

Standards for  
Tenure and Promotion Procedures  
at Nipissing University

Approved by the  
Joint Committee on the Administration of the Agreement

Revised July 2014

## Introduction

Under a Letter of Agreement that was approved by the four stakeholder groups in 2008 (namely Nipissing University, NUFA, Senate and the Board) a Special Joint Committee (SJC) was charged with developing a new process and new procedures for assessing and awarding tenure and promotion, including an appropriate appeal process. In developing these recommendations, the Letter of Agreement required the SJC to engage in wide consultation with the four stakeholder groups.

The purpose of these Standards for Tenure and Promotion is to set the context and define the expectations of performance for the award of tenure and promotion at Nipissing University. These Standards are referred to in the article on Tenure and Promotion in the FASBU Collective Agreement but are separate from them. The Standards provide guidelines for the Review Committees in their task of evaluating whether or not candidates for tenure and/or promotion have met the criteria established in the Collective Agreement.

Draft versions of the Standards for Tenure and Promotion were presented for feedback to the four stakeholder groups. All of those groups provided comments, and the SJC revised the document in the light of that feedback. The Standards were first approved September 18, 2008 and then revised January 2010. Subsequent revisions to the Standards document will be as per Article 25.28 (f) of the FASBU Collective Agreement which states:

*The prevailing standards for tenure and promotion will be those established as of the date of implementation of this Collective Agreement. The Standards contains standards defining the expectations of performance for the awarding of tenure and promotion at Nipissing University. The Tenure and Promotion - University Committee (TPU) reviews the University's Standards in accordance with the process for Tenure and Promotion agreed to under the Collective Agreement between the University and NUFA (hereinafter referred to as "the Agreement"). At the end of the academic year, the TPU may review the standards and make recommendations to the JCAA on any changes. Any changes require approval of the JCAA.*

After requesting input from members of the TPU and subsequent to JCAA review, the Standards were revised in August 2013. In May of 2014, Members of the TPU were asked to review the Standards and provide input. The JCAA met to review the recommendations and revisions were approved and incorporated into the Standards in July 2014.

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## **NIPISSING UNIVERSITY**

### **STANDARDS FOR TENURE AND PROMOTION FOR FACULTY UNDER THE NU/NUFA COLLECTIVE AGREEMENT**

#### **A. PRINCIPLES**

The awarding of tenure and promotion to faculty is among the most important decisions rendered by a university. It is central to the building of a professoriate based on measures of excellence in the three primary functions of the faculty: teaching, research, and service to the university. The awarding of tenure represents a long-term commitment of Nipissing University to a faculty member. It is a status granted as a result of judgment by one's peers and the university, on both the performance of academic duties and the expectation of future accomplishments. The promotion of faculty through the ranks involves an assessment of their success in performing their academic duties (teaching, research, and service) and an evaluation of the likelihood of future professional accomplishments based upon demonstrated achievements.

Tenure and Promotion both take place against a background of the values articulated for the University. To this end, Nipissing embraces as its primary academic strategic directions and core values:

#### **VISION**

*Nipissing University is committed to providing a personalized student experience within a collegial learning community dedicated to creativity, innovation and excellence in teaching, research and scholarly activities.*

#### **MISSION**

*Nipissing University is a learning community that:*

- *commits itself to the highest standards in teaching, research and scholarly activities*
- *encourages students, faculty and staff to realize their full intellectual and personal potential*
- *prepares students to make positive contributions as citizens and leaders*
- *is committed to serving the needs of its regional, provincial and global communities*
- *commits itself to increasing accessibility to under-represented groups*

To achieve this mission, Nipissing University emphasizes excellence in teaching enriched by scholarship and research. It encourages meaningful interaction between students and faculty and participation in extra-curricular activities.

#### **CORE VALUES**

**Excellence** - *A university that emphasizes excellence in everything it does:*  
Excellence defines our teaching, our research and our services.

**Student Centredness** - *A university that places its students at the core of its educational mission:* The learning and life experiences of students are our priority.

**Academic Freedom and Integrity - *A university committed to the production and dissemination of knowledge:*** Nipissing University values curiosity, creativity, experimentation and critical appraisal. Freedom of intellectual thought and inquiry is essential to the achievement of its mission.

**Community and People - *A university that provides an environment characterized by openness, respect, collegiality and a common commitment to its values:*** Nipissing University creates in people an individual sense of pride, a strong feeling of belonging and a desire to become actively involved in providing quality student experiences. People are Nipissing's greatest strength.

**Accountability - *A university with a transparent and collegial decision-making process:*** Nipissing University is accountable to the many stakeholders it serves.

Nipissing University is committed to recruiting and retaining the highest possible quality of faculty and staff, and so the standards we set for tenure and promotion are critical to achieving this goal.

At Nipissing, the commitment to being a learner-centred institution is best achieved by using the "teacher-scholar" as our adopted model for faculty development. This model builds on the principle that universities acquire their distinctive character through their capacity to unite scholarship with teaching.

Given the academic and educational breadth of Nipissing, the tenure and promotion process need to embrace the four scholarships of, discovery, integration, application, and teaching as defined by Boyer<sup>1</sup>. Added to these, the scholarship of professional practice reflects the important scholarly work that faculty in professional programs undertake as being part of a practicing profession as well as an academic and teacher. This inclusive approach to scholarship is intended, among other things, to ensure that faculty who have interdisciplinary interests or who pursue scholarship through creative works, will be encouraged to pursue them and they will be taken into account and valued in the context of tenure and promotion considerations.

Commitments to collaboration, interdisciplinarity, entrepreneurship and innovation, internationalisation, and service (to the University and to the community at large) are all activities that must be duly recognised in the process of reviewing performance and worth.

## **B. AUTHORITY**

This document contains standards defining the expectations of performance for the award of tenure and promotion at Nipissing University. The Tenure and Promotion – University Committee (TPU) reviews the University's standards for the tenure and promotion of faculty in accordance with the process for Tenure and Promotion agreed to under the Collective Agreement between the University and NUFA (hereinafter referred to as “the Agreement”). At the end of the academic year, the TPU may review the Standards and make recommendations to the President and the Joint Committee for the Administration of the Agreement (JCAA) on any changes. Any changes require approval of the JCAA.

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<sup>1</sup> Boyer, E. L. *Scholarship Reconsidered: Priorities of the Professoriate*. The Carnegie Foundation for the Advancement of Teaching (Lawrenceville, NJ: Princeton University Press, 1990, 147p).

## **C. CATEGORIES OF EVALUATION**

The categories for the evaluation of applications for tenure and promotion are defined by the Agreement, Article 25.11 to 25.13. The following is taken directly from the Agreement. If this section varies in any way from the Collective Agreement, the Agreement takes precedence.

### **Criteria for Tenure**

- (a) The categories for evaluation and the criteria for assessing tenure are:
  - 1. Academic or Professional Credentials – possession of the normal credentials as defined for the position of Assistant Professor; usually an earned Ph.D. (or equivalent) or the degree that is determined as the terminal degree for the discipline (as identified in the Standards for Tenure and Promotion); and any additional credentials required for the specific position that were stated in the letter of appointment.
  - 2. Teaching Effectiveness – a record of effective performance as a university teacher constituting promise for a successful career as a professor.
  - 3. Research, Scholarly and/or Creative Work – a productive record of research, scholarship, and/or creative achievement, including work assessed by peer review, since the completion of the candidate's terminal degree and over the course of the period of appointment at Nipissing University, as constituting promise for a successful career as a professor.
  - 4. Service – a satisfactory record of service to Nipissing University (and other institutions where appropriate), the profession, and the wider community.
- (b) Candidates will be granted tenure if they meet expectations in all of the categories of evaluation.
- (c) Candidates will have their tenure deferred if they meet expectations in only some of the categories but are deemed to be able to address the weaknesses in the other categories within the period when they would have to re-apply for tenure. Tenure can be deferred only once.
- (d) Candidates will have their tenure denied if they do not meet expectations in any one or more of the categories and it is deemed that the weaknesses cannot be addressed satisfactorily within the period when they would have to re-apply for tenure.
- (e) Candidates who have re-applied for tenure following a deferral (see [c] above) must meet expectations in all of the four categories to be awarded tenure.

