

**Assessment Centre Coordinator  
Appointment, Tenure and Promotion Criteria  
Revised May 2021**

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## I. Introduction

The purpose of this standards document is to provide guidance to faculty members serving in the role of Assessment Centre Coordinator as they prepare their applications for tenure and/or promotion. Achieving tenure and promotion through the ranks is based on incremental and cumulative growth of a faculty member member in his/her scholarship, professional role, and service. To merit tenure or promotion, Counselling, Academic Support and Assessment (CASA) faculty members will have their performance assessed for effectiveness in their professional role; recognized scholarly work; and contributions to service within the university and general community as well as to the profession (regionally, nationally, and internationally). These departmental guidelines describe the standards and expectations specific to the Assessment Centre Coordinator position. 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 professionals and/or researchers, and in terms of departmental, university, community, and disciplinary service.
- That they have met “increasing expectations for professional role, scholarship, 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.

### Weighting of Tenure and Promotion Criteria

For the Department of Counselling, Academic Support and Assessment (CASA) faculty, the standard weighting of the evidence will be as follows

	<u>Tripartite</u>	<u>Bipartite</u>
Professional Role	40%	80%
Scholarship	40%	
Service	20%	20%

The balance between these categories may differ based on individual circumstances and may vary over an individual’s career. However, for Tripartite faculty the weighting assigned for research and scholarship should not be less than 40%. Similarly, for Bipartite faculty the weighting of the professional role should not be less than 70%. Nevertheless, extraordinary contributions in one of the categories may compensate for lesser achievement in of the other categories as long as there has been a satisfactory level of contribution in all areas of responsibility.

Applicants must inform their Divisional Tenure and Promotion committee of their preferred weighting at the beginning of the adjudication process.

## **Equity, Diversity and Inclusion**

The CASA department understands ensuring equity, diversity, and inclusion requires flexibility in the application of these standards particularly with respect to systemic barriers, career interruptions, and special circumstances. Hence the CASA department is committed to recognizing scholarship, teaching, and service contributions in an actively anti-discriminatory way. To assist with this, where it is necessary, candidates are invited to include a Statement of Circumstances within their application. Relevant circumstances may include, but are not limited to administrative responsibilities, maternity/parental leave, child-rearing, dependent care, illness, disability, cultural or community responsibilities, or socio-economic context.

Tenure and promotion committees are strongly encouraged to consider career interruptions and special circumstances in order to more accurately assess affected applicants' records of achievements.

## **II. Description of Assessment Centre Coordinator Position**

The Assessment Centre Coordinator is a faculty position which requires expertise in the field of educational assessment. This expertise falls into areas for scholarship of application, engagement, integration, discovery and instruction. The specific responsibilities of the Coordinator are as follows:

- Developing, integrating and applying appropriate assessment practices at TRU.
- Administering, analyzing and interpreting completed educational and/or psychological assessments.
- Sharing assessment expertise with TRU personnel and the public.
- Selecting, training, supporting and supervising invigilators.
- Validating assessment testing tools currently utilized at TRU through germane research projects.
- Evaluating new assessment tools that may be utilized at TRU in the future.
- Investigating new technologies and/or methods that may increase the efficiency and effectiveness of the Centre.
- Disseminating information about the Assessment Centre and its activities through internal and external publications and presentations.
- Tracking and reporting on assessment activities.
- Initiating and maintaining supervision agreements with external testing agencies and institutes.
- Coordinating testing activities at TRU regional offices and the Williams Lake campus.
- Participating in institutional planning activities and serving on pertinent committees.

