Supplemental Learning (SL) 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 as they prepare for applications for tenure and/or promotion. Achieving tenure and promotion through the ranks is based on incremental and accumulative growth of a faculty member in their scholarship, professional role, and service. To merit tenure or promotion, Counselling, Academic Support and Assessment (CASA) faculty members will have their performance assessed for effectiveness in their professional role; recognized scholarly work; and contributions to service within the university and general community as well as to the profession (regionally, nationally, and internationally). These departmental guidelines describe the standards and expectations specific to the Supplemental Learning Coordinator position. University guidelines as detailed in the Senate-approved *Principles and Essential Features of Standards* and *Collective Agreement* provisions shall guide all such standards and expectations. In particular, applicants should document clear evidence of the following:

- That they have achieved "incremental and accumulative growth" as professionals and/or researchers, and in terms of departmental, university, community, and disciplinary service;
- That they have met "increasing expectations for professional role, scholarship, and service," recognizing that as faculty move through the ranks, there should be documented evidence of increasing levels of performance in all areas;
- That they have achieved "recognition and assessment by peers at local, national, or international levels," employing the formula of "recognition and assessment" as a means of documenting an increasing sphere of influence; and
- That their work can be assessed in terms of its quantity, quality, and impact.

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

	Tripartite	Bipartite
Professional Role	40%	80%
Scholarship	40%	
Service	20%	20%

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

Equity, Diversity and Inclusion

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

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

II. Description of SL Coordinator Position

Supplemental Learning (SL) is a program of academic support attached to challenging introductory courses. SL supports students by establishing peer-led group study sessions for reviewing and processing the content of the course. The SL Coordinator is a faculty instructional support position with responsibilities as summarized below.

1) Selecting, teaching, training, and supporting the SL leaders and mentors.
2) Supervising the operation of SL: overseeing, maintaining, assessing, and modifying the foundational principles and procedures, for maximum effectiveness in supporting students.
3) Publicizing and promoting SL on campus, and maintaining communication with faculty and departments involved.
4) Serving the broader university: particularly, serving on committees and participating in initiatives which complement SL's broader mandates of supporting students as they set out on their academic pathways and in their transition to university life.
5) Assessing SL results: maintaining data collection procedures; analyzing and reporting on collected data; regularly assessing the impact of SL on students' academic success and transition to university life.
6) Engaging in service, internally and/or externally, that benefits the department, TRU, the profession, and the Community-at-Large.

III. Academic Qualifications and Appointment Criteria

A. Instructional Support / Professor – <u>Tripartite</u>

Instructional Support I/ Assistant Professor
1) The normal criterion will be a relevant Master's degree or equivalent from an accredited post-secondary institution.
2) The candidate should have at least three years of experience with teaching in a related field, serving as learning specialist, or coordinating SL or other similar academic services, in a post-secondary setting
3) The candidate must demonstrate potential for successful engagement in Scholarly Activity at the local, regional and/or provincial level.
4) The candidate must demonstrate commitment to service to the university, discipline, and/or profession, and where applicable, the Community-at-Large at the local, regional and/or provincial level.

Instructional Support II/ Associate Professor
1) The normal criterion will be a relevant Master's degree from an accredited post-secondary institution.
2) The candidate must show incremental and accumulative growth in the practice of the discipline as demonstrated by recognition and assessment by peers at the national level.
3) The candidate must show consistent accomplishment in the scholarship of the discipline, to be demonstrated by Scholarly Activity that is accumulative, and recognized and assessed as significant by peers at the national level.
4) The candidate must provide evidence of consistent service contribution to the university, discipline, and/or profession and where applicable the Community-at-Large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Instructional Support I (Tripartite) level. This performance should be recognized by peers at the national level.

Instructional Support III/ Professor
1) The normal criterion will be a relevant terminal degree (e.g., PhD, EdD) from an accredited post-secondary institution.
2) The candidate must show incremental and accumulative growth in the practice of the discipline as demonstrated by recognition and assessment by peers at the international level.
3) The candidate must show consistent and exemplary accomplishment in the scholarship of the discipline, to be demonstrated by scholarly activity that is accumulative, and recognized and assessed as significant by peers at the international level.
4) The candidate must provide evidence of consistent service contribution to the university, discipline, and/or profession and where applicable the Community-at-Large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Instructional Support II (Tripartite) level. This performance should be recognized by peers at the international level.

