluctant to reverse the recommendation of a peer review committee to deny tenure, if warranted by the evidence. If a denial of tenure were advanced to arbitration, all supporting documentation and any new evidence would be considered.

c. Denial of Tenure Grievance

Within twenty working days of receiving the decision of the University Appeal Committee, either the Mount Royal Faculty Association or the Board of Governors may advance the denial of tenure to arbitration, the final step in the *Grievance Procedure* article of the Collective Agreement. When the Association advances a denial of tenure to arbitration, the decision is made by the Executive of the MRFA, not by the employee.

Arbitration is an external, quasi-judicial process. The case would be heard by either a single arbitrator agreed to by both parties or a three-person arbitration board, consisting of a nominee of each party and a

third person appointed as chair by the two nominees or, if they fail to agree, by the Chair of the Alberta Labour Relations Board.

Both parties to the Collective Agreement are given full opportunity to present their case to the board (a single arbitrator is also referred to as the board). The procedural powers of the board include that it may:

- accept any oral or written evidence that it considers proper, whether admissible in a court of law or not;
- summon and enforce the attendance of witnesses in the same manner as a court of record in civil cases; and
- require any person to attend and produce any documents and items it considers necessary for the purpose of resolving the matters in dispute.

The arbitration board issues a report containing a decision that is final and binding upon both parties and upon the employee.

d. Deadlines for Appeals

Appeal of Denial of Tenure		
Deadline	Activity	Responsibility
By 14 June of the year of application	Candidate receives notification of termination in writing.	President
15 June	Candidate is no longer an employee at MRU, though the candidate will still have access to the appeal process, as explained above.	
Within ten working days ¹ of receiving notice of termination	File Notice of Appeal of Denial of Tenure, including reasons why tenure should be granted, with the President and the President of the MRFA.	Candidate
In time to meet the next deadline	Constitute University Appeal Committee.	President and President of the MRFA
Within ten working days of receipt of the Notice of Appeal	University Appeal Committee meets to consider the appeal.	President and University Appeal Committee
Within ten working days after the initial meeting	Decide that the UTPC's recommendation to deny tenure be upheld or that it be changed to a recommendation to grant tenure.	University Appeal Committee
Within twenty working days of receiving the decision of the University Appeal Committee	May advance the denial of tenure to arbitration.	Either the Mount Royal Faculty Association or the Board of Governors

Timing dependent on Arbitration Board proceedings	Issue a report with a decision that is final and binding upon both parties and upon the employee.	Arbitration Board
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Note:

¹ Day is defined in the Collective Agreement as excluding Saturdays, Sundays and days designated as holidays.

F.6. Checklist: Documents in an Online Tenure Dossier

Documents (✓ indicates required at beginning of evaluation period)	Year 1	Year 2	Year 3	Year 4	Year 5
Application for Tenure (Form 122) <i>[year 5]</i>					✓
Letter[s] of appointment <i>[year 1]</i>	✓				
Current curriculum vitae <i>[annual]</i>	✓	✓	✓	✓	✓
Teaching Philosophy <i>[annual with optional annual updates]</i>	✓	may update	may update	may update	may update
Internal Peer Teaching Evaluation (Form 101) <i>[years 1, 3, and 5]</i>	✓		✓		✓
External Peer Teaching Evaluation (Form 101) <i>[years 2 and 4]</i>		✓		✓	
Chair Teaching Evaluations (Form 102) <i>[years 1 and 3]</i>	✓		✓		
Chair Reviews of Teaching Activities (Form 103) <i>[years 3 and 5]</i>			✓		✓
Student Perceptions of Teaching and any associated Faculty Member's Response (Form 300) <i>[annual]</i>	✓ (3)	✓ (3)	✓ (3)	✓ (3)	✓ (1 in fall)
Faculty Annual Report <i>[annual]</i>	✓	✓	✓	✓	✓ (partial)
Scholarship Plan (if on TSS work pattern) <i>[years 1 and 4]</i>	✓ (TSS)			✓ (TSS)	
Reflective Assessment of Teaching (Form 104) <i>[years 3 and 5]</i>			✓		✓
Reflective Assessment of Scholarship (Form 105, if on TSS work pattern) <i>[years 3 and 5]</i>			✓ (TSS)		✓ (TSS)

Representative course outlines (if applicable) <i>[annual]</i>	✓	✓	✓	✓	✓
Any additional supporting evidence for teaching <i>[optional, annual]</i>					
Any additional supporting evidence for service <i>[optional, annual]</i>					
Any additional supporting evidence for scholarship <i>[optional, annual]</i>					
Tenure Committee Annual Tenure Evaluation and candidate's response (Form 113) <i>[years 1 and 2]</i>					
If applicable, Dean's annual report with any remedial measures and candidate's response <i>[years 1 and 2]</i>					
Tenure Committee Mid-Term Tenure Evaluation and candidate's response (Form 114) <i>[year 3]</i>					
Dean's Mid-term Evaluation Report and candidate's response <i>[year 3]</i>					
Tenure Committee Final Tenure Review and Recommendation and candidate's response (Form 115) <i>[year 5]</i>					
Dean's Final Review and Recommendation <i>[year 5]</i>					
Any additional relevant material					

Part Two - Laboratory Instructors, Senior Lecturers, and Permanency

Section A - Introduction

The Collective Agreement states that “Conditional Tenurable, Senior Lecturer, Laboratory Instructor, Limited-term, and Contract appointments are not tenurable appointments” (Article 4.1.2). While Laboratory Instructors and Senior Lecturers cannot apply for tenure, they can be hired into permanent positions with a probationary period. In addition, if a Senior Lecturer is subsequently hired into a tenurable position, the employee may request that up to two years of the Senior Lecturer appointment count towards the five-year probationary period for tenure.

For faculty hired into Lab Instructor or Senior Lecturer positions with the potential for permanency, this section of the Handbook provides advice on the steps necessary to achieve permanency. In addition, since one year of a Limited-term Laboratory Instructor or Senior Lecturer position could count towards the probationary period in a subsequent permanent Lab Instructor or Senior Lecturer appointment, information on Limited-Term instructors is also included.

Many other sections of this Handbook contain information of use to Laboratory Instructors and Senior Lecturers. Refer especially to:

- [Part One—Tenure, Section A: *Introduction to Tenure*](#)
 - This section provides a general overview of the meaning of Tenure and the Evidence and Standards that need to be produced/fulfilled in order to gain tenure. While Laboratory Instructors and Senior Lecturers are not eligible for Tenure, they may still wish to read this overview.
- [Part One—Tenure, Section C: *Variations in the Tenure Process*](#)
 - This section includes information on how to apply for credit towards the probationary period for tenure. This section would only be relevant if a Laboratory Instructor or Senior Lecturer successfully applied for a position with the possibility for tenure.
- [Part One—Tenure, Section E: *The Tenure Dossier*](#), especially Sections [E.6](#) and [E.7](#).
 - This section explains best practices for conducting SPoTs and Peer Teaching Evaluations. Thus, it is relevant for all Laboratory Instructors and Senior Lecturers.
- [Appendix A: *Peer Review for Tenure and Promotion*](#)
 - The most relevant sections in Appendix A are [A.1. *The Importance of Peer Review*](#), [A.2. *Committee Principles and Procedures*](#), [A.6. *Procedural Fairness*](#), [A.7. *Conflict of Interest*](#), [A.8. *Confidentiality*](#), and [A.9. *Interpretation of SPoT Data*](#).
- [Appendix B: *Best Practices for Chairs and Members of Tenure and Promotion*](#)
 - Since the work of Laboratory Instructors is evaluated by the Laboratory Instructor Standing Committee and the work of Senior Lecturers is evaluated by the Tenure Committee, this section might provide some useful information on what to expect during the evaluation process.
- [Appendix C: *Storage and Retention of Documents*](#)
- [Appendix D: *Minimum Academic Credentials*](#)

Laboratory Instructors and Senior Lecturers may also wish to consult the [Institutional Tenure and Promotion Criteria](#) document on the MRU Intranet.

While the standards documented in the *Institutional Criteria* are descriptive of the five-year tenure process and the related criteria, as well as the standards for promotion to the rank of Professor, Senior Lecturers and Laboratory Instructors hired into L2 positions may wish to use this document to gain ideas of the types of service they might wish to perform. The “Institutional Examples of Evidence of Service” (Appendix C) outlines levels of service at the “Participation,” “Contribution (Level 1),” “Contribution (Level 2),” and “Leadership” levels. Senior Lecturers and Laboratory Instructors hired at the L2 level would normally perform “Service to the Academic Unit and Faculty” at the level of “Participation” or “Contribution (Level 1).”

Laboratory Instructors hired at the L1 level are required to perform “service to the department related to laboratory instruction, so the information in Appendix C will be less useful to them. Laboratory Instructors hired at the L1 level should consult the chair of the academic unit to ascertain what types of service they should complete.

A.1. Forms for Laboratory Instructors and Senior Lecturers

The following forms are relevant to Laboratory Instructor and Senior Lecturer positions. They can be found in the Faculty section of the MRU Intranet in the Peer and Evaluation Forms and Guidelines section.

Forms for Laboratory Instructors and Senior Lecturers		
Number	Form Name	Notes
101-2	Peer Teaching Evaluation of Laboratory Instruction	Found under “Peer and Evaluation Forms and Guidelines” → “Peer and Chair Evaluation of Fixed Term, Contract, and Lab Instructors” in the Faculty Section of the MRU intranet
102-2	Chair Teaching Evaluation of Laboratory Instruction	
<ul style="list-style-type: none"> ➤ See Also, <i>Guidelines for Peer Teaching Evaluation of Lab Instructors – 101-2</i> ➤ See Also <i>Guidelines for Chair Teaching Evaluation of Laboratory Instruction – 102-2</i> 		
101-3	Senior Lecturer Peer Teaching Evaluation	Found under “Peer and Evaluation Forms and Guidelines” → “Peer and Chair Evaluation of Fixed Term, Contract, and Lab Instructors” in the Faculty Section of the MRU intranet
102-3	Senior Lecturer Chair Teaching Evaluation	
<ul style="list-style-type: none"> ➤ See also, <i>Guidelines for Peer Teaching Evaluation of Senior Lecturers – 101-3</i> ➤ See also <i>Guidelines for Chair Teaching Evaluation of Senior Lecturers – 102-3</i> 		

NOTE: Lab Instructors and Senior Lecturers who teach by distance delivery may also wish to use **Form 101-1 – Peer Teaching Evaluation of Distance Delivery**. Consult with the Peer Evaluator to determine which form is appropriate for the class under evaluation.

NOTE: Lab Instructors and Senior Lecturers may also wish to complete **Form 300 – Faculty Member’s Response to SPoT**. This form is useful should a faculty member wish to explain anomalies in SPoTs.

Section B - Laboratory Instructors

B.1. Hiring and Categories of Appointment

Full-time Laboratory Instructors can be hired at two levels, L1 and L2, and both L1 and L2 Laboratory Instructors may be hired into (1) limited-term positions or (2) permanent appointments with a probationary period. Should an employee who has completed a limited-term appointment subsequently be hired into a position eligible for permanency, one year of limited-term appointment may be credited toward the probationary period. The decision on whether a year of limited-term appointment is credited toward the probationary period rests with the Laboratory Instructor Standing Committee (6.3.9).

While there may be some variation due to the specific needs of the department, the workload for Laboratory Instructors will include, but is not limited to, the following duties. Limited-term and Probationary Laboratory Instructors are evaluated according to how well they fulfill the duties of their positions, as described below.

a. Laboratory Instructor L1 (Article 6.4.2)

- laboratory instruction, including preparation and marking;
- modifying and updating existing laboratory experiments, exercises and manuals, if applicable;
- service to the department related to laboratory instruction.

b. Laboratory Instructor L2 (Article 6.4.3)

- laboratory instruction, including preparation and marking;
- contributing to the development of laboratory experiments, exercises and manuals by consulting with lecture instructors on the design of experiments, testing experiments, and proposing revisions based on the results of testing;
- investigating teaching methods and equipment for use in laboratories;
- mentoring and contributing to peer evaluation of contract faculty teaching laboratory courses;
- assisting course coordinators with lab coordination;
- acting as a liaison between Laboratory Instructors and course coordinators to help maintain consistent course standards in terms of instruction and grading;
- service to the department.

B.2. The Laboratory Instructor Standing Committee

a. The Duties of the LISC

The Laboratory Instructor Standing Committee oversees the hiring and evaluation of Lab Instructors. It is responsible for:

- Serving as a selection committee when an academic unit hires a Lab Instructor (6.3.7),
- Deciding on whether one year will be credited towards the probationary period (6.3.3),
- Completing the annual evaluation for Probationary Laboratory Instructors (6.5.2),
- Reviewing the permanency dossier for Probationary Laboratory Instructors (6.6.2), and
- Making recommendations to the Dean with regard to permanency (6.6.4).

b. The Composition of the LISC

The Laboratory Instructor Standing Committee is composed of the following members:

- The Chair of the Academic Unit, who will be Chair of the LISC. If the Chair is unable to chair the LISC, the Dean will appoint a designate;
- Where possible, at least two tenured employees from the Academic Unit, elected annually by Full-time Employees of the unit;
- Where necessary, one Tenured Employee from a cognate⁷ Academic Unit, appointed annually;
- Where possible, a permanent Laboratory Instructor L2 elected annually by the Full-time employees of the Academic Unit.

As outlined in Article 6.2.5, members serving on the LISC must “take the training specified in Article 24.4.2.”

B.3. Limited-Term Laboratory Instructors (L1 and L2 and Probationary Laboratory Instructors in their First Year of Appointment

Limited-term Laboratory Instructors and Probationary Laboratory Instructors in their first year of a two-year probationary period (that is, those who have not been granted credit for a previous Limited-term year) are responsible for compiling the following documents. Probationary Laboratory Instructors and Limited-Term Instructors with terms of more than one year should place these documents in their Laboratory Instructor dossier in D2L (see below). Limited-Term Laboratory Instructors with terms of one year or less will not be required to maintain a dossier in D2L.

- four SPoTs—two in the fall semester and two in the winter semester;
- a Chair Teaching Evaluation of Laboratory Instruction (Form 102-2) to be completed in the fall semester. According to Article 28.5.6, the Chair may name a designate. This designate “shall be either tenured or a permanent Laboratory Instructor (L2).”
- a Peer Teaching Evaluation of Laboratory Instruction (Form 101-2) “by a Tenured Employee of the Academic Unit who is not a member of the Laboratory Instructor Standing Committee,” to be completed in the winter semester (28.5.1);
- any copies of Form 300 – Faculty Member’s Response to SPoT (as required—not mandatory).

The above documents shall also be included in a **Faculty Annual Report** submitted to the Dean, with a copy to the Chair, no later than the first Tuesday in September of the following year.

Note: Even if a Laboratory Instructor’s Limited-term contract has ended prior to the first Tuesday of September, a faculty member who remains employed at MRU (i.e., who has not left the university to take a position elsewhere), may still wish to complete a Faculty Annual Report. Should an employee later apply for another Limited-term position, or for a position eligible for permanency, it might be advantageous to have a previous annual report on file.

⁷ According to MRU’s Program Definitions Policy, a Cognate Course is “a Course from outside a defined discipline which complements and enhances the breadth of knowledge and skills found within the area of study.”

B.4. Annual Evaluation for Probationary Laboratory Instructors and Limited-Term Instructors with Appointments of More than One Year

NOTE: Laboratory Instructors who, upon hiring, received credit towards their probationary period according to Article 6.3.3.2 will not be subject to the annual evaluation described in this section. Laboratory Instructors who received one year of credit toward the probationary period will be evaluated when they apply for permanency (see [Section B. 6. Application for Permanency](#)).

Article 6.5.2 describes the Annual Evaluation to be completed in the second year of the two-year probationary period. Article 6.5.4 extends this requirement to “Limited-term Laboratory Instructors with appointments of duration greater than one year.” As stated in Article 6.5.3, “No later than 15 October, the Laboratory Instructor Standing Committee will provide the Laboratory Instructor with a written evaluation report.” It is the responsibility of the Chair of the LISC (usually also the Chair of the academic unit) to initiate this evaluation, but it is the Laboratory Instructor’s responsibility to have all necessary materials available by the first Tuesday of September (the same due date as for the Faculty Annual Report).

The Laboratory Standing Committee will evaluate the employee according to the following criteria:

- An evaluation of teaching, informed by the provisions and requirements of Article 28;
- The Laboratory Instructor’s annual report;
- Where applicable, progress towards meeting the criteria for permanency in Article 6.6.3.

All of the materials necessary for this evaluation should have been uploaded to the employee’s Lab Instructor Permanency Dossier in D2L (See below).

As part of its written evaluation report, the Laboratory Instructor Standing Committee may recommend that the employee meet with the Dean to discuss concerns related to overall progress and performance (6.5.3). Although the Collective Agreement does not specify this explicitly, procedural fairness indicates that a Laboratory Instructor should be given the opportunity to respond to their written evaluation report. If, after reading the evaluation report, a Laboratory Instructor wishes to respond in writing, they should speak to their Chair as soon as possible.

In addition to the annual evaluation completed by the LISC, candidates in the second year of their probationary period, or the second year of a Limited-term appointment, will also need to complete the evaluations stipulated in Article 28 of the Collective Agreement:

- four SPoTs, two completed in the fall term and two completed in the winter term
- a Chair Teaching Evaluation of Laboratory Instruction (Form 102-2) to be completed in the fall semester;
- a Peer Teaching Evaluation of Laboratory Instruction (Form 101-2) “by a Tenured Employee of the Academic Unit who is not a member of the Laboratory Instructor Standing Committee,” to be completed in the winter semester (28.5.1);
- any copies of Form 300 – Faculty Member’s Response to SPoT (as required—not mandatory).

B.5. The Laboratory Instructor Dossier

Upon being hired into a Limited-term Laboratory Instructor position of more than one year, or into a Laboratory Instructor position with the possibility for permanency, employees will be provided with a dossier on the D2L platform. The Dossier is self-explanatory, with categories indicating what documents should be uploaded to the system. All limited-term and probationary lab instructors are responsible for keeping their dossiers up-to-date. Limited-Term Laboratory Instructors with appointments of one year or less will not need to complete a dossier, since they are not subject to the annual evaluation described in Section B. 4, above.

Documents Added to a Laboratory Instructor Dossier – Year One	
A Current CV	
Chair Teaching evaluation of Laboratory Instruction (Form 102-2)	Completed by the chair or designate in the fall semester
Peer Teaching Evaluation of Laboratory Instruction (Form 101-2)	Completed in winter semester by a “Tenured Employee of the Academic Unit who is not a member of the Laboratory Instructor Standing Committee.”
Four SPots	<ul style="list-style-type: none"> • Two completed in fall • Two completed in winter
Form 300—Faculty Member’s Response to SPoT	As required. Use this form to explain any anomalies in your SPoTs. For more information, go to Part One, The Tenure Dossier, Section F.
Description of progress towards meeting the criteria for permanency in Article 6.6.3	Only required for Lab Instructors who were hired into positions with the possibility for permanency
Documents Added to a Laboratory Instructor Dossier – Year Two	
Faculty Annual Report (covering July 1 to June 30 of the previous year of employment)	Submitted by the candidate by the first Tuesday of September
Written report from the LISC (Completed by LISC by 15 October of the second probationary year)	This will only apply to those who did not receive a year of credit towards the probationary period.
A current CV	Updated as necessary
Chair Teaching evaluation of Laboratory Instruction (Form 102-2)	Completed by the Chair or designate in the fall semester
Peer Teaching Evaluation of Laboratory Instruction (Form 101-2)	Completed in winter semester by a “Tenured Employee of the Academic Unit who is not a member of the Laboratory Instructor Standing Committee.”
Four SPots	<ul style="list-style-type: none"> • Two completed in fall • Two completed in winter
Form 300—Faculty Member’s Response to SPoT	As required. Use this form to explain any anomalies in your SPoTs. For more information, go to Part One, The Tenure Dossier, Section F.

