

**TRU Wellness Coordinator  
Tenure and Promotion Standards  
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## **I. Preamble**

The purpose of this standards document is to provide guidance to faculty members as they prepare for application for Tenure and Promotion. Achieving Tenure and Promotion through the ranks is based on incremental and accumulative growth of faculty members in their scholarship, 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 their professional role; recognized research and scholarly work (for tripartite faculty), focused on the discovery and integration of personal wellness; engagement with best practices locally, nationally, and internationally; and contributions to service within the university community, to the profession, and to the community at large.

It is important to recognize that the TRU Wellness Coordinator possesses expertise in a number of different areas. The Coordinator's professional role serves the Wellness Centre mission to promote the physical, emotional, social, intellectual, occupational, and spiritual well-being of students and employees by providing comprehensive health education and promotion activities, services and programs. The Coordinator's professional role includes the following responsibilities:

- To provide one-to-one health and wellness planning, education, and consultation to all members of the TRU community.
- To design, develop, and deliver an array of health and wellness workshops and events for the TRU community, and to coordinate health and wellness workshops delivered by guest presenters.
- To explore and implement health and wellness initiatives for the campus community.
- To promote a scholarly approach to health and wellness.
- To maintain the Wellness Centre, ensuring that appropriate health and wellness teaching tools and information are available for all students and employees.
- To disseminate health and wellness information to students and employees using a variety of strategies.
- To supervise and guide peer leaders and students on practicum placements at the Wellness Centre.

An evaluation of the Coordinator's professional accomplishments must take the broad scope of the role into consideration.

These department guidelines describe the standards and expectations specific to the Wellness Centre. University policies and Collective Agreement provisions shall guide all such standards and expectations.

## **II. Weighting**

Applicants for Tenure and Promotion may suggest weightings of their relevant categories to be used in evaluating their applications within the parameters of the weightings articulated in this document. Applicants must inform their Tenure and Promotion Committee of the suggested weighting at the beginning of the adjudication process. The Tenure and Promotion Committee must recognize that the balance between professional role and service for bipartite applicants, and the balance among professional role, research/scholarship/creative activity and service for tripartite applicants may differ based on individual circumstances and may vary over an individual's career. These weightings represent the balance among the evidence presented and do not necessarily reflect the applicant's workload.

The relative weighting of evidence for purposes of promotion should take into account the appointment type of the applicant (i.e., bipartite or tripartite). Normally, bipartite faculty applications will be evaluated primarily on their core responsibility of professional role and to a lesser degree on service. Normally,

tripartite faculty applications will be evaluated primarily on their core responsibilities of professional role as well as research/scholarship/creative activity, with approximately the same weight given to both areas, and to a lesser degree on service.

For Tripartite faculty, the typical weighting applied will assign 40% to research, scholarly and creative work; 40% to professional role; and 20% to service. For Bipartite faculty, the typical weighting applied will assign 80% to professional role and 20% to service. The weighting assigned to professional role shall not be less than 70%.

However, extraordinary contribution in research/scholarship/creative activity, professional role or service may compensate for lesser achievement in one of the areas of core responsibility, as long as there has been a satisfactory level of contribution in all areas of responsibility.

### **III. Appointment Criteria**

The required academic credential for appointment is a Master's degree in a related field (e.g., health promotion, public health, social work, nursing), from an accredited post-secondary institution, or equivalent qualifications and experience.

#### ***Instructional Support I (Wellness Coordinator) - Tripartite***

- A terminal degree (typically an earned doctorate) in a related field (e.g., health promotion, public health, social work, nursing), from an accredited post-secondary institution, or equivalent qualifications and experience.
- Evidence indicating the potential to be effective in their professional role (which may include data obtained from previous experience or from a demonstration of professional knowledge and ability, i.e., professional activity, research and scholarship).
- Demonstrated potential for successful engagement in scholarly activity.
- Evidence demonstrating commitment to service to the University, discipline and/or profession and, where applicable, the community-at-large.
- Normally, two years of relevant, full time experience, in a post-secondary environment or a research, or health care environment.

#### ***Instructional Support II (Wellness Coordinator) - Tripartite***

- A terminal degree (typically an earned doctorate) in a related field (e.g., health promotion, public health, social work, nursing), from an accredited post-secondary institution, or equivalent qualifications and experience.
- Evidence of exceeding the required performance standards at the prior rank in both professional role and service.
- Demonstration of consistent contribution to the University, Discipline and/or Profession and, where applicable, the community-at-large.
- Scholarship that is recognized through a peer-review process at the national level.
- Normally, five years of current and relevant service in an equivalent role at a post-secondary institution.

