



Tenure and Promotion Standards

English Language Learning and Teaching (ELLT) Department¹

¹ The ELLT Department originally approved these guidelines on October 30, 2009. Revisions were made in 2021, 2024, and 2025. The guidelines outlined in this document were approved by the ELLT Department on February 11, 2025.

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Preamble

Introduction

The purpose of this standards document is to provide guidance to faculty members as they prepare for applications for tenure and/or promotion. Achieving tenure and promotion through the ranks is based on incremental and accumulative growth of a faculty member in his/her scholarship, teaching/professional role, and in service. To merit tenure or promotion, faculty members will have their performance assessed for effectiveness in teaching/professional role; recognized research, scholarly and creative work; and contributions to service within the university and general community as well as to the profession (locally, nationally, and internationally). These departmental guidelines describe the standards and expectations specific to the English Language Learning and Teaching (ELLT) Department, which is comprised of two programs: English for Academic Purposes (EAP) and Teaching English to Speakers of Other Languages (TESOL). University guidelines as detailed in the Senate-approved *Principles and Essential Features of Standards* and [Collective Agreement](#) provisions shall guide all such standards and expectations. In particular, applicants should document clear evidence of the following:

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

This document is also to provide guidance for tenure and promotion committee members and external examiners as they assess tenure and promotion application packages. Furthermore, it provides examples of criteria for the evaluation of excellence within each of the areas of teaching, scholarship, and service, thus allowing faculty options in the design of their career paths.

The ELLT Department recognizes the need for multiple paths for inclusion and equity in the ways that these standards of evaluation for Tenure and Promotion are applied. The ELLT Department explicitly notes the added barriers that people with different abilities, life circumstances and caring responsibilities, family structures, and structurally marginalized identities can face within the academy and is committed to recognizing scholarship, teaching, and service contributions in an actively anti-discriminatory way. As such, the ELLT Department commits to assessing all applications for tenure and promotion through a holistic lens affirming the diversity of applicants’ career paths. Candidates are invited to include a written statement as part of their application outlining their career paths, any potential barriers that have presented, and circumstances that have influenced the shape of their careers. The ELLT Department affirms that this diversity, while potentially presenting structural challenges within the academy, enriches and shapes scholarly contributions in unique and valuable ways.

Departmental Context: ELLT at TRU

The English Language Learning and Teaching (ELLT) Department supports Thompson Rivers University's mission to be community-minded with a global conscience by fostering inclusion, cultural awareness, and academic success through learner-centered programming informed by research and evidence-based pedagogies. In alignment with TRU's vision of a university as a place of belonging where individuals are empowered to transform themselves, their communities, and the world, ELLT's work centers on supporting diverse learners in achieving academic and professional goals. This shared commitment provides essential context for understanding the department's unique teaching model and workload, which must be considered in tenure and promotion evaluations.

The ELLT department comprises two core programs: English for Academic Purposes (EAP), offered at the academic access level, and Teaching English to Speakers of Other Languages (TESOL), offered at the university level. The department also offers a diverse range of university-level courses, including community service-learning and English language preparation courses designed to support student success at the undergraduate and graduate levels. These offerings reflect the department's mission to support student success, cultural awareness, and advance inclusive, interdisciplinary teaching practices.

As part of TRU's Academic Access designation, ELLT faculty workloads are governed by Letter of Understanding number 17 (LOU 17) in the Collective Agreement, which defines the teaching workload for ELLT faculty members as 546 hours per year, with a minimum of nine 4-hour-per-week courses per year or equivalent (inclusive of intake and exam periods).

Many faculty teach both EAP and university-level courses, and while assignments vary, the majority of ELLT faculty carry a teaching workload, measured in contact hours, that exceeds the instructional load typical of most academic units, which do not account for teaching time in the same way.

Despite this intensive teaching load, ELLT faculty remain actively engaged in service and scholarship. What may appear as typical contributions often represent a significant professional commitment, especially within the context of high-contact teaching assignments. Accordingly, tenure and promotion evaluations must take this workload into account. This does not diminish the expectation for excellence; rather, it affirms the need for holistic and proportional assessment of faculty achievements, grounded in the realities of the department's instructional demands.

Weighting of Assessment Criteria

Each faculty member must decide on the weighting of teaching, scholarship and service to be used in their evaluation and inform their Divisional Promotion and Tenure committee of the suggested weighting at the beginning of the adjudication process.

