



TENURE AND PROMOTION INFORMATION SESSION

May 8, 2025





TENURE AND PROMOTION WORKSHOP

Tuesday – May 8, 2025

Time: 8:00am – 9:30am

AGENDA

Location: HL 269 &
Virtually

1. WELCOME

2. OVERVIEW OF PROCESS

- The Basics of Tenure and Promotion: *Principles and Essential Features of Standards Documents* (October 2007)
- The Division, Faculty or School Tenure and Promotion Committee
 - The Role of the Chair
 - Membership
 - Criteria for Making a Recommendation
 - Duties and Responsibilities
- The University Tenure and Promotion Committee
 - The Role of the Chair
 - Membership
 - Criteria for Making a Recommendation
- Timelines for Tenure and Promotion Applications and Recommendations
- Checklist and Guidelines: What Applicants Need to Submit and How They Should Present Their Portfolios
- Selection of External Reviewers
- Conflict of Interest and the Arm's Length Concept
- Collective Agreement Articles Relevant to Tenure and Promotion
- SoTL Discussion Paper endorsed by Senate
- Making use of Resources Available
- Board Policy - BRD 27-0

3. QUESTION AND ANSWER SESSION

Principles and Essential Features of Standards Documents

Senate Committee on Promotion, Tenure and Faculty Standards

October 2007

Preamble

The purpose of this document is to provide guidance to departments, Faculties, Schools and Divisions in finalizing their respective standards documents. The members of the Senate Committee on Promotion, Tenure and Faculty Standards (PTFSC) have unanimously agreed to the principles outlined below.

These principles and essential features of departmental standards documents are to address the issue of appraisal, defined as a process that provides an evaluation of a faculty member's overall performance, and allowing informed decisions to be made for promotion and tenure purposes.

Achieving tenure and promotion through the ranks is based on incremental and accumulative growth of a faculty member in their teaching or professional role, and in service. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness in teaching, recognized research, scholarly and creative work, and contributions to service within the university community as well as to the profession (locally, nationally and internationally).

Departmental standards for promotion and tenure should encourage faculty members to create a Promotion and Tenure Portfolio that describes the candidate's activities, achievements, and future plans in the categories of teaching, research, scholarship, creative or professional work, and service. This Portfolio should provide evidence, both quantitative and qualitative, of the candidate's performance.

Divisions with non-teaching faculty members should define professional practice in the context of their particular vocation or profession. Similarly, teaching faculty in the School of Trades and Technology should define the standards for professional skills performance in the context of their respective trades.

Principles

The PTFSC recognizes that the quantitative standards for tenure and promotion, e.g., the number of publications required, vary from discipline to discipline and are different in our Faculties, Schools and Divisions. Therefore, the PTFSC strongly encourages departments to formulate standards using quantitative or qualitative methods depending on the nature of the department or discipline. Rather than merely emphasizing minimum quantitative requirements in the areas of teaching, research, scholarly or creative work, professional work and service, qualitative language should also be used where appropriate. For example, the significance of research, scholarly, creative or professional work should determine whether a

candidate merits tenure or promotion, not simply a particular number of publications, creative performances or professional contributions. While quantity and frequency of research or creative output is important, emphasis also needs to be placed on the quality and significance of one's work. The PTFSC expects that departmental standards indicate that the research, scholarly, creative or professional work of an Associate Professor must be recognized and assessed at a national level, and that of a Full Professor at an international level. Similarly, the teaching performance and professional contributions of Senior Lecturers have to be recognized and assessed at the national level, and that of a Principal Lecturer at an international level. Finally, tenure and promotion of non-teaching faculty members such as Coordinators, Counsellors, Librarians and Instructional Designers also have to be based on increasing recognition of the member's professional work at a local, national and ultimately international level.

Teaching

Achieving tenure or promotion depends on documented evidence with respect to effective teaching. For example, the presentation of a teaching portfolio as described in the Collective Agreement should form part of the Tenure and Promotion Portfolio. Teaching effectiveness is an expression of competence in teaching and requires at the most basic level that faculty members keep current in their respective disciplines and thus contribute to the transfer of knowledge and skills reflecting the latest developments in their area of expertise. For the purpose of promotion, particular emphasis should be placed on faculty members' documented contributions to teaching innovation and on their demonstrated ability to assist students in reaching their educational goals. Student success should be recognized provided that a faculty member presents documented evidence of such success, e.g., demonstrating that the faculty member has a history of mentoring students with outcomes related to that mentoring. The supervision of undergraduate and graduate students can also be an important component of teaching duties for both bipartite and tripartite faculty and, if applicable, should be fully recognized for tenure and promotion consideration. For tripartite faculty for whom student supervision is linked to their research obligations, the effectiveness of their supervision of student research projects should be assessed both in terms of their role as sole supervisor or head of a supervisory team, and in terms of TRU's institutional goal of integrating teaching with research. For bipartite faculty who may participate in a supervisory team headed by a tripartite faculty member, the effectiveness of their supervisory duties should be assessed in terms of their ability to transfer knowledge and assist students in reaching their goals. Serving as an external examiner or co-supervisor of graduate students at other universities should also be recognized for the purpose of tenure and promotion. The PTFSC acknowledges that effective teaching is connected to faculty members' research, scholarly and creative work, professional work and service.