***Instructional Support III (Wellness Coordinator) - Tripartite***

The rank of Instructional Support III is reserved for those who, in the opinion of their peers and colleagues within the University and beyond, are outstanding in the profession. It requires documented evidence of an effective and well-established record of professional activity, scholarship and research and a professional reputation that the candidate is an educational leader, internationally recognized among peers in the field.

Criteria for appointment to this level normally include the following:

- A terminal degree (typically an earned doctorate) in a related field (e.g., health promotion, public health, social work, nursing), from an accredited post-secondary institution, or equivalent qualifications and experience.
- Demonstrated evidence of sustained success in the dissemination of peer-reviewed scholarly activity.
- Evidence of outstanding contribution to the University, Discipline and/or Profession, and the community-at-large.
- The candidate's scholarship must be recognized at the international level.
- Normally, five years of current and relevant experience at an Instructional Support II rank, or equivalent.

***Instructional Support I (Wellness Coordinator) Bipartite***

- A Master's degree in a related field (e.g., health promotion, public health, social work, nursing), from an accredited post-secondary institution, or equivalent qualifications and experience.
- Evidence of the potential to be effective in the professional role (may derive from previous experience)
- Evidence of commitment to service to the University, Discipline and/or Profession, and where applicable, the community-at-large.
- Evidence of professional knowledge and ability; current professional designation where appropriate (e.g., Registered Nurse, Registered Social Worker).
- Normally, two years of recent and relevant, full time professional experience, in a post-secondary or healthcare environment.

***Instructional Support II (Wellness Coordinator) Bipartite***

- A Master's degree in a related field (e.g., health promotion, public health, social work, nursing), from an accredited post-secondary institution, or equivalent qualifications and experience.
- Evidence of exceeding the required performance standards at the prior rank in both professional role and service.
- Demonstration of consistent contribution to the University, Discipline and/or Profession and, where applicable, the community-at-large.
- A demonstrated commitment to the integration and application of professional knowledge, evident through both professional accomplishments and leadership.
- Professional contributions recognized by peers at the regional, provincial and national levels.
- Normally, five years of service in an equivalent role at a post-secondary institution.

### ***Instructional Support III (Wellness Coordinator) Bipartite***

The rank of Instructional Support III is reserved for those who, in the opinion of their peers and colleagues within the University and beyond, are outstanding in the profession. It requires documented evidence of an effective and well-established service record and professional reputation that the candidate is an educational leader, internationally recognized among peers in the field.

Criteria for appointment to Instructional Support III normally include the following:

- A terminal degree (typically an earned doctorate) in a related field (e.g., health promotion, public health, social work, nursing), from an accredited post-secondary institution, or equivalent qualifications and experience.
- Evidence of outstanding performance in both professional role and service.
- Evidence of outstanding contribution to the University, Discipline and/or Profession and where applicable the community-at-large.
- Evidence of leadership and professional contributions recognized by peers at the national and international level.
- Normally, five years of service in an Instructional Support II or equivalent role at a post-secondary institution.

### **IV. General Guidelines for Tenure**

#### *Tenure for Tripartite Faculty*

The basis for tenure is similar to meeting the criteria for Instructional Support I (Tripartite) and includes the following: Meeting qualifications; proven competency and effectiveness in professional and scholarly role; and satisfactory record of service.

#### *Tenure for Bipartite Faculty*

The basis for tenure is similar to meeting the criteria for Instructional Support I (Bipartite) and includes the following: Meeting qualifications; proven competency and effectiveness in professional role; and satisfactory record of service.

### **V. General Guidelines for Promotion**

Promotion requires the member to exceed the performance expected for the rank currently held. As members progress through the ranks, they are expected to make contributions of increasing quality and sphere of influence within the local, regional, provincial or global community.

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.

In keeping with the mandate of the TRU Wellness Centre – to promote the physical, emotional, social, intellectual, occupational, and spiritual well-being of students and employees – candidates for tenure and promotion must demonstrate effectiveness in the professional role in relation to the following activities:

Responsibility	Examples
<ul style="list-style-type: none"> <li>▪ To provide one-to-one health and wellness planning, education and consultation to all members of the TRU Community.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Nutrition guidance or education</li> <li>▪ Wellness advising, including tools to deal with: stress, sleep, work-life balance</li> </ul>
<ul style="list-style-type: none"> <li>▪ To design, develop and deliver an array of health and wellness workshops and events for the TRU community as well as coordinate health and wellness workshops delivered by guest presenters.</li> </ul>	<ul style="list-style-type: none"> <li>▪ HIV testing</li> <li>▪ Random Acts of Kindness</li> <li>▪ Suicide Awareness</li> <li>▪ Working and Learning Safely</li> </ul>
<ul style="list-style-type: none"> <li>▪ To explore and implement health and wellness initiatives for the campus community.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Therapy Dogs</li> <li>▪ Stress reduction initiatives; mindful meditation</li> <li>▪ Initiatives to foster spiritual wellness, alcohol awareness</li> <li>▪ Collaborate with the campus sleep clinic</li> </ul>
<ul style="list-style-type: none"> <li>▪ To maintain the Wellness Centre ensuring that appropriate health and wellness teaching tools and information are available for all students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collaborate with MarCom to provide resources (e.g., emotional wellness, alcohol awareness, tobacco use)</li> <li>▪ Through website, promote Fitness, Recreation and other wellness activities</li> </ul>
<ul style="list-style-type: none"> <li>▪ To disseminate information to students and employees using a variety of strategies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ TRU Student Confessions</li> <li>▪ Campus resources and links, including Blog posts and YouTube presentations</li> </ul>
<ul style="list-style-type: none"> <li>▪ To supervise and guide students on practicum placements at the Wellness Centre.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Peer mentor training</li> <li>▪ Peer Wellness Leadership training</li> </ul>
<ul style="list-style-type: none"> <li>▪ To collaborate on broader campus and community initiatives</li> </ul>	<ul style="list-style-type: none"> <li>▪ National College Health Assessment (HCHA)</li> </ul>

## VI. Specific Tenure and Promotion Criteria

As part of their professional role, it is expected that the Wellness Coordinator maintain currency with developments in their areas of expertise. It is expected that the candidate will engage in some or all of the following: maintaining currency in the discipline by attending professional conferences or workshops and by reading current literature in the areas of practice of health and wellness education; investigating and reflecting on their own wellness coordination activities; and disseminating innovative and successful health and wellness practices to peers, professional or general audiences.

<b>CRITERIA FOR TENURE and PROMOTION</b>		
<b>Wellness Coordinator - Tripartite</b>		
<b>Instructional Support I</b>	<b>Instructional Support II</b>	<b>Instructional Support III</b>
<ul style="list-style-type: none"> <li>• A terminal degree (typically an earned doctorate) in a related field (e.g., health promotion, public health, social work, nursing), from an accredited post-secondary institution, or equivalent qualifications and experience.</li> <li>• Relevant experience (e.g. two years full time experience in a post-secondary or healthcare environment, or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>• A terminal degree (typically an earned doctorate) in a related field (e.g., health promotion, public health, social work, nursing), from an accredited post-secondary institution, or equivalent qualifications and experience.</li> <li>• Demonstrated incremental and accumulative substantial achievement in the areas of professional role, scholarship and service, with recognition by peers at the national level</li> <li>• Normally, five years of experience in a lower rank</li> <li>• The quality, quantity, and scope of accomplishment are expected to increase with rank, thus exceeding expectations of the prior level</li> </ul>	<ul style="list-style-type: none"> <li>• A terminal degree (typically an earned doctorate) in a related field (e.g., health promotion, public health, social work, nursing), from an accredited post-secondary institution, or equivalent qualifications and experience.</li> <li>• Demonstrated outstanding contributions in the areas of professional role, service and scholarship , with recognition by peers at the international level</li> <li>• Normally, five years of successful performance at the prior rank</li> <li>• The quality, quantity, and scope of accomplishment are expected to increase with rank, thus exceeding expectations of prior level</li> </ul>
<b>Wellness Coordinator - Bipartite</b>		
<b>Instructional Support I</b>	<b>Instructional Support II</b>	<b>Instructional Support III</b>
<ul style="list-style-type: none"> <li>• Master’s degree in a related field (e.g., health promotion, public health, social work, nursing), from an accredited post-secondary institution, or equivalent</li> <li>• Relevant experience (e.g. two years full time experience in a post-secondary or healthcare environment, or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>• Master’s degree in a related field (e.g., health promotion, public health, social work, nursing), from an accredited post-secondary institution, or equivalent</li> <li>• Demonstrated incremental and accumulative growth in the areas of professional role and service, with evidence of peer recognition at national level</li> <li>• Normally, five years of experience in a lower rank</li> <li>• Quality, quantity, and scope of accomplishment are expected to increase with rank, thus, exceeding that expected at prior level</li> </ul>	<ul style="list-style-type: none"> <li>• A terminal degree (typically an earned doctorate) in a related field (e.g., health promotion, public health, social work, nursing), from an accredited post-secondary institution, or equivalent qualifications and experience.</li> <li>• Demonstrated outstanding contributions in professional role and service, with recognition by peers at the international level</li> <li>• Normally, five years of successful performance at the rank of Instructional Support II</li> <li>• The quality, quantity, and scope of accomplishment are expected to increase with rank, thus exceeding expectations of prior level</li> </ul>