These weightings represent the balance among the evidence presented, and not the actual workload of that member.

Normally, the weighting for a bipartite faculty member is 80% teaching and 20% service and for tri-partite faculty it is 40% teaching, 40% scholarship, and 20% service. The weighting guidelines presented here are minima and maxima for each category providing faculty members flexibility in how they wish to be evaluated. This is important because the

emphasis on a member's activities may vary over their career.

The applicants and Tenure and Promotion Committees should view the candidate's suggested weightings with the following in mind:

1. These weightings are appropriate for members with bipartite and tripartite workload. Deviations from these criteria would be expected for members with a very high scholarship load, or those who have filled exceptional leadership roles in the university.
2. In no case would a member be promoted if they were considered to have performed inadequately in any one category, regardless of that category's weighting.

The assessment criteria for appointment, tenure and promotion depend on the type of position, bipartite or tripartite.

Evaluation in the **bipartite** stream is based upon:

- (1) Academic Qualifications
- (2) Teaching
- (3) Service

For bipartite faculty, the minimum and maximum weightings for teaching and service are:

Teaching:	minimum of 70% and maximum of 80%
Service:	minimum of 20% and maximum of 30%
Total:	100%

**While scholarship is not a requirement; candidates may include in their dossier evidence of scholarly work relevant to their appointment, such as research or scholarly teaching.*

Evaluation in the **Tripartite** stream is based upon:

- (1) Academic Qualifications
- (2) Teaching
- (3) Scholarship
- (4) Service

For tripartite faculty, the minimum and maximum weightings for teaching, scholarship, and service are:

Teaching:	minimum of 30% and maximum of 50%
Scholarship:	minimum of 30% and maximum of 50%
Service:	minimum of 20% and maximum of 30%
Total:	100%

Appointment Criteria

Appointment Criteria for Bipartite Faculty

(1) *Academic Qualification*

The normal criteria for bipartite appointment are formal TESOL coursework (which may be included in a degree), an M.A./M.Ed. in a relevant field, and TESL Canada

Certification Professional Standard Three or eligible.

(2) *Teaching or Professional Role*

The candidate should show evidence of effectiveness in teaching or professional role. Specifically, the candidate should have five years' full-time experience teaching English for Academic Purposes (EAP) at the post-secondary level or equivalent experience demonstrated.

(3) *Service*

The candidate should show willingness for service to the department, University, discipline and/or profession, and, where applicable, the community-at-large.

Appointment Criteria for Tripartite Faculty

(1) *Academic Qualification*

The normal criteria for tripartite appointment are formal TESOL coursework (which may be included in a degree), an M.A./M.Ed. in a relevant field, and TESL Canada Certification Professional Standard Three or eligible.

(2) *Teaching or Professional Role*

The candidate should show evidence of effectiveness in teaching or professional role. Specifically, the candidate should have five years' full-time experience teaching English for Academic Purposes (EAP) at the post-secondary level or equivalent experience demonstrated.

(3) *Scholarship*

The candidate should show evidence of successful engagement in scholarly activity in the public realm, including refereed publications.

In recognizing the diversity of research and channels of dissemination, the ELLT Department encourages candidates to provide a contextual summary of their work to showcase their work holistically. In the evaluation of scholarly activity, the quality and sphere of influence of the work, not just the sheer quantity, is of paramount importance. As such, candidates for tenure and/or promotion are encouraged to include any relevant information on citations, authorship ordering, appropriate journal rankings, quality assurance processes, impact within industry, end-user adoption, and so on that showcases the breadth, impact, and relevance of their work as it relates to the specific context of their research programs, recognizing that not each of these metrics is appropriate for all modalities of research and dissemination.

In the case of collaborative and co-authored work, applicants are encouraged to outline their role and relationship to co-authors (such as students, postdoctoral fellows, academic colleagues, community members or collaborators) and explain the chosen order of authorship. The ELLT Department affirms order of authorship is not necessarily reflective of value or quantity of contribution in collaborative works and welcomes any contextual information that sets citation details as potential evidence of research excellence. For example, having Indigenous knowledge keepers and research partners as co-authors is potentially evidence of enacting Indigenous research methodologies and building research capacity in Indigenous communities; having student co-authors demonstrates a commitment to training highly qualified personnel, a criterion of Tri-

Council funding agencies.

