

**Tenure and Promotion Standards**  
**As adopted by School of Education**  
**Faculty of Education and Social Work**  
**2023**

## Tenure and Promotion Standards

School of Education

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## Preamble

The School of Education 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 school. The school aims to create an inclusive environment that recognizes diversity of roles within the School of Education and is one in which a well-prepared faculty member committed to excellence in teaching, service, scholarship, and instructional support (when applicable) would succeed in obtaining tenure and promotion.

The purpose of this document is to provide guidance to faculty members as they prepare their applications for promotion and tenure. Achieving tenure and promotion through the ranks is based on incremental and accumulative growth of a faculty member in their scholarship, teaching/professional role, and in service. To merit tenure or promotion, faculty members will have their performance assessed for effectiveness in teaching/professional role; recognized research, scholarly and creative work; and contributions to service within the university and general community as well as to the profession (locally, nationally, and internationally). These departmental guidelines describe the standards and expectations specific to the School of Education. University guidelines as detailed in the Senate-approved Principles and Essential Features of Standards and the current TRU/TRUFA Collective Agreement (2022 - 2025) provisions shall guide all such standards and expectations. Applicants should document clear evidence of the following:

- That they have achieved “incremental and accumulative growth” as teachers/professionals and/or researchers, and in terms of departmental, university, community, and disciplinary service
- That they have met “increasing expectations for teaching/professional role, research, 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” 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.

It will also provide guidance for tenure and promotion committee members and external examiners as they assess tenure and promotion application packages.

Applicants for tenure and promotion may suggest weightings of the relevant categories to be used in evaluating their applications, with weighting ‘shifts’ as identified in this document, if the applicant so chooses. Applicants must inform the Divisional

Promotion and Tenure committee of the suggested weighting at the beginning of the adjudication process. Divisional Promotion and Tenure committee must recognize that the balance between teaching/professional role/research/scholarship/creative activity and service for tripartite applicants and between teaching/professional role and service for bipartite applicants, and between teaching/professional role/research/scholarship/creative activity and service or between teaching/professional role and service for instructional support (tripartite/bipartite) 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. For the School of Education, faculty members must consult and obtain approval from the Departmental Promotion and Tenure Committee if they wish to deviate from the standard weighting of 40%-40%-20% for research, teaching/professional role and service, respectively, for tripartite members; a weighting of 80%-20% for teaching/professional role and service, respectively, for bipartite members; and a weighting identified by agreement for the role of Instructional support, whether Bipartite or Tripartite. Note that the research weighting for tripartite faculty cannot fall below 40%, exceptions identified on page 7 below may apply.

The relative weighting of evidence for purposes of promotion should take into account the appointment type of the applicant, tripartite, tripartite Instructional Support, bipartite, bipartite Instructional Support. 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 two core responsibilities of teaching/professional role and research/scholarship/creative activity, 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, so long as there has been a satisfactory level of contribution in all areas of responsibility.

There are three categories for faculty in School of Education:

- **Tripartite** faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness in:
  - teaching/professional role
  - recognized research, scholarly activity and/or creative work; and

- contributions to service within the faculty, university, profession, and the wider communities (local, regional, nation to nation, provincial, national, tmicw<sup>1</sup>, and international).
- **Bipartite** faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness in:
  - teaching/professional role; and
  - contributions to service within the faculty, university, profession, and the wider communities (local, regional, nation to nation, provincial, national, tmicw, and international).
- **Instructional Support** faculty members may be either bipartite or tripartite. They must be prepared to have their performance assessed against increasing expectations for effectiveness in:
  - teaching/instructional support, if applicable
  - recognized research, scholarly activity and/or creative work, if applicable
  - contributions to service within the department or school that are identified as instructional support by the terms of their appointment; and
  - contributions to service within the faculty, university, profession, and the wider communities (local, regional, nation to nation, provincial, national, tmicw, and international).

This document provides examples of criteria for the evaluation of excellence within each of the areas of teaching, instructional support, scholarship, and service, thus allowing faculty options in the design of their career paths.

The School of Education recognizes throughout the roles that Indigenous faculty play in the academy and have expanded the considerations to include this. Beyond this, the need for multiple paths for inclusion and equity in the ways that these standards of evaluation for Tenure and Promotion are applied also need to be considered. The School of Education explicitly notes the added barriers that people with different abilities, life circumstances and caring responsibilities, family structures, and structurally marginalized identities can face within the academy and is committed to recognizing scholarship, teaching, instructional support, and service contributions in an actively anti-discriminatory way. As such, the School of Education commits to assessing all applications for tenure and promotion through a holistic lens affirming the diversity of

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<sup>1</sup> It is our understanding, having reviewed the name Turtle Island with our TRU Secwepemc cultural advisor, that the word tmicw expresses similar understandings to the name Turtle Island.

applicants' career paths. Candidates are invited to include a written statement as part of their application outlining their career paths, any potential barriers that have presented, and circumstances that have influenced the shape of their careers. The School of Education affirms that this diversity, while potentially presenting structural challenges within the academy, enriches and shapes scholarly contributions in unique and valuable ways.