### **Criteria for Promotion to Associate Professor**

- (a) The categories for evaluation and the criteria for assessing promotion to Associate Professor are:
  - 1. Academic or Professional Credentials – these must meet the criteria for the position of Assistant Professor.

2. Teaching Effectiveness – a sustained record of effective performance as a university teacher.
  3. Research, Scholarly and/or Creative Work – a demonstrated record of sustained and productive research, scholarship, and/or creative achievement, including work assessed by peer review.
  4. Service – a sustained and satisfactory record of service to Nipissing University (and other institutions where appropriate), the profession, and the wider community.
- (b) Candidates who hold a tenure-track or tenured position at the rank of Assistant Professor are eligible to apply for promotion to Associate Professor.
- (c) Candidates will be granted promotion if they meet expectations in all four categories of evaluation.

### **Criteria for Promotion to Professor**

- (a) The categories for evaluation and the criteria for assessing promotion to Professor are:
1. Academic or Professional Credentials – these must meet the criteria for the position of Assistant Professor.
  2. Teaching Effectiveness – a sustained record of effective performance as a university teacher.
  3. Research, Scholarly and/or Creative Work – a demonstrated record of sustained and productive research, scholarship, and/or creative achievement, including work assessed by peer review that has resulted in national and/or international recognition and high standing in the discipline or field of expertise.
  4. Service – a sustained and satisfactory record of service to Nipissing University (and other institutions where appropriate), the profession, and the wider community.
- (b) Candidates who hold a tenured position at the rank of Associate Professor are eligible to apply for promotion to Professor at the end of their third year as an Associate Professor.
- (c) Candidates will be granted promotion if they meet expectations in all four categories of evaluation.

### **D. GUIDELINES FOR ASSESSMENT**

Article 25.14 of the Agreement provides the following guidelines for assessors involved in the various stages of the review process. The following is taken directly from the Collective Agreement and if this section varies in any way from the Agreement, the Agreement takes precedence.

- (a) Candidates for tenure and promotion will be assessed using the Standards for Tenure and Promotion for Faculty under the NU/NUFA Collective Agreement as approved by the University and the Association through the JCAA. The Standards and this Article (25.14) serve as guides to evaluators of what is to be

expected of candidates for tenure and promotion; they are not a rigid set of rules to be applied mechanically.

- (b) The diversity of academic and professional disciplines at Nipissing University make inequitable if not impractical any single evaluation scheme for promotions. Evaluators must be flexible in their assessment and weighting of the candidate's accomplishments, especially for promotions to the rank of Associate Professor. This includes acknowledging diverse career paths, ways of knowing, and forms of communicating knowledge. Greater conformity to a norm is expected for promotions to Professor.
- (c) In order to meet expectations in the category of research, scholarly and/or creative activities, candidates for tenure must have developed a research program that goes beyond the requirements for the terminal degree.
- (d) Candidates for promotion to Associate Professor must provide evidence of progress in carrying out an agenda of research, scholarly and/or creative activities and, based on the record of accomplishments thus far, the prospect of further development of those activities. Candidates for Associate Professor must demonstrate that they are mature professionals who have completed their training, have established themselves as recognized scholars within their academic and professional communities (as appropriate to the discipline), and have established the foundation of an enduring and productive scholarly/creative career.
- (e) In order to meet expectations in the category of research, scholarly and/or creative activities, candidates for Professor must have produced works in addition to those required for promotion to Associate Professor. Furthermore, the candidate must have achieved an international and/or national reputation as an important scholar/creator whose work is having an impact in his/her field. The overall contributions of candidates for Professor must be recognized both within and beyond Nipissing University. A Professor is a distinguished member of the University community who has compiled a record of significant achievements at Nipissing and/or elsewhere and who has added considerably to the research, scholarly and/or creative culture in their field of expertise.
- (f) A recommendation for promotion from Associate Professor to Professor usually requires that the Member's research, scholarly and/or creative activities be recognized internationally and/or nationally. However, notwithstanding this provision, demonstrated and externally recognised excellence in teaching and/or service, together with a satisfactory record of research, scholarly and/or creative activities, will be considered towards meeting expectations for promotion to Professor.

## **E. DESCRIPTION AND APPLICATION OF STANDARDS FOR EACH CATEGORY OF EVALUATION**

The categories in which candidates must meet the standards for tenure in the professorial ranks and for promotion to Associate Professor and Professor are shown in Table I. Each candidate will



be evaluated for all categories that are applicable to the candidate's position and to the tenure or promotion decision under consideration.

Promotion through the ranks requires a judgment of performance against maintaining expectations for effectiveness in teaching and increasing the significance of research, scholarly, and/ or creative work. Candidates for promotion must have maintained and extended their knowledge of the discipline or field since their previous assessment or appointment. In some cases, additional training and academic/professional credentials may be pre-requisites for promotion and tenure.

**TABLE 1: REQUIRED CATEGORIES**

<b>CATEGORIES</b>	<b>1. Academic and Professional Credentials</b>  (a) PhD or equivalent (b) Other terminal degree as permitted (c) Same as for tenure or Assistant Professor	<b>2. Teaching Effectiveness:</b>  (a) Effective (b) Sustained (c) Promise as a successful university teacher	<b>3. Research, Scholarship, and Artistic Work: a record assessed by peer review that is:</b>  (a) Productive (b) Sustained (c) National and/or international recognition and high standing (d) Promise as a successful university professor	<b>4. Service to Nipissing – academic &amp; professional:</b>  (a) Satisfactory (b) Sustained
<b>Tenure</b>	(a) or (b)	(a) + (c)	(a) + (d)	(a)
<b>Promotion to Associate Professor</b>	(c)	(a) + (b)	(a) + (b)	(a) + (b)
<b>Promotion to Professor</b>	(c)	(a) + (b)	(a) + (b) + (c)	(a) + (b)

*Note: The table should not be considered in isolation, but only in conjunction with the text as a whole, in particular Section E where the standards (for promotion and tenure) in each category are described.*

The minimum acceptable standards for tenure and promotion at Nipissing University are described below.

### **1. ACADEMIC AND/OR PROFESSIONAL CREDENTIALS**

Academic credentials will be reviewed as part of tenure and promotion decisions, but they are of particular importance in tenure considerations. Where an individual is appointed before they have completed a terminal degree or a required qualification, any expectations regarding credentials and qualifications will be included in the letter of appointment.

The required academic credential for tenure and promotion for faculty is an earned PhD or the discipline-specific equivalent or the normal terminal degree for the discipline from a university or equivalent post-secondary institution recognized by Nipissing University. In some disciplines or fields, the possession of additional qualifications may be required (*e.g.* Education, Nursing, and Accounting).

The required terminal degrees and any additional qualifications (*e.g.* professional credentials such as a professional registration or licensure) required for each discipline or sub-discipline at Nipissing are listed in Appendix I. Each year, the Tenure and Promotion – University Committee will, upon recommendation from the Dean, recommend to the President and the JCAA any amendments or additions to the list for any disciplines added to Nipissing University’s program mix.

#### *Evidence of Credentials*

Documented evidence of the appropriate credentials shall be verified and provided to the Review Committees in writing by the Human Resources Department.

#### *Application of the Criterion*

Tenure: Academic or Professional Credentials – possession of the normal credentials as defined for the position of Assistant Professor; usually an earned Ph.D. or equivalent doctoral degree, or the degree that is determined as the terminal degree for the discipline; and any additional credentials required for the specific position.

