THOMPSON RIVERS UNIVERSITY

MEETING OF THE SENATE

Monday, April 22, 2024
3.30pm to 5.30pm

House of Learning, HL190

AGENDA

The public Senate meetings are live streamed, and at the meeting time, non-Senators may click here to join the meeting. The live-stream of the meetings is recorded. These recordings are used to assist with preparing the minutes of the meetings. Once the minutes of a meeting are approved, the recording of that meeting is destroyed.

1. **Call to Order**
   a. Remarks from the Chair
      i. Territorial Acknowledgment
      ii. Joint Workshop update – June 7th

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2. **Adoption of Agenda**

3. **Approval of Minutes**

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   a. Minutes of senate meeting of March 25, 2024

4. **Business Arising**
   a. Policy Development and Approval Policy (Decision; Notice of motion served March 25, 2024)

5. **Reports of Officers**
   a. President and Vice-Chancellor

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      i. President's Report to Senate (Information)
   b. Provost and Vice-President Academic (Information)

6. Reports of Committees

Page 20 a. Academic Planning and Priorities Committee (Items for Decision) — Gillian Balfour

Page 26 b. Educational Programs Committee (Information) — Shannon Smyrl

Page 27 c. Steering Committee (Items for Decision) — James Sudhoff

d. University Tenure and Promotion Committee (Items for Decision) — Gillian Balfour

Page 42 i. Departmental standards revision: Faculty of Science

Page 43 1. Current version

Page 88 2. Red-lined version showing proposed revisions

Page 141 3. Final version showing proposed revisions incorporated

7. Question Period

8. Next Senate meeting

a. The next regular meeting of Senate is on Monday, May 27, 2024 from 3.30-5.30 pm in the Brown Family House of Learning, Room HL190**.**

9. Termination of Meeting

THOMPSON RIVERS UNIVERSITY

MEETING OF THE SENATE

Monday, March 25, 2024
3.30pm to 5.30pm

House of Learning, HL190

MINUTES

Present: Brett Fairbairn (Chair), Gillian Balfour, Jason Bermiller, Doug Booth, Susan Butland, John Church, Melba D'Souza, Yasmin Dean, Greg Garrish, Tania Gottschalk, Mike Henry, Anel Jazybayeva, Derek Knox, Gurjit Lalli, Laura Lamb, Rita Leone, Jim Lomen, Ben Lovely, Heather MacLeod, Krish Maharaj, Paul Martin, Rick McCutcheon, Daleen Millard, Jamie Noakes, John Patterson, Baldev Pooni, Gordon Rudolph, Manu Sharma, Rani Srivastava, Darren Watt, Juliana West, Joel Wood

Regrets: David Carter, Katia Dilkina, Bhavish Malhotra, Anne Terwiel, Gopi Yerraguntla

Absent: Greg Anderson, Mike Bluhm, Reshma Pradhan

Executive and Others Present: Matt Milovick (VP Finance), Baihua Chadwick (VP International), Scott Blackford (Legal Counsel), Charlene Myers (Manager, University Governance), Lynda Worth (University Governance Coordinator)

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1. **Call to Order**

   The chair, President Brett Fairbairn, called the meeting to order at 3:30pm.

   a. Remarks from the Chair

      i. Territorial Acknowledgment

         B. Fairbairn delivered the territorial acknowledgment.

      B. Fairbairn led a moment of silence in memory of faculty member Kim Moshenko, Faculty of Education and Social Work.

ii. Joint development workshop of members of Senate with members of the Board of Governors

B. Fairbairn reported that, since several senators and governors were unavailable to attend this workshop, the secretariat would be rescheduling it.

The Chair stated that, for non-senators, the senate agenda (without supporting documents) would be published a week in advance of the meeting and the agenda with supporting documents would be made available three hours prior to the start of the senate meeting. He explained the reason for instituting this practice.

2. Adoption of Agenda

G. Balfour indicated that the report from the Budget Committee of Senate included a presentation to senate on the budget. She also noted that, under the report from the Academic Planning and Priorities Committee, the proposal related to the Category III change for the Bachelor of Engineering in Computer Engineering was incorrect; what required consideration was approval of the fees for this program, which had been dealt with by the Budget Committee of Senate and would, therefore, be addressed as an information item under agenda item 5.b. (Budget Committee of Senate report).

*On motion duly made and adopted, it was **RESOLVED** that the agenda be adopted as amended.*

3. Approval of Minutes

a. Minutes of senate meeting of February 26, 2024

*On motion duly made and adopted, it was **RESOLVED** that the minutes of the senate meeting of February 26, 2024 be approved as circulated.*

4. Reports of Officers

a. President and Vice-Chancellor

i. President's Report to Senate

President Fairbairn presented his report, a written version of which had been circulated with the agenda package. Further to B. Fairbairn's previous comment about the circulation of senate agenda materials, a senator expressed concern about this change in process. The chair responded and invited senators with thoughts on the matter to contact him.

b. Provost and Vice-President Academic

G. Balfour delivered her report verbally, speaking about several matters.

5. Reports of Committees

a. Academic Planning and Priorities Committee (Items for Approval) — Gillian Balfour

G. Balfour, chair of the Academic Planning and Priorities Committee (APPC), indicated that the committee was asking senate to make a recommendation to the Board of Governors regarding Northwest Commission on Colleges and Universities (NWCCU) Accreditation and Mission Fulfillment. Discussion ensued.

*On motion duly made and adopted, it was **RESOLVED** that Senate approve, and recommend that the board approve, that TRU initiate a process of withdrawal from NWCCU.*

G. Balfour brought notice of motion from the APPC Policy Subcommittee for proposed revisions to the Policy Development and Approval Policy. No senators objected, so notice of motion was served and G. Balfour explained that senators would have the opportunity to comment on the policy at the next senate meeting.

The report from APPC also contained nine items for information, which G. Balfour reviewed with senators.

b. Budget Committee of Senate

Gillian Balfour, chair of the Budget Committee of Senate (BCOS), presented the committee's report, for information.

G. Balfour and M. Milovick presented highlights from the 2024-2025 budget, which they noted would be going to the board for decision on Thursday.

Further to her comment when the agenda was being approved, G. Balfour stated that the Bachelor of Engineering, Computer Engineering, needed to go to the Board of Governors for approval of the fees and provided background information in that regard.

c. Educational Programs Committee

B. Fairbairn indicated that all items on the report from the Educational Programs Committee were for information, and no questions from senators were forthcoming.

d. Steering Committee

Chair of the Steering Committee, J. Sudhoff, presented the committee's report.

i. Appointments to Committees

*On motion duly made and adopted, it was **RESOLVED** that the following volunteer(s) be appointed to serve on the following senate and other committees:*

<u>Steering Committee</u>
Faculty member: Brenna Clarke Gray, (2nd term): Learning design and Innovation

<u>International Affairs Committee</u>
Open Learning Faculty member (OLFM): Dawne Bringeland, OLFM, Gaglardi School of Business and Economics (GSOBE)

<u>Academic Planning and Priorities Committee</u>
- *Faculty Senator: Laura Lamb, GSOBE*
- *OLFM: Erin Woodford, (2nd term), OLFM*

ii. Presidential Search Committee appointments

This component of the report from the Steering Committee had been circulated separately from the agenda package.

*On motion duly made and adopted, it was **RESOLVED** that Senate appoint the following members to the Presidential Search Committee:*

Five Faculty Members:
- *Lyn Baldwin, Science*
- *Chelsea Corsi, Student Development*
- *Kimberly Johnstone, Adventure Culinary Arts and Tourism*
- *Laura Lamb, Gaglardi School of Business and Economics*
- *Rod McCormick, Education and Social Work*

One Staff Member
- *Reta Langlands Sulphur, Enrolment Services*

One Student
- *Loshima Shongo, Arts*

iii. Leave of Absence (LOA) from Senate - Extension for full term

J. Sudhoff explained that, at the time Senator Kondrashov applied for a leave of absence from senate, the Senate Bylaws did not allow leaves of longer than three consecutive meetings. Senate has since approved proposed revisions to the bylaws in that regardss, so senate was asked to approve the leave of absence for a longer period (namely the remainder of time request, which amounted to three more regular senate meetings until the end of the senator's sabbatical term in August 2024).

*On motion duly made and adopted, it was **RESOLVED** that senate approve Sasha Kondrashov's leave of absence from senate until the end of his sabbatical term in August 2024, and that Dr. Manu Sharma continue to be the replacement Senator for EDSW during that time.*

J. Sudhoff reported that one item listed in the report as requiring senate approval (Student Success Committee, Change to Meeting Schedule) did not require approval, and added that the committee would continue to report to senate in the month of November.

6. Presentation

a. Strategic Internationalization Planning

B. Chadwick presented on ongoing strategic planning for internationalization. Discussion ensued.

7. Question Period

This portion of the meeting was chaired by the senate vice-chair so that the president could respond to questions. Questions and answers ensued.