## **Appointment Criteria**

### Appointment Criteria for Tripartite Faculty

The normal criterion for tripartite appointment is a PhD or EdD or equivalent in a relevant field. Equivalent qualifications and/or experience will be considered, such as professional qualifications, traditional Indigenous knowledge or where the candidate has accumulated experience and accomplishments judged to be particularly relevant and valuable to the academic discipline of education. A specific example of an equivalent qualification would be a master's degree plus ten or more years' experience in a professional setting commensurate with the program priorities and academic discipline of education or a master's degree plus three peer reviewed publications, with demonstrated evidence of significant contribution by the member in the case of multiple-authored work and an on-going commitment to research. Another example of an equivalent qualification would be an Elder, Knowledge Keeper or Carrier who is identified as such by their respective community.

Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of research, teaching and/or instructional support roles and to a lesser degree on service roles.

### Appointment Criteria for Bipartite faculty

The normal criterion for bipartite appointment is a PhD or EdD or equivalent in a relevant field. Equivalent qualifications and/or experience will be considered, such as professional qualifications, traditional Indigenous knowledge or where the candidate has accumulated experience and accomplishments judged to be particularly relevant and valuable to the academic discipline of education. A specific example of an equivalent qualification would be a master's degree plus ten or more years' experience in a professional setting commensurate with the program priorities and academic discipline of education or a master's degree plus three peer reviewed publications, with demonstrated evidence of significant contribution by the member in the case of multiple-authored work and an on-going commitment to research. Another example of an equivalent qualification would be an Elder, Knowledge Keeper or Carrier who is identified as such by their respective community.

Normally, bipartite faculty applications will be evaluated primarily on their core responsibilities of teaching and/or instructional support roles and to a lesser degree on service roles.

Appointment Criteria for Instructional Support: Bipartite, or Instructional Support: Tripartite

The Instructional Support role may be a component of either a bipartite or a tripartite position. The normal criteria for appointment to an instructional support role, either bipartite or tripartite, includes the aspects of appointment specific to bipartite and tripartite roles, with an increased emphasis on skills or knowledge that deem an individual's contribution serves an additional element within those two overall categories. An example of one instructional support role, a practicum coordinator position, is described later in the document. Beyond the tripartite or bipartite role definition is the added dimension of Instructional Support Levels One, Two, and Three. These levels indicate progression in responsibility and self-directedness. The progression reflects growth in the role as it applies to tenure and promotion considerations. This example will be useful in either a bipartite or tripartite appointment, with relevant adjustments to other dimensions of the role.

#### Tripartite faculty

Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of teaching roles equally with their core responsibilities in research/scholarship/creative activity – with approximately the same weight given to both areas, and a lesser weight 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, provided there has been a satisfactory level of contribution in all areas of responsibility.

Frequently, faculty are invited to assume leadership roles that benefit the department, school, faculty, or institution. These roles will, by necessity, change the factors related to teaching and/or research, but are demonstrable evidence of growth. Faculty are advised to share evidence and adjust weighting accordingly.

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/creative work shall not be less than 40%, although special consideration may be granted in exceptional circumstances for a minimum of 30%. For example, Indigenous faculty with strong service components in communities is a possible exception for weighting (e.g., 30% research, 20% teaching, 50% service). As per the TRU/TRUFA Collective Agreement (2022 - 2025) teaching roles may vary considerably for many faculty, up to and including teaching one course (three credits) annually.

### Research and Scholarship

Research and scholarship are defined in TRU policy BRD15-1, Definition of Scholarly Activity and in the TRU/TRUFA Collective Agreement (2022 - 2025) Article.

Two key components of scholarly activity are dissemination and peer review. Evidence of research and scholarship will consist of publications 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. For Indigenous faculty, expanded evidence of research/scholarly activity for tenure and promotion applications may include culturally appropriate knowledge mobilization and/or oral presentations in Indigenous community settings.

Additional evidence of dissemination of research and scholarship may include but is not limited to:

- citations
- conference presentations, invited talks, art exhibits, performances, awards, creation of blogs, podcasts, websites, and other dissemination tools; and/or
- external grant/research/funding/fellowships.