Faculty Annual Report (partial)	Since application for permanency takes place by 15 May of the second year, this report will cover activities for the period July 1-May 1 of the second probationary year.
An outline of how expectations have been met for each of the components of the Laboratory Instructor's assigned duties, and the criteria set out in 6.6.3	<i>See below</i>

B.6. Application for Permanency

Article 6.6 states that,

6.6.1 A probationary Laboratory Instructor shall be eligible to apply for a permanent appointment at the end of the final year of probation.

6.6.2 By 15 May of the final probationary year, a Laboratory Instructor eligible for a permanent appointment shall submit to the standing committee a dossier which includes:

- An outline of how expectations have been met for each of the components of the Laboratory Instructor's assigned duties, and the criteria in 6.6.3;
- An up-to-date curriculum vitae;
- Student and peer evaluations, conducted in accordance with Article 28.

As mentioned above, Laboratory Instructors hired into a probationary appointment with the potential for permanency are eligible to apply after the winter semester of their second year (or after the winter semester of the first year of the probationary period, if the Laboratory Instructor Standing Committee has been granted one year of credit towards the probationary period).

Laboratory Instructors should use their Laboratory Permanency dossier in D2L to compile the above documents as well as evidence of the following criteria outlined in Article 6.6.3:

- I. evidence of effective performance of assigned duties, including the extent to which duties have been carried out in a responsible and professional manner;
 - Candidates may submit course outlines, samples of lab assignments, evidence of edits made to update lab manuals, or other evidence which conforms to the duties of a Laboratory Instructor L1 (6.4.2) or Laboratory L2 (6.4.3). Candidates for permanency should keep a record of the tasks they complete as part of their assigned duties.
- II. evidence of maintaining currency in the discipline with respect to laboratory instruction;
 - Evidence may include attendance at presentations given by colleagues within the university, presentations to others within the university, or a short description of how the candidate has kept current in the discipline.
- III. iii. evidence of service to the academic unit as appropriate for the Laboratory Instructor L1 or L2 position.
 - Candidates are advised to speak with the Chair of the academic unit regarding the types of service required. Levels of service will differ depending on whether the candidate is in

an L1 or L2 position. For an L1 position, service is “related to laboratory instruction” (6.4.2), while service at the L2 level is defined as “service to the department” (6.4.3).

IV. the annual evaluation pursuant to 6.5.2.

- This will be the evaluation carried out in October of the second year, as described above. If the candidate has submitted a written response to the annual evaluation, this response should also be included in the permanency dossier.

B.7. Decisions on Permanency

Timelines for Decisions on Permanency	
Date	Actions
By May 15	Candidate submits the Laboratory Instructor Permanency Dossier to the Chair of the LISC. The LISC has created a form to accompany the submission of the dossier. Candidates should submit this form when they submit their dossiers.
By June 1	The Laboratory Instructor Standing Committee shall review the evidence and recommend to the Dean that the employee <ol style="list-style-type: none"> be granted a permanent appointment; or be released; or be granted one additional probationary year If the LISC recommends that the employee be released or complete one additional probationary year, the LISC shall include a rationale based on the criteria in 6.6.3.
By June 7	The Dean forwards the recommendation of the LISC to the Provost and Vice-President, Academic, along with the Dean’s Recommendation.
By June 21	The Laboratory Instructor is advised in writing, with reasons, of the recommendation of the LISC, the recommendation of the Dean, and the decision of the Provost and Vice-President, Academic.
Within ten working days of receiving a notice of termination	“Within ten (10) Days of receiving notice of such termination, a Laboratory Instructor may file an appeal of denial of permanency in accordance with the provisions of Article 10.9.4.”

a. Additional Probationary Year

If, in their review of the candidate, the LISC recommends an additional probationary year, and this recommendation is supported by the Dean and Provost and Vice-President Academic, Candidates who have been granted an additional probationary year may apply again in May of the next year. No more probationary years will be granted.

b. Termination of Laboratory Instructor Position

Candidates who have been released from their positions have the right to appeal the decision. The Collective Agreement states that “Within ten (10) Days of receiving notice of such termination, a

Laboratory Instructor may file an appeal of denial of permanency in accordance with the provisions of Article 10.9.4” (6.6.8.2).

As stated in 10.9.4, the appeal of denial of permanency should be sent to “the Provost and Vice-President, Academic, and the President of the Mount Royal Faculty Association.” “Upon receipt of a notice of Appeal of denial of permanency,”

10.9.5.1 The Provost and Vice-President, Academic shall summon a University Appeal Committee which shall meet to consider the appeal within ten (10) Days of receipt of the Notice of Appeal.

10.9.5.1.1 In the case of a Permanent Laboratory Instructor, the Committee shall review the recommendation of the Laboratory Instructor Standing Committee and the comment of the Dean along with all the supporting documentation and shall decide no later than ten (10) Days: [that]

10.9.5.2 The Committee’s recommendation to deny permanency be upheld; or

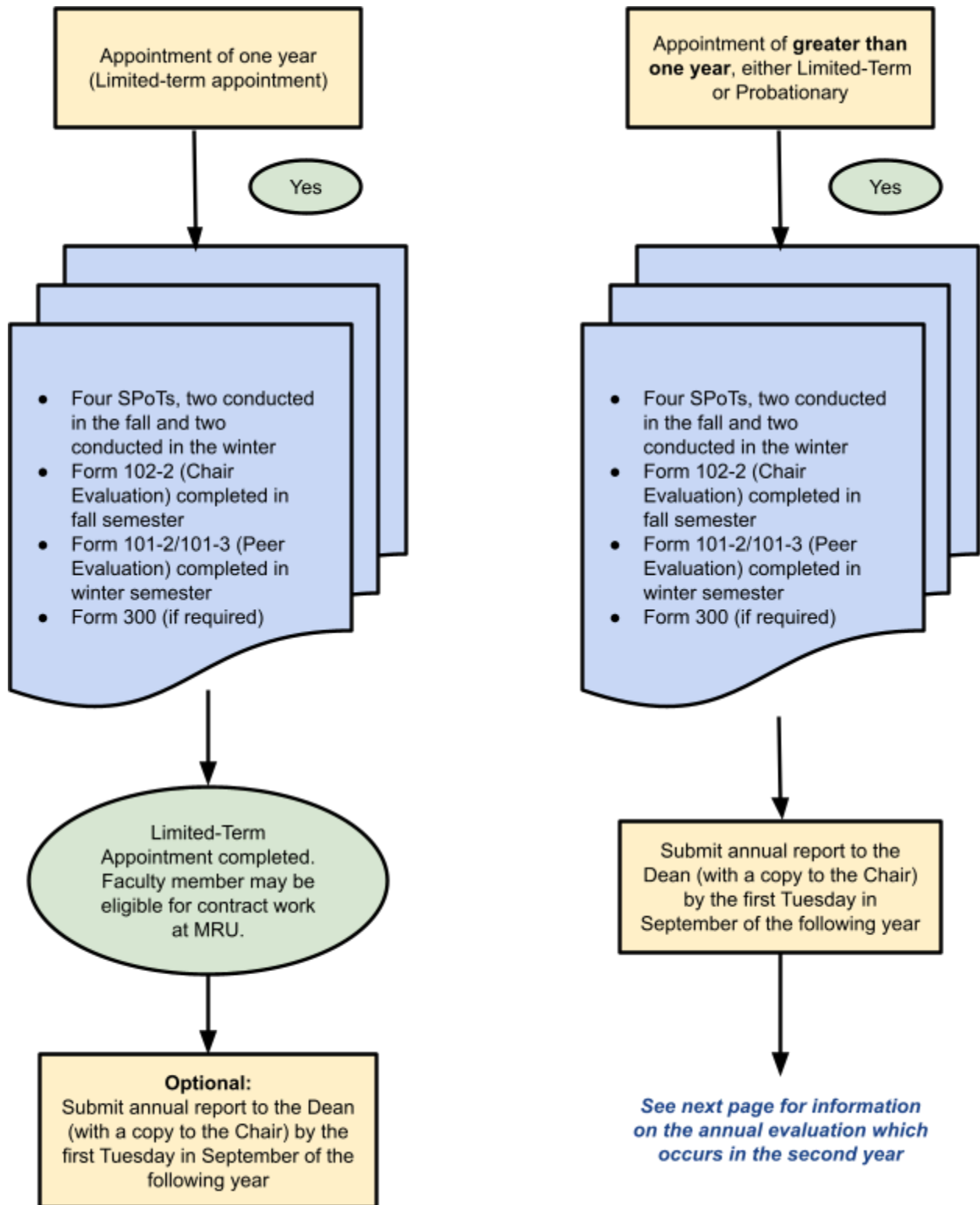
10.9.5.3 The Committee’s recommendation to deny permanency be changed to a recommendation to grant permanency.

If the Appeal Committee upholds the decision to deny permanency, the employee may wish to speak with the President of the Faculty Association about the possibility for a grievance at Step Five: arbitration. The decision to proceed to arbitration must be made within 20 working days of the Appeal Committee recommendation. The decision to proceed to Arbitration rests with the Association.

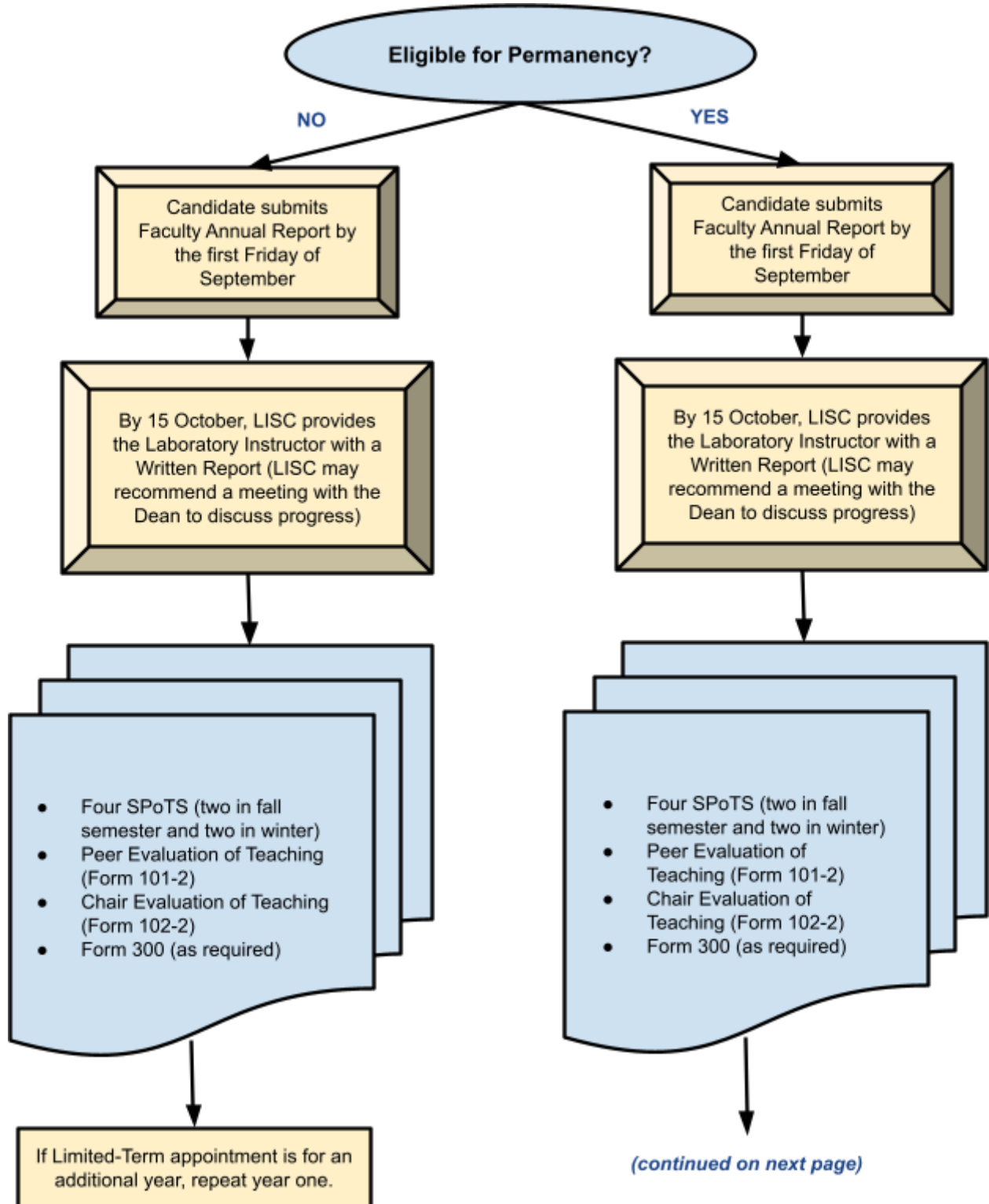
[See the next page for charts]

B.8. Overview of the Permanency Process

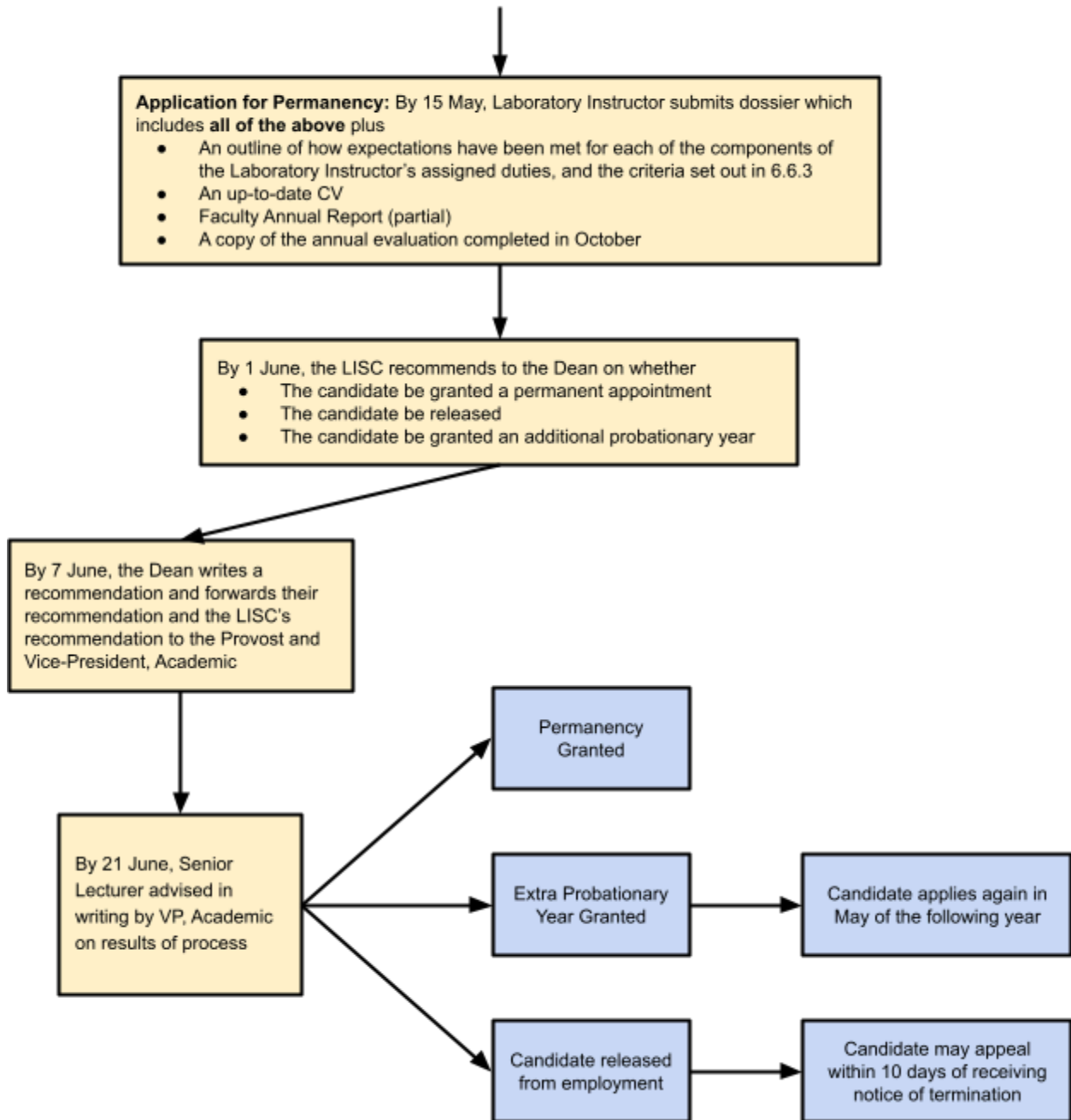
a. Laboratory Instructors - First Year



b. Evaluations for Second Year: Limited-Term and Probationary Laboratory Instructor Appointments



(continued from previous page)



Section C - Senior Lecturers

C.1. The Position of Senior Lecturer

On July 1, 2019, Mount Royal introduced a new category of employment, that of the Senior Lecturer. The Collective Agreement between The Mount Royal Faculty Association and the Board of Governors of Mount Royal University (1 July, 2020 – 30 June 2024) contains a Memorandum of Understanding regarding the creation and phasing-in of this new category. The Collective Agreement also contains contractual language on Senior Lecturers in Article 6, now titled, “Laboratory Instructors and Senior Lecturers.” Additional information can be found in other articles, as explained below.

The Collective Agreement specifically states that “Conditional Tenurable, Senior Lecturer, Laboratory Instructor, Limited-term, and Contract appointments are not tenurable appointments” (Article 4.2). However, Article 4.3 also states that “Senior Lecturer, Limited-term, or Conditional Tenurable Employees of Mount Royal University subsequently appointed as Tenurable Employees may have up to two years of senior lecturer, limited-term, or Conditional Tenurable appointment at Mount Royal credited towards the probationary period.” Since there is a possibility that up to two years served as a Senior Lecturer could be applied towards a subsequent tenurable appointment, it is important to keep all documentation required for the role up to date. Responsibility for collecting the appropriate SPoTs, peer and Chair teaching evaluations, and other materials rests with the employee.

C.2. The Tenure Committee

Although the position of Senior Lecturer is not a tenurable position, the Tenure Committee of the Academic Unit oversees the evaluation processes for Senior Lecturers. The composition and roles of the Tenure Committee (TC) with regard to the tenure process are described in Part One, Section D, *Roles in the Tenure Process*. The following information describes the role of the Tenure Committee in relation to the position of Senior Lecturer.

a. Duties of the Tenure Committee with Regard to Senior Lecturers

A department’s Tenure Committee:

- No later than 15 October of the second year of employment the TC provides a written evaluation report to candidates who are:
 - in the second year of a limited-term appointment with a duration of more than one year or;
 - the second year of a probationary Senior Lecturer appointment.
- Recommends, if necessary, that a candidate meet with the Dean to “discuss concerns related to the Senior Lecturer’s overall progress” (6.17.3).
- Makes recommendations on applications for permanency, in accordance with the procedures outlined in Article Six of the Collective Agreement and as further explained in this section of the Handbook.

b. Composition of the Tenure Committee

The *Tenure and Promotion Systems* article of the Collective Agreement (Article 9) describes the membership of the Tenure Committee as follows,

- For Academic Units with more than nine tenured employees: the Chair of the academic unit and a minimum of four other members, plus an alternate, elected from and by the tenured members of the department for overlapping three-year terms, or for the remainder of the term when replacing a member or alternate who has resigned;
- For Academic Units with nine or fewer tenured employees: the Chair of the academic unit and all tenured members not on leave, plus, if necessary to bring the total membership to five, tenured members of cognate disciplines appointed by the Dean, in consultation with the Chair. Article 9 specifies that academic units with nine or fewer tenured employees can choose to elect a TC or to have a TC composed of the Chair and all tenured employees in the academic unit.

The Chair of the department chairs the Tenure Committee, unless there are exceptional circumstances preventing this (in which case, the Dean appoints a tenured member of the department to chair the committee).