8. Next Senate meeting

a. The next regular meeting of Senate is on Monday, March 25, 2024 from 3.30-5.30 pm in the Brown Family House of Learning, Room HL190**.**

9. Termination of Meeting

There being no further business, the meeting was terminated at 5.15pm.

PRESIDENT'S REPORT
April 12, 2024
Brett Fairbairn, President and Vice-Chancellor

REFLECTIONS ON THE TRU-BCWS PARTNERSHIP — As announced earlier this month, TRU and the BC Wildfire Service (BCWS) are establishing a partnership, presumed the first of its kind in North America, to develop new research, education, training, and innovation opportunities in addressing wildfire and its impacts on communities.

The partnership includes renewing BCWS training programs and developing and delivering future education programs ranging from certificates and diplomas to undergraduate and graduate degrees in wildfire and emergency management. TRU will also collaborate with BCWS on research initiatives and innovation to ensure BC is well-equipped to address the ever-changing wildfire landscape. Research and innovation will continuously inform the learning curriculum.

With this wide range of activity, TRU will cover everything related to wildfire fighting, management, and prevention from (as Premier Eby stated at the launch on April 4 in the OLARA study hall) basic skills to post-doctoral research. Minister Ralston added that BCWS will construct a new state-of-the-art training campus at TRU. TRU will participate fully in shaping these future developments.

We call this comprehensive approach, which integrates research, education, training and innovation, TRU Wildfire. This initiative builds on TRU's current expertise and commitment to leading world-class research, training, and innovation to improve how British Columbians adapt to living with wildfires. See https://www.tru.ca/tru-wildfire.html.

Five years in the making

The groundwork for this month's announcement was laid by TRU faculty, administration, and governing bodies over the past five years, including:

- The Interior Universities Research Coalition – TRU worked with our IURC partners, UNBC and UBCO, to develop wildfire science as an essential focus in the years following the difficult 2017-18 fire seasons, supported by the mayors of Interior cities. TRU Wildfire has its origins in inter-university and university-community collaboration and is being designed to continue that collaborative philosophy.
- Key research faculty – In 2020, the province funded the BC Innovation Research Chair in Predictive Services, Emergency Management and Fire Science through a $5 million endowment granted to TRU. TRU used this endowed research chair to attract leading Canadian fire scientist Dr. Mike Flannigan to B.C. TRU then used one of our tri-agency-funded research chairs to hire Dr. Jill Harvey as Canada Research Chair in Fire Ecology. They were joined by long-time TRU faculty member Dr. Lauch Fraser, NSERC Industrial

Research Chair in Ecosystem Reclamation. Drs. Flannigan, Harvey, and Fraser span a range of research from prediction to on-site investigation to reclamation and form the nucleus of a growing network of faculty and students at TRU who focus on wildfire science and the creation of safer, more resilient communities, including social and health impacts as well as Indigenous cultural fire. (See https://www.tru.ca/research/research-centres/wildfire-science.html). TRU Vice-President of Research Dr. Shannon Wagner, appointed in this role in 2023, represented TRU and led the development of the TRU-BCWS partnership to this breakthrough moment. Vice-President Wagner built on the work done by her predecessor, Dr. Will Garrett-Petts, as well as Dr. Flannigan's excellent connections and esteem in the wildfire community. Dr. Wagner engaged in countless hours of in-depth planning with provincial officials to lay the basis for what has been announced.

- In 2023, TRU opened a new research building to house the core wildfire faculty team and their research. The centre is near a newly built entrance to campus, TRU Way, located between the Early Childhood Education Centre and Veterinary Technology.
- In 2023, the TRU Senate and the Board of Governors approved the establishment of the TRU Institute for Wildfire Science, Adaptation, and Response (IWSAR) as the vehicle for supporting and developing academic wildfire science education and research. IWSAR is led by Dr. Flannigan as its scientific director and is designed to engage collaboratively across campus and beyond. IWSAR embodies TRU's side of the TRU-BCWS partnership.

Leadership matters. Dr. Wagner's leadership as vice president and Dr. Flannigan's as a scientific director are central to the success achieved so far. At the same time, success has many parents — numerous faculty, staff, and students have provided essential support to create TRU Wildfire. While we are still in the early planning stages for the operationalization of TRU Wildfire, with more details to come, I'd like us all to take a moment to recognize and congratulate colleagues who have put significant work into getting us to where we are today.

A partnership that will continue to develop

The plan and partnership outline urgent and ambitious training requirements, including the need for more than 1,000 workshops per year by 2028-29 and more than 10,000 course registrations. The government has announced intakes for initial program training beginning in 2025; this will be for non-degree-credit training. Our well-established PLAR process will be critical in providing an opportunity for this non-credit training to count for credit toward future education. TRU Wildfire will work with BCWS to develop and offer research-informed, leading-edge non-credit training as soon as possible.

Importantly, this training is not only for BCWS employees. As identified by the premier's recent task force on emergencies, other agencies and municipal and First Nations officials require similar training. Important objectives of the new programs will be to make training interoperable and

mutually recognizable so that officials of different agencies and citizens can more easily work together and to make training more accessible for all British Columbians.

Our partners have further identified that wildfire training is not enough. Fighting wildfires is less and less a part-time seasonal job and more and more a year-round profession. Retention of experienced firefighters and supervisors is important so that practical knowledge can be passed on, and career progression is critical to keep and develop talent and leadership. In addition, responding and adapting to wildfire requires new and different knowledge in an era of climate change, including a better understanding of ecology and prediction, Indigenous cultural fire knowledge, community engagement and health. For these reasons, BCWS will also need specialists educated at the undergraduate and postgraduate levels in wildfire-community studies.

TRU Wildfire will be TRU's vehicle for working with BCWS to develop academic program proposals. These proposals will be brought through the TRU and provincial existing program review and approval processes. TRU has already flagged in initial discussions that increased numbers of faculty members and funding for these positions will be required.

TRU has demonstrated its commitment to redirecting chairs and faculty positions into wildfire science, and we are continuing discussions with the province regarding additional funding requirements. Also, the proposed fields of knowledge will include science, community, health and Indigenous knowledge and may not fit neatly in TRU's existing structures. We may need to define new disciplinary or interdisciplinary structures to address the spectrum of agency and community needs. TRU is committed to considering our partner's needs and bringing appropriate proposals through regular approval processes.

As mentioned, the province plans to build a state-of-the-art training and education centre at TRU, owned and managed by TRU, to train wildland firefighters, communities, and students. Initial conversations have begun about the design and provincial funding for such a complex.

While all this is a lot, it is also only a beginning. B.C. is a leader in wildfire response and management, and the new TRU-BCWS partnership will increase and entrench that leadership, leading to new opportunities. Students and faculty at other universities within B.C. and beyond will be interested. Now that the government's announcement has been made, it is important to connect network researchers and institutes at other universities to TRU Wildfire in its founding spirit of collaboration.

Many other provinces, too, have fire-fighting services, and several federal agencies and institutions are involved. New partnerships will be formed interprovincially, nationally, and globally, as many agencies and communities in countries across the globe will no doubt be interested in sharing and learning with TRU Wildfire.

Significance of TRU Wildfire

When fully realized, TRU Wildfire will have an impact unprecedented by any single initiative in TRU's history as a university. However, the scale of the activity is not the main point. Instead, two things stand out. First, TRU Wildfire reflects our history and character as an institution. Second, it reveals important features of who we are becoming.

When I think about who we are as TRU and what guides our behaviour, I think of our values. Based on our vision of Kw'seltktnéws (honouring all our relations) and respect for all people, our values honour inclusion, diversity, equity, community-mindedness, curiosity, and sustainability. TRU Wildfire expresses our character and identity in all respects. It fundamentally links curiosity and new understanding to practical needs, wisdom, and impacts in communities.

We will foster world-leading knowledge in wildfire science, adaptation, and response applicable to local communities and draw on their existing knowledge; we will link the full postsecondary spectrum from basic training to advanced research. We will engage underserved and marginalized populations. And it is all about sustainability. TRU Wildfire is not the only initiative that expresses TRU's values, but it is an important initiative that represents all our values very well.

We are a university rooted in a rural region, closely engaged with the Secwépemc, as well as other First Nations, Métis, and nearby small communities that face fire risk on the land. We look forward to working with knowledge keepers and others on how we can bring greater respect to and work with the land and people in keeping with our university values. TRU Wildfire expresses our commitment to the land and our location in the Interior and Secwepemcúl'ecw.

TRU Wildfire also expresses how we are changing and who we are becoming as a university. At an institution-wide level, TRU has developed some areas of academic prominence; I would highlight Indigenous community health as one such emerging area of leadership. Wildfire adds another such institution-level concentration.

While universities can, should, and will have as many research and teaching projects as they do faculty members, it is also significant for institutions to develop a small number of large initiatives because these make possible long-term partnerships and collaborations with much greater impact than individual actions alone. TRU Wildfire represents the kind of partnership that will positively reinforce and, in some cases, change how people think of our university. Such breakthroughs are rare and are something for everyone to be proud of.

