THOMPSON RIVERS UNIVERSITY

MEETING OF THE SENATE

Monday, April 25, 2022
3:30-5:30 PM

Room OM3732, Old Main *(please note change of location)*

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
   b. Welcome new senator
Page 3
      i. Gregory Garrish, Alumni member (3-year term)

2. **Adoption of Agenda**

3. **Approval of Minutes**
Page 4
   a. Minutes of March 28, 2022

4. **Reports of Officers**
   a. President and Vice-Chancellor — Brett Fairbairn
Page 8
      i. President's Report to Senate (Information)
   b. Provost and Vice-President Academic — Donna Murnaghan

5. **Reports of Committees**
Page 21
   a. Academic Planning and Priorities Committee — Donna Murnaghan

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6. Business

7. Presentations (Information)

    a. General Education Requirements and Institutional Learning Outcomes Update — Alana Hoare

    b. Changes to curricular approval process — Shannon Wagner

8. Question Period

9. Next Senate meeting

    a. The next regular meeting of Senate is on Monday, May 30, 2022 from 3:30-5:30 p.m. in HL190.

10. Termination of Meeting

Short biography for Alumni Representative, Gregory Garrish

Gregory Garrish has served both on the TRU Foundation as a Board Member and as the President. As well, he was a Campaign Cabinet Member of LIMITLESS fundraising campaign. On top of Gregory being a Chartered Alumni of TRU, he is also a long-time donor, with his first contribution coming in 2000. He is very dedicated to the success of TRU.

Foundation Board Member 2013-2020
Foundation Board President 2018-2020
Limitless Campaign Cabinet Member 2017-2021

Following are some additional biographical details:
- Born and raised in Kamloops. (Family has been in Kamloops since 1926)
- Graduated from South Kamloops Sr. Secondary.
- Attended Cariboo College in the late 70's and early 80's taking University Transfer courses.
- Graduated from Mount Royal University with a diploma in Community and Regional Planning in 1981.
- Obtained the designation of Forest Professional through the Association of BC Forest Professionals.
- Worked in Government for 32 years in Forestry, Wildfire and Emergency Management positions including Incident Commander on large fires.
- I am an Outdoor enthusiast in biking, skiing, cross country skiing, hiking, and belong to the Kamloops Outdoor Club.
- Donor to TRU nursing students in 2nd, 3rd, and 4th years. This year being my 22nd year.
- I was a TRU Foundation member for 6 years
- President of the TRU Foundation for 2 years.
- Lead a team to manage an Estate where the entire amount was gifted to the TRU Foundation. This now provides numerous awards to Women in Science.
- Therapy Dog Volunteer for over 8 years at RIH on the Cardiac, Neurological, Orthopedics, and Emergency wards.
- Volunteer (without my dog) weekly at RIH on the Cancer Ward.
- Volunteer for the Wells Gray Gateway Protection Society
- Emergency Management volunteer designing mock exercises.
- Recently received the Order of St John designation (MStJ) and medal from the Governor General of Canada on behalf of her Majesty the Queen.

THOMPSON RIVERS UNIVERSITY

MEETING OF THE SENATE

Monday, March 28, 2022
3.30pm-5.30pm

HL 190, Brown Family House of Learning

MINUTES

Present:
Brett Fairbairn (Chair), Christine Adam, Gregory Anderson, Tina Block, Doug Booth, David Carter, Melba D'Souza, Yasmin Dean, Robert Diab, Tania Gottschalk, Michael Henry, Lyle Hirowatari, Craig Jones, Randall Kimmel, Derek Knox, Oleksandr Kondrashov, Ben Lovely, Richard McCutcheon, Daleen Millard, Donna Murnaghan, Rien Okawa, Cindy Ozouf, Mark Paetkau (Vice-Chair), John Patterson, Donald Poirier, Baldev Pooni, Gordon Rudolph, Tanya Sanders, Rani Srivastava, Elizabeth Templeman, Anne Terwiel, Joanna Urban, Juliana West, Joel Wood