Research, Scholarship and Creative Work

Research, scholarship or creative work is expected of all faculty members in tripartite appointments. As outlined above, it is important to assess faculty members'

work both quantitatively and qualitatively. The most effective way to demonstrate the significance of one's work is through the process of arm's length peer review. Therefore, peer-reviewed dissemination of scholarly or creative work is an integral part of building a successful career as a tripartite faculty member. Faculty members should also document that they have developed an ongoing plan of research, scholarship or creative work. Such a plan facilitates the incremental and accumulative growth of a faculty member with respect to their research, scholarly or creative work and reflects increasing performance expectations as an essential feature of the progression through the ranks.

Service

Both bipartite and tripartite faculty members have to be actively engaged in collegial and professional service in order to achieve tenure and promotion. Attending departmental meetings is a service contribution expected of all faculty members as part of their basic duties and responsibilities. In itself it does not constitute sufficient service. Service for the purpose of tenure and promotion must reach beyond just attending departmental meetings and includes contributions to the internal TRU community as well as to the community and profession external to the university. For tenure and promotion, faculty members must provide evidence of service contributions. A strong service component of a Tenure and Promotion Portfolio includes an appropriate mix of contributions to the collegial self-governance of the university, discipline- related or professional contributions to regional, provincial, national and international communities and participation in provincial, national or international service groups, academic, professional and volunteer organizations.

Essential Features of Departmental Standards Documents

The following key features emerged from reviewing the initial set of submissions and after discussion of these draft standards documents by the Committee at its July meeting. The points listed below reflect the thoughts expressed in departmental submissions as well as the subsequent deliberations of the PTFSC.

Departmental Standards Documents should

- 1) use Boyer's scholarship categories: Discovery (research), Integration (synthesis), Application and Engagement (practice), and Teaching (learning);
- 2) recognize the values articulated in TRU's strategic plan and acknowledge the service and professional activities that further the goals of the University and the Faculty Member's academic discipline;
- 3) express a commitment to strong performance in teaching, scholarship, creative work, professional work, and service;
- 4) assist faculty members in developing long-term career goals and objectives;

- 5) reflect national standards of their respective academic disciplines or professions in teaching, research, creative work, professional work and service;
- 6) articulate that the onus is on candidates to demonstrate that they merit tenure and/or promotion;
- 7) state that time served in a particular rank is in itself not a sufficient reason for promotion;
- 8) recognize that the demonstrable significance of a candidate's work in teaching, research, scholarship, creative or professional work, and service is an important criterion for tenure and promotion;
- 9) be transparent, consistent, achievable, and establish equally rigorous standards for bipartite and tripartite career paths;
- 10) clearly communicate to faculty members the expectations and benchmarks for tenure and promotion;
- 11) require that evidence of achievement in teaching, research, scholarly and/or creative work, professional work and service for the purpose of promotion demonstrates that the candidate has exceeded the performance level expected for the rank currently held; and
- 12) make explicit reference to Article 15.10 of the Collective Agreement (Criteria for Academic Designation, Tenure and Promotion) and to Article 15, Appendix 1, which outlines the lists of activities that "might be used to demonstrate the required level of competence in teaching."

****Please note:**

For item 12) "Article 15.10" referenced is now Article 6.11, and "Article 15, Appendix 1" is now Article 6, Appendix I – it now outlines the list of activities that must be included and those that may be included.

"Senate Committee on Promotion, Tenure and faculty Standards (PTFSC)" is now the "University Tenure and Promotion Committee (UTPC)"

---update Nov 2020

Membership of the Division, Faculty or School Tenure and Promotion Committee (Article 6.5.1)

The Committee must consist of at least **five faculty members** holding designation equivalent or senior to that for which the faculty member is applying, plus the **non-voting Chair**, plus **one non-voting Faculty Association representative**.



Chair

The DFSTPC is chaired by the Dean/Director or their designate.

Applicant's Discipline

At least two faculty members must be from the applicant's discipline.

Other Departments

At least one faculty member must be from a Department other than that (those) in which the applicant holds an appointment or cross-appointments.

Gender Balance

The Dean/Designate shall try to achieve gender balance.