Please see the BC Government news release for more on the provincial announcement.
For more on TRU Wildfire, visit www.tru.ca/TRUwildfire. If you are interested in learning more, please send a message to wildfire@tru.ca. Watch video highlights of the announcement.

WILDFIRE EXPERT PUBLISHES RESEARCH ABOUT DROUGHT AND OVERNIGHT BLAZES IN NATURE — Dr. Mike Flannigan, the BC Innovation Research Chair in Predictive Services, Emergency Management and Fire Science, graduate student Kaiwei Luo – who works alongside Flannigan – and two other researchers examined 23,557 fires that occurred in North America between 2017 and 2020, using a combination of satellite and terrestrial data to analyze the burn cycle of these fires and identify continuous overnight burning events.

In the article, Drought triggers and sustains overnight fires in North America, Flannigan and his colleagues demonstrate that drought conditions promote overnight burning, a key mechanism for fostering large active fires.

The authors identified 1,095 overnight burning events in 340 individual fires, ninety-nine per cent of which were found to involve large fires (larger than 1,000 hectares). Additionally, 20 per cent of large fires experienced at least one overnight burning event.

Another key finding was that when fires have overnight burning, one-third start burning overnight on the day they ignite and over half start burning overnight within two days, leaving little time for firefighting interventions.

BOARD APPROVES HEALTH RESEARCH CENTRE FOR RURAL, OLDER ADULTS — TRU's Board of Governors approved the establishment of the Population Health and Aging Rural Research Centre, an innovative research initiative designed to address the unique health challenges faced by older adults in rural communities.

TRU's Senate approved the research institute proposal earlier this year. Led by Dr. Juanita-Dawne Bacsu, assistant professor in the School of Nursing and Canadian Research Chair in Nursing and Population Health, the new centre aims to lead population health research to enhance the quality of life for rural older adults. The centre will serve communities grappling with higher rates of cardiovascular disease, diabetes, cancer-related mortality, and dementia among their aging populations.

The centre will focus on developing partnerships and providing education and training opportunities. It will also prioritize intergenerational programs and interdisciplinary research, actively involving rural older adults to help guide research questions, priorities, and strategies.

URGENT ACTION FOR PUBLICLY FUNDED UNIVERSITIES CRITICAL TO CANADA'S ECONOMIC STABILITY AND GROWTH — Universities Canada recently published a piece on its website noting that "Canada's world-class researchers and universities play a critical role in finding solutions to major challenges and …helping create a better future for all Canadians and people around the world."

However, Canada's universities are confronting a series of serious and cascading issues ranging from inadequate research funding to housing shortfalls and a new cap on international students. Any of these issues on their own would be serious, but how they have converged has thrust our public higher education institutions into a critical moment.

Universities are essential to our future, and Ottawa and the provinces need to act swiftly or risk imperilling our future as a knowledge-based economy. Read the whole piece here: https://univcan.ca/media-room/media-releases/urgent-action-for-our-publicly-funded-universities-critical-to-canadas-economic-stability-and-growth/

I would add that TRU does not yet face the same degree of pressure regarding student numbers, financing, and government regulation as many universities in Ontario, for example. But several federal decisions create hindrances for us right now, in common with universities across the country, while few offer opportunities.

Universities are making clear that we need a more settled environment with fewer disruptive policy changes. We need more thoughtful promotion of Canada's post-secondary sector as an attraction and an asset, and we need better support for research and graduate students to fulfill our mission in the best way. The province can also help, and their support has been welcome. We need all levels of government working together to address social development, labour force development, and productivity, all of which require the work of universities like ours.

Not surprisingly, a lot of my time lately has involved connections with other universities, provincial officials, and federal officials, including recently attending the annual meeting of Universities Canada.

SCHOLARSHIPS SUPPORT STUDENT RESEARCH SPANNING HOUSING TO ECOSYSTEMS— Seven graduate students at TRU are getting a financial boost to support their work as recipients of this year's B.C. Graduate Scholarships. The province announced expanded graduate scholarship funding in 2023 and has invested approximately $15 million in graduate scholarships over three years.

These scholarships boost talent and innovation growth, aid in attracting and retaining skilled individuals, and support the academic success of postgraduates in B.C.'s thriving economy. The students and their research areas are:

- Tana Jones: Investigates "missing middle" housing solutions.
- Olivia McLennan: Studies sustainable degradation methods for PFAS chemicals.
- Tay Powrie: Examines glacier recession and its effects on watersheds.
- Olivier Jumeau: Researches wildfire impacts on caribou habitat.
- Mae Frank: Explores prey populations and fisher diets.
- John Kang: Studies soil characteristics for silvopasture practices.

- Sydney Miller: Tracks migration and abundance patterns of Wilson's phalaropes.

For a detailed overview of their research and contributions, please refer to the full article here: https://inside.tru.ca/2024/03/20/scholarships-support-student-research-spanning-housing-to-ecosystems.

TRU RESEARCHERS AWARDED PRESTIGIOUS FEDERAL GRANTS — Canada's research community has received over $1.7 billion in funding for researchers and students nationwide, including three faculty members at Thompson Rivers University (TRU).

Emerging Research
SSHRC Insight Development Grants support research in its initial stages, building knowledge and understanding about people, societies and the world by supporting research excellence in the social sciences and humanities:

• Dr. Scott Rankin, business and economics
New theories of people management in social enterprise

The research team, led by Scott Rankin and Salvador Barragan, along with Bruce Martin, Tolulope Oluwafemi and Melanie Reed, is studying human resource management and leadership within social enterprises and social-purpose organizations. These are businesses that try to accomplish social and environmental impacts or goals, as opposed to for-profit businesses. This research will be passed on to future social enterprise managers and contribute to their ability to achieve social missions more effectively.

• Dr. Kimberly Thomas-François, tourism
Information communication technology at hotels: A route to sustainable development

Thomas-François aims to generate knowledge on the level of technological integration at hotels in Canada. She will assess the willingness of Canadian hotels to integrate technology into their day-to-day operations in a manner that improves their overall sustainability. A higher level of integration may also contribute to more efficient and sustainable operations and help address some concerns, such as labour shortages in the sector.

Research Partnerships
NSERC Alliance Grants encourage collaboration between researchers and partners from different sectors to generate new knowledge and apply research results for Canada's benefit:

• Dr. Omer Waqar, engineering
Scalable and trustworthy machine learning over the wireless edge networks

In partnership with his global collaborators from the University of Glasgow, Scotland, Waqar plans to design innovative, scalable, and trustworthy machine-learning models. These models will be designed with a distributed architecture, making them ideal for deployment over wireless edge networks. Additionally, they plan to develop customized radio resource management strategies tailored to support the unique requirements of the distributed machine learning models. Waqar received his NSERC Alliance International Catalyst Grant while at TRU and currently holds an assistant professor role at the University of the Fraser Valley.

The Research Support Fund provides a portion of the costs associated with managing the research funded by the Social Sciences and Humanities Research Council (SSHRC) and the Natural Science and Engineering Council (NSERC), such as salaries for staff who provide administration support, training costs for workplace health and safety, and library maintenance.

ALL WELCOME TO EXPLORE PRIVILEGE AND ANTI-RACISM AT TRU CONFERENCE — A two-day conference at TRU will explore unearned advantages that some people possess. The Unearned Assets Conference, which features keynote speeches, panel discussions, networking, and workshops, is open to the public as well as TRU faculty, staff, and students. Participants delve into their own provisions as they learn about unearned assets and privileges that often go unnoticed in society.

Keynote speakers include:

- Peggy McIntosh, author of the seminal work White Privilege: The Invisible Knapsack, delivers an eye-opening keynote address that is sure to inspire profound reflection and dialogue.
- Jesse Lipscombe, an acclaimed actor and activist, energizes the second day with a session that may cover topics from neurodiversity to the intersections of various social 'isms.'

Participants can expect engaging discussions led by seasoned equity, diversity and inclusion (EDI) professionals and scholars, as well as networking opportunities with like-minded individuals. The conference allows participants to examine their privilege while learning from scholars and practitioners working in EDI and anti-racism.

Hosted by TRU's Office of Equity, Diversity, Inclusion and Anti-Racism, this event offers a diverse lineup of scholars and practitioners from Massachusetts, Nova Scotia, Manitoba, Saskatchewan, Alberta and British Columbia.

The conference will prompt participants to become aware of how they are positioned and the position they assign to others based on the provisions at their disposal. More information and registration: https://www.tru.ca/vpacademic/edi-ar-office/unearned-assets.html

ESTR CO-FOUNDER RECOGNIZED FOR HER WORK — Congratulations to Saskia Stinson for being recognized for her work teaching and supporting students in the Education and Skill Training Program (ESTR), co-founding and managing ESTR's Market, and advocating for disability and inclusion.

Saskia was recently recognized with the 2024 West Coast Teaching Excellence Award. She is also a recipient of the 2023 Disability Resource Network Award and TRU's 2023 Faculty Excellence Award.

Founded in 2014 by Stinson and Co-operative Education Co-ordinator Leanne Mihalicz, ESTR's Market is BC's first post-secondary on-campus social enterprise, with many other campuses following their lead.