B. Instructional Support / SL Coordinator – <u>Bipartite</u>

Instructional Support I/ SL Coordinator
1) The normal criterion will be a relevant Master's degree from an accredited post-secondary institution.
2) The candidate should have at least three years of experience with teaching, or coordinating SL or other similar academic services in a post-secondary (or equivalent) setting.
3) The candidate must demonstrate commitment to service to the university, discipline, and/or profession, and where applicable, the Community-at-Large at the local, regional and/or provincial level.

Instructional Support II/ Senior SL Coordinator
1) The normal criterion will be a relevant Master's degree from an accredited post-secondary institution.
2) The candidate must show incremental and accumulative growth in the practice of the discipline as demonstrated by recognition and assessment by peers at the national level.
3) The candidate must provide evidence of consistent service contribution to the university, discipline, and/or profession and where applicable the Community-at-Large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Instructional Support I (Bipartite) level. This performance should be recognized by peers at the national level.

Instructional Support III/ Principal SL Coordinator
1) The normal criterion will be a typical terminal degree from an accredited post-secondary institution.
2) The candidate must show incremental and accumulative growth in the practice of the discipline as demonstrated by recognition and assessment by peers at the international level.
3) The candidate must provide evidence of consistent service contribution to the university, discipline, and/or profession and where applicable the Community-at-Large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Instructional Support II (Bipartite) level. This performance should be recognized by peers at the international level.

IV. **Tenure and Promotion Criteria**

The general standards for tenure will reflect the potential of a faculty member to fulfill the relevant criteria in professional role, scholarly activity (for tripartite) and service as outlined in Sections I & II. The general standards for promotion carry the expectation that the member has exceeded the performance level for the rank currently held. Evidence demonstrating that these performance levels have been met or exceeded may include, but is not limited to, the list of activities in the Collective Agreement and the examples provided in this document.

Professional Role Criteria
The candidate must demonstrate effective professional skills, with an increasing sphere of influence for progression through the ranks. The following table lists the criteria established to evaluate contributions to this role. Items listed are not, however, a checklist that must be completed. Rather, they represent examples of evidence that may be used to demonstrate excellence.

Professional Role Criteria

Table 1: Examples of Criteria/Evidence for Professional Role

Tenure at: **Instructional Support I Assistant Professor SL Coordinator**	Promotion to: **Instructional Support II Associate Professor Senior SL Coordinator**	Promotion to: **Instructional Support III Professor Principal SL Coordinator**
Evidence of effective professional skills	*Evidence of strong professional skills*	*Evidence of exemplary professional skills*
• Demonstrates proficiency in selecting, training, and supporting SL leaders and mentors.	• Demonstrates expertise and innovation in the selection, training, and continual support of SL leaders and mentors.	• Demonstrates mastery in the selection, training, and continual support of SL leaders and mentors.
• Implements strategies that improve the efficacy of the SL program.	• Implements innovative strategies that improve the efficacy of the SL program, serving as a model for other programs across Canada.	• Implements innovative strategies that improve the efficacy of the SL program, serving as a model for other programs across Canada and/or beyond.
• Pursues and maintains a collection of evidence-based resources in the design and planning of sessions.	• Maintains an expansive collection of evidence-based resources to support leaders and mentors in their development as leaders, and in support of student learning.	• Maintains and contributes to an evidence-based resources and practices to support leaders and mentors in their leadership, and in the support of learning.
• Designs and facilitates workshops for leaders and mentors to support their continual growth as learners and leaders.	• Designs and facilitates workshops for leaders and mentors to support their continual growth as learners and leaders, and to model facilitation skills.	• Designs and facilitates workshops for leaders and mentors, modelling flexible and creative workshop design and facilitation skills.
• Maintains currency in the field of strategic learning.	• Expands currency in the field of strategic learning and academic support, being assessed and recognized as a professional at provincial and/or national levels.	• Expands currency in the field of strategic learning and academic support, being assessed and recognized as a professional at national and/or international levels.
• Shares expertise locally, regionally and/or provincially.	• Shares expertise provincially and/or nationally.	• Sustained record of sharing expertise regionally, nationally, and/or internationally.