Appropriate Designation

If sufficient faculty holding appropriate designation and other qualifications are not available in the applicant's department or Division/Faculty/School, the DFSTPC chair, in consultation with the Provost, shall include qualified faculty from other Divisions/Faculties/Schools.

Review of DFSTPC Membership

You will have an opportunity to review the membership roster of your DFSTPC. You have the right to object to one or more of the members on the grounds of reasonable bias or conflict of interest. The chair of the DFSTPC will ensure the committee member is replaced.

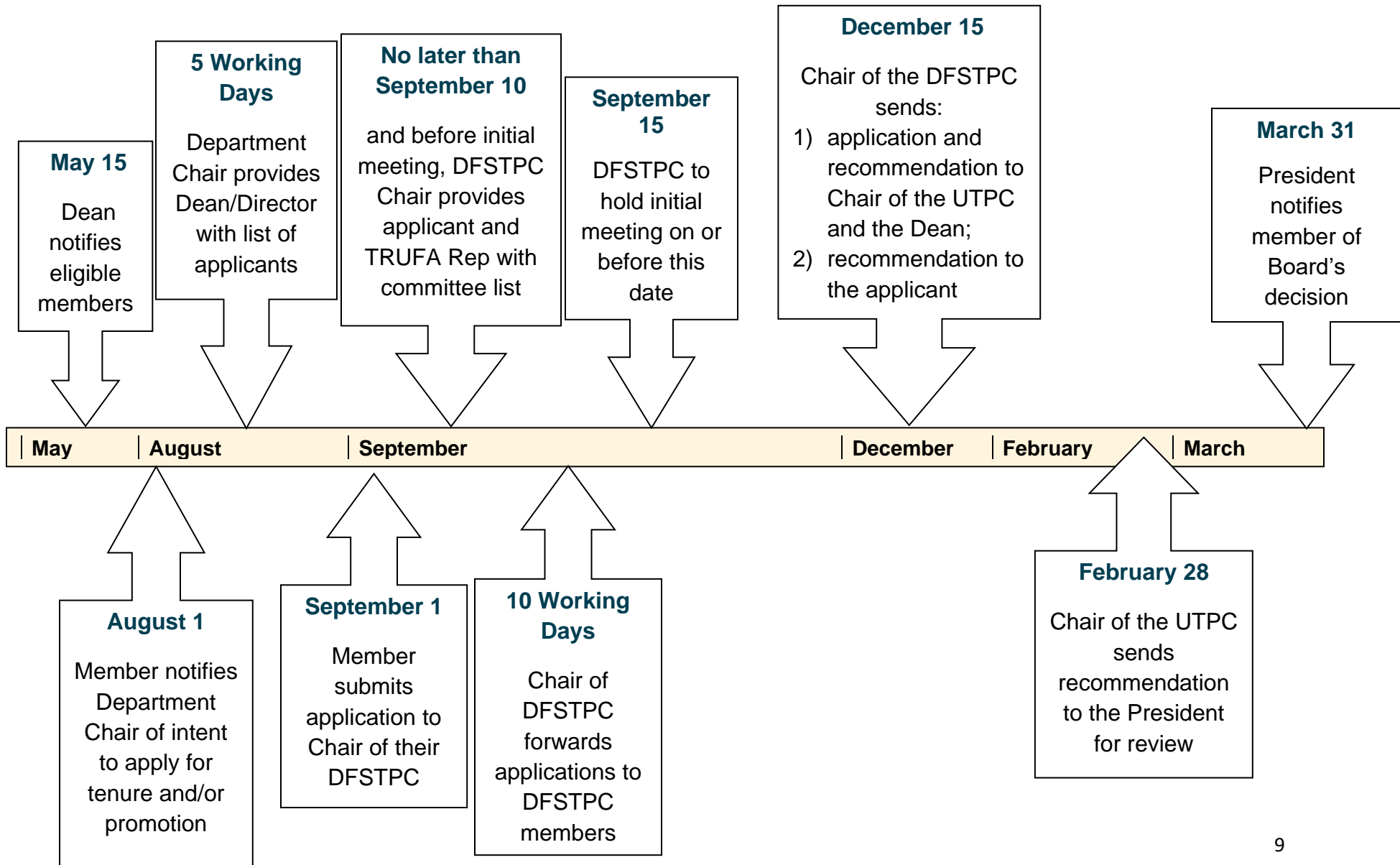
Division, Faculty or School Tenure and Promotion Committee (DFSTPC) Duties and Responsibilities (Article 6)