The market, which began as a kiosk in 2014 before moving to its permanent location on the Kamloops campus in 2017, marks its 10-year anniversary this year. Led by students in the ESTR program, it continues to grow and thrive.

TENURE AND PROMOTIONS 2024 — Tenure and promotion represent important milestones in any faculty member's career and reflect an individual's achievements over time in teaching, research, and service as evaluated by peers. I am pleased to announce the names of those faculty members recently awarded tenure and promotion, effective July 1, 2024.

Please join me in congratulating these individuals and wishing them continued success.

Awarded Tenure

Bob Gaglardi School of Business and Economics

- Dr. Rhonda Dever, Human Enterprise and Innovation
- Dr. Yong Joo Kang, Accounting, Finance and Law
- Dr. Scott Rankin, Human Enterprise and Innovation
- Dr. Trent Tucker, Management, Information and Supply Chain

Faculty of Arts

- Dr. Rebecca Fredrickson, Literatures, Languages, and Performing Arts
- Dr. Heather MacLeod, Communication and Visual Arts / Literatures, Languages and Performing Arts
- Dr. Lindsey McKay, Environment, Culture and Society
- Dr. Jennifer Shaw, Environment, Culture and Society / Philosophy, History and Politics

Faculty of Education and Social Work

- Dr. Brad Harasymchuk, School of Education
- Roxane Letterlough, School of Education
- Saskia Stinson, University and Employment Preparation

Faculty of Law

- Dr. Blair Major, Law

Faculty of Science

- Dr. Shirin Boroushaki, Mathematics and Statistics
- Cael Field, Respiratory Therapy
- Tara Geiger, Veterinary Technology
- Dr. Piper Jackson, Computing Science
- Dr. Fatma Mahmoud, Mathematics and Statistics
- Dr. Natasha Ramroop Singh, Biological Sciences
- Dr. Mridula Sharma, Computing Science

Faculty of Student Development

- Susan Butland, Counselling, Academic Supports and Assessment
- Jenna Goddard, Counselling, Academic Supports and Assessment
- Jamie Noakes, Career and Experiential Learning

Open Learning

- Dr. Carol Sparkes, Learning Design and Innovations

School of Nursing

- Arleigh Bell, Nursing
- Shari Caputo, Nursing

School of Trades and Technology

- Darren Watt, Mechanical

Awarded Promotion

Bob Gaglardi School of Business and Economics

- Yong Joo Kang, Accounting, Finance and Law, promotion to associate professor
- Dr. Scott Rankin, Human Enterprise and Innovation, promotion to associate professor

Faculty of Arts

- Dr. Rebecca Fredrickson, Literatures, Languages, and Performing Arts, promotion to associate teaching professor
- Dr. Heather MacLeod, Communication and Visual Arts / Literatures, Languages and Performing Arts, promotion to associate teaching professor
- Dr. Lindsey McKay, Environment, Culture and Society, promotion to associate teaching professor
- Dr. Jennifer Shaw, Environment, Culture and Society / Philosophy, History and Politics, promotion to associate teaching professor

Faculty of Education and Social Work

- Dr. Laura Doan, School of Education, promotion to professor
- Dr. Brad Harasymchuk, School of Education, promotion to associate teaching professor
- Roxane Letterlough, School of Education, promotion to associate teaching professor
- Dr. Rebecca Sanford, School of Social Work and Human Service, promotion to associate professor
- Saskia Stinson, University and Employment Preparation, promotion to associate teaching professor

Faculty of Law

- Dr. Blair Major, Law, promotion to associate professor

Faculty of Science

- Dr. Shirin Boroushaki, Mathematics and Statistics, promotion to associate teaching professor

- Cael Field, Respiratory Therapy, promotion to associate teaching professor
  Dr. Wendy Gardner, Natural Resource Sciences, promotion to professor
- Tara Geiger, Veterinary Technology, promotion to associate teaching professor
- Dr. Piper Jackson, Computing Science, promotion to associate professor
- Dr. Fatma Mahmoud, Mathematics and Statistics, promotion to associate teaching professor
- Dr. Natasha Ramroop Singh, Biological Sciences, promotion to associate teaching professor
- Dr. Mridula Sharma, Computing Science, promotion to associate teaching professor

Faculty of Student Development

- Susan Butland, Counselling, Academic Supports and Assessment, promotion to counsellor II
- Jenna Goddard, Counselling, Academic Supports and Assessment, promotion to instructional support II (Senior Writing Centre Coordinator)
- Jamie Noakes, Career and Experiential Learning, promotion to instructional support II (Senior Co-op Coordinator)

Open Learning

- Dr. Michelle Harrison, Learning Design and Innovations, promotion to associate professor

School of Nursing

- Michelle Borgland, Nursing, promotion to teaching professor
- Shari Caputo, Nursing, promotion to associate teaching professor

School of Trades and Technology

- Jason Dabner, Construction Trades, promotion to associate teaching professor
- Mike Turley, Construction Trades, promotion to associate teaching professor

THOMPSON RIVERS UNIVERSITY

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
APRIL 2024 REPORT TO SENATE

The April 11, 2024, meeting of APPC was chaired by Dr. Gillian Balfour. The following items came forward from APPC for Senate's approval:

For Approval:

1. TRUly Flexible Delivery Glossary, Paul Martin, Director, Curriculum Development and Delivery, OL

   Motion passed at APPC

   Be it resolved that APPC recommend to Senate the approval of the TRUly Flexible Delivery Glossary as amended.

Respectfully submitted on April 12, 2024, by:

Gillian Balfour
Chair, Academic Planning and Priorities Committee

Flexible Delivery overview and glossary

Our goal

For TRU to offer a full continuum of quality programs and courses at the undergraduate and graduate levels via the most appropriate Flexible Delivery options to meet the needs of students, programs, and certification standards.

Expanding Flexible Delivery options

By adding and supporting three new delivery modalities, TRU will create a greater array of flexible learning options for students. We anticipate students in most programs being able to move seamlessly among the following modalities on a course-by-course basis:

- In-person Delivery
- Blended Delivery (new)
- Hybrid Delivery (new)
- Online Synchronous Delivery (new)
- Open Learning Asynchronous Delivery

FLEXIBLE DELIVERY MODALITIES GLOSSARY

Academic oversight and responsibility for all TRU courses and academic programs is held by the respective Faculty or School regardless of the delivery modality.

In-person delivery

In-person courses require instructors and students to be physically present in the same place at the same time. These courses are highly interactive and draw consistently on advantages provided by the co-presence of learners and instructors in a classroom setting, such as opportunities for group work and discussion.

In-person courses may use technologies such as learning management systems (LMS) to enhance interactivity or content delivery (e.g., flipped learning) but all scheduled contact hours occur in-person.

Course content for in-person delivery is developed and delivered by the campus faculty member (TRUFA) teaching the course. Copyright is assigned per the TRUFA Collective Agreement.

Blended delivery

Blended learning provides a balance of two delivery modes: (1) in-person classroom instruction, in which the instructor and students are physically co-present, and (2) online delivery, in which the instructor and students are not physically in the same place but instruction and/or course activity still occurs synchronously.

Blended learning works to maximize the affordances of each modality, often, though not exclusively, using in-person delivery for active learning and group work, versus online instruction

for content delivery or other activities that use educational technology tools such as the LMS. Importantly, the combined class time each week of in-person plus online learning must not exceed the equivalent class time scheduled for fully in-person courses.

(Adapted from the 2013 report of the TRU Committee on Blended Learning)

Course content for blended delivery is developed and delivered by the campus faculty member (TRUFA) teaching the course. Copyright is assigned per the TRUFA Collective Agreement.

Hybrid **delivery**

Hybrid delivery allows students to participate synchronously, either in person or online. Students typically cannot move between the two modalities. Hybrid delivery courses are designed to provide a flexible option for students on campus and for distance students who wish to attend classes synchronously online without being disadvantaged.

Hybrid courses must be delivered in classrooms specially equipped to provided synchronous audio and video access for equal participation opportunities to students attending remotely. Hybrid delivery also requires specialized pedagogical approaches by faculty members so that they can teach effectively across both environments simultaneously.

Course content for hybrid delivery is developed and delivered by the campus faculty member (TRUFA) teaching the course. Copyright is assigned per the TRUFA Collective Agreement.

Online synchronous **delivery**

Online synchronous courses are delivered entirely online in a live, synchronous format with the same academic schedule and contact hours as in-person courses. Students and their instructor are co-present in a synchronous online environment and participate in ways similar to an in-person course.

Course content for online synchronous delivery is developed and delivered by the campus faculty member (TRUFA) teaching the course. Copyright is assigned per the TRUFA Collective Agreement.

Open Learning asynchronous **delivery**

Open Learning courses are designed so that students can learn and participate at their own pace. These courses are asynchronous and provide maximum flexibility for learners. Students in online asynchronous courses are supported in their studies by Open Learning Faculty Members or OLFMs (TRUOLFA) who respond to student questions and assess student work. Student interaction with OLFMs and other students occurs asynchronously, without scheduled contact hours.

