

**Assessment Centre Coordinator  
Appointment, Tenure and Promotion Criteria**

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## I. PREAMBLE

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. The faculty member 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); and contributions to service within the university, the profession and the community at large.

The Assessment Centre provides professional assessment services for TRU and its surrounding community. The primary purposes of the Assessment Centre are

- ◆ to provide general educational assessments to facilitate appropriate placement in courses/programs that best match the students' abilities and needs
- ◆ to administer entry assessments for admission to various TRU programs
- ◆ to provide assessment services for TRU departments or service units
- ◆ to coordinate and/or invigilate examinations for other educational institutions and outside agencies.

The Assessment Centre Coordinator is a faculty position which requires expertise in the field of educational assessment. This expertise falls into the areas for scholarship of application, engagement, integration, discovery and teaching. The specific responsibilities of the Coordinator that relate to these areas of scholarship 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.

In fulfilling the Centre's mandate of providing professional assessment services for TRU and its surrounding community, the Coordinator also assumes the following responsibilities:

- 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.

## ***Weighting Criteria***

Applicants for tenure and promotion may hold the position of Assessment Centre Coordinator as a tripartite or bipartite designation. As per the contractual language for a tripartite appointment (6.10.2), academic designation, tenure and promotion for this position shall be normally assessed in each of the following four (4) categories:

1. Academic Qualifications
2. Professional Role
3. Scholarship
4. Service

As for the contractual language for a bipartite appointment (6.10.3), academic designation, tenure and promotion shall be normally assessed in each of the following three (3) categories:

1. Academic Qualifications
2. Professional Role
3. Service

The relative weighting of categories for purposes of tenure and promotion should take into account the appointment type of the applicant, tripartite or bipartite, with weightings of the categories as outlined below.

*Tripartite appointments:* Assuming academic qualifications and experience are met, the typical weighting would be:

- |                              |                      |
|------------------------------|----------------------|
| 1. Professional Role:        | 40%                  |
| 2. Research and Scholarship: | 40% (minimum of 30%) |
| 3. Service:                  | 20%                  |

*Bipartite appointments:* Assuming academic qualifications and experience are met, the typical weighting would be:

- |                       |                      |
|-----------------------|----------------------|
| 1. Professional Role: | 80% (minimum of 70%) |
| 2. Service:           | 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 30%. Similarly, for Bipartite faculty the weighting of the professional role should not be less than 70%. However, extraordinary contributions in one of the categories may compensate for lesser achievement in one of the other categories as long as there has been a satisfactory level of contribution in all areas of responsibility.

### **SIGNIFICANCE OF CONTRIBUTION**

To evaluate the performance of the candidate, many factors will be taken into account 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 (i.e. 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. sole presenter, key note speaker or participant) will be factored into the evaluation process as well the type of conference (e.g. national, assessment-focused).

## **II. APPOINTMENT CRITERIA**

### **A. TRIPARTITE APPOINTMENT**

#### ***Assistant Professor***

- (1) The normal criterion will be a Master's degree with a focus on educational assessment or a related field.
- (2) The candidate should have at least two (2) years of relevant experience.
- (3) The candidate's academic and/or publication record should display promise of significant research or scholarly contributions to the discipline.
- (4) The candidate's dossier should display evidence of commitment to service.

#### ***Associate Professor***

- (1) The normal criterion will be a minimum of a Master's degree, Ph.D. preferred, with a focus on educational assessment or a related field with significant experience in the assessment field.
- (2) The candidate should normally have five (5) years experience as an Assistant Professor or equivalent.
- (3) The candidate should have distinguished themselves through professional accomplishments such as presentations, workshops, report writing and peer-reviewed publications. Those assigned to rank of Associate Professor should be recognized nationally with respect to their professional activities and research or scholarly contributions.
- (4) The candidate's dossier should display evidence of substantial commitment to service.

