

GUIDELINES for Probationary Faculty re: Transfer to the Tenured Faculty

This document has three parts:

A. Summary of Contractual Issues

This section directs the reader to the sections of the **2011-2015 Collective Agreement** between the Ryerson Faculty Association and the Board of Governors of Ryerson University. Beyond 30 June 2015, readers should refer to the Collective Agreement in effect at that time.

B. Letter from the Vice Provost Faculty Affairs 09 July 2014

This section is a message sent by the VPFA to members of Departmental Evaluation Committees (DECs) across Ryerson. It provides helpful information for committee members, but that information should also be available to probationary faculty.

C. Department Guidelines

This section was developed by the outgoing and incoming DECs in the Department of Politics and Public Administration in the summer of 2014 (i.e., when the 2013-14 DEC was still formally in office, after the 2014-15 DEC had been elected, but before it formally took office on 01 September 2014).

A. SUMMARY OF CONTRACTUAL ISSUES

Note: The contractual issues surrounding transfer to the tenured faculty are governed by the Collective Agreement between the Ryerson Faculty Association (RFA) and the Board of Governors of Ryerson. The full text of the Collective Agreement should always be consulted. These Departmental Guidelines do not, in any way, substitute or supersede the provisions of the Collective Agreement. Rather, they are intended to provide additional clarity for probationary faculty in terms of the interpretation of the collective agreement provisions by the Departmental Evaluation Committee (DEC) in the Department of Politics and Public Administration.

Section A lists the articles of the 2011-2015 Collective Agreement of particular relevance to the tenure and promotion processes.

Hiring (Article 4)

- Article 4.3: Appointments to the Probationary Faculty
- Article 4.8: Letter of Appointment

Evaluation (Article 5)

- Article 5.5: Teaching Assessments
 - see also Appendix F: Faculty/Course Evaluation
- Article 5.6: Year End Assessment Report
- Article 5.7: Transfer to the Tenured Faculty
 - 5.7.A: Criteria for Tenure
- Article 5.8: Tenure Dossier
- Article 5.9: Intermediate Tenure Review
- Article 5.10: Normal Tenure Review
- Article 5.11: Final Tenure Review

Note, in particular, the provisions regarding your right to respond to any or all of Teaching Assessments, Year End Assessment Reports, Intermediate Tenure Review, and Normal or Final Tenure Review.

Promotion

- Article 4.4 Professorial Ranks
- Article 5.12 Promotion to Full Professor
- Article 5.13 Promotion to Associate Professor
 - “When an Assistant Professor is transferred to the tenured faculty, he or she is promoted at the same time to the rank of Associate Professor.”

Obligations (Article 7)

- Article 7.3: Obligations of Faculty Members
- Article 7.4: Outside Professional Activities

Workload (Article 10)

[Note: Articles 10.1 through 10.10 apply only to Mode I faculty (i.e., not you)]

- Article 10.11: Academic Duties and Responsibilities
- Article 10.12: Teaching Duties
- Article 10.13: SRC [Scholarly, Research, Creative] Duties
- Article 10.14: Service Duties

[See also Appendix G: Recognition Awards]

Annual Report and Career Development Increment (Article 13.2.C)

Performance and Conduct File (Article 14)

Discipline and Dismissal (Article 20)

Conflict of Interest (Article 21)

Email: 09 July 2014

Deans, Chairs and Faculty Members,

Many questions have been raised about how to assess peer-reviewed publications in the dossiers that are presented for annual reviews, intermediate tenure reviews, tenure reviews and promotion reviews.

Standards and criteria differ by faculty and even by department. Hence the Collective Agreement contains no quantitative criteria, or even qualitative criteria, that are applicable across the campus.

The standards are developed gradually, over time, within each relevant unit. Units may wish to develop specific statements about criteria. While these are permitted, they are not required, nor are they even recommended, unless there is a specific problem that they are intended to address.

While the standards come naturally from the units, they do so in a conversation with broader bodies within the University. For example, one of the responsibilities of the Faculty Tenure Committee is to see that standards of assessment within a Faculty are roughly comparable, and one of the responsibilities of the Vice Provost, Faculty Affairs is to see that standards are roughly comparable across the University.