Some Open Learning asynchronous courses are “paced” and follow a regular semester schedule, with fixed start and end dates. Others offer continuous entry, allowing students even more flexibility in start dates and up to 30 weeks to complete their course.

Open Learning asynchronous courses are primarily delivered via the LMS. There are also a limited number of courses delivered via print and a handful of connected Open Learning lab or practicum courses that are required to be delivered synchronously in person.

Course content for Open Learning asynchronous delivery, including for in-person lab and practicum courses, is created in advance of course delivery by a TRU course development team that includes subject matter experts, instructional designers (TRUFA), editors and copyright staff, and a media and production team. Copyright is assigned per the TRUOLFA Collective Agreement.

Why Flexible Delivery Matters for TRU

- Responds to needs and expectations of a broad range of learners.
- Increases student access, retention, and success.
- Grows diversity of program and course offerings.
- Recognizes that students taking Open Learning asynchronous programs and courses currently account for 37% of TRU’s domestic enrollment and more than 50% of the TRU student body.
- Provides better integration of existing Open Learning and in-person offerings for a more seamless management of programs at the Department/Faculty level and to improve student learning opportunities.
- Ensures TRU meets its Provincial mandate, as outlined in the TRU Act.
- Creates opportunities to expand the array of modalities available to all TRU learners.
- Provides enrollment and financial impact (especially domestic enrollment).
- Enhances reputation and reach of TRU.
- Opens new pathways at TRU for the Scholarship of Teaching and Learning (SoTL).

Key Considerations

To proceed with the addition and implementation of new modalities, these important operational and pedagogical needs must be considered:

- Faculty guidance from CELT and the Learning Technology and Innovation team as well as enhanced support from Information Technology Services will be vital to faculty success in facilitating learning in these modalities.
- As per ED 8-0, courses must maintain the same number of required contact hours regardless of modality. Blended, Hybrid, and Online Synchronous courses must not result in contact hours being added or reduced for the student or to faculty workload.
- The Hybrid delivery modality will require the use of classrooms equipped with the appropriate educational technology to allow for synchronous participation and

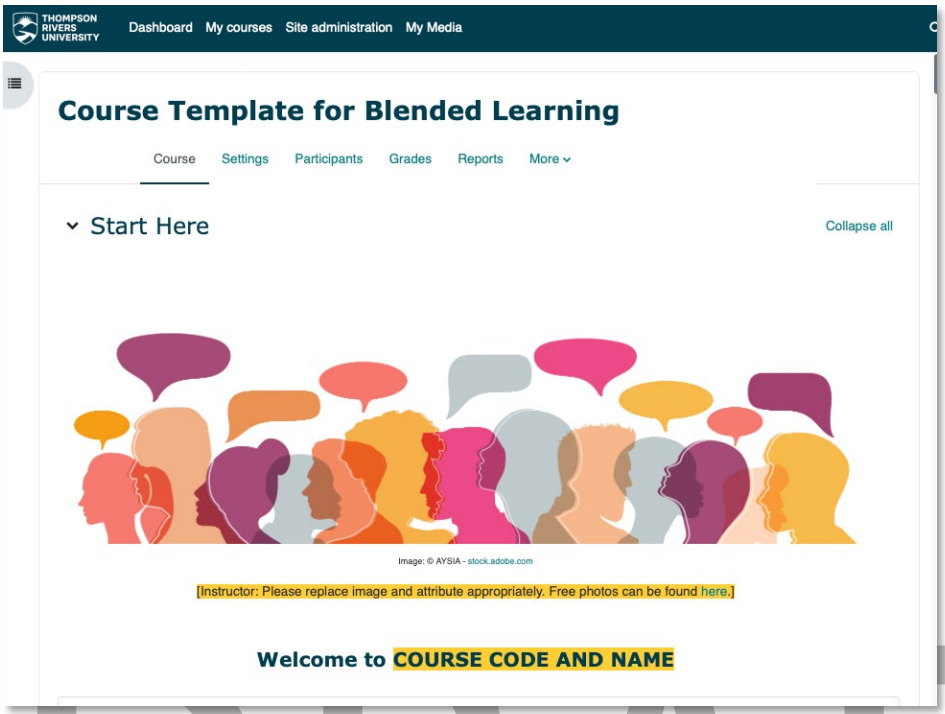
collaboration by students in the classroom and online without disadvantaging either group. This will require investment in classroom technology infrastructure and the designation of certain classrooms to be hybrid capable.

- Availability of workspace must be considered for students who may need to move between multiple delivery modalities in a single day. If there is insufficient space available on campus for students to move seamlessly between, say, in-person and hybrid or online synchronous courses, then this may have a negative impact on student success and, ultimately, on student enrollment in flexible delivery courses.
- While Open Learning asynchronous courses are easily identified because of their numbering, the course calendar and registration system will also need to clearly differentiate which courses are in-person, blended, hybrid, or online synchronous.
- For a TRUly flexible learning model to be achieved, TRU should strive, where possible, to have multiple delivery options available in situations that will benefit students and advance strategic institutional priorities.
- A communications and operations strategy will need to be developed for faculty members and departments, and then for students, to introduce and explain the new delivery modalities. This will be key to success of the TRUly flexible learning plan.

EXEMPLARS AND RESOURCES

To help support the offering of courses in new modalities, exemplars and templates will be shared for each proposed modality. Additional resources will be created for students to help prepare them for success in these new type of courses.

Sample template for TRU Blended delivery courses:
https://moodle.tru.ca/course/view.php?id=53956


THOMPSON RIVERS UNIVERSITY
Dashboard
My courses
Site administration
My Media
Course Template for Blended Learning
Course
Settings
Participants
Grades
Reports
More
Start Here
Collapse all
Image: © AYSIA - stock.adobe.com
[Instructor: Please replace image and attribute appropriately. Free photos can be found here.]
Welcome to COURSE CODE AND NAME

THOMPSON RIVERS UNIVERSITY

EDUCATIONAL PROGRAMS COMMITTEE (EPC)
REPORT TO SENATE FOR APRIL 2024

The following additional approval from the March 6, 2024 meeting of the Educational Programs Committee (EPC) is reported to Senate for information purposes:

Program Modification

1. Bachelor of Arts, Honours, Major in Psychology

Approved curricular changes can be viewed on CurricUNET at https://www.curricunet.com/TRU/

To access the approvals, hover over the "Search" tab and select "Course" or "Program." Proposals can be accessed by entering the course subject acronym and number or program title. Select the "Active" version of the proposal (red text) and choose the "AF (All Fields)" report to view the full proposal document or the "CC (Comparison)" report to view what was modified. AF and CC report icons are located to the left of the proposal title.

Respectfully submitted on April 5, 2024 by

Shannon Smyrl, Chair, Educational Programs Committee

THOMPSON RIVERS UNIVERSITY

Steering Committee
Report to Senate

April 10th, 2024

1. APPOINTMENTS TO COMMITTEES

The Steering Committee recommends the following volunteers for appointment by Senate:

a. Student Success Committee

Open Learning Faculty:
- **Doug Brown, Arts,** OLFM

b. Academic Planning and Priorities Committee

Deans (2)
- **Daleen Millard,** Law
- **Michael Henry**, Gaglardi School of Business and Economics

c. Academic Integrity Committee

Library Representative
- **Michelle Terriss**, Law Librarian

➢ *Motion: That Senate approve the volunteer appointments to the Senate Standing Committees as mentioned.*

2. BUISINESS

a. Student Success Committee: Revisions to Terms of Reference (ToR)

The Student Success Committee of Senate (SSSC) did some ToR housekeeping updates. These changes mainly reflect updates to current position titles at TRU but also include the addition of a new position for the Wiliams Lake Academic Director (or designate). Please see the current, redline, and clean copies of the ToR document following this report for full details.

➢ *Motion: That Senate approves the suggested updates to the SSSC ToR.*

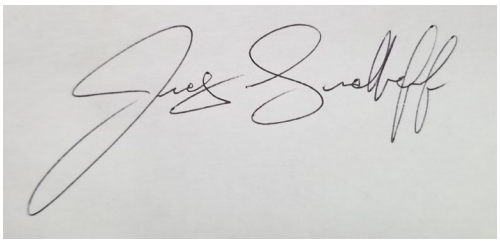
b. Research Committee: Revisions and changes to the ToR

The Senate Research Committee has made several changes to their ToR. For an outline of these changes, please note the explanatory memo included, which precedes the current, redline, and clean versions of the proposed ToR changes found at the end of this report.

