

Faculty of Human, Social, and Educational Development
University and Employment Preparation Department^{1,2}

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I. Preamble

The University and Employment Preparation Department is committed to personal and professional growth of its members through a collegial environment and positive mentorship of new faculty. The standards below are intended to support a culture of excellence within the department. The department aims to create an environment in which a well prepared faculty member committed to excellence in teaching, service, and scholarship (when applicable) would succeed in obtaining tenure and promotion.

The intent of this document is to be supportive of faculty in the University and Employment Preparation Department as they work toward their career goals. This document sets out standards that are realistic and achievable, while recognizing the diversity of subjects covered in University and Employment Preparation. This document provides examples of criteria for the evaluation of excellence within each of the areas of teaching, scholarship and service, thus allowing faculty options in the design of their career paths.

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 as approved by their Department. Applicants must inform the Faculty Promotion and Tenure committee of the suggested weighting at the beginning of the adjudication process. Faculty Promotion and Tenure committees must recognize that the balance between teaching/professional role and service for bipartite applicants, and the balance among teaching/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. Because disciplines may have special requirements, members should engage in collegial decision-making with their departmental colleagues before deciding on the specific weighting of evidence.

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

However, extraordinary contributions in research/scholarship/creative activity, teaching/professional role or service may compensate for lesser achievement in one of the areas of core responsibility, as long as the applicant fulfills the criteria to a satisfactory level in all areas of responsibility.

III. Evaluation Criteria

The evaluation for a bipartite lecturer will be based on:

- a. Teaching (Section VI)
- b. Service (Section VIII)

The evaluation for bipartite Instructional Support will be based on:

- a. Instructional Support role (Section VII)
- b. Service (Section VIII)

The evaluation for a tripartite Lecturer will be based on:

- a. Teaching (Section VI)
- b. Service (Section VIII)
- c. Scholarship (Section IX)

The evaluation of tripartite Instructional Support will be based on:

- a. Instructional Support role (Section VII)
- b. Service (Section VIII)
- c. Scholarship (Section IX)

The weighting criteria will be based on:

Tripartite: Typically, the weighting will be 40% to research, scholarly and creative work, 40% to teaching or work experience coordination, and 20% to service. While extraordinary contributions in one of the three areas may compensate for a lesser involvement in another, satisfactory performance is required in all areas. The weighting assigned to research, scholarly and creative work shall not be less than 30%.

Bipartite: Typically, the weighting will be 80% to teaching or work experience coordination, and 20% to service. While extraordinary contributions in one of the two areas may compensate for a lesser involvement in the other, satisfactory performance is required in all areas. The weighting assigned to teaching or professional role shall not be less than 70%.

These weightings are appropriate for members with bipartite and tripartite workloads. Deviations from these criteria would be expected for members with very extensive research obligations, e.g., Canada Research Chairs, or those with extensive administrative duties, e.g. Department Chairs. Service contributions cannot exceed 50% weighting.

IV. Appointment Criteria

For bipartite appointments, the faculty member will hold either a recognized Teaching Certificate or Instructor's Diploma, and will hold a master's degree in a relevant discipline or, in exceptional circumstances only, equivalent qualifications and experience that demonstrate the knowledge, skills and abilities normally developed in a master's program.

For Tripartite appointments, the faculty member will hold either a recognized Teaching Certificate or Instructor's Diploma, and will hold a relevant doctoral degree, or a relevant terminal degree or equivalent qualifications and experience that demonstrates the ability to carry out and disseminate research.

The criteria for appointment to each of the ranks are the same as the criteria for promotion to the rank.

V. Tenure

The criteria used to determine if a member will be granted tenure are found under the appropriate headings of Lecturer, Instructional Support, Assistant Professor in the tables in the following sections.

VI. Teaching

The University and Employment Preparation Department believes that teaching and learning is a dynamic process between instructor and student. Fundamental to effective teaching is an understanding of the instructor-student relationship and the vital role of the instructor in building that relationship. In addition, quality instruction requires excellence in course design, teaching methodology, curriculum development and other course-related activities. The University and Employment Preparation Department believes that high quality instruction must be demonstrated in all instructional settings.

The following table is representative of successful performance in teaching. This table is not exhaustive, nor is it expected that faculty will accomplish all items.