#### ***Professor***

- (1) The normal criterion will be a Ph.D. or equivalent with a focus on educational assessment or a related field with significant experience in the assessment field.
- (2) The candidate should normally have five (5) years experience as an Associate Professor or equivalent.
- (3) The rank of Full Professor 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 research record and professional reputation indicating that the candidate is an educational leader, internationally recognized among peers in the field of educational assessment.
- (4) The candidate's dossier should display evidence of outstanding commitment to service.

## **BIPARTITE APPOINTMENTS**

### ***Instructional Support I (Coordinator)***

- (1) The normal criterion will be a Master's degree with a focus on educational assessment or a related field.
- (2) The candidate should have at least two (2) years of relevant experience.
- (5) The candidate's record must exhibit potential for success in the professional role.
- (6) The candidate's dossier should display evidence of commitment to service.

(1) ***Instructional Support II (Senior Coordinator)*** The normal criterion will be a Master's degree, Ph.D. preferred, with a focus on educational assessment or a related field with significant experience in the assessment field.

- (2) The candidate should normally have five (5) years experience as a Coordinator or equivalent.
- (3) The candidate should have distinguished themselves through professional accomplishments such as presentations, workshops, report writing and publications. Those assigned to rank of Senior Coordinator should be recognized nationally with respect to these professional activities.
- (4) The candidate's dossier should display evidence of substantial commitment to service.

(1) ***Instructional Support III (Principal Coordinator)*** The normal criterion will be a Ph.D. or equivalent with a focus on educational assessment or a related field or equivalent with significant experience in the assessment field.

- (2) The candidate should normally have five (5) years experience as a Senior Coordinator or equivalent.
- (3) The rank of Principal Coordinator 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 indicating that the candidate is an educational leader, internationally recognized among peers in the field of educational assessment.
- (4) The candidate's dossier should display evidence of outstanding commitment to service.

## **III. GUIDELINES AND CRITERIA FOR TENURE AND PROMOTION**

### **A. Overview**

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.

## **B. Specific Tenure and Promotion Criteria for Tripartite Faculty**

### ***1. Assistant Professor Tenure Criteria***

The criteria for an Assistant Professor to be awarded tenure include a satisfactory record in areas of professional role, scholarship and service. To demonstrate satisfactory competency as a coordinator, the candidate must submit a professional dossier that contains evidence of the following:

#### *Professional Role*

The candidate must demonstrate effective professional skills in coordinating the Centre's activities. They must demonstrate a high level of competency in educational assessment such as being able to establish professional processes, accurately interpret assessment results, validate assessment tools and be aware of new technologies and methods that may increase the efficiency and effectiveness of the Centre. Moreover, they need to maintain their currency in the field by completing courses, workshops and/or training sessions related to educational assessment. Examples of evidence that may be used to demonstrate the candidate is meeting the required performance standards in professional role are as follows:

- samples of service innovations such as the introduction of new technologies and/or methods that have increased the efficiency and effectiveness of the Centre
- copies of resource/assessment material developed
- recognition of contributions (e.g. reference letters, awards) to the field of educational assessment at the local and/or provincial level
- recent certification documents
- other examples as found in the Collective Agreement: Article 6 – Appendix 1.

#### *Research/Scholarship*

The candidate must demonstrate successful engagement in scholarship work, namely identifying researchable questions, conducting inquiry individually or collaboratively, and disseminating scholarship through publications in peer-reviewed journals, books, monographs or conference presentations. The candidate must show clear potential for a productive career as a scholar.

#### *Service*

The candidate must exhibit consistent contribution to service to the University, to the Profession, and to the community-at-large. Such activity could include participation in departmental, faculty and institutional committees and campus initiatives; and in local and/or provincial academic, professional and volunteer organizations or service groups.