	September 1	Faculty members submit complete electronic application to Divisional Secretary and Chair of DFSTPC ensures each application is uploaded securely on Sharepoint For 2025 the deadline for submission is September 2 by 4:00 pm.
	September 10	No later than September 10 th and before DFSTPC initial meeting, Chair of DFSTPC provides applicant and the TRUFA rep with list of members of committee (Article 6.5.2.1)
	Within 10 working days of Sept 1	Chair of DFSTPC provides access to applications to committee members (Article 6.5.2)
	September	Chair of DFSTPC to provide committee members with a written copy of the discipline-specific standards by which the applicant's qualifications will be assessed (Article 6.5.2)
	September 15	Ensure that first meeting of the DFSTPC is held on or before September 15th (Article 6.5.1(e))
	September	Committee selects three (3) external reviewers for each applicant
	September	Contact potential external reviewers; provide external reviewers with the secure code to the applicant's file, the discipline-specific standards and other relevant material; request a response from the reviewer within 20 working days
	October and November	Hold DFSTPC meetings as needed; ensure appropriate membership is in place for each application (Article 6.5.1); invite applicants to the meeting at which their application/portfolio is discussed (Article 6.5.3.1)
	October and November	In case of an impending negative recommendation, inform the applicant <u>in writing</u> about areas in which the applicant may be deemed not to meet the required standards; invite the applicant to address the DFSTPC prior to any vote being taken (Article 6.5.3.3)
	December 15	Chair of DFSTPC forwards the: 1) Application, supporting documents, letters from external reviewers and DFSTPC approved report with recommendation for approval or denial of each applicant to the Chair of the UTPC and the Dean (Article 6.5.4); and 2) approved report with recommendation for approval or denial of each applicant to the applicant (Article 6.5.4.1)
	January/ February	If the UTPC recommendation is different, DFSTPC will conduct review of the application as requested by the UTPC (Articles 6.7.1, 6.7.1.1, and 6.7.2)

University Tenure and Promotion Committee Membership (Article 6.6.2)









Composition	Members	Term Ending
Provost & Vice-President Academic (or designate)	Gillian Balfour (CHAIR) Provost and Vice-President Academic	On-going
Vice-President, Research	Shannon Wagner	On-going
One tenured member from each Faculty / School / Division to be elected for a two-year term, half of whom are full professors	Juliana West , Faculty of Education and Social Work	July 31, 2025
	Mohammad Mahbobi , Gagliardi School of Business and Economics	September 19, 2026
	Elizabeth Rennie , University Library	June 30, 2025
	Monica Sánchez-Flores , Faculty of Arts	June 30, 2026
	Sean McGuinness , Faculty of Science	January 12, 2027
	Cindy James , Faculty of Student Development	June 30, 2025
	Paul Simpson , School of Trades and Technology	October 5, 2026
	Andrew Pilliar , Faculty of Law	November 10, 2026
	Kellee Caton , Faculty of Adventure, Culinary Arts and Tourism	August 15, 2026
	Michelle Borgland , School of Nursing	October 1, 2026
	Carolyn Ives , Learning Design and Innovations	June 30, 2025
Deans appointed by the Provost & Vice-President Academic (2)	Daleen Millard , Faculty of Law	October 1, 2025
	Yasmin Dean , Faculty of Education and Social Work	December 31, 2026
TRUFA Observer (non-voting) (1)	Tara Lyster , TRUFA President	Ongoing

Timeline for Tenure and Promotion (Article 6.8 and others)



Checklist for Tenure and/or Promotion Application (Articles 6.4.1 and 6.4.2)

Be familiar with your relevant Senate approved discipline-specific standards as you compile your application.

	Letter of Application	Submit an application letter for tenure and/or promotion to the Dean/Director and the DFSTPC chair.
	Up-to-date Curriculum Vitae	Ensure your curriculum vitae is current and comprehensive; use proper citation for scholarly and creative work
	Teaching or Professional Role Dossier	Consult Article 6, Appendix 1 for mandatory and optional items to be included in your dossier <ul style="list-style-type: none"> all course and peer evaluations must be dated and be within the acceptable 40-month period there must be a minimum of 3 <u>complete</u> sets of formal course evaluations – no partial renditions
	Service Dossier	Document your internal and external service contributions
	Scholarly/Research and/or Creative Dossier	Provide samples of scholarly work, publications, exhibitions etc.
	Annual Professional Activity Reports	Provide copies of your APARs for the last three (3) years (minimum) (although no longer required as per the CA, it is recommended that those applying for tenure submit APARs)
	Other Documentation	Provide any additional documented evidence that you consider relevant to meeting your discipline-specific tenure or promotion criteria
	List of Potential Reviewers	Submit a list of potential external reviewers (minimum six) to the Chair of the DFSTPC; reviewers must be suitably qualified, at arm's length from the candidate and capable of making an assessment; inform the Chair of the DFSTPC in writing of the nature of your previous or current relationship with each potential reviewer

Note: You must provide the DFSTPC (Division, Faculty or School Tenure and Promotion Committee) with sufficient information for the Committee to evaluate your application and to make a recommendation based on the relevant discipline-specific tenure and/or promotion criteria.