Teaching Criteria

Domains of Quality Learning Environments	Assistant Professor Lecturer	Associate Professor Senior Lecturer	Professor Principal Lecturer
Instructional Knowledge	<ul style="list-style-type: none"> • Creates a quality learning environment. • Develops clear learning objectives/outcomes. • Selects and varies appropriate pedagogical methods to enhance learning. • Prepares learning activities. • Uses appropriate teaching materials with respect to volume, level, currency. • Prepares teaching materials. • Adheres to the UEPrep standards for assignments, exams and student evaluations as established by UEPrep work groups. • Prepares and grades assignments, quizzes and examination. • Evaluates student performance consistent with course goals and objectives. • Establishes and maintains appropriate education records. • Is available for student consultation. • Seeks and accepts opportunities to share instructional knowledge at the local level. 	<ul style="list-style-type: none"> • Demonstrates excellence in course development, implementation and evaluation. • Develops teaching content based on sound educational research. • Mentors faculty. • Seeks and accepts opportunities to share instructional knowledge at provincial levels. • Work of faculty member must be recognized at provincial level. 	<ul style="list-style-type: none"> • Stimulates learners to exceed expectations and immerse in critical thinking through innovative questioning and teaching methods. • Seeks and accepts opportunities to share instructional knowledge at national and/or international levels. • Work of faculty member must be recognized at national level.
Curricular Knowledge	<ul style="list-style-type: none"> • Demonstrates ability to teach all levels within the discipline. • Adheres to the articulation guidelines and to the core requirements stipulated by each work group. • Demonstrates understanding of the philosophical foundations of the curriculum. • Demonstrates understanding of the integration of teaching assignments within the whole curriculum. • Demonstrates the weighting of course concepts throughout the curriculum. 	<ul style="list-style-type: none"> • Fully engages in curriculum design and revision at a local and provincial level. • Seeks and accepts opportunities to share curricular knowledge at local, regional, and/or provincial levels. 	<ul style="list-style-type: none"> • Takes a leadership role in curriculum design and revision on national and/or international levels. • Shares curricular knowledge at national and/or international levels.

Domains of Quality Learning Environments	Assistant Professor Lecturer	Assistant Professor Senior Lecturer	Professor Principal Lecturer
Pedagogical Knowledge	<ul style="list-style-type: none"> • Demonstrates ability to teach all levels within the discipline. • Adheres to the articulation guidelines and to the core requirements stipulated by each work group. • Understands pedagogical theories and applies their principles to teaching and learning. • Utilizes a variety of appropriate evaluation strategies. • Demonstrates ability to motivate students and respond to varied learning styles. • Responds appropriately to the learning context. • Critically reflects on one's teaching performance and seeks self - improvement. 	<ul style="list-style-type: none"> • Researches teaching methodologies and applies findings to own practice, where applicable. • Critically analyzes own teaching performance and actively seeks strategies for improvement. 	<ul style="list-style-type: none"> • Is recognized at a national level for teaching expertise. • Shares pedagogical knowledge at national and/or international levels.

VII. Instructional Support

The Department recognizes that the role of Instructional Support is divided into four parts:

- Teach employability skills
- Teach career and job search preparation
- Liaise with employers and community agencies
- Provide support for students with cognitive disabilities and exceptionalities.

The following table is representative of successful performance in the role of Instructional Support. This table is not exhaustive, nor is it expected that faculty will accomplish all items.