Regrets:	**Absent:**
Mike Bluhm, Chris Montoya	Varanya Varad Bariyar, Bhavika Jain, Mary Kruger, Shawn Read

Executive and Others Present:
Baihua Chadwick (Vice-President, International), John Sparks (General Counsel and Corporate Secretary), Yvette Laflamme (AVP, Finance), Lynda Worth (University Governance Coordinator), Shannon Smyrl (EPC Chair)

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1. **Call to Order**
   a. Remarks from the Chair

   B. Fairbairn, senate chair, called the meeting to order at 3.31pm, asking those people joining remotely to identify themselves.

   i. Territorial Acknowledgment

   B. Fairbairn acknowledged that Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc.

b. Welcome new senators

B. Fairbairn welcomed new faculty senators Juliana West (Faculty of Education and Social Work) and Joanna Urban (Faculty of Science).

2. Adoption of Agenda

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

3. Approval of Minutes
a. Minutes of February 28, 2022

*On motion duly made and adopted, it was **RESOLVED** that the minutes of February 28, 2022 be adopted as circulated.*

4. Reports of Officers
a. President and Vice-Chancellor

   i.   President's Report to Senate

   B. Fairbairn highlighted several matters in his written report, a copy of which was circulated with the agenda package. Discussion ensued.

b. Provost and Vice-President Academic and Research
   i.   Provost's Report to Senate

   D. Murnaghan highlighted several matters from her written report, a copy of which had been circulated with the agenda package.

5. Reports of Committees
a. Academic Planning and Priorities Committee

D. Murnaghan, chair of the Academic Planning and Priorities Committee, indicated there were two items for approval in the report, namely program modifications to the Bachelor of Computing Science and the Bachelor of Computing Science Co-op.

*On motion duly made and adopted it was **RESOLVED** that Senate approve the Category III Program Modification to the Bachelor of Computing Science as presented.*

*On motion duly made and adopted it was **RESOLVED** that Senate approve the Category III Program Modification to the Bachelor of Computing Science Co-op as presented.*

b. Educational Programs Committee

Shannon Smyrl, chair of the Educational Programs Committee, presented the January, February, and March 2022 EPC reports for information as provided in the agenda.

c. Budget Committee of Senate

D. Murnaghan, Budget Committee of Senate chair, delivered the committee's report. She and Y. Laflamme, AVP, Finance, reviewed the budget presentation with senators as linked in the agenda. Discussion ensued.

d. Steering Committee

With M. Henry, chair of the Steering Committee, experiencing technical difficulties and not available, the chair of senate asked if there were any questions, noting there were three items for approval on the committee's report, namely appointments to committees.

*On motion duly made and adopted, it was **RESOLVED** that the following volunteers be appointed to serve on the following committees:*

International Affairs Committee
Faculty Senator:
- John Patterson, Open Learning

Awards and Honours Committee
Dean:
- Michael Henry, Bob Gaglardi School of Business and Economics (2nd term)

Steering Committee
Dean:
- Michael Henry, Bob Gaglardi School of Business and Economics (2nd term)

Also noted in the report, as information only, was the appointment of students to the Academic Planning and Priorities Committee, namely:

Academic Planning and Priorities Committee
Students:
- Andrea Fernandes (March – September 2022)

- Priyanka Sharma, Graduate (March – September 2022)

6. Business
a. Winter 2022 Election Results

B. Fairbairn presented the report on Winter 2022 election results as circulated in the agenda.

7. Presentation
a. TRU World Update

B. Chadwick presented a verbal report on the efforts by TRU World to support students affected by the war in Ukraine. Discussion ensued.

8. In-Camera Business

After all non-senators left the meeting and the livestream was suspended, Senators moved to an in-camera meeting.

9. Question Period

As the in-camera meeting ended at 5.23pm, there was no time for question period.