C.3. Types of Senior Lecturer Positions - Limited Term Appointments

Faculty can be appointed as Senior Lecturers either for (1) a limited term or for (2) a permanent appointment with a probationary period. For those faculty hired into probationary appointments, the selection committee may, at the point of hiring, “recommend up to one year of credit toward the probationary period on the basis of previous employment at Mount Royal University or another Universities Canada accredited, or equivalent, institution” (6.14.2). The following sections of this Handbook outline the requirements for Limited-term and Probationary Senior Lecturer positions.

a. Limited-Term Senior Lecturer Appointment - Term of No More than One Year

The Collective Agreement specifies that Limited-term Senior Lecturers must complete:

- Four SPoTs, two in the fall semester and two in the winter semester (Article 28.4).
- Senior Lecturer Chair Teaching Evaluation (Form 102-3) completed by the Chair in the fall semester and,
- Senior Lecturer Peer Teaching Evaluation (Form 101-3) completed by a faculty member from within the employee’s academic unit in the winter semester (Article 28.5). This peer should not be part of the Tenure Committee.
- Form 300—Faculty Member’s Response to SPoTs (as necessary)

The above documents may also be included in a **Faculty Annual Report** submitted to the Dean, with a copy to the Chair, no later than the first Tuesday in September of the following year. While it is not mandatory to complete a Faculty Annual Report once the employee’s contract has ended, faculty members who remain employed at MRU (i.e., who have not left the university to take a position elsewhere), may still wish to complete a Faculty Annual Report. Should an employee later apply for another Limited-term position, or for a position eligible for permanency, it might be advantageous to have a previous annual report on file.

b. Limited-Term Senior Lecturer Appointment (Multiple-Year Term)

In addition to the requirements listed above, the Collective Agreement, Article 6.17, states that “Limited-term Senior Lecturers with appointments of duration greater than one year shall be subject to an annual evaluation in accordance with 6.17.2,” which will take place at the beginning of the employee’s second year. “No later than October 15, the Tenure Committee shall provide the Senior Lecturer with a written evaluation report” (Article 6.17.3). It is the responsibility of the Chair of the Academic Unit (normally the Chair of the Tenure Committee) to initiate this evaluation. It is the responsibility of the employee to ensure that all documents are in place. For more on the nature of this evaluation and the requirements for year two of a Limited-term Senior Lecturer Appointment, see the discussion of Senior Lecturers hired into positions with a probationary period, below.

c. Probationary Senior Lecturer Appointment (Eligible for Permanency)

Senior Lecturers appointed into a position with the possibility for permanency have a probationary period of two years, and may apply for permanency by 15 May of their second year of appointment. The exception would be for those Senior Lecturers who are granted credit for one year towards their probationary period. Those who receive credit for one year toward the probationary period will begin the probationary process in Year Two, as described below.

In order to achieve permanency, Senior Lecturers must provide evidence related to the following criteria in Article 6.18.3.

- I. evidence of proficient and scholarly teaching, including the extent to which duties have been carried out in a responsible and professional manner;
- II. evidence of effective service consistent with 6.16.4, including the extent to which duties have been carried out in a responsible and professional manner;
- III. evidence of maintaining currency in the discipline and engagement in professional development with demonstrable outcomes;
- IV. the annual evaluation pursuant to 6.17.3.

C.4. The Permanency Process

a. First Year of the Probationary Period

In the first year of their two-year probationary period, Senior Lecturers will compile the following evidence:

- four SPoTs, two completed in the fall term and two completed in the winter term
- Senior Lecturer Chair Teaching Evaluation (Form 102-3) completed by the Chair in the fall semester and,
- Senior Lecturer Peer Teaching Evaluation (Form 101-3) completed by a faculty member from within the employee’s academic unit in the winter semester (Article 28.5). This peer should not be part of the Tenure Committee.
- Form 300—Faculty Member’s Response to SPoT (as necessary)

These materials should be placed in the candidate’s permanency dossier (see below). The materials will also comprise part of the **Faculty Annual Report**, which will be submitted to the Dean, with a copy to the Chair, no later than the first Friday in September of the second year of the probationary period.

A Note on Scholarship Plans in the Faculty Annual Report:

Although faculty in Senior Lecturer positions must provide “evidence of maintaining currency in the discipline” (Article 6), they are not required to complete scholarship as it is defined in the “Definitions” section of the Collective Agreement. Therefore, they do not need to complete three-year scholarship plans. It should be noted, however, that Senior Lecturers may be active scholars, in which case they should report their achievements in their Faculty Annual Report, and, if hired into a position with the possibility of permanency, their Permanency Dossier.

b. Second Year of the Probationary Period

NOTE: Senior Lecturers who, upon hiring, received credit towards their probationary period according to Article 6.14.2 will not be subject to the annual evaluation described in this section. Senior Lecturers who received one year of credit toward the probationary period will be evaluated when they apply for permanency (see C. 6, *Application for Permanency*, below).

In the second year of a Senior Lecturer’s two-year probationary period, the Tenure Committee will complete a formal written evaluation of the candidate’s progress. The Collective Agreement says that “No later than October 15, the Tenure Committee shall provide the Senior Lecturer with a written evaluation report” (Article 6.17.3), based on the following criteria:

- An evaluation of teaching, informed by the provisions and requirements of Article 28;
- The Senior Lecturer’s annual report;
- Where applicable, progress towards meeting the criteria for permanency in Article 6.18.3.

It is the responsibility of the Chair of the Academic Unit (normally the Chair of the Tenure Committee) to initiate this evaluation. It is the responsibility of the employee to ensure that all documents are in place. All of the materials necessary for this evaluation should be part of the employee’s Faculty Annual Report, which would have been submitted on the first Tuesday of September.

As part of its written evaluation report, the Tenure Committee may recommend that the employee meet with the Dean to discuss concerns related to overall progress and performance (6.17.3). Although the Collective Agreement does not specify this explicitly, procedural fairness indicates that a Senior Lecturer should be given the opportunity to respond to their written evaluation report. If, after reading the evaluation report, a Senior Lecturer wishes to respond in writing, they should speak to their Chair as soon as possible.

In addition to the annual evaluation completed by the Tenure Committee, candidates in the second year of their probationary period, or the second year of a Limited-term appointment, will also need to complete the evaluations stipulated in Article 28 of the Collective Agreement:

- four SPoTs, two completed in the fall term and two completed in the winter term
- a Senior Lecturer Chair Teaching Evaluation (Form 102-3) to be completed in the fall semester;
- a Senior Lecturer Peer Teaching Evaluation (Form 101-3) “by a Tenured Employee of the Academic Unit who is not a member of the Tenure Committee,” to be completed in the winter semester (28.5.1);
- any copies of Form 300 – Faculty Member’s Response to SPoT (as required—not mandatory).

C.5. Preparing the Permanency Dossier

A Permanency Dossier template is currently under development and is expected to be available in D2L. In the meantime, candidates for permanency are responsible for assembling their promotion materials and creating a file containing all the necessary information. In compiling their permanency dossiers, candidates may want to consider the following advice on collecting evidence, since the following criteria are expected upon the application for permanency (Article 6.18.3).

- I. evidence of proficient and scholarly teaching, including the extent to which duties have been carried out in a responsible and professional manner;
 - Candidates can look at the charts included in the “Performance Expectations for Assistant Professor and Associate Professor” found in the *Mount Royal University Institutional Tenure and Promotion Criteria*. This document is available in the Faculty Tab of the MRU intranet, under “Peer and Evaluation Forms and Guidelines.” While this document is intended for candidates applying for tenure through the five-year tenure process, Senior Lecturers applying for permanency can use the document to gain ideas for the types of evidence that might be acceptable.
- II. evidence of effective service consistent with 6.16.4, including the extent to which duties have been carried out in a responsible and professional manner;
 - According to the Collective Agreement, “The workload of Senior Lecturers includes instruction and limited service. The distribution of duties may vary among disciplines and individuals” (6.16.1). Furthermore, “Senior Lecturers shall engage in service which shall be focused at the Faculty- and Academic Unit-level including, but not limited to, attendance at Academic Unit meetings and serving on Academic Unit Committees, participating on Faculty Council and its standing committees, serving on contract faculty hiring committees” (6.16.4).
 - Candidates should consult with the Chair to determine what service opportunities are open to them. But they should keep in mind that their teaching requirements are high and that the Collective Agreement speaks of “limited service.”
- III. evidence of maintaining currency in the discipline and engagement in professional development with demonstrable outcomes;
 - Evidence in this category might include course outlines, presentations to peers within the Senior Lecturer’s home department, attendance at lectures, conferences and workshops offered within the University or elsewhere, preparations for teaching new courses, presenting scholarship through public lectures, or completing a short essay on how the candidate has kept active in their discipline. If the candidate has presented at conferences or published an article in a peer-reviewed journal, these items should also be included. It is important to remember, however, that scholarship, as it is formally defined in Article 1 and in the “Addendum on Teaching, Scholarship and Service” is NOT required for Senior Lecturers.
- IV. the annual evaluation pursuant to 6.17.3.
 - This is the evaluation completed in the fall of the candidate’s second year, as described above.

a. Documents Added to a Senior Lecturer Dossier

Documents Added to a Senior Lecturer Dossier – Year One	
A Current CV	
Senior Lecturer Chair Teaching Evaluation (Form 102-3)	Completed by the chair in the fall semester
Senior Lecturer Peer Teaching Evaluation (Form 101-3)	Completed in winter semester by a “Tenured Employee of the Academic Unit who is not a member of the TC.”
Four SPots	<ul style="list-style-type: none"> • Two completed in fall • Two completed in winter
Form 300 – Faculty Member’s Response to SPoT	As required. Use this form to explain any anomalies in your SPoTs. For more information, go to Part One - Section F: The Five-Year Tenure Process .
Description of progress towards meeting the criteria for permanency in Article 6.18.3	Only required for Senior Lecturers who were hired into positions with the possibility for permanency
Documents Added to a Senior Lecturer Dossier – Year Two	
Faculty Annual Report (covering July 1 to June 30 of the previous year of employment)	Submitted by the candidate by the first Tuesday of September
Written report from the Tenure Committee (Completed by TC by 15 October of the second probationary year)	This will only apply to those who did not receive a year of credit towards the probationary period.
A current CV	Updated as necessary
Senior Lecturer Chair Teaching Evaluation (Form 102-3)	Completed by the Chair in the fall semester
Senior Lecturer Peer Teaching Evaluation (Form 101-3)	Completed in winter semester by a “Tenured Employee of the Academic Unit who is not a member of the TC.”
Four SPots	<ul style="list-style-type: none"> • Two completed in fall • Two completed in winter
Form 300—Faculty Member’s Response to SPoT	As required. Use this form to explain any anomalies in your SPoTs. For more information, go to Part One, The Tenure Dossier, Section F.
Faculty Annual Report (partial)	Since application for permanency takes place by 15 May of the second year, this report will cover activities for the period June 16-May 1 of the second probationary year.
An outline of how expectations have been met for	See below

each of the components of the Laboratory Instructor's assigned duties, and the criteria set out in 6.18.3	
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C.6. Application for Permanency

Article 6.18 states that:

6.18.1 A probationary Senior Lecturer shall be eligible to apply for a permanent appointment at the end of the final year of probation.

6.18.2 By 15 May of the final probationary year, a Senior Lecturer eligible for a permanent appointment shall submit to the Tenure Committee a dossier which includes:

- An outline of how expectations have been met for each of the components of the Senior Lecturer's assigned duties, and the criteria in 6.18.3;
- An up-to-date curriculum vitae;
- Student and peer evaluations, conducted in accordance with Article 28

As mentioned above, Senior Lecturers hired into a probationary appointment with a potential for permanency are eligible to apply after the winter semester of their second year (or after the winter semester of the first year of the probationary period, if the Senior Lecturer has been granted one year of credit towards the probationary period). When assessing the candidate's application for permanency, the Tenure Committee will consider:

- I. evidence of proficient and scholarly teaching, including the extent to which duties have been carried out in a responsible and professional manner;
- II. evidence of effective service consistent with 6.16.4, including the extent to which duties have been carried out in a responsible and professional manner;
- III. evidence of maintaining currency in the discipline and engagement in professional development with demonstrable outcomes;
- IV. the annual evaluation pursuant to 6.17.3.

For more on the types of evidence which can be presented in each category, see [Section C.5. Preparing the Permanency Dossier](#).

C.7. Decisions on Permanency

Candidates applying for permanency should be aware of the following deadlines.

Timelines for Decisions on Permanency	
Date	Actions
By May 15	Senior Lecturer submits the permanency dossier to the TC. (Since the Chair of the Academic Unit is usually the Chair of the TC, submit your dossier to the Chair). There is no specific form that the candidate needs to fill out to accompany submission of the dossier.

By 1 June	<p>The TC shall review the evidence and recommend to the Dean that the candidate be</p> <ul style="list-style-type: none"> a. granted a permanent appointment b. the candidate be released c. the candidate be granted one additional probationary year <p>In order to help the Dean in their decision, the TC will forward to the Dean not only the TC's recommendation but the candidate's dossier.</p> <p>NOTE: If the TC and the Dean recommend an additional probationary year or that the candidate be released, the TC will "include a rationale that references the criteria listed in Article 6.18.3."</p>
By 7 June	The Dean forwards the recommendation of the Tenure Committee to the Provost and Vice-President, Academic, along with the Dean's Recommendation
By June 21	The Senior Lecturer is advised in writing, with reasons, of the recommendation of the TC, the recommendation of the Dean, and the decision of the Vice-President, Academic and Provost.
Within ten working days of receiving a notice of termination	"Within ten (10) Days of receiving notice of such termination, a Senior Lecturer may file an appeal of denial of permanency in accordance with the provisions of Article 10.9.4."

a. Additional Probationary Year

If, in their review of the candidate, the Tenure Committee recommends an additional probationary year, and this recommendation is supported by the Dean and Provost and Vice-President Academic, Candidates who have been granted an additional probationary year, may apply again in May of the next year. No more probationary years will be granted.

b. Termination of the Senior Lecturer Position

Candidates who have been released from their positions have the right to appeal the decision. The Collective Agreement states that "Within ten (10) Days of receiving notice of such termination, Senior Lecturer may file an appeal of denial of permanency in accordance with the provisions of Article 10.9.4." (6.18.8.2).

As stated in 10.9.4, the appeal of denial of permanency should be sent to "the Provost and Vice-President, Academic, and the President of the Mount Royal Faculty Association." "Upon receipt of a notice of Appeal of denial of permanency,"

10.9.5.1 The Provost and Vice-President, Academic shall summon a University Appeal Committee which shall meet to consider the appeal within ten (10) Days of receipt of the Notice of Appeal.

10.9.5.1.1 In the case of a Senior Lecturer, the Committee shall review the recommendation of the Tenure Committee and the comment of

the Dean along with all the supporting documentation and shall decide no later than ten (10) Days: [that]

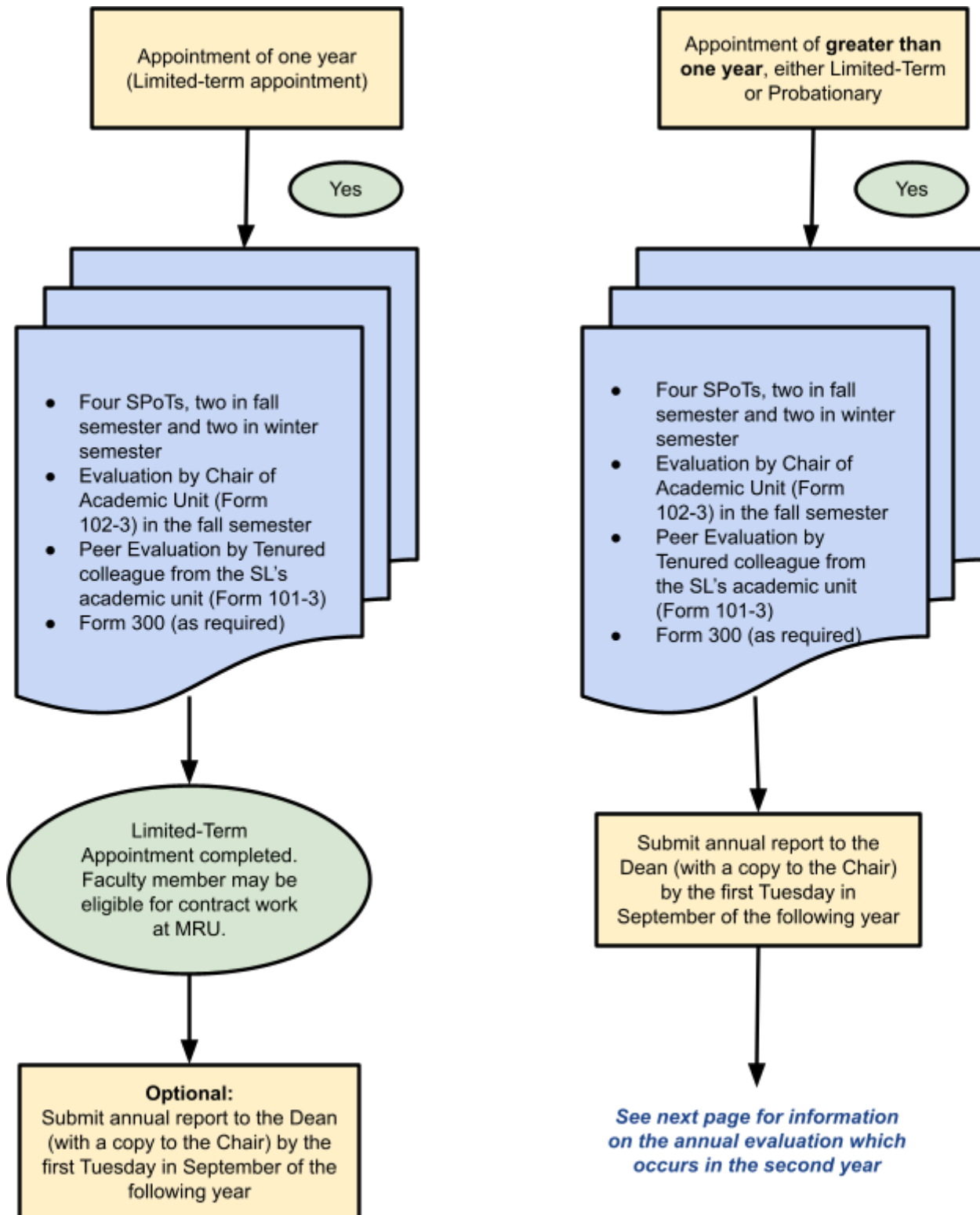
- 10.9.5.2 The Committee's recommendation to deny permanency be upheld; or
- 10.9.5.3 The Committee's recommendation to deny permanency be changed to a recommendation to grant permanency.

If the Appeal Committee upholds the decision to deny permanency, the employee may wish to speak with the President of the Faculty Association about the possibility for a grievance at Step Five: arbitration. The decision to proceed to arbitration must be made within 20 working days of the Appeal Committee recommendation. The decision to proceed to Arbitration rests with the Association.