Instructional Support Criteria

Domain	Assistant Professor Instructional Support I	Associate Professor Instructional Support II	Professor Instructional Support III
Teaching Knowledge	<ul style="list-style-type: none"> • Demonstrates a strong knowledge and theoretical understanding of career education for students with cognitive disabilities and exceptionalities. • Implements the use of sound pedagogical teaching methods to enhance learning in lectures, labs and practica. • Develops and implements clear learning objectives/ outcomes in lectures, labs and practica. • Maintains and creates a quality learning environment. • Contributes to instructional knowledge at the regional level. • Evaluates student performance consistent with course goals and objectives and is available for student consultation. • Establishes and maintains appropriate education records. 	<ul style="list-style-type: none"> • Demonstrates an excellent knowledge and theoretical understanding of career education for students with cognitive disabilities and exceptionalities. • Actively strives to promote learning and teaching based on new research and information. • Demonstrates an excellence in course development, implementation and evaluation. • Is a leader and contributor to instructional knowledge the provincial level. • Fully engages in curricula design at the local and provincial level based on current research. 	<ul style="list-style-type: none"> • Demonstrates an exceptional knowledge and theoretical understanding of career education for students with cognitive disabilities and exceptionalities. • Is a leader and contributor to instructional knowledge at the national level. • Demonstrates an exceptional understanding and knowledge of teaching and training practical skills for the workplace. • Fully engages in program design at the national level. • Mentors faculty in best teaching practices and in providing course content based on current research.
Career Advising	<ul style="list-style-type: none"> • Demonstrates an understanding of occupational classifications and employability skills. • Assists students in developing an awareness of their own interests, skills and abilities. • Guides students to make appropriate choices of jobs where they will be successful. 	<ul style="list-style-type: none"> • Demonstrates an understanding of occupational classification and employability skills based on current employer markets. • Demonstrates an exceptional understanding and knowledge of teaching and career advising practices based on current research. 	<ul style="list-style-type: none"> • Demonstrates exceptional knowledge of career advising practices for students with disabilities based on current research.

Domain	Assistant Professor Instructional Support I	Associate Professor Instructional Support II	Professor Instructional Support III
Employer Liaison	<ul style="list-style-type: none"> • Liaises with employers including promotion of ESTR Program to employers, recruitment of businesses for lab and practicum placements. • Develops recruitment information and marketing materials suitable for employers. • Provides information and support to employers and their staff about knowledge and skills necessary for working with students with cognitive disabilities and exceptionalities. 	<ul style="list-style-type: none"> • Liaises with employers at a local and provincial level in the development of employment and training opportunities. • Develops relationships with new employment sectors where students with disabilities may have new opportunities to be successful. 	<ul style="list-style-type: none"> • Liaises with employers at a provincial and national level in the development of employment and training opportunities. • Is a leader at the national level in advocating change on employment opportunities and working conditions for people with disabilities. Examples would include membership on executive boards for relevant provincial and national agencies.

VIII. Service

Recognizing the collegial nature of the institution, faculty are expected to be involved in service at the departmental and university-wide levels. In addition, faculty are expected to serve the discipline/profession and the community at large.

The following table is representative of successful performance in service. This table is not exhaustive, nor is it expected that faculty will accomplish all items.

Service Criteria			
	Assistant Professor Lecturer Instructional Support I	Associate Professor Senior Lecturer Instructional Support II	Professor Principal Lecturer Instructional Support III
	Commitment to service	Evidence of Consistent Service Contribution	Outstanding contribution to service
UEPrep	<ul style="list-style-type: none"> Consistently participates in the department meetings and the department subcommittees. Participates in Faculty Council and its subcommittees. 	<ul style="list-style-type: none"> Participates in UEPrep committees (e.g. Sabbatical; Appointments; Performance Review; and/or Promotion and Tenure committees). Mentors other faculty. Assumes a leadership role in the Department (e.g. Curriculum Leader, Accreditation Team, Provincial Articulation Committee, Steering Committee, Department Chair). 	<ul style="list-style-type: none"> Demonstrates leadership within the department through outstanding contribution to the department, Faculty Council, subcommittees, and within the department.
University Community	<ul style="list-style-type: none"> Contributes to the intellectual and cultural life at TRU (e.g. Open House, Student Orientation, Faculty Association, Teaching Practices Colloquia). Attends TRU events (e.g. Convocation, February In-service Day, Guest Lecturers). 	<ul style="list-style-type: none"> Serves on TRU committees (e.g. Senate, Sabbatical, Promotion and Tenure). Consistently contributes to TRU events. 	<ul style="list-style-type: none"> Assumes a leadership role in contributing to the intellectual and cultural life at TRU (e.g. Chair of TRU committees, Faculty Association Executive).
Profession	<ul style="list-style-type: none"> Assists in the facilitation of scholarly conferences. Maintains membership in professional organizations (e.g. ABEABC, Teachers of Math, Literacy BC). 	<ul style="list-style-type: none"> Assumes a leadership role in the facilitation of scholarly conferences locally and provincially. Contributes to professional organizations through active participation (e.g. surveys, reviewer and/or subcommittee member). Performs consultation work with local organizations. Serves as reviewer for relevant publications. 	<ul style="list-style-type: none"> Takes a leadership role in the facilitation of scholarly conferences locally, provincially and/or nationally. Contributes to professional organizations through Executive membership role. Performs consultation work with UEPrep-related organizations provincially and/or nationally. Serves as editor of professional publication.
Community at Large	<ul style="list-style-type: none"> Participates in service and community organizations. Voluntarily supports special projects and events. 	<ul style="list-style-type: none"> Serves on the executive of community organizations. Provides Professional Service to public (e.g. public lectures, serves on professional literacy and/or workplace literacy advisory committees). 	<ul style="list-style-type: none"> Serves on the executive of Provincial and/or National organizations. Volunteers at provincial, national and/or international events.