Indigenous faculty may provide evidence of research/scholarly activity for tenure and promotion applications that includes written comments from Indigenous organizations, Indigenous communities, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

For all faculty, Indigenous and non-Indigenous, evidence of impact of research in relation to service and community has value. The School of Education encourages collaborative research. In multi-authored works, the applicant, where possible, will identify their contribution.

### Teaching/Instructional Support

All department members will be engaged in scholarly teaching, i.e., keeping current with developments in their areas of expertise by attending professional conferences or workshops and by reading the current literature. The faculty member will also provide documented evidence of meeting the evaluation standard according to Article 6 – Appendix 1 and Article 7 of the TRU/TRUFA Collective Agreement (2022 - 2025).

Accordingly, it is expected that candidates will engage in some or all the following:

- maintaining currency in the discipline and exercising scholarly teaching and learning
- investigating and reflecting on their own teaching and students' learning



- disseminating innovative/successful teaching practices to peers, professional or general audiences; and/or
- designing new curricula.

Indigenous faculty may provide evidence of teaching activity for tenure and promotion applications that includes written comments from Indigenous organizations, Indigenous communities, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

#### Service

Service is defined in the TRU/TRUFA Collective Agreement (2022 - 2025). Appropriate contributions towards the collegial self-governance and goals of the School of Education, the University, the Discipline/Profession, and the wider community are expected and will play a role in the awarding of tenure or promotion. Indigenous faculty may provide evidence of service for tenure and promotion applications that includes written comments from Indigenous organizations, Indigenous communities, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

Service 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.

#### Bipartite faculty

Normally, bipartite faculty applications will be evaluated primarily on their core responsibilities of teaching/instructional support roles and service roles. However, extraordinary contributions in teaching/instructional or service may compensate for lesser achievement in one of the areas of core responsibility, provided there has been a satisfactory level of contribution in all areas of responsibility.

Frequently faculty are invited to assume leadership roles that benefit the department, school, faculty, or institution. These roles will, by necessity, change the factors related to teaching and/or research, but are demonstrable evidence of growth. Faculty are advised to share evidence and adjust weighting accordingly.

The TRU/TRUFA Collective Agreement (2022 - 2025) identifies the weighting criteria of bipartite as 80% teaching and 20% service. While extraordinary contributions in one of the areas may compensate for a lesser involvement in another, satisfactory performance is required in all areas. The weighting assigned to teaching/professional role work shall not be less than 70%, although special consideration may be granted in

exceptional circumstances. For example, Indigenous faculty with strong service components in communities is a possible exception for weighting (e.g., 70% teaching, 30% service). As per the TRU/TRUFA Collective Agreement (2022 - 2025) teaching roles may vary considerably for many faculty, up to and including teaching one course (three credits) annually.

Normally, for bipartite positions:

- faculty applications will be evaluated primarily on their core responsibility, teaching and a lesser weighting on service; and
- bipartite instructional support applications will be evaluated primarily on their teaching and/or instructional support and a lesser weighting on service.

#### Teaching/Instructional Support

All department members will be engaged in scholarly teaching, i.e., keeping current with developments in their areas of expertise by attending professional conferences or workshops and by reading the current literature. The faculty member will also provide documented evidence of meeting the evaluation standard according to Article 6 – Appendix 1 and Article 7 of the TRU/TRUFA Collective Agreement (2022 - 2025). Accordingly, it is expected that candidates will engage in some or all the following:

- maintaining currency in the discipline and exercising scholarly teaching and learning
- investigating and reflecting on their own teaching and students' learning
- disseminating innovative/successful teaching practices to peers, professional or general audiences; and/or
- designing new curricula.

Indigenous faculty may provide evidence of teaching activity for tenure and promotion applications that includes written comments from Indigenous organizations, Indigenous communities, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

#### Service

Service is defined in the TRU/TRUFA Collective Agreement (2022 - 2025). Appropriate contributions towards the collegial self-governance and goals of the School of Education, the University, the Discipline/Profession, and the wider community are expected and will play a role in the awarding of tenure or promotion. Indigenous faculty may provide evidence of service for tenure and promotion applications that includes written comments from Indigenous organizations, Indigenous communities, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

Service 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.

## Basis of Evaluation

### Specific Tenure and Promotion Criteria for Assistant Professor

The School of Education recognizes scholarship may take many forms. Candidates applying for tenure as Assistant Professor are expected to meet the minimum standards in each of the three categories below. Candidates for this rank are expected to demonstrate a sphere of influence at the local, regional, nation to nation, communities and villages, Métis Council, and/or provincial level(s). Indigenous faculty may provide expanded evidence of teaching, research/scholarly activity, and service for tenure and promotion applications to include written comments from Indigenous organizations, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

### *Research*

Those applying for tenure as Assistant Professor shall provide documentary evidence of a satisfactory record of scholarship at the local and/or provincial level(s). Minimum evidence of a satisfactory record of scholarship would normally be the following while employed by TRU:

- two published, refereed journal articles and/or refereed book chapters in recognized presses; or
- one published refereed book or textbook in a recognized press in their area of expertise.