10. Next Senate meeting
a. The next regular meeting of Senate is on Monday, April 25, 2022 from 3:30-5:30 p.m. in HL190.

11. Termination of Meeting

The meeting terminated at 5.23pm during in-camera business.

THOMPSON
RIVERS
UNIVERSITY

I will miss the April meeting of Senate, and submit this report in my absence. I look forward to meeting senators again at the next meeting, and will be happy to answer questions about items in this report at that time.

RETURN TO CAMPUS – PROOF OF VACCINATION UPDATE

As we fully emerge into spring, it seems we have not yet moved as far past COVID-19 as many might have hoped. Even with warmer days and more people outside, many jurisdictions across Canada are reporting what amounts to be a sixth wave of infections from the virus.

In B.C., it appears that cases have fallen dramatically since peaks earlier in the year and while there has been a slight uptick in the numbers, they have not (yet) risen significantly.[1] That said, we know from anecdotal reporting, including from our colleagues, that COVID continues to circulate in our community.

Despite that, health authorities have maintained schedules for the reduction or elimination of COVID-related restrictions. In B.C., as of April 8, vaccine passports were no longer required. This was the last of the significant restrictions to fall away, as a requirement to wear masks in most indoor settings was dropped in March.

As has been our practice since the onset of the pandemic, TRU follows advice and recommendations from the Provincial Health Office, and we will continue to do so.

TRU continues to tell our community to exercise caution and adopt safety measures based on assessments of personal risk. We will continue to emphasize that we are a mask-friendly environment, and anyone who feels the need to protect their health with masks is encouraged to wear one.

TRU will monitor emerging trends and will continue to be open to new directions from health officials.

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[1] https://experience.arcgis.com/experience/a6f23959a8b14bfa989e3cda29297ded
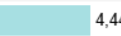
ENROLLMENT FALL 2022

As we progress into 2022, emerging enrollment data suggest rising optimism for the fall semester.

Total applications and admissions (excluding Nursing, Trades, and Law) are currently tracking higher than last year's numbers at this time and higher than *three years ago** at the same point. Domestic applications are tracking close to last year at the same time (currently down 3%) and are up 4% from the same time three years ago. International applications are currently up 32% from last year and 60% higher than the same point three years ago. Domestic admissions are currently up 2% from this time last year, while international admissions are up 48%.

A portion of these international applications and admissions are from prospective students who were deferred from Winter 2022 due to program capacities and delays in study permit processing. It's important to note that uncertainty remains around the ability of students to obtain study permits and to travel to campus. IPE and TRU World continue to monitor these and other factors impacting international students.

* We now compare applications and admissions to last year and three years ago (Fall 2019), which is the most recent pre-pandemic fall term.

Enrolment Funnel This Year to date	Enrolment Funnel Previous Years to date	Enrolment Funnel To-Date % Difference
Fall 2022 Applications This Year to date — 8,265	**Fall 2021** Applications Last Year to date — 7,185	Applications to date % diff — 15%
Admissions This Year to date — 5,663	Admissions Last Year to date — 4,443	Admissions to date % diff — 27%
Registrants to date — 0	Registrants Last Year to date — 0	Registrants to date % diff —
	Fall 2019 * Applications 3 Years Ago to date — 6,369	Applications to date % diff — 30%
	Admissions 3 Years Ago to date — 3,941	Admissions to date % diff — 44%
	Registrants 3 Years Ago to date — 0	Registrants to date % diff —

International Applications and Admissions in Graduate-Level Programs

Latest Application On	April 8, 2022			APPLICATIONS			ADMISSIONS					
Residency	3 Years Ago to date*	Last Year to date	Last Year total	This Year to date	To-date % diff (last yr)	This Year to date % of Last Year total	3 Years Ago to date*	Last Year to date	Last Year total	This Year to date	To-date % diff (last yr)	This Year to date % of Last Year total
Domestic	3,332	3,502	4,843	3,410	-3%	70%	1,892	1,941	2,922	1,971	+2%	67%
International	3,037	3,683	4,829	4,855	+32%	101%	2,049	2,502	3,564	3,692	+48%	104%
Total	6,369	7,185	9,672	8,265	+15%	85%	3,941	4,443	6,486	5,663	+27%	87%