IX. Scholarship

The University and Employment Preparation Department uses the following definition of scholarship: research, scholarly and/or artistic work which is creative and intellectual.

Within the context of scholarship, we acknowledge four kinds of scholarship: discovery (traditional research); integration (research that builds the discipline to other bodies of knowledge); application (research that builds new insights in the application of theoretical and practical knowledge to substantive problems); and the scholarship of teaching (research that supports improvement in teaching and learning). The University and Employment Preparation Department extends the notion of scholarship beyond peer-reviewed publications to include other disseminated intellectual work such as (but not limited to) reports, presentations, textbook writing, and manuals.

An appropriate output of scholarship work would normally be 4 peer-reviewed articles in refereed journals or the equivalent (ie. refereed book chapters, monographs, edited scholarly volumes of collections) or 1 book or the equivalent per 5 year period. Impact and quality of publications will be taken into consideration.

Recognizing the multi-disciplinary nature of University and Employment Preparation, scholarship within the department will manifest itself in different ways; however, the following table of criteria applies to all forms of the scholarship activity.

Scholarship Criteria		
Assistant Professor	Associate Professor	Professor
<p>Successful Engagement in Scholarship</p> <ul style="list-style-type: none"> • Engages in the process of inquiry. • Identifies researchable questions. • Conducts inquiry individually and/or collaboratively. • Publishes in peer reviewed venues. When the scholarship takes alternative forms, the applicant shall be responsible to communicate to the committee evidence of peer review and dissemination. • Disseminates scholarship through presentations at conferences and workshops etc. • Reviews textbooks or journals. • Provides evidence of continued education relevant to scholarship. • Continues to obtain external funding. • Develops a program of Scholarship, Engages successfully -in Scholarship- and assumes role of principal investigator. • Is recognized as a leader at the provincial level. 	<p>Consistent Accomplishment in Scholarship</p> <ul style="list-style-type: none"> • Demonstrates record of focused scholarship. • Assists faculty in scholarship development. • Seeks opportunities to serve on Post-Graduate committees. • Works collaboratively to advance scholarship. • Consistently obtains external funding for scholarship. • Disseminates scholarly work through presentations at regional and national level. • Publishes in peer reviewed journals or in books or monographs. • Demonstrates consistent accomplishment in scholarship. • Is recognized as a leader at the national level. 	<p>Sustained Success in Scholarship</p> <ul style="list-style-type: none"> • Demonstrates a program of scholarship. • Serves on editorial boards and scholarship review committees. • Publishes in national and international peer reviewed journals or books or monographs. • Mentors faculty and/or colleagues in the development of scholarship. • Demonstrates national and international recognition for scholarship. • Assumes the role of Principal Investigator in scholarship. • Demonstrates sustained and outstanding success in scholarship. • Is recognized as a leader at the international level. • Consistently obtains external funding for scholarship.

X. Appendix

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 – 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 Promotion and Tenure Committee
6.6	Action Subsequent to Voting
6.6.8	Timeline for Tenure and Promotion Process
6.7	Annual Report for Decisions on Tenure and Promotion
6.8	University Appeals Committee
6.9	University Appeals Committee Procedures
6.10	Criteria for Academic Designation, Tenure and Promotion
6.10.5	Definitions 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. Senate Documents Relevant to Tenure and Promotion

i. Principles and Essential Features of Standards Documents

URL:

http://www.tru.ca/_shared/assets/Principles_and_Essential_Features_of_Standards_Documents23557.pdf