Tenure and Promotion Portfolio Submission Guidelines

Applications for tenure and/or promotion are to be available electronically for review by the respective Division, Faculty or School Tenure and Promotion Committee (DFSTPC), external reviewers, and the University Tenure and Promotion Committee.

The portfolio should be clearly separated into identifiable electronic folders. All files must be in pdf format. Please create your portfolio in .docx format and then save as a pdf – this will ensure that all hyperlinks that have been embedded within your portfolio will remain active in SharePoint. Use short informative file names, longer file names will not upload to SharePoint. Applicants should save their portfolios to a disk, flash drive or a location on their hard drive. The faculty member will submit their portfolio to the DFSTPC Chair by September 2 **by 4:00pm (end of working day)**. The DFSTPC Chair will ensure the portfolio is securely uploaded to Sharepoint.

As the web loads the folders in alphabetical order, **applicants must name them as follows:**

A_Application Letter

B_Curriculum Vitae

C_Annual Professional Activity Reports

Submitting APARs are no longer a requirement of the Collective Agreement. However, it is recommended that those applying for tenure submit them.

D_Teaching or Professional Dossier

This folder will contain course outlines, teaching evaluations, etc.; see Article 6, Appendix 1 of the Collective Agreement for a complete list; documentation regarding professional accomplishments etc.

E_Service Dossier

F_Scholarly/Research/Creative Dossier

This dossier is required for applicants in a tripartite appointment — The folder will contain copies of scholarly work published/accepted or submitted for publication or other means of dissemination, i.e. books, articles; creative works, such as performances, exhibitions and projects; grants and awards received, etc.

G_Other

This folder, if applicable, should contain any other materials relevant to the departmental tenure and/or promotion criteria.

When recommendation letters have been received from all external reviewers, they will be uploaded to the directory and the directory access will be changed for security purposes.

External Reviewer Information (Article 6.4.2)

Candidates for tenure and/or promotion must submit a list of **at least six (6)** external reviewers. The following information about proposed external reviewers must be provided.

Sample External Reviewer Form for Tenure and/or Promotion

Directions: All fields to be completed

Name and Title(s):	
Institutional or Professional Affiliation:	
Business Address:	
Phone Number:	Email Address:
Brief description of credentials, including major accomplishments (e.g. fellowships in societies, editorships, endowed chairs held, offices held in academic or professional organizations, teaching awards received, major pedagogical and/or professional achievements)	
Confirm arm's length status of the reviewer; reviewer's relationship to the candidate must be disclosed if it could be viewed as creating a conflict of interest or a perception of bias (e.g. classmate, personal friend, graduate instructor, dissertation committee member, co-author, or co-investigator)	

Tenure and Promotion Guidelines

“Arm’s Length” Status re: External Reviewers

Article 6.4.2 of the TRU/TRUFA collective agreement stipulates that potential external reviewers be “suitably qualified, at arm’s length from the candidate, capable of making an assessment and external to the University.”

The purpose of this document is to provide guidelines so that candidates applying for tenure and/or promotion can determine whether or not potential external reviewers are at “arm’s length” according to the collective agreement.

Arm’s length does not mean that the reviewer must never have met or even heard of the candidate. It does mean that reviewers should not be chosen who are likely, or perceived to be likely, to be predisposed, positively or negatively, about the application. What must be avoided in all cases are actual or perceived conflicts of interest or bias.

First of all, individuals with any familial, personal or financial relationship with the candidate—either currently or in the past—are deemed to have a conflict of interest and are, therefore, incapable of rendering an objective judgment on the candidate’s portfolio. Family members, including those in one’s immediate family, current and former spouses, current and former domestic partners, and close personal friends must be excluded from serving as external reviewers. In addition, any actual or perceived personal conflict with the candidate should automatically be grounds for exclusion from the reviewer role.

In the case of individuals with whom the candidate has had a professional relationship, the determination of “arm’s length” status is more of a challenge. The principle to keep in mind is that objective assessment of the candidate’s portfolio requires that the reviewer not have any professional stake or interest in the success or failure of the tenure/promotion application. A suitably disinterested reviewer will be one whose own professional work or reputation is not directly connected to the candidate or to the candidate’s work being evaluated.

Any professional colleague, therefore, who is involved in specific kinds of professional relationship with the candidate, particularly those which rely on close collaboration, cannot be considered to be at “arm’s length.” However, other types of professional involvement with the candidate may not violate the arm’s length status.