International applications are up 32% overall relative to this time last year. This growth is occurring across various levels of programs, including Bachelor (+19%), Post-Baccalaureate (+32%), and Masters degrees (+40%). Applications to the Master of

Business Administration (MBA) are up 42% and admissions are up 131% compared to this time last year. However, the Bachelor of Business Administration (BBA) is seeing some minor decline in applications and admissions compared to this time last year (-2% and -3%, respectively).

Latest Application On	April 8, 2022	APPLICATIONS				ADMISSIONS					
Credential Program (grp)	Last Year to date	Last Year total	This Year to date	To-date % diff (last yr)	This Year to date % of Last Year total	Credential Program (grp)	Last Year to date	Last Year total	This Year to date	To-date % diff (last yr)	This Year to date % of Last Year total
Master Business Administration	596	806	848	42%	105%	Master Business Admini..	230	296	532	131%	180%
Bach Business Administration	415	511	405	-2%	79%	Bach Business Administ..	376	479	365	-3%	76%
Master Science Data Science	305	306	393	29%	128%	Master Science Data Sc..	18	19	87	383%	458%
Bach Science General Sc	235	347	305	30%	88%	Bach Science General ..	221	335	280	27%	84%
Post Bacc Dipl Supply Chain ..	218	257	278	28%	108%	Post Bacc Dipl Supply ..	203	248	248	22%	100%
Post Bacc Cert Business Admi..	209	265	253	21%	95%	Post Bacc Cert Busines..	183	243	224	22%	92%
Bach Computing Science	149	197	247	66%	125%	Bach Computing Science	125	174	213	70%	122%
Post Bacc Dipl International Bu..	183	242	240	31%	99%	Post Bacc Dipl Internati..	161	225	220	37%	98%
International Total	3,683	4,829	4,855	32%	101%	International Total	2,502	3,564	3,692	48%	104%

Including Nursing, Law, and Trades programs, International applications currently account for 50% of applications, which is 8 percentage points higher than at this time last year (due in part to the large number of deferrals from Winter 2022). It is important to note that these programs (which are excluded from the graphs shown above) are competitive in nature and the vast majority of seats are given to Domestic students.
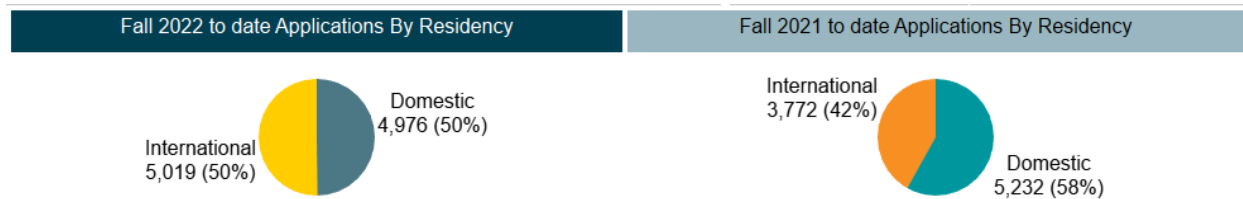
For those with access to Tableau Server, an interactive full report can be found here. A high-level summary is also available on IPE's Sharepoint site.

NEW TENURE AND PROMOTIONS 2022

Tenure and promotion represent important milestones in any faculty member's career and are reflections of an individual's achievements over time in teaching, research and service as evaluated by peers.

It is my pleasure to share with you the names of faculty who have recently been awarded tenure or promotion, effective July 1, 2022. Please join me in congratulating these individuals, and wishing them continued success.