The standards are not static. They evolve over time as disciplines change, as scholarship changes and as Ryerson changes. The changes in standards should never be sharp, but they can be gradual.

Under the terms of the Collective Agreement, assessing committees look at least at the candidate's work in the areas of Service, Teaching and SRC. In each area, the assessment should be qualitative as well as quantitative.

Peer-reviewed publications are one of the areas typically looked at by committees when assessing SRC. Quantity is one of the dimensions of assessment, but quality should be another. It is legitimate for committees to consider such factors as the overall prestige of a journal, Impact Factors and influence in the field. Committee members are encouraged to read at least some of the written submissions, where that is possible, in order to form their own assessment of quality.

In terms of the quality of journal, some people have alleged that some journals are of such low quality as to be essentially fraudulent, that their alleged peer-review process is a sham, and that pieces published in them should be disregarded.

It is possible that at the present time, when there has been a proliferation of journals, including on-line and open access journals, such fraudulent journals exist. Assessing

committees should acknowledge this possibility. Candidates should submit their papers to the best possible journals as defined by their disciplines.

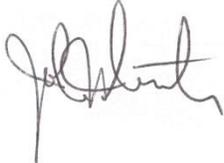
However, the quality of a given paper is more important than the alleged quality of the journal. Some outstanding papers have been published in journals that are generally regarded as of low quality, while the reverse is also true.

There is a set of journals published by "Common Ground Publishing," all of them with the title "International Journal of" Some people have alleged that these journals are fraudulent, so we have investigated the issue. Our conclusion is this. The Common Ground journals have an unusual submission and peer-review process. For the most part they are not particularly prestigious. It would be a mistake, however, to dismiss them as fraudulent and to dismiss papers published in them simply because of the journal. Assessing committees should read papers published in Common Ground journals, and directly assess their quality.

This advice holds for all journals--but since the issue has been raised specifically with respect to Common Ground, I refer to it directly.

Faculty members seeking advice about where to submit their papers are urged to talk with colleagues who may have more experience, and also with the Library Liaison who is assigned to his or her Faculty.

Sincerely,

A handwritten signature in black ink, appearing to read 'John Isbister', written in a cursive style.

John Isbister
Vice Provost Faculty Affairs

C. DEPARTMENT GUIDELINES FOR TRANSFER TO TENURED FACULTY

08 August 2014

The Collective Agreement between the Ryerson Faculty Association and the Board of Governors of Ryerson University lays out *process* and *criteria* for transfer to the tenured faculty (see Section A of this document for a listing of particularly relevant articles). What follows here is some further explanation of expectations, and some indication of the ways in which the Departmental Evaluation Committee (DEC) in the Department of Politics and Public Administration will be interpreting those contractual provisions.

In this document, all references to articles in the Collective Agreement (CA) refer to the 2011-2015 edition. Article numbers and/or content may change with the ratification of future collective agreements. The current edition of the Collective Agreement should always be consulted.

A “Normal” Tenure Review should be thought of as a final step in a multi-faceted evaluative process that has taken place throughout the probationary period. The elements of that process are:

- 1) Letter of Appointment (CA Article 4.8)
While letters of appointment are, in most cases, fairly standard, they may set out specific conditions that must be fulfilled in order to be transferred to tenure (e.g., the completion of a terminal degree in those cases where a probationary faculty member is hired prior to such completion).
- 2) Teaching Assessments (CA Article 5.5; Appendix F)
 - a) *by faculty* (CA Article 5.5)
Normally, each probationary faculty member will be assessed by a tenured faculty member eleven (11) times. The assessment process begins with two assessments per semester in each of the first two semesters, where one assessment in each semester must be conducted by an elected member of the DAC and the other by any member of the DAC. Seven more assessments – one each semester – are to be conducted by any tenured faculty member. Thus, the assessment process should be completed in the fall term of the 5th year of employment.
 - b) *by students* (CA Appendix F)
A Faculty Course Survey (FCS) must be administered in every course in every term. A summary of those results is made available to faculty in report form. This summary is to be included in the Annual Report. Current policy requires probationary faculty to participate in the paper-based, in-class FCS process (paragraph J of Appendix F) *and* to participate in the on-line FCS process (paragraph K of Appendix F), the latter of which allows for additional questions and unstructured response.