(4) Service

The candidate should show willingness for service to the department, University, discipline and/or profession, and, where applicable, the community-at-large.

Guidelines and Criteria for Tenure and Promotion

Guidelines and Criteria for Tenure and Promotion for Bipartite Faculty

The basis for tenure is to meet the standards set out below. Applicants for promotion must exceed the criteria for the position currently held.

(1) Academic Qualifications

Table 1: Description of **academic qualifications** at each rank.

Tenure at Assistant Teaching Professor	Promotion to Associate Teaching Professor	Promotion to Teaching Professor
<p>The normal criteria are</p> <ul style="list-style-type: none"> • formal TESOL coursework (which may be included in a degree), • an M.A./M.Ed. in a relevant field, and • TESL Canada Certification Professional Standard Three or eligible. 	<p>The normal criteria are</p> <ul style="list-style-type: none"> • formal TESOL coursework (which may be included in a degree), • an M.A./M.Ed. in a relevant field, and • TESL Canada Certification Professional Standard Three or eligible. 	<p><i>The same as the previous ranks.</i></p> <p>An additional criterion for the rank of Teaching Professor is a terminal degree in the discipline and/or equivalent experience, such as a combination of substantial experience and professional qualifications or designations in relevant fields, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.</p> <p>The candidate should have qualifications in a related field in addition to an M.A./ M.Ed. such as instructional diplomas, specialized TESOL training, online learning or linguistic certificates or diplomas and degrees.</p>

(2) Teaching or Professional Role

The candidate should have a satisfactory record as a teacher which includes, but is not limited to, satisfactory summative teaching evaluation and other evidence as detailed in CA Article 6 – Appendix I(c).

The candidate is expected to engage in annual professional development.

Table 2: **Teaching/professional role** criteria useful to faculty members in demonstrating their contributions to teaching for tenure and promotion. The items in this table represent examples of objective, documentable aspects of teaching that can be used to show excellence. This list is not exhaustive nor is it necessary to include each item. As

members progress up the ranks, they are expected to make contributions of increasing impact and influence.

Tenure at Assistant Teaching Professor	Promotion to Associate Teaching Professor	Promotion to Teaching Professor
<ul style="list-style-type: none"> • Using appropriate teaching materials in terms of currency, quantity, content, accessibility and appropriate academic rigor. • Actively promoting academic integrity within classroom and follows academic integrity policies and procedures. • Promoting student curiosity, lifelong learning and community-mindedness. • Providing appropriate student assessment relative to course, program and institutional learning objectives. • Creating student projects that provide engaging, relevant and meaningful opportunities for students. • Incorporating Open Educational Resources (OER), open tools and data or open educational practices (OEP) into course materials and course design. • Implementing different teaching techniques within courses and is in the process of incorporating diversity and inclusion and the reduction of institutional barriers into course dissemination. • Utilizing TRU processes (course evaluations and 	<ul style="list-style-type: none"> • Demonstrating competence in course development, implementation and assessment. • Demonstrating refinement of course content with respect to both discipline content and inclusion and diversity. • Inspiring curiosity, lifelong learning and community-mindedness in students. • Contributing to instructional knowledge of multiple communities (TRU and beyond). • Working within community to evaluate, assess and adapt OER, open tools and open data, and considers OEP for inclusion into courses/programs. • Implementing different teaching techniques within courses and demonstrates the incorporation of diversity and inclusion and the reduction of institutional barriers into course dissemination. • Providing diverse assessment practices relative to course, program and institutional learning objectives. • Implementing teaching practices that are scholarly and evidence based. • Engaging in own learning regarding pedagogy through a 	<ul style="list-style-type: none"> • Demonstrating leadership within the profession beyond the institution and provides evidence of recognition at the national and international level. • Working within communities to create OER, open tools and open data and leads OEP initiatives. • Demonstrating evidence of pedagogical impact within the community. • Being recognized by multiple communities for excellence and leadership in teaching. • Providing leadership for developing/updating program curriculum. • Initiating new courses/programs. • Evidence of course development that demonstrates constructive alignment of course learning outcomes to classroom strategies and to assessment practices.

peer review) and TRU resources (CELT, TPC) to critically reflect on their own teaching.	<p>range of communities (TRU and beyond).</p> <ul style="list-style-type: none"> Utilizing TRU processes (course evaluations and peer review) and TRU resources (CELT, TPC) to critically reflect on their own teaching. Providing leadership in departmental planning and course development. Contributing in a substantial way to departmental teaching load through either number of students, number of courses or teaching multi-level courses. 	
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The department recognizes that projects and enterprises of knowledge, teaching, and learning are part of scholarly teaching. Disseminating scholarship is not a requirement for tenure or promotion of bipartite faculty. However, evidence of scholarship can be included in the teaching dossier.