Additional evidence that may support the application may include but is not limited to the following:

- invited lectures/Conference presentations
- The Conversation and similar national publications
- community presentations
- external consulting
- community consulting
- extended abstracts
- article or grant refereeing
- report writing
- reports for communities

- patents issued
- policy development
- open educational resources
- advocacy and implementation for community
- exhibitions for performances
- officer of professional committee
- obtaining grants/fellowships
- other kinds of books; and/or
- written comments from Indigenous communities or organizations, Elders, traditional knowledge keepers/carriers who are identified as such by their community, about oral presentations from individuals.

The School recognizes that diverse forms of Indigenous scholarship, possibly not included in the above examples, may count towards tenure and promotion. Indigenous faculty may provide expanded evidence of research/scholarly activity for tenure and promotion applications to include written comments from Indigenous organizations, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

#### *Teaching/Instructional Support*

A satisfactory record of teaching would normally include:

- course evaluations and peer evaluations included in accordance with the current TRU/TRUFA Collective Agreement (2022 - 2025)
- a teaching portfolio that meets the requirements of Article 6 of the TRU/TRUFA Collective Agreement (2022 - 2025); and
- a document included in the portfolio that demonstrates the innovations and adaptations made to courses over time (as per the TRU/TRUFA Collective Agreement (2022 - 2025)).

Additional evidence may include but is not limited to the following:

- supervising students on practicum
- directed studies in teaching
- innovative curriculum development
- innovative curriculum development in relation to the TRC and Calls to Action
- innovative teaching
- participation in articulation or educational conferences; and/or
- supervision of student scholarship (undergraduate or graduate).

Indigenous faculty may provide expanded evidence of teaching activity for tenure and promotion applications to include written comments from Indigenous organizations,

Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

#### *Service*

A satisfactory record of service would normally include a minimum of three (3) of the following with at least one in each category:

##### *Service to TRU*

Evidence may include but is not limited to the following:

- participation in committees at the department level, faculty level or on campus-wide committees, participation in campus events (Orientation, convocation, open houses, etc.); and/or
- leading one committee such as Application Process Committee, Orientation Committee, Program Review Committee; Curriculum Development Committee, where tenure is not required.

##### *Service to discipline/profession*

Evidence may include but is not limited to the following:

- supervising students beyond workload
- outreach activities to early childhood settings, school visits or coaching
- external consultation in relation to the profession beyond the university
- service to the discipline or profession through review committees
- conference organization and involvement
- involvement in the birth to grade 12 curriculums; and/or
- supervision of student scholarship (undergraduate or graduate).

##### *Service to the community at large*

Evidence may include but is not limited to the following:

- participation and/or service in Indigenous communities and organizations
- participation and/or service in multicultural community organizations
- participation in service organizations
- participation in cultural events; and/or
- participation in community events.

The School of Education recognizes that diverse forms of Indigenous service, possibly not included in the above examples, may count towards tenure and promotion. Indigenous faculty may provide expanded evidence of research/scholarly activity for tenure and promotion applications to include written comments from Indigenous organizations, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

#### Specific Tenure and Promotion Criteria for Associate Professor

Those applying for promotion to Associate Professor shall provide documentary evidence of scholarship beyond their accomplishments while appointed at the Assistant Professor rank. Candidates for this rank are expected to demonstrate a sphere of influence at the local and/or provincial level(s), and normally at a national level, or in educational disciplines, or across cultural boundaries. Those applying for tenure and/or promotion to Associate Professor shall provide documentary evidence of a satisfactory record of scholarship. Minimum evidence of a satisfactory record of scholarship evidenced in a timeline and/or in the summary of research, while employed by TRU, shall include a combination of the following:

- three published refereed journal articles and/or refereed book chapters in recognized presses
- one peer reviewed book published in a recognized press; or
- two curated exhibitions/performances relevant to the role and related to the candidate's area of expertise.

A combination of the above evidence is acceptable. For example, an individual may provide documentary evidence of a refereed book chapter in a recognized press and a peer reviewed book published in a recognized press, or a refereed journal article and one curated exhibition/performance relevant to the role and related to the candidate's area of expertise.