- 3) Annual Reports (CA Article 13.2.C)
Every faculty member wishing to receive a Career Development Increment (CDI) must submit a standardised on-line Annual Report by 15 May of each year. It allows for the detailed itemisation of the faculty member's activity over the past year in terms of the three central requirements of the job and profession: Scholarly, Research and Creative (SRC) activity; Teaching; and Service. It also requires that "outside professional practice" be reported.
- 4) Year-End Assessment Report (CA Article 5.6)
By 15 June of each of the first, second and fourth years of the probationary period, the DEC is to complete a year end assessment which is intended to assess the performance of the probationary faculty member on all fronts and to highlight areas requiring attention and/or improvement.
- 5) Intermediate Tenure Review (CA Article 5.9)
 - Probationary faculty must submit, by 17 May of the third probationary year, an "intermediate tenure dossier" with content as described by CA Article 5.8.
 - By 01 May of that year, the probationary faculty member should consult with the Chair or Chair's designate (who must be a member of the DEC) regarding the compilation of the dossier.
 - Probationary faculty have the right to address the DEC concerning their record of employment prior to the DEC conducting the Intermediate Tenure Review.
 - By 31 May, the DEC will make a tentative recommendation, prepare a letter supporting its recommendation, and circulate it to the probationary faculty member, who has two weeks to respond. The result of the Intermediate Tenure Review can be a) a recommendation of early transfer to tenure; b) a recommendation of termination; or much more commonly c) an acknowledgement of the things being done well, an identification of the areas that require attention and/or improvement, and a recommendation that the probationary period continue as set out in the letter of appointment.
 - Consult CA Article 5.9 for further details of the process and for the handling of less-common circumstance.

By the time of the Normal Tenure Review (at the mid-point of the fifth probationary year), there should be considerable documentation indicating those areas in which, in the opinion of the DEC, the probationary faculty member is performing very well, adequately, or not-so-well. In the latter case, the documentation should also contain specific suggestions of courses of action to be undertaken in order to bring about the desired improvements.

Applications for transfer to tenure (and the accompanying promotion from Assistant to Associate Professor) are assessed according to expectations codified in the Collective Agreement. Article 5.7.A (Criteria for Tenure); Article 7.3 (Obligations of Faculty Members); and Article 10 (Workload) are particularly relevant.

In general terms, evaluation happens in the three broad areas set out in CA Article 10.11.A: Teaching Duties, SRC Duties, and Service Duties. The "appropriate combination" of responsibilities is to be set out by "University standards and local norms

(i.e., within the Department and Faculty).” The primary purpose of this document is to provide more detailed description of those “University standards and local norms.” (CA Article 10.11.B)

To begin, it must be emphasised that the main purpose of establishing Departmental guidelines for the transfer to tenure is to identify the location of the “bar” that must be cleared in order for transfer to tenure to occur. This requires that the standards established be applied equally to everyone. Therefore, tenure is a “standard” not a “contest.” The point is to transfer from probation to tenure all probationary faculty who meet the established conditions. The point is NOT to create an environment in which probationary faculty feel the need to compete with each other in the belief that only the “best” performers will be rewarded.

A second important general point is that *balance* within the academic duties and responsibilities is highly valued. Normally, an individual’s workload is approximately 35-45% teaching, 35-45% SRC, and 20-30% Service (designated to add to 100%). These are approximate values that do not need to be calculated annually, as the balance is considered over the course of the faculty member’s probationary period. At all times, a probationary faculty member’s total division of time over the course of his/her probationary period should be dominated by SRC activity and teaching. If a candidate deviates significantly from these workload guidelines in a given year, an explanation of that deviation should be clearly communicated to the DEC. Each Year End Assessment will also articulate clearly whether the DEC has concerns with workload balance.

What follows are some guidelines by category.

Teaching

See CA Article 5.5 (and Appendix F); Article 7.3; and Article 10.12.

In order to assess the extent to which, and how, requisites are met, the DEC will rely on four sources of evidence: evaluations, syllabi, the Performance and Conduct File (PCF), and the teaching dossier.