AWARDED TENURE

Bob Gaglardi School of Business & Economics
John O'Fee, Accounting, Finance & Law
Dr. Jingzhi (Joyce) Shang, Marketing & International Business

Centre for Excellence & Learning and Teaching
Carolyn Ives, Learning Design & Innovations

Faculty of Arts
Dr. Rochelle Stevenson, Sociology & Anthropology

Faculty of Education & Social Work
Lorry-Ann Austin, Social Work & Human Service
Izabela Mazur, University & Employment Preparation
Christine Miller, University & Employment Preparation
Dr. Mahtab Nazemi, Education

Faculty of Science
Dr. Yana Nec, Mathematics & Statistics

School of Nursing
Kim Morris, Nursing
Dr. Darlene Sanderson, Nursing

School of Trades & Technology
Amie Schellenberg, Construction Trades
Michael Turley, Construction Trades

University Library
Franklin Sayre, University Library

AWARDED PROMOTION

Bob Gaglardi School of Business & Economics
Dr. Bruce Martin, Human Enterprise & Innovation, promotion to Professor
John O'Fee, Accounting, Finance & Law, promotion to Associate Teaching Professor
Dr. Jingzhi (Joyce) Shang, Marketing & International Business, promotion to Associate Professor

Centre for Excellence in Learning & Teaching

Carolyn Ives, Learning Design & Innovations, promotion to Instructional Support II

Faculty of Arts

Dr. Rochelle Stevenson, Sociology & Anthropology, promotion to Associate Professor

Faculty of Education and Social Work

Lorry-Ann Austin, Social Work & Human Service, promotion to Associate Teaching Professor

Alexandra Church, English Language Learning & Teaching, promotion to Associate Teaching Professor

Dr. Edward Howe, Education, promotion to Professor

Dr. Wendy Hulko, Social Work & Human Service, promotion to Professor

Izabela Mazur, University & Employment Preparation, promotion to Associate Teaching Professor

Christine Miller, University & Employment Preparation, promotion to Associate Teaching Professor

Dr. Mahtab Nazemi, Education, promotion to Associate Professor

Faculty of Law

Dr. Ruby Dhand, Law, promotion to Professor

Dr. Robert Diab, Law, promotion to Professor

Dr. Chris Hunt, Law, promotion to Professor

Faculty of Science

Dr. Lyn Baldwin, Biological Sciences, promotion to Professor

Dr. Yana Nec, Mathematics & Statistics, promotion to Associate Professor

Dr. Dipesh Prema, Physical Sciences (Chemistry), promotion to Associate Professor

Dr. Tom Pypker, Natural Resource Science, promotion to Professor

School of Nursing

Kim Morris, Nursing, promotion to Associate Teaching Professor

Dr. Joyce O'Mahony, Nursing, promotion to Professor

School of Trades and Technology

Amie Schellenberg, Construction Trades, promotion to Associate Teaching Professor

University Library
Franklin Sayre, University Library, promotion to Librarian II

TRU MAKERSPACE OPENS TO FACULTY, STAFF AND STUDENTS

I'm delighted to share news of a TRU-ly unique learning and teaching opportunity just recently announced. Our Kamloops campus library now includes an incredible makerspace that is free to all faculty, staff and students. The TRU Makerspace is the ideal place to try out new technology to increase your technical know-how or just for the fun of being able to experiment and create! The makerspace includes virtual reality rooms, 3D printers, podcasting studios, textile technology and more.

The TRU Makerspace in House of Learning is open Monday to Friday, 10 a.m. to 4 p.m. It's also available for departments to use to host events. To learn more about the space, watch this news item recently featured on Castanet. You can also follow the events and activities in the Makerspace on Instagram.

LEADERSHIP

VP Research (Interim) — While TRU searches for its first Vice-President Research, currently anticipated to take office by the end of the calendar year, I have appointed Dr. Will Garrett-Petts as Interim VP to begin developing the administrative arrangements and relationships that will be foundational for the role.

Will is Professor of English, Rhetoric, and Canadian Studies, and since 2012, has served as TRU's Associate Vice-President of Research and Graduate Studies. He is the former Research Director of the Small Cities Community-University Research Alliance— a national research program exploring the cultural future of smaller communities. He was Associate Dean of Arts at TRU, Chair of English, and, before that, Chair of Journalism.