Promotion to Associate Professor and Professor: Academic or Professional Credentials – must meet the criteria for the position of Assistant Professor.

The Review Committees shall determine either:

1. The candidate possesses the appropriate credentials to meet the requirement  
or
2. The candidate does not possess the appropriate credentials to meet the requirement.

## **2. TEACHING EFFECTIVENESS**

Nipissing University prides itself on being a student-centred university where effective teaching is a highly valued institutional priority. Good teaching is expected of all faculty members and the evaluation of teaching will form an essential component of tenure and promotion considerations. University teaching requires more than classroom performance. Candidates will be expected to demonstrate mastery of their subject area(s) or discipline(s), to make thorough preparation for their classes, to communicate effectively with their students, to show a willingness to respond to students' questions and concerns, and to exhibit fairness in evaluating students.

As stated below under the Scholarship of Teaching, teaching is a dynamic endeavour involving all the analogies, metaphors, and images that build bridges between the teacher's understanding and the student's learning. Pedagogical procedures must be carefully planned, continuously examined, and relate directly to the subject taught. Good teachers stimulate active, not passive, learning and encourage students to be critical, creative thinkers, with the capacity to go on learning long after their university days at Nipissing are over.

Faculty who have interdisciplinary appointments and who teach in more than one department or program must be evaluated on all of their teaching assignments, and not just within their primary department's discipline and programs.

Both before and after tenure is awarded, faculty members are expected to remain committed to improving/enhancing their teaching performance and to remedy problems identified with their teaching. As faculty progress through the ranks, they will be expected to extend their knowledge of their field(s) or discipline(s) with regard to course content, currency of the material presented, and new teaching methods.

#### *Evidence of Teaching Effectiveness*

Evaluation by Peers: For tenure and promotion, assessment of teaching performance may, at the faculty member's choice, be based on a series of evaluations of a candidate's teaching performance and teaching materials over a period of time. The assessment may involve formative evaluations through self-evaluation, professional advice, and student evaluation, and may include class visits.

Student Opinion Surveys: These will be conducted by Nipissing University in accordance with the procedures approved by Senate, and completed by students. The statistical summaries of student responses become part of the faculty member's official file and will be used in the assessment of tenure and promotion. It would also be helpful for the Review Committees to have average data at the relevant department/program, Faculty and course levels (*i.e.* 1000, 2000 level *etc.*) for comparative purposes.

Teaching Dossier: All candidates for tenure and promotion must develop a dossier as provided for in the Agreement. The dossier includes a Statement of Case (Part A) which includes a summary of teaching strategies, methods and objectives; significant accomplishments; steps taken to improve teaching (including innovative instruction and evaluation methods); and future teaching aspirations. The dossier also includes a section (Part C) including teaching-related materials such as course outlines and course materials, examinations, syllabi, reading materials, reading lists, laboratory manuals, workbooks, classroom assignments, and methods of assessment. See Article 25.9 of the Collective Agreement for details of the contents of the dossier.

#### *Application of the Criterion*

**Tenure:** a record of effective performance as a university teacher constituting promise for a successful career as a professor.

**Promotion to Associate Professor:** a sustained record of effective performance as a university teacher.

**TABLE II - EVALUATION OF TEACHING**

- to be used in conjunction with the Teaching Dossier as presented in the Collective Agreement

<i>Teaching Roles</i>	<i>Aspects to be assessed</i>	<i>Items and Activities to be reviewed (as applicable)</i>
<ul style="list-style-type: none"> <li>• teaching in introductory undergraduate courses</li> <li>• teaching in advanced undergraduate courses</li> <li>• teaching in graduate courses</li> <li>• clinical teaching in undergraduate or graduate courses</li> <li>• teaching and/or supervision of students performing clinical work, practica or other types of field work, study-abroad or international exchange programs</li> <li>• supervising honours students</li> <li>• advising and supervising graduate students, post-doctoral fellows</li> <li>• teaching courses in certificate or diploma programs</li> <li>• co-ordination or administration of multiple section or multiple instructor courses</li> <li>• contributions to internationalization of educational experience</li> <li>• teaching at a distance</li> </ul>	<ul style="list-style-type: none"> <li>• organization of class/course</li> <li>• preparation for classes</li> <li>• appropriateness of material presented; i.e., volume, level, currency</li> <li>• clarity of communication</li> <li>• ability to stimulate students' interest</li> <li>• responsiveness to students' questions and concerns</li> <li>• fairness and adequacy of evaluation of students' performance</li> <li>• willingness to try different or new teaching methods and technologies</li> <li>• availability for students outside of class time</li> <li>• adequacy of support and direction provided to graduate students</li> <li>• fairness in dealing with students</li> <li>• teaching innovation in curricular design</li> <li>• incorporation of teaching innovations into teaching pedagogy</li> <li>• extent to which scholarly work is brought into the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• teaching in the classroom</li> <li>• teaching in clinical or laboratory settings</li> <li>• course outlines/syllabi</li> <li>• instructional materials -- written course materials, laboratory manuals, audio-visual resources, computer programs</li> <li>• examinations</li> <li>• involvement on graduate advisory and/or examination committees</li> <li>• supervision of undergraduate and graduate student work</li> <li>• progress/success of graduate students supervised</li> <li>• teaching dossier</li> <li>• development and supervision of academic exchange and/or study abroad programs</li> <li>• pedagogical research, publications and presentations</li> </ul>

Promotion to Professor: – a sustained record of effective performance as a university teacher.

The Review Committees shall determine either:

1. The candidate meets the requirement for effective teaching  
or
2. The candidate does not meet the requirement for effective teaching

### **3. RESEARCH AND SCHOLARSHIP**

#### **General Requirements**

A hallmark of a university education is that students are taught by active and successful scholars and researchers. At Nipissing University, research and scholarly activity are expected of all members of faculty on tenured, probationary, or limited-term appointments of 1 year (12 months) or more. In order to evaluate faculty members within the context of a “teacher-scholar” model, Nipissing University embraces the Boyer<sup>2</sup> model of scholarship as the basis for assessing faculty members for tenure and promotion<sup>3</sup>.

All faculty members are expected to have developed an academic field of specialization and/or an area of focus and will demonstrate knowledge of the field of specialization and its relation to their discipline or disciplines. Evidence to be used to evaluate performance in this category will primarily focus on the breadth of the candidate's published work and its relationship to the discipline and/or professional field. Evidence used to evaluate the candidate's knowledge of the discipline and/or professional field will include a written statement by the candidate outlining the candidate's research program and its relationship to the discipline.

Candidates for tenure or promotion will engage in scholarly work appropriate to the profession or discipline with the fundamental expectation that the results of scholarly work will be shared with other members of the profession and the academic community.

Publication in recognised peer-reviewed outlets is the primary evidence in this category and given the greatest weight. In addition, publication in non-peer reviewed outlets will also be considered but given less weight. Typically, a candidate's dossier will include a mix of peer-reviewed research and other works, and the evaluators must determine whether the total package of research and scholarly productivity meets the requirements for tenure and/or promotion.

Work achieved prior to employment at Nipissing University shall be included and valued in the assessment, however all candidates will be expected to demonstrate that they have continued to be active and productive in research and scholarship since the date of appointment at Nipissing.

Evaluation of scholarly work for tenure and promotion at all ranks will address the quality and significance of the work through written references provided by external peers.

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<sup>2</sup> Boyer, E. L. *Op. cit.*

<sup>3</sup> The standards presented in this section draw heavily upon The Canadian Association of Schools for Nursing Position Statement on Scholarship in Nursing (2004, revised 2006).