## 2. *Associate Professor Promotion Criteria*

For promotion to Associate Professor, the candidate must demonstrate evidence of exceeding the required performance standard established for the Assistant Professor. To demonstrate this, the candidate must submit a professional dossier that contains evidence of the following:

### *Professional Role*

The candidate must demonstrate strong professional skills in coordinating the Centre's activities. They must demonstrate a high level of expertise in educational assessment such as being able to establish professional processes, to accurately interpret assessment results, to validate assessment tools and to employ new technologies and methods that increase the efficiency and effectiveness of the Centre. Moreover, they need to maintain and expand their currency in the field by completing courses, workshops and/or training sessions related to educational assessment. Examples of evidence that may be used to demonstrate the candidate is meeting the required performance standards in professional role are as follows:

- samples of service innovations such as the introduction of new technologies and/or methods that have increased the efficiency and effectiveness of the Centre
- copies of resource/assessment material developed
- recognition of contributions (e.g. reference letters, awards) to the field of educational assessment at the national level
- recent certification documents
- other examples as found in the Collective Agreement: Article 6 – Appendix 1.

### *Research/Scholarship*

The candidate must demonstrate consistent accomplishment in scholarship. The candidate's record of scholarly activity must have earned national recognition among peers in the field, evidenced by some combination of the following at the national level: dissemination of scholarly work in peer-reviewed publications; presentations at conferences, meetings or workshops; procurement of scholarly grants, fellowships or awards; refereeing journal or book manuscripts, grant proposals, or competitions for scholarly awards given by external agencies.

### *Service*

The candidate must exhibit substantial contribution to service to the University, to the Profession, and to the community-at-large. Such activity could include participation in departmental, faculty and institutional committees and campus initiatives; and in provincial and/or national academic, professional and volunteer organizations or service groups. Candidates for promotion will be expected to provide documented evidence of impact such as peer-elected positions on professional bodies, journal editorial boards and advisory bodies, and/or service awards.

## 3. *Professor*

For promotion to Professor, the candidate must demonstrate evidence of meeting and exceeding the required performance standard established for the Associate Professor. To demonstrate this, the candidate must submit a professional dossier that contains evidence of the following:

### *Professional Role*

The candidate must demonstrate an outstanding record of accomplishment including exemplary professional skills in coordinating the Centre's activities, and their expertise in the assessment field should be internationally recognized. Examples of evidence that may be used to demonstrate the candidate is meeting the required performance standards in professional role are as follows:

- samples of service innovations such as the introduction of new technologies and/or methods that have increased the efficiency and effectiveness of the Centre
- copies of resource/assessment material developed
- outlines of assessment courses, workshops and/or training sessions designed and/or presented by the candidate
- recognition of contributions (e.g. reference letters, awards) to the field of educational assessment at the international level
- recent certification documents
- other examples as found in the Collective Agreement: Article 6 – Appendix 1.

### *Research/Scholarship*

The candidate must demonstrate sustained accomplishment in scholarship. The candidate's record of scholarly activity must have earned international recognition among peers in the field, evidenced by some combination of the following at the international level: dissemination of scholarly work in peer-reviewed publications; presentations at conferences, meetings or workshops; procurement of scholarly grants, fellowships or awards; refereeing journal or book manuscripts, grant proposals, or competitions for scholarly awards given by external agencies.

### *Service*

The candidate must exhibit outstanding contribution to the University, Discipline and or Profession and the community-at-large. Such activity could include leadership roles in departmental, faculty and institutional committees and campus initiatives; and national and/or international academic, professional and volunteer organizations or service groups. Candidates for tenure and promotion will be expected to provide documented evidence of impact such as peer-elected positions on professional bodies, journal editorial boards and advisory bodies, and/or service awards.



## C. Specific Tenure and Promotion Criteria for Bipartite Faculty

### *1. Instructional Support I (Coordinator) Tenure Criteria*

The criteria for Coordinator to be awarded tenure include a satisfactory record in areas of professional role and service. To demonstrate satisfactory competency as a coordinator, the candidate must submit a professional dossier that contains evidence of the following:

#### *Professional Role*

The candidate must demonstrate effective professional skills in coordinating the Centre's activities. They must demonstrate a high level of competency in educational assessment such as being able to establish professional processes, accurately interpret assessment results, validate assessment tools and be aware of new technologies and methods that may increase the efficiency and effectiveness of the Centre. Moreover, they need to maintain their currency in the field by completing courses, workshops and/or training sessions related to educational assessment. Examples of evidence that may be used to demonstrate the candidate is meeting the required performance standards in professional role are as follows:

- samples of service innovations such as the introduction of new technologies and/or methods that have increased the efficiency and effectiveness of the Centre
- copies of resource/assessment material developed
- recognition of contributions (e.g. reference letters, awards) to the field of educational assessment at the local and/or provincial level
- recent certification documents
- participation in local or provincial assessment conferences and workshops
- other examples as found in the Collective Agreement: Article 6 – Appendix 1.