Please join me in wishing Will every success in his term as Interim Vice-President Research, which began on April 1.

SUPPORT FOR UKRAINE

TRU continues to search for active and meaningful ways to support those who have been impacted by the ongoing war in Ukraine. I have attached a letter that post-secondary institutions received from the provincial government urging all to support impacted or displaced Ukrainians to the greatest extent possible. We will work

collaboratively with federal, provincial, and local agencies to provide as much support as we can to people in difficult times, including with the possibility of program, service, and emergency financial assistance.

PROVINCIAL FUNDING REVIEW

The provincial government recently announced the launch of a sector-wide review of how it funds operations at British Columbia's 25 public post-secondary institutions.

The review will help government develop an updated funding model that fairly and impartially distributes provincial financial resources across the post-secondary sector, aligns provincial funding with the education and skills training needs of British Columbians and employers, and supports student success by ensuring access to affordable, high quality post-secondary education.

The first phase of the review is led by Don Wright. His report of key findings will be delivered to government by summer 2023.

The government has not signalled that this review is an opportunity to revisit past funding decisions. Rather, this review has a limited scope — to examine block grants only, and how fairness and impartiality can be ensured from this point forward while meeting needs and providing access.

It is significant that the government's announcement refers to a funding model and not a funding formula. There is no indication that the government is looking at funding per student or any other specific arithmetic measure. At this point in time there is no way to know how the province will compare funding needs of different institutions.

The Phase 1 consultation process will clarify many questions. TRU intends to participate actively in the entire process, alongside many other post-secondary stakeholders, to understand the thinking of the reviewers as it emerges and to advocate as needed for the interests of TRU, our regions, and their populations.

FEDERAL BUDGET 2022

As expected, the federal government's recent budget did not provide much in the way of funding for post-secondary institutions, however, there were commitments made to research programs and opportunities that will require closer examination.

Specifically, the federal government made budget commitments to several areas or initiatives in relation to Black researchers, research security, assessing science and research investments, Canada Excellence Research Chairs, "innovation clusters," and a new Canada Innovation and Investment Agency. While these investments are welcome, there is always some concern when there are increases in targeted programs rather than in the basic funding streams of the granting councils.

Some of these commitments — especially the innovation clusters and the Canada Innovation and Investment Agency — signal growing possibilities for university-industry collaborations. We will continue to search for opportunities with external partners and governments through the coming months.

EXTERNAL ENGAGEMENT

The following is a brief list of some of the activities I have attended (or will attend) that have allowed me to engage with our staff and faculty, stakeholders, government leaders, other post-secondary organizations, and delegations:

- March 29 — Inaugural Professorial Lecture series, celebrating the promotion of Dr. Matt Reudink to Professor.

- April 5 – Wolfpack Awards Night

- April 8 & 22 — RUCBC Meetings (virtual)

Upcoming

- April 21 — Meeting with Frank Caputo, MP, Thompson – Cariboo

- April 26– 27 — Universities Canada membership meetings, St. John's, NL

- April 29 — OLFM Workshop Dinner

MERIT AWARDS 2022

Making a difference to students, our colleagues and our wider community is what we do as a university. Every year — in every unit, faculty, school and department — extraordinary individuals go above and beyond.

Through a process involving peer nominations and review, committees from Research and Graduate Studies, the Centre for Excellence in Learning and Teaching (CELT), and People and Culture recommend individuals for special recognition based on outstanding

contributions. I am pleased to announce this year's Merit Award recipients:

President's Distinguished Teacher Award
Dr. Lyn Baldwin, Faculty of Science

Faculty Excellence Awards
David Carter, Faculty of Adventure, Culinary Arts & Tourism
Alex Church, Faculty of Education & Social Work
Roxane Letterlough, Faculty of Education & Social Work