Evaluations

Committee members reviewing applications for transfer to tenure will have access to all of the evaluations completed throughout the probationary period including teaching assessments conducted by tenured faculty (CA Article 5.5), year-end assessment reports (CA Article 5.6), and the Intermediate Tenure Review (CA Article 5.9) completed by the DEC. They will also have access to all of the summaries of the Faculty Course Surveys completed by students (CA Appendix F). Eleven assessments by faculty, 25 FCS summaries (assuming full load throughout), three year-end assessments by the DEC, and one intermediate tenure review conducted by the DEC will provide an adequate basis for committees to assess:

- currency and competence in the classroom;
- relationship to students (including availability outside of class); and,
- the overall extent and quality of preparation.

Syllabi

Committees reviewing applications for transfer to tenure will also have access to all of the syllabi for all courses taught by the probationary faculty member. A review of these will establish:

- the extent to which the Senate *Course Management Policy* has been honoured;
- the currency of the material presented; and
- the efficacy of the evaluative instruments.

Performance and Conduct File (PCF)

As noted in CA Article 10.12.A, faculty are also responsible to maintain schedules, supervise assistants, and submit grades in a timely way. Any shortcomings in these areas during the probationary period should have been noted in year-end assessments by the DEC or by way of letters to the probationary faculty member that are copied to the PCF established as per CA Article 14.

Teaching Dossier (CA Article 5.8.C)

Article 5.8.C provides a minimalist sketch of what should be included in a teaching dossier. The Learning and Teaching Office (LTO) conducts seminars and provides assistance with regard to the creation and maintenance of a Teaching Dossier. Probationary faculty are encouraged to make use of this assistance, as an up-to-date Teaching Dossier is useful throughout a professorial career.

Curriculum development is a particularly important aspect of the teaching dossier, as that is information that would not likely be available to a tenure committee [either the DEC or the Faculty Tenure Committee (FTC)] through any other means. It is therefore important to include new courses developed and delivered personally or collectively, but it is also important to explain work done on the collective enterprise of curriculum development within the Department (program development, work with the Curriculum Committee or curricular Area Groups).

It is also very important to include, in a teaching dossier, all activities related to graduate teaching. This would include course development, course delivery, supervisions (MRPs and theses), service as second reader on an MA thesis or MRP, and service on a doctoral committee.

Probationary faculty members should include information on any additional teaching experiences undertaken during the probationary period including, but not restricted to, teaching in Continuing Education (which, at Ryerson, includes summer teaching), and contract teaching. Contract teaching may be useful in terms of maintaining currency in an applied field, or in terms of developing particular teaching strategies, however it would be incumbent on the applicant to demonstrate how its inclusion under the heading of “teaching” strengthens the application.

Finally, the Department places a strong emphasis on quality teaching. As part of that emphasis, the DEC encourages (but does not require) probationary faculty to explore opportunities for “non-traditional” forms of teaching and pedagogy. A number of resources exist to assist probationary faculty with this including:

- a) the Faculty of Arts has a Faculty Teaching Chair available for consultation and discussion;

- b) the Learning and Teaching Office provides resources on teaching and teaching effectiveness; and
- c) the Faculty of Arts has staff available to help faculty explore opportunities for connecting teaching and students to the community through community and engaged learning initiatives.

In short, the DEC supports and encourages probationary faculty to explore ways of enhancing teaching and learning opportunities.

Scholarly, Research and Creative (SRC) Activity

See CA Article 7.3; and Article 10.13.

At Ryerson, the term “Scholarly, Research and Creative Activity” is used quite deliberately for several reasons. The obvious reason is that the University has a number of Departments and Schools for which the standard university term “research” is a less-than-perfect descriptor of their principal activities. For the Department of Politics and Public Administration, however, its relevance lies in the fact that Ryerson has always been a bit “ahead of the curve” in recognising the value of academic endeavour that leads to output other than articles in anonymously peer-reviewed academic journals. This recognition flows from the distinctive character of Ryerson University, and a mandate that is different from that of many universities. Section 3(2) of *The Ryerson University Act, 1977* provides that one of the objects of the University is “the advancement of applied knowledge and research in response to existing and emerging societal needs and in support of the cultural, economic, social and technological development of Ontario.” This has generally been interpreted to mean that Ryerson has a duty to engage with the community, to conduct community-relevant research, and to participate in what is now often referred to as “knowledge transfer.” As a result, various forms of SRC activity are valued and celebrated at Ryerson in ways that they might not be in other universities.