Additional evidence may include but is not limited to the following:

- supervising student scholarship in thesis and/or project teaching, directed studies and other examples of scholarship (graduate, undergraduate or diploma/certificate)
- curriculum development
- participation in articulation or educational conferences
- community presentations
- external consulting; community consultations
- article or grant refereeing
- report writing
- development of open educational resources
- editing a journal
- reports for communities
- policy development, advocacy, and implementation; and/or
- written comments from Indigenous organizations, Elders, traditional knowledge keepers/carriers who are identified as such by their community about oral presentations from individuals.

The School of Education recognizes that diverse forms of Indigenous scholarship, possibly not included in the above examples, may be identified as valuable in considerations of tenure and promotion. Indigenous faculty may provide expanded evidence of research/scholarly activity for tenure and promotion applications to include written comments from Indigenous organizations, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

### *Teaching*

Evidence of exceeding the required standard in teaching would normally include:

- summative evaluations including positive student feedback
- participation in curriculum development (internal or external to TRU)
- innovation in teaching; and
- a document that demonstrates the innovations and adaptations made to courses over time (as per the TRU/TRUFA Collective Agreement (2022 - 2025)).

Additional evidence may include but is not limited to the following:

- teaching portfolio broadens to include a wider range of courses
- coordination of multi-section courses
- supervision of student scholarship (undergraduate, graduate, diploma and/or certificate); and/or
- directed studies courses.

Indigenous faculty may provide expanded evidence of teaching for tenure and promotion applications to include written comments from Indigenous organizations, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

### *Service*

A satisfactory record of service would normally include a minimum of three (3) of the following with at least one in each category:

#### *Service to TRU*

Evidence may include but is not limited to the following:

- consistent participation in committees at the department and university level
- co-leading or co-coordinating the work of two committees where tenure is required, such as Appointments Committee
- supporting role in organizing campus events (Orientation, convocation, open houses, etc.)
- other support (work study supervision, website, student interviews, etc.); and/or
- supervision of student scholarship (undergraduate or graduate).

*Service to discipline/profession*

Evidence may include but is not limited to the following:

- mentoring teachers, early childhood educators, coaches
- organizing regional/provincial teacher education and enrichment events
- refereeing or reviewing papers
- consulting provincially; and/or
- serving as external examiner on thesis examination committees.

*Service to the community at large*

Evidence may include but is not limited to the following:

- supporting role in organizing Service organizations
- supporting role in organizing in Cultural events; and/or
- supporting role in organizing Community events.

Indigenous faculty may provide expanded evidence of service activity for tenure and promotion applications to include written comments from Indigenous organizations, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

*Specific Tenure and Promotion Criteria for Professor*

Candidates applying for promotion to the rank of Professor are expected to clearly exceed the minimum requirements in each of the previous categories. Excellence in two of the three categories is expected. In addition, career growth demonstrated by international recognition in either research or the scholarship of teaching is expected. Candidates for this rank are expected to demonstrate a sphere of influence at the local and/or provincial level(s), national level, or in educational disciplines, or across cultural boundaries, and/or at the international level. For Indigenous faculty this can include Indigenous Nations within North America (tmicw) as well as globally.

*Research*

Those applying for the rank of Professor shall provide documentary evidence of their scholarly activity program. Evidence of sustained success in the dissemination of Scholarly Activity since the time of promotion to Associate Professor, will normally include at least one of the following separately or in combination:

- publication of a minimum of five (5) refereed articles, refereed book chapters in recognized presses
- publication of two (2) refereed books in recognized presses; and/or
- two curated exhibition/performances related to the candidate's area of expertise.

An example of a combination of the above might be four published refereed articles or refereed book chapters in recognized presses and one refereed book published in a recognized press.

Additional evidence may include but is not limited to the following:



- written comments from Indigenous organizations, Elders, traditional knowledge keepers/carriers about oral presentations from individuals
- plenary speaker/invited keynote speaker
- sustained external funding; and/or
- publication in recognized, leading, peer reviewed international journals.

Indigenous faculty may provide expanded evidence of research/scholarly activity for promotion applications to include written comments from Indigenous organizations, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

#### *Teaching*

Evidence for outstanding performance in teaching would normally include:

- innovation in teaching
- a document that demonstrates the innovations and adaptations made to courses over time (as per the TRU/TRUFA Collective Agreement (2022 - 2025))
- participation in curriculum development (internal or external); and/or
- serving as an external examiner on thesis examination committees.

Additional evidence may include but is not limited to the following:

- exceeding department norms for evaluation in a wide range of courses
- leadership roles in curriculum development; and/or
- faculty mentorship.

