

**TRU Interculturalization Coordinator
Tenure and Promotion Standards
Table of Contents**

I. Preamble	2
II. Weighting	2
III. Appointment Criteria	3
Instructional Support I (Interculturalization Coordinator) - Tripartite	
Instructional Support II (Interculturalization Coordinator) - Tripartite	
Instructional Support III (Interculturalization Coordinator) - Tripartite	
Instructional Support I (Interculturalization Coordinator) - Bipartite	
Instructional Support II (Interculturalization Coordinator) - Bipartite	
Instructional Support III (Interculturalization Coordinator) - Bipartite	
IV. General Guidelines for Tenure and Promotion	5
For Tripartite Faculty	
For Bipartite Faculty	
V. Specific Tenure and Promotion Criteria	6
Criteria for Promotion	
Professional Role	
Service	
Scholarship	
VI. Appendices	10

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 focused on discovery and integration (for tripartite faculty); 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.

The Interculturalization Coordinator's professional role includes the following responsibilities:

- collaboration and support for innovative teaching and learning projects with an intercultural component;
- pedagogical support as well as support with curriculum development to individual faculty or to departments pursuing interculturalization initiatives;
- support for TRU staff and service area training pertaining to interculturalization;
- fostering a scholarly approach to intercultural perspectives; and
- participation in and involvement with campus committees or initiatives where an intercultural perspective is critical (e.g., the Intercultural Council, Global Competency, Study Abroad, etc.).

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 this role. University policies and Collective Agreement provisions shall guide all such standards and expectations.

II. Weighting

Applicants for Promotion and Tenure 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 terminal degree from a program in a related field, (i.e., relevant to intercultural or international education), or the equivalent, from an accredited post-secondary institution.

Instructional Support I (Interculturalization Coordinator) - Tripartite

- A terminal degree (typically an earned doctorate) from an accredited post-secondary institution, in a discipline relevant to intercultural or international education; or equivalent qualifications and experience.
- Evidence indicating the potential to be effective in 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.

Instructional Support II (Interculturalization Coordinator) - Tripartite

- A terminal degree (typically an earned doctorate) from an accredited post-secondary institution, in a discipline relevant to intercultural or international education; or equivalent qualifications and experience.
- Evidence of exceeding the required performance standards at the prior rank in both professional role and service.
- Evidence of consistent accomplishment in scholarship, supported by professional recognition by peers within the discipline of international and / or intercultural education.
- 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 or beyond.
- Normally, five years of current and relevant service in an equivalent role at a post-secondary institution.

Instructional Support III (Interculturalization 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) from an accredited post-secondary institution, in a discipline relevant to intercultural or international education; 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 in at an Instructional Support II rank, or equivalent.

Instructional Support I (Interculturalization Coordinator) Bipartite

- Terminal degree (typically an earned doctorate) from an accredited post-secondary institution, in a discipline relevant to intercultural or international education, 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.
- Normally, two years of recent and relevant, full time professional experience in a post-secondary environment.

Instructional Support II (Interculturalization Coordinator) Bipartite

- A terminal degree (typically an earned doctorate) from an accredited post-secondary institution, in a discipline relevant to intercultural or international education; 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 (Interculturalization 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) from an accredited post-secondary institution, in a discipline relevant to intercultural or international education; 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 and 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.

Tenure requires the member to fulfill the appointment requirement in the areas of professional role, service as outlined in Section III and scholarly activity (if tripartite).

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 scope and purpose of the position, 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"> ▪ Develop and deliver workshops to support faculty and staff in working with culturally diverse students. 	<ul style="list-style-type: none"> ▪ Workshops: Culture in the Classroom, Writing across Borders, Multicultural Group Work, Intercultural Communication
<ul style="list-style-type: none"> ▪ Develop and deliver professional development opportunities for faculty to interculturalize pedagogy and curriculum 	<ul style="list-style-type: none"> ▪ Interculturalizing the Curriculum (and workshops above)
<ul style="list-style-type: none"> ▪ Develop and deliver workshops to increase intercultural capacities for students 	<ul style="list-style-type: none"> ▪ Global Competency, Intercultural Council, In class workshops across the disciplines
<ul style="list-style-type: none"> ▪ Support individual faculty in design and assessment of intercultural teaching and learning 	<ul style="list-style-type: none"> ▪ Consultation and SoTL approaches
<ul style="list-style-type: none"> ▪ Support individual and student groups interested in intercultural development 	<ul style="list-style-type: none"> ▪ Intercultural council, pathways, student research projects

<ul style="list-style-type: none"> ▪ Provide current intercultural resources for teaching and learning 	<ul style="list-style-type: none"> ▪ Print and online resources
<ul style="list-style-type: none"> ▪ Disseminate TRU approaches to intercultural learning for external communities of practice 	<ul style="list-style-type: none"> ▪ Conference presentations, publications

V. Specific Tenure and Promotion Criteria

As part of their professional role, it is expected that the Interculturalization Coordinator maintain currency with developments in relevant areas of expertise; reflect on professional practice; and disseminate current developments and approaches from the field.