Table 3: Criteria useful to faculty members in establishing a record of **scholarly teaching** for tenure and promotion. The items in this table represent examples of evidence that can be used to show excellence. This list is not exhaustive nor is it necessary to include each item. As members progress up the ranks, they are expected to make contributions of increasing impact and influence.

Promotion to Associate Teaching Professor	Promotion to Teaching Professor
<ul style="list-style-type: none"> Submitting letters from colleagues, students or feedback data. Mentorship of junior faculty and/or TESOL student teachers; Accepting opportunities to share pedagogical knowledge at local, regional and/or provincial level. Participating in articulation of professional benchmarks at provincial levels. Teaching across a variety of levels and skills in EAP and/or TESOL. Developing curricula. Actively engaging in reflective practice. Collaborating internally and externally 	<ul style="list-style-type: none"> Sharing pedagogical and professional knowledge at the national and/or international level. Receiving grants and/or fellowships. Receiving recognized awards. Modeling and sharing innovated practices through collaborative opportunities such as conference and workshop presentations.

with colleagues. <ul style="list-style-type: none"> • Implementing and documenting the effects of new teaching techniques. • Engaging in professional development by attending conferences, maintaining membership in professional organizations, and reading current publications in related fields. • Demonstrating a positive record of teaching which may include but is not limited to a successful summative teaching evaluation. 	
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Although disseminating scholarship is not a requirement for promotion to Associate Teaching Professor or Teaching Professor, it may be considered.

(3) Service

All faculty members are expected to demonstrate an increasing sphere of influence when applying for tenure and rank.

The candidate should have evidence of active service which includes membership of at least three committees at the department, faculty, and/or university level, with at least two committees annually being at the department level.

Table 4: Criteria useful to faculty members in demonstrating their contributions to **service** for tenure and promotion. Most of the items in this table represent examples of evidence that can be used to show excellence. This list is not exhaustive nor is it necessary to include each item. **Note:** The items marked by an asterisk are required activities.

	Tenure at Assistant Teaching Professor	Promotion to Associate Teaching Professor	Promotion to Teaching Professor
ELLT Department	<ul style="list-style-type: none"> • Engaging in departmental affairs. * • Actively serving on key department committees. * • Engaging in mentorship of TESOL students. * 	<ul style="list-style-type: none"> • Engaging in departmental affairs. * • Actively serving on key department committees. * • Engaging in mentorship of TESOL students. * • Taking a leadership roles in department committee work. • Representing the department on committee external to the department. 	<ul style="list-style-type: none"> • Engaging in departmental affairs. * • Actively serving on key department committees. * • Engaging in mentorship of TESOL students. * • Demonstrating leadership in positions of responsibility such as chairing department committees, acting as coordinator or chair, or being involved in programming initiatives. • Representing the department on committees external to the department.



University Community	<ul style="list-style-type: none"> Actively serving on a faculty or university committee. 	<ul style="list-style-type: none"> Actively serving on a faculty or university committee. Volunteering for pan-university events, such as TRU's Teaching Practices Colloquium, Open House, graduation, or orientation. Participating in committees at the faculty or institutional level such as Faculty committees, Ethics Committee, or the Research Committee. Serving in faculty/university-wide governance committees. 	<ul style="list-style-type: none"> Taking a leadership role in faculty/university-wide governance committees. Demonstrating consistent commitment to institutional involvement. Taking a leadership role in organizing pan-university events, such as TRU's Teaching Practices Colloquium, Open House, graduation, or orientation.
English Language Learning Field	<ul style="list-style-type: none"> Volunteering at English language learning or other related conferences. Participation in articulation or accreditation bodies. 	<ul style="list-style-type: none"> Participating in organizing English language learning or other related academic and scholarly events, such as conferences, workshops, panels or meetings. Reviewing proposals for conferences at the local and/or provincial level. Reviewing manuscripts for publishers/journals. Sitting on provincial professional, journal editorial, or review committees. Presenting at local and/or provincial conferences. Participation in articulation or accreditation bodies. 	<ul style="list-style-type: none"> Taking a leadership role in organizing English language learning or other related academic and scholarly events, such as conferences, workshops, panels or meetings. Reviewing proposals for conferences at the national and/or international level. Reviewing manuscripts for publishers/journals. Sitting on national and/or international professional, journal editorial, or review committees. Presenting at national and/or international conferences. Taking a leadership roles with articulation or accreditation bodies.
External Community	<ul style="list-style-type: none"> The candidate's contribution to the community at large may be a component of service. 		