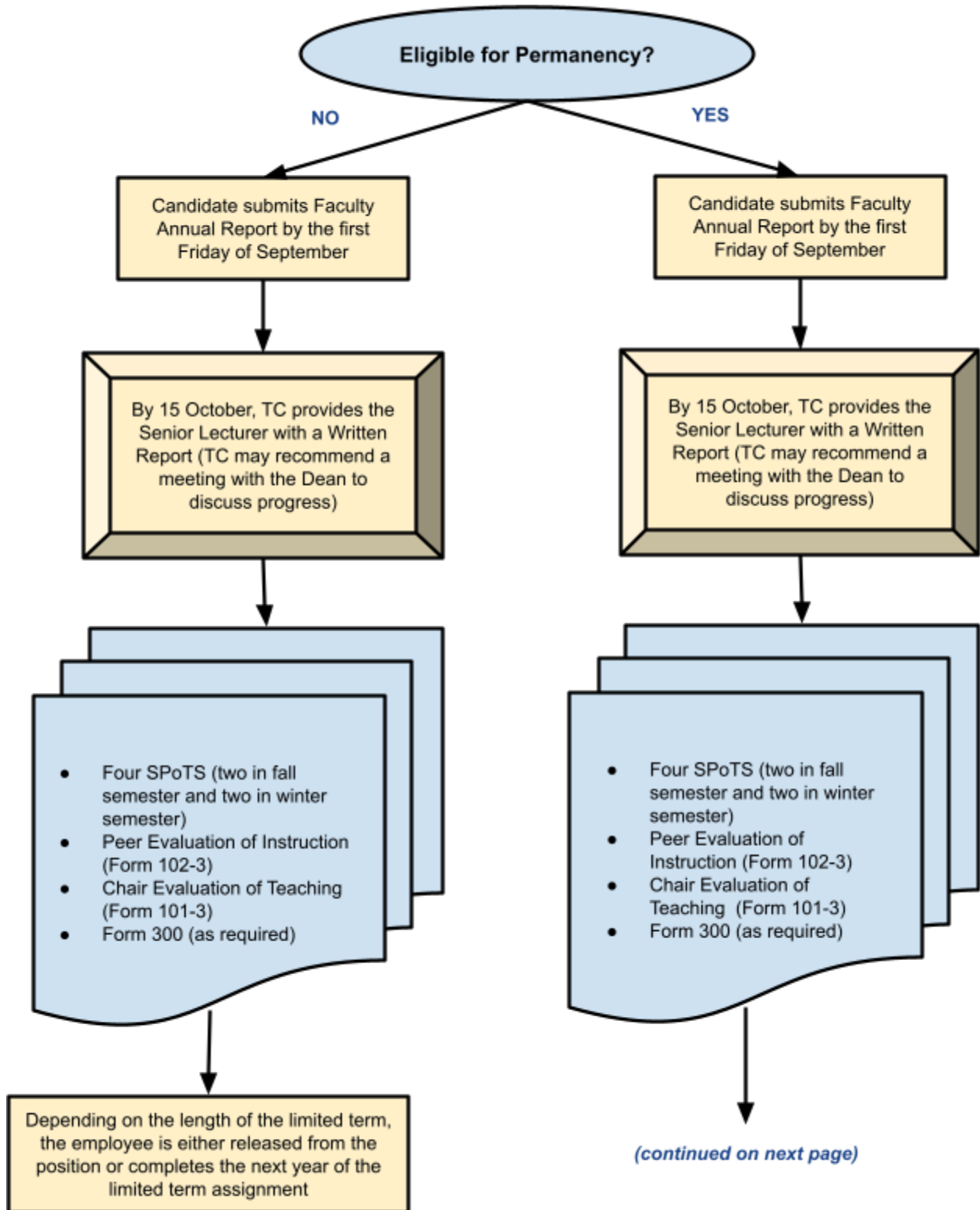
[See the next pages for charts related to the evaluation process]

C.8. Overview of the Permanency Process

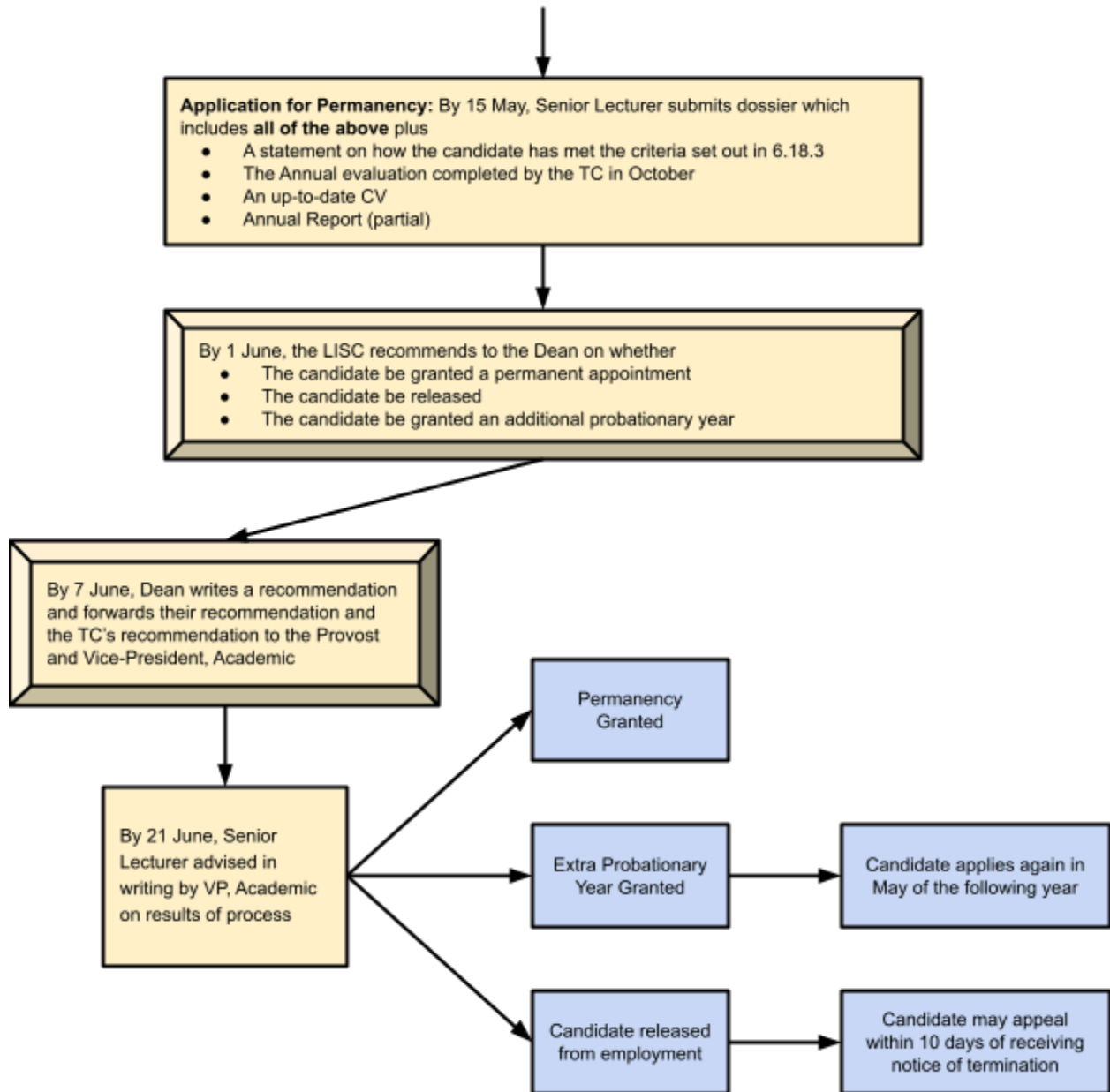
a. Senior Lecturer Evaluations - First Year (no years credited)



b. Senior Lecturer Evaluations - Second Year (Limited-Term and Probationary Senior Lecturer Appointments)



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Part Three - Promotion to the Rank of Professor

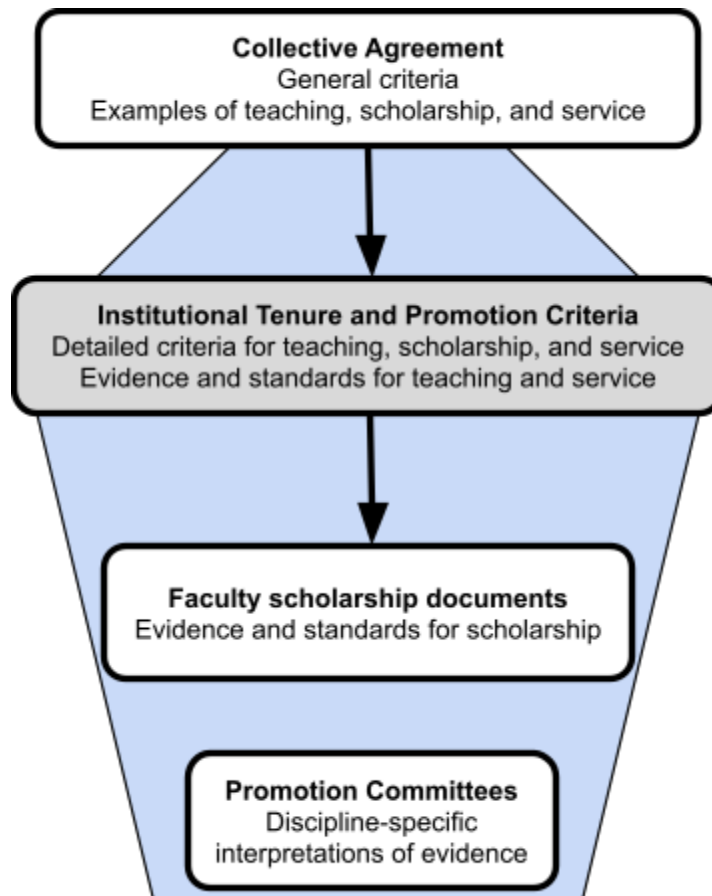
Section A - Introduction to Promotion

A.1. Introduction to Promotion

a. What is Promotion?

Because a tenurable appointment is made at the rank of Assistant Professor and an Assistant Professor is promoted to the rank of Associate Professor upon the granting of tenure, only promotion to the rank of Professor, sometimes referred to as Full Professor, requires application and review outside of the tenure process.

The criteria, evidence and standards for promotion are specified in a hierarchy of documents:



Each level of this hierarchy must conform to the criteria, evidence and standards already established, but may further develop them in ways authorized by the previous level.

Promotion to the rank of Professor is defined by the Collective Agreement as “a formal recognition of sustained excellence as an Employee in an instructionally-focused undergraduate university.” An application for promotion can be based on either of the following two categories:

- a. excellence and leadership in teaching and substantial contribution in service; or
- b. excellence in scholarship, continued proficient and scholarly teaching, and substantial contribution in service.

An applicant may choose either category, regardless of work pattern. National or international recognition is required in both categories. Although this recognition would normally have been achieved while the applicant was an Associate Professor at Mount Royal University, that is not necessary; indeed, the Collective Agreement permits initial appointment at the rank of Professor.

Promotion recommendations and decisions are based solely on meeting the standards for promotion. No minimum number of years as an Associate Professor is required before an application for promotion will be considered. The [Institutional Tenure and Promotion Criteria](#) document on the [university’s tenure and promotion documents web page](#) expresses this as:

Length of service is not a criterion for promotion to the rank of Professor. Specifically, there is no set minimum number of years to be served at the rank of Associate Professor before a candidate is eligible to be promoted to Professor, nor is promotion based on seniority. (Section 6, Promotion to the Rank of Professor).

b. University Promotion Forms

University Promotion Forms (Effective July 2017)		
Number	Name	Notes
201	Notification of Intent to Apply	Completed by the applicant. Due by 31 January
202	Nomination of Referees by the Chair	Completed by the Chair. Due by 15 February
203	Naming of Referees and Alternates by the Chair of the Promotion Committee	Completed by the Chair of the Promotion Committee (the Dean of the faculty). Completed between 15 February and the second Friday in June. After the applicant formally submits their dossier for promotion (on or before the second Friday in June), the Dean writes to the selected referees inviting them to comment on the application.
204	External Referee Report—Excellence and Leadership in Teaching	Completed by each of three external referees selected by the Dean. Used when the applicant is applying for promotion based on Excellence and Leadership in Teaching. Ideally received within four weeks of the request.
205	External Referee Report—Excellence in Scholarship and Proficient and Scholarly Teaching	Completed by each of three external referees selected by the Dean. Used when the applicant is applying for promotion based on Excellence in Scholarship and Proficient and Scholarly Teaching. Ideally received within four weeks of the request.

University Promotion Forms (Effective July 2017)		
211	Application for Promotion to Professor	Completed by applicant. Due on the second Friday in June. This form accompanies the submission of the Promotion Dossier.
212	Tenured Faculty Comments	Completed by tenured faculty from the applicant's academic unit who wish to give feedback on an applicant's eligibility for promotion, but are <i>not</i> on the PC. Completed five working days after 15 September
213	Chair/Dean Comments on Responsible and Professional Conduct of Duties	Completed by the Chair and the Dean.
214	Promotion Committee Recommendation	Completed by the PC. This form constitutes the final recommendation of the PC on whether the applicant should be promoted. Completed by 31 October

A.2. General Criteria for Promotion

The general criteria in the *Promotion* article of the Collective Agreement are:

A candidate is eligible for promotion to the rank of Professor when he or she is working at a level that satisfies the criteria below, and when that level of performance is judged to represent a clear and prolonged trend within a career as demonstrated by the following general criteria:

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

The Collective Agreement establishes the framework within which promotion recommendations and decisions shall be made by means of clauses stipulating that:

1. Exceeding the standards in one category shall not lower the performance expectations in the other categories.
2. Promotion recommendations and decisions shall be based solely on the general criteria in this Article, the Addendum on Teaching, Scholarship and Service, and the detailed criteria recommended by General Faculties Council and approved by the Board of Governors.
3. Performance of the administrative responsibilities of Chair, Associate Dean, or Academic Director may be presented for promotion as evidence towards teaching, research and service.

The following provides context for each of the above clauses:

1. The Collective Agreement states that “Exceeding the standards in one category shall not lower the performance expectations in the other categories.” The *Tenure and Promotion Systems* article of the Collective Agreement requires that, in formulating a committee’s recommendation on an application for promotion, committee members shall rate the applicant’s performance as “meets the standard” or “does not meet the standard” in each of the areas of teaching, service and, where applicable, scholarship. The standards are not defined in the Collective Agreement because their development was delegated to the academic governance bodies of the university.
2. Promotion recommendations and decisions are based on the Collective Agreement and the detailed criteria in effect on the date by which the Collective Agreement requires that notice of intent to apply be submitted. The detailed criteria have been implemented as the *Institutional Tenure and Promotion Criteria* and the Faculty scholarship documents introduced in [Section C. Related Documents](#) of the *Preface* of this handbook.
3. The third clause is a consequence of one of the principles in *Appendix A: Principles of a Tenure, Promotion and Rank System at Mount Royal* in the Collective Agreement, which states, “Promotion processes and criteria will not disadvantage those faculty who choose to engage primarily in service activities (i.e. Chairs, President of the MFRA, secondments).” As an example, a Chair could demonstrate leadership in teaching through duties such as curriculum review and mentoring new faculty.

The following criteria for the two promotion categories and for substantial contribution in service, which is required in both, are specified in the Collective Agreement.

a. Excellence and Leadership in Teaching

The applicant must be an exemplary teacher who demonstrates leadership in teaching. The criteria are those for proficient and scholarly teaching in the *Institutional Tenure and Promotion Criteria*, the general criterion above, and the following criteria, which are used to assess excellence and leadership in teaching:

- I. demonstrates a sustained and significant impact on teaching beyond the individual’s classes;
- II. influences professional dialogue about teaching beyond the Academic Unit;
- III. provides leadership for major educational initiatives in or beyond the University;
- IV. champions the ongoing enhancement of undergraduate education; and
- V. contributions to teaching and learning are recognized by peers at the national or international level.

b. Excellence in Scholarship and Proficient and Scholarly Teaching

The assessment of excellence in scholarship is based on the general criterion above, all the criteria for “significant results from scholarship” as outlined in the *Institutional Tenure and Promotion Criteria*, and the following criteria:

- I. the candidate’s scholarship is recognized by peers at the national or international level;
- II. the candidate’s scholarship has had a demonstrable impact on the work of other scholars, professionals, or within appropriate academic or professional communities;

An applicant for promotion in this category must also continue “to meet the criteria for proficient and scholarly teaching required for the granting of tenure.”

c. Substantial Contribution in Service

The determination of substantial contribution in service is based on the general criterion above, all the criteria for “participation” outlined in the *Institutional Tenure and Promotion Criteria*, plus the following:

The candidate demonstrates leadership in at least one, or significant contributions in at least two, of the following:

- I. service to the Academic Unit and Faculty
- II. service to the University
- III. service to academic fields of study
- IV. service to the broader community, in a faculty member-related or discipline-related capacity.

A.3. Detailed Criteria, Evidence and Standards for Promotion

The detailed criteria, evidence and standards for promotion are specified in the following documents posted on the university’s tenure and promotion documents web page:

- a. the *Institutional Tenure and Promotion Criteria* developed by the Academic Standards Committee of the GFC in consultation with the Faculty Councils, which contains the detailed criteria for teaching, scholarship and service, as well as the evidence and standards for teaching and service; and
- b. a document for each Faculty containing the evidence and standards for scholarship.

An applicant is responsible for submitting evidence in their promotion portfolio to demonstrate that the criteria for promotion have been fulfilled. Although the *Institutional Tenure and Promotion Criteria* and the Faculty scholarship documents contain examples of evidence that may be used, an applicant is not restricted to submitting only those forms of evidence. The institutional criteria document states that, “For demonstration of national or international recognition, the types of evidence may vary by discipline and by candidate, and must be assessed on a case-by-case basis.” (Section 6, Promotion to the Rank of Professor).

The *Institutional Tenure and Promotion Criteria* notes (Section 3, Definitions) that some examples of evidence occur in more than one of teaching, scholarship and service because these are overlapping and interconnected activities. It observes that there is flexibility in categorizing such forms of evidence in support of a promotion application and states that, “**each piece of evidence may only be used to support one of teaching or scholarship or service**”.

The *Institutional Tenure and Promotion Criteria* and the Faculty scholarship documents amplify the general criteria in the Collective Agreement, as discussed in the next three subsections.

a. Excellence and Leadership in Teaching

The *Institutional Tenure and Promotion Criteria* describes leaders in teaching as educators who have a sustained impact beyond the local level, influencing teaching nationally or internationally (Section 3.1 Teaching). Refer to this document for further characterizations of leadership in teaching and for references that provide more detailed descriptions. Another benchmark is that applicants must

demonstrate significant leadership beyond their regular duties (Section 6.1, Promotion Based on Excellence and Leadership in Teaching).

The *Institutional Tenure and Promotion Criteria* provides an extensive list of activities that could generate evidence to demonstrate that the additional criteria for excellence and leadership in teaching have been met (Section 6.1, Promotion Based on Excellence and Leadership in Teaching). Respecting the diversity of the university's disciplines, applicants may choose what to include in their promotion portfolio and are not limited to evidence generated by the activities listed. However, applicants are expected to present evidence for how they have met each of the additional criteria.

b. Excellence in Scholarship and Proficient and Scholarly Teaching

See the appropriate Faculty document for examples of acceptable evidence of scholarship. These documents articulate an expectation for significant and sustained evidence of scholarship at the national or international level, but do not require a specific number of publications. Only scholarly work that has been published or accepted for publication will be considered as evidence. An applicant who wishes to include submitted work should delay application until it has been accepted.

Thorough teaching evidence is essential in an application for promotion in this category. Continual reflection and improvement are characteristics of a proficient and scholarly teacher. The *Institutional Tenure and Promotion Criteria* states this as:

The candidate must also demonstrate a continued high quality of teaching. This entails continuing to meet the criteria for proficient and scholarly teaching. Note that satisfying these criteria implies continued and ongoing development as a teacher.
(Section 6.2, Promotion Based on Excellence in Scholarship)

The *Institutional Tenure and Promotion Criteria* contains examples of activities that could generate evidence for satisfying the criteria for proficient and scholarly teaching. Examples of activities that could generate evidence of fulfilling the ten criteria for competent teaching are listed in chart form (Section 4.1, Teaching). The five additional criteria defining proficient and scholarly teaching are presented in table form (Section 5.1, Teaching), with the right-hand column listing examples of activities that could generate evidence demonstrating that the corresponding criterion in the left-hand column has been accomplished.

c. Substantial Contribution in Service

In its Appendix C, the institutional criteria document defines four levels of service in increasing degree of contribution – Participation, Contribution (Level I), Contribution (Level II) and Leadership. There are four tables in Appendix C, one for each of the four categories identified in the general criteria for substantial contribution in service: to the academic unit and Faculty, to the university, to academic fields of study, and to the broader community. The left-hand column of each table contains a list of examples of service activities for that category. Each example is classified into one or more of the levels of service in the remaining four columns of the table. It should be noted that although the tenure process and the promotion documents both refer to Appendix C, the levels of service required for promotion to Full Professor are substantially higher than those for promotion to Associate Professor.