- *Motion: That Senate considers and approves the suggested changes and updates to the Senate Research Committee ToR.*

Respectfully submitted,

Kukwstsétsemc (Thank you)



James Sudhoff, DVM
Chair, Steering Committee of Senate

THOMPSON RIVERS UNIVERSITY

CURRENT

Student Success Committee of Senate

Terms of Reference

Responsibilities of the Student Success Committee:

1. To review and report to Senate on studies and research initiatives associated with student success that can assist the University in achieving the goals associated with the University's strategic priorities, as relevant.
2. To recommend to Senate and other parties as relevant activities that will foster and promote student success across the University.
3. To develop working groups to explore specific aspects of student success.
4. To advise Senate on policies related to student success as required by Senate and its committees.
5. To advise Senate and its relevant committees on opportunities to foster and enhance linkages between student support activities, academic programs and learning outcomes.
6. In consultation with the Mission Fulfilment Executive Subcommittee, advise Senate and report on mission fulfillment in relation to the core theme of Student Success.
7. To collaborate with the Qelmúcw Affairs Committee in advising Senate and its relevant committees on initiatives to support Indigenous students' access and success at TRU.

Composition:

- Co-Chairs: One committee member and one student representative elected by the Committee
- Associate Vice-President, Strategic Enrolment and University Registrar (or designate)
- Associate Vice-President, Open Learning (or designate)
- Associate Vice-President Students and Dean, Faculty of Student Development (or designate)
- Director, Centre for Excellence in Learning and Teaching (CELT)
- Director, Integrated Planning and Effectiveness (IPE) (or designate)
- Executive Director, Indigenous Education (or designate)
- Associate Vice-President, TRU World (or designate)
- One Dean
- University Librarian (or designate)
- Two CELT representatives, appointed by the Director
- One representative appointed by the Alumni Association
- Four (4) Faculty and/or Open Learning Faculty Members appointed by Senate

- Up to seven (7) students nominated by TRUSU and appointed by the Senate Steering Committee
- Research Office - on-going voting member. Appointed by the Associate Vice-President of Research and Graduate Studies.
- Tk'emplus te Secwépemc - on-going voting member. Appointment supported by the Executive Director of Indigenous Education in partnership with Tk'emplus te Secwepemc.
- Secretarial Support: Office of Dean of Students

Ex Officio Non-Voting Members:

- Representative, Office of Quality Assurance

RED-LINE

THOMPSON RIVERS UNIVERSITY

Student Success Committee of Senate

Terms of Reference

Responsibilities of the Student Success Committee:

1. To review and report to Senate on studies and research initiatives associated with student success that can assist the University in achieving the goals associated with the University's strategic priorities, as relevant.
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- Associate Vice-President Students and Dean, Faculty of Student Development (or designate)
- Director, Centre for Excellence in Learning and Teaching (CELT)
- Director, Integrated Planning and Effectiveness (IPE) (or designate)
- Executive Director, Indigenous Education (or designate)
- ~~Associate Vice-President, TRU World~~ Vice President, International (or designate)
- One Dean
- University Librarian (or designate)
- Two CELT representatives, appointed by the CELT Director
- One representative appointed by the Alumni ~~Association~~ Office
- Four (4) Faculty and/or Open Learning Faculty Members appointed by Senate

- Up to seven (7) students nominated by TRUSU and appointed by the Senate Steering Committee
- Research Office - on-going voting member. Appointed by the Associate Vice-President of Research and Graduate Studies.
- Williams Lake Academic Director (or Designate)
- Tk'emplus te Secwépemc - on-going voting member. Appointment supported by the Executive Director of Indigenous Education in partnership with Tk'emplus te Secwepemc.
- ~~Secretarial~~ Administrative Support: ~~Office of Dean of Students~~ Faculty of Student Development

Ex Officio Non-Voting Members:

- Representative, Office of Quality Assurance

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Student Success Committee of Senate

Terms of Reference

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- Director, Centre for Excellence in Learning and Teaching (CELT)
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- Executive Director, Indigenous Education (or designate)
- Vice President, International (or designate)
- One Dean
- University Librarian (or designate)
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- One representative appointed by the Alumni Office
- Four (4) Faculty and/or Open Learning Faculty Members appointed by Senate

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- Administrative Support: Faculty of Student Development

Ex Officio Non-Voting Members:

- Representative, Office of Quality Assurance

THOMPSON RIVERS UNIVERSITY

Steering Committee of Senate
Attention: James Sudhoff, Chair

Re: Revision to the Terms of Reference of the Senate Research Committee

On October 17, 2023, the Senate Research Committee met and discussed potential updates to the committee's Terms of Reference. The current committee configuration has 16 members, including 10 faculty members, the VP Research, a staff member, two deans, two students and two ex-officio members.

The committee decided to reduce the number of faculty members on the committee from 10 to 8 and increase the ex-officio support by one. Given the committee's specific mandate, the members determined that it was important to highlight the voices of research engaged faculty on the committee: seventy-five percent of faculty positions will be drawn from faculty in tripartite appointments. To improve clarity and focus on research, the remaining 25 percent of the faculty membership can be drawn from research-active bipartite and OLFMs, with representation reflecting the diversity of disciplines at the University.

The key changes:
1. Reduction in the overall number of members from 16 to 14
2. Increase the focus on research active faculty members
3. Create a possible role for associate deans
4. Expand the criteria for serving as committee chair

Sincerely,

Shannon Wagner
Vice-President Research

Research Committee CURRENT

Terms of Reference

Responsibilities

- Advise Senate on policies and programs that promote, support and celebrate high quality research and scholarly work and its dissemination
- Advise Senate on policies and practices on ethical, regulatory and other issues related to the conduct of research and scholarly work and its dissemination
- Advise senate on opportunities and challenges associated with external funding of research and scholarly work
- Advise Senate on policies and procedures for the allocation and awarding of University funds for research and scholarly work
- Review, consult with the Budget Committee and advise the Academic Planning and Priorities Committee on proposals to establish new research centres or institutes or new research chairs or professorships
- Review annually the activities of the University's research centres or institutes
- Review annually the University's Strategic Research Plan and make recommendations to the Senate
- Report annually to Senate on the University's research and scholarly activities
- Establish such subcommittees as needed to fulfil the Committee's responsibilities
- To advise the Accreditation Steering Committee and report on mission fulfulment in relation to the core themes
- Other duties as assigned by Senate

Membership

Chair

- A voting faculty member of the Committee, nominated by the Committee and approved by Senate

Voting members

- Ten members, approved by Senate, at least two of whom shall be members of Senate. Normally, there shall be one member from each of the Academic Divisions (Faculties/Schools/Division), reflecting the diversity of disciplines at the University.
- Two Deans approved by Senate
- One staff member approved by Senate
- One undergraduate student nominated by TRUSU and appointed by the Senate Steering committee.
- One graduate student nominated by TRUSU and appointed by Senate Steering Committee
- Associate Vice-President, Research and Graduate Studies

Ex officio non-voting members

- Provost and Vice-President, Academic (or designate)
- Vice-President, Administration and Finance (or designate)

Secretarial support

- Office of Research and Graduate Studies

RED LINE

Proposed updates to the Senate Research Committee's Terms of Reference

Responsibilities

- Advise Senate on policies and programs that promote, support and celebrate high quality research and scholarly work and its dissemination
- Advise Senate on policies and practices on ethical, regulatory and other issues related to the conduct of research and scholarly work and its dissemination
- Advise senate on opportunities and challenges associated with external funding of research and scholarly work
- Advise Senate on policies and procedures ~~for~~ that facilitate the allocation and awarding of ~~University~~ internal fundings ~~for~~ for research and scholarly work
-
- Review ~~, consult with the Budget Committee~~ and advise the Academic Planning and Priorities Committee on proposals to establish new research centres or institutes or new research chairs or professorships
- Review annually the activities of the University's research centres or institutes
- Review annually the University's Strategic Research Plan and make recommendations to the Senate
- Report annually to Senate on the University's research and scholarly activities
- Establish such subcommittees as needed to fulfil the Committee's responsibilities
- To advise the Mission Fulfilment Executive Committee~~Accreditation Steering Committee~~ and report on mission ~~fulfulment~~fulfillment in relation to the Research core theme ~~themes~~
- Other duties as assigned by Senate

Membership

Chair

- A voting ~~faculty~~ member of the Committee, nominated by the Committee and approved by Senate

Voting members

- ~~Ten~~ Eight members, approved by Senate, at least two of whom shall be members of Senate. ~~Seventy-five~~ Six members will be drawn from faculty in tripartite appointments. Normally, there shall be one member from each of the Academic Divisions (Faculties/Schools/Division). ~~Twenty-five~~Two members can be drawn from research-active bipartite and OLFMs, with representation reflecting the diversity of disciplines at the University~~.~~
- Two Deans approved by Senate (or Associate Dean designate)
- One staff member approved by Senate
- One undergraduate student nominated by TRUSU and appointed by the Senate Steering committee~~.~~
- One graduate student nominated by TRUSU and appointed by Senate Steering Committee
- ~~Associate~~ Vice-President~~,~~ Research ~~and Graduate Studies~~

Ex officio non-voting members

- Provost and Vice-President, Academic (or designate)
- Vice-President, Administration and Finance (or designate)
- A Ddirector from the Office of Research and Graduate Studies