Indigenous faculty may provide expanded evidence of teaching activity for promotion applications to include written comments from Indigenous organizations, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

#### *Service*

A satisfactory record of service would normally include a minimum of three (3) of the following, with at least one in each category.

##### *Service to TRU*

Evidence may include but is not limited to the following:

- leadership role in department and university level committees; and/or
- leadership in initiating new campus and ongoing campus events.

##### *Service to discipline/profession*

Evidence may include but is not limited to the following:

- leadership role in professional organization (provincial, national, international)

- organizing national teacher education and enrichment events
- editing journals; and/or
- consulting locally, regionally, provincially, and particularly nationally or internationally.

*Service to the community at large*

Evidence may include but is not limited to the following:

- leadership role in organizing Service organizations
- leadership role in organizing Cultural events; and/or
- leadership role in organizing Community events.

Indigenous faculty may provide expanded evidence of service activity for promotion applications to include written comments from Indigenous organizations, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

*Specific Tenure and Promotion Criteria for Assistant Teaching Professor*

Candidates applying for tenure as Assistant Teaching Professor are expected to meet the minimum standards in each of the two categories below.

*Teaching*

Evidence of effective teaching normally would include:

- course evaluations (student and peer visitation) which meet the requirements of the TRU/TRUFA Collective Agreement (2022 - 2025); and
- teaching portfolio that meets the requirements of the TRU/TRUFA Collective Agreement (2022 - 2025).

Additional evidence may include but is not limited to the following:

- supervising students (including practicum supervision)
- directed studies teaching
- curriculum development
- participation in articulation or educational conferences; and/or
- innovation in approaches to supervising students (in practicum).

Indigenous faculty may provide evidence of teaching activity for tenure and promotion applications that includes written comments from Indigenous organizations, Indigenous communities, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

*Service*

A satisfactory record of service would normally include a minimum of three (3) of the following:

*Service to TRU*

Evidence may include but is not limited to the following:

- participation in committees (program, faculty and university-wide); and/or
- participation in campus events (Orientation, convocation, open houses, etc.).

Indigenous faculty may provide evidence of service activity for tenure and promotion applications that includes written comments from Indigenous organizations, Indigenous communities, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

*Service to discipline/profession*

Evidence may include but is not limited to the following:

- supervising students beyond workload
- outreach activities to early childhood settings, school visits or coaching; and/or
- involvement in the birth to Grade 12 curriculum.

*Service to the community at large*

Evidence may include but is not limited to the following:

- participation in Service organizations
- participation in Cultural events; and/or
- participation in Community events.

Indigenous faculty may provide evidence of service activity for tenure and promotion applications that includes written comments from Indigenous organizations, Indigenous communities, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

*Specific Tenure and Promotion Criteria for Associate Teaching Professor*

Candidates for promotion to Associate Teaching Professor are expected to demonstrate additional career growth beyond the minimum requirements in the initial appointment. The work of the candidate for promotion to Associate Teaching Professor must be recognized at the regional or provincial level.

*Teaching*

Evidence of exceeding the required standard in teaching would normally include:

- summative evaluation including positive student feedback
- participation in curriculum development (internal or external to TRU); and
- innovation in teaching.

Additional evidence may include but is not limited to the following:

- teaching portfolio broadens to include a wider range of courses
- coordination of multi-section courses
- supervision of student scholarship (undergraduate or graduate); and/or
- directed studies courses.

Indigenous faculty may provide evidence of teaching activity for tenure and promotion applications that includes written comments from Indigenous organizations, Indigenous communities, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

#### *Service*

A satisfactory record of service would normally include a minimum of three (3) of the following:

##### *Service to TRU*

- consistent participation in committees at the department and university level
- supporting role in organizing campus events (Orientation, convocation, open houses, etc.); and/or
- other support (work study supervision, website, student interviews, etc.).

##### *Service to discipline/profession*

Evidence may include but is not limited to the following:

- mentoring teachers, early childhood educators, coaches
- organizing regional/provincial teacher education and enrichment events
- Refereeing or reviewing papers; and/or
- consulting provincially.

##### *Service to the community at large*

Evidence may include but is not limited to the following:

- supporting role in organizing Service organizations
- supporting role in organizing Cultural events; and/or
- supporting role in organizing Community events.

The School of Education recognizes that diverse forms of Indigenous Service, possibly not included in the above examples, may be identified as valuable in considerations of tenure and promotion. Indigenous faculty may provide evidence of service activity for tenure and promotion applications that includes written comments from Indigenous organizations, Indigenous communities, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

### Specific Tenure and Promotion Criteria for Teaching Professor

Candidates for promotion to Teaching Professor are expected to clearly demonstrate outstanding performance in teaching and outstanding contribution in service. In addition, career growth demonstrated by national or international recognition is expected.

