

# Academic Standards for Promotion and Tenure in the Faculty of Science at TRU <sup>1</sup>

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<sup>1</sup> Faculty of Science approved these Guidelines on June 17, 2021. Revisions were made in 2023 to incorporate Instructional Support (Lab Coordinator) roles. Approved by FoS January 18, 2024.

## 1. Introduction

This document outlines the standards and expectations for promotion and tenure of the Faculty of Science (the Faculty) at Thompson Rivers University (TRU). These standards and expectations are guided by current university policies as detailed in the Senate-approved “Principles and Essential Features of Standards Documents” and the provisions of the current Collective Agreement.

TRU’s vision is to redefine the university as a place of belonging and where faculty are empowered to transform themselves, their communities and the world. As an institution, our values prioritize (1) Inclusion and Diversity, (2) Community-Mindedness, (3) Curiosity, and (4) Sustainability (<https://www.tru.ca/envision/vision-statement.html>). In order that the Faculty of Science support our 10-year strategic change goals, we intend these academic standards to acknowledge and accept the multiplicity of faculty contributions in teaching, service and scholarship that can support our following goals:

- (1) to eliminate achievement gaps
- (2) honour truth, reconciliation and rights
- (3) lead in community research and scholarship, and
- (4) design for life-long learning.

Faculty members are categorized into two streams: bipartite and tripartite. Both are expected to contribute teaching and service; tripartite members are expected to contribute scholarly (research) activities as well. Bipartite ranks are: Assistant Teaching Professor, Associate Teaching Professor and Teaching Professor; or Instructional Support I, II, and III (Lab Coordinators). Tripartite ranks are Assistant Professor, Associate Professor and Professor.

This document aims for standards that:

- (1) are transparent
- (2) are consistent
- (3) are of equal rigour in both bipartite and tripartite streams
- (4) provide faculty with flexibility to demonstrate excellence

The spirit of this document is supportive and the document sets out standards empowering faculty for career success. It is expected the standards presented will result, over time, in a comparable proportion of faculty in each of the three ranks in both bipartite and tripartite streams as found in science faculties at similar-resourced teaching-focused universities.

The Faculty of Science recognizes the need for equity and inclusion in the application of these standards. The Faculty explicitly notes the added barriers people with different abilities, life circumstances and caring responsibilities, family structures, and structurally marginalized identities can face within the academy and the Faculty is committed to recognizing scholarship, teaching, and service contributions in an actively anti-discriminatory way. The Faculty understands ensuring equity, diversity, and inclusion requires flexibility in application of these standards particularly with respect to systemic barriers, career interruptions, and special circumstances. Candidates should address the diversity of their career path in their application.

Career interruptions occur when faculty are taken away from their work for an extended period of time for health, cultural, administrative, family, or other reasons. Special circumstances involve slowdowns in work productivity for health, cultural, administrative, family, or other reasons (i.e., the applicant was not completely taken away from work). In order to accurately estimate the productivity of a candidate (independent of any career interruptions or special circumstances) Tenure and Promotion committees are strongly encouraged to consider career interruptions and special circumstances affecting applicants’ record of achievements.

The Collective Agreement defines the parameters of tenure and promotion:

CA 6.1.1 The granting of tenure is the recognition by academic peers and the University that the Faculty Members has demonstrated through their academic achievements and contributions that they have sufficient momentum and promise of ongoing success to justify the long-term commitment of the University to an ongoing appointment.

Tenure provides economic security and assurance of continued opportunities to teach, to carry out one’s professional role and to do scholarship in accordance with the Faculty Member’s assigned duties and responsibilities. Academic freedom and economic security, i.e. tenure, support institutions of higher learning in fulfilling their obligations to their students and to society

in general.

CA 6.1.2 Promotion in rank is the recognition of the Faculty Member's growth and development in their profession, and as a Scholar, and of their service to the University and the academic community.

In essence, these are the hypotheses for tenure and promotion and applicants must provide supporting evidence.

To merit tenure or promotion, faculty members in the faculty of Science will have their performance assessed for:

- (a) effectiveness in their teaching/professional roles as defined in this document;
- (b) recognition of research, scholarly, and creative work [for tripartite faculty]; and
- (c) contributions to service within the university, general community, and profession.

Consequently, candidates for promotion and/or tenure are required to create a portfolio describing their activities, achievements, and future plans in each of these areas. The portfolio must provide clear and compelling evidence of the following overarching TRU principles for attaining tenure and progressing through the ranks:

- ✓ **Incremental and accumulative growth** must be demonstrated at each step in teaching and related professional activity, scholarship [for tripartite faculty], AND service.
- ✓ Accordingly, there are **increasing expectations for performance** at each step in teaching and related professional activity, scholarship [for tripartite faculty], AND service.

Further, contributions must be **recognized and assessed** as having a widening sphere of influence. Given our institution's values, spheres of influence to be considered include:

- (1) geographical (local, provincial, national, international)
- (2) disciplinary boundaries,
- (3) cultural boundaries and
- (4) beyond academia.

Faculty should strive and have evidence of their impact/contributions in communities sustaining and supporting TRU.

Within each of the three categories of teaching, scholarship and service, this document provides examples (Tables 1 & 2) of criteria for the evaluation of excellence, allowing faculty flexibility in the design of their career path. Faculty members are also allowed some flexibility in the weighting they assign to the two or three areas for evaluation (detailed later), which will reflect their focus and strengths. As well, the Faculty of Science uses Boyer's (1990) four types of scholarship, discovery, integration, application, and teaching, in order to allow faculty flexibility in the type of scholarship that they undertake. A glossary of Boyer's and other terms are included in this document as Appendix 2.

## 2. Weighting of assessment criteria

Each faculty member must decide on the weighting of teaching, scholarship and service to be used in their evaluation.

**These weightings represent the balance among the evidence presented, and not the actual workload of that member.**

The weighting guidelines presented here are minima and maxima for each category providing faculty members flexibility in how they wish to be evaluated. This is important because the emphasis in a member's activities may vary over their career.

The applicants and Tenure and Promotion Committees should view the candidate's suggested weightings with the following in mind:

1. Weightings should be decided following a collegial discussion with their department, as departments may have special requirements.

2. These weightings are appropriate for members with bipartite and tripartite workload. Deviations from these criteria would be expected for members with a very high scholarship load, or those who have filled exceptional leadership roles in the university.
3. In no case would a member be promoted if they were considered to have performed inadequately in any one category, regardless of that category's weighting.

The assessment criteria for appointment, tenure and promotion depend on the type of position, bipartite or tripartite.

Evaluation in the **bipartite** stream is based upon:

- (1) Academic Qualifications
- (2) Teaching (including lab coordination duties for Instructional Support roles )
- (3) Service

For the purposes of tenure and promotion academic qualifications will usually mean the terminal degree in a discipline, or in exceptional cases, a sub-terminal degree and outstanding experience and performance in their discipline.

For bipartite faculty, the minimum and maximum weightings for teaching (including lab coordination duties), and service, are:

Teaching:	minimum of 70% and maximum of 85%
Service:	minimum of 15% and maximum of 30%
Scholarship:	0%*
Total:	100%

\*Scholarship (Research) is not required, however, candidates may use evidence of scholarship related to their appointment in their dossier.

Evaluation in the **tripartite** stream is based upon:

- (1) Academic Qualifications
- (2) Teaching
- (3) Scholarship
- (4) Service

For the purposes of tenure and promotion academic qualifications will usually mean the terminal degree in a discipline, or in exceptional cases, a sub-terminal degree and outstanding experience and performance in their discipline.

For tripartite faculty the minimum and maximum weightings for teaching, scholarship, and service, are:

Teaching:	minimum of 40% and maximum of 50%
Scholarship:	minimum of 30% and maximum of 45%
Service:	minimum of 10% and maximum of 25%
Total:	100%

## 1. Appointment Criteria

### *Tripartite Roles*

#### **Assistant Professor**

1. Candidates for appointment, tenure and promotion in the faculty must meet the qualifications for the position as advertised by the relevant department. The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
2. Evidence must indicate the candidate has potential for effective teaching at the practitioner level. This evidence may include data obtained from previous teaching experience (e.g., student teaching evaluations) or from a demonstration of teaching ability in a manner recognized and assessed by peers.
3. The candidate must demonstrate potential for successful engagement in Scholarly Activity, and such activity would be recognized and assessed as excellent in a number of professional communities (i.e. by their peers).
4. The candidate must demonstrate commitment to service to the University, Discipline and/or Profession, and where applicable, the community-at-large in a manner that this service would be recognized and assessed by peers in a number of communities at the practitioner level.

#### **Associate Professor**

1. Candidates for appointment, tenure and promotion in the faculty must meet the qualifications for the position as advertised by the relevant department. The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
2. The candidate must show incremental and accumulative growth in the teaching of the discipline (moving from practitioner to manager), as demonstrated by recognition and assessment by multiple communities crossing geographical, disciplinary, or cultural boundaries.
3. The candidate must show consistent accomplishment in the scholarship of the discipline, to be demonstrated by Scholarly Activity that is accumulative, recognized and assessed as significant, with increasing sphere of influence, be it crossing geographical (provincial to national), disciplinary or cultural boundaries above the Assistant Professor 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 Assistant Professor level. This performance is recognized as having an increasing sphere of influence, be it crossing geographical (provincial to national), discipline or cultural boundaries above the Assistant Professor level.

#### **Professor**

1. Candidates for appointment, tenure and promotion in the faculty must meet the qualifications for the position as advertised by the relevant department. The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.