### **III. Academic Qualifications and Appointment Criteria**

#### **A. Instructional Support / Professor – Tripartite**

##### Instructional Support I/ Assistant Professor

- 1) The normal criterion will be a Master's degree in a relevant discipline (e.g., Psychometrics, Education) or equivalent qualifications and/or experience, such as professional qualifications or designations, or where the candidate has accumulated experience judged to be particularly relevant and valuable to the discipline .
- 2) Evidence must indicate that the candidate has potential for effective psychometric and leadership skills. This evidence may include data obtained from previous professional role experiences (e.g., projects or workshop/event evaluations) or from a demonstration of professional role ability at a regional or provincial level.
- 3) The candidate must demonstrate potential for successful engagement in Scholarly Activity at a regional or provincial level .
- 4) The candidate must demonstrate commitment to service to the University, Discipline, and/or Profession, and where applicable, the community-at-large at a regional or provincial level

##### Instructional Support II/Associate Professor

- 1) The normal criterion will be the terminal degree in a relevant discipline (e.g., Psychometrics, Education), or equivalent qualifications and/or experience, such as professional qualifications or designations, or where the candidate has accumulated experience judged to be particularly relevant and valuable to the discipline.
- 2) The candidate must show incremental and accumulative growth in the practice of the discipline as demonstrated by recognition and assessment by peers at the national level.
- 3) The candidate must show consistent accomplishment in the scholarship of the discipline, to be demonstrated by Scholarly Activity that is accumulative, and recognized and assessed as significant by peers at the national level.
- 4) The candidate must provide evidence of consistent service contribution to the University, Discipline, and/or Profession and where applicable the Community-at-Large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Instructional Support I (Tripartite) level. This performance should be assessed and recognized by peers at the national level.

##### Instructional Support III/ Professor

- 1) The normal criterion will be the terminal degree in a relevant discipline (e.g., Psychometrics, Education), or equivalent qualifications and/or experience, such as professional qualifications or designations, or where the candidate has accumulated experience judged to be particularly relevant and valuable to the discipline.

- 2) The candidate must show incremental and accumulative growth in the practice of the discipline as demonstrated by recognition and assessment by peers at the international level.
- 3) The candidate must show consistent and exemplary accomplishment in the scholarship of the discipline, to be demonstrated by Scholarly Activity that is accumulative, and recognized and assessed as significant by peers at the international level.
- 4) The candidate must provide evidence of consistent service contribution to the University, Discipline, and/or Profession and where applicable the Community-at-Large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Instructional Support II (Tripartite) level. This performance should be assessed and recognized by peers at the international level.

## **B. Instructional Support /Assessment Centre Coordinator – Bipartite**

### Instructional Support I / Coordinator

- 1) The normal criterion will be a Master's degree in a relevant discipline (e.g., Psychometrics, Education), or equivalent qualifications and/or experience, such as professional qualifications or designations, or where the candidate has accumulated experience judged to be particularly relevant and valuable to the discipline.
- 2) Evidence must indicate that the candidate has potential for effective psychometric and leadership skills. This evidence may include data obtained from previous professional role experiences (e.g., projects or workshop/event evaluations) or from a demonstration of professional role ability at a regional or provincial level.
- 3) The candidate must demonstrate commitment to service to the University, Discipline, and/or Profession, and where applicable, the community-at-large at a regional or provincial level.

### Instructional Support II / Senior Coordinator

- 1) The normal criterion will be a Master's degree in a relevant discipline (e.g., Psychometrics, Education), or equivalent qualifications and/or experience, such as professional qualifications or designations, or where the candidate has accumulated experience judged to be particularly relevant and valuable to the discipline.
- 2) The candidate must show incremental and accumulative growth in the practice of the discipline as demonstrated by recognition and assessment by peers at the national level.
- 3) The candidate must provide evidence of consistent service contribution to the University, Discipline, and/or Profession and where applicable the Community-at-Large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Instructional Support I (Bipartite) level. This performance should be assessed and recognized by peers at the national level.