That said, Ryerson must also function – and compete for funding – in an academic world dominated by more conventional universities, so it is important that competitive standards also be upheld. This has caused a certain degree of anxiety within the University, as many wonder how these seemingly opposing values can be reconciled. The answer is actually relatively simple: through **balance** and **priority**. In short, non-traditional SRC activities will be recognised, valued and celebrated by tenure committees at the Department and Faculty level, but it remains necessary – in our field, at least – to also demonstrate currency and competence through the more traditional measure of peer-reviewed academic publication.

The question is often asked, with respect to publications, “How much is enough for tenure?” In attempting to answer that, the DEC has consciously avoided detailed quantification, but again emphasises the concept of **balance**: balance *between* duties (Teaching, SRC, and Service); and balance *within* duties. In the case of activities and outputs broadly categorised as SRC, this means balance in terms of funded and unfunded research; balance in terms of the nature of outputs and methods of dissemination; and balance in terms of timing. That said, the general goal should be for total SRC output during a normal 5-year probationary period to be approximately equivalent to 4-5 substantial journal articles totalling at least 45,000 words.

It is expected that, as part of an application for transfer to tenure, a probationary faculty member will have produced a “basket” of SRC outputs. The precise contents of that “basket” will vary from faculty member to faculty member, in terms of both *number* and *type* of output.

In keeping with the objects of the University (see above), various types of SRC outputs (as defined below) will be valued as part of the tenure process. In keeping with the norms of modern universities, every probationary faculty member will be expected to demonstrate that s/he can – by him or herself – produce scholarly output that is adjudged by peers to be worthy of publication.

Therefore, a candidate’s total SRC output during his/her probationary period must normally include *at least one* sole-authored, anonymously peer-reviewed academic journal article, normally of a length between 6,000 and 12,000 words. This article is a *necessary*, but not *sufficient* condition for a positive tenure recommendation. Beyond this, a faculty member’s SRC output during the probationary period may contain varying quantities and types of SRC outputs as defined below.

In assessing the *quality* and *quantity* of SRC output during the probationary period, the DEC will consider

- a) the quality of the publication in relation to its review process and reputation;
- b) the number of outputs during the probationary period; and
- c) the contribution the probationary faculty member has made to the output with respect to authorship (single, co-, and multiple).

Types of Publication

1. Anonymously Peer-Reviewed Academic Publications

Definition: The publisher retains an expert editor or board of editors who review an article or book before publication. If the article or book meets the basic standards for publication, the editorial board or editor sends the publication out for review by two to three external reviewers. The process is normally, or is expected to be, anonymous – or “blind” – in that the referee does not know who the author(s) is/are, and the author(s) do/does not know who the referees are. This is sometimes called “double blind review.” The referees are peers or experts in the same field as the author(s) and help ensure that the articles meet professional or scholarly standards. Revisions are often required by referees prior to publication.

This form of publication is the most highly regarded by those reviewing a tenure dossier. Applicants for transfer to tenure are expected to have, as part of total SRC outputs, at least one substantial journal article (normally sole-authored) listed under this heading. As noted above, this article is a *necessary*, but not *sufficient* condition for a positive tenure recommendation.

2. Peer-Reviewed (but not refereed) Publications

Definition: Publication is dependent upon review and acceptance by peers, but that review and acceptance might not flow from a formal, anonymous referee process. Examples of such publications would include some books (depending on the editorial

practices of the publisher); chapters in books (again depending on the editorial practices of the publisher); and articles in journals where an editorial board (as opposed to anonymous referees) review the submission. Revisions may be required prior to publication.

This form of publication is common in many disciplines, sub-disciplines, and in the Department, and is valued for tenure purposes, however it will not substitute for having a publication in the “anonymously-peer-reviewed academic journal” category.

3. Reviews

Definition: Book Reviews, in most journals, are peer-reviewed, but are normally not “substantial” (i.e., they are typically 2-3 pages in length). Review essays are typically more substantial and may involve the review of several books as well as other research. The peer review does not normally involve any process of revision.

