

OVERVIEW OF TENURE AND PROMOTION POLICIES ACROSS CANADA

Pamela Gravestock & Emily Gregor Greenleaf
University of Toronto

The accompanying documents provide summaries of tenure and promotion policies from 44 Canadian universities. Each summary includes the following information:

- Institutional type (drawn from the Globe & Mail university navigator at: <http://www.universitynavigator.com/>)
- Student enrolment numbers (from the data provided on the Association of University and Colleges of Canada web site at: http://www.aucc.ca/can_uni/our_universities/index_e.html)
- Faculty ranks (including, where relevant an indication of both teaching stream and professorial appointments)
- Title and web address of the policy (or policies) within which information about tenure and promotion processes and criteria is articulated
- An identification of relevant sections of these policies.
- Notations that highlight items of interest or unique criteria or processes.

This summary is followed by title pages, tables of contents and relevant sections of institutional documents related to tenure and promotion.

Institutions Surveyed:

The following institutions were included in this survey:

Newfoundland & Labrador

1. Memorial University of Newfoundland

Nova Scotia

2. Acadia University
3. Cape Breton University
4. Dalhousie University
5. Mount Saint Vincent University
6. St. Francis Xavier University
7. St. Mary's University

Prince Edward Island

8. University of Prince Edward Island

New Brunswick

9. Mount Allison University
10. St. Thomas University
11. University of New Brunswick

Quebec

12. Bishop's University
13. Concordia University
14. McGill University

Ontario

15. Algoma University
16. Brock University
17. Carleton University
18. Lakehead University
19. Laurentian University
20. McMaster University
21. Nipissing University
22. Queen's University
23. Trent University
24. University of Ontario Institute of Technology
25. University of Ottawa
26. University of Toronto
27. University of Waterloo
28. University of Western Ontario
29. University of Windsor
30. Wilfred Laurier University

31. York University

Manitoba

32. Brandon University
33. University of Manitoba
34. University of Winnipeg

Saskatchewan

35. University of Regina
36. University of Saskatchewan

Alberta

37. University of Alberta
38. University of Calgary
39. University of Lethbridge

British Columbia

40. Simon Fraser University
41. Thompson Rivers University
42. University of British Columbia
43. University of Northern British Columbia
44. University of Victoria

The following Canadian degree-granting institutions were not included in this survey, because their tenure and promotion policy was unavailable or in the process of negotiation through collective bargaining, because the institution was federated or fell under the jurisdiction of another institution that is included, or because the institution was so specialized that their processes were not generalizable:

- Athabasca University
- Guelph University
- Kwantlen University College
- Nova Scotia College of Art and Design
- Ryerson University
- University College of the Fraser Valley
- University of King's College (Alberta)
- University of Sudbury

Trends and highlights

Through this survey we identified several trends, commonalities and unique characteristics of the tenure and promotion processes across Canada:

Faculty Ranks:

Most institutions have a single set of tenure-track faculty ranks (i.e. do not separate teaching and research faculty). These always include the ranks of Assistant Professor, Associate Professor, and Full Professor.

Many institutions reserve a Lecturer rank which is a conditional appointment for faculty who have not yet completed a terminal degree. This rank allows those faculty a specified period in which to complete their degree at which point their status is converted to that of Assistant Professor (tenure-track, probationary).

A number of institutions also include an honorary rank above Full Professor (e.g. University Professor).

Teaching Stream Appointments:

Approximately one-quarter of institutions surveyed have a dedicated rank or set of ranks for those faculty whose primary responsibility is teaching (or teaching and service).¹ In some instances, teaching-stream faculty are required to engage in the scholarship of teaching and learning. These appointments are often referred to as Lecturer or Instructor. Faculty at these ranks are usually not eligible for tenure but may be considered for promotion to a continuing appointment as Senior Lecturer or Senior Instructor as appropriate.

Time to Tenure:

The time to tenure ranges from 3 to 7 years and is based on previous professional experience and rank at appointment. Generally, time from first probationary appointment to tenure is 5 to 6 years. Conditional appointments (e.g. those made to individuals who are ABD/still in the process of completing their terminal degree) typically extend the time to tenure.

¹ These universities include: Bishop's, Carleton, Dalhousie, Laurentian, McMaster, Simon Fraser, and Thompson Rivers Universities, and the Universities of British Columbia, New Brunswick, Regina, Toronto, and Victoria.

General Criteria for Tenure and Promotion:

Faculty in the tenure-stream are normally evaluated based on their teaching, research and often their service to the institution. The criteria for research contributions are normally more stringent and traditionally have been more thoroughly articulated; however, many more recently revised or newly drafted policies include clearer statements of expectations for teaching. Normally faculty must provide evidence for their contributions in each category.