Where appropriate, candidates for tenure or promotion should have demonstrated their willingness to apply for external research funding to support their program of research. For those disciplines where significant resources are required to conduct and sustain an appropriate level of productive research, success in securing adequate external funding is a significant factor in determining success in research and scholarship. Where the inability to secure external funds adversely impacts upon the faculty member's ability to conduct research successfully, it will be considered a critical factor in the assessment.

Research Dossier: All candidates for tenure and promotion must develop a dossier as provided for in the Collective Agreement. The dossier includes a Statement of Case (Part A) which includes a summary indicating past research, scholarly and/or creative achievements; the projects currently in progress; and the projects they plan to undertake over the next three or four years. Candidates will highlight the importance of their work – why it matters – and how their work contributes to their field. The candidate will also include a comprehensive collection of his/her works in the bound dossier (Part D) as well as copies of “stand alone” works such as books. See Article 25.9 of the Agreement for details of the contents of the Dossier.

### **Definition of Scholarship**

Scholarship encompasses a full range of intellectual and creative activities that may include the generation, validation, synthesis, and/or application of knowledge to advance research and teaching practice within an appropriate discipline, disciplines, and/or field of expertise. For the purposes of evaluation for tenure and promotion at Nipissing University, there are five defined areas of scholarship:

- Scholarship of Discovery: investigative inquiry that builds a distinctive body of knowledge within the discipline and/or field of study;
- 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;
- Scholarship of Application: inquiry that advances knowledge through engagement with the application of knowledge and expert practice;
- Scholarship of Teaching: inquiry that supports the pedagogy of the discipline and the transfer of knowledge to learners;
- Scholarship of Professional Practice: inquiry that reflects the important scholarly work that faculty in professional programs undertake as being part of a practicing profession.

While the emphasis on one or more of the dimensions of scholarship (discovery, teaching, application, integration, and professional practice) may vary from one discipline or field of study to another, the pursuit of excellence does not.

### **Scholarship of Discovery**

The scholarship of discovery is defined as a process of creating new and unique knowledge or creative works specific to the discipline, disciplines or field of expertise. Historically, this represents the most traditional form of scholarship and includes knowledge gained through theoretical, basic and applied research. The scholarship of discovery takes the form of systematic investigation using a range of quantitative and/or qualitative approaches, the results of which create new knowledge or creativity, either by advancing knowledge or creativity into an entirely new area or by adding new understanding to something that is already known.

The scholarship of discovery is central to the work of higher learning and is at the very heart of academic life. As such, all faculty members at Nipissing are expected to be or to have been engaged in discovery research to some level of recognized achievement. Discovery research is integral to the doctoral degree, but regardless of the highest degree attained such research is essential for getting tenure, and, therefore, by definition must be part of the scholarly record of faculty applying for promotion. It must be noted that discovery research can also occur within the scholarship of integration and application (see below). The key factor is whether or not new knowledge and understanding is generated and whether or not that new knowledge is recognized by peer review as significantly contributing to and advancing the discipline and/or disciplines involved.

#### *Evidence of the scholarship of discovery*

Documented evidence of the Scholarship of Discovery includes but is not limited to the following:

1. Peer reviewed publications of research based, philosophical, or theoretical manuscripts;
2. Peer reviewed presentation of papers at scientific and scholarly conferences;
3. Peer reviewed exhibitions, catalogues or performances for those in disciplines where creative and artistic work is the primary focus;
4. Peer reviewed grant awards in support of research related projects;
5. Provincial, regional, national, or international recognition for expertise as a researcher (including awards, honours, *etc.*).

#### **Scholarship of Integration**

The scholarship of integration is defined as the generation of new knowledge and perspectives from the purposeful examination of original work in a discipline and/or disciplines. Synthesizing findings and discovering patterns and connections across disciplines creates an integration of knowledge and brings new meanings to original work. Closely related to discovery scholarship (and may include discovery research within it), the scholarship of integration is a serious, disciplined work that seeks to interpret, draw together, and bring new insight to bear on original research. Integration research may also be discovery research where the scholarship produces new knowledge that is recognized by peer review as significantly contributing to and advancing the discipline and/or disciplines involved.

#### *Evidence of the scholarship of integration*

Documented evidence of the scholarship of integration includes but is not limited to the following:

1. Publication of a book that synthesizes different academic and/or professional perspectives on an issue;
2. Peer reviewed publications designed to influence approaches, opinion, policy and/or legislation on an academic, educational, societal or professional issue;
3. Development and dissemination of a new interdisciplinary program to meet an educational and/or societal demand;
4. Development and dissemination of an evaluation tool based on a review of the literature and consultations with experts in other disciplines;
5. Preparation of educational materials that are used by other programs.

#### **Scholarship of Application**

The scholarship of application is defined as the reflective investigation of the dynamic interaction between theory and practice. From this investigation new understandings are developed through

both the exploration of how peer reviewed concepts, principles, research findings and theories are applied in practice, and the exploration of how they are explored in relation to peer reviewed concepts, principles, research findings and theories. In professional programs, the maintenance of practice competency of faculty and the advancement of practice knowledge in the discipline or field of study are critical components of the scholarship of application. This form of scholarship asks questions such as “How can this knowledge be helpful to society?”, and “How can this problem be solved given our current knowledge?”

Application research can result in discovery research, where the answer to the question results in a line of inquiry that pursues new knowledge in order to fill a gap in current knowledge. A significant amount of medical discovery research, for example, is generated as a result of seeking solutions to a problem (such as a cure for a disease) that then leads to the recognition of the need for new knowledge.

#### *Evidence of the scholarship of application*

Documented evidence of the scholarship of application may include but is not limited to the following:

1. Peer reviewed grant awards in support of professional initiatives or applications of research to societal issues;
2. Peer-reviewed presentations related to the application of research to address issues of concern to society;
3. Peer-reviewed publications in journals of applied research;
4. Synthesis of literature related to a particular societal problem;
5. Evaluative Reports of professional demonstration projects including recommendations for future implementation;
6. Publication of policy papers related to societal issues or professional issues impacting society and with peer review and dissemination.

#### **Scholarship of Teaching**

The scholarship of teaching is defined as the conveyance of the science and art of a discipline, disciplines, or field of studies from the expert to the novice. The scholarship of teaching does not refer to the primary research and scholarship of faculty whose primary discipline is Education. They are engaged in discovery, integration, and application research in the field of Education, and are assessed as such under the tenure and promotion process. However, regardless of their discipline or disciplines, all university faculty are teachers (*i.e.* professors) and the scholarship of teaching refers to scholarly activity related to that aspect of a faculty member’s professional work.

Teaching is a dynamic endeavour involving all the analogies, metaphors, and images that build bridges between the teacher’s understanding and the student’s learning. This dimension involves an approach in which teachers read widely and are intellectually engaged while individualizing learning, adapting to different learning styles, integrating evidence-informed practice and understanding how knowledge is acquired and constructed. Teachers and students join together on a journey of inquiry and develop relationships that facilitate student learning. Further, good teaching means that faculty, as scholars, are learners too.

Although closely related to the evaluation of faculty as teachers for the purposes of tenure and promotion, the scholarship of teaching contributes to the work and productivity of faculty as scholars. As all faculty are engaged in the profession of teaching, they are in a position to contribute to the advancement of knowledge and practice in the area of university teaching.



Regardless of discipline or field of expertise, faculty members have the capacity to be scholars in teaching. The scholarship of teaching does not replace the requirement for discovery, integration, and/or application research as constituting the primary areas of productivity for faculty seeking tenure and/or promotion, but it does add to the scholarly activity of the candidate, and their work in this area deserves to be recognized and valued.

A common example of the scholarship of teaching for university faculty is the writing and publication of a textbook designed for teaching a course in a particular discipline or field of study. This type of publication is distinct from a book on a particular subject that might be used as a text in a course on that subject area (which would be considered integration research, or perhaps even discovery research). Another example would be the development of curricula that become adopted as standard or recognized curricula for teaching a particular subject.