B. Scholarship Criteria (Tripartite)

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

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

Table 2: Examples of Criteria/ Evidence for Scholarship

Tenure at: **Instructional Support I** **Assistant Professor**	Promotion to: **Instructional Support II** **Associate Professor**	Promotion to: **Instructional Support III** **Professor**
Productive Engagement	*Consistent and Increasing Sphere of Influence*	*Outstanding and Sustained Evidence of Leadership*
• Secures internal and/or external funding to support scholarship • Acts as a peer reviewer • Has 2 substantial publications within 5 years	• Collaborates with colleagues in scholarship development • Secures external peer-reviewed funding to support scholarship • Demonstrates an increasing record as a peer reviewer • Has 3 substantial publications within 5 years	• Contributes to the scholarly development of colleagues beyond the university • Maintains a record of external peer reviewed funding to support scholarship • Demonstrates a sustained record as a peer reviewer • Has 5 substantial publications within 5 years
• Presents at local, regional and/or provincial conferences • Shares expertise at public events or through various media forums at a local, regional or provincial level	• Presents at peer-reviewed national conferences. • Sustained record of sharing expertise at public events or through various media forums at a national level	• Presents as invited keynote speaker at peer reviewed national and/or international conferences • Influences the public through a variety of media forums at the international level

C. Service Criteria

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

Table 3: Examples of Criteria/Evidence for Service

	Tenure at: Instructional Support I Assistant Professor Coordinator	Promotion to: Instructional Support II Associate Professor Senior Coordinator	Promotion to: Instructional Support III Professor Principal Coordinator
	Commitment to Service	*Contribution to Service*	*Outstanding Contribution to Service*
Department & Faculty	• Actively participates in CASA and Faculty of Student Development committees and teams	• Increasing record of assuming leadership role(s) within the CASA/FSD (e.g., chairing committees, Department Chair). • Active member of CASA/FSD Sabbatical, Appointments, Performance Review, Promotion and Tenure, and/or other committees • Mentors faculty in developing their service contributions	• Sustained record of leadership in CASA/FSD
University	• Actively participates in events that support in the intellectual / cultural life at TRU (e.g., Open House, convocation, Faculty Association)	• Increasing record of involvement in TRU committees (e.g., Senate, Sabbatical, Promotion and Tenure Committees, Teaching Practices Colloquia planning committee).	• Sustained record of involvement and leadership in TRU committees (e.g., chairing committees, Faculty Association Executive, Senate sub-committees).

Professional Community	• Participates in activities that contribute to professional organizations (e.g., committee work) at the local, regional and/or provincial level	• Increasing record of contribution to professional organizations and/or taking a leadership role at a provincial or national level (e.g., subcommittee or board executive membership, conference planning and organization).	• Sustained record of involvement and leadership in professional organizations at the national and/or international level
Community at Large	• Participates in service organizations (e.g., United Way, YMCA, school district committees) • Volunteers for community out-reach, cultural, and/or non-profit events (e.g., KSO, Canada Games)	• Sustained record of participating in community organizations (e.g., Food Bank, Women's Shelter). • Provides leadership and/or mentorship in the community • Provides professional service to public (e.g., public lectures)	• Sustained record of active engagement in community organizations • Sustained record of leadership and/or mentorship in the community • Sustained record of professional service to public (e.g., public lectures)

V. **Appendix**

Professional Associations, Sample Journals & Conferences

Professional Associations
- SI Canada
- Learning Specialists of Canada (LSAC)

Publications: (Refereed journals)

- *The Journal of Higher Education*
- *Studies in Higher Education*
- *Journal of The First-Year Experience & Students in Transition*
- *Teaching and Learning in Higher Education (STLHE/SAPES)*
- *The Journal of Developmental Education (JDE)*

Relevant Conferences:
- Learning Specialists of Canada (LSAC)
- Society for Teaching and Learning in Higher Education (STLHE)
- International Conferences on First Year Experience and Students in Transition
- International Conference on Critical Thinking
- Lilly Conference on College and University Teaching
- International Conference on Supplemental Instruction
- Canadian Association of College and University Student Services (CACUSS) National Conference