Examples of professional involvement that may NOT violate arm’s length status involves cases in which the candidate:

- Appeared on a panel at a conference with the proposed reviewer
- Served on a granting council selection panel with the proposed reviewer
- Authored an article in a journal or a chapter in a book edited by the proposed reviewer
- Served on a graduate dissertation examination committee with the proposed reviewer

- Presented a guest lecture at the proposed reviewer's university
- Served as an anonymous reviewer for publication of a manuscript written by the proposed reviewer
- Invited to present a paper at a conference organized by the proposed reviewer's department or university

Examples of professional relationships that may violate arm's length status include cases in which the proposed reviewer has:

- acted in any major supervisory role when the candidate was a student, including research supervisor or dissertation supervisor
- acted in an administrative role such as department head or Dean while the candidate was a faculty member in that academic unit
- collaborated directly with the candidate in conducting research or team-teaching
- co-authored published work with the candidate
- previously been a member of the candidate's department

Some existing guidelines, including those of the Ontario Universities Council on Quality Assurance, and the NSERC Peer Review Manual, recognize that some professional relationships between reviewer and candidate may be permitted if sufficient time has elapsed. While viewing "ongoing" or "current" or "regular" professional collaboration as clearly violating arm's length status, these guidelines do allow for significant professional ties between reviewer and candidate if at least six or seven years of non-collaboration has occurred before the tenure/promotion application. For example, the NSERC Peer Review Manual states that

To avoid any conflict of interest, a reviewer should not:

- *have been a research supervisor or graduate student of the applicant within the past six years;*
- *have collaborated with the applicant within the past six years, or have plans to collaborate with them in the immediate future;*

The Ontario Universities Council on Quality Assurance guidelines state that a candidate being a "co-author or research collaborator with [the proposed reviewer] more than seven years ago" may not violate the arm's length requirement.

With information and examples from the following sources:

NSERC – 2024 - 2025 Peer Review Manual

http://www.nserc-crsng.gc.ca/doc/Reviewers-Examineurs/CompleteManual-ManualEvalComple_t_eng.pdf

Conflict of Interest and Confidentiality Agreement for Review Committee Members, External Reviewers, and Observers

<https://science.gc.ca/site/science/en/interagency-research-funding/policies-and-guidelines/conflict-interest-and-confidentiality/agreement>

Collective Agreement Articles Relevant to Tenure and Promotion

Article 5 – Appointment of Members	
5.1.1	Ranks — Tripartite appointments
5.1.2	Ranks — Bipartite appointments
5.2.1	Tenure-Track Appointment
5.2.3.1	Tenured Appointment
Article 6 – Tenure and Promotion of Members	
All Articles	
Appendix 1	Teaching Dossier
Article 10 - Workload	
10.2	Academic Duties and Responsibilities

Board Policy BRD 27-0 – Fraud Risk Management

1. “TRU expects the University Community to act honestly, with integrity, and in a manner that safeguards TRU’s resources and reputation. Fraud or concealment of Fraud will not be tolerated” (BRD 27-0)
2. A portfolio should be truthful and clear.
3. It is the responsibility of the applicant to make sure there is no room for possible misinterpretation or misrepresentation.

SCHOLARSHIP OF TEACHING AND LEARNING DISCUSSION PAPER

Prepared by
Office of Quality Assurance
Thompson Rivers University
March 2023

Relationality of SoTL and Scholarly Teaching

The purpose of this discussion paper is to explore the relationship between the scholarship of teaching and learning (SoTL) and scholarly teaching; and how differing definitions and interpretations of these concepts may inform tenure and promotion standards for teaching-focused faculty (TFF). Table 1 provides simple definitions and examples of SoTL and scholarly teaching for comparative purposes.

Table 1 *Definitions and Examples of SoTL and Scholarly Teaching*

	Definition	Examples
Scholarship of Teaching and Learning	A research-based approach to investigating and improving teaching and learning practices in postsecondary education. Faculty members who conduct SoTL contribute to the field of teaching and learning by using rigorous research methods and disseminating their findings, making them available for critique and replication.	Action research Case studies Experimental research Surveys Interviews Systematic literature reviews Participatory-action research
Scholarly Teaching	The use of scholarly methods, such as reviewing literature and applying evidence-based practices, to inform and improve teaching and enhance student learning outcomes. Faculty members who engage in scholarly teaching examine the effectiveness of their teaching practices and the resulting learning that occurs when they apply interventions in their classroom.	Reflection and self-assessment Peer evaluation Evaluation of teaching effectiveness by analyzing student course evaluations Incorporation of research into teaching Participation in professional development and application of learnings Open educational practices (e.g., reflective blogging and social networking)

Scholarship of Teaching and Learning

Since Boyer (1990) first introduced the concept of the scholarship of teaching in *Scholarship Reconsidered*, subsequent scholars have sought to deconstruct Boyer's original intent, build upon his definition, and define key tenets and principles of SoTL. Following a review of the literature, it is evident that SoTL is a research-based approach to investigating and improving teaching and learning practices, and is commonly understood as comprising the following elements:

- investigation of how students learn (inquiry),
- grounded in the literature and theory (integration),
- methodologically sound (replicable),
- for the purposes of advancing pedagogical practice (dissemination and innovation),
- should be critically reviewed (peer-reviewed), and
- may include (but is not required to be considered SoTL) the application of knowledge to improve teaching practices (application).