#### *Evidence of the scholarship of teaching*

Documented evidence of the scholarship of teaching may include but is not limited to the following:

1. Peer reviewed presentations and/or publications regarding teaching and learning;
2. Peer reviewed grant awards for teaching and learning support;
3. Publication of a course textbook;
4. Invited presentations outside the university;
5. Creation and dissemination of innovative modes of teaching and learning;
6. Invitations as an external program evaluator.

#### **Scholarship of Professional Practice**

In certain disciplines and fields of study, professional practice and contributions to a profession beyond the University may constitute a required or major part of work duties, and may involve a significant and continuing commitment of time. In such cases, research and scholarly work are closely linked to professional practice.

Professional practice means mastery of the professional skills associated with the discipline or profession, and their effective use in a discipline-appropriate practice setting. Research and scholarly work is creative, intellectual work associated with professional practice which is in the public realm and which has been subjected to external peer review (*i.e.* the Scholarship of Application). In the case of professional practice, peers may include recognised professional practitioners in the field as well as those in academic or research-based professions.

In such disciplines and fields of study, both the professional practice and the research and scholarly work components of this category of assessment will be taken into account in the overall evaluation of the candidate's performance. The evaluation should reflect the balance between the practice of professional skills and the research and scholarly work in which the candidate is engaged.

#### *Professional Practice*

Where applicable (*e.g.* applied and professional programs) the definition of professional practice will be identified in Appendix II in the context of each particular discipline. Two examples are provided for illustrative purposes.

- Clinical Practice applies to faculty members in one of the health science professions, and faculty members from other disciplines who engage in testing, diagnosis, remediation, coaching, counseling and similar activities.

- Educational Practice applies to faculty members engaged in a professional practice in educational program development and delivery, and/or in instructional design.

*Evidence of the Scholarship of Professional Practice*

Documented evidence of the scholarship of service may include but is not limited to the following:

1. Descriptive reports or other documentation that outline the professional contributions and outcomes resulting from service activities;
2. Professional consultation to external groups/organizations such as NGOs;
3. Publications in peer reviewed professional literature;
4. Peer reviewed presentations at professional conferences;
5. Success in obtaining external funding;
6. Effectiveness as a professional role model (for students and other trainees);
7. Leadership in the discipline with respect to the profession.

*Application of the Criterion*

**For Tenure:** A productive record of research, scholarship, creative achievement and/or scholarly professional work assessed by peer review which may be supported by other works (such as non-peer reviewed papers, reports, and presentations) as constituting promise for a successful career as a professor. In order to meet expectations in the category of research, scholarly and/or creative activities, candidates for Tenure must have undertaken activities that go beyond the fulfillment of the requirements for the terminal degree in their field (it being understood that to “go beyond the fulfillment of the requirements” includes the publication of all or part of the work required for completion of the terminal degree).

**For Promotion to Associate Professor:** A demonstrated record of sustained and productive research, scholarship, creative achievement and/or scholarly professional work assessed by peer review which may be supported by other works (such as non-peer reviewed papers, reports, and presentations).

Candidates for promotion to Associate Professor must provide evidence of progress in carrying out an agenda of research, scholarly and/or creative activities and, based on the record of accomplishments thus far, the prospect of further development of those activities. Candidates for Associate Professor must demonstrate that they are mature professionals who have completed their training, have established themselves as recognized scholars within the academic and professional communities (as appropriate to the discipline), and have established the foundation of an enduring and productive scholarly/creative career.

**For Promotion to Professor:** In order to meet expectations in the category of research, scholarly and/or creative activities, candidates for promotion to Professor must have produced works in addition to those required for promotion to Associate Professor. Furthermore, the candidate must have achieved an international and/or national reputation as an important scholar/creator whose work is having an impact in his/her field.

International and/or National Recognition and High Standing within the Discipline or Field of Expertise: For promotion to Professor it is important to determine whether or not the candidate has achieved a level of recognition and standing with their discipline, disciplines, or field of study in terms of their contribution to the advancement of knowledge, including where appropriate,

professional standing. This is primarily assessed through the solicitation of external referees who can speak to the candidate's research, scholarly, and professional activity, and her or his recognition and standing in the discipline or field. It is important that referees for promotion to Professor are chosen with this in mind.

Documented evidence may include but is not limited to the following:

1. References from internationally and nationally recognized scholars and (where appropriate) practitioners in the field;
2. Recognition of standing in publications and other media;
3. Awards, honours, and other formal recognition of achievement;
4. Invitations to speak (especially to present keynote addresses) at international and national conferences;
5. Recognition of outstanding contributions to the University and the external communities it serves.

Demonstrated and Recognised Excellence in Teaching and/or Service: The requirement for international and/or national reputation may be offset where demonstrated and recognised excellence in teaching and/or service are part of the candidate's dossier. In such cases, the requirement for exceeding the research expectations of an Associate Professor remain and the review committee must determine if the demonstrated excellence in teaching and/or service is enough to reduce the level of recognition of the research and scholarly record of the candidate. For example, simply being a good teacher or holding an administrative position or holding an elected position do not in and of themselves constitute grounds for promotion to Professor. The candidate must demonstrate clearly and with appropriate evidence that their contributions in these areas are truly excellent.

The overall contributions of candidates for Professor must be recognized both within and beyond Nipissing University. A Professor is a distinguished member of the University community who has compiled a record of significant achievements at Nipissing and/or elsewhere and who has added considerably to the research, scholarly and/or creative culture of the University and their field of expertise.

The Review Committee shall determine either:

1. The candidate meets the requirement for research and scholarship and international and/or national recognition and high standing.
- or
2. The candidate does not meet the requirement for research and scholarship and international and/or national recognition and high standing.

In those cases where an application for promotion to Professor is based on demonstrated and recognised excellence in teaching and/or service.

1. The candidate meets the requirement for satisfactory research and scholarship and the requirement for demonstrated excellence in teaching and/or service.
- or
2. The candidate does not meet the requirement for satisfactory research and scholarship and/or the candidate does not the requirement for demonstrated excellence in teaching and/or service.

#### **4. SERVICE**

This category describes the candidate's commitment to the academy and reflects "service" within and outside the university community. Faculty members are expected to be actively engaged in the collegial decision-making processes, to participate in administrative work, and are encouraged to be involved in the activities of academic and professional organizations and, in some cases, in extension work. Faculty should use good judgment in balancing their activities in this category with those in other categories of assessment.

##### **Administration**

Faculty members are expected to contribute effectively to the collegial decision-making processes within their department or school, Faculty and the university, and to carry their share of administrative work especially within their department or school. Aspects to be evaluated include the quality and impact of the candidate's contribution and the amount of time and/or effort involved. Where faculty engage in administrative duties as part of their formal duties (including work for compensation), this work will be recognised as contributing to the Service category for tenure and promotion.

##### **Extension**

Extension work is defined as extending the University to the community through the provision of a service to the community outside of the University. Such extension work may include school visits, student recruitment activities, membership of provincial and/or national committees, providing university sponsored lectures, or teaching special courses or programs to the outside community. It is expected that such service will be sponsored or sanctioned by the Department and/or Faculty in which the faculty member resides.

##### **Public Service and Contributions to Academic and Professional Bodies**

This describes the candidate's commitment to the broader university community and to the general public. These include:

##### **Public Service**

Public service is normally defined as the faculty member's provision of expertise to the outside community and will be accorded recognition insofar as the activities entail application of expertise associated with the candidate's position in the university.

##### **Service to Academic, Professional or Scientific Organizations**

To be recognized within this category, service to academic and/or professional organizations must go beyond membership in an organization and focus on active participation. Such activities might include: service on the committees or executives of academic or professional organizations; service on selection committees for provincial, national or international granting organizations; or service on the editorial board for academic, professional or scientific journals.