#### *Teaching*

Evidence for outstanding performance in teaching would normally include:

- innovation in teaching
- participation in curriculum development (internal or external); and/or
- serving as a committee member on thesis examination committees.

Additional evidence may include but is not limited to the following:

- exceeding department norms for evaluation in a wide range of courses
- coordination of multi-section courses
- leadership roles in curriculum development; and/or
- faculty mentorship.

Indigenous faculty may provide evidence of teaching activity for tenure and promotion applications that includes written comments from Indigenous organizations, Indigenous communities, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

#### *Service*

A satisfactory record of service would normally include a minimum of three (3) of the following with at least one in each category:

##### *Service to TRU*

Evidence may include but is not limited to the following:

- leadership role in department and university level committees; and/or
- leadership in new initiatives on campus and ongoing campus events.

##### *Service to discipline/profession*

Evidence may include but is not limited to the following:

- leadership role in Professional organization (provincial/national/international)
- organizing national teacher education and enrichment events
- editing journal; and/or
- consulting nationally.

##### *Service to the community at large*

Evidence may include but is not limited to the following:

- leadership role in organizing Service organizations
- leadership role in organizing in Cultural events; and/or

- leadership role in organizing Community events.

The School of Education recognizes that diverse forms of Indigenous service, possibly not included in the above examples, may count towards tenure and promotion. Indigenous faculty may provide expanded evidence of research/scholarly activity for tenure and promotion applications to include written comments from Indigenous organizations, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.

#### Instructional Support Criteria within Tripartite or Bipartite appointments

The potential for faculty positions, whether bipartite or tripartite, to include Instructional Support as part of the role and appointment letter exists. These positions typically involve a percentage of assignment often abstracted from the teaching priority that is designated for instructional support. The appointment letter as well as agreed upon and articulated written expectations determine the weighting in both bipartite and tripartite instructional support roles. Below is one example of how a role might be delineated and understood, beyond weightings. The appointment letter as well as current role descriptions are important to consider in all cases.

Additionally, the expectations for teaching, research and service or teaching and service, found in tripartite or bipartite appointment apply. They also consider, on a case-by-case basis, with a complete written role description that is submitted in the application package, the added dimension of Instructional Support.

**Role description:** As an example, a practicum coordinator has many responsibilities including items such as responsibility for the overall functioning of the experiential learning component of teacher education or early childhood education programs. These learning experiences occur primarily in schools and or early childhood facilities. The guidelines for these experiences are provided in the Handbooks which are provided to students, faculty mentors and teacher mentors in teacher education programs and mentor educators and sponsor teachers in ECE programs. Implicit with this responsibility is the coordinator's appropriate accountability for and authority to carry out the functions below at local and provincial levels. These functions include planning and implementation; problem solving; coordination of faculty/teacher/student groups; evaluation; collaboration; and administrative design.

Please note the incremental steps from instructional support level one to level two and level three for each sample role component. These follow an increase in responsibility from following already established procedures (level one) to refining those procedures (level two) and to developing new and improved procedures (level three). Of special importance throughout levels two and three is the Indigenization and decolonization of processes and procedures. Please note the increase in sphere of influence from regional, to provincial and beyond when moving from level one to level two to level three.

### *Planning and implementation*

*Instructional support one:* Implementing the practicum education framework outlined in the relevant Handbook by planning for, recruiting, screening, and developing quality classroom placement opportunities for students. For example, In the BEd programs this is done through liaising with local school districts, principals and teachers, Ministry of Education & BC Teachers Council and with input from teacher candidates and Indigenous communities. In the ECE program this is done through liaising with childcare centres, preschools, strong starts, head starts, executive directors and senior educators, (soon to be in) Ministry of Education and ECE Registry, and with input from students.

*Instructional support two* (all of level one plus -) Working together with faculty to update and refine the practicum education framework outlined in the relevant Handbook, to support students by revising processes and procedures where appropriate, in alignment with requirements from Ministry of Education & BC Teachers Council for BEd and for ECE (soon to be in) Ministry of Education and ECE Registry.

*Instructional support three* (all of levels one and two plus -) Leading in the periodic review and improvement of the practicum education framework, as outlined in the appropriate Handbook, through consultation with literature, and with faculty, students, educators, Ministry of Education & BC Teachers Council for BEd programs and for ECE (soon to be in) Ministry of Education and ECE Registry, and other relevant groups, including Indigenous groups across the province. Establishing new practicum placement agreements with particular focus on relationship building with Indigenous schools, daycares, and community organizations.