CRITERIA FOR PROMOTION		
Interculturalization Coordinator – Tripartite		
Instructional Support I	Instructional Support II	Instructional Support III
<ul style="list-style-type: none"> • Terminal degree (typically an earned doctorate) from an accredited post-secondary institution, in a discipline relevant to intercultural or international education, or equivalent • Relevant experience (e.g. two years full time experience in a post-secondary environment, or equivalent) 	<ul style="list-style-type: none"> • Terminal degree (typically an earned doctorate) from an accredited post-secondary institution, in a discipline relevant to intercultural or international education, or equivalent • Demonstrated incremental and accumulative substantial achievement in the areas of professional role, scholarship and service, with recognition by peers at the national level • Normally, five years of experience in a lower rank • The quality, quantity, and scope of accomplishment are expected to increase with rank, thus exceeding expectations of the prior level 	<ul style="list-style-type: none"> • Terminal degree (typically an earned doctorate) or equivalent, from an accredited post-secondary institution, in a discipline relevant to intercultural or international education • Demonstrated outstanding contributions in professional role, scholarship, and service, with recognition by peers at an international level • Normally, five years of successful performance at the prior rank. • The quality, quantity, and scope of accomplishment are expected to increase with rank, thus exceeding expectations of the prior level
Interculturalization Coordinator – Bipartite		
Instructional Support I	Instructional Support II	Instructional Support III
<ul style="list-style-type: none"> • Terminal degree (typically an earned doctorate) from an accredited post-secondary institution, in a discipline relevant to intercultural or international education, or equivalent • Relevant experience (e.g. , two years full time experience in a post- 	<ul style="list-style-type: none"> • Terminal degree (typically an earned doctorate) from an accredited post-secondary institution, in a discipline relevant to intercultural or international education, or equivalent • Demonstrated incremental and accumulative growth in the areas of professional role and service, with work recognized by peers at the national level 	<ul style="list-style-type: none"> • Terminal degree (typically an earned doctorate) from an accredited post-secondary institution, in a discipline relevant to intercultural or international education, or equivalent • Demonstrated outstanding contributions in professional role and service; recognition by peers at the international level

secondary environment, or equivalent)	<ul style="list-style-type: none"> • Normally, five years of experience in a lower rank • The quality, quantity, and scope of accomplishment are expected to increase with rank and thus, to exceed that expected of prior level 	<ul style="list-style-type: none"> • Normally, five years of successful performance at the rank of Instructional Support II • The quality, quantity, and scope of accomplishment are expected to increase with rank, thus exceeding expectations of the prior level
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Professional Role (Bipartite and Tripartite)

PROFESSIONAL ROLE		
Interculturalization Coordinator (Bipartite and Tripartite)		
<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>		
Instructional Support I	Instructional Support II	Instructional Support III
<ul style="list-style-type: none"> ▪ Demonstrated satisfactory competency in all aspects of professional role as an Interculturalization Coordinator ▪ Evidence of organization, presentation, and evaluation of workshops as evidenced in a professional dossier ▪ Demonstrated effective communication and cooperation with faculty, staff, students and others in the identification and analysis of emerging issues around interculturalization ▪ Coordination of strategic approaches to the provision of support and resources related to interculturalization ▪ Critical reflection on professional practice and evidence of action taken to improve performance ▪ Demonstrated ability to manage multiple projects/ programs with conflicting deadlines, and to address project issues as they arise ▪ Demonstrated collegial participation in departmental and/or divisional 	<ul style="list-style-type: none"> ▪ Demonstrated substantial accomplishment in the role, based on criteria of prior rank. ▪ Active participation in initiating, planning, innovating, organizing and concluding work effectively ▪ Active participation in and provision of leadership in the coordination of approaches and resources for adapting to interculturalization within classrooms and beyond ▪ Active participation in process improvement at the department /divisional level ▪ Mentorship of student leaders and faculty in matters of interculturalization ▪ Earned recognition from peers for professional /pedagogical knowledge at a regional, provincial and national level ▪ Acceptance of opportunities to share intercultural learning design and professional / pedagogical knowledge and / or experience at regional, provincial and national levels 	<ul style="list-style-type: none"> ▪ Demonstrated consistent excellence in the role, as based on criteria of both prior ranks ▪ Recognition from peers for professional / pedagogical knowledge at a national and international level ▪ Acceptance of opportunities to share intercultural learning design and professional / pedagogical knowledge at national and international levels ▪ Demonstrated exceptional leadership within the TRU community <p><i>Note: Where demonstrated and documented (or earned) 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.</i></p>