Potter and Kustra's (2011) definition of SoTL provides a succinct summary and synthesis of the literature:

the systematic study of teaching and learning, using established or validated criteria of scholarship, to understand how teaching (beliefs, behaviours, attitudes, and values) can maximize learning, and/or develop a more accurate understanding of learning, resulting in products that are publicly shared for critique and use by an appropriate community. (p. 2).

Potter and Kustra stressed that all elements must be met to be considered SoTL: it is not enough to investigate how students learn, scholars must open their findings for critique by their peers for it to be considered SoTL. Similarly, it is not enough to reflect or engage in ad hoc gathering of information; rather, Potter and Kustra argued that data collection must be systematic – deliberate, planned, and replicable. Additionally, Kreber (2015) emphasized the role of a community of scholars “who are bound by a shared rationality, and who adopt an inquiry-oriented approach towards their teaching [which] is necessary for the advancement of the practice of SoTL” (p. 103).

Scholarly Teaching

Potter and Kustra (2011) defined scholarly teaching as:

teaching grounded in critical reflection using systematically and strategically gathered evidence, related, and explained by well-reasoned theory and philosophical understanding, with the goal of maximizing learning through effective teaching (p. 3).

Once again, Potter and Kustra stressed that all conditions must be met to be considered scholarly teaching. Typical evidence gathered to support scholarly teaching is drawn from SoTL literature. Potter and Kustra (2011) described scholarly teachers as “those who consume the products generated” (p. 3) by SoTL researchers. What delineates SoTL from scholarly teaching is the requirement for scholarly teachers to apply SoTL findings to improve teaching practices.

Hunt et al. (2009) described scholarly teaching as “the reflective practice – informed by the literature, teaching experience, or consultation – of applying theories of teaching and learning to the act of teaching.” Like Potter and Kustra's definition, and others (for example see Kreber & Cranton, 2000), what is notably missing is the requirement to make one's teaching available for public critique. What distinguishes scholarly teaching from scholarship is the act of making one's discoveries public.

References

- Braxton, J. M., Luckey, W., & Helland, P. (2002). Institutionalizing a broader view of scholarship through Boyer's four domains. *ASHE-ERIC Higher Education Report*. Jossey-Bass Higher and Adult Education Series. <https://eric.ed.gov/?id=ED468779>
- Bender, E. (2005). CASTLs: The SoTL "movement" in mid-flight. *Change*, 37(5), p. 40-49. <https://doi.org/10.3200/CHNG.37.5.40-49>
- Billot, J., Rowland, S., Carnell, B., Amundsen, C., Evans, T. (2017). How experienced SoTL researchers develop the credibility of their work. *Teaching and Learning Inquiry*, 5(1), p. 101-114. <http://dx.doi.org/10.20343/teachlearningqu.5.1.8>
- Borin, P., Kustra, E., Martin, L., Sana, F., Savage, P., Vajoczki, S. (2008). Exploring the connections between scholarly teaching and the scholarship of teaching and learning. *International Society for the Scholarship of Teaching and Learning Conference*, Edmonton, Alberta.
- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Jossey-Bass.
- Brew, A. & Ginns, P. (2008). Teaching and research: Establishing the vital link with learning. *Higher Education*, 29(3), p. 261-273. <https://link.springer.com/article/10.1007/BF01384493>
- Canadian Association of University Teachers. (2016, January). *CAUT Bargaining advisory: Teaching-intensive appointments*. <https://www.wufa.ca/article-152/sessional-committee>
- Cashmore, A., Cane, C., & Cane, R. (2013). *Rebalancing promotion in the HE sectors: Is teaching excellence being rewarded*. Higher Education Academy. <https://www.advance-he.ac.uk/knowledge-hub/rebalancing-promotion-he-sector-teaching-excellence-being-rewarded>
- Chapnick, A. (2012, October 10). The teaching-only stream: Are we headed up a creek without a paddle? *University Affairs*. <https://www.universityaffairs.ca/features/feature-article/the-teaching-only-stream/>
- Fedoruk, L. M. (2022). *Ethics and the scholarship of teaching and learning* (volume 2). Springer. <https://link.springer.com/book/10.1007/978-3-031-11810-4>
- Gunn, V. & Fisk, A. (2013). *Considering teaching excellence in higher education: 2007-2013: A literature review since the CHERI Report 2007*. The Higher Education Academy. <https://www.advance-he.ac.uk/knowledge-hub/considering-teaching-excellence-higher-education-2007-2013>
- Hunt, G., Templeman, E., Jones, J., Brewer, S., Baldwin, L., MacLennan, D., & Heaslip, P. (2009). Evolving concepts of scholarship: Dilemmas for a new university. *Society for Teaching and Learning in Higher Education Conference*, Fredericton, NB.
- Kelly, N., Nesbit, S., & Oliver, C. (2012). A difficult journey: Transitioning from STEM to SoTL. *International Journal for the Scholarship of Teaching and Learning*, 6(1), Article 18. <https://doi.org/10.20429/ijsoTL.2012.060118>
- Kenny, N. & Evers, F. (2010). Responding to the challenging dilemma of faculty engagement in research on teaching and learning and disciplinary research. *Collected Essays on Learning and Teaching*, 3, p. 21-26. <https://celt.uwindsor.ca/index.php/CELT/article/view/3234>
- Kim, A. S. N., Popovic, C., Farrugia, L., Saleh, S. A. F., Maheaux-Pelletier, G., & Frake-Mistak, M. (2021). On nurturing the emergent SoTL researcher: Responding to challenges and opportunities. *International Journal for Academic Development*, 26(2), p. 163-175. <https://doi.org/10.1080/1360144X.2020.1842743>
- Kreber, C. (2002). Teaching excellence, teaching expertise, and the scholarship of teaching. *Innovative Higher Education*, 27, p. 5-23. <https://link.springer.com/article/10.1023/A:1020464222360>
- Kreber, C. (2015). Furthering the "theory debate" in the scholarship of teaching: A proposal based on MacIntyre's account of practices. *Canadian Journal of Higher Education*, 45(2), p. 99-115. <https://doi.org/10.47678/cjhe.v45i2.184376>