Award for Excellence in Interculturalization
Dr. Sheila Blackstock, School of Nursing
Cara Cadre, Faculty of Arts

President's Distinguished Scholar Award
Dr. Lauchlan Fraser, Faculty of Science

Award for Excellence in Research & Scholarship
Dr. Salman Kimiagari, Bob Gaglardi School of Business & Economics

Distinguished Service Awards
Gordon Down, Enrolment Services
Catrina Ertel, IT Services Williams Lake
Sheri Ressler, School of Nursing

Congratulations to our colleagues for their outstanding teaching, research and service! All will be recognized at the President's Annual Merit and Long-Term Service Awards ceremony on May 4 from 9 a.m. to 11 a.m. in the Grand Hall, Campus Activity Centre.

UNIVERSITY NEWS

Brenda Smith acknowledged with COPPUL Award — Brenda Smith, Open Education Librarian, is this year's recipient of the Council of Prairie and Pacific University Library (COPPUL) Outstanding Contribution Award. Brenda was recognized for her work in advancing resource sharing between COPPUL libraries. She has taken multiple leadership roles in COPPUL over the years that have supported interlibrary loan (ILL) initiatives.

TRU has benefited from Brenda's engagement with COPPUL and her leadership on resource sharing as these efforts have supported faculty and students in being able to

readily access resources for research and scholarship not held in the TRU library. Congratulations, Brenda, on this prestigious recognition!

Day of Giving surpasses goal — TRU's Day of Giving was another resounding success on March 17 and 18, raising $39,652 for students and education — exceeding the goal of $36,000 in 36 hours. A significant number of donations were made by staff and faculty in support of causes like the World Relief fund and Veterinary Technology. This was an incredible show of support from our internal community. Thank you to all those who supported Day of Giving and making a difference for students. See the final tally at tru.ca/givingday.

BRITISH COLUMBIA

April 4, 2022
Our Ref. 124915

Dear Public Post-Secondary Board Chairs:

More than four million people have been displaced since Russia's deplorable and illegal invasion of Ukraine. Ukrainian students in B.C. are facing family disruptions and hardship, including financial vulnerability, and I know our post-secondary institutions are responding to the impacts these students are experiencing.

Canada has announced measures to support impacted and displaced Ukrainians, including the new Canada-Ukraine Authorization for Emergency Travel (CUAET). Applicants are eligible for a special three-year Temporary Resident Visa and an open work permit. Anyone looking to study at the post-secondary level can apply for a study permit once on Canadian soil. Immigration, Refugees and Citizenship Canada is prioritizing new Ukrainian applications from abroad, as well as study and work permit renewals within Canada.

While it is unknown how many displaced Ukrainians may come to British Columbia, the Province is looking across the programs and services government, agencies, and institutions offer to ensure supports are available to help Ukrainian migrants in this time of need. In the post-secondary sector, British Columbia's international student enrolment guidelines state that individuals with a full-time long-term work permit (at least one year or longer) and their dependents are, by special class application to the institution, eligible to be treated as domestic students for the purpose of funding and reporting.

Given the circumstances and the unique CUAET program established by the federal government, the Province considers individuals under the CUAET program as a special class eligible for domestic tuition, and we strongly encourage your institutions to extend this consideration to individuals and dependents who enter Canada through the CUAET.

The Province also encourages your institution to consider the various needs of impacted people entering Canada under the CUAET and how your institution can provide supports, including program, service, and emergency financial assistance, and other case-by-case compassionate assistance that may be required.

…/2

Ministry of
Advanced Education
and Skills Training

Office of the
Minister

Mailing Address:
PO Box 9080 Stn Prov Govt
Victoria BC V8W 9E2

Location:
Parliament Buildings
Victoria

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I sincerely appreciate the work your institution is already doing to support impacted students through this crisis, and I encourage ongoing communication among institutions and with the Ministry to support a consistent response across the post-secondary system. Deputy Minister Shannon Baskerville will be pleased to meet with the President of your institution to provide further information and answer questions.