2. The candidate must show incremental and accumulative growth and exemplary performance in the teaching of the discipline, as demonstrated by recognition and assessment (moving from manager to leader) by multiple communities crossing geographical, discipline, or cultural boundaries.
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 with increasing sphere of influence, be it crossing geographical (national to international), discipline or cultural boundaries above the Associate Professor level.
4. The candidate must provide evidence of consistent and exemplary 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 Associate Professor level. This performance is recognized as having an increasing sphere of influence, be it crossing geographical (national to international), discipline or cultural boundaries above the Associate Professor level.

### ***Bipartite Roles***

#### **Instructional Support I / Lab Coordinator**

1. Candidates for appointment, tenure and promotion in the faculty must meet the qualifications for the position as advertised by the relevant Department. The normal criterion will be a Master's degree in the member's discipline.
2. Evidence must indicate the candidate possesses the potential for effective lab teaching and coordinating at the practitioner level. That may include data from previous teaching experience (e.g., student teaching evaluations) or from a demonstration of teaching ability in a manner recognized and assessed by peers.
3. The candidate must demonstrate commitment to undertaking service to the university, discipline, and/or profession, and where applicable, the Community-at-Large in a manner that would be recognized by peers in a number of communities at the practitioner level.

#### **Instructional Support II / Senior Lab Coordinator**

1. Candidates for appointment, tenure and promotion in the faculty must meet the qualifications for the position as advertised by the relevant Department. The normal criterion will be a Master's degree in the member's discipline.
2. The candidate must show incremental and accumulative growth in the practice of the discipline — moving from practitioner to manager — as demonstrated by recognition and assessment by peers in multiple communities crossing geographical (regional/provincial), disciplinary, or cultural boundaries, above the Lab Coordinator 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. This performance should be recognized by peers to reflect an increasing sphere of influence, be it crossing geographical (regional/provincial), discipline or cultural boundaries, above the Lab Coordinator level.

#### **Instructional Support III / Principal Lab Coordinator**

1. Candidates for appointment, tenure and promotion in the faculty must meet the qualifications for the position as advertised by the relevant department. The normal criterion will be a Master's degree in the member's discipline.
2. The candidate must show incremental, accumulative growth and exemplary performance in the

practice of the discipline — moving from manager to leader — as demonstrated by recognition and assessment by multiple communities crossing geographical (national to international), disciplinary, or cultural boundaries, above the Senior Lab Coordinator level.

3. The candidate must provide evidence of consistent and exemplary 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. This performance should be recognized by peers to reflect an increasing sphere of influence, be it crossing geographical (national to international), disciplinary or cultural boundaries, above the Senior Lab Coordinator level.

### **Assistant Teaching Professor**

1. Candidates for appointment, tenure and promotion in the faculty must meet the qualifications for the position as advertised by the relevant department. The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
2. The candidate must demonstrate potential for successful engagement in teaching that would be recognized and assessed by peers as significant at least at the local and regional level by multiple communities crossing geographical, disciplinary, or cultural boundaries.
3. The candidate must demonstrate commitment to service to the University, Discipline and/or Profession, and where applicable, the community-at-large in a manner that this service is recognized and assessed by peers in a number of communities at the practitioner level.

### **Associate Teaching Professor**

1. Candidates for appointment, tenure and promotion in the faculty must meet the qualifications for the position as advertised by the relevant department. The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
2. The candidate must show incremental and accumulative growth in the teaching of the discipline (moving from practitioner to manager), as demonstrated by recognition and assessment by multiple communities crossing geographical (provincial to national), disciplinary, or cultural boundaries above the Assistant Teaching Professor 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 Assistant Professor level. This performance should be recognized by peers to reflect an increasing sphere of influence, be it crossing geographical (provincial to national), discipline or cultural boundaries above the Assistant Teaching Professor level.

### **Teaching Professor**

1. Candidates for appointment, tenure and promotion in the faculty must meet the qualifications for the position as advertised by the relevant department. The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
2. The candidate must show incremental and accumulative growth and exemplary performance in the teaching of the discipline, as demonstrated by recognition and assessment (moving from

manager to leader), as demonstrated by recognition and assessment by multiple communities crossing geographical, disciplinary, or cultural boundaries above the Associate Teaching Professor level.

3. The candidate must provide evidence of consistent and exemplary 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 Associate Professor level. This performance should be recognized by peers to reflect an increasing sphere of influence, be it crossing geographical (national to international), disciplinary or cultural boundaries above the Associate Teaching Professor level.

#### 4. The process of applying for tenure and promotion

This process is dictated by the Collective Agreement. Please refer to Collective Agreement, Article 6.4 for specific instructions.

#### 5. Teaching evaluation criteria

The Faculty of Science regards teaching as a major activity of all faculty members and a critical consideration in any decision regarding appointment, tenure or promotion. There are three key elements to teaching within the Faculty of Science:

- (1) promoting student success and engagement in all teaching arenas (i.e., lectures, laboratories, in the field, clinics and/or distance learning)
- (2) the integration and contribution of a member's teaching to their department's overall program and
- (3) the use of scholarly teaching. As student engagement and success are important goals for the Faculty of Science and TRU, faculty must promote these goals in academically rigorous and current curricula.

Furthermore, it is important a faculty member's teaching contributes to the overall growth and development of their department. Such contributions could include teaching across the curriculum, teaching large classes, intensive marking, field trips, new course development or mentoring other faculty. Finally, it is expected that within the Faculty of Science all members will engage in scholarly teaching. Scholarly teachers reflect upon their teaching, consult scholarly references (i.e., peer-reviewed articles/experts), and incorporate appropriate teaching strategies into their practice (Richlin 2001).

The Faculty of Science recognizes that teaching is a multifaceted activity covering a broad range of activities thus, evidence that may be used to support a faculty member's teaching record may also be broad and inclusive. Faculty member's teaching must be documented through the development of a teaching portfolio, as outlined in **Article 6, Appendix 1** of the collective agreement. The assessment of each faculty member's teaching must be reviewed keeping in mind all aspects of the faculty members' teaching assignment. The dossier may also include additional items listed in Table 1 below.



Table 1. Teaching criteria useful to faculty in demonstrating their contributions to teaching for tenure and promotion. The items in Table 1 are not inclusive or exclusive and are **NOT A CHECKLIST** to be completed; rather, the items represent examples of objective, documentable aspects of teaching that can be used to show excellence. As members progress through the ranks they are expected to make contributions of increasing impact and influence and move from practitioner to leader.

1a). *Teaching criteria for professor roles*

	<b>Tenure at Assistant Professor / Assistant Teaching Professor</b>	<b>Associate Professor / Associate Teaching Professor</b>	<b>Professor / Teaching Professor</b>
<b>Instructional Knowledge (Student Success and Engagement)</b>	<p>Maintains a quality learning environment for learners of all backgrounds.</p> <p>Uses appropriate teaching materials in terms of currency, quantity, content, accessibility and appropriate academic rigor.</p> <p>Provides useful student consultation outside of class.</p> <p>Actively promotes academic integrity within classroom and follows academic integrity policies and procedures.</p> <p>Promotes student curiosity, life-long learning and community-mindedness.</p> <p>Provides appropriate student assessment relative to course, program and institutional learning objectives.</p> <p>Student projects provide engaging, relevant and meaningful opportunities for students.</p> <p>Incorporates Open Educational Resources (OER), open tools and data or open educational practices (OEP) into course materials and course design.</p>	<p>Demonstrates competence in course development, implementation and assessment.</p> <p>Demonstrates refinement of course content with respect to both discipline content and inclusion and diversity.</p> <p>Teaching motivates and inspires curiosity, lifelong learning and community-mindedness in students.</p> <p>Demonstrates mentorship of other faculty in discipline or pedagogy specific areas.</p> <p>Contributes to instructional knowledge of multiple communities (TRU and beyond).</p> <p>Works within community to evaluate, assess and adapt OER, open tools and open data, and considers OEP for inclusion into courses/programs.</p>	<p>Contributes to instructional knowledge with an increasing sphere of influence transcending geographic, discipline or cultural boundaries.</p> <p>Evidence of contribution to instructional knowledge that is publicly disseminated in a variety of ways and across varying communities.</p> <p>Works within communities to create OER, open tools and open data and leads OEP initiatives.</p>