Means of Assessment for Tenure:

While these vary from institution to institution there are many common elements that can be identified. Generally, faculty must demonstrate “competence” in teaching and “excellence” in research as evidenced by the following measures:

Teaching

- Data from student evaluations – normally from all courses taught.
- Peer review of in-class teaching and course content.
- Publications and research about teaching and learning.
- Teaching awards.
- Contributions to program and curriculum development
- Sample teaching materials.
- Teaching dossier – Most of the materials noted above are common elements of a teaching dossier, a comprehensive collection of evidence of teaching contributions and effectiveness. This may also include a teaching philosophy statement, information on pedagogical strategies used inside and outside the classroom, sample student work, and evidence of professional development and mentorship. Some institutions specifically direct faculty to the comprehensive CAUT guidelines.

Research

- Significant peer-reviewed research publications in a faculty member’s field. This might include books, monographs, journal articles and book chapters.
- Participation at conferences and in meetings of professional organizations.
- Receipt of research grants.
- Review and editing responsibilities (e.g. journals, textbooks, etc.)
- Non-peer reviewed publications (e.g. policy papers).
- Letters of appraisal from colleagues.

Service

- Participation in departmental/divisional/institutional committees.
- Participation in institutional governance processes.
- Academic administrative appointments.
- Community service (where relevant to academic expertise).
- Faculty association responsibilities.

Tenure and Promotion Process:

Tenure and promotion policies and processes are normally articulated in collective agreements between faculty associations/unions and the institution or its board of governors. These procedures normally begin with a review at the departmental level and subsequently reviewed at the divisional/decanal level and finally by either the board and/or the president/rector/chancellor. At

every stage of the process, the policy will normally include opportunities for appeal or grievance which is usually facilitated by the faculty association or union.

The tenure process typically also includes a pre-tenure review (normally in the 3rd year of appointment) that measures the candidate's progress and promise in relation to institutional expectations for tenure. With the granting of tenure, Assistant Professors are normally promoted to the rank of Associate Professor.

After tenure, most institutions continue to conduct annual reviews of faculty; however, these are only connected to a merit-based system and do not affect rank or permanency of appointment. Rarer is the post-tenure review: a scheduled assessment of a tenured faculty member's continued commitment to teaching and scholarship that may result in the termination of a continuing appointment.

Promotion:

Processes for promotion to Full Professor vary: in some cases individual tenured faculty may put themselves forward at any time (after a specified number of years with tenure); in others, promotion is considered on a scheduled basis.

Consideration for Promotion:

The means of assessment for promotion are typically parallel to those for tenure but with modified expectations depending on the level of promotion.

- *Lecturer to Assistant Professor*
Where a lecturer appointment is conditional based on the requirement to complete a terminal degree, promotion to Assistant Professor is generally automatic and occurs upon receipt of this degree.
- *Assistant Professor to Associate Professor*
At most institutions, promotion to Associate Professor is linked to the tenure process and therefore shares its criterion expectations. When the two processes are distinct, they nonetheless are closely parallel.
- *Associate Professor to Full Professor*
The criteria and measures for promotion to full professor echo those for tenure, but normally demand evidence of stated criteria at a significantly elevated level.

Appeal and Grievance Processes:

Normally, these are outlined in the same documents that address tenure and promotion policies, particularly if these are included in collective agreements.

Recommended Policies:

The following institutions have comprehensive and detailed policies which we believe may serve as an appropriate model for the development of a tenure and promotion policy:

Nipissing University: In addition to providing detailed criteria for the evaluation of teaching, research, and service for promotion and tenure, Nipissing integrates Boyer's four domains of scholarship (see Boyer, E. L. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. Lawrenceville, NJ: Princeton University Press.) into their criteria for the evaluation of research and scholarship.

This expanded definition of scholarship moves beyond publications in an academic field of specialization to include scholarship in four domains (as defined in the Standards for Tenure and Promotion Procedures at Nipissing University, p. 14) :

1. Scholarship of Discovery: investigative inquiry that builds a distinctive body of knowledge within the discipline and/or field of study;
2. Scholarship of Integration: analytical inquiry that develops new insights and understanding as a result of bringing together and synthesizing knowledge and information from a wide variety of sources;
3. Scholarship of Application: inquiry that advances knowledge through engagement with the application of knowledge and expert practice;
4. Scholarship of Teaching: inquiry that supports the pedagogy of the discipline and the transfer of knowledge to learners.

St. Francis Xavier University: Their policy offers clear and detailed descriptions of both evaluation criteria and the tenure and promotion process.

University of British Columbia: UBC provides substantial supplemental information for faculty that summarizes and clarifies tenure and promotion criteria and processes, including a visual map of the tenure process and tables of tenure and promotion material.

University of New Brunswick: UNB has a clearly delineated and tenured teaching-track, which has its own specified criteria for promotion and tenure.

University of Saskatchewan: Faculty may be awarded tenure based on academic credentials and teaching and either research, scholarly and artistic work or practice of professional skills, when relevant. Seven categories of criteria considered for tenure are clearly outlined, with examples, in the *Guidelines for Preparation of Case Files for Renewal of Probation, Tenure, and Promotion*.

Victoria University: Maintains a distinct teaching stream with multiple ranks. Members of the teaching stream may be promoted to “Teaching Professor” after three reappointments.