#### Instructional Support III / Principal Coordinator

- 1) The normal criterion will be the terminal degree in a relevant discipline (e.g., Psychometrics, Education), or equivalent qualifications and/or experience, such as professional qualifications or designations, or where the candidate has accumulated experience judged to be particularly relevant and valuable to the discipline.
- 2) The candidate must show incremental and accumulative growth in the practice of the discipline as demonstrated by recognition and assessment by peers at the international level.
- 3) The candidate must provide evidence of consistent service contribution to the University, Discipline, and/or Profession and where applicable the Community-at-Large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Instructional Support II (Bipartite) level. This performance should be assessed and recognized by peers at the international level.

#### **IV. Tenure and Promotion Criteria**

The general standards for tenure will reflect the member fulfilling the appointment potential in professional role, scholarly activity (for tripartite) and service as outlined in sections I and II. The general standards for promotion will reflect the member exceeding the performance level expected for the rank currently held. Evidence demonstrating that these performance levels have been met or exceeded may include, but is not limited to, the list of activities in the Collective Agreement and the examples provided in this document.

##### **Professional Role Criteria**

The candidate must demonstrate effective professional skills in coordinating the Assessment Centre's activities, with an increasing sphere of influence for progression through the ranks. The following table lists the criteria established to evaluate contributions in the area of professional role. Items listed are not, however, a checklist that must be completed. Rather, they represent examples of evidence that may be used to demonstrate excellence.

## Professional Role Criteria

Table 1: Examples of Criteria/Evidence for Professional Role

For Tenure at: <b>Instructional Support I Assistant Professor Coordinator</b>	Promotion to: <b>Instructional Support II Associate Professor Senior Coordinator</b>	Promotion to: <b>Instructional Support III Professor Principal Coordinator</b>
<i>Evidence of effective professional skills</i>	<i>Evidence of strong professional skills</i>	<i>Evidence of exemplary professional skills</i>
<ul style="list-style-type: none"> <li>• Is an assessment expert who builds capacity at the regional and/or provincial level</li> </ul>	<ul style="list-style-type: none"> <li>• Is an assessment expert who builds capacity at the national level</li> </ul>	<ul style="list-style-type: none"> <li>• Is an assessment expert who builds capacity at the international level</li> </ul>
<ul style="list-style-type: none"> <li>• Uses psychometric principles and practice to interpret &amp; validate assessment tools locally</li> </ul>	<ul style="list-style-type: none"> <li>• Assists other testing professionals within Canada with interpreting and validating assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>• Serves as a consultant to other testing professionals and educators worldwide on best practices for interpreting and validating assessment tools</li> </ul>
<ul style="list-style-type: none"> <li>• Implements service innovations that increase efficacy of the Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Implements or creates new service innovations that increase the efficacy of the Centre, serving as a model for other testing centres in Canada</li> </ul>	<ul style="list-style-type: none"> <li>• Implements or creates service innovations that increase the efficacy of the Centre, serving as a model for testing centres worldwide</li> </ul>
<ul style="list-style-type: none"> <li>• Participates in training activities (e.g., assessment courses &amp; workshops)</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates training activities (e.g., assessment courses &amp; workshops)</li> </ul>	<ul style="list-style-type: none"> <li>• Designs training activities for others to deliver (e.g., assessment courses &amp; workshops, resource material)</li> </ul>
<ul style="list-style-type: none"> <li>• Maintains currency in the assessment field</li> </ul>	<ul style="list-style-type: none"> <li>• Expands currency in the assessment field, being assessed and recognized as an assessment professional at the national level</li> </ul>	<ul style="list-style-type: none"> <li>• Expands currency in the assessment field, being assessed and recognized as an assessment professional at the international level</li> </ul>
<ul style="list-style-type: none"> <li>• Shares expertise regionally and provincially</li> </ul>	<ul style="list-style-type: none"> <li>• Shares expertise nationally</li> </ul>	<ul style="list-style-type: none"> <li>• Shares expertise internationally</li> </ul>