The Contribution (Level II) and Leadership levels are grouped into Substantial Service, in order to provide detailed criteria and evidence to implement the substantial contribution in service required by the

Collective Agreement for promotion to the rank of Professor. In addition to participation in the governance and activities of the academic unit and participation in governance at the Faculty Council level, which are expected of all full-time⁸ faculty, the general criteria for substantial contribution in service require that either significant contributions be demonstrated in at least two of the four categories of service or leadership be demonstrated in at least one of the four categories. These descriptors are interpreted for the tables in Appendix C of the *Institutional Tenure and Promotion Criteria* by defining 'significant contribution' as service at the level suggested by the examples in the Contribution (Level II) columns of the tables and stating that possible examples of 'leadership' in service are provided in the Leadership columns (Section 6.3, Requirements for Substantial Contribution in Service).

Several service activities are classified into more than one level. For example, in the service to the university category, the activity, "Member who regularly attends meetings and actively contributes to projects and initiatives" is classified as both Contribution (Level I) and Contribution (Level II) for GFC sub-committees, other university-level committees, and MRFA committees, depending on the extent of contributions to the work of the committee. Similarly, the activity "Chair" is classified as both Contribution (Level II) and Leadership, depending on the scope and workload of the committee. If an applicant believes that a contribution is worthy of the higher classification, then supporting evidence must be submitted. A service activity for which reassigned time has been received may be used as evidence of service (Section 3.3, Service).

⁸ For a definition of "Full-Time Employee," see the "Article 1—Definitions" section of the Collective Agreement.

Section B - Roles in the Promotion Process

B.1. The Faculty Promotion Committee

a. Duties

The *Tenure and Promotion Systems* article of the Collective Agreement requires that each Faculty, School or other academic unit(s) represented by a Faculty Council have a Promotion Committee. A Promotion Committee makes recommendations to the UTPC on applications for promotion from the area it represents and is consulted if a departmental selection committee wishes to recommend appointment with tenure at the rank of Professor.

b. Composition

In a Faculty or School, the Promotion Committee is composed of:

- the Dean of the Faculty or School; and
- one tenured faculty member, plus one tenured alternate, from each department in the Faculty or School, elected by the tenured members of the department.

See the relevant articles in the Collective Agreement for information about the composition of the Promotion Committee for cross-appointed applicants.

An alternate serves as a replacement at any meeting which the representative for that department is unable to attend. See the *Tenure and Promotion Systems* article of the Collective Agreement for the composition of the Promotion Committee for the Library, which is a single department Faculty. For faculty in the Academic Development Centre, tenure and promotion procedures and recommendations are administered by the Dean of the Faculty of Health, Community and Education.

Committee members serve three-year terms, or for the remainder of the term when replacing a member or alternate who has resigned. The terms of approximately one-third of the members and one-third of the alternates expire every year because the terms are overlapping. Chairs, Associate Deans and Academic Directors are not normally eligible to serve on a Promotion Committee.

The Dean chairs the Promotion Committee and votes only to break a tie. The other members of the committee are expected to vote because an abstention could be construed as a negative vote.

Quorum is two-thirds of the membership, including the Dean. A committee member who withdraws or is removed from reviewing an applicant's promotion portfolio because of conflict of interest with the applicant is replaced by the alternate, where possible. Conflict of interest is discussed in [Appendix A: Peer Review for Tenure and Promotion](#).

c. Preparation

Before serving in their first year on a Promotion Committee, members and alternates must attend a tenure and promotion workshop conducted jointly by the Mount Royal Faculty Association and the Provost and Vice-President, Academic or designee. Members and alternates should be thoroughly conversant with the relevant articles of the CA, the institutional and Faculty-level criteria, this Handbook, and the contents of

[Appendix A: Peer Review for Tenure and Promotion](#), [Appendix B: Best Practices for Tenure and Promotion Chairs and Committees](#), and [Appendix C: Storage and Retention of Documents](#).

B.2. Role of the Department Chair and the Dean

The Dean chairs the Promotion Committee and selects three external referees from the list of potential referees nominated by the applicant and the Chair of the applicant's department. The Chair attends the meeting at which the Promotion Committee discusses the application for promotion, but is not present for any vote or final decision regarding the applicant.

The Collective Agreement requires that the Chair and/or Dean comment on the extent to which duties with respect to teaching, service and, where applicable, scholarship have been carried out in a responsible and professional manner. *Promotion Form 213: Chair/Dean Comments on Responsible and Professional Conduct of Duties* must be completed before the Promotion Committee meets to consider the application for promotion. The Chair initiates the process by completing the Chair's sections of the form and then forwards it to the Dean.

Promotion Form 213 is used to determine whether the duties have been carried out in a responsible and professional manner, but it is not included in the promotion portfolio. The Collective Agreement requires that the Promotion Committee summarize the comments in its recommendation to the UTPC. Conduct of duties are discussed further in [Appendix A, Section A.3. Other Sources of Evidence](#).

B.3. The University Tenure and Promotion Committee

Unlike tenure, for which the UTPC recommends to the President, the UTPC makes the decision on promotion. The applicant is advised in writing, with reasons, of the decision of the UTPC, normally no later than January 31.

B.4. Role of External Referees

External referees play an important role in assessing the national or international recognition required in both the Excellence in Scholarship and Excellence and Leadership in Teaching promotion categories. They express an opinion on national or international recognition by assessing the significance and impact of the applicant's scholarly work. This can be done best by scholars working in the same field, or in a closely related field, who are respected nationally or internationally. For applications based on Excellence and Leadership in Teaching, external referees should be experts in teaching and learning who can assess how widely known the applicant is in the ways described by the general criteria for this category of promotion.

Because the integrity of the promotion review depends on the external referees being impartial, ideally, they will know the applicant more by reputation than personally. The Collective Agreement speaks to this issue at length, with the following clause in the *Promotion* article:

All nominated referees must not be in a potential conflict of interest situation. A conflict of interest may be deemed to exist or perceived as such when an external referee:

- is a relative or close friend, or has a close personal relationship with the applicant;
- is in a position to gain or lose financially/materially from the promotion of the applicant;
- has had long-standing academic or personal differences with the applicant;
- is currently affiliated with the applicant's institution, organizations or companies – including research institutes;
- is closely professionally associated with the applicant, as a result of having in the last five years:
 - frequent and regular interactions with the applicant in the course of their duties at their organization;
 - collaborated, co-authored, or shared funding with the applicant, or have plans to do so in the immediate future;
- has been a supervisor or a trainee of the applicant;
- feels for any reason unable to provide an impartial review of the applicant.

The applicant nominates four potential referees and the Chair of the applicant's department nominates an additional two. The chair of the Promotion Committee selects three external referees and two alternates from these six potential referees, as discussed in [Section E.1. *Selecting External Referees and Obtaining their Reports*](#). It is often the case that the Dean may ask for additional names as they are unable to find three willing and available reviewers from the list of six names.

External referees are given access to the applicant's promotion portfolio and to the documents used in making recommendations and decisions on promotion. They are asked to evaluate the applicant's accomplishments relative to the criteria and standards for promotion at Mount Royal University. More specifically, referees are asked to assess the significance of the applicant's scholarly work and its impact on their field nationally or internationally. Referees are also asked to state their relationship to the applicant and to make a recommendation regarding promotion if they are able to, based on the evidence in the promotion portfolio that they can assess.

Only letters from the External Referees will be accepted as an overall assessment of the applicant's accomplishments relative to the criteria and standards for promotion at Mount Royal University. Letters from members of the MRU community may only be included in the dossier as evidence to support a specific example cited by the candidate with respect to their teaching, scholarship or service.

Section C - The Promotion Portfolio

C.1. Online Portfolio

The University maintains and administers an online system and associated procedures for submission and review of promotion portfolios. The Promotion Dossier now resides in Google Drive.

When the applicant notifies the Chair of the PC and the chair of UTPC, in writing, that they intend to apply for promotion to the rank of Professor (by 31 January), the Dean's tenure and promotion assistant requests that a *Promotion Portfolio* template be created for the applicant and will then grant edit access to the folder. Applicants should contact the Academic Development Centre Sandbox for technical support.

A user with update access can upload and delete documents, and can be thought of as having control of the master copy of the portfolio. An applicant has control until the date by which the portfolio is to be submitted to the chair of the Promotion Committee. After that, the Dean's tenure and promotion assistant and the Secretary of the UTPC grant and revoke access depending on the stage of the promotion process. The dates referred to below are those given in the *Promotion* article of the Collective Agreement and in [Section E.5. Deadlines](#).

Copies of the master version of the promotion dossier in Google Drive will be made by ADC as appropriate and access to the relevant copies will be made by the Dean's administrative assistant as follows:

1. The applicant's access is reduced to read-only on the date by which the applicant is to submit the portfolio to the chair of the Faculty Promotion Committee.
2. The Chair of the department and the members of the Promotion Committee are granted read access from the date by which the applicant is to submit the portfolio until the date by which the Promotion Committee's recommendation is to be completed.
3. Tenured members of the department who are not members of the Promotion Committee are granted read access during the period when the chair of the Promotion Committee makes the portfolio available for review.
4. The applicant's update access is restored if the applicant withdraws the application after receipt of the Promotion Committee's recommendation. All other users, including the Dean's tenure and promotion assistant, are removed. The online portfolio could be used for a future application.
5. The Secretary of the UTPC is granted update access on the date the portfolio is received from the Dean. This signifies that control of the portfolio has passed to the UTPC.
6. The members of the UTPC are granted read access from the date the Secretary of the UTPC receives the portfolio until the UTPC has made its decision regarding promotion.
7. The applicant's update access is not restored after the UTPC has made the decision regarding promotion. The promotion portfolio is archived in accordance with the procedures outlined in *Appendix C: Storage and Retention of Documents*. The applicant receives a copy of the archived portfolio from the Secretary of the UTPC.

C.2. Compiling the Portfolio

A promotion portfolio should be a carefully prepared record of the applicant's accomplishments. It should be well-organized and designed to convince reviewers that the applicant is deserving of promotion to the rank of Professor. It should be developed for a general academic audience because most internal reviewers will not be in the same discipline as the applicant. Publications that are peer reviewed should be clearly identified.

The contents and organization of a promotion portfolio are more flexible than they are for a tenure dossier because of the diversity of careers that lead to an application for promotion. The portfolio template below is not prescriptive. An applicant should reconfigure it by deleting sections and content items that are not used and creating any additional content items required to present the evidence for promotion in a clear, convincing manner. One or more files can be uploaded to each content item. Files should be named descriptively and be in the *pdf* format. Do NOT use Google docs or links in your promotion dossiers.

a. Format for Construction of the On-line Dossier for Promotion to the Rank of Professor (as recommended by UTPC)

Profile

- Application for Promotion to Professor (Form 211)
- Current CV
- Summary of Evidence
- Promotion Committee Final Recommendation (Form 214)

Proficient and Scholarly Teaching

- Statement of Teaching Philosophy
- Reflective Assessment of Teaching
- Sample course outlines
- Sample student assessments
- Other instructional materials, including courses revised or developed
- Summary of and reflection on Student Perceptions of Instruction [over entire career]
- Student Evaluations of Instruction and/or Student Perceptions of Instruction any associated Faculty Member's Response to SPoT forms (Form 300) [last five years]
- Acknowledgments and awards
- Any additional evidence of teaching

Substantial Contribution in Service

- Leadership
- Significant Contributions
- Any additional evidence of service

Excellence in Scholarship

- Scholarship Plan
- Reflective Assessment of Scholarship
- List of publications
- List of presentations
- Acknowledgments and awards
- Evidence of national or international impact

- Any additional evidence of scholarship
- Any record of disciplinary action within the past four years

Excellence and Leadership in Teaching

- List of publications related to teaching
- List of presentations and workshops related to teaching
- Acknowledgments and awards
- Evidence of national or international impact
- Any additional evidence of teaching leadership
- Any record of disciplinary action within the past four years

b. Items Required of all Applicants

The first three sections of the portfolio template are required for applicants in both the Excellence and Leadership in Teaching and the Excellence in Scholarship and Proficient and Scholarly Teaching categories.

It is highly suggested that candidates write an overall summary about how they have met the criteria for promotion for inclusion in the dossier. Many applicants also write a brief summary/introduction of their accomplishments for each of the various sections.

c. Items Dependent on the Application Category

With regard to the last two sections, use only the one for the category of application. Applicants in the category of Excellence and Leadership in Teaching must clearly differentiate between regular teaching duties and activities related to excellence and leadership in teaching. They should use the *Proficient and Scholarly Teaching* section to provide evidence that their teaching fulfills the criteria for tenure and the *Excellence and Leadership in Teaching* section for evidence of meeting the criteria used to assess this category. These criteria are related to activities that go beyond regular duties and include recognition by peers at the national or international level. They are discussed in the *Excellence and Leadership in Teaching* sub-sections of [Section A.2. General Criteria for Promotion](#) and [Section A.3. Detailed Criteria, Evidence and Standards for Promotion](#).

Section D - Applying for Promotion

D.1. Making the Application

The Collective Agreement outlines a year-long process from notification of intent to apply until the decision of the UTPC.

By January 31, an applicant must use *Promotion Form 201: Notification of Intent to Apply* to notify the chair of the Promotion Committee and the chair of the UTPC, with a copy to the Chair of the department, of intent to apply for promotion to the rank of Professor. The applicant must nominate four potential external referees on this form and include the rationale for each nomination. The applicant must affirm that the proposed referees are not in a potential conflict of interest, as described in [Section B.4. Role of External Referees](#). The applicant must not contact the proposed referees regarding the application for promotion.

By the second Friday in June, the applicant must have finished compiling their promotion portfolio and notified, in writing, the chair of the Promotion Committee (the Dean), the chair of the UTPC, and the President of the MRFA that the portfolio is ready for review.

D.2. Choice of External Referees

Choosing referees is similar to compiling the promotion portfolio – an applicant will want to develop the strongest possible case for promotion, and the reputation of the referees might be a factor. Who they are, what they will likely say, and whether they will respond in a timely fashion are all important. Referees who are full professors would generally add credibility to an application. If an applicant's nominees are weak, then perhaps only one of them will be among the three chosen by the chair of the Promotion Committee.

Section E - Review of an Application for Promotion

E.1. Selecting External Referees and Obtaining their Reports

The Chair of the applicant's department uses *Promotion Form 202: Nomination of Referees by the Chair* to nominate an additional two potential external referees. In making these nominations, the Chair will review the referees nominated by the applicant and may consult with the discipline coordinator or other colleagues. Contact information and a rationale must be provided for each nomination. The Chair must endeavour to ensure that the nominees are not in a potential conflict of interest, as described in [Section B.4. Role of External Referees](#). Form 202 must be submitted to the chair of the Promotion Committee by February 15.

Before the second Friday in June, the chair of the Promotion Committee selects three referees and two alternates from the list of four potential referees nominated by the applicant and two potential referees nominated by the Chair of the department. These choices are recorded on *Promotion Form 203: Naming of Referees and Alternates by the Chair of the Promotion Committee*. Completed forms 202 and 203 are retained in the applicant's formal promotion documents file in the confidential tenure and promotion file in the Dean's office. The applicant is not apprised of which referees have been chosen. It is often the case that the Dean will not be able to find three available and willing referees from the six names submitted. If this is the case, the Dean may ask for additional names from the applicant and Chair.

By the second Friday in June, the applicant "shall submit the complete promotion portfolio to the chair of the PC and notify, in writing, the chair of the UTPC and the President of the Association of the submission" (11.3.5). Once the above steps in article 11.3.5 are completed, the chair of the Promotion Committee writes the three referees named in Promotion Form 203 to ask if they would be willing to serve as an external referee. The applicant's CV is attached to these letters. An external referee is asked to complete either *Promotion Form 204: External Referee Report – Excellence and Leadership in Teaching* or *Promotion Form 205: External Referee Report – Excellence in Scholarship and Proficient and Scholarly Teaching* by August 15. Referee reports are confidential documents, which are not included in the promotion portfolio and are shared only with the members of the Promotion Committee and the members of the UTPC. They are retained in the applicant's formal promotion documents file in the confidential tenure and promotion file in the Dean's office.

Once an individual agrees to serve as a referee, access to the relevant copy of the applicant's promotion dossier is granted by the Dean's administrative assistant. Access is also provided to this handbook, the Collective Agreement, the *Institutional Tenure and Promotion Criteria*, and the scholarship evidence and standards document of the applicant's Faculty.

E.2. Promotion Committee Recommendation to the UTPC

a. Other Sources of Evidence

The promotion portfolio is made available for review by all tenured members of the applicant's department who are not members of the Promotion Committee for five working days in September. They may use *Promotion Form 212: Tenured Faculty Comments* to submit feedback, either positive or negative, to the

Promotion Committee on the suitability of the applicant for promotion. Comments should be evidence-based and pertinent to the promotion criteria.

During the same period, the Chair and the Dean use *Promotion Form 213: Chair/Dean Comments on Responsible and Professional Conduct of Duties* to comment on the extent to which duties with respect to teaching, service and, where applicable, scholarship have been carried out in a responsible and professional manner.

Refer to [Appendix A: Section A.3. Other Sources of Evidence](#) for complete descriptions.

b. Procedures

The criteria used to assess an application for promotion are described in the *Introduction to Promotion* chapter of this handbook. The *Institutional Tenure and Promotion Criteria* provides direction to a Promotion Committee with the following statement:

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

- they are flexible with respect to a potential shifting of focus over time (e.g. they permit service-heavy versus scholarship-heavy years); and,
- they are not based solely on the candidate's most recent contribution(s), but on performance and contributions over a career.
 - (Section 2.1, Intended Application of the Criteria)

The Promotion Committee reviews the evidence presented in the promotion portfolio. The Chair of the applicant's department attends part of the meeting at which the Promotion Committee discusses the application for promotion, but is not present for any vote or final decision. The Promotion Committee reviews the external referees' reports, but they are not added to the promotion portfolio.

The Promotion Committee uses *Promotion Form 214: Promotion Committee Recommendation* to prepare its recommendation on whether the standards for promotion have been met. A summary of the written feedback from tenured members of the department and the comments from the Chair and Dean must be incorporated into the recommendation, but the forms used to submit such evidence are not included in the promotion portfolio. As described in [Appendix A: Section A.4. Reports of Tenure Committees and Promotion Committees](#), the reasons for the recommendation must be included, especially for a negative recommendation. The reports section of Appendix A also discusses dissenting opinions. There is no official form for dissenting opinions.

The applicant has an opportunity to respond to the draft promotion recommendation in writing prior to the meeting and/or at a meeting with the Promotion Committee, and may be accompanied by a tenured colleague at this meeting. The applicant may submit additional documents to address any issues or concerns raised by the Promotion Committee in its draft recommendation. Any additional documents submitted are added to the portfolio as attachments to the Promotion Committee's final recommendation. Refer to [Appendix A: Section A.5. Candidate's Meeting with the Tenure or Promotion Committee](#) for further information.

The procedures for making and reviewing an application for promotion to the rank of Professor are summarized in [Section E.5 Deadlines](#).

E.3. Withdrawal of Application

After receiving the final promotion recommendation from the Promotion Committee, an applicant has the right to withdraw their application without prejudice to future applications. If the application is withdrawn, it would not count in the maximum of two applications permitted by the Collective Agreement in a five-year period.

If the applicant does not withdraw their application, the Dean (normally the chair of the PC) forwards the promotion portfolio and related documents to the secretary of the UTPC.

E.4. The Decision of the UTPC

The UTPC reviews the promotion portfolio, the Promotion Committee's recommendation, and the external referees' reports. After assessing the evidence using the criteria described in the *Introduction to Promotion* chapter of this handbook, the UTPC decides that the applicant either be promoted to the rank of Professor or be denied promotion to the rank of Professor.