Notwithstanding the above services, if the candidate has a high level of service at any one level (e.g., department chair), the candidate should not be expected to have active service at all other levels.

Guidelines and Criteria for Tenure and Promotion for Tripartite Faculty

The basis for tenure is to meet the standards set out below. Applicants for promotion must exceed the criteria for the position currently held.

(1) *Academic Qualifications*

Table 5: Description of **academic qualifications** at each rank.

Tenure at Assistant Professor	Promotion to Associate Professor	Promotion to Professor
<p>The normal criteria are</p> <ul style="list-style-type: none"> • formal TESOL coursework (which may be included in a degree), • an M.A./M.Ed. in a relevant field, and • TESL Canada Certification Professional Standard Three or eligible. 	<p>The normal criteria are</p> <ul style="list-style-type: none"> • formal TESOL coursework (which may be included in a degree), • an M.A./M.Ed. in a relevant field, and • TESL Canada Certification Professional Standard Three or eligible. 	<p><i>The same as the previous ranks.</i></p> <p>An additional criterion for the rank of Teaching Professor is a terminal degree in the discipline and/or equivalent experience, such as a combination of substantial experience and professional qualifications or designations in relevant fields, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.</p> <p>The candidate should have qualifications in a related field in addition to an M.A./ M.Ed. such as instructional diplomas, specialized TESOL training, online learning or linguistic certificates or diplomas and degrees.</p>

(2) *Teaching or Professional Role*

The candidate should have a satisfactory record as a teacher which includes, but is not limited to, satisfactory summative teaching evaluation and other evidence as detailed in CA Article 6 – Appendix I(c).

The candidate is expected to engage in annual professional development.

Table 6: **Teaching/professional role** criteria useful to faculty members in demonstrating their contributions to teaching for tenure and promotion. The items in this table represent examples of objective, documentable aspects of teaching that can be used to show excellence. This list is not exhaustive nor is it necessary to include each item. As members progress up the ranks, they are expected to make contributions of increasing impact and influence.



Tenure at Assistant Professor	Promotion to Associate Professor	Promotion to Professor
<ul style="list-style-type: none">• Using appropriate teaching materials in terms of currency, quantity, content, accessibility and appropriate academic rigor.• Actively promoting academic integrity within classroom and follows academic integrity policies and procedures.• Promoting student curiosity, lifelong learning and community-mindedness.• Providing appropriate student assessment relative to course, program and institutional learning objectives.• Creating student projects that provide engaging, relevant and meaningful opportunities for students.• Incorporating Open Educational Resources (OER), open tools and data or open educational practices (OEP) into course materials and course design.• Implementing different teaching techniques within courses and is in the process of incorporating diversity and inclusion and the reduction of institutional barriers into course dissemination.• Utilizing TRU processes (course evaluations and peer review) and TRU resources (CELT, TPC) to critically reflect on	<ul style="list-style-type: none">• Demonstrating competence in course development, implementation and assessment.• Demonstrating refinement of course content with respect to both discipline content and inclusion and diversity.• Inspiring curiosity, lifelong learning and community-mindedness in students.• Contributing to instructional knowledge of multiple communities (TRU and beyond).• Working within community to evaluate, assess and adapt OER, open tools and open data, and considers OEP for inclusion into courses/programs.• Implementing different teaching techniques within courses and demonstrates the incorporation of diversity and inclusion and the reduction of institutional barriers into course dissemination.• Implementing teaching practices that are scholarly and evidence based.• Engaging in own learning regarding pedagogy through a range of communities (TRU and beyond).• Utilizing TRU processes (course evaluations and peer review) and TRU resources (CELT, TPC) to critically reflect on their own teaching.	<ul style="list-style-type: none">• Demonstrating leadership within the profession beyond the institution and provides evidence of recognition at the national and international level.• Working within communities to create OER, open tools and open data and leads OEP initiatives.• Demonstrating evidence of pedagogical impact within the community.• Being recognized by multiple communities for excellence and leadership in teaching.• Providing leadership for developing/updating program curriculum.• Initiating new courses/programs.

their own teaching.	<ul style="list-style-type: none"> • Providing leadership in departmental planning and course development. • Contributing in a substantial way to departmental teaching load through either number of students, number of courses or teaching multi-level courses. 	
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The department recognizes that projects and enterprises of knowledge, teaching, and learning are part of scholarly teaching.