<p style="text-align: center;"><b>Pedagogical Knowledge (Scholarly Teaching)</b></p>	<p>Implements different teaching techniques within courses, and is in the process of incorporating diversity and inclusion and the reduction of institutional barriers into course dissemination.</p> <p>Reflects upon teaching practice from a content lens.</p> <p>Engages in life-long learning regarding pedagogy through various communities (TRU CELT, local/provincial/international groups).</p> <p>Displays life-long learning through review and reflection of their own current teaching practices and a cyclical process for continual improvement.</p> <p>Utilizes TRU processes (course evaluations and peer review) and TRU resources (CELT, TPC) to critically reflect on their own teaching.</p>	<p>Implements different teaching techniques, and demonstrates the incorporation of diversity and inclusion and the reduction of institutional barriers into course dissemination.</p> <p>Reflects upon teaching practice from a content lens and also from an inclusion and diversity lens.</p> <p>Disseminates to various communities on teaching techniques and pedagogical knowledge.</p> <p>Teaching practices are scholarly and evidence-based.</p> <p>Provides instructional mentoring within different communities (TRU and beyond).</p> <p>Engages in own learning regarding pedagogy through a range of communities (TRU and beyond).</p> <p>Facilitates workshops and conferences.</p> <p>Utilizes TRU processes (course evaluations and peer review) and TRU resources (CELT, TPC) to critically reflect on their teaching.</p>	<p>Contributes to pedagogical knowledge with an increasing sphere of influence transcending geographic, discipline or cultural boundaries.</p> <p>Demonstrates evidence of pedagogical impact within the community.</p> <p>Provides mentoring (workshops/consultations ) to an increasingly broad range of audiences.</p> <p>Provides leadership to an increasingly diverse range of communities.</p> <p>Recognized by multiple communities for excellence and leadership in teaching.</p>
<p style="text-align: center;"><b>Contribution to Department/ Program</b></p>	<p>Actively participates in departmental planning.</p> <p>Promotes program and institutional learning outcomes at the course level.</p> <p>Connects course curriculum to community needs.</p> <p>Participates in departmental outreach.</p> <p>Engages in course-level activities to fulfill program learning outcomes.</p>	<p>Provides leadership in departmental planning and course development.</p> <p>Contributes in a substantial way to departmental teaching load through either number of students, number of courses or accepting teaching intensive courses.</p> <p>Viewed as a resource person in discipline or pedagogy.</p> <p>Represents department's interest in campus wide committees.</p>	<p>Provides leadership for developing/updating program curriculum.</p> <p>Initiates new courses/programs.</p> <p>Plays a leadership role in updating courses/programs.</p>

1b). Teaching criteria for Instructional Support roles

	<b>Tenure at Instructional Support I / Lab Coordinator</b>	<b>Instructional Support II / Senior Lab Coordinator</b>	<b>Instructional Support III / Principal Lab Coordinator</b>
<b>Instructional Knowledge (Student Success and</b>	<p>Coordinates laboratory sections and spaces effectively, in collaboration with course faculty and technicians.</p> <p>Maintains a quality learning environment for learners of all backgrounds.</p> <p>Uses appropriate lab teaching materials in terms of currency, quantity, content, accessibility, and appropriate academic rigor.</p> <p>Demonstrates effectiveness in selecting, training, and supporting Teaching Assistants.</p> <p>Provides useful student consultation outside of class.</p> <p>Follows academic integrity policies and procedures within labs.</p> <p>Promotes student curiosity, life-long learning and community-mindedness.</p> <p>Provides appropriate student assessment relative to course, program and institutional learning objectives.</p>	<p>Coordinates laboratory sections and spaces proficiently, in collaboration with course faculty and technicians.</p> <p>Demonstrates competence in laboratory exercise development, implementation, and assessment.</p> <p>Demonstrates refinement of lab curriculum with respect to both discipline content, and inclusion and diversity.</p> <p>Demonstrates competence and innovation in recruiting, selecting, training and supporting Teaching Assistants.</p> <p>Teaching motivates and inspires curiosity, lifelong learning and community-mindedness in students.</p> <p>Demonstrates mentorship of other faculty in discipline, pedagogy or professional practice.</p> <p>Contributes to instructional knowledge of multiple communities (TRU and beyond).</p>	<p>Demonstrates leadership in coordinating laboratory classes and spaces, in collaboration with course faculty and technicians.</p> <p>Contributes to lab instruction with an increasing sphere of influence transcending geographic, discipline or cultural boundaries.</p> <p>Provides evidence of contribution to instructional knowledge that is publicly disseminated in a variety of ways and across varying communities.</p> <p>Demonstrates leadership in recruiting, selecting, training and supporting Teaching Assistants, including sharing best practices with other faculty.</p>

<b>Pedagogical Knowledge (Scholarly Teaching)</b>	<p>Implements different teaching techniques within lab curriculum and is in the process of incorporating diversity and inclusion and reduction of institutional barriers into lab course dissemination.</p> <p>Reflects upon lab teaching practice from a content lens.</p> <p>Engages in life-long learning regarding pedagogy through various communities (TRU CELT, local/provincial/international groups).</p> <p>Displays life-long learning through review and reflection of their own current teaching practices and a cyclical process for continual improvement.</p> <p>Utilizes TRU processes (course evaluations and peer review) and TRU resources (CELT, TPC) to critically reflect on their own teaching/ professional practice.</p>	<p>Implements different teaching techniques and demonstrates the incorporation of diversity and inclusion and reduction of institutional barriers into lab course dissemination.</p> <p>Reflects upon lab teaching practice from a content lens and also from an inclusion and diversity lens.</p> <p>Disseminates to various communities lab teaching techniques and pedagogical knowledge.</p> <p>Teaching/ professional practice are scholarly and evidence-based.</p> <p>Provides instructional mentoring within different communities (TRU and beyond).</p> <p>Engages in own learning regarding pedagogy through a range of communities (TRU and beyond).</p> <p>Facilitates workshops and conferences.</p> <p>Utilizes TRU processes (course evaluations and peer review) and TRU resources (CELT, TPC) to grow their teaching / professional practice.</p>	<p>Contributes to lab pedagogical knowledge with an increasing sphere of influence transcending geographic, discipline or cultural boundaries.</p> <p>Demonstrates evidence of pedagogical impact within the community.</p> <p>Provides mentoring (workshops/ consultations) to an increasingly broad range of audiences.</p> <p>Provides leadership to an increasingly diverse range of communities.</p> <p>Recognized by multiple communities for excellence and leadership in teaching/ professional role.</p>
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<p style="text-align: center;"><b>Contribution to Department/ Program</b></p>	<p>Actively participates in departmental planning.</p> <p>Promotes program and institutional learning outcomes at the lab course level.</p> <p>Connects lab course curriculum to community needs.</p> <p>Participates in departmental outreach.</p> <p>Engages in lab course-level activities to fulfill program learning outcomes</p>	<p>Provides leadership in departmental planning and lab course development.</p> <p>Contributes effectively to departmental teaching load through either number of students or lab sections along with TA supervision.</p> <p>Viewed as a resource person in discipline, pedagogy, or professional practice.</p> <p>Represents department's interest in campus wide committees related to professional role.</p>	<p>Plays a leadership role in updating lab courses / programs.</p> <p>Initiates new lab activities / courses / programs.</p>
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## 6. Scholarship evaluation criteria

Scholarly work is intellectual work that is in the public realm and contributes to knowledge and the dissemination of that knowledge through appropriate external peer reviewed outlets or venues. Scholarship in the Faculty of Science is broadly defined to include Boyer's (1990) four types of scholarship, discovery, integration, application and teaching, in order to allow faculty flexibility in the type of scholarship that they undertake.

In the Faculty of Science, there are two key elements of scholarship:

- (1) it must have impact on a faculty member's field of study through the production of peer-reviewed materials and
- (2) it must include the mentoring of students.

The evaluation of scholarship will address the impact of the faculty member's work and their contribution to their field of study and the larger community.

Normally there would be a progression from regional to provincial to national to international; however, these standards will respect and acknowledge alternate evidence of increasing spheres of influence that supports TRU Vision, Values and Strategic Goals. While peer-reviewed materials are the primary evidence used to assess the impact of a members' scholarship, they are not the sole evidence. A larger list of scholarship criteria that serve as the type of evidence that may be used in tenure and promotion in science is included in Table 2. The applicant can address the choice of venues for dissemination, and the indications of impact including advancement of knowledge and/or addressing socio-economic or environmental needs.

As the primary focus of TRU is undergraduate education, a critical component of the scholarship program will be the engagement of undergraduate students, and if appropriate, graduate students. The scholarship productivity of a faculty member will be reviewed keeping in mind the resources available at Thompson Rivers University, with expectations similar to other teaching-focused, primarily undergraduate universities in North America with similar resources.

Table 2. Criteria useful to faculty members in demonstrating their contributions to scholarly activity for tenure and promotion. The items in this table are **NOT A CHECKLIST** that must be completed; rather, the items represent examples of evidence that can be used to show excellence. As members progress up the ranks they are expected to make meaningful contributions are increasing in quality or sphere of influence and cross boundaries of geography, discipline or culture.