#### *Service*

The candidate must exhibit consistent contribution to service to the University, to the Profession, and to the community-at-large. Such activity could include participation in departmental, faculty and institutional committees and campus initiatives; and in local and/or provincial academic, professional and volunteer organizations or service groups.

## 2. *Instructional Support II (Senior Coordinator) Promotion Criteria*

For promotion to Senior Coordinator, the candidate must demonstrate evidence of exceeding the required performance standard established for the Coordinator. To demonstrate this, the candidate must submit a professional dossier that contains evidence of the following:

### *Professional Role*

The candidate must demonstrate strong professional skills in coordinating the Centre's activities. They must demonstrate a high level of expertise in educational assessment such as being able to establish professional processes, accurately interpret assessment results, validate assessment tools and employ new technologies and methods that increase the efficiency and effectiveness of the Centre. Moreover, they need to maintain and expand their currency in the field by completing courses, workshops and/or training sessions related to educational assessment. Examples of evidence that may be used to demonstrate the candidate is meeting the required performance standards in professional role are as follows:

- samples of service innovations such as the introduction of new technologies and/or methods that have increased the efficiency and effectiveness of the Centre
- copies of resource/assessment material developed
- copies of validity studies conducted
- recognition of contributions (e.g. reference letters, awards) to the field of educational assessment at the national level
- participation in national assessment conferences and workshops
- recent certification documents
- other examples as found in the Collective Agreement: Article 6 – Appendix 1.

### *Service*

The candidate must exhibit consistent contribution to service to the University, to the Profession, and to the community-at-large. Such activity could include participation in departmental, faculty and institutional committees and campus initiatives; and in provincial and/or national academic, professional and volunteer organizations or service groups. Candidates for promotion will be expected to provide documented evidence of impact such as peer-elected positions on professional bodies, journal editorial boards and advisory bodies, and/or service awards.

### **3. *Instructional Support III (Principal Coordinator) Promotion Criteria***

For promotion to Principal Coordinator, the candidate must demonstrate evidence of exceeding the required performance standard established for the Senior Coordinator. To demonstrate this, the candidate must submit a professional dossier that contains evidence of the following:

#### *Professional Role*

The candidate must demonstrate an outstanding record of accomplishment including exemplary professional skills in coordinating the Centre's activities and their expertise in the assessment field should be internationally recognized. Examples of evidence that may be used to demonstrate the candidate is meeting the required performance standards in professional role are as follows:

- samples of service innovations such as the introduction of new technologies and/or methods that have increased the efficiency and effectiveness of the Centre
- copies of resource/assessment material developed
- copies of validity studies conducted
- outlines of assessment courses, workshops and/or training sessions designed and/or presented by the candidate
- presentations at international assessment conferences.
- recognition of contributions (e.g. reference letters, awards) to the field of educational assessment at the international level
- recent certification documents
- other examples as found in the Collective Agreement: Article 6 – Appendix 1.

#### *Service*

The candidate must exhibit outstanding contribution to the University, Discipline and or Profession and the community-at-large. Such activity could include leadership roles in departmental, faculty and institutional committees and campus initiatives; and in national and/or international academic, professional and volunteer organizations or service groups. Candidates for tenure and promotion will be expected to provide documented evidence of impact such as peer-elected positions on professional bodies, journal editorial boards and advisory bodies, and/or service awards.

## IV. Appendix Professional Associations and Sample Journals

### Professional Associations

- National College Testing Association (NCTA).
- 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 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*