~~Secretarial~~ Committee support

- Office of Research and Graduate Studies

Proposed updates to the Senate Research Committee's Terms of Reference

Responsibilities

- Advise Senate on policies and programs that promote, support and celebrate high quality research and scholarly work and its dissemination
- Advise Senate on policies and practices on ethical, regulatory and other issues related to the conduct of research and scholarly work and its dissemination
- Advise senate on opportunities and challenges associated with external funding of research and scholarly work
- Advise Senate on policies and procedures that facilitate the allocation and awarding of internal funding for research and scholarly work
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- Review annually the University's Strategic Research Plan and make recommendations to the Senate
- Report annually to Senate on the University's research and scholarly activities
- Establish such subcommittees as needed to fulfil the Committee's responsibilities
- To advise the Mission Fulfilment Executive Committee and report on mission fulfillment in relation to the Research core theme
- Other duties as assigned by Senate

Membership

Chair

- A voting member of the Committee, nominated by the Committee and approved by Senate

Voting members

- Eight members, approved by Senate, at least two of whom shall be members of Senate. Six members will be drawn from faculty in tripartite appointments. Normally, there shall be one member from each of the Academic Divisions (Faculties/Schools/Division). Two members can be drawn from research-active bipartite and OLFMs, with representation reflecting the diversity of disciplines at the University
- Two Deans approved by Senate (or Associate Dean designate)
- One staff member approved by Senate
- One undergraduate student nominated by TRUSU and appointed by the Senate Steering committee
- One graduate student nominated by TRUSU and appointed by Senate Steering Committee
- Vice-President Research

Ex officio non-voting members

- Provost and Vice-President, Academic (or designate)
- Vice-President, Administration and Finance (or designate)
- A Director from the Office of Research and Graduate Studies

Committee support

Office of Research and Graduate Studies

THOMPSON RIVERS UNIVERSITY | Office of the Provost and Vice-President Academic

M E M O R A N D U M

TO: President Brett Fairbairn, Chair of Senate

FROM: Gillian Balfour, Chair, University Tenure and Promotion Committee

DATE: April 15, 2024

RE: TRU Faculty of Science Overarching Tenure and Promotion Departmental Standards Document

---

The Faculty of Science have updated their current departmental standards to include a pathway for tenure and promotion for the bipartite position of “Instructional Support Laboratory Coordinator”.

On behalf of the University Tenure and Promotion Committee (UTPC), I respectfully submit the revised TRU Faculty of Science overarching departmental standards for approval as recommended by the UTPC at a meeting held on March 14, 2024.

The vote to recommend the revised Faculty of Science Overarching Departmental Standards, with the inclusion of the Instructional Support Laboratory Coordinator position, to Senate was unanimous.

Academic Standards for Promotion and Tenure in the Faculty of Science[1]

Table of contents

1 The Faculty of Science approved these Guidelines on June 17, 2021

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. 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 respected 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 role;
(b) recognition of research, scholarly, and creative work [for tripartite faculty]; and
(c) contributions to service within the university and general community as well as to the 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 candidates 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, tripartite or bipartite. Evaluation in the **bipartite** stream is based upon:

(1) Academic Qualifications
(2) Teaching
(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, 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%

3. Appointment Criteria

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 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 manger to leader), as demonstrated by recognition and assessment 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.

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 and 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 a crossing geographical (provincial to national), disciplinary, or cultural boundaries.
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 manger 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.

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

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

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 programme 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-focussed, primarily undergraduate universities in North America with similar resources.

Table 2. Criteria useful to faculty 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.

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

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 member 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.

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

8. Summary of Tenure and Promotion criteria for Bipartite Faculty

The normal expectation for promotion to Associate Teaching Professor/Teaching Professor is the faculty member's teaching is recognized by peers to span geographical, discipline or cultural boundaries.

Tenure at Assistant Teaching Professor

Teaching
Proven competency in the classroom and a promise of teaching 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

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 members 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

Teaching
Must demonstrate sustained excellence in teaching and teaching practices must have an increased sphere of influence and is 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
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 members' reputation for teaching will normally be recognized by multiple communities (TRU and beyond).

Scholarship
Must be evidence of significant achievement in scholarly activity beyond that expected for the rank of assistant professor. Candidates' productivity will meet 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 members' reputation for 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 and is moving from manager to leader.

Scholarship
Must be 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 members' 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

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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 specialities 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 (Pelkwaílc-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: Téxelc, 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: 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.

Veterinary Technology	**Teaching**	• 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. • Developing and upgrading curriculum • 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. • Faculty should have listed continuing education in three areas: general teaching skills, veterinary technology teaching and veterinary professional continuing education.
	Service	• 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. • Student recruitment and applicant selections • Community work/involvement: ie SPCA, BC Wildlife Park, 4-H, Kamloops Therapeutic Riding, etc • Interdepartmental animal related activities • Veterinary related provincial and national associations • Committee work – internal and external
	Scholarly	Scholarly activity related to veterinary profession may include works such as: • Articles • Conference speaker • Journals • Books • Blogs • Forums • Social Media

		• 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) 2nd 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.

Academic Standards for Promotion and Tenure in the Faculty of Science at TRU [1]

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Table of Ccontents

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1 The Faculty of Science approved these Guidelines on June 17, 2021. Revisions were made in TRU Faculty of Science Tenure and Promotion

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2023 to incorporate Instructional Support (Lab Coordinator) roles. Approved by FoS January 18, 2024.

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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~~ed~~ 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

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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, ~~and~~ general community, ~~as well as to the~~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.

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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 ~~and~~ lab coordination duties for Instructional Support roles ~~Lab Coordinators~~)
(3) Service

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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%

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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.

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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, 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.

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Bipartite Roles

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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

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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 ~~and~~ 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 ~~a~~ 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. ~~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

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

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~~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

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~~4.~~3. (national to international), disciplinary or cultural boundaries above the Associate Teaching Professor level.

~~5.~~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.

~~6.~~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.

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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

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

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

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1b). Teaching criteria for Instructional Support roles

	Tenure at Instructional Support I / *Lab Coordinator*	**Instructional Support II / *Senior Lab Coordinator***	**Instructional Support III / *Principal Lab Coordinator***
Instructional Knowledge (Student Success and Engagement)	Coordinates laboratory sections and spaces effectively, in collaboration with course faculty and technicians. Maintains a quality learning environment for learners of all backgrounds. Uses appropriate lab teaching materials in terms of currency, quantity, content, accessibility, and appropriate academic rigor. Demonstrates effectiveness in selecting, training, and supporting Teaching Assistants. Provides useful student consultation outside of class. Follows academic integrity policies and procedures within labs. Promotes student curiosity, life-long learning and community-mindedness. Provides appropriate student assessment relative to course, program and institutional learning objectives.	Coordinates laboratory sections and spaces proficiently, in collaboration with course faculty and technicians. Demonstrates competence in ~~course~~laboratory exercise development, implementation, and assessment. Demonstrates refinement of lab curriculum with respect to both discipline content, and inclusion and diversity. Demonstrates competence and innovation in recruiting, selecting, training and supporting Teaching Assistants. Teaching motivates and inspires curiosity, lifelong learning and community-mindedness in students. Demonstrates mentorship of other faculty in discipline, pedagogy or professional practice. Contributes to instructional knowledge of multiple communities (TRU and beyond).	Demonstrates leadership in coordinating laboratory classes and spaces, in collaboration with course faculty and technicians. Contributes to lab instruction with an increasing sphere of influence transcending geographic, discipline or cultural boundaries. Provides evidence of contribution to instructional knowledge that is publicly disseminated in a variety of ways and across varying communities. Demonstrates leadership in recruiting, selecting, training and supporting Teaching Assistants, including sharing best practices with other faculty.
Pedagogical Knowledge (Scholarly Teaching)	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. Reflects upon lab teaching practice from a content lens. Engages in life-long learning regarding pedagogy through various communities (TRU CELT, local/provincial/international groups). Displays life-long learning through review and reflection of their own current teaching practices and a cyclical process for continual improvement. Utilizes TRU processes (course evaluations and peer review) and TRU resources (CELT, TPC) to critically reflect on their own teaching/ professional practice.	Implements different teaching techniques and demonstrates the incorporation of diversity and inclusion and reduction of institutional barriers into lab course dissemination. Reflects upon lab teaching practice from a content lens and also from an inclusion and diversity lens. Disseminates to various communities ~~on~~ lab teaching techniques and pedagogical knowledge. Teaching/ professional practice are scholarly and evidence-based. Provides instructional mentoring within different communities (TRU and beyond). Engages in own learning regarding pedagogy through a range of communities (TRU and beyond). Facilitates workshops and conferences. Utilizes TRU processes (course evaluations and peer review) and TRU resources (CELT, TPC) to grow their teaching / professional practice.	Contributes to lab pedagogical knowledge with an increasing sphere of influence transcending geographic, discipline or cultural boundaries. Demonstrates evidence of pedagogical impact within the community. Provides mentoring (workshops/ consultations) to an increasingly broad range of audiences. Provides leadership to an increasingly diverse range of communities. Recognized by multiple communities for excellence and leadership in teaching/ professional role.