	<b>Tenure at Assistant Professor</b>	<b>Associate Professor</b>	<b>Professor</b>
<b>Production of Scholarly Materials</b>	<p>Produces peer reviewed reports and publications (e.g., journal article, extended abstracts, books, book chapters, standards of practice, manuscripts accepted/in press, patents issued).</p> <p>Produces non-peer reviewed reports and publications (e.g., reports, publications, conference abstracts, books, book chapters, reference texts, manuscripts submitted and in review, published reviews, patents filed).</p> <p>Gives internal presentations within TRU and at local conferences (oral and posters).</p> <p>Media coverage.</p> <p>Influence (as measured by presentations, exhibits, citations, collaboration, and/or adoption of work) is primarily with scientific discipline.</p> <p>Scholarship contributes meaningfully (as measured by publications, presentations, exhibits, citations, collaboration, and/or adoption of scholarly output) to communities limited by geography, discipline or culture.</p>	<p>Produces peer reviewed reports and publications (see examples under Assistant Professor). Normally at a national level, or in scientific disciplines, or across cultural boundaries.</p> <p>Gives presentations at national conferences/workshops.</p> <p>Invited presenter at national conferences/workshops.</p> <p>Publications have impact as indicated by citation record.</p> <p>Influence (as measured by presentations, exhibits, citations, collaborations or adoption of scholarly work) is across scientific disciplines.</p> <p>Scholarship contributes meaningfully across boundaries of geography, discipline or culture (i.e., publications in national journals, collaboration across scientific disciplines and practice-based work across cultural boundaries).</p>	<p>Has a sustained record of peer reviewed reports and publications (see examples under Assistant/Associate Professor).</p> <p>Sustained record of submitted and invited presentations at conferences/workshops.</p> <p>Keynote speaker at national or international conferences/workshops.</p> <p>Sphere of influence extends beyond science as a discipline conferences/workshops spans boundaries.</p> <p>Scholarship spans broad boundaries of geography, discipline or culture (i.e., publications in international journals or journals outside science, practice-based work across well outside cultural boundaries).</p>
<b>Funding</b>	<p>Obtains funding for research, but funding is not necessarily from a peer-reviewed competition.</p> <p>Helps research students obtain local research grants (e.g., CUEF).</p> <p>Contracts/Consulting at local level.</p> <p>Applies for external research grants.</p>	<p>Obtains funding for research from peer-reviewed competitions.</p> <p>Helps research students obtain competitive research grants.</p> <p>Contracts/Consults for national agency or initiatives.</p> <p>Provides mentoring for professors and research students in obtaining peer-reviewed/competitive research grants.</p>	<p>Has a sustained record of obtaining funding (i.e., record of grant renewals) for research from peer-reviewed competitions.</p> <p>Has a sustained record of helping students obtain competitive research grants.</p> <p>Contracts/Consults for international agencies or across diverse cultural boundaries.</p> <p>Has a sustained record of mentoring professors and research students to obtain peer-reviewed/ competitive research grants.</p>
<b>Engagement of Students in Scholarship</b>	<p>Supervises undergraduate students, and where appropriate, graduate students of all backgrounds.</p> <p>Articulates barriers to student engagement in research and articulates inclusion strategies.</p> <p>Ensures that student scholarship cultivates habits of curiosity and life-long learning.</p>	<p>Supervises undergraduate students, and where appropriate, graduate students.</p> <p>Supervises or contributes to supervision of students beyond immediate scientific discipline.</p> <p>Ensures that student scholarship cultivates habits of curiosity and life-long learning.</p> <p>Serves on examining or supervisory committees for students from outside TRU Science.</p>	<p>Sustained record of supervising undergraduate students, and where appropriate, graduate students.</p> <p>Supervises or contributes to supervision of students beyond Science.</p> <p>Serves on examining or supervisory committees for students from other institutions.</p>

## **7. Service evaluation criteria**

Service is a valuable activity of all faculty members and an important consideration in any decision regarding appointment, tenure or promotion. All faculty members are required to contribute to their University community, first on behalf of their department and then to the wider university community. Members are also required to contribute to their discipline. The third area of service is to the Community-at-large. Table 3 provides some examples of the broad range of activities that could be used to support a member's service record. The value of the service contribution will depend on factors such as, the faculty member's role, their time commitment, and the quality/impact of their service.

Table 3. Service criteria useful to faculty members in demonstrating their contributions to service for tenure and promotion. The items on this table are **NOT A CHECKLIST** that must be completed; rather, the items represent examples of evidence that can be used to show excellence. As members progress through the ranks they are expected to demonstrate continuous growth in providing service through active investments increasingly significant both within TRU and to their profession.

	<b>Tenure at Assistant Professor/ Assistant Teaching Professor/ Instructional Support I (Lab Coordinator)</b>	<b>Associate Professor/ Associate Teaching Professor/ Instructional Support II (Senior Lab Coordinator)</b>	<b>Professor/ Teaching Professor/ Instructional Support III (Principal Lab Coordinator)</b>
<b>University Community</b>	<p>Actively participates in committees to support departmental operations.</p> <p>Engages in student support and outreach activities.</p> <p>Participates in events that support intellectual/cultural life at TRU.</p> <p>Organizes student outreach and support activities.</p>	<p>Participates in Faculty/University-wide governance committees.</p> <p>Leadership role in departmental governance committees.</p> <p>Provides administrative support work at departmental level.</p> <p>Contributes to organizing academic/cultural life at TRU (e.g., Teaching Practices Colloquium).</p> <p>Other (e.g., organizing United Way/Library campaign).</p>	<p>Leadership role in Faculty/University-wide governance committees.</p> <p>Leading academic/cultural life at TRU.</p>
<b>Members' Discipline/Profession</b>	<p>Supervision of students beyond teaching workload.</p> <p>Participates in activities of professional/learned society organizations.</p>	<p>Active contributions to the member's professional/ learned society organizations outside TRU.</p> <p>Participates in organizing academic and scholarly events such as conferences, workshops, panels or meetings in areas of professional competence.</p> <p>Presenting as guest speaker at local and provincial level.</p> <p>Evidence of sustained involvement in reviewing scholarly work.</p> <p>Participation in articulation or accreditation bodies.</p>	<p>Editorship role in scholarly or teaching journals.</p> <p>Leadership role in organizing academic and scholarly events such as conferences, workshops, panels or meetings in areas of professional competence.</p> <p>Presenting as guest speaker at national or international level.</p> <p>Leadership roles with articulation or accreditation bodies.</p>
<b>Community-at- Large</b>	<p>Cultural contributions (e.g., KSO, Curling Cup, Big Brothers, United Way).</p> <p>Participates in community outreach activities and supports community development and engagement (e.g., Canada Games, Open houses).</p>	<p>Involvement in notable role with private, public, profit, and not-for-profit organizations at regional/provincial level by applying expertise to support the operations of the organizations served.</p>	<p>Leadership role in service organizations.</p> <p>Leadership role with private, public, profit, and not-for- profit organizations at national/international level by applying expertise to support the operations of the organizations served.</p>



## **8. Summary of Tenure and Promotion criteria for Bipartite Faculty**

The normal expectation for promotion to Associate Teaching Professor/Teaching Professor, and to Senior Lab Coordinator/Principal Lab Coordinator for Instructional Support roles, is that the faculty member's teaching is recognized by peers to span geographical, discipline or cultural boundaries.

### **Tenure at Assistant Teaching Professor or Instructional Support I / Lab Coordinator**

#### **Teaching**

Proven competency in the classroom/lab space and a promise of teaching/lab coordination effectiveness; clear evidence of excellence as a practitioner.

#### **Service**

Faculty member serves their department on committees and contributes to the intellectual/cultural life at TRU.

### **Associate Teaching Professor or Instructional Support II / Senior Lab Coordinator**

#### **Teaching**

Must demonstrate sustained and increasing effectiveness in teaching/lab coordination and must show impact of teaching practices, moving from practitioner to manager. A faculty member's reputation for teaching will normally be recognized by multiple communities (TRU and beyond).

#### **Service**

Faculty member participates in university-wide committees, helps organize events that contribute to the intellectual/cultural life at TRU, and participates in professional organizations outside the university community.

### **Teaching Professor or Instructional Support III / Principal Lab Coordinator**

#### **Teaching**

Must demonstrate sustained excellence in teaching/lab coordination and teaching practices must have an increased sphere of influence, moving from manager to leader.

#### **Service**

Faculty member demonstrates a growth in the service category by participating in university-wide committees, helping to organize events contributing to the intellectual/cultural life at TRU, and participates in professional organizations outside the university community.

## 9. Summary of Tenure and Promotion criteria for Tripartite Faculty

The expectation for promotion to Associate Professor / Professor is that either the faculty member's teaching or scholarship performance spans geographical, discipline or cultural boundaries.

### Tenure at Assistant Professor

#### Teaching

Must demonstrate proven competency in the classroom and a promise of teaching effectiveness; clear evidence of excellence as a practitioner.

#### Scholarship

For tenure to be awarded there must be quality scholarly work beyond that demonstrated at hiring. There must also be promise of development as a scholar, including the presence of a defined program of scholarship.

#### Service

Faculty member serves their department on committees and contributes to the intellectual/cultural life at TRU.

### Associate Professor

#### Teaching

Must demonstrate sustained and increasing effectiveness in teaching and must show impact of teaching practices. Teaching is moving from practitioner to manager. A faculty member's reputation for teaching will normally be recognized by multiple communities (TRU and beyond).

#### Scholarship

Must show evidence of significant achievement in scholarly activity beyond that expected for the rank of Assistant Professor. Candidate's productivity will be on par with other teaching-centred universities. There must also be evidence of a well-defined program of scholarship and an indication that the candidate will remain active in scholarly work. A faculty member's reputation will normally span geographical, discipline or cultural boundaries.

#### Service

Faculty member participates in university-wide committees, helps organize events that contribute to the intellectual/cultural life at TRU, and participates in professional organizations outside the university community.

### Professor

#### Teaching

Must demonstrate sustained excellence in teaching and teaching practices must have an increased sphere of influence, moving from manager to leader.

#### Scholarship

Must show evidence of significant achievement in scholarly activity beyond that expected for the rank of Associate Professor. Candidates will have a record of sustained contributions over their career and will demonstrate that the results of their scholarly work have made substantial contributions to their field of specialization. Their scholarly productivity must have met national standards for teaching-centred universities. There must also be evidence that the candidate has followed a clearly defined program of scholarship during their time as an Associate Professor, and a positive indication that the candidate will maintain activity in scholarly work. A faculty member's reputation for scholarship will demonstrate widening sphere of influence and span geographical, discipline or cultural boundaries.

#### Service

Faculty member demonstrates a growth in the service category by participating in university-wide committees, helping to organize events that contribute to the intellectual/cultural life at TRU, and participating in professional organizations outside the university community.