While book reviews are a legitimate form of SRC output that has value, they are not a substitute for more substantial forms of SRC output. Review essays would be considered according to the extent of their equivalence to a substantial journal article.

4. Conferences Papers/Posters

It is important for Ryerson and for the Department that faculty be (and be seen to be) engaged actively in academic conferences at the local, national and international level. This is particularly important for the success of graduate programs. Various types of conference are one place where faculty research is tested. Therefore, presenting research papers and findings at academic conferences over the course of the probationary period is an expectation for tenure.

5. Other Publications

a. minimally-reviewed publications

Definition: Publications may be solicited or may be submitted uninvited but, beyond limited editorial oversight, the material will usually appear as submitted (i.e., with no peer review feedback – or revisions – informing the final product).

A case can easily be made that this form of publication (whether in traditional hard-copy or in electronic format) contributes to scholarly knowledge transfer, and to fulfilling the Ryerson mandate of advancing applied knowledge and research in response to existing and emerging societal needs. There is no argument on that point, and publications of this sort are encouraged and valued. For example, op-eds represent a scholarly contribution to current societal issues; and the publication of “working papers” (especially those published under the auspices of a recognised Research Centre) can be an important form of knowledge mobilization and knowledge transfer.

By themselves, however, this type of publication will not satisfy the requirements of the DEC or of the FTC for tenure purposes. Publications in this category do demonstrate engagement and may also demonstrate scholarship, but do not demonstrate conclusively that the research output of the applicant is of a calibre that would elicit approval from independent referees. The ability to cross that bar is an expectation in tenure review.

b. non-reviewed publications

Definition: Publications that are self-generated, with no review whatever informing the final product (e.g., blogs, self-published tracts).

The Department recognizes that faculty share research outputs and teaching strategies in many different ways. Being a regular commentator in the news or being a prolific and prominent blogger will attract attention to the Department and to the faculty member. For the purpose of a tenure dossier, however, the absence of any sort of peer review means that these activities will not be considered SRC outputs.

Other considerations

Books versus articles

It is not necessary to publish a book in order to be transferred to the tenured faculty in the Dept. of Politics and Public Administration at Ryerson. Some faculty members have turned their dissertation into a book and done so during their probationary period. If that can be accomplished, the result will certainly be recognised. The degree of modification of the original thesis will be taken into account.

It must be acknowledged that publishing a book is a major undertaking likely to result in the publication of little else until that project is finished. Putting “all the eggs in one basket” is a somewhat riskier strategy than the publication of articles.

“Single” versus “co” authorship

Collaborative work is greatly encouraged and valued. However, for tenure, it is important that at least *some* research output demonstrates the ability to produce a sole-authored publication – at least one of which will normally be an anonymously peer-reviewed academic journal article. The DEC may, in exceptional circumstances, waive the sole-authorship requirement – where a probationary faculty member works in a sub-discipline where co- or multiple-authorship is the norm – and require instead evidence of lead or first authorship on one or more of the publications under consideration. Probationary faculty expecting this waiver are encouraged to negotiate the terms of it at an early point in the probationary period.

Other SRC output presented as part of an application for transfer to tenure may be co- or multiple-authored, however the tenure dossier should include evidence – in the form of letters from co-authors – attesting to the division of labour (i.e., the percentage of the total project that is attributable to each of the authors).

Where to publish

As the foregoing makes clear, the type of review undergone by published work is a very important consideration in choosing where to publish. In addition to the review process, a probationary faculty should consider the reputation and reach of any journal to which s/he considers submitting a paper and, in general terms, should submit to the best possible journals appropriate to the subject matter of – and/or the desired audience for – the work.

The DEC believes that high quality SRC outputs have multiple benefits: they increase the profile of the Department and its programs; they attract faculty and students; they show the Department’s currency and contribution to a range of fields of study relating to

the study of politics, public policy, and public administration broadly defined; and they provide opportunities to encourage undergraduate and graduate students to be engaged in the research and writing process with faculty members.

All of this said, the DEC acknowledges the observation of the Vice Provost Faculty Affairs (see section B):

... the quality of a given paper is more important than the alleged quality of the journal. Some outstanding papers have been published in journals that are generally regarded as of low quality, while the reverse is also true.