## B. Scholarship Criteria (Tripartite)

The candidate must engage in scholarly activity. To evaluate the performance of the candidate, many factors will be considered, including those that measure the significance of the contribution. For instance, to measure the impact of publications, the quality of publication (e.g., peer-reviewed), the sphere of influence or level of recognition of the publication (e.g., provincial, national or international) and the candidate's role in the publication (e.g., sole author, 1<sup>st</sup> author) will be considered. Similarly, for conferences and workshops, the candidate's level of participation (e.g., keynote speaker, sole presenter or participant) will be factored into the evaluation process as well the type of conference (e.g., national, assessment-focused). Dissemination that supports open and collaborative practice, including open access publishing, the development of Open Education Resources and texts, and the creation, documentation and sharing of open process and/or open data will also be considered.

The following table lists the criteria established to evaluate contributions in the area of scholarship. Items listed are not, however, a checklist that must be completed. Rather, they represent examples of evidence that may be used to demonstrate excellence.

Table 2: Examples of Criteria/Evidence for Scholarship

For Tenure at: <b>Instructional Support I Assistant Professor</b>	Promotion to: <b>Instructional Support II Associate Professor</b>	Promotion to: <b>Instructional Support III Professor</b>
Productive Engagement	Consistent and Increasing Sphere of Influence	Outstanding and Sustained Evidence of Leadership
<ul style="list-style-type: none"> <li>• Secures internal or external funding to support scholarship</li> <li>• Acts as a peer reviewer</li> <li>• Has 2 substantial publications within 5 years</li> <li>• Reviews and refines inhouse assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>• Assists colleagues in scholarship development</li> <li>• Secures external peer-reviewed funding to support scholarship</li> <li>• Demonstrates an increasing record as a peer reviewer</li> <li>• Has 3 substantial publications within 5 years</li> <li>• Creates a new assessment tool used locally or provincially</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes to the scholarly development of colleagues beyond the university</li> <li>• Maintains a record of external peer reviewed funding to support scholarship.</li> <li>• Demonstrates a sustained record as a peer reviewer</li> <li>• Has 1 publication per year within 5 years</li> <li>• Creates a new assessment tool used nationally or internationally</li> </ul>



For Tenure at: <b>Instructional Support I Assistant Professor</b>	Promotion to: <b>Instructional Support II Associate Professor</b>	Promotion to: <b>Instructional Support III Professor</b>
<ul style="list-style-type: none"> <li>• Engages in local or provincial conferences and workshops</li> <li>• Shares expertise at public events or through various media forums at a regional or provincial level</li> </ul>	<ul style="list-style-type: none"> <li>• Presents peer-reviewed sessions at provincial or national conferences and workshops</li> <li>• Shares expertise at public events or through various media forums at a national level</li> </ul>	<ul style="list-style-type: none"> <li>• Presents peer reviewed sessions at national or international conferences and workshops</li> <li>• Influences the public through a variety of media forums at an international level</li> </ul>

### C. Service Criteria

The candidate must exhibit consistent contribution to service to the University, to the Profession, and to the community-at-large. Weight will be given to the significance of participation and scope of involvement. The following table lists the criteria established to evaluate contributions in the area of service. Items listed are not, however, a checklist that must be completed. Rather, they represent examples of evidence that may be used to demonstrate excellence.

Table 3: Examples of Criteria/Evidence for Service

	For Tenure at: <b>Instructional Support I Assistant Professor Coordinator</b>	Promotion to: <b>Instructional Support II Associate Professor Senior Coordinator</b>	Promotion to: <b>Instructional Support III Professor Principal Coordinator</b>
	<i>Commitment to Service</i>	<i>Contribution to service</i>	<i>Outstanding contribution to service</i>
Department & Faculty	<ul style="list-style-type: none"> <li>• Actively participates in CASA and Faculty of Student Development (FSD) committees and teams</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing record of assuming leadership role(s) within CASA &amp; FSD (e.g., Chair of committees, Department Chair).</li> <li>• If tenured, participates in department/divisional Sabbatical; Appointments; Performance Review; Promotion and Tenure and other committees</li> <li>• Mentors faculty in developing their service contributions</li> </ul>	<ul style="list-style-type: none"> <li>• Sustained record of leadership in CASA &amp; FSD</li> </ul>