## 10. References

Boyer, E. L. 1990. *Scholarship revisited: Priorities of the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

Richlin, L. 2001. Scholarly teaching and the scholarship of teaching. *New Directions for Teaching and Learning*, 2001(89), 57-68.

Collective Agreement between Thompson Rivers University and the Thompson Rivers University Faculty Association, April 1, 2019 – March 31 2022.

Senate Committee on Promotion, Tenure and Faculty Standards of Thompson Rivers University, "Principles and Essential Features of Standards Documents", October 2007 with an update from November 2020.

## Appendix 1: Collective agreement articles relevant to tenure and promotion

## 11. Appendix 1: Collective agreement articles relevant to tenure and promotion

### Article 5 – Appointment of Faculty Members

- 5.1.1 Ranks – Tripartite appointments
- 5.1.2 Ranks – Bipartite appointments
- 5.2.1 Tenure-Track Appointment
- 5.2.2 Renewal of Tenure-Track Appointment
- 5.2.3. Tenured Appointment
- 5.2.3.2 Change in Status from Bipartite or Tripartite Appointment for a Tenured Member

### Article 6 – Tenure and Promotion of Faculty Members

- 6.1 Preamble
- 6.2 Progression to Tenure
- 6.2.4 Initial Appointment with Tenure
- 6.3 Progression to Promotion in Rank
- 6.3.4 Initial Appointment with Rank
- 6.4 Application for Tenure and/or Promotion
- 6.5 Procedures of the Division, Faculty or School Tenure and Promotion Committee (DFSTPC)
- 6.6 Procedures of the University Tenure and Promotion Committee (UTPC)
- 6.7 Action Subsequent to Voting
- 6.8 Timeline for Tenure and Promotion Process
- 6.9 University Appeals Committee
- 6.9.2 When a Faculty Member May Appeal
- 6.9.3 Submitting an Appeal
- 6.9.4 Membership of the UAC
- 6.9.5 University Appeals Committee Procedures
- 6.9.5.4 Appeals – Hearing Required
- 6.9.5.5 UTPC recommendation is upheld
- 6.9.5.6 Appeal is upheld
- 6.10 Annual Report of Decisions on Tenure and Promotion
- 6.11 Criteria for Rank, Tenure and Promotion
- 6.11.5 Definitions of Categories
- 6.11.5.1 Teaching
- 6.11.5.2 Professional Roles
- 6.11.5.3 Scholarship
- 6.11.5.4 Service
- 6.11.6 Granting of Tenure
- 6.11.7 Rank
- 6.11.7.1 Assistant Professor/Assistant Teaching Professor/Librarian I/Counsellor I/Instructional Support I
- 6.11.7.2 Associate Professor/Associate Teaching Professor/Librarian II/Counsellor II/Instructional Support II
- 6.11.7.3 Professor/Teaching Professor/Librarian III/Counsellor III/Instructional Support III

### Article 6 – Appendix 1

### Article 10 – Workload

- 10.2 Academic Duties and Responsibilities

## Appendix 2: Glossary of terms

## 12. Appendix 2: Glossary of terms

**Communities:** It is up to the candidate to define the communities (peers) of importance in their career paths. Progression through the ranks should either show increasing influence/impact by the number of communities or by the level of impact within communities.

Boyer's definitions of scholarship:

The **scholarship of discovery** is the scholarship that most resembles traditional research and is often the most visible scholarship on a campus. It is the creation of new knowledge directly related to all disciplines encompassed within the Faculty of Science.

The **scholarship of integration** makes connections across disciplines and places individual disciplines or specialties into a larger context. It may also include the interpretation of research for non-specialists.

The **scholarship of application** applies information obtained from one of the other scholarship realms to real world problems. Service and practice activities may be considered scholarship if they are directly tied to one's special field of knowledge (Boyer 1990).

The **scholarship of teaching** includes not just transmitting knowledge but also includes the creation of new knowledge about teaching and learning.

**Peer-reviewed:** A community of your professional peers external to the university community validates your contribution.

**Scholarly teaching:** Scholarly teachers reflect upon their teaching, consult scholarly references (i.e., peer-reviewed articles/experts), and incorporate appropriate teaching strategies into their teaching practice.

**Evidence-based education:** Evidence-based education signifies the idea that educational policy and practice should be guided by the best evidence about what works. This means that specific teaching strategies and policies should be rigorously evaluated before they are advocated or required. Where this is not possible they should be adopted experimentally, in such a way that their impact can be properly evaluated.

Leader base on Forms of Enactment, ELM Framework from UBC:

**Practitioner:** participates or does the work (teaches the class).

**Manager:** enables work, mentoring, (develops new curriculum for the class).

**Leader:** Influences the direction, (creates new programs/courses).

**Appendix 3: TRU Mission & Values**



### 13. Appendix 3: TRU Mission & Values

TRU is a comprehensive, learner-centred, sustainable university that serves its regional, national, and international learners and their communities through high quality and flexible education, training, research and scholarship.

#### *Inclusion and Diversity*

Access is open: we welcome students, faculty, staff and communities from our region and around the world to learn from and with one another. We embrace diversity of thought and people. We commit to equity. We continually see the world and its inhabitants in new ways by re-examining our practices and their impacts.

#### *Community-Mindedness*

We come together to help one another (Pelkwaílċ-kt es knucwentwécw-kt). Mutual benefit guides us to connect meaningfully with people in the communities we serve, contributing to an interconnected world where we all share a common future and humanity.

#### *Curiosity*

We seek out new ideas and embrace change, understanding they may involve risks. We break paths with creative, critical, yet thoughtful purpose. We push boundaries as a university and encourage students, faculty, staff, and the community to do the same.

#### *Sustainability*

The natural world inspires us with wonder and reverence. We recognize how the health of our societies, cultures and ecosystems rests upon wellness of people, biodiversity, and wise stewardship of precious and finite resources. As a world leader in sustainability we know that the well-being of generations to come is shaped by what we do today.

#### 10 – Year Strategic Goals

**Eliminate achievement gaps.** We will support students of all backgrounds to access and succeed in higher education. All groups in our region — including Indigenous learners and rural learners — will achieve in higher education on par with others. We will recruit and retain students to create a balanced community of learners and leaders reflective of Canada and the world.

**Honour truth, reconciliation and rights.** We will nurture a flourishing relationship with the Secwépemc people on whose lands we reside. Members of our community will give exceptional consideration to Secwépemc world view and belief system. We will support thriving Secwépemc culture through respectful actions in research, teaching and service. Our campuses will honour our First House: Tk'emlúps te Secwépemc, respect

our Second House: T xelc, acknowledge the many Nations who live and work on and near these lands, and support provincial, national and global movements for the fulfillment and recognition of Indigenous rights.

**Lead in community research and scholarship.** We will support all faculty members in knowledge-seeking, knowledge creation, and creative inquiry. We will earn recognition as the most committed and innovative university in Canada for research and scholarship based on community partnerships; for involving graduate students in community-centered research; and for undergraduate research training.

**Design lifelong learning.** We will adapt and combine modes of learning, teaching, and practical experience to create a seamless and integrated set of educational encounters that meet the changing needs of learners from early childhood to elderly years. We will design the map on which individual learners can chart their personal journeys to develop relevant knowledge when they need it, in the forms they can best access, while starting, stopping and returning as often as they need.

**Appendix 4: Instructional Support Positions (Laboratory Coordinators)**

## 5. Appendix 4: Instructional Support Positions (Laboratory Coordinators)

These guidelines for reviewers describe Instructional Support roles in Science.

### Description of Instructional Support roles

The Laboratory Coordinator is a faculty instructional support position with these general responsibilities:

1. Contributing to undergraduate teaching, mainly in laboratories, in consultation and collaboration with other course and lab instructors:
  - a. teaching lab sections as needed (no more than 50% of total annual workload).
  - b. managing and archiving confidential records, including student grades, accommodation letters and learning artifacts (e.g., exams, lab books)
  - c. monitoring the effectiveness of laboratory exercises, and communicating feedback about laboratory course content to teaching staff including the Instructor of record.
2. Overseeing, developing, updating, and implementing laboratory teaching materials on a regular and ongoing basis, such as:
  - a. lab manuals, curriculum, and related equipment lists
  - b. standard procedures and preparations, including chemical recipes for experiments
  - c. content for course learning management systems and student assessment tools.
3. Organizing laboratory logistics including scheduling, safety, and regular planning meetings.
4. Managing and supporting teaching assistants (TAs):
  - a. Hiring and managing including TA recruitment and selection, completing paperwork, scheduling TA training and lab assignments, and approving timesheets
  - b. Supervision of TA duties including holding regular meetings, providing demonstrations of lab techniques and key instructional materials, processing incident reports (i.e., academic integrity and/or safety), referring students in need to support services, and holding office hours for TA-led sections as needed
  - c. Mentoring TAs in their professional development, including drop-in visits to labs and troubleshooting teaching and learning issues
  - d. Evaluating TA performance including mid- and final-semester check-ins, administering TA course evaluations, and auditing student assessments.
5. Collaborating with Laboratory Technicians to manage lab classes and the spaces in which they are conducted:
  - a. Supplying recipes and technical instructions to prepare experiments
  - b. Overseeing rotation of required equipment and supplies among lab rooms
  - c. Supporting organizational logistics (e.g., inventories)
6. Engaging in Service, internally and/or externally, that benefits the Department, Faculty/School, University, and/or broader Community.

## **Examples of professional development fora relevant to Instructional Support, i.e. Lab Coordinators in the Faculty of Science**

These items are NOT A CHECKLIST that must be followed; rather, they are examples of opportunities to grow in the role and evidence that can be used to show excellence.