Grants

One major measure of a successful research agenda that is used by external bodies is the amount of grant money attracted, particularly in the form of external, rather than internal, grants. Ryerson certainly recognises and values grants received, and any and all grants should be listed in tenure applications. However, Ryerson (and the Dept. of Politics and Public Administration) also recognises that a good deal of highly valuable research is “curiosity driven” and may not require funding, or may be of a nature that does not lend itself to grant applications. In such circumstances, the absence of grants should not affect negatively an application for transfer to tenure (see CA Article 10.13.C).

That being said, the DEC does strongly encourage probationary faculty to apply for internal and external research grants if relevant to their research and, when participating in collaborative projects with colleagues from other universities, to ensure that at least their portion of the grant is held at Ryerson University. External research grants and awards benefit the faculty member, the Department, future funding for the University, and most importantly, students.

Timing

In terms of formulating an SRC agenda, probationary faculty should aim for one substantial publication each year, particularly if the adopted strategy calls for a balance of anonymously peer-reviewed and other publications. Even if this strategy does not materialise exactly as planned, the DEC will not recommend tenure if there are no publications under the heading of “anonymously peer-reviewed academic publication.”

The DEC also looks at what might be called “lifetime achievement” (to date). In other words, SRC activity completed prior to being hired at Ryerson is certainly considered as part of an overall package. However, one thing that both the DEC and the FTC will be looking for is evidence of the ability to sustain a coherent SRC agenda. So, while previous SRC output is duly noted, it would not compensate for a lack of SRC output during the probationary period at Ryerson University.

Contract Research

Contract research may be useful in terms of maintaining currency in an applied field, and that may be something usefully included under the heading of “Outside Professional Activities.” It would be unusual for such activity to strengthen the SRC component of an application for transfer to tenure, although there are certainly exceptions to this general observation. For example, serving as a researcher (or as a Research Director) for a commission might be considered as service to the community and/or to the profession but, if the principal function was research-related, it should

probably be mentioned under the heading of SRC activity as well. In general, it would be incumbent on the applicant to demonstrate the value of any particular form of contract research under this heading, to clearly indicate that compensation was received for the activity, and to ensure that activities listed under more than one category are appropriately cross-referenced to avoid the appearance of “double-dipping.”

Service

See CA Article 7.3 and Article 10.14.

Article 10.14 makes clear that the category of “service” actually has several component elements. Balance is highly valued *within* this category, as it includes service to the University (including service to the Department and the Faculty), service to the profession and the community, and some outside professional activities.

Since all service is not equal in terms of time commitment, effort or engagement, the application for transfer to tenure must make some reasonable effort to explain – unless it is well-known or self-evident – what each entry under the “service” heading actually involved.

Service to the University

Service to the University occurs at three distinct and recognisable levels: service to the Department, service to the Faculty of Arts (including service to inter- or multi-disciplinary programs), and service to the broader University. When considering involvement at any level, **balance** is again important. While applications for transfer to tenure might ideally include examples of service to all three levels of University governance, it is recognised that such a neat division is not always possible, or even desirable.

The needs of the Department must come first, because nobody outside the Department is able to satisfy those needs. Yet, service to the Faculty of Arts, to inter- and multi-disciplinary programs, and to the broader University is also important and highly valued. In general, an applicant who is serving ably and well at *any* level need not worry if s/he is not serving at *every* level, however the onus would be on the applicant to justify any lack of service at the Department level.

The Department

The principle of “collegial governance” depends, for its success, on the engagement of faculty. Given the size of the Department of Politics and Public Administration and the complexity of the programs for which it is responsible, the participation and engagement of all faculty is expected and needed. In addition to specific committees, positions, and defined tasks, faculty are expected to help with promotional activities such as Universities Fair and the various events organised by University Liaison to promote the Department’s programs to prospective students and their parents.

Similarly, faculty are expected to attend awards ceremonies, convocation, and events organised by the Department or by students of the Department’s programs. While it is recognised that attendance of all such activities and events is not possible for every individual faculty member, we have a collective responsibility to ensure that the Department is well represented at all such events. Therefore, applicants for transfer to

tenure are expected to be able to itemise some involvement in some events – which will hopefully establish habits carried forward in a post-tenure/promotion career.