Table 7: Criteria useful to faculty members in establishing a record of **scholarly teaching** for tenure and promotion. The items in this table represent examples of evidence that can be used to show excellence. This list is not exhaustive nor is it necessary to include each item. As members progress up the ranks, they are expected to make contributions of increasing impact and influence.

Promotion to Associate Professor	Promotion to Professor
<ul style="list-style-type: none"> • Submitting letters from colleagues, students or feedback data. • Mentorship of junior faculty and/or TESOL student teachers. • Accepting opportunities to share pedagogical knowledge at local, regional and/or provincial level. • Participating in articulation of professional benchmarks at provincial levels. • Teaching across a variety of levels and skills in EAP and/or TESOL. • Developing curricula. • Actively engaging in reflective practice. • Collaborating internally and externally with colleagues. • Implementing and documenting the effects of new teaching techniques. • Engaging in professional development by attending conferences, maintaining membership in professional organizations, and reading current publications in related fields. 	<ul style="list-style-type: none"> • Sharing pedagogical and professional knowledge at the national and/or international level. • Receiving grants and/or fellowships. • Receiving recognized awards. • Modeling and sharing innovated practices through collaborative opportunities such as conference and workshop presentations.

(3) *Scholarship*

The candidate should show evidence of a successful record of scholarship which demonstrates an increasing sphere of influence when applying for tenure and rank.

Table 8: Increasing **sphere of influence** for scholarship.

Assistant Professor	Associate Professor	Professor
Local/Institutional and/or provincial influence in service and scholarship of teaching	Provincial and/or national influence in service and scholarship of teaching	National and/or international influence in service and scholarship of teaching

The department recognizes accomplishment in the discipline, to be demonstrated by scholarly activity which is supported by internal and external recognition of the member's work.

Table 9: Evidence of a satisfactory record of **scholarship** for tenure and promotion. As members progress up the ranks, they are expected to make meaningful contributions increasing in quality and sphere of influence and demonstrate an increasing record of scholarship.

Tenure at Assistant Professor	Promotion to Associate Professor	Promotion to Professor
<p>Minimum evidence of a satisfactory record of scholarship would normally be the following while employed by TRU:</p> <ul style="list-style-type: none"> • two published, refereed journal articles and/or refereed book chapters in recognized presses; or • one published refereed book or textbook in a recognized press in their area of expertise. 	<p>Minimum evidence of a satisfactory record of scholarship evidenced in a timeline and/or in the summary of research, while employed by TRU, shall include a combination of the following*:</p> <ul style="list-style-type: none"> • three published refereed journal articles and/or refereed book chapters in recognized presses • one peer reviewed book published in a recognized press; or • two curated exhibitions/performances relevant to the role and related to the candidate's area of expertise. <p><i>*A combination of the above evidence is acceptable. For example, an individual may provide documentary evidence of a refereed book chapter in a recognized press and a peer reviewed book published in a recognized press, or a refereed journal article and one curated exhibition/performance relevant to the role and related to the candidate's area of expertise.</i></p>	<p>Evidence of sustained success in the dissemination of Scholarly Activity since the time of promotion to Associate Professor, will normally include at least one of the following separately or in combination*:</p> <ul style="list-style-type: none"> • publication of a minimum of five refereed articles, refereed book chapters in recognized presses; • publication of two refereed books in recognized presses; and/or • two curated exhibition/performances related to the candidate's area of expertise. <p><i>*An example of a combination of the above might be four published refereed articles or refereed book chapters in recognized presses and one refereed book published in a recognized press.</i></p>

Table 10: Additional criteria useful to faculty members in establishing a record of **scholarship** for tenure and promotion. The items in this table represent examples of evidence that can be used to show excellence. This list is not exhaustive nor is it necessary to include each item. As members progress up the ranks, they are expected to make meaningful contributions increasing in quality and sphere of influence and demonstrate an increasing record of scholarship.