### *Conferences*

American Association of Chemistry Teachers (AACT)  
American Association of Physics Teachers (AAPT)  
Annual provincial meetings such as BC BIO (BC Biology)  
Association of Biological Laboratory Educators (ABLE)  
BC Association of Physics Teachers (BCAPT)  
Canadian Association of Physicists (CAP) conferences  
ChemEd conferences  
International STEM in Education Conference  
Physics Education Research conferences  
Society for Advancement of Biology Education Research (SABER)  
Society for Teaching and Learning in Higher Education (STLHE)

### *Journals*

Advances in Biology Laboratory Education  
CourseSource (open-access journal of peer-reviewed teaching resources)  
International Journal of Science Education  
Journal of Chemical Education  
Journal of College Science Teaching  
Journal of Research in Science Teaching  
Journal of Research in STEM Education  
Journal of Science Education and Technology  
Journal of Science Teacher Education  
Physics Education (IOP Science Journal)  
Physical Review Physics Education Research  
Research in Science & Technological Education  
Science Education  
Society for Teaching and Learning in Higher Education (STLHE)  
Teaching Issues and Experiments in Ecology (TIEE)  
Tested Studies for Laboratory Teaching  
The Physics Educator (World Scientific)

## 15. Appendix 5: Departmental Overviews



# THOMPSON RIVERS UNIVERSITY

## Department of Allied Health

### Tenure & Promotion Supplemental Guidelines for Reviewers

These departmental guidelines for reviewers describe additional information about standards and expectations specific to the Department of Allied Health. All such standards and expectations shall be guided by the Faculty of Science Tenure & Promotion Standards, University policies, and Collective Agreement provisions. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness in a teaching or professional role, recognized research, scholarly and creative work (if applicable), and contributions to service within and outside the university community as well as to the profession.

The Respiratory Therapy (RT) program (“the program”) is the only RT program within British Columbia. Faculty must respond to ongoing changes in healthcare while meeting the educational expectations of a national competency profile and national accreditation requirements. The program offers multiple streams and entry points. Students who enter first year may complete either the Respiratory Therapy diploma or the RT diploma/BHSc dual credential stream. Students may also complete the diploma first and then complete their BHSc by distance after graduation. Fast-track students, who already have a BSc, enter directly into the second year of the program after completing core first year courses by distance.

Respiratory therapists are a relatively new addition to the healthcare team compared to other members of the team. The technology that RTs apply to patients is rapidly changing. This requires RT faculty leaders to continuously adapt and innovate their teaching practices. This creativity involves extensive faculty time, energy, and commitment that exceeds what is required in more established professions because RT faculty are creating new processes and methodology.

In the second year of the program, students work in a TRU/IHA community respiratory therapy clinic in partnership with registered respiratory therapists from Interior Health to perform assessments on patients who have chronic lung disease. The final year of the

program is an 11-month clinical practicum where students organize and apply the knowledge and skills that they have learned until that point.

In addition to the criteria outlined within the Science Tenure and Promotion Standards, reviewers should consider the following factors when evaluating tenure and promotion dossiers for faculty from the department:

- Faculty must be experts in theory and clinical application within a specialty area of practice.
- Generally, a master's degree is considered to the terminal degree in respiratory therapy.
- Because of the rapidly evolving nature of the RT field, research that advances the profession should be considered exemplary.
- As the field is constantly changing, efforts from faculty to respond to these changes and improve best practice should be commended.
- Faculty must network with colleagues from across the province and country to anticipate changes in practice.
- Service in national accreditation and professional organizations will help the faculty member to impact the profession nationally and improve upon the success of the RT program and its graduates.





# THOMPSON RIVERS UNIVERSITY

## Department of Animal Health

### Tenure & Promotion Supplemental Guidelines for Reviewers

These departmental guidelines for reviewers describe additional information about standards and expectations specific to the Animal Health Department. All such standards and expectations shall be guided by the Faculty of Science Tenure & Promotion Standards, University policies, and Collective Agreement provisions. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness in a teaching or professional role, recognized research, scholarly and creative work (if applicable), and contributions to service within and outside the university community as well as to the profession.

#### **TRU Veterinary Technology Mission Statement:**

To educate and mentor students in a supportive, respectful and comprehensive learning environment, fostering professional pride and desire for lifelong learning.

We strive to graduate veterinary technologists with an ongoing commitment to the improvement of animal health and welfare.

#### **Background:**

A two-year diploma program that started in 1981 as the Animal Health Technology Program. A Registered Veterinary Technologist is a highly skilled professional working alongside veterinarians and veterinary scientists in a variety of areas including diagnostic testing, digital imaging, physiotherapy, medical procedures, hospital management, animal nursing, anesthesia, herd health care, research and surgical assistance. Faculty in this department need to have experience and be involved with the hospital management, veterinary medical care and animal care of the TRU veterinary hospital. As veterinary medicine is constantly changing, keeping up to date with industry requirements and practices is essential.

**Focus of the Program:**

The VTEC program's main goal is to educate students about the veterinary technology profession and prepare them to write the National examination. We are a diploma program that uses a multimodal approach for education. Students are exposed to onsite animals in a teaching hospital environment. Our program is accredited through the CVMA and OAVT, the curriculum taught meets the standards outlined by these accreditation bodies. The TRU Veterinary Hospital is a working clinic accredited through the CVBC. Graduates from this program will be qualified to work as Registered Veterinary Technologists and may decide to further their education with a technology specialty through NAVTA.

**Intakes:**

24 students in fall intake per year. Expect between 20-24 students for the following year. TRU Veterinary Technology graduates are highly sought after, with a 99% pass rate on the VTNE.

**Relevant Acronyms:**

RVT	Registered Veterinary Technologist
VTS	Veterinary Technology Specialty
DVM	Doctor of Veterinary Medicine
CVMA	Canadian Veterinary Medical Association
RVTTC	Registered Veterinary Technologists and Technicians of Canada
BCVTA	British Columbia Veterinary Technologists Association
OAVT	Ontario Association of Veterinary Technicians
CVBC	College of Veterinarians of BC
VTNE	Veterinary Technology National Exam
AVTE	Association of Veterinary Technician Educators
NAVTA	North American Veterinary Technology Association
RVTTalk	Canadian E-Journal written by RVT's for RVT's
Wetlabs	Practical Hands on Seminars
CCAC	Canadian Council for Animal Care

The Animal Health Department faculty are bi-partite with service to the TRU Veterinary Hospital being an emphasized component of the job.

<b>Veterinary Technology</b>	<b>Teaching</b>	<ul style="list-style-type: none"> <li>• At the TRU veterinary hospital, faculty expectation is to be involved with the day-to-day hospital management and medical care of all species. This includes student participation.</li> <li>• Developing and upgrading curriculum</li> <li>• Practical labs and seminars are an integral part of student learning for this program. Theory, knowledge and practical skills meld together to enhance student-learning outcomes.</li> <li>• Faculty should have listed continuing education in three areas: general teaching skills, veterinary technology teaching and veterinary professional continuing education.</li> </ul>
	<b>Service</b>	<ul style="list-style-type: none"> <li>• After University hours: such as evenings, weekends, during semester breaks and holidays, the TRU veterinary hospital still has onsite animals. It is the responsibility of faculty to oversee and perform any medical care and husbandry needs.</li> <li>• Student recruitment and applicant selections</li> <li>• Community work/involvement: ie SPCA, BC Wildlife Park, 4-H, Kamloops Therapeutic Riding, etc</li> <li>• Interdepartmental animal related activities</li> <li>• Veterinary related provincial and national associations</li> <li>• Committee work – internal and external</li> </ul>
	<b>Scholarly</b>	<p>Scholarly activity related to veterinary profession may include works such as:</p> <ul style="list-style-type: none"> <li>• Articles</li> <li>• Conference speaker</li> <li>• Journals</li> <li>• Books</li> <li>• Blogs</li> <li>• Forums</li> <li>• Social Media</li> </ul>



- Media Presentations
- Research

Reviewers should consider the following veterinary technology specific criteria when evaluating tenure and promotion dossiers for faculty from the department.



# THOMPSON RIVERS UNIVERSITY

## Department of Architectural & Engineering Technology (ARET)

### Tenure & Promotion Supplemental Guidelines for Reviewers

These departmental guidelines for reviewers describe additional information about standards and expectations specific to the Department of Architectural & Engineering Technology (ARET). All such standards and expectations shall be guided by the Faculty of Science Tenure & Promotion Standards, University policies, and Collective Agreement provisions. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness in a teaching or professional role, recognized research, scholarly and creative work (if applicable), and contributions to service within and outside the university community as well as to the profession.

The Department of Architectural & Engineering Technology, (hereby referred to as "ARET"), has continually undergone changes to reflect the needs of industry. It started as a 10-month general drafting program in 1972, expanded to become a two-year building technician program (CADD/EDDT) incorporating more design and using industry specific software and is now a robust three-year nationally accredited technology program with a co-op option (ARET).

**Faculty** in the ARET department are discipline specific: Architectural, Civil, Structural, Mechanical, Plumbing, and Electrical, Software. Faculty need to have experience and be either practicing or volunteering in their field of study/discipline. Research and experience are to be valued equally; participation in mentoring students for the Research Project is expected. As codes, materials, software, design requirements are constantly changing, keeping course content up to date with industry requirements and practices is essential. As this department is 5 full time faculty with 4+ sessional faculty, service to the department through committees, promotions and volunteering is expected and encouraged.