Faculty and University

Article 10.14.A1 says:

Consistent with their primary teaching and scholarly responsibilities, faculty members shall share in the governance of their Department/School to a reasonable extent and their Faculty/Division through active membership on appropriate bodies such as Departmental and Division councils, and shall participate to a reasonable extent in other University bodies including Departmental, Division, and University committees, Academic Council [sic] and the Board, when called upon to do so or when elected to such bodies.

As is the case with Departmental governance, a range of committees exist at the Faculty and University levels, the work of which is essential to the operation of the University. For tenure, service beyond the Departmental level is welcomed but the level of expectation is not high. Applicants for transfer to tenure are encouraged to explain fully their service. Extraordinary commitment at the Department level, for example, will almost certainly always “trump” a shortage of service at other levels.

Service to the Profession

Being asked to conduct external reviews of conference papers, grant applications, articles, books, theses, etc. is an acknowledgement of *your* (as well as Departmental) expertise in the area at issue. Therefore, completing publisher reviews (books, chapters, and journal articles), serving on an editorial board, adjudicating external grant applications, serving as an external examiner for doctoral dissertations, and serving as a discussant of papers presented in conference sessions are valued forms of service to the profession.

This category also includes service to learned societies, professional organisations, and the Ryerson Faculty Association and related umbrella organisations (CA Article 10.14.B.1). Organising conferences and/or conference sessions would be included here, as would serving as a session chair and/or as a discussant. For this category it is particularly important to include, in applications for transfer to tenure, some explanation of the work involved, particularly in terms of the degree of commitment required. It would also be helpful to include a brief explanation of the ways in which that work enhanced the profile of the Department, the Faculty, and/or the University.

Service to the Community

There is not a lot of guidance in the Collective Agreement as to what constitutes service to the community, beyond the statement, “Faculty members are encouraged to serve the community in a manner that enhances the reputation of the University” (Article 10.14.B.2).

It is therefore not surprising that this category has historically caused some confusion, as a variety of activities could be listed under this heading as well as under the “Scholarly” part of the SRC heading. There is no neat way to make this distinction (see SRC section here). What is most important is that the same activity not be listed twice. For example, contract research – particularly if it is done on a voluntary, rather than on a fee-for-service basis – may be considered service to the community, but most forms

of “consulting” should really be considered “outside professional activity” and reported as such on Annual Reports. To be considered relevant to the tenure process, the onus will be on the applicant to advance a convincing argument as to why such activity should be valued by the University.

One example of service to the community is the provision of media commentary for societal consumption. However, as a general rule, any community activity that makes use of professional training, experience, or competencies should be included in tenure applications under this heading. Examples of such service include, but are not restricted to, membership on nonprofit Boards [voluntary only, as any paid work for government or other bodies (even if the pay is nominal) should be listed under professional activity and applications should clearly indicate that compensation was provided for this work]; voluntary work with NGO committees; invited talks to nonprofit organizations or conferences; and contributions to the publications of NGOs.

The onus is on the applicant to “make a case” as to why any activity deemed “service to the community” should be valued by the University.

The Main Message: BALANCE

In the formulation of these guidelines, the DEC has sought to emphasise the value of ***balance*** in all things. Faculty who wish to enjoy a long and happy career should strive to develop – and maintain well beyond tenure/promotion – balance between categories, balance within categories, and balance between personal and professional life. It is important to recognise, in considering an appropriate balance of activities, that outputs, activities, and accomplishments are generally viewed over the total period of evaluation. In writing an application for transfer to tenure, it is wise to emphasise the ways in which competing and sometimes onerous demands have been balanced, and to explain any imbalances that have occurred along the way.

Finally, remember that, by the time your application for transfer to tenure is considered, the University (and especially your Department) has a lot invested in you. We want you to succeed. The DEC’s job, throughout the probationary period, is to provide general guidance, to comment on performance and, when necessary, to make suggestions for improvement. After four Year End Assessments and an Intermediate Tenure Review, consideration of your tenure application should be rather like the defence of your doctoral dissertation: a significant and necessary event, but somewhat anti-climactic.