- Kreber, C. & Cranton, P. A. (2000). Exploring the scholarship of teaching. *The Journal of Higher Education*, 71(4), p. 476-495. <https://doi.org/10.1080/00221546.2000.11778846>
- Potter, M. K. & Kustra, E. D. H. (2011). The relationship between scholarly teaching and SoTL: Models, distinctions, and clarifications. *International Journal for the Scholarship of Teaching and Learning*, 5(1), Article 23, p. 1-18. <https://doi.org/10.20429/ijsoTL.2011.050123>
- Rawn, C. D. & Fox, J. A. (2018). Understanding the work and perceptions of teaching focused faculty in a changing academic landscape. *Research in Higher Education*, 59, p. 591-622. <https://link.springer.com/article/10.1007/s11162-017-9479-6>
- Richlin, L. (2001). Scholarly teaching and the scholarship of teaching. In C. Kreber (ed.), *New Directions for Teaching and Learning: No. 86* (pp. 57-67). Jossey-Bass.
- Scott, L. & Shields, L. (2019, February 14). *Teaching excellence: A briefing paper*. Division of Learning and Teaching Support and Innovation. University of Victoria, Victoria, BC. <https://teachanywhere.uvic.ca/2021/11/03/teaching-excellence-a-briefing-paper/>
- Simmons, N., Eady, M. J., Scharff, L., & Gregory, D. (2021). SoTL in the margins: Teaching-focused role case studies. *Teaching and Learning Inquiry*, 9(1), p. 61-79. <http://dx.doi.org/10.20343/teachlearningqu.9.1.6>
- Smith, S. & Walker, D. (2022). Scholarship and teaching-focused roles: An exploratory case study of academic's experiences and perceptions of support. *Innovations in Education and Teaching International*. Ahead-of-print. <https://doi.org/10.1080/14703297.2022.2132981>
- University of Victoria. (2020). Faculty evaluation policy: Faculty of Science. Victoria, BC.
- Vardi, I. & Quin, R. (2010). Promotion and the scholarship of teaching and learning. *Higher Education Research and Development*, 30(1), p. 39-49. <https://doi.org/10.1080/07294360.2011.536971>
- Webb, A. S. & Tierney, A. M. (2020). Investigating support for scholarship of teaching and learning: We need SoTL educational leaders. *Innovations In Education and Teaching International*, 57(5), p. 613-624. <https://doi.org/10.1080/14703297.2019.1635905>
- Woodhouse, R. (2010). Hype or hope: Can the scholarship of teaching and learning fulfill its promise? *International Journal for the Scholarship of Teaching and Learning*, 4(1), Article 13. <https://doi.org/10.20429/ijsoTL.2010.040113>