**Professional Role (Bipartite and Tripartite)**

<b>PROFESSIONAL ROLE</b>		
<b>Wellness Coordinator (Bipartite and Tripartite)</b>		
<p><i>Effectiveness in professional role is central to the TRU Wellness Centre’s mission to promote the physical, emotional, social, intellectual, occupational, and spiritual well-being of students and employees.</i></p> <p><i>The following lists criteria established for tenure and promotion to evaluate contributions in the professional role. Items in this table are not a checklist that must be completed. Rather, items represent examples of objective, documented evidence that may be used to show excellence. As members progress through the ranks, they are expected to make contributions that are increasing in quality and sphere of influence.</i></p>		
<b>Instructional Support I</b>	<b>Instructional Support II</b>	<b>Instructional Support III</b>
<ul style="list-style-type: none"> <li>▪ Demonstrated satisfactory competency as a Wellness Coordinator including the ability to guide students and faculty through wellness planning and resources</li> <li>▪ Evidence of organization, presentation, and evaluation of workshops</li> <li>▪ Demonstrated effective communication and cooperation with faculty, staff, students and others in the identification and analysis of emerging health and wellness issues</li> <li>▪ Performance of tasks and related activities related to the Wellness Centre and area of responsibility</li> <li>▪ Critical reflection on professional practice and action taken to improve performance</li> <li>▪ Demonstrated ability to manage multiple projects with conflicting deadlines and to address issues as they arise</li> <li>▪ Demonstrated collegial participation in departmental and/or divisional change process, organizational development (e.g., Faculty Council, department head, sexual assault task force)</li> <li>▪ Evidence of professional development activities to maintain currency of professional knowledge</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrated substantial accomplishment in the role, based on criteria of prior rank.</li> <li>▪ Active participation in initiating, planning, innovating, organizing and concluding work effectively</li> <li>▪ Active participation and provision of leadership in the coordination of Wellness Centre Activities, staff, and resources</li> <li>▪ Mentorship of student leaders (e.g., Peer Wellness Leadership Team)</li> <li>▪ Supervision of undergraduate students in practicum experiences related to wellness.</li> <li>▪ Recognition from peers for professional /pedagogical knowledge and/or experience, at a regional, provincial and national level</li> <li>▪ Acceptance of opportunities to share wellness learning design and professional / pedagogical knowledge and / or experience at regional, provincial and national levels</li> <li>▪ Demonstrated excellence in management of projects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrated consistent excellence in the role, as based on criteria of both prior ranks</li> <li>▪ Recognition from peers for professional / pedagogical knowledge at a national and international level</li> <li>▪ Acceptance of opportunities to share professional / pedagogical knowledge and experience at national and international levels</li> <li>▪ Demonstrated exceptional leadership within the TRU Community</li> </ul> <p style="color: red; font-style: italic;">Note: Where <i>demonstrated</i> and <i>documented</i> appear in these lists of activities they are intended as adjectives, or qualifiers, suggesting that the relevant criteria depend on the ability to provide evidence.</p>