##### **Application of the Criterion**

Tenure: a satisfactory record of academic, professional and service to Nipissing University and the wider professional community.

For promotion to Associate Professor: a sustained and satisfactory record of academic, professional and service to Nipissing University and the wider professional community.

For promotion to Professor: a sustained and satisfactory record of service to Nipissing, the profession and the community.

The Review Committees shall determine either:

1. The candidate meets the requirement for service.  
or
2. The candidate does not meet the requirement for service.

## **F. ROLE OF THE REVIEW COMMITTEES**

The role of the Review Committees is to consider all aspects of the candidate's application within the context of the information that is brought before the Committee during the review process, and render a recommendation on the application. This recommendation shall be in the form of a report submitted to the next level of assessment in the Tenure and Promotion Review process.

Article 25.15 (a), (b), and (c) of the Collective Agreement provides the following direction for members of the Review Committees:

- (a) In assessing applications for tenure or promotion, the deliberations of all evaluators will be governed by the highest standards of integrity, fairness, professionalism, discretion and equity. Evaluations will be based only on the information contained in the candidate's file and only on the criteria outlined in this agreement. Evaluators will not use, formally or informally, criteria which differ from those set forth in this agreement.
- (b) In order to evaluate a candidate for tenure or promotion, it is necessary to consider the total contribution the candidate has made to the University. Candidates who have applied for tenure or promotion will be evaluated using the criteria described above. In each category, evaluators will ask the following question: "Does the candidate's contributions meet expectations?" The answer will be "yes" or "no." The answer will be "yes" when the criteria have been met. All accomplishments for each of the required criteria will be carefully weighed in accordance with accepted norms of assessment.
- (c) Evaluators must consider teaching; research, scholarly and/or creative activities; and service in the context of the working conditions at Nipissing, a small university that is primarily focused on undergraduate education, with relatively few graduate programs. Evaluators will also take into account the type of appointment held by the Member, in particular the number of years the applicant has served at Nipissing under a "teaching intensive workload" (six three-credit courses or equivalent), a "normal workload" (five three-credit courses or equivalent) and a "research intensive workload" (four three-credit courses or equivalent). Candidates will make their workload history evident in their curriculum vitae and/or their *Statement of the Case for Tenure and Promotion*.

The information to be considered by the Tenure and Promotion – Faculty Committee (TPF) includes the candidate's application file, the letters of reference from external referees, and the Recommendation Report from the candidate's Dean, including any materials from the candidate's personnel file that are deemed relevant by the Dean as determined in the Dean's report. The

information will be considered within the framework of the Standards for Tenure and Promotion as laid out in this document. The TPF shall submit a Recommendation Report to the Tenure and Promotion – University Committee (TPU). The TPF report will comment on the Recommendation Report of the Dean, and will indicate whether or not the TPF agrees with the recommendation of the Dean. Where the TPF disagrees with the Dean’s recommendation, a detailed rationale for the disagreement must be presented.

The information to be considered by the TPU includes the candidate’s application file, the letters of reference from external referees, the Recommendation Report from the candidate’s Dean (including any materials from the candidate’s personnel file that are deemed relevant by the Dean as determined in the Dean’s report), and the Recommendation Report from the TPF. The information will be considered within the framework of the Standards for Tenure and Promotion as laid out in this document. The TPU shall submit a Recommendation Report to the President of the University.

### **Letters of Reference**

The letters of reference from external peers (*i.e.* reputable individuals who have assessed the candidate on the basis of academic and, where appropriate, professional merit and standing) constitute a very important source of quality assessment for Review Committee members, but they do not constitute either recommendations or decisions on tenure and/or promotion. The letters of reference shall be used by the Review Committees to assist in determining the quality and appropriateness of the research and scholarly activity of the candidate, the quality and appropriateness of the professional activity of the candidate (where appropriate to the discipline), and for applications for promotion to Professor the international and national standing of the candidate as a scholar.

### **Recommendation Report of the Dean**

The Recommendation Report of the Dean shall be submitted to the TPF. The Dean’s report will comment on each of the criteria for tenure and/or promotion as appropriate to each candidate. The Dean’s report will assess the overall quality of the candidate for tenure or promotion. In the case of promotion to Professor, the Dean will comment specifically on external reference letters and on the international and/or national standing of the candidate in the appropriate discipline, disciplines, or field of study. The Dean’s report will include the recommendation of the Dean on tenure or promotion.

### **Recommendations**

For clarity of communication in tenure and promotion proceedings throughout the University, the following standard terminology is to be used when assessing a candidate's performance in each of the appropriate categories:

- Does not meet the standard for (promotion or tenure)
- Meets the standard for (promotion or tenure)

At each step in the deliberation of the case, the Dean, the TPF, the TPU and the University Review Appeals Committee (URAC) will each make one of the following recommendations:

For tenure:

1. Recommend that the candidate be awarded tenure;  
or
2. Recommend that the candidate be denied tenure;

- or
3. Recommend that consideration of tenure be deferred and that candidate's contract be extended for two years to allow a second consideration for tenure – this recommendation can be made when the Review Committee determines that a candidate (who has not been previously been deferred for tenure) does not yet meet the standards for tenure, but has a good chance of being able to do so within the time period when they would have to re-apply.

For promotion:

1. Recommend that the candidate be granted promotion;
- or
2. Recommend that the candidate be denied promotion.

## **H. CONFIDENTIALITY**

Except in cases allowed for under the Collective Agreement, all aspects of the tenure and promotion review procedures and process are deemed confidential, including the deliberations of the TPFs, TPU, URAC, and University Review Appeals Board (URAB), and any written documentation associated with the process and decisions, including but not limited to the candidates' dossiers (which the candidate may make public if they so choose), written recommendations from the Deans, written recommendations of the committee Chairs, and any written decisions of the President. All those associated with the process and procedures (including but not limited to the members of the various review and appeal bodies; the Deans; President of the University and any officers of the University; the referees; the President, officers and observers of NUFA; members of the Board of Governors, and any other individuals who become aware of any details regarding the consideration of tenure and promotion) shall maintain strict confidentiality regarding the process, procedures, recommendations and decisions.

## **ACKNOWLEDGEMENTS**

The following documents provided valuable content in the development of Nipissing University's Standards:

Boyer, E. L. *Scholarship Reconsidered: Priorities of the Professoriate*. The Carnegie Foundation for the Advancement of Teaching (Lawrenceville, NJ: Princeton University Press, 1990, 147p).

CASN Position Statement on Scholarship in Nursing, The Canadian Association of Schools for Nursing, 2004, revised 2006.

University of Saskatchewan Standards for Tenure and Promotion, 2002.

## **APPENDIX I: REQUIRED DEGREES AND CREDENTIALS FOR TENURE**

In order to be eligible to be considered for tenure, an earned PhD (or equivalent doctoral degree, such as a research thesis-based EdD or LLD) is the minimum terminal degree for faculty in all programs at Nipissing University with the exception of faculty in the following programs. Wherever possible, exemption from the doctorate as a required credential will be noted within the letter of appointment of the faculty member or in a subsequent letter of exemption signed by the Vice-President, Academic and Research.

Fine and Performing Arts – a Master of Fine Arts (MFA) or equivalent is the terminal degree for faculty in the FAPA program, with the exception of Art History, where a PhD or equivalent is the normal required credential.

Native Studies – while the doctoral degree is the preferred credential, for faculty with appropriate professional/community experience and/or Aboriginal knowledge a master's degree is the minimum credential required for tenure in the Native Studies program.

Criminal Justice - while the doctoral degree is generally the required credential, candidates with a Master of Laws (LLM) or equivalent master's degree may be exempted from the doctoral requirement for tenure in the field of law within the Criminal Justice program.