#### **Focus of the Program:**

Training people to be thoughtful, forward thinking, sustainability-conscious, problem solvers who will contribute to and work in the many design disciplines and construction industries.

## **National Accreditation:**

The ARET program is nationally accredited with Technology Accreditation Canada (TAC).

The Architectural & Engineering Technology (ARET) is a blend of building disciplines that have sustainability as the focus for all Architectural, Engineering and Software:

**Architectural** design determines the look and feel of a building while considering occupant health and safety, lighting, colour, materials, and sustainability (environmental, social, and economical). Coordination of the different design disciplines and management of construction projects are important aspects of the architectural process. Most classes are project based, with the projects being designed to the current edition of the B.C. Building Code, and applicable by-laws and development guidelines.

## **Engineering:**

**Civil** – Analyze and design roads and subdivisions, surveying, sustainable site planning and design and relevant codes and standards: BC Building code, MMCD, relevant municipal requirements.

## **Engineering:**

**Structural** – Analyze and design various structural elements with wood, concrete and steel for building design using relevant codes and standards: BC Building Code, Wood Design Manual and Concrete Design Manual.

## **Engineering:**

**Mechanical Systems** – Analyze and design of heating, ventilating, and air conditioning systems and plumbing systems with respect to sustainable design and relevant codes and standards: Plumbing Code, ASHRAE standards, Canadian Gas Code, LEED for mechanical systems.

## **Engineering:**

**Electrical Systems** – Analyze and design residential electrical systems. Analyze and design residential and commercial lighting layouts and lighting systems with respect to relevant codes and standards: Canadian Electrical Code, IESNA standards.

**Software** and design practices used as current industry standards. Software is a main component of the building design and construction industry and having graduates able

to quickly step into their part of the design team is key. Currently teaching both 2D and 3D design using AutoCAD, Revit and Civil 3D, 3D printing and VR.

**Relevant Acronyms:**

ASTTBC - Applied Science Technicians and Technologists of BC; LEED – Leadership in Energy and Environmental Design; EGBC – Engineers and Geoscientist of BC; AIBC – Architecture Institute of BC; ASHRAE – American Society of Heating, Refrigeration and Air Conditioning Engineers; IESNA – Illuminating Engineering Society of North America; ASPE – American Society of Plumbing Engineers; MMCD – Master Municipal Construction Document



# THOMPSON RIVERS UNIVERSITY

## Department of Biological Sciences

### Tenure & Promotion Supplemental Guidelines for Reviewers

These departmental guidelines for reviewers describe additional information about standards and expectations specific to the Biological Sciences Department. All such standards and expectations shall be guided by the Faculty of Science Tenure & Promotion Standards, University policies, and Collective Agreement provisions. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness in a teaching or professional role, recognized research, scholarly and creative work (if applicable), and contributions to service within and outside the university community as well as to the profession.

Today, the Department of Biological Sciences provides four different majors: General Biology, Cell, Molecular and Microbial Biology, Animal Biology and Ecology and Environmental Biology. Across all majors, we emphasize students' hand's-on experience with *doing* biology. Thus, we offer both individual directed studies courses and an honours program. In addition, the department has also committed to ensuring that our students have excellent written and oral communication skills, as well as technical laboratory and/or field skills.

Overall, the goal of our program is to provide a high quality undergraduate educational experience, with a focus on providing students with individual attention. In addition to the four majors listed above, TRU also offers an interdisciplinary Major in Chemical Biology in conjunction with the Chemistry Department.

In biology, first year intake is ~350 students (~16 lab sections); second year courses average between 60 and 90 students. Each year, approx. 65 students graduate from our program. These students go onto professional schools, graduate schools, education programs and into the workforce in government and industry.

Our teaching load is relatively heavy: each year, bipartite faculty normally teach 8 lecture and/or lab courses; tripartite normally teach 5 lecture and/or lab courses. Many faculty members teach across the curriculum, including both large (~100 students) lecture courses and smaller seminars and/or labs (16-20 students). As we do not



normally have marking TA's, faculty are responsible for marking all student work in the courses they teach.

Given the diverse nature of our program, faculty often teach outside the particular sub-discipline in which they were trained. Biology faculty also supervise undergraduate and graduate TA's. Finally, while the department has approximately 1.75 full time technicians, many faculty members remain heavily involved in the preparation of the undergraduate laboratory courses they supervise and/or teach.

Although we expect all faculty to engage in scholarly teaching, there is no formal expectation of research for bipartite faculty. We expect tripartite faculty to be active in their particular field of scholarship and we support scholarship that ranges across Boyer's four modes of scholarship: teaching and learning, application, integration, and discovery. We value a diverse range of scholarship activities, such as those that provide solutions or services to our local and more extended communities, which results in a broad range of research portfolios; traditional academic metrics such as number of papers, etc. are only one type of evidence our faculty may provide to support the impact of their research.

The fact that TRU is funded as a primarily undergraduate-focused institution presents unique challenges regarding faculty research. As an example, new faculty hires do not receive start-up funds, nor are guaranteed research space. As a result, most faculty share small research spaces and equipment. However, many faculty often work collaboratively across disciplines. In particular, we highly value the extra work that is required to provide meaningful research opportunities to our undergraduate students. We value funding from both Tri-Council agencies and from other sources such as governments and NGO's. While there is no graduate program in biological sciences, our faculty can supervise graduate students through either the Master of Environmental Sciences, the Master of Education and the Master of Data Science programs. We have no Ph.D. program, however, it is possible to hire post-doctoral fellows, and research associates.

Finally, as a department we value our faculty serving on and/or working for regional, provincial, national and international committees and organizations relevant to our field.



# THOMPSON RIVERS UNIVERSITY

## Department of Computing Science

### Tenure & Promotion Supplemental Guidelines for Reviewers

These departmental guidelines for reviewers describe additional information about standards and expectations specific to the Department of Computing Science (referred to as “the department”). All such standards and expectations shall be guided by the Faculty of Science Tenure & Promotion Standards, University policies, and Collective Agreement provisions. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness in a teaching or professional role, recognized research, scholarly and creative work (if applicable), and contributions to service within and outside the university community as well as to the profession.

Because Computing Science is a rapidly changing discipline, faculty members spend considerable time maintaining the relevancy of their courses and developing new courses in their area(s) of expertise. The additional time needed to keep educational content up-to-date limits the amount of time available for scholarships and services.

The department offers a variety of specialized upper-level and graduate courses, particularly special topics courses, which require significant preparation and development of new curricula. Typically, lower-level courses have 30-40 students, while upper-level courses have 25-30 students. Courses usually have 4 contact hours per week and limited TA support (usually none).

Normally, bipartite faculty teach six courses per academic year and tripartite faculty teach four. Additionally, the department has close relationships with a wide range of industry and community partners. Faculty members are actively engaged in building and maintaining such connections. This should be taken into consideration when tenure and promotion decisions are being made.

Reviewers should consider the following factors related to the **research component** when evaluating tenure and promotion dossiers for faculty from the department:

- Many conference papers in the field of computing science are peer-reviewed and of exceptional quality. Conference papers are often as selective and competitive as journals (if not more so), therefore they are regarded as the same caliber as a journal publication. Publishing in peer reviewed conferences is typically the premium dissemination mechanism in Computing Science.
- A faculty member can also demonstrate skills equivalent to those exercised under traditional scholarship (such as publications in peer-reviewed venues) through the practice of professional skills. Examples include, but are not limited to, developing (or consulting on the development of) specialized computer hardware or software as well as consulting on other matters requiring computing science expertise, including the development of standards. Activities claimed under this category must demonstrate a recognized contribution to the discipline of computing science and must demonstrate the originality and expertise of the faculty member in the creation and application of computing science ideas and techniques, in much the same way that scholarly work demonstrates such creativity and expertise. The production of software in computing science is akin to writing and publishing a short story in English or production and sale of a painting in visual arts.
- The department recognizes that Computing Science is an interdisciplinary field and encourages collaboration with other disciplines. It also supports open and non-traditional dissemination practices. Some examples may include writing blog posts in a related field, publishing in non-peer-reviewed high-impact magazines, etc. The department recognizes the impact Science has on the general community and expects the candidate to contextualize the influence of non-traditional disseminations.
- The department requires faculty members to actively engage in developing new cutting-edge courses, which usually do not have ready-to-use textbooks and require extensive innovative research work.
- The department recognizes the significance of EDI and challenges in removing existing barriers. To that front, it encourages the training of highly qualified personnel (HQP) from under-represented groups, such as woman, Indigenous Peoples people, racialized people, and any other equity-seeking groups. The evaluation of HQP training should focus on the impact and quality rather than the numbers.



# THOMPSON RIVERS UNIVERSITY

## Department of Engineering

### Tenure & Promotion Supplemental Guidelines for Reviewers

These departmental guidelines for reviewers describe additional information about standards and expectations specific to the Department of Engineering. All such standards and expectations shall be guided by the Faculty of Science Tenure & Promotion Standards, University policies, and Collective Agreement provisions. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness in a teaching or professional role, recognized research, scholarly and creative work (if applicable), and contributions to service within and outside the university community as well as to the profession.