**Service (Bipartite and Tripartite)**

<b>SERVICE</b>		
<b>Wellness Coordinator (Bipartite and Tripartite)</b>		
<p><i>The Wellness Coordinator is expected to be involved in service to the department, university, profession and community. Weight will be given to the significance of participation and scope of involvement. Service in all areas is expected; however, extraordinary contributions in one area may compensate for lesser achievement in another.</i></p> <p><i>The following 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. As members progress through the ranks, they are expected to make contributions that are increasingly significant both within TRU and in their profession.</i></p>		
<b>Instructional Support I</b>	<b>Instructional Support II</b>	<b>Instructional Support III</b>
<ul style="list-style-type: none"> <li>▪ Demonstrated active participation on departmental and or university committees</li> <li>▪ Documented contributions to the intellectual/cultural life at TRU</li> <li>▪ Participation in TRU events (e.g. Take back the night, The Anonymous People)</li> <li>▪ Assistance in the facilitation and/or organization of scholarly or professional conferences</li> <li>▪ Evidence of participation in professional organizations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrated, consistent contribution in service based on criteria of Instructional Support I</li> <li>▪ Documented evidence of substantial contributions to the department, university, profession and community, normally including some of, but not limited to, the following:                             <ul style="list-style-type: none"> <li>○ leadership within the department, Faculty, and / or University</li> <li>○ participation on and contribution to departmental committees (sabbatical, appointments, performance review, tenure/promotion)</li> <li>○ participation on University or faculty association committees</li> <li>○ leadership roles in organization of scholarly conferences</li> <li>○ contributions to professional organizations</li> <li>○ volunteering at provincial and national events</li> <li>○ leadership role with cultural, community and service organizations</li> <li>○ contribution of professional expertise to cultural, community and service organizations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrated consistent contribution in service based on criteria of prior ranks</li> <li>▪ Documented evidence of outstanding contribution and leadership in service to department, university, profession and community.</li> <li>▪ Documented evidence of contribution at an outstanding level to the department, university, profession and community including but not limited to, many of the following:                             <ul style="list-style-type: none"> <li>○ leadership within the department, Faculty, and / or the University</li> <li>○ consistently outstanding contribution to departmental committees (sabbatical, appointments, performance review, tenure/promotion)</li> <li>○ consistently taking on leadership roles in department, Faculty or University committees</li> <li>○ leadership in initiating new and or facilitating ongoing campus events</li> <li>○ consistently taking leadership roles in the facilitation and or organization of scholarly conferences nationally and internationally</li> <li>○ serving on the executive of national professional organizations</li> <li>○ consistently contributing professional expertise to cultural, community and service organizations</li> </ul> </li> </ul>

### ***Scholarship (Tripartite)***

The Wellness Coordinator role is informed by an inclusive definition of scholarly activity and recognizes that scholarship may take many forms. Scholarship encompasses the full range of discovery, professional activity, service, integration and application (Boyer, 1990). It includes the creation of new knowledge specific to health and wellness, the generation of new knowledge from interdisciplinary work, and the advancement of knowledge through application of professional skill outside the normative environment.

At the time of appointment or for promotion/tenure, the Tripartite faculty member will identify the appropriate department for the purpose of tenure and promotion scholarship evaluation. There should be consultation between the faculty member and the department identified. The member's credentials and scholarship will be reflective of those for the appropriate department. For the purposes of promotion and tenure, the member and the Faculty/Divisional and Senate Tenure and Promotion Committee members will refer to the appropriate department's Tenure and Promotion standards document when making a determination regarding the applicant's scholarship.

## **VII. Appendices**

### **A. Collective Agreement Articles Relevant to Promotion and Tenure**

#### **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
- 5.2.3.2 Change in Status from Bipartite or Tripartite Appointment for a Tenured Member

#### **Article 6: Tenure and Promotion of Members**

- 6.1 Preamble
- 6.2 Progression to Promotion
- 6.3 Progression to Tenure
- 6.4 Procedures of the Division, Faculty or School Promotion and Tenure Committee
- 6.5 Procedures of the University Council Tenure and Promotion Committee
- 6.6 Action Subsequent to Voting
- 6.6.8 Timeline for Tenure and Promotion Process
- 6.7 Annual Report for Decisions on Promotion and Tenure
- 6.8 University Appeals Committee
- 6.9 University Appeals Committee Procedures
- 6.10 Criteria for Academic Designation, Promotion and Tenure
  - 6.10.5 Definition of Categories
    - 6.10.5.1 Teaching
    - 6.10.5.2 Professional Roles
    - 6.10.5.3 Scholarship
    - 6.10.5.4 Service
  - 6.10.6 Granting of Tenure
  - 6.10.7 Academic Designation
    - 6.10.7.1 Assistant Professor/Lecturer
    - 6.10.7.2 Associate Professor/Senior Lecturer
    - 6.10.7.3 Professor/Principal Lecturer
- Appendix 1 List of activities to demonstrate required level of competence in teaching

#### **Article 10: Workload**

- 10.2 Academic Duties and Responsibilities

#### **LoU #20 Lab Faculty Appointment and Promotion Joint Committee**

#### **LoU #23 Transitional Issues**

- 2 Tenure
- 3 Rank and Promotion

**B. Sample list of relevant journals:**

- *Canadian Journal of Public Health*
- *American Journal of Public Health*
- *American Journal of Health Promotion*
- *Journal of Public Health*
- *Health Education and Behaviour*
- *Health Promotion International*
- *Canadian Nurse*
- *Preventing Chronic Disease: Public Health Research, Practice, and Policy*
- *Public Health Nursing*
- *Journal of Advanced Nursing*
- *Health Education Journal*
- *Health Education Research*
- *The Canadian Journal for the Scholarship of Teaching and Learning*