Nursing – while the doctoral degree is generally the required credential, candidates with significant professional experience and a Master of Nursing degree may be exempted from the doctoral degree requirement for tenure within the Nursing program.

Business - while the doctoral degree is the preferred credential, candidates with significant professional experience, an appropriate master's degree, and an additional professional qualification (such as a CA, CMA, or CGA) may be exempted from the doctoral degree requirement for tenure in the fields of accounting, finance, and law within the Business program.

Social Welfare and Social Development - while the doctoral degree is generally the required credential, candidates with significant professional/community experience and/or Aboriginal knowledge, combined with a relevant Master's degree may be exempted from the doctoral degree requirement for tenure in the Social Welfare and Social Development program.



## APPENDIX II

### SAMPLE LETTERS SOLICITING LETTERS OF REFERENCE

#### 1. LETTER OF REQUEST

Date:

Dear \_\_\_\_\_

*(Prof / Dr) (candidate's name)*, an *(Assistant) (Associate)* Professor in the *(Faculty / Department / School of \_\_\_\_\_)*, has applied for *(tenure) (and) (promotion to) (Associate Professor) (Professor)* at Nipissing University. Your name has been suggested as an arms-length referee to assist us in our deliberations. External referees make a vital contribution to the process, and I hope you will be able to assist us by serving as a referee in this case. We would require your input into our deliberations by September 1 .

If you cannot conduct an arms-length evaluation, we ask that you excuse yourself. Arms-length referees are those who are not the candidate's family members; have not served as a graduate or postdoctoral research supervisor for the candidate; have not collaborated in any meaningful way with the candidate on research, scholarly and/or creative activities (for example, through co-authorship or joint grant proposals); and do not hold an academic appointment at Nipissing University. You may have met the candidate at a conference, you and the candidate may know people in common, and you may be familiar with each other's works.

You should be aware that the provisions of the collective agreement require that the complete contents of your letter of reference will be made available to the candidate, though your authorship will be concealed from the candidate by removing all identifying information. In the unlikely event that the application proceeded to arbitration, your identity may become known to the candidate.

If you are willing and able to act as an arms-length referee in this case, could you please advise me by e-mail at *(e-mail address)* no later than July 25. Upon confirmation from you, I will forward to you copies of *(Prof / Dr) (candidate's name)*'s dossier and teaching evaluations as well as Article 25 (Tenure and Promotion) of the collective agreement.

If for any reason you are unable to serve as a referee, I would be grateful if you would let me know as soon as possible so that alternative arrangements can be made.

Thank you for considering this matter.

Sincerely Yours,

*[name]*

Dean of the Faculty of \_\_\_\_\_

c.c. *[candidate's name]*

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## 2. LETTER WITH DOCUMENTATION

Date:

Dear \_\_\_\_\_

Thank you for agreeing to act as an external referee in (*Prof / Dr*) (*candidate's name*)'s application for (*tenure*) (*and*) (*promotion to*) (*Associate Professor*) (*Professor*). As I previously indicated to you, we will require your input into our deliberations by September 1.

I would also remind you that the provisions of the collective agreement require that the complete contents of your letter of reference will be made available to the candidate, though your authorship will be concealed by removing all identifying information. In order to assist us in this process, we request that the first page consist only of identifying information (your name, title, employer, address, signature, and university letterhead). Begin the second page with **Letter of Reference for (*name of candidate*)**. The first page will be removed, and the remaining text of the letter will be copied and provided to the candidate. In the unlikely event that the application proceeded to arbitration, your identity may become known to the candidate.

I am enclosing the following documentation to assist you in developing your evaluation of the candidate:

- (1) a copy of the Collective Agreement between Nipissing University and the Nipissing University Faculty Association. In particular, you should review the relevant categories and criteria for tenure or promotion listed in Article 25: Tenure and Promotion;
- (2) the candidate's dossier, which includes the candidate's *Statement of the Case for Tenure or Promotion*, a curriculum vitae, as well as comprehensive information on the candidate's teaching; research, scholarly and/or creative activities; and service; and
- (3) copies of the candidate's teaching evaluations and the candidate's response to these evaluations, if any.

Of the categories to be evaluated, we expect that you will focus primarily on the candidate's research, scholarly and/or creative activities. In your evaluation, we request that you include your comments on the quality, originality and significance of the candidate's works as well as the candidate's productivity. We are, of course, not restricting you from commenting on any other aspects of the candidate's abilities, including teaching and service; indeed, we encourage you to do so, especially for applications for tenure.

Your evaluation of whether the candidate has, in your view, met the expectations for (*tenure and/or promotion*) is of considerable importance to us. Your evaluation should be in sufficient detail that the candidate and the recommending Committees can follow your

reasoning and understand the basis of your evaluation. Your evaluation should be based on an assessment of all the material submitted to you and related to the relevant criteria.

The enclosed material is confidential. Please do not share it or discuss it with anyone, or use it for any purpose other than this evaluation. After completing your evaluation, we ask that you destroy the dossier. However, you are welcome to keep any publications (whether “stand alone” or “bound” works, which may be removed from the dossier).

If you require further clarification on any matter, please e-mail me rather than telephone since the substance of any communication with you regarding this matter will be disclosed to the candidate.

Thank you for your assistance in this matter.

Sincerely Yours,

[name]

Dean of the Faculty of \_\_\_\_\_

c.c. [candidate’s name]

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**3. REMINDER LETTER PRIOR TO THE DEADLINE**

Date:

Dear \_\_\_\_\_

I am writing you regarding your evaluation of *Prof / Dr (candidate’s name)*. As you know, we requested that you submit your evaluation to us by September 1. As that date is fast approaching, I am writing to give you a friendly reminder of the deadline date and to express my hope that you will be in a position to give us your views by that time. If you anticipate any delays in providing us with the evaluation, please advise me at your earliest opportunity.

Thank you for your assistance in this matter.

Sincerely Yours,

[name]

Dean of the Faculty of \_\_\_\_\_

c.c. [candidate’s name]

\*\*\*\*\*

#### 4. REMINDER LETTER AFTER THE DEADLINE

Date:

Dear \_\_\_\_\_

I am writing you regarding your evaluation of *Prof / Dr (candidate's name)* . As you know, we requested that you submit your evaluation to us by September 1. As that date has passed, I am writing to request that you provide us with your evaluation as soon as possible.

Your views in this matter are of considerable importance to us and our deliberations on the candidate's application will be incomplete unless we have your input. If you anticipate any significant delay in providing us with the requested evaluation, please advise me at your earliest opportunity.

Thank you for your assistance and your urgent attention to this matter.

Sincerely Yours,

[*name*]

Dean of the Faculty of [*name*]

c.c. [*candidate's name*]

**APPENDIX III**

**FORM FOR GRANTING / NOT GRANTING ACCESS TO THE MEMBER'S DOSSIER  
AND FILE FOR PURPOSES OF TENURE AND / OR PROMOTION**

**Name** (print):

\_\_\_\_\_

*Please place your initials next to one of the following options and sign at the bottom of the form.*

**YES**

\_\_\_\_\_ Pursuant to the Collective Agreement agreed between Nipissing University and the Nipissing University Faculty Association, for the purpose of tenure and promotion decisions, I grant permission for my file to be consulted when required over the next five years by the members of the Tenure and Promotion – University Committee, the members of the University Review Appeals Committee, the President of the University, the President of the Association or designate, and the members of the University Review Appeals Board. I understand that, at the appropriate time, my file will be disposed of pursuant to Article 25.27.