### *Problem solving*

*Instructional support one:* Working together with the program coordinator to assist faculty supervisors in resolving problems for students' success arising out of the practicum placement experience. This is achieved through following established processes and procedures, as outlined in the appropriate Handbook. It includes networking student supports and working with stakeholders and contributing to the writing of reports and recommendations to the Chair and Dean should problems arise with a students' practicum learning experience.

*Instructional support two:* (all of level one plus -) Assuming more responsibility in the writing of the recommendation to the Chair and/or Dean through the performance review processes if a placement is not working for the success of the student. Refining policies and processes as outlined in the appropriate Handbook, where appropriate, through consultation with the literature, and the policies and processes of other Teacher Education Programs and ECE Registry in the province. Of special interest is the review of processes to Indigenize and decolonize processes and procedures.

*Instructional support three:* (all of levels one and two plus -) Leading the writing of the recommendation to the Chair and/or Dean through the performance review processes outlined in the appropriate Handbook if a placement is not working for the success of the student. Periodically reviewing and updating the processes and procedures for resolving problems, as outlined in the appropriate Handbook, through consultation with the literature, and the policies and processes of other Teacher Education Programs and ECE Registry in the province. Of

special interest is the review of processes to Indigenize and decolonize processes and procedures. Taking any revisions to policies and procedures, as outlined in the appropriate Handbook, through the approval processes of the Faculty and University.

*Coordinating and supporting students, practicum supervisors and faculty mentors in practicum placements*

*Instructional support one:* Following processes for coordinating faculty, teacher; student groups for practicum for the success of students, throughout the practicum experience. Organization of meetings and seminars for teacher candidates (teacher education programs) or early childhood educators (ECE programs).

*Instructional support two:* (all of level one plus -) Supporting professional development of faculty mentors and teacher mentors in teacher education programs, and mentor educators and sponsor teachers in ECE, for the success of students through such means as designed mentoring workshops and resources. Of special importance is Indigenization and decolonization.

*Instructional support three:* (all of levels one and two plus -) Creating and delivering professional development for groups already mentioned through consultation with the literature and the policies and processes of other Teacher Education Programs in the province.

*Evaluation*

*Instructional support one:* Following processes to regularly evaluate and report on progress and problems for students in the practicum. Each month the practicum coordinator provides a report to the BEd program committee/ECE program committee at the monthly meeting. At the end of each practicum, the Practicum Coordinator requests feedback from faculty mentors and students regarding the practicum. In addition, the practicum coordinator conducts peer evaluations of faculty mentors during the practicum for the purpose of supporting student success.

*Instructional support two:* (all of level one plus -) refining processes for evaluation and reporting to better support student success.

*Instructional support three:* (all of levels one and two plus -) developing processes for evaluation and reporting in consultation with the literature and the policies and processes of other Teacher Education Programs/ECE Registry in the province. Of special interest is the review of processes to Indigenize and decolonize processes and procedures.

*Collaboration*

*Instructional support one:* Collaborating with practicum coordinators at other colleges and universities on the enhancement of practicum education for success of students through attending meetings such as annual round table meetings and other gatherings at local and provincial level.



*Instructional support two:* (all of level one plus -) Supporting initiatives from other practicum coordinators at provincial level through collaboration on projects and documents.

*Instructional support three:* (all of levels one and two plus -) Initiating new collaborations or projects with other practicum coordinators at provincial level. Of special interest is the review of processes to Indigenize and decolonize processes and procedures.

#### *Administrative design*

*Instructional support one:* Monitoring the implementation of policies and procedures, as outlined in the appropriate handbook, related to practicum education for the success of students. Liaising with Ministry of Education, teacher certification branch/ECE Registry, on the requirements of the practicum education experiences for success of students.

*Instructional support two:* (all of level one plus -) Initiating adjustments and improvements to practicum policies and procedures, as outlined in the appropriate handbook, for the success of students through discussions with Ministry of Education, teacher certification branch/ECE Registry, on the requirements of the practicum education experiences for success of students.

*Instructional support three:* (all of levels one and two plus -) Designing policies and procedures, as outlined in the appropriate handbook, related to practicum for the benefit of students and through discussion with Ministry of Education, teacher certification branch/ECE Registry and other BC teacher/ECE education programs. Where such policies and procedures are lacking, the coordinator will assume initiative in developing them. These policies and procedures are placed in the program handbook. Of special interest is the review of processes to Indigenize and decolonize processes and procedures.

#### *Indigenous faculty member considerations in Bipartite or Tripartite Instructional Support Roles*

Indigenous faculty may provide evidence relevant for an Instructional Support role for tenure and promotion applications that includes written comments from Indigenous organizations, Indigenous communities, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions.