

## T and P Toolkit – Guidelines

### ***Some questions to guide the development of home unit tenure and promotion standards***

These questions are intended as guidelines only, to give home units some examples of the kinds of issues they may wish to address in formulating their discipline standards for tenure and promotion, and for promotion to senior ranks. Once they have been developed, unit standards should be reviewed in a timely manner by Review Committees and the Senate T&P Committee to ensure that local standards are in accord with University criteria and procedures.

In the first transition year (2002-03), if a unit has not developed its own tenure and promotion standards prior to the preparation of a candidate's file, the file will be adjudicated according to the Faculty and Senate guidelines and criteria. Units will be expected to have their own tenure and promotion standards in place for the 2003-04 academic year. Units should communicate their tenure and promotion standards to newly hired faculty and to all other tenure stream faculty as soon as they are completed and have been reviewed by the appropriate review committee.

### **1. Relation to the University's Criteria for Tenure and/or Promotion**

Refer to the ***Tenure and Promotion Policy, Criteria and Procedures, Preamble Sections A and B***, for a full description of the University's criteria for tenure and promotion. Unit standards must be in accord with the University's criteria.

In developing their discipline standards, units should be aware that the University's criteria for tenure and/or promotion in either the Professorial Stream or the Alternate Stream are unchanged from those articulated in the 1993 Report of the Senate Committee on Tenure and Promotions.

Units may wish to articulate more discipline-specific interpretations of the criteria and definitions from the *Tenure and Promotion Policy, Criteria and Procedures* (excerpted below) in their standards.

#### ***Professorial Stream***

##### **Tenure and Promotion**

Recommendations shall be based on the following criteria:

**Associate Professor** [*Tenure and Promotion Policy, Criteria and Procedures, Preamble Section B, Eligibility for Status in Professorial Ranks and Tenure*]

"An Associate Professor is a matured scholar whose achievements at York and/or elsewhere has earned his or her colleagues' respect as an individual of superior qualities and achievements. A normal expectation of promotion to Associate Professor would be between three to six years of service in the rank of Assistant Professor."

With respect to recommendations for tenure and promotion to Associate Professor, the *Tenure and Promotion Policy, Criteria and Procedures* state:

"All recommendations for tenure and promotion to the rank of Associate Professor require either demonstrated superiority (excellence) in a minimum of one of the three categories outlined above, with at least competence demonstrated in teaching and in professional contribution and standing, or at least high competence in all three categories." [*Preamble Section A, The Description of Criteria for Tenure and Promotion*].

1. What are the unit's qualitative expectations for **new faculty** – in your discipline, what do they need to produce and achieve in order to meet the above criteria for tenure and promotion?

## Questions to guide unit standards development

**Promotion to Full Professor**

Recommendations shall be based on the following criteria:

**Professor** [*Tenure and Promotion Policy, Criteria and Procedures, Preamble Section B, Eligibility for Status in Professorial Ranks and Tenure*]:

“A Professor is an eminent member of the University whose achievements at York and/or in his/her profession have marked him or her as one of the scholars from whom the University receives its energy and strength. Clearly this level of achievement cannot be identified with serving several years as an Associate Professor; nevertheless, the rank should not be considered a form of apotheosis. The rank of Professor should be within the expectancy of all Associate Professors.”

Although it is expected that in the assessment of applications for promotion to Full Professor the candidate's accomplishments in professional contribution and standing, teaching, and service will be assessed, those assessments are not formulaic (as they are for tenure and promotion applications), and recommendations will express themselves in terms of the criteria as articulated in the definition of a “professor” above.

**Alternate Stream**

Criteria for tenure and/or promotion in the Alternate Stream also remain unchanged from those articulated in the Alternate Stream Document, contained within the 1993 Report of the Senate Committee on Tenure and Promotions and included in the current YUFA Collective Agreement.

**2. General**

1. Could Review Committees read the file and understand what is expected of candidates in the discipline to achieve tenure and/or promotion, and determine whether the candidate has met those expectations? Be sure to explain your standards to others in the process who will be reviewing the Adjudicating Committee's recommendation and who may be less familiar with norms in the discipline.
2. It is recognized that some accomplishments and activities can be seen to enrich more than one area. In such cases, local practices will decide where best to categorize particular activities which inform more than one area – whether as professional contribution and standing, teaching, or service.
3. If there is a required *curriculum vitae* format in the unit, it should be conveyed to candidates. If there is no required format, candidates might be directed to other examples of recommended c.v. formats, such as those of the Centre for Support of Teaching or the Faculty of Arts, or any formats in use within your own Faculty. It is recommended that candidates with questions about their c.v. consult with their department chair (or Dean in non-departmentalized Faculties) as to the expectations around an appropriate c.v. format.

**3. Professional Contribution and Standing**

1. What is a typical level of scholarly achievement in the discipline to earn tenure and promotion to Associate Professor/Associate Lecturer? To earn promotion to Full Professor/Senior Lecturer? (quantitative and qualitative indicators may be helpful, as well as usual type(s) of scholarly output).
2. What types of scholarly output are normally expected of faculty in the discipline – e.g. sole-authored publications; refereed articles; group and/or collaborative research; exhibitions, performances or creative work; textbooks and curriculum materials; technical reports, and so on.
3. To what extent is collaborative research important in the discipline? How is collaborative research to be assessed?
4. What weight is given to:

## Questions to guide unit standards development

- external research grants (if applicable)?
  - contract research (if applicable)?
  - involvement in scholarly or professional organizations, organization of conferences, journal editorships, book reviews, etc.?
  - professional consultancies?
5. What venues for dissemination of scholarly work are given weight in the discipline (e.g., publication by scholarly presses; papers presented at refereed conferences and/or published in proceedings, refereed and/or professional journals; public exhibitions or performances; textbooks, etc.)
  6. Does the unit rank journals and presses for the purposes of evaluating professional contributions? If this is the case, the unit should clearly indicate the ranking system used, and the system should be clear to candidates.
  7. What is the importance of other forms of communication and dissemination, e.g. with the general public in a variety of forms and media, presentation of lectures and talks to other than professional audiences, performances with radio and television networks, etc.?

#### 4. Teaching

1. In what range of teaching situations/formats are candidates required to perform?
2. Is graduate teaching required in the unit and what is its importance?
3. What kind of graduate student supervision are candidates normally expected to undertake?
4. What weight is given to:
  - statistical teaching evaluations
  - internal teaching awards
  - external teaching awards
5. Will a faculty member's teaching performance be compared to that of other colleagues in the unit? Beyond the unit?
6. What importance is attached to significant teaching activities beyond direct instruction (e.g., pedagogical innovation or consultation, curriculum development)?

#### 5. Service

1. For tenure and promotion: what are the unit's normal service expectations of probationary faculty members? It may be helpful to list the types of tasks and their frequency, e.g. service on one or more unit committees annually, and so on.
2. For promotion to senior ranks: what are the unit's normal service expectations of tenured faculty members?
3. What weight is given to various types of service:
  - committee work in the unit
  - committee work at the Faculty or University levels
  - service outside the University
  - administrative appointments
  - workshops
  - advising activities
  - schools liaison activityand so on?