**NO**

\_\_\_\_\_ I do not grant permission to evaluators for tenure and promotion to have access to my file. I understand that, at the appropriate time, my file will be disposed of pursuant to Article 25.27.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Please return this form to the office of the Vice-President, Academic and Research, by July 5.*

*Please make a copy of the completed form for your records.*

APPENDIX IV

**TENURE – PRELIMINARY BALLOT**

Committee (check one):  TPF  TPU

Name of Candidate: \_\_\_\_\_

Faculty: \_\_\_\_\_

Based on the motion before the Committee, indicate your recommendation by selecting one of the following options:

Tenure is granted  Tenure is denied

If a motion to be granted tenure is adopted unanimously after a preliminary ballot, that ballot will be deemed to be the final ballot.

**TENURE – FINAL BALLOT**

Committee (check one):  TPF  TPU

Name of Candidate: \_\_\_\_\_

Faculty: \_\_\_\_\_

Based on the motion before the Committee, indicate your recommendation by selecting one of the following options:

Tenure is granted  Tenure is denied

Where a motion to grant tenure is not adopted unanimously on the preliminary ballot, after further deliberation, a final ballot will be held. A final ballot is also held after a negative preliminary ballot and only after the candidate has had an opportunity to respond.

**DEFERRAL OF TENURE BALLOT**

Committee (check one):  TPF  TPU

Name of Candidate: \_\_\_\_\_

Faculty: \_\_\_\_\_

Based on the motion before the Committee, indicate your recommendation by selecting one of the following options:

Tenure is deferred  Tenure is not deferred

Where a motion to defer tenure is denied on the final ballot, after further deliberation, a ballot on deferral of tenure will be held.

**APPENDIX V**

**PROMOTION – PRELIMINARY BALLOT**

**Committee (check one):**                       TPF     TPU

**Name of Candidate:** \_\_\_\_\_

**Faculty:** \_\_\_\_\_

*Based on the motion before the Committee, indicate your recommendation by selecting one of the following options:*

Promotion is granted     Promotion is denied

*If a motion to be granted promotion is adopted unanimously after a preliminary ballot, that ballot will be deemed to be the final ballot.*



**PROMOTION – FINAL BALLOT**

**Committee (check one):**                       TPF     TPU

**Name of Candidate:** \_\_\_\_\_

**Faculty:** \_\_\_\_\_

*Based on the motion before the Committee, indicate your recommendation by selecting one of the following options:*

Promotion is granted     Promotion is denied

*Where a motion to grant promotion is not adopted unanimously on the preliminary ballot, after further deliberation, a final ballot will be held. A final ballot is also held after a negative preliminary ballot and only after the candidate has had an opportunity to respond.*

APPENDIX VI

TENURE

WRITTEN RECOMMENDATION FORM

TO BE COMPLETED BY THE CHAIR  
OF  
TENURE AND PROMOTION FACULTY REVIEW COMMITTEES (TPFs)  
AND  
TENURE AND PROMOTION UNIVERSITY REVIEW COMMITTEE (TPU)

Committee (check one):                     TPF     TPU

Name of Candidate: \_\_\_\_\_

Faculty: \_\_\_\_\_

*Based on the evaluation of Committee members, and given the application(s) and the motion(s) before the Committee, the vote was as follows (enter "for" / "against" numbers):*

- |   |               |   |               |
|---|---------------|---|---------------|
| <input type="checkbox"/> Tenure is granted  | ( ___ / ___ ) | <input type="checkbox"/> Tenure is denied       | ( ___ / ___ ) |
| <input type="checkbox"/> Tenure is deferred | ( ___ / ___ ) | <input type="checkbox"/> Tenure is not deferred | ( ___ / ___ ) |

\*\*\*\*\*

**Evaluation of the Candidate**

The Committee will state its evaluation of the candidate's achievements in each of the following three categories, expressing the Committee's judgment of their quality, originality and significance. The evaluation should address the relevant criteria for **tenure** found in *Article 25: Tenure and Promotion* of the **FASBU Collective Agreement** between Nipissing University and the Nipissing University Faculty Association. The evaluation will clearly state the reasons for the Committee's recommendation(s), including reasons for dissenting votes.

Note: The Chair will use as much space as necessary in completing the evaluation under the subsections listed below.

- 1. Evaluation of the Candidate's Teaching:**
- 2. Evaluation of the Candidate's Research, Scholarly and/or Creative Activities:**
- 3. Evaluation of the Candidate's Service:**
- 4. Final Remarks (optional):**



We the undersigned members of the Committee agree that this evaluation summary is an accurate reflection of the opinions of the Committee, including dissenting views.

We further agree that, to the best of our knowledge, the Committee followed all procedures properly in determining its recommendation.

Chair: \_\_\_\_\_  
Name (print) Signature Date

Member: \_\_\_\_\_  
Name (print) Signature Date

Member: \_\_\_\_\_  
Name (print) Signature Date

Member: \_\_\_\_\_  
Name (print) Signature Date

Member: \_\_\_\_\_  
Name (print) Signature Date

Member: \_\_\_\_\_  
Name (print) Signature Date

APPENDIX VII

PROMOTION

WRITTEN RECOMMENDATION FORM

TO BE COMPLETED BY THE CHAIR  
OF  
TENURE AND PROMOTION FACULTY REVIEW COMMITTEES (TPFs)  
AND  
TENURE AND PROMOTION UNIVERSITY REVIEW COMMITTEE (TPU)

Committee (check one):                     TPF                                     TPU

Name of Candidate: \_\_\_\_\_

Faculty: \_\_\_\_\_

Application for (check one):

Promotion to Associate Professor                     Promotion to Professor

*Based on the evaluation of Committee members, and given the application(s) and the motion(s) before the Committee, the vote was as follows (enter "for" / "against" numbers):*

Promotion is granted    ( \_\_\_ / \_\_\_ )                     Promotion is denied    ( \_\_\_ / \_\_\_ )

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**Evaluation of the Candidate**

The Committee will state its evaluation of the candidate's achievements in each of the following three categories, expressing the Committee's judgment of their quality, originality and significance. The evaluation should address the relevant criteria for **promotion** found in *Article 25: Tenure and Promotion* of the **FASBU Collective Agreement** between Nipissing University and the Nipissing University Faculty Association. The evaluation will clearly state the reasons for the Committee's recommendation(s), including reasons for dissenting votes.

Note: The Chair will use as much space as necessary in completing the evaluation under the subsections listed below.

- 1. Evaluation of the Candidate's Teaching:**
- 2. Evaluation of the Candidate's Research, Scholarly and/or Creative Activities:**
- 3. Evaluation of the Candidate's Service:**
- 4. Final Remarks (optional):**

We the undersigned members of the Committee agree that this evaluation summary is an accurate reflection of the opinions of the Committee, including dissenting views.

We further agree that, to the best of our knowledge, the Committee followed all procedures properly in determining its recommendation.

Chair: \_\_\_\_\_  
Name (print) Signature Date

Member: \_\_\_\_\_  
Name (print) Signature Date

Member: \_\_\_\_\_  
Name (print) Signature Date

Member: \_\_\_\_\_  
Name (print) Signature Date

Member: \_\_\_\_\_  
Name (print) Signature Date

Member: \_\_\_\_\_  
Name (print) Signature Date

Member: \_\_\_\_\_  
Name (print) Signature Date

Member: \_\_\_\_\_  
Name (print) Signature Date

APPENDIX VIII

**Tenure and Promotion**

**CONFIDENTIALITY AGREEMENT**

My signature below indicates that I have read **Article 25: Tenure and Promotion** in the Collective Agreement between Nipissing University and Nipissing University Faculty Association and agree to abide by the procedures and rules for the operation of the Tenure and Promotion Faculty Committee (TPF) **or** University Committee (TPU).

I understand and agree to abide by the strict confidentiality of the files and the deliberations for all tenure and promotion applications.

**Committee** (check one):                       TPF                                       TPU

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T&P Committee Member (please print name)

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Signature of Member

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Date