When promoted, an applicant is transferred from the Associate Professor Salary Grid to the Professor Salary Grid at the step one higher than the current salary. This transfer is effective February 1 of the academic year in which notification of promotion was received.

An applicant who is denied promotion may file notice of appeal within 21 working days of receiving the decision. An appeal must be based on one or more of the grounds listed in the *Grounds for an Appeal* section of the *Appeal of Denial of Promotion* chapter of this handbook.

E.5. Deadlines

Summary of Promotion Procedures		
Deadline	Activity	Responsibility
By 31 January	Notify chair of the PC and chair of the UTPC, with a copy to Chair of the department, of intent to apply for promotion using Promotion Form 201. Nominate four potential external referees on the form.	Applicant
By 15 February	Nominate an additional two potential external referees using Promotion Form 202.	Chair of department
By the second Friday in June	Select three external referees and two alternates from the list of six potential referees using Promotion Form 203.	PC chair
By the second Friday in June	Finish compilation of promotion portfolio. Notify PC chair when portfolio is ready.	Applicant
By the second Friday in June	Notify the chair of the UTPC and the President of the MRFA, in writing, that the portfolio is ready for review. The Dean should also be notified.	Applicant

Summary of Promotion Procedures		
Deadline	Activity	Responsibility
In time to receive all external referee reports by 15 August	Invite referees to review the application. Invite alternates if referee reports are not received within four weeks of the request.	PC chair
When all three referee reports have been received and no later than 15 September	Provide members of the PC with the external referees' reports. These reports shall be kept confidential and separate from the master version of the promotion portfolio and shared only with the members of the PC and the members of the UTPC.	PC chair
15 September	Make portfolio available for review by tenured members of the department who are not members of the PC.	Dean's administrative assistant ¹
Within 5 working days of 15 September	May submit written feedback to the PC chair on the suitability of the applicant for promotion, based on the promotion criteria, using Promotion Form 212. Feedback submitted in any other way will not be considered.	Tenured members of department who are not members of the PC
Within 5 working days of 15 September	Submit comments to the PC chair on the extent to which the applicant has carried out duties in a responsible and professional manner using Promotion Form 213.	Chair and Dean
In time to meet the next deadline	Meet to consider the promotion portfolio, the written feedback from tenured members of the department, the external referees' reports, and the comments from the Chair and Dean. Prepare the draft promotion recommendation using Promotion Form 214.	PC
By the end of the second week of October and no less than 3 working days prior to meeting with the applicant	Convey the draft promotion recommendation to the applicant.	PC chair
No later than the meeting with the PC	Submit, if desired, additional documents to the PC chair to address any issues or concerns raised by the PC in the draft promotion recommendation.	Applicant
Scheduled with the 31 October deadline for completion in mind	Meet to discuss the draft promotion recommendation with the applicant.	PC and applicant

Summary of Promotion Procedures		
Deadline	Activity	Responsibility
In time to meet the next deadline	Prepare the final promotion recommendation using Promotion Form 214. Attach any dissenting opinions from committee members.	PC
No later than three working days before 31 October	Convey final promotion recommendation and any dissenting opinions to the applicant.	PC chair
By 30 October	Respond to final promotion recommendation.	Applicant ²
By 30 October	Add final promotion recommendation and any additional documents previously submitted by the applicant to the promotion portfolio.	PC chair ³
By 31 October	May withdraw the application without prejudice to future applications after receipt of the final promotion recommendation.	Applicant
Between 1 November and 7 November	Forward the promotion portfolio and the confidential reports of the external referees to the Secretary of the UTPC.	PC chair
In time to meet the next deadline	Review the promotion portfolio and reports of the external referees. Decide whether the applicant is to be promoted to the rank of Professor or promotion is to be denied.	UTPC
Normally no later than 31 January	Notify applicant, with reasons, of the decision of the UTPC.	UTPC chair

Notes:

¹ The Dean's administrative assistant is the person in the Dean's office who is responsible for managing tenure and promotion files. The Dean's assistant grants and revokes access to the portfolio as described in [Section C.1. Online Portfolio](#).

² The applicant sends the response electronically to the PC chair, who incorporates it into Promotion Form 214.

³ The documents that the PC chair is responsible for adding to the promotion portfolio are forwarded to the Dean's administrative assistant, who uploads them to the portfolio.

Section F - Appeal of Denial of Promotion

The allowable reasons for an appeal, the composition of the University Appeals Committee that hears an appeal, and an outline of the appeal procedures are specified in the *Promotion* article of the Collective Agreement. Denial of promotion is not grievable because the Collective Agreement provides an alternate, binding dispute resolution mechanism.

F.1. Grounds for an Appeal

Within 21 working days of receiving the decision of the UTPC to deny promotion to the rank of Professor, an applicant may appeal based on one or more of the following grounds:

1. Failure to follow the procedures outlined in the Collective Agreement and/or this handbook in effect at the time of application.
2. Consistency of application of the general criteria for promotion in the Collective Agreement, the Addendum on Teaching, Scholarship and Service in the Collective Agreement, and the detailed criteria for promotion recommended by the General Faculties Council and approved by the Board of Governors.
3. The Promotion Committee recommended that the applicant be promoted but the UTPC denied promotion.

The above are the only grounds upon which an appeal may be based. The Collective Agreement specifically prohibits a procedural error committed by the applicant as grounds for an appeal.

The period during which an appeal would be heard extends beyond the date by which notice of intent to apply for promotion is due in the following year. If notice of intent to apply has already been submitted, then filing a notice of appeal will result in withdrawal of the notice of application because a new application is not permitted while an appeal is being heard.

An applicant who is considering an appeal may wish to consult with the President of the Mount Royal Faculty Association. Notice of Appeal of Denial of Promotion must be filed in writing to the President of the University, with a copy to the President of the MRFA, within 21 working days of receiving the decision of the UTPC. The Notice of Appeal must state the grounds upon which the appeal is based, and it must include evidence that the appeal has merit and that promotion should be granted.

F.2. The University Appeals Committee

The appeal is heard by a University Appeal Committee consisting of:

- the President of the University, who chairs the committee and votes only to break a tie;
- three tenured faculty members appointed by the MRFA, one of whom shall serve as a designated alternate; and
- three tenured faculty members appointed by the Board, one of whom shall serve as a designated alternate (the Board is defined in the Collective Agreement as "The Board of Governors of Mount Royal University or designate").

See the *Promotion* article of the Collective Agreement for details regarding the composition of the committee.

F.3. Procedures of the University Appeal Committee

The purpose of an appeal is to thoroughly reconsider the decision to deny promotion. Members of an appeal committee should not be reluctant to reverse the decision, if warranted by the evidence.

The appeal committee reviews the UTPC’s decision, the evidence presented in the Notice of Appeal, the promotion portfolio, and all supporting documentation. The supporting documentation includes all instances of:

- *Promotion Form 204: External Referee Report – Excellence and Leadership in Teaching* or;
- *Promotion Form 205: External Referee Report – Excellence in Scholarship and Proficient and Scholarly Teaching*;
- *Promotion Form 212: Tenured Faculty Comments*; and
- *Promotion Form 213: Chair/Dean Comments on Responsible and Professional Conduct of Duties*

that were used in consideration of the application. The contents of these forms were used in making the recommendation and decision regarding promotion, but the forms were not included in the promotion portfolio. The evidence itself, rather than a summary, should be examined in an appeal. These forms are university records and are retained in the confidential tenure and promotion file in the Dean’s office.

The University Appeal Committee decides that either:

- the UTPC’s decision to deny promotion be upheld; or
- the UTPC’s decision be changed and the applicant be promoted to the rank of Professor.

The decision of the University Appeal Committee is final.

F.4. Deadlines

Summary of Appeal Procedures		
Deadline	Activity	Responsibility
Within 21 working days ¹ of receiving the decision of the UTPC to deny promotion	File Notice of Appeal of Denial of Promotion in writing to the President of the University, with a copy to the President of the MRFA. The Notice of Appeal must state the grounds upon which the appeal is based and include evidence that the appeal has merit and that promotion should be granted.	Applicant
Upon receipt of a Notice of Appeal	Notify the appellant’s Dean, department Chair, and chair of the UTPC of the appeal.	President
In time to meet the next deadline	Constitute the University Appeal Committee.	President of the MRFA and the President

Summary of Appeal Procedures		
Deadline	Activity	Responsibility
Within 20 working days of receipt of the Notice of Appeal	Summon the University Appeal Committee to meet and consider the appeal.	President
No later than 30 working days after the initial meeting of the committee	Decide that the UTPC's decision to deny promotion be upheld or that the applicant be promoted to the rank of Professor.	University Appeal Committee
No later than 30 working days after the initial meeting of the committee	Convey the decision of the University Appeal Committee to the appellant, the President of the MRFA, the chair of the UTPC, and the appellant's Dean and department Chair.	President

Note:

¹ Day is defined in the Collective Agreement as excluding Saturdays, Sundays and days designated as holidays.

Part Four - Appendices

Appendix A - Peer Review for Tenure and Promotion

Note: The term 'candidate' also refers to an applicant for promotion to the rank of Professor in statements in this appendix that apply to both tenure and promotion. When 'committee' is used, the statement applies to both a Tenure Committee and a Promotion Committee.

A.1. The Importance of Peer Review

In the Collective Agreement, Appendix A: *Principles of a Tenure, Promotion and Rank System at Mount Royal*, one of the stated principles is that

- A fair, evidence-based assessment of criteria by peers, working collegially and ethically, is at the heart of Mount Royal's tenure and promotion system.

Although departmental Tenure Committees and Faculty Promotion Committees nominally only make non-binding recommendations, with the actual decisions being made at the university level, these decisions are based upon the reviews conducted by the peer committees.

Peer review for tenure occurs at the department level and is an iterative, multi-year process. Members of a Tenure Committee apply their disciplinary expertise in assessing the evidence to evaluate progress towards meeting the criteria for tenure in the annual and mid-term evaluations and to judge whether the standards for tenure have been met in the final tenure review.

Peer review for promotion to the rank of Professor occurs at the Faculty level because of the external focus. National or international recognition is required for promotion to the rank of Professor, but not for tenure and promotion to the rank of Associate Professor.

A.2. Committee Principles and Procedures

The following guidelines apply to the work of tenure and promotion committees.

1. The Collective Agreement requires that, in formulating a committee's recommendation on an application for tenure or promotion, committee members shall rate the candidate's performance as "meets the standard" or "does not meet the standard" in each of the areas of teaching, service and, where applicable, scholarship. The candidate does not have to be above average and must not be compared to other present or past candidates; the candidate need only meet the standards.
2. In evaluating a candidate's performance, committee members must be respectful of differences in pedagogy and of the diversity of scholarship, especially if certain practices have become customary in a department and there is resistance to other approaches.
3. A candidate's exercise of academic freedom may create differences of opinion between the candidate and committee members. Committee members must be careful to ensure that any

such differences of opinion do not affect their professional judgment and that they are not construed as being related to the candidate performing duties in a responsible and professional manner.

Although pedagogy is protected by academic freedom, departments are accountable for their courses and programs, and this requires that collective decisions be made about curriculum and assessment. Faculty members have a responsibility to respect decisions of this type made by their department or discipline. The *Intellectual Property* article of the Collective Agreement stipulates that the University (not the employee) owns the copyright to basic course outlines, which includes information about the grading scheme, the weighting of assignments, and any textbooks or course packs required.

4. The extent to which duties have been carried out in a responsible and professional manner is a criterion for tenure. Interpersonal cooperation is included in this, but personality is not.
5. Candidates on the TSS work pattern must be assessed on their achievements, not on their scholarship plan. Provided that the Faculty's standards for scholarship have been met, an overly ambitious scholarship plan is commendable and failure to achieve all objectives set is not grounds for criticism.
6. Peer review is an evidence-based process. During a committee's deliberations, members must be mindful that hearsay is not evidence and anecdotes are not data.
7. The meeting with the candidate to discuss the draft report is an opportunity for the candidate to respond and for the committee to gather additional information to refine the draft into its final report.

A.3. Other Sources of Evidence

In addition to the evidence submitted in a tenure dossier or promotion portfolio, the Collective Agreement authorizes relevant evidence to be introduced using the following forms.

University Tenure Forms	
111	Tenured Faculty Comments
112	Chair/Dean Comments on Responsible and Professional Conduct of Duties

University Promotion Forms	
212	Tenured Faculty Comments
213	Chair/Dean Comments on Responsible and Professional Conduct of Duties

Completed forms 111, 112, 212 and 213 are not included in the tenure dossier or promotion portfolio. They are university records and are retained in a confidential tenure and promotion file in the Dean's office. When a Tenure Committee or Promotion Committee has completed the evaluation or recommendation for which the information on one of these forms has been used, all copies of the form are to be disposed of, except for one copy submitted by the chair of the committee to the Dean's tenure and promotion assistant for inclusion in the confidential tenure and promotion file. These documents are subject to FOIP requests for access, as discussed in [Section A.8. Confidentiality](#).

a. Tenured Faculty Comments

All tenured members of a candidate's department who are not members of the department's Tenure Committee may use *Tenure Form 111* to provide feedback, either positive or negative, on the performance of the candidate with respect to the tenure criteria

- *before* the Tenure Committee meets to review the dossier during the annual and mid-term evaluations and
- *after* the Tenure Committee has prepared its draft final tenure review and recommendation. The feedback is later in the final tenure review so that there is an opportunity to influence the draft recommendation or to suggest modifications to the rationale upon which the recommendation is based.

All tenured members of an applicant's department who are not members of the Faculty's Promotion Committee may use *Promotion Form 212* to provide feedback, either positive or negative, on the suitability of the applicant for promotion to the rank of Professor, based on the promotion criteria, before the committee meets to review the promotion portfolio.

Tenure Form 111 and Promotion Form 212 are a means for tenured members of the department who are not members of the peer review committee to comment on evidence in the tenure dossier/promotion portfolio or to introduce new evidence for consideration by the committee. Feedback should be evidence-based and related to the tenure or promotion criteria.

The Collective Agreement requires that the committee incorporate a summary of the feedback received into its report. The summary must be detailed enough that the candidate will be able to respond knowledgeably. The committee should not incorporate any feedback that it deems to be opinion, rather than fact, or to not be pertinent to the tenure or promotion criteria.

b. Chair and Dean Comments on Responsible and Professional Conduct of Duties

For both tenure and promotion, the Collective Agreement requires that the Chair of the department and/or the Dean of the Faculty "comment on the extent to which duties with respect to teaching, service and, where applicable, scholarship have been carried out in a responsible and professional manner."

Comments are submitted on *Tenure Form 112* or *Promotion Form 213* in the same period during which tenured members of the department may provide feedback. The Chair completes the first sections of the form and then forwards it to the Dean. The information received is used by the committee in determining whether the teaching, service and, where applicable, scholarship duties have been carried out in a responsible and professional manner. Any comments are summarized in the committee's report, but the form is not included in the tenure dossier or promotion portfolio.

Because this provision is in the Collective Agreement to ensure that the committee is informed of any unprofessional behaviour, the forms only ask for comments if the duties have not been performed in a responsible and professional manner. Any concerns noted regarding unprofessional behaviour should have been discussed with the candidate and documented previously. A tenure or promotion review is not the appropriate place to document ongoing concerns for the first time. A concern need not be a major issue for which discipline was imposed. In some circumstances, for example, issues such as regularly cancelling office hours or infrequently attending committee meetings could be reported by the Chair, but only if the matter had been documented previously. If there is nothing to report, the form must still be

submitted to inform the committee that the duties have been conducted in a responsible and professional manner.

The extent to which duties have been carried out in a responsible and professional manner is incorporated into all three general criteria for both tenure and promotion. Therefore, the committee must review documentation of any substantiated issue related to the candidate's responsible and professional conduct of teaching, scholarship or service duties, including record of disciplinary measures, which might bear on the candidate's progress towards tenure or suitability for promotion. The Dean would attach any such document to Tenure Form 112 or Promotion Form 213. Because it would be the outcome of an issue that had been investigated and had been found to have merit, the candidate would also have a copy of the document.

Discipline is a confidential personnel matter, but can be considered by a Tenure Committee or a Promotion Committee because the work of these committees is also confidential. The *Discipline* article of the Collective Agreement requires that any records of disciplinary action placed in an employee's personnel file within the past four years be included in an application for tenure or promotion. The chair of the committee would have any such document placed in the *Any additional relevant material* content item for the current year of the tenure dossier or in the *Any record of disciplinary action within the past four years* content item of the promotion portfolio.

Article 25 – *Discipline* also requires that,

Where written allegations triggering a disciplinary investigation directly involve the integrity of the scholarly record under review, the academic assessment process shall be delayed until the completion of the investigation. In cases of tenure, the Employee's contract will be extended by the length of the deferral to allow for completion of the tenure process.

A.4. Reports of Tenure Committees and Promotion Committees

This section is applicable to annual tenure evaluations, mid-term tenure evaluations, and final tenure reviews and recommendations prepared by Tenure Committees and to promotion recommendations prepared by Promotion Committees.

Tenure and promotion committees have an obligation to explain their conclusions, whether positive or negative, based on assessing the evidence relative to the approved criteria and standards. The rationale may be reasonably brief when a report is strongly positive. In this case, simply stating that the evidence clearly demonstrates the standards have been met and commenting on especially noteworthy achievements is sufficient; it is not necessary to summarize the evidence presented in the tenure dossier or promotion portfolio. However, natural justice requires that the candidate understand the reasoning used in drawing a conclusion when improvement is expected or a recommendation is negative.

Tenure and promotion committees must take sufficient time to thoroughly discuss all the evidence, especially if there is disagreement regarding some aspects of the evaluation or if a negative recommendation is being considered. Care must be taken to ensure that the report is thorough and, if there is a difference of opinion, that the report is balanced and captures the range of views expressed. A committee must meet the burden of proof regarding a recommendation against the granting of tenure or

promotion. Clear, unambiguous explanations showing how the conclusions have been drawn from the evidence are required.

A tenure or promotion committee's report will express a unanimous, consensus, or majority opinion. Even if there is strong, unanimous agreement, the reasons must be provided in the report. Consensus does not require complete agreement, but all committee members must be able to support the evaluation or recommendation as being the result of an accurate assessment of the evidence.

When there are differing opinions, they must be fully discussed by the committee and a decision made on how best to represent them, either in a consensus report that encapsulates the range of views expressed or by means of a dissenting opinion or opinions attached to a majority report.

The majority has no right to overrule a dissenting opinion. Any dissenting opinion becomes part of the final report presented to the candidate for review and written response. Dissenting opinions are not physically part of the report but, rather, are uploaded in separate files to the report content item in the candidate's dossier or portfolio. There is no form for dissenting opinions.

A committee member with a substantive disagreement has a duty to request a majority report, to prepare a dissenting opinion, and to fully explain their reasons in the dissenting opinion. Because a dissenting opinion is part of the final report, it is anonymous – just as a divergence of opinion in a consensus report is.

All committee members who have participated must sign the final report, unless they believe that the candidate's rights to procedural fairness have been violated. Committee members' signatures on a report signify an endorsement of the process and agreement that the report accurately describes the unanimous, consensus, or majority opinion. A committee member submitting a dissenting opinion must sign the majority report but not the dissenting opinion.

A candidate's signature on a report signifies that it has been received and reviewed, not that the candidate agrees with its substance. The candidate may register disagreement in their written response.

The forms for the annual tenure evaluations, mid-term tenure evaluation, and final tenure review and recommendation prepared by a Tenure Committees and for the promotion recommendation prepared by a Promotion Committees all contain space for the candidate's response. The candidate sends the response electronically to the committee chair, who incorporates it into the form.

The signed paper copy of the form and any dissenting opinions are added to the tenure dossier or promotion portfolio as *pdf* files by the Dean's tenure and promotion administrative assistant. The draft version of the form is a working document that is disposed of in accordance with the procedures in [Appendix C: Storage and Retention of Documents](#).