Tenure at Assistant Professor	Promotion to Associate Professor	Promotion to Professor
<ul style="list-style-type: none"> Disseminating peer-reviewed presentations or publications. Producing non-peer reviewed reports and publications (e.g., reports, publications, conference abstracts, books, book chapters, reference texts, manuscripts submitted and in review, and published reviews). Giving internal presentations within TRU and at local conferences (oral and posters). Obtaining funding for research, but funding is not necessarily from a peer-reviewed competition. Applying for external research grants. Supervising undergraduate students, and where appropriate, graduate students. Helping research students obtain local research grants. 	<ul style="list-style-type: none"> Engaging in presentation of scholarly work at provincial and/or national levels. Disseminating works, such as journal articles, papers/articles, books, edited books and journals, book chapters, book reviews, or textbooks, including those in electronic format, by publishing in refereed journals and other public realms. Reviewing texts, proposals, or articles for publishers, organizations, or journals. Reviewing conference proposals. Being invited to present at national conferences/workshops. Obtaining funding for research from peer-reviewed competitions. Supervising undergraduate students, and where appropriate, graduate students. Helping research students obtain competitive research grants. Providing mentoring for professors and research students in obtaining peer-reviewed/competitive research grants. Normally, the candidate will have 	<ul style="list-style-type: none"> Establishing an independent research program. Engaging in presentation of scholarly work at provincial, national and/or international levels. Having a sustained record of disseminating works, such as journal articles, papers/articles, books, edited books and journals, book chapters, book reviews, or textbooks, including those in electronic format, by publishing in refereed journals and other public realms. Reviewing texts, proposals, or articles for publishers, organizations, or journals. Reviewing conference proposals. Being invited as keynote speaker at national and/or international conferences/workshops. Submitting grant proposals to support scholarship. Receiving local, provincial, national, and/or international awards/grants. Having a sustained record of obtaining funding (i.e., record of grant renewals) for research from peer-reviewed competitions.

	<p>published peer-reviewed articles.</p> <ul style="list-style-type: none"> • The work of the candidate must be recognized at the provincial and/or national level. 	<ul style="list-style-type: none"> • Having a sustained record of supervising undergraduate students, and where appropriate, graduate students. • Having a sustain record of helping students obtain competitive research grants. • Having a sustained record of mentoring professors and research students to obtain peer-reviewed/competitive research grants. • The work of the candidate must be recognized at the national and/or international level.
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In recognizing the diversity of research and channels of dissemination the ELLT Department encourages candidates to provide a contextual summary of their work to showcase their work holistically. In the evaluation of scholarly activity, the quality and sphere of influence of the work, not just the sheer quantity, is of paramount importance. As such, candidates for tenure and/or promotion are encouraged to include any relevant information on citations, authorship ordering, appropriate journal and conference status, quality assurance processes, impact within industry, end-user adoption, and so on that showcases the breadth, impact, and relevance of their work as it relates to the specific context of their research programs, recognizing that not each of these metrics is appropriate for all modalities of research and dissemination.

In the case of collaborative and co-authored work, applicants are encouraged to outline their role and relationship to co-authors (such as students, postdoctoral fellows, academic colleagues, community members or collaborators) and explain the chosen order of authorship. The ELLT Department affirms order of authorship is not necessarily reflective of value or quantity of contribution in collaborative works and welcomes any contextual information that sets citation details as potential evidence of research excellence. For example, having Indigenous knowledge keepers and research partners as co-authors is potentially evidence of enacting Indigenous research methodologies and building research capacity in Indigenous communities; having student co-authors demonstrates a commitment to training highly qualified personnel, a criterion of Tri-Council funding agencies.

(4) *Service*

All faculty members are expected to demonstrate an increasing sphere of influence when applying for tenure and rank.

The candidate should have evidence of active service which includes membership of at least three committees at the department, faculty, and/or university level, with at least two committees annually being at the department level.

Table 11: Criteria useful to faculty members in demonstrating their contributions to **service** for tenure and promotion. Most of the items in this table represent examples of evidence that can be used to show excellence. This list is not exhaustive nor is it necessary to include each item. **Note:** The items marked by an asterisk are required activities.