<p>change process, and aspects of organizational development</p> <ul style="list-style-type: none"> ▪ Evidence of professional development activities to maintain currency within the discipline 	<ul style="list-style-type: none"> ▪ Demonstrated excellence in ability to manage projects/PD programs 	
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Service (Bipartite and Tripartite)

SERVICE		
Interculturalization Coordinator (Bipartite and Tripartite)		
<p><i>The Interculturalization Coordinator is expected to be involved in service to the department/division, university, profession and community. Weight will be given to the significance of participation and scope of involvement. Service in all areas is normally 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>		
Instructional Support I	Instructional Support II	Instructional Support III
<ul style="list-style-type: none"> ▪ Demonstrated participation on departmental and or campus committees ▪ Documented contributions to the intellectual and cultural life at TRU ▪ Participation in TRU events ▪ Assistance in the facilitation and/or organization of scholarly or professional conferences ▪ Evidence of participation in professional organizations 	<ul style="list-style-type: none"> ▪ Demonstrated consistent contribution in service based on criteria of Instructional Support I ▪ Documented evidence of substantial contributions to the department/division, Faculty, university, profession and community, normally including some of, but not limited to, the following: <ul style="list-style-type: none"> ○ leadership within the department, Faculty, or the University ○ participation in and contribution to Sabbatical, Appointments, Performance Review, Tenure/Promotion Committees ○ participation on university or faculty association committees ○ assuming leadership roles in organization of scholarly conferences ○ contribute to professional organizations ○ volunteering at provincial and national events 	<ul style="list-style-type: none"> ▪ Demonstrated consistent contribution in service based on criteria of prior ranks ▪ Demonstrated outstanding contribution and leadership in service to department, university, profession and community. ▪ Documented contribution at an outstanding level to the department, university, profession and community to include most of, but not limited to, the following: <ul style="list-style-type: none"> ○ leadership within the department, Faculty, and / or the University ○ consistently outstanding contribution in department committees (e.g., Sabbatical, Appointments, Performance Review, Tenure/Promotion) ○ consistently taking leadership roles in department, Faculty or university committees ○ leadership in initiating new campus and / or leadership in facilitating ongoing campus events

	<ul style="list-style-type: none"> ○ assuming leadership role with cultural, community or professional organizations ○ contribution of professional expertise to cultural, community and service organizations 	<ul style="list-style-type: none"> ○ consistently taking leadership roles in the facilitation and / or organization of scholarly conferences nationally and internationally ○ serving on the executive of national professional organizations ○ consistently contributing professional expertise to cultural, community and service organizations
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Scholarship (Tripartite)

The Interculturalization 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 interculturalization, 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 tenure and promotion, 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.

VI. Appendices

A. 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
- 5.2.3.2 Change in Status from Bipartite or Tripartite Appointment for a Tenured Member

Article 6: Promotion and Tenure 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 Promotion and Tenure Committee
- 6.6 Action Subsequent to Voting
- 6.6.8 Timeline for Promotion and Tenure 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 publications:

Journals

International Journal of Intercultural Relations

Journal of International and Intercultural Communication

Intercultural Education

Multicultural Education

Journal of Research in International Education

Language and Intercultural Communication

Compare: A Journal of Comparative and International Education

The Review of Education, Pedagogy, and Cultural Studies

The Canadian Journal for the Scholarship of Teaching and Learning

The International Journal of Higher Education and Educational Planning

The International Journal of Teaching and Learning in Higher Education

New Directions for Teaching and Learning

Innovations in Education and Teaching International

Arts and Humanities in Higher Education: An International Journal of Theory, Research and Practice

Journal of Studies in International Education

Curriculum Inquiry

Globalisation, Societies and Education

Research in Higher Education

Frontiers: The Interdisciplinary Journal of Study Abroad

Publication Houses

Multilingual Matters

Intercultural Press