A.5. Candidate's Meeting with the Tenure or Promotion Committee

a. Purpose

Due process requires that a candidate be provided with an opportunity to respond to the conclusions of a peer review conducted by a Tenure Committee or a Promotion Committee. The *Tenure* article of the

Collective Agreement requires that the Tenure Committee meet with the candidate to discuss the draft annual evaluation reports, the draft mid-term evaluation report, and the draft tenure recommendation report. The *Promotion* article requires that the Promotion Committee meet with the applicant to discuss the draft promotion recommendation report.

The candidate must receive the draft report at least three working days prior to the meeting. The candidate may choose to consult with colleagues or with the MRFA in preparing for the meeting.

If the draft report is positive, the meeting will be routine. However, if there are contentious issues, the chair of the committee is responsible for the conduct of the meeting. The candidate may be accompanied by a support person, as described below. Committee members may question the candidate, but the candidate may request that the chair rule a question out of order.

b. Revising a Draft Report

The committee should consider the meeting with the candidate to be an opportunity to gather additional information relevant to refining its draft evaluation or recommendation report into the final report. The committee should not hesitate to modify the draft report, if warranted.

If a candidate disagrees with a conclusion in the draft report, then the meeting with the committee is an opportunity to discuss the reasoning that led to the conclusion. If the discussion does not clarify the matter to the candidate's satisfaction, then the candidate can argue that the analysis of the evidence and the resulting conclusion be modified or removed. Interpretations of the evidence or conclusions that the candidate disagrees with should be challenged because statements in the final report resemble evidence.

A candidate who remains dissatisfied can use the written response to the final report to present their case for consideration by the Dean, and perhaps by the Tenure Committee in future years, for tenure, and by the UTPC for both tenure and promotion.

c. Submitting Additional Documentation

The clauses in the Collective Agreement that require a meeting with the candidate also give the candidate the right to submit additional written information to address any issues or concerns raised by the committee in its draft report. These are documents submitted as evidence, not informal documents that the candidate plans to use in the meeting with the committee. The candidate may wish to submit any additional documents to the chair of the committee prior to the meeting, so that committee members have an opportunity to review them before the meeting. Additional documents cannot be submitted after the meeting.

For tenure, the Collective Agreement makes it clear that the right to submit additional written information does not extend to documents required by this handbook at the beginning of the evaluation period. The committee must have all required documents when it reviews the dossier and prepares its draft report. However, any other documents submitted by the candidate to address issues or concerns raised in the draft report become part of the tenure dossier because they were evidence available to the Tenure Committee in preparing its final report. Such evidence must also be present during subsequent reviews of the dossier by the Dean, by the Tenure Committee in future years, and by the UTPC.

Similarly, any additional evidence submitted by an applicant for promotion to address issues or concerns raised by the Promotion Committee in its draft recommendation must be in the promotion portfolio for review by the UTPC.

The chair of the committee will have any such additional documents added to the appropriate report content item, along with the final report. The candidate would normally refer to them in responding to the final report.

d. A Support Person

In describing the meetings with the candidate to discuss the draft annual evaluation reports, the draft mid-term evaluation report, the draft tenure recommendation, and the draft promotion recommendation, the Collective Agreement states that the candidate “may be accompanied at this meeting by a tenured colleague **as an observer** for support.” A candidate may feel vulnerable in a meeting with the Tenure Committee, and the presence of an observer could provide emotional support and bolster the candidate’s confidence in presenting their case.

The word “observer” means that the support person does not normally participate in the meeting. Therefore, support does not extend to advocating for the candidate. However, the candidate may wish to ask the support person a question in the course of presenting their case. Due process requires that the candidate have the right to ask, but the chair of the committee has the authority to rule a question out of order.

Because support includes providing advice, the support person can call for a sidebar conversation to advise the candidate at any time during the meeting. Similarly, the candidate can ask for advice at any time.

If a contentious meeting is anticipated, for example, because the committee has expressed serious concerns and an outspoken colleague has been chosen as the support person, the chair could first discuss ground rules with the members of the committee and then present them to the candidate and support person when they join the meeting.

A.6. Procedural Fairness

A paper *What is Fair? Q&A on Procedures & Standards in Peer Review*⁹, prepared by the Canadian Association of University Teachers (CAUT), defines natural justice as “a term that refers to the elementary conditions of procedural fairness” (p. 10). The paper presents the following principles of natural justice as they apply to peer review for tenure and promotion. These principles have all been incorporated into Mount Royal University’s tenure and promotion procedures.

1. Receive reasonable notice

A candidate must receive the draft report at least three working days before the meeting with the Tenure Committee or the Promotion Committee, in order to have time to prepare for the meeting.

⁹ https://www.caut.ca/sites/default/files/what_is_fair.pdf

2. See all evidence

In addition to the evidence presented in the tenure dossier or promotion portfolio, the Collective Agreement authorizes the evidence described in the Other Sources of Evidence section of this appendix. The tenure or promotion committee must incorporate a summary of this evidence into its report. The summary must be detailed enough that the candidate will be able to respond knowledgeably.

Tenure and promotion committees are review committees. Committee members assess and interpret the evidence, but they cannot introduce new evidence.

3. Challenge negative evidence and conclusions

Seeing all evidence and thorough explanations for the conclusions in the draft report provide the information that a candidate needs to address concerns in a meaningful way. A candidate may argue for changes to the draft report in the meeting with the committee and has the right to submit additional documents for inclusion in the tenure dossier or promotion portfolio. A candidate may challenge negative evidence or conclusions in responding to the final report.

4. Anonymous evidence invalid

CAUT believes that this applies to student comments but not to aggregated SPoT data. Although student comments are anonymous to the candidate, they are only confidential for the university. Faculty members may request that a discriminatory or vexatious comment be deleted and that the student's responses to the quantitative SPoT questions be removed from the aggregated data. The procedure is for the faculty member to raise the issue with the Chair of the department when the SPoT report is being reviewed. If the Chair agrees that the student's responses should be removed, then the Chair submits a request to the Dean. If the Dean approves, then the department of Institutional Planning & Assessment will remove the student's responses.

Although written feedback on the performance of a candidate with respect to the tenure criteria submitted on Tenure Form 111 may be anonymous to the candidate, it is not to the Tenure Committee. The substance will be known to the candidate because written feedback must be summarized in the draft report. Similarly, a summary of written feedback on the suitability of an applicant for promotion submitted on Promotion Form 212 must be included in the Promotion Committee's draft recommendation.

5. Be accompanied by a support person

The Collective Agreement allows a candidate to be accompanied at a meeting with the Tenure Committee, the Dean, or the Promotion Committee by a tenured colleague as an observer for support. The role of a support person is described in [Section A.5. Candidate's Meeting with the Tenure or Promotion Committee](#).

6. Receive detailed reasons

As described in [Section A.4. Reports of Tenure Committees and Promotion Committees](#), a committee has an obligation to thoroughly explain how its conclusions follow from the evidence. Any dissenting opinions from committee members are attached to the final report.

7. Fair tribunal

Candidates are entitled to a thorough, unbiased evaluation based solely on the evidence submitted and on the approved criteria and standards. It is the responsibility of all committee members, but especially of the committee chair, to strive for procedural fairness and to ensure that the principles and procedures governing the operation of the committee are adhered to.

A.7. Conflict of Interest

In the words of Article 9 – *Tenure and Promotion Systems* of the Collective Agreement, conflict of interest means “that it may be difficult for a committee member to render an unbiased judgment on the candidate’s application.” Not only must conflict of interest be avoided, but also a *perception* of conflict of interest. Hence, the Collective Agreement defines apprehension of bias to mean “that a reasonable and informed person, with knowledge of all the relevant circumstances, viewing the matter realistically and practically, would conclude that a conflict of interest might exist between a committee member and the candidate.”

The bias could be either for or against the candidate. An actual or perceived conflict of interest may arise as a result of a personal relationship, a professional relationship in which there has been significant conflict or collaboration, or other factors that could influence a committee member’s opinion. If a reasonable person, who knows about the relationship and understands the process, thinks there could be a conflict of interest, then there is an apprehension of bias.

The Collective Agreement states that the circumstances which “can result in actual or perceived conflict of interest include, but are not limited to, those in which the committee member:

- is a relative or close friend, or has a close personal relationship with the applicant;
- is in a position to gain or lose financially/materially from the promotion of the applicant;
- is currently affiliated with the applicant’s companies;
- has in the last five years collaborated, co-authored, or shared funding with the applicant, or has plans to do so in the immediate future;
- has been a supervisor or a trainee of the applicant;
- has had long-standing academic or personal differences with the applicant;
- feels for any reason unable to provide an impartial review of the applicant. (9.4.3)

Notice that the Collective Agreement language uses “can result,” not “does result”. Merely knowing the candidate well does not constitute conflict of interest. There can only be conflict of interest, or apprehension of bias, if there is reason to believe that a committee member may be unable to assess the evidence impartially and make a judgment based on its academic merits.

Committee members who have a professional relationship with the candidate should not be excluded, unless the relationship is closer than normal. For example, a minor co-author of a paper may not be considered to be in conflict of interest with the principal author in a department that works collaboratively, especially if there are multiple authors. However, if there is significant collaboration, then there will likely be an apprehension of bias.

An actual or perceived conflict of interest does not necessarily preclude participation by the member in the committee’s deliberations, but it does require formal disclosure in writing and a decision on the member’s participation. Judgments must be made on a case-by-case basis, and depend on the nature and extent of the relationship. An actual or perceived conflict of interest must be disclosed and a decision made on the member’s participation before the committee begins its work. Withdrawal or removal of a committee member for conflict of interest during the committee’s work could compromise the integrity of the peer review process.

The three ways for raising a potential conflict of interest or apprehension of bias are as follows:

1. A committee member may declare a conflict of interest and withdraw. Apprehension of bias should be considered if the member thinks an apparent conflict of interest will not impede making an objective assessment of the evidence.
2. The candidate may request that a committee member or the Dean be removed for conflict of interest. The request must be made in writing, with reasons, to the Dean, to remove a member of a Tenure Committee or a Promotion Committee, or to the President, to remove the Dean or a member of the UTPC.
3. Any member of a committee may raise an apprehension of bias concerning either themselves or another member of the committee.

Refer to the *Tenure and Promotion Systems* article of the Collective Agreement for how these situations are dealt with. A committee member who withdraws or is removed is replaced by an alternate, where possible.

A.8. Confidentiality

Strict confidentiality is essential to protect the integrity of the peer review process. The *Tenure and Promotion Systems* article of the Collective Agreement states that:

All committee deliberations shall be strictly confidential. Candidates shall communicate with a committee only through the committee chair. Committee members shall not discuss an application with any persons outside the committee.
(9.4.2)

This clause applies to Tenure Committees, to Promotion Committees, and to the UTPC. Explicit confidentiality provisions for these committees are as follows:

1. All recorded information is provided in confidence.
2. All information, oral or written, created, gathered, received or compiled during the deliberations of the committee must be treated as confidential by both the candidate and the members of the committee.
3. Recommendations and decisions of the UTPC and the President are reported in confidence to individual candidates and to relevant academic administrators.
4. Only positive outcomes are announced publicly by the university. For example, in the case of promotion to the rank of Professor, those outside the process should not know whether promotion was the result of a UTPC decision or a successful appeal.
5. Information obtained by a committee member in reviewing a tenure dossier or a promotion portfolio is strictly confidential and cannot be acted upon in any way outside of the committee.
6. Information may be provided by the committee chair to requisite university officials when necessary and appropriate.
7. Confidentiality is subject to limits regarding disclosure as required by law.
8. Persons breaching confidentiality are subject to disciplinary measures.

a. Freedom of Information and Protection of Privacy

Candidates for tenure and applicants for promotion have privacy rights under Alberta's Freedom of Information and Protection of Privacy (FOIP) Act. The records created during the tenure and promotion processes for use by Tenure Committees, Deans, Promotion Committees, and the UTPC are university records. Those listed under [Appendix C: Section C.4.b. Formal Documents used by Committees or the Dean](#) are confidential and are subject to FOIP requests for access.

The FOIP Act regulates the collection, accuracy, retention, protection, use and disclosure of personal information by the university. Consequently, collected personal information gathered through tenure and promotion processes should only be used by, or disclosed to, another committee member or university official if the sensitive personal information is deemed necessary for the performance of the duties of that individual in accordance with the FOIP Act.

Personal information gathered during tenure and promotion processes is collected under the authority of the Post-Secondary Learning Act and the FOIP Act – Sections 33(c) and 34(1)(k)(n). Collected personal information will be used to determine whether a candidate should be granted tenure or be promoted to the rank of Professor. The evaluation processes include determining whether an application meets the general criteria for tenure or promotion as outlined in the Collective Agreement between the Mount Royal Faculty Association and the Board of Governors of Mount Royal University, as well as the detailed criteria recommended by the General Faculties Council and approved by the Board of Governors.

The FOIP Act gives any individual the right to request access to records in the custody or under the control of Mount Royal University; however, this right is subject to limited and specific legal exceptions for providing access under the Act. These exceptions include personal information pertaining to confidential evaluations that may be withheld from access in accordance with section 19 of the Act; therefore, formal access-to-information requests are handled by the Mount Royal University Privacy Office on a case-by-case and document-to-document basis, where applicable information will be severed prior to release based on the legal provisions provided under the FOIP Act.

Questions regarding the collection of personal information can be directed to:

MRU Information Management and Privacy Advisor, Mount Royal University
Address: 4825 Mount Royal Gate SW, Calgary, Alberta
Phone: (403) 440- 7288
Email: foip@mtroyal.ca
Website: <https://www.mtroyal.ca/FOIP/ContactUs/index.htm>

A.9. Interpretation of SPoT Data

A candidate's teaching performance must be carefully evaluated because teaching is the underpinning of Mount Royal University's strategic vision. Reliable information from multiple sources on the full range of teaching activities is required for a thorough evaluation of teaching performance.

Although students can provide valuable observations on some aspects of teaching, evaluation of teaching must not rely too heavily on student perceptions of instruction. SPoT responses reflect students' subjective experience in the course. Some students may simply express their overall opinion about a

course on the SPoT, rather than responding thoughtfully to each question. There is a large body of research on factors other than teaching effectiveness that can affect SPoT results. Furthermore, assigning numbers to qualitative responses can seem to attribute more meaning to the results than they may actually have.

SPoT scores and comments should be read for patterns and trends, both positive and negative. Low numerical scores in one area of a single evaluation should not be construed as a trend. Similarly, an individual comment, or even a cluster of similar comments, should not be considered significant; in order to be relevant, such comments would need to appear regularly over several semesters and in a variety of courses. SPoT results for a very small class or with low response rates should be treated with caution.

Tenure and Promotion committees should also consider any extenuating circumstances or other explanations provided by the faculty member in their Form 300—Faculty Member's Response to SPoT.

Appendix B - Best Practices for Tenure and Promotion Committees

Because peer review is a collective responsibility, all members of tenure and promotion committees should be familiar with the contents of this appendix. However, it is intended primarily for committee chairs because they are responsible for ensuring that a peer review is conducted thoroughly and fairly. The Chair of the department normally chairs the department's Tenure Committee and the Dean chairs the Faculty's Promotion Committee.

It would be difficult to overstate the importance of the work of tenure and promotion committees to the development of colleagues' careers. Tenure and promotion processes and decisions have long-term consequences for our departments and for the academic life of the university.

B.1. Sources of Information for Committee Chairs

All committee members are required to have a thorough knowledge of the contents of this handbook and of the documents related to tenure and promotion identified in the [Preface](#) and discussed in the [Introduction to Tenure](#) and [Introduction to Promotion](#) chapters. Committee chairs must be particularly well-versed in these documents because they are responsible for the committee's procedures and for the integrity of the process.

B.2. Managing the Process

The chair must ensure that the committee's deliberations are thorough and unbiased, that evaluations and recommendations are based solely on assessing the evidence submitted against the approved criteria and standards, and that the candidate's rights are respected. The chair directs the process, but must not direct the committee to a particular outcome.

The conclusions in a committee's report must be supported by the evidence, and the chair bears the ultimate responsibility for this. The chair could assign another member of the committee to be the principal author of a draft report, but the chair is responsible for the final report. Changes made to the draft report must be discussed and agreed to by the committee.

A well-written peer review evaluation or recommendation is not just a collection of independent comments, sometimes with the appearance of being unfairly negative because an achievement is mentioned in a sentence and a relatively minor criticism is described in a paragraph. A clear rationale must be provided for the conclusions drawn, especially when a recommendation is against the granting of tenure or promotion to the rank of Professor. If there is no unanimity, then either the report should encapsulate the breadth of opinions expressed by committee members or dissenting opinions should be attached.

Other responsibilities of the chair are to:

- schedule meetings so that the committee has sufficient time to do its work and all deadlines in the Collective Agreement are met;
- brief committee members on the conflict of interest and confidentiality provisions before the committee begins its work;

- establish that a meeting has quorum;
- oversee the committee's work, provide direction on how to review evidence as necessary, and correct any errors made by members;
- highlight variations in the length of a candidate's probationary period to ensure that all evidence for teaching, service, and if applicable, scholarship is considered. This would include evidence from years credited at time of hire (Article 4.3.9) and years credited after application for credit towards the probationary period (Article 10.3.7). Chairs should make TCs aware that in cases in which candidates have received credit for probationary Year One, and, if applicable, probationary Year Two, the candidate's dossier may look different from the dossiers of those who have followed the typical five-year tenure process. Especially in cases where a candidate has received credit for years served at another Universities Canada accredited, or equivalent, institution, the expectations for tenure might not exactly mirror those at Mount Royal.
- serve as the conduit for information, especially with the candidate;
- provide guidance to committee members regarding dissenting opinions, including with the Collective Agreement requirement that dissenting opinions be prepared by the deadline for providing the candidate with the final evaluation or recommendation; and
- ensure that committee members sign the final evaluation or recommendation.

B.3. Conduct of Meetings

The chair not only manages meetings, but also sets the tone for how the committee does its work. The chair is responsible for the orderly conduct of meetings and has the authority to intercede, if necessary, to ensure that the committee's work is done fairly and effectively.

The chair must limit committee deliberations to the allowable evidence and its applicability to the approved criteria and standards. This requires that the chair distinguish between commenting on the evidence under consideration and introducing new evidence. The Collective Agreement restricts the committee to discussing the following:

- the evidence presented by the candidate in the tenure dossier or promotion portfolio;
- feedback provided by tenured members of the department who are not members of the committee, as described in [Appendix A, Section A.3. Other Sources of Evidence](#);
- comments by the Chair and Dean on the extent to which duties have been carried out in a responsible and professional manner, also described in the *Other Sources of Evidence* section of Appendix A;
- for promotion, the reports of external referees; and
- in the meeting with the candidate, additional written information submitted by the candidate to address any issues or concerns raised by the committee.

Issues related to the candidate's academic freedom can be controversial. The chair should find ways to manage any such discussion, rather than trying to suppress it.

The evaluation of SPoT data can be one of the most challenging aspects of peer review. The chair should have basic knowledge of the statistics used to aggregate SPoT data, be aware of participation bias in online SPoTs and potentially biasing factors such as gender, age and level of the course, encourage committee members to look for patterns and trends in SPoT scores and student comments, and exercise caution in comparisons to average scores. Furthermore, SPoTs are just one of many forms of evidence candidates can submit to demonstrate that the expectations of the teaching criteria have been met. All the

evidence must be reviewed by the committee and, if there is a difference of opinion, then the range of opinions must be reflected in the committee's report.

B.4. Examples of Inappropriate Commentary

Inappropriate comments made during a meeting can affect committee members' conclusions in subtle ways. Because such comments should be disregarded, the chair has a responsibility to rule them out of order. Some examples, and the reasons they are inappropriate, are presented below.