The Department of Engineering at Thompson Rivers University (hereby referred to as “the department”) is a recent initiative to offer the B.Eng. Software Engineering program, with plans to offer other new engineering degrees in the future. Reviewers should consider the following factors when evaluating tenure and promotion dossiers for faculty from the department:

- The department does not currently have a graduate program. As the undergraduate program gets off its feet, there is limited access to upper year students for research assistance.
- The department requires a substantial amount of service work from faculty members for establishing the processes and policies within the new departmental structure, as well as acquiring an understanding of and participating in the engineering accreditation process. Accreditation is a major milestone that the department needs to achieve.
- The department also requires substantial involvement from all faculty members into student recruitment activities to promote the new program.
- Software engineering courses are changing as technology evolves. As such, faculty members are involved in maintaining the currency of their courses with the use of new technology, and where appropriate, are developing new courses to cover new knowledge as it becomes available. These new courses may be initiated by faculty members or required by the department to develop.

- The teaching load is high, with tripartite faculty typically teaching 3 lectures and 3 labs each year, and bipartite teaching 5 or 6 lectures and 5 or 6 labs or seminars each year. The department does not have Teaching Assistants. Software and hardware troubleshooting and infrastructure maintenance for courses is also the responsibility of the instructor.
- The courses dealing with Engineering Design concepts in the program require students to complete design projects that often require significant time commitments by faculty for proper supervision.



# THOMPSON RIVERS UNIVERSITY

## Department of Mathematics and Statistics

### Tenure & Promotion Supplemental Guidelines for Reviewers

These departmental guidelines for reviewers describe additional information about standards and expectations specific to the Department of Mathematics and Statistics. All such standards and expectations shall be guided by the Faculty of Science Tenure & Promotion Standards, University policies, and Collective Agreement provisions. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness in a teaching or professional role, recognized research, scholarly and creative work (if applicable), and contributions to service within and outside the university community as well as to the profession.

In 2021 the department had 15 tenure track members with a 1/3-2/3 bipartite-tripartite ratio. The department offers both BSc and BA programs, majors (since 1989) and honours (since 2006). The department coordinates an MSc in Data Science (launched in 2021). An MSc in Environmental Science is coordinated through the Department of Natural Resource Sciences. Both programs are interdisciplinary with participating faculty from across the university. Math & Stats faculty supervise students in both MSc programs, though mainly in the Data Science program.

#### **Teaching:**

The department offers many lower-level courses as well as a variety of specialized upper-level courses. Among the lower-level courses are many that exist only to serve the needs of programs offered by other departments (“service courses”). Although these typically have relatively stable curricula, they present the challenge of delivery to a wide variety of students, many of whom are not inclined toward mathematics. The administrative duties associated with service courses include multi-section coordination, readiness and placement testing, and consultation with external departments on curriculum requirements. On the other hand, upper-level and graduate courses, particularly special topics courses, require significant preparation and development of new curricula, but are delivered to students in the program. It is recognized that certain

courses require more updating, for example those with a significant technology component, or those requiring extensive use of data.

Typically, lower-level courses have 40-50 students, while upper-level courses have 10-25 students. Courses usually have 4-5 contact hours per week and limited TA support (usually none). Normally, bipartite faculty teach 6 courses per academic year and tripartite faculty teach 4. Since regular upper-level offerings are limited (compared to larger universities), special topics courses are used to complement the standard offerings as required.

### **Scholarship:**

Evidence of scholarship typically consists of publications in peer reviewed venues, or peer references attesting to the significance of pre-prints and/or other work in progress. Other evidence of impact may include citations, invited talks, peer-elected positions (professional bodies, journal editorial boards, and advisory bodies), awards, and research or contract funding. Contract work (particularly with students) and community-based projects should be viewed as scholarship fitting into Boyer's model.

Since we do not have a PhD program, student supervision is typically at the undergraduate and MSc level. The department recognizes supervision at all levels. Collaborative research and individual research are both valued.

### **Service:**

Some departmental specific service contributions include (but are not limited to):

- Participation in and/or coordination of the Math Help Centre
- Mathematical outreach and enrichment activities in schools and/or the community
- Participation in and/or organization of math contests, seminars, or clubs for students
- Involvement in the K-12 curriculum
- Communication with programs served by Math & Stats service courses
- Liaising with TRU Open Learning
- Providing statistical consulting



# THOMPSON RIVERS UNIVERSITY

## Department of Natural Resource Sciences

### Tenure & Promotion Supplemental Guidelines for Reviewers

These departmental guidelines for reviewers describe additional information about standards and expectations specific to the Department of Natural Resource Sciences. All such standards and expectations shall be guided by the Faculty of Science Tenure & Promotion Standards, University policies, and Collective Agreement provisions. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness in a teaching or professional role, recognized research, scholarly and creative work (if applicable), and contributions to service within and outside the university community as well as to the profession.

The Department of Natural Resource Sciences at Thompson Rivers University offers a Bachelor of Natural Resource Science (BNRS) degree. The purpose of the BNRS degree is to prepare students for careers in a wide range of natural resource sector jobs or for further academic study in graduate school. Our graduates possess the educational requirements for four professional designations in British Columbia: Professional Agrologist, Professional Biologist, Natural Resource Professional and Registered Professional Forester (with selection of necessary electives).

The department is very involved with the supervision of graduate students and the administration of the Master of Science in Environmental Science. As an applied department, many of our faculty work with outside organizations, be they associations (e.g. ranching), industry (e.g. forestry, mining and reclamation), governments (e.g. provincial (FLNRORD), federal (e.g. Fisheries and Oceans, Canada) and indigenous groups at all levels) and NGOs.

While some faculty hold tri-council (e.g. NSERC) grants, the department also highly values research grants and contracts from other sources such as provincial governments and NGOs. Reviewers should consider the following factors when evaluating tenure and promotion dossiers for faculty from the department:



- TRU does not have a PhD program.
- Bipartite faculty are not expected to engage in scholarship.
- The teaching load required at TRU (8 course equivalents for bipartite, and 5 course equivalents for tripartite), and the department's extensive use of field trips to teach discipline-specific techniques, should be considered when evaluating the productivity of faculty.
- Consistent with our applied nature and Boyer's (1990) definition of the scholarship of application, the department values peer-reviewed extension work as evidence of scholarly activity, in addition to the traditional use of peer-reviewed journal publications. An example of a faculty member's increasing sphere of influence could include the incorporation of their scholarly activity into natural resource management policy and practice.
- The department acknowledges that some of the evidence of our teaching, scholarship, and service overlaps. For example, graduate student supervision could be both research and teaching related and serving on Articulation Committees could be both service and teaching related.
- The department values the work done by faculty serving on regional, provincial, national and international management committees and organizations involved in natural resource management.
- The department has research chairs in the department. When a research chair applies for Tenure or Promotion, reviewers should weight their teaching, research and service contributions based upon the type of research chair and their individual job expectations as outlined in their contracts.
- Faculty members can demonstrate excellence in various ways, and so we encourage flexibility in the weighting of evidence in their Tenure and Promotion application.



# THOMPSON RIVERS UNIVERSITY

## Department of Physical Sciences, Chemistry

### Tenure & Promotion Supplemental Guidelines for Reviewers

These departmental guidelines for reviewers describe additional information about standards and expectations specific to the Department of Physical Sciences, Chemistry. All such standards and expectations shall be guided by the Faculty of Science Tenure & Promotion Standards, University policies, and Collective Agreement provisions. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness in a teaching or professional role, recognized research, scholarly and creative work (if applicable), and contributions to service within and outside the university community as well as to the profession.

Cariboo College opened in 1970 and offered first and second year transfer under an extensive articulation system. In 1989 the institution was renamed the University College of the Cariboo and, from then until 1996, in collaboration with the University of British Columbia, offered majors in Chemistry and Environmental Chemistry. In 1997 UCC started granting its own degrees and in 2007 was renamed Thompson Rivers University. The TRU Chemistry Programs have been accredited continuously by the Canadian Society for Chemistry since 1999, most recently 2017. The TRU Chemistry Department is just now moving beyond its founding generation of faculty members.

The chemistry degree programs provide students with both depth and breadth in their science education, while also emphasizing the development of communication and research skills. The goal of the program is to provide a high quality undergraduate educational experience, with a focus on providing students with individual attention. In addition to Chemistry and Environmental Chemistry, TRU also offers an interdisciplinary Major in Chemical Biology in conjunction with the Department of Biological Sciences.

The Chemistry Department (Spring, 2021) has nine faculty members: five tripartite appointments, four bipartite. The teaching load is high at TRU: a typical bipartite will teach 4 lectures each term (or 6 labs); tripartite are typically 3 and 2,

with possible release from one course. Both bi- and tri- partite members share in the delivery of lab courses. The trade-off (?) with the high teaching load is class sizes are small (approximately 200 students per year across all courses). TRU Chemistry Department utilizes undergraduate (many) and graduate (few) TA's. Lecturers do not have access to TA markers.

The Chemistry Department runs weekly labs in the lower levels. First year intake is ~400 students (~20 lab sections) 2<sup>nd</sup> year organic chemistry is about 120 students. There are about 60 students between the three chemistry programs. Specialist fourth year labs are intensive 6-week courses.

The department also has about 1.5 full time technicians to service the chemical and instrumental aspects of the Chemistry Programs. This technical support includes some assistance with research, but in an un-official capacity.

While there is not a chemistry graduate program, there is a Master's of Environmental Sciences Program. The yearly intake of this program is about 12 students. It is also possible to hire post-doctoral fellows, and research associates. There is a directed studies course in the chemistry programs affording upper level undergraduates a chance for meaningful research. As well, TRU has internal funds (UREAP) to hire students through the winter semester and over the summer months. Visiting professors have been more regular, but are still uncommon.