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Contribution to Department/ Program	Actively participates in departmental planning. Promotes program and institutional learning outcomes at the lab course level. Connects lab course curriculum to community needs. Participates in departmental outreach. Engages in lab course-level activities to fulfill program learning outcomes	Provides leadership in departmental planning and lab course development. Contributes effectively to departmental teaching load through either number of students or lab sections along with TA supervision. Viewed as a resource person in discipline, pedagogy, or professional practice. Represents department's interest in campus wide committees related to professional role.	Plays a leadership role in updating lab courses / programs. Initiates new lab activities / courses / programs.

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~~7.~~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~~me~~ 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-focu~~s~~sed, primarily undergraduate universities in North America with similar resources.

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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.

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

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~~8.~~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.

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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.

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

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~~9.~~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. ~~. Teaching/lab coordination is~~ 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, ~~and is~~ 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.

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~~10.~~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 p~~P~~roven 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 ~~be~~ show evidence of significant achievement in scholarly activity beyond that expected for the rank of A~~a~~ssistant P~~p~~rofessor. Candidate~~'~~s~~'~~ productivity will ~~meet~~ 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 ~~for~~ 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~~, and is~~ moving from manager to leader.

Scholarship
Must ~~be~~ show evidence of significant achievement in scholarly activity beyond that expected for the rank of A~~a~~ssociate P~~p~~rofessor. 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 A~~a~~ssociate P~~p~~rofessor, 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.

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~~11.~~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.

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Appendix 1: Collective agreement articles relevant to tenure and promotion

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~~12.~~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

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Appendix 2: Glossary of terms

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~~13.~~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 specialities 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).

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Appendix 3: TRU Mission & Values

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~~14.~~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 (Pelkwaílc-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

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our Second House: Téxelc, 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.

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Appendix 4: Instructional Support Positions (Laboratory Coordinators)

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

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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.

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

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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 BCBIO (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)

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15. Appendix 5: Departmental Overviews

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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.

Veterinary Technology	**Teaching**	• 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. • Developing and upgrading curriculum • 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. • Faculty should have listed continuing education in three areas: general teaching skills, veterinary technology teaching and veterinary professional continuing education.
	Service	• 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. • Student recruitment and applicant selections • Community work/involvement: ie SPCA, BC Wildlife Park, 4-H, Kamloops Therapeutic Riding, etc • Interdepartmental animal related activities • Veterinary related provincial and national associations • Committee work – internal and external
	Scholarly	Scholarly activity related to veterinary profession may include works such as: • Articles • Conference speaker • Journals • Books • Blogs • Forums • Social Media

		• 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) 2nd 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.

Academic Standards for Promotion and Tenure in the Faculty of Science at TRU [1]

Table of Contents

1 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

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

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

1b). Teaching criteria for Instructional Support roles

	Tenure at Instructional Support I / ***Lab Coordinator***	**Instructional Support II /** ***Senior Lab Coordinator***	**Instructional Support III /** ***Principal Lab Coordinator***
Instructional Knowledge (Student Success and	Coordinates laboratory sections and spaces effectively, in collaboration with course faculty and technicians. Maintains a quality learning environment for learners of all backgrounds. Uses appropriate lab teaching materials in terms of currency, quantity, content, accessibility, and appropriate academic rigor. Demonstrates effectiveness in selecting, training, and supporting Teaching Assistants. Provides useful student consultation outside of class. Follows academic integrity policies and procedures within labs. Promotes student curiosity, life-long learning and community-mindedness. Provides appropriate student assessment relative to course, program and institutional learning objectives.	Coordinates laboratory sections and spaces proficiently, in collaboration with course faculty and technicians. Demonstrates competence in laboratory exercise development, implementation, and assessment. Demonstrates refinement of lab curriculum with respect to both discipline content, and inclusion and diversity. Demonstrates competence and innovation in recruiting, selecting, training and supporting Teaching Assistants. Teaching motivates and inspires curiosity, lifelong learning and community-mindedness in students. Demonstrates mentorship of other faculty in discipline, pedagogy or professional practice. Contributes to instructional knowledge of multiple communities (TRU and beyond).	Demonstrates leadership in coordinating laboratory classes and spaces, in collaboration with course faculty and technicians. Contributes to lab instruction with an increasing sphere of influence transcending geographic, discipline or cultural boundaries. Provides evidence of contribution to instructional knowledge that is publicly disseminated in a variety of ways and across varying communities. Demonstrates leadership in recruiting, selecting, training and supporting Teaching Assistants, including sharing best practices with other faculty.
Pedagogical Knowledge (Scholarly Teaching)	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. Reflects upon lab teaching practice from a content lens. Engages in life-long learning regarding pedagogy through various communities (TRU CELT, local/provincial/international groups). Displays life-long learning through review and reflection of their own current teaching practices and a cyclical process for continual improvement. Utilizes TRU processes (course evaluations and peer review) and TRU resources (CELT, TPC) to critically reflect on their own teaching/ professional practice.	Implements different teaching techniques and demonstrates the incorporation of diversity and inclusion and reduction of institutional barriers into lab course dissemination. Reflects upon lab teaching practice from a content lens and also from an inclusion and diversity lens. Disseminates to various communities lab teaching techniques and pedagogical knowledge. Teaching/ professional practice are scholarly and evidence-based. Provides instructional mentoring within different communities (TRU and beyond). Engages in own learning regarding pedagogy through a range of communities (TRU and beyond). Facilitates workshops and conferences. Utilizes TRU processes (course evaluations and peer review) and TRU resources (CELT, TPC) to grow their teaching / professional practice.	Contributes to lab pedagogical knowledge with an increasing sphere of influence transcending geographic, discipline or cultural boundaries. Demonstrates evidence of pedagogical impact within the community. Provides mentoring (workshops/ consultations) to an increasingly broad range of audiences. Provides leadership to an increasingly diverse range of communities. Recognized by multiple communities for excellence and leadership in teaching/ professional role.

Contribution to Department/ Program	Actively participates in departmental planning. Promotes program and institutional learning outcomes at the lab course level. Connects lab course curriculum to community needs. Participates in departmental outreach. Engages in lab course-level activities to fulfill program learning outcomes	Provides leadership in departmental planning and lab course development. Contributes effectively to departmental teaching load through either number of students or lab sections along with TA supervision. Viewed as a resource person in discipline, pedagogy, or professional practice. Represents department's interest in campus wide committees related to professional role.	Plays a leadership role in updating lab courses / programs. Initiates new lab activities / courses / programs.

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.

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

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.

	Tenure at Assistant Professor/ Assistant Teaching Professor/ Instructional Support I (Lab Coordinator)	**Associate Professor/ Associate Teaching Professor/ Instructional Support II (Senior Lab Coordinator)**	**Professor/ Teaching Professor/ Instructional Support III (Principal Lab Coordinator)**
University Community	Actively participates in committees to support departmental operations. Engages in student support and outreach activities. Participates in events that support intellectual/cultural life at TRU. Organizes student outreach and support activities.	Participates in Faculty/University-wide governance committees. Leadership role in departmental governance committees. Provides administrative support work at departmental level. Contributes to organizing academic/cultural life at TRU (e.g., Teaching Practices Colloquium). Other (e.g., organizing United Way/Library campaign).	Leadership role in Faculty/ University-wide governance committees. Leading academic/cultural life at TRU.
Members' Discipline/Profession	Supervision of students beyond teaching workload. Participates in activities of professional/learned society organizations.	Active contributions to the member's professional/ learned society organizations outside TRU. Participates in organizing academic and scholarly events such as conferences, workshops, panels or meetings in areas of professional competence. Presenting as guest speaker at local and provincial level. Evidence of sustained involvement in reviewing scholarly work. Participation in articulation or accreditation bodies.	Editorship role in scholarly or teaching journals. Leadership role in organizing academic and scholarly events such as conferences, workshops, panels or meetings in areas of professional competence. Presenting as guest speaker at national or international level. Leadership roles with articulation or accreditation bodies.
Community-at- Large	Cultural contributions (e.g., KSO, Curling Cup, Big Brothers, United Way). Participates in community outreach activities and supports community development and engagement (e.g., Canada Games, Open houses).	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.	Leadership role in service organizations. 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.

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 (Pelkwaílc-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: Téxelc, 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 BCBIO (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.

Veterinary Technology	**Teaching**	• 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. • Developing and upgrading curriculum • 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. • Faculty should have listed continuing education in three areas: general teaching skills, veterinary technology teaching and veterinary professional continuing education.
	Service	• 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. • Student recruitment and applicant selections • Community work/involvement: ie SPCA, BC Wildlife Park, 4-H, Kamloops Therapeutic Riding, etc • Interdepartmental animal related activities • Veterinary related provincial and national associations • Committee work – internal and external
	Scholarly	Scholarly activity related to veterinary profession may include works such as: • Articles • Conference speaker • Journals • Books • Blogs • Forums • Social Media

		• 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) 2nd 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.