- I am concerned that the candidate's SPoT scores are dropping. They are lower in course X than in previous courses.
 - Reason: Conclusions cannot be drawn on the basis of a single course. Because the instructor is a common factor in all courses, the reasons for the lower scores are probably unrelated to teaching effectiveness.
- There is a student comment on the SPoT of course X stating that the candidate is not prepared for class.
 - Reason: This is inappropriate if it appears to be selective use of an isolated comment. SPoT data should be examined for patterns and trends. Consideration of the teaching evidence should continue and the issue of being prepared for class should only be discussed further if there is corroborating evidence.
- A student told me that the candidate missed six hours of classes because of illness and conference attendance.
 - Reason: This does not constitute evidence because there is not a substantiated complaint. If a student had made a formal complaint, it might have been found to be without merit because the absences were legitimate and satisfactory alternative arrangements were made.
- One of the candidate's papers describes an innovative teaching practice and analyzes data that was collected to evaluate its success. Although the paper was published in a peer-reviewed SOTL journal, it is not real scholarship, but rather just reflection on teaching practice.
 - Reason: The scholarship of teaching and learning is recognized as a type of scholarship in the Collective Agreement. Discussion of the paper as evidence of scholarship should continue after calling attention to this.
- At least one contract instructor has complained about how the candidate coordinated course X.
 - Reason: This is hearsay. It is not evidence in the dossier and was not submitted on Tenure Form 111.
- I have noticed that you don't have a LinkedIn account.
 - Reason: No matter how important the committee member thinks a LinkedIn account is, it is not a requirement for tenure.
- The candidate is not operating at the level of collegiality required of a member of our department.
 - Reason: Collegiality is an ill-defined term and is not among the approved criteria, although performance of duties in a responsible and professional manner is.

Appendix C - Storage and Retention of Documents

C.1. Online Tenure Dossiers and Promotion Portfolios

The University maintains and administers an online system for submission and review of tenure dossiers and promotion portfolios. The online dossiers and portfolios are the official repositories of all documents submitted by candidates for tenure and applicants for promotion, as well as of the reports recording associated evaluations, recommendations and decisions.

The Secretary of the UTPC and an administrative assistant in each Dean's office who manages tenure and promotion files use the D2L(formerly BlackBoard) Instructor and Student roles to provide authorized users with read-only or update access for tenure dossiers.

C.2. Reviewing Tenure Dossiers and Promotion Portfolios

Authorized users who have been granted read access to a tenure dossier or promotion portfolio for the purpose of peer review must be mindful of the need for strict confidentiality. All files in dossiers and portfolios should be in *pdf* format.

C.3. Confidential Tenure and Promotion Documents File

The administration assistant in each Dean's office who is responsible for managing tenure and promotion files maintains a confidential paper tenure and promotion file for storage of the forms listed in the *Formal Documents used by Committees or the Dean* sub-section of the following section. These forms are used in conducting tenure evaluations and in formulating recommendations or decisions on tenure or promotion. Alberta's Freedom of Information and Protection of Privacy (FOIP) act requires that such documents be retained for at least one year. Mount Royal University retains these forms until the decision on tenure or promotion has been made, in case there is an appeal of denial of tenure or promotion.

The Dean's tenure and promotion assistant creates a formal tenure documents file, organized in yearly folders, for each tenure candidate in the Faculty and a formal promotion documents file for each applicant for promotion in the Faculty. The forms stored in the confidential tenure and promotion file are held separately from the official employee personnel files in the Dean's office. They are university records subject to FOIP requests for access, as discussed in the *Confidentiality* section of Appendix A.

C.4. Types of Documents

a. Documents submitted by Candidates for Tenure and Applicants for Promotion

A candidate for tenure is responsible for maintaining a cumulative online tenure dossier in D2L by uploading the documents required by this handbook to the appropriate dossier item for the current evaluation year. This must be completed by the first Tuesday in September for the annual tenure evaluations and for the mid-term tenure evaluation, and by February 1 when applying for tenure. After

these dates, the candidate's access to the online dossier is set to read-only for the remainder of the evaluation period.

A candidate for tenure may submit additional written information to address any issues or concerns raised by the Tenure Committee in a draft annual evaluation report, the draft mid-term evaluation report, or the draft final tenure recommendation, with the exception of documents required at the beginning of the evaluation period. Any additional documents must be submitted to the chair of the Tenure Committee no later than the candidate's meeting with the committee. The chair forwards these documents to the Dean's tenure and promotion assistant, who uploads them to the applicable report item in the candidate's dossier.

An applicant for promotion to the rank of Professor is responsible for preparing an online promotion portfolio (currently in Google Drive) containing evidence of achievements in proficient and scholarly teaching, substantial contribution in service, and either excellence in scholarship or excellence and leadership in teaching by the second Friday in June. After this date, the applicant's access to the online portfolio is set to read-only until the promotion decision has been made.

An applicant for promotion may submit additional written information to address any issues or concerns raised by the Promotion Committee in its draft promotion recommendation. Any additional documents must be submitted to the chair of the Promotion Committee no later than the applicant's meeting with the committee. The chair forwards these documents to the Dean's tenure and promotion assistant, who uploads them to the promotion recommendation item in the applicant's portfolio.

b. Documents added by a Committee or the Dean

The final reports containing evaluations or recommendations regarding tenure or promotion prepared by Tenure Committees, Deans, or Promotion Committees are university records. All procedures referred to below must be completed by the dates specified in the Collective Agreement.

A candidate for tenure responds in writing to the Tenure Committee's annual tenure evaluations (Tenure Form 113), mid-term tenure evaluation (Tenure Form 114), and final tenure review and recommendation (Tenure Form 115). The candidate receives the form, to which any dissenting opinions are attached, from the chair of the Tenure Committee. The candidate sends the response electronically to the chair of the Tenure Committee, who incorporates it into the form. The form is printed and, after all signatures have been obtained, the chair of the Tenure Committee forwards the form and any dissenting opinions to the Dean's tenure and promotion assistant, who uploads the document(s) to the applicable report item in the candidate's dossier.

A candidate for tenure responds in writing to any annual reports prepared by the Dean, outlining concerns raised by the Tenure Committee and any remedial measures, and to the Dean's mid-term evaluation report. The candidate receives each of these reports from the Dean and sends the response electronically to the Dean. The Dean's tenure and promotion assistant uploads the report, along with the response from the candidate, to the applicable report item in the candidate's dossier.

A candidate for tenure and the candidate's Chair receive a copy of the Dean's final tenure recommendation. The Dean's tenure and promotion assistant uploads the recommendation to the *Dean's final tenure recommendation* item in the candidate's dossier.

An applicant for promotion responds in writing to the Promotion Committee's final recommendation (Promotion Form 214). The applicant receives the form, to which any dissenting opinions are attached,

from the chair of the Promotion Committee. The applicant sends the response electronically to the chair of the Promotion Committee, who incorporates it into the form. The form is printed and, after all signatures have been obtained, the Dean's tenure and promotion assistant uploads the completed promotion recommendation and any dissenting opinions to the *Promotion Committee Recommendation* item in the applicant's portfolio.

c. Formal Documents used by Committees or the Dean

The forms listed below are used in conducting tenure evaluations and in formulating recommendations or decisions on tenure or promotion. Completed forms are confidential documents, which are not included in the tenure dossier or promotion portfolio.

Confidential University Tenure and Promotion Forms	
T 111	Tenured Faculty Comments
T 112	Chair/Dean Comments on Responsible and Professional Conduct of Duties
P 202	Nomination of Referees by the Chair
P 203	Naming of Referees and Alternates by the Chair of the Promotion Committee
P 204	External Referee Report – Excellence and Leadership in Teaching
P 205	External Referee Report – Excellence in Scholarship and Proficient and Scholarly Teaching
P 212	Tenured Faculty Comments
P 213	Chair/Dean Comments on Responsible and Professional Conduct of Duties

d. Working Documents used by Committees or the Dean

Working documents such as draft reports, minutes and personal notes are classified as transitory records. Mount Royal University's Privacy Office guidelines state that a document can be classified as transitory if it satisfies one or more of the following conditions:

- it contains information of short-term value that will not be required in the future;
- it is a draft version of a document that will have no further value once the final version has been prepared;
- it does not provide evidence of a decision;
- it is not needed to protect the rights of individuals.

C.5. Retention and Disposal of Documents

a. Working Documents used by Committees and the Dean

Working documents are to be disposed of when the evaluation, recommendation or decision for which they were used has been completed. Individuals are responsible for disposing of documents in their custody and the chair of the committee is responsible for disposing of committee documents.

b. Formal Documents used by Committees and the Dean

The forms listed in [Section C.4.b. Formal Documents used by Committees or the Dean](#) are used in conducting tenure evaluations and in formulating recommendations or decisions on tenure or promotion.

When a committee or the Dean has completed the evaluation, recommendation, or decision for which the information on one of these forms has been used, all copies of the form are to be disposed of, except for one electronic copy submitted by the chair of the committee or the Dean to the Dean's tenure and promotion assistant. The Dean's tenure and promotion assistant retains these forms in yearly folders in a candidate's formal tenure documents file or in an applicant's formal promotion documents file in the confidential tenure and promotion file in the Dean's office. These documents are university records subject to FOIP requests for access, as discussed in the [Appendix A, Section A.8. Confidentiality](#).

c. Tenure Dossiers

A copy of any document from the dossier in the custody of an individual other than the candidate shall be disposed of by that individual as soon as it is no longer required for the evaluation, recommendation or decision for which it was being used.

An online dossier will be archived when one of the following occurs:

- I. the candidate's employment at Mount Royal University ceases prior to application for tenure;
- II. a limited-term appointment ends without the faculty member receiving another limited-term appointment, a conditional tenurable appointment, or a tenurable appointment;
- III. the candidate is granted tenure; or
- IV. the candidate is denied tenure and the appeal period ends, either because the candidate did not file an appeal, the University Appeal Committee decided to grant tenure, the University Appeal Committee decided to uphold the UTPC's recommendation to deny tenure and the decision was not advanced to arbitration, or an Arbitration Board decision was received and acted upon.

The procedures for archiving are as follows:

- I. If tenure has been granted or denied, the Secretary of the UTPC adds to the online tenure dossier the recommendation of the UTPC to the President, the President's letter to the candidate, and any documentation related to an appeal.
- II. The Secretary of the UTPC archives the tenure dossier using the D2L Archive Course feature, storing the resulting zip file on a new USB memory stick.
- III. The Secretary of the UTPC sends a copy of the zip file containing the archived dossier to a candidate who has been granted or denied tenure or to a faculty member who had a limited-term appointment and is now a contract employee of the university.
- IV. The Secretary of the UTPC disposes of the online tenure dossier.
- V. The Secretary of the UTPC obtains the formal tenure documents file associated with this dossier from the confidential tenure and promotion file in the Dean's office and stores the file on the archive USB memory stick.
- VI. The Dean's tenure and promotion assistant disposes of the formal tenure documents file.
- VII. The archive USB memory stick is stored in University Records for a period of five years, after which it is disposed of.

d. Promotion Portfolios

A copy of any document from the promotion dossier in the custody of an individual other than the applicant shall be disposed of by that individual as soon as it is no longer required for the recommendation or decision for which it was being used.

The promotion procedures are completed when one of the following occurs:

- I. the applicant withdraws the application pursuant to the *Promotion* article of the Collective Agreement after receiving the final recommendation of the Promotion Committee;
- II. the applicant is promoted; or
- III. the applicant is denied promotion and the appeal period ends, either because the applicant did not file an appeal or the University Appeal Committee rendered a decision.

When an application is withdrawn, the Dean's tenure and promotion assistant closes the file by:

- I. returning custody and control of the portfolio to the applicant by restoring the applicant's access and removing all other users; and
- II. deleting any copies of the dossier; and
- III. disposing of the formal promotion documents file associated with the portfolio that has been stored in the confidential tenure and promotion file in the Dean's Office.

When the applicant has been promoted or denied promotion, the portfolio is archived as follows.

- I. The Secretary of the UTPC adds to the online promotion portfolio the letter from the Provost conveying the decision of the UTPC and any documentation related to an appeal.
- II. The Secretary of the UTPC archives the promotion portfolio storing the resulting zip file on a new USB memory stick.
- III. The Secretary of the UTPC sends a copy of the zip file containing the archived portfolio to the applicant.
- IV. The Secretary of the UTPC disposes of the online promotion portfolio.
- V. The Secretary of the UTPC obtains the formal promotion documents file associated with this portfolio from the confidential tenure and promotion file in the Dean's office and stores the file on a USB memory stick.
- VI. The Dean's tenure and promotion assistant disposes of the formal promotion documents file.
- VII. The archive USB memory stick is stored in University Records for a period of five years, after which it is disposed of.

C.6. Disposal of Documents

All confidential documents must be properly secured until they are disposed of via:

- A paper document is disposed of by shredding.
- An electronic document is disposed of by permanently deleting a computer file on a personal computer (including from the Recycle Bin), in a personal account on the university's computer network, or on an e-mail server.
- A USB memory stick is disposed of by physically destroying it.

Appendix D - Minimum Required Academic Credentials

The minimum required academic credentials below were approved by the General Faculties Council at its April 2017 meeting and by the Board of Governors at its May 2017 meeting.

ASC Report to GFC April 2017:

In accordance with the Collective Agreement, between the Mount Royal Faculty Association and the Board of Governors, Article 4.2.3 addresses required academic credentials for the granting of tenure for each program/discipline/area for approval by General Faculties Council and the Board of Governors. The existing list was compiled and approved in 2010, and is being revisited as part of ASC's periodic review of tenure and promotion criteria to see if any changes should be made.

The Academic Standards Committee has requested and received credential definitions from all Faculty Councils. The following report outlines all required academic credential or its equivalent, by program/discipline/area, as approved by Faculty Councils, for the granting of tenure.

Required Academic Credential or Its Equivalent

Faculty of Arts	
Anthropology	Normally, a doctoral degree in a relevant area as defined by the discipline, or a Master's degree with a significant professional experience/accomplishments or relevant expertise as determined by the discipline
Arts History	A doctoral degree in a relevant area as defined by the discipline
Canadian Studies	A doctoral degree in a relevant area as defined by the discipline
Chinese	Normally, a doctoral degree in a relevant area as defined by the discipline, or a Master's degree with a significant professional experience/accomplishments or relevant expertise as determined by the discipline
Classics	A doctoral degree in a relevant area as defined by the discipline
Counselling	A Master's degree in a relevant area as defined by the discipline and registration as a full-time member in the provincial governing body for their discipline
Criminal Justice Studies	A doctoral degree in a relevant area as defined by the discipline or a Master of Laws
Economics	Normally, a doctoral degree in a relevant area as defined by the discipline, or a Master's degree with a significant professional experience/accomplishments or relevant expertise as determined by the discipline

English	Normally, a doctoral degree in a relevant area as defined by the discipline, or a Master's degree with a significant professional experience/accomplishments or relevant expertise as determined by the discipline
Film Studies	Normally, a doctoral degree in a relevant area as defined by the discipline, or a Master's degree with a significant professional experience/accomplishments or relevant expertise as determined by the discipline
French	Normally, a doctoral degree in a relevant area as defined by the discipline, or a Master's degree with a significant professional experience/accomplishments or relevant expertise as determined by the discipline
German	Normally, a doctoral degree in a relevant area as defined by the discipline, or a Master's degree with a significant professional experience/accomplishments or relevant expertise as determined by the discipline
History	A doctoral degree in a relevant area as defined by the discipline
Humanities	A doctoral degree in a relevant area as defined by the discipline
Indigenous Studies	A Master's degree with significant professional experience/accomplishments or relevant expertise as determined by the discipline
Interior Design	A Master's degree in a relevant area as defined by the discipline, with significant professional experience/accomplishments
Italian	Normally, a doctoral degree in a relevant area as defined by the discipline, or a Master's degree with a significant professional experience/accomplishments or relevant expertise as determined by the discipline
Japanese	Normally, a doctoral degree in a relevant area as defined by the discipline, or a Master's degree with a significant professional experience/accomplishments or relevant expertise as determined by the discipline
Latin American Cultures	Normally, a doctoral degree in a relevant area as defined by the discipline, or a Master's degree with a significant professional experience/accomplishments or relevant expertise as determined by the discipline
Linguistics	A doctoral degree in a relevant area as defined by the discipline
Mediterranean Studies (formerly Romance Studies)	A doctoral degree in a relevant area as defined by the discipline
Philosophy	A doctoral degree in a relevant area as defined by the discipline

Policy Studies	Normally, a doctoral degree in a relevant area as defined by the discipline, or a Master's degree with a significant professional experience/accomplishments or relevant expertise as determined by the discipline
Political Science	Normally, a doctoral degree in a relevant area as defined by the discipline, or a Master's degree with a significant professional experience/accomplishments or relevant expertise as determined by the discipline
Psychology	A doctoral degree in a relevant area as defined by the discipline
Religious Studies	A doctoral degree in a relevant area as defined by the discipline
Sociology	Normally, a doctoral degree in a relevant area as defined by the discipline, or a Master's degree with a significant professional experience/accomplishments or relevant expertise as determined by the discipline
Spanish	Normally, a doctoral degree in a relevant area as defined by the discipline, or a Master's degree with a significant professional experience/accomplishments or relevant expertise as determined by the discipline
Women's and Gender Studies	A Master's degree with significant professional experience/accomplishments or relevant expertise as determined by the discipline
Academic Development Centre and Department of General Education	
Academic Development Centre	A PhD or terminal degree in a relevant discipline
General Education	A PhD or terminal degree in a relevant discipline
Library	
Library	A Master's degree in library studies, archival studies, or information studies from an American Library Association accredited program or equivalent
Faculty of Health, Community and Education	
Advanced Studies in Critical Care Nursing Certificate	A Master's degree
Bachelor of Midwifery	A Master's degree
Bachelor of Child Studies	A Master's degree
Bachelor of Health and Physical Education	A PhD or an EdD

Advanced Certificate in Athletic Therapy	A PhD or an EdD
Social Work	Normally, a PhD in Social Work (*approved May 28, 2018)
Bachelor of Nursing	A Master's degree
Bridge to Canadian Nursing Certificate	A Master's degree
Bachelor of Education	A PhD or an EdD
Faculty of Business and Communication Studies	
Bissett School of Business	An earned doctorate degree, or a Master's degree and relevant scholarly or professional achievement
School of Communication Studies	Normally, a Master's degree
Faculty of Science and Technology	
Biology	Normally, a doctorate or terminal degree in a relevant discipline
Chemistry	A doctorate in a specified discipline, or a Master's degree in a specified discipline and exceptional experience in teaching and/or scholarship
Physics	Normally, a doctorate in a discipline specific to the Department's needs
Earth and Environmental Sciences	A doctorate in a related discipline
Mathematics	A doctorate in a discipline specific to the Department of Mathematics and Computing's needs
Computing	A doctorate in a computing-related discipline, or a doctorate in another discipline with experience deemed to be relevant, or a Master's degree, normally in a computing related discipline and significant experience that would enable the candidate to make an appropriate academic contribution.

The Academic Standards Committee (ASC) has reviewed the above credential definitions, and proposes the following motion:

THAT General Faculties Council recommend, to the Board of Governors, that the required academic credential or its equivalent, for the granting of tenure, be as presented in the April 2017 ASC Report to GFC.

Rationale: These credential definitions, as developed and approved by the Faculty Councils, represent sufficient academic qualifications to enable candidates to enter the professorial rank, and to teach and pursue scholarship (if applicable) in the respective programs/ disciplines/ areas. Although differences exist across programs/ disciplines/ areas, they reflect the realities of those disciplines. Also note that the above credentials should not be confused with hiring criteria. When hiring,

academic units may seek candidates with credentials which exceed those listed above.

***Update:**

On May 17, 2018 GFC approved the following motion:

THAT the General Faculties Council, on the recommendation of the ASC and the Health, Community and Education Faculty Council, recommend to the Board of Governors the approval of the adjustment of the minimum degree for tenure for faculty in the Social Work Program to "Normally, a PhD in Social Work".

On May 28, 2018 The Board of Governors approved the following motion:

THAT the Board of Governors, on the recommendation of the General Faculties Council, approved the adjustment of the minimum degree for tenure for faculty members in the Social Work Program to "Normally, a PhD in Social Work.