	<b>For Tenure at: Instructional Support I Assistant Professor Coordinator</b>	<b>Promotion to: Instructional Support II Associate Professor Senior Coordinator</b>	<b>Promotion to: Instructional Support III Professor Principal Coordinator</b>
University	<ul style="list-style-type: none"> <li>Actively participates in events that support in the intellectual / cultural life at TRU (e.g., Open House, Faculty Association)</li> </ul>	<ul style="list-style-type: none"> <li>Increasing record of involvement in TRU committees (e.g., Senate, Sabbatical, Division, Faculty or School Promotion and Tenure Committee, Teaching Practices Colloquia planning committee)</li> </ul>	<ul style="list-style-type: none"> <li>Sustained record of involvement and/or leadership in TRU committees (e.g., Chair of TRU committees, Faculty Association Executive, Senate Tenure and Promotion Committee)</li> </ul>
Professional Community	<ul style="list-style-type: none"> <li>Actively participates in activities that contributes to professional organizations (e.g., committee work)</li> </ul>	<ul style="list-style-type: none"> <li>Increasing record of contributing to professional organizations through active participation or taking a leadership role at provincial and/or national level (e.g., subcommittee member, board executive member, plans/facilitates conferences)</li> <li>Increasing record as a consultant with professional organizations at the provincial and/or national level</li> </ul>	<ul style="list-style-type: none"> <li>Sustained record of involvement or leadership in professional organizations at the national and/or international level</li> <li>Sustained record as a consultant with professional organizations at the national and/or international level</li> </ul>
Community at Large	<ul style="list-style-type: none"> <li>Participates in service organizations (e.g., YMCA , School District committees)</li> <li>Volunteers for non-profit events (e.g., Terry Fox, Run for the Cure)</li> </ul>	<ul style="list-style-type: none"> <li>Increasing record of participating in community organizations (e.g., Food Bank, School District Parent Advisory Council).</li> <li>Provides leadership and/or mentorship in the community</li> <li>Provides professional service to public (e.g., public lectures)</li> </ul>	<ul style="list-style-type: none"> <li>Sustained record of active engagement in community organizations</li> <li>Sustained record of leadership and/or mentorship in the community</li> <li>Sustain record of providing professional service to public (e.g., public lectures)</li> </ul>

## V. Appendix

### Professional Associations and Sample Journals

#### Professional Associations

- Canadian Higher Education Testing Association (CHETA)
- British Columbia Higher Education Testing Association (BCHETA)
- National College Testing Association (NCTA).
- American Testing Professionals Association (ATP)
- Canadian Association for Prior Learning Assessment (CAPLA)
- Canadian Association of College and University Student Services (CACUSS)

#### Assessment Publications (General assessment: refereed journals)

- *Assessing Writing*
- *Assessment and Evaluation in Higher Education*
- *Assessment in Education: Principles, Policy & Practice*
- *Assessment Update*
- *Educational Assessment*
- *Educational Measurement: Issues and Practice*
- *International Journal of Testing*
- *Journal of the National College Testing Association*
- *Journal of Technology, Language and Assessment*
- *Practical Assessment, Research & Evaluation*
- *Review of Educational Research*
- *System*

#### Other Related Publications (Assessment for specific populations: refereed journals)

- *Canadian Journal for the Study of Adult Education*
- *Canadian Journal of Higher Education*
- *Community College Journal of Research & Practice*
- *Community College Week*
- *Computers & Education*
- *Journal of Developmental Education*
- *Language Testing*
- *TESL Canada*
- *TESOL Quarterly*