	Tenure at Assistant Teaching Professor	Promotion to Associate Teaching Professor	Promotion to Teaching Professor
ELLT Dept.	<ul style="list-style-type: none"> Engaging in departmental affairs. * Actively serving on key department committees. * Engaging in mentorship of TESOL students. * 	<ul style="list-style-type: none"> Engaging in departmental affairs. * Actively serving on key department committees. * Engaging in mentorship of TESOL students. * Taking a leadership roles in department committee work. Representing the department on committee external to the department. 	<ul style="list-style-type: none"> Engaging in departmental affairs. * Actively serving on key department committees. * Engaging in mentorship of TESOL students. * Demonstrating leadership in positions of responsibility such as chairing department committees, acting as coordinator or chair, or being involved in programming initiatives. Representing the department on committee external to the department.
University Community	<ul style="list-style-type: none"> Actively serving on a faculty or university committee. 	<ul style="list-style-type: none"> Actively serving on a faculty or university committee. Volunteering for pan-university events, such as TRU's Teaching Practices Colloquium, Open House, graduation, or orientation. Participating in committees at the faculty or institutional level such as Faculty committees, Ethics Committee, or the Research Committee. Serving in faculty/university-wide governance committees. 	<ul style="list-style-type: none"> Taking a leadership role in faculty/ university-wide governance committees. Demonstrating consistent commitment to institutional involvement. <p>Taking a leadership role in organizing pan-university events, such as TRU's Teaching Practices Colloquium, Open House, graduation, or orientation.</p>



English Language Learning Field	<ul style="list-style-type: none"> • Volunteering at English language learning or other related conferences. • Participation in articulation or accreditation bodies. 	<ul style="list-style-type: none"> • Participating in organizing English language learning or other related academic and scholarly events, such as conferences, workshops, panels or meetings. • Reviewing proposals for conferences at the local and/or provincial level. • Reviewing manuscripts for publishers/journals. • Sitting on provincial professional, journal editorial, or review committees. • Presenting at local and/or provincial conferences. • Participation in articulation or accreditation bodies. 	<ul style="list-style-type: none"> • Taking a leadership role in organizing English language learning or other related academic and scholarly events, such as conferences, workshops, panels or meetings. • Reviewing proposals for conferences at the national and/or international level. • Reviewing manuscripts for publishers/journals. • Sitting on national and/or international professional, journal editorial, or review committees. • Presenting at national and/or international conferences. • Taking a leadership roles with articulation or accreditation bodies.
External Community	<ul style="list-style-type: none"> • The candidate's contribution to the community at large may be a component of service. 	<ul style="list-style-type: none"> • The candidate's contribution to the community at large may be a component of service. 	<ul style="list-style-type: none"> • The candidate's contribution to the community at large may be a component of service.

Notwithstanding the above services, if the candidate has a high level of service at any one level (e.g., department chair), the candidate should not be expected to have active service at all other levels.

Appendix

Sample Journals

Journals that may publish English language learning-related research/scholarship include, but are not limited to, the following. Note that it is the published article, rather than the journal, that attests to relevance.

(1) *Peer-Reviewed*

1. *Applied Linguistics*
2. *Asian EFL Journal*
3. *BC TEAL Journal*
4. *Bilingual Research Journal*
5. *Canadian Journal of Applied Linguistics*
6. *Canadian Modern Language Review*
7. *College Composition and Communication*
8. *College English*
9. *Comparative and International Education*
10. *Computer Assisted Language Learning*
11. *ELT Journal*
12. *English for Specific Purposes*
13. *English Quarterly*
14. *International Journal of Applied Linguistics*
15. *International Journal of Bilingualism*
16. *International Journal of TESOL Studies*
17. *Internet TESL Journal*
18. *JALT Journal*
19. *Journal of English for Academic Purposes*
20. *Journal of Linguistics*
21. *Journal of Second Language Writing*
22. *Language in Society*
23. *Language Learning*
24. *Language Learning and Technology*
25. *Language Testing*
26. *Linguistics Journal*
27. *Modern Language Journal*
28. *Reading Matrix*

29. *Second Language Teacher Education*
30. *System*
31. *TESL Canada Journal*
32. *TESL-EJ*
33. *TESOL Quarterly*
34. *Textual Studies in Canada*
35. *The Qualitative Report*
36. *Written Communication*

(2) *Non-Peer-Reviewed*

1. *BC TEAL Newsletter*
2. *Share*