Sincerely,

Honourable Anne Kang
Minister

pc: Honourable Nathan Cullen   MUNI.Minister@gov.bc.ca
        Minister of Municipal Affairs

        Shannon Baskerville, Deputy Minister   AEST.DeputyMinister@gov.bc.ca
        Ministry of Advanced Education and Skills Training

        Nicola Lemmer, Assistant Deputy Minister
        Ministry of Advanced Education and Skills Training
        AEST.ADMPost-SecondaryPolicyandPrgms@gov.bc.ca

        Jamie Edwardson, Director   Jamie.Edwardson@gov.bc.ca
        Ministry of Advanced Education and Skills Training

        Max Blouw, President   max.blouw@rucbc.ca
        Research Universities' Council of British Columbia

        Ruth Wittenberg, President   ruth.wittenberg@ufv.ca
        BC Association of Institutes and Universities

        Colin Ewart, President   cewart@bccolleges.ca
        BC Colleges

        Presidents of Public Post-Secondary Institutions

        Cindy Oliver, Chair   coliver@itabc.ca
        Industry Training Authority

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Dr. Michel Tarko, Chair   mtarko@jibc.ca
B.C. Council for International Education

Shelley Grey, Chief Executive Officer   sgray@itabc.ca
Industry Training Authority

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
APRIL 2022 REPORT TO SENATE

The April 14, 2022, meeting of APPC was chaired by Dr. Shannon Smyrl, Vice-Chair, APPC.

The following item comes forward to Senate with a recommendation from APPC for approval:

1. **Request to update outdated terminology regarding Indigenous Peoples in Academic Calendars, T. Matthew, L. Grizzlypaws, A. Hoare**

   Initially discussed at APPC in February 2022, this item has now fulfilled the committee's request of broad consultation with stakeholder groups and comes forward to Senate with APPC's recommendation for approval of an omnibus motion to update course title and descriptions to use the word "Indigenous" in place of outdated terms, as appropriate. L. Grizzlypaws and T. Matthew agreed that the changes support Indigenous learners and the TRU community in developing respectful space and feeling of connectedness that Indigenous students will identify with. To ensure that the changes are reflected in the 2022/23 Academic Calendars, the Office of Quality Assurance will support faculties, schools, and divisions to modify program and course titles and descriptions should Senate approve.

   Proposed motion:
   APPC recommends to Senate approval permission for staff in the Office of Quality Assurance, in consultation with relevant departments, to make minor edits to program and course title and descriptions to reflect language that honours Indigenous peoples.

Information items for Senate (approved at APPC):

1. **Academic Integrity Subcommittee Terms of Reference and subcommittee composition, S. Vermeulen**

   S. Vermeulen, Special Advisor to the Provost, brought forward for approval the Terms of Reference and subcommittee composition for the Academic Integrity Review APPC Subcommittee. The Subcommittee will be responsible for reviewing and making recommendations to process and policies for the management of academic integrity issues.

   On motion duly made and adopted it was resolved that APPC approve the Terms of Reference and membership composition for the Academic Integrity Taskforce.

2. **NWCCU Mid-Cycle Evaluation Site Visit May 2-3, 2022, A. Hoare, S. Wagner**

   A. Hoare provided the committee with context for TRU's accreditation by the Northwest Commission on Colleges and Universities. TRU voluntarily chose to seek accreditation through this body because of the quality assurance framework it provides. Now that we have become accredited, we have entered a 7-year cycle of continuous quality improvement, and we are currently three years into the cycle which requires a mid-cycle evaluation. The evaluation will take place virtually on May 2-3, 2022, and is a formative review. The formative process won't provide recommendations or commendations, rather it will be a report that reflects our progress and may offer guidance for a successful summative review in 2026.

3. **General Education Update, S. Wagner, A. Hoare**

   A. Hoare provided a fulsome update on the status of TRU's implementation of the general education process across all baccalaureate degree programs, including key milestones and actions taken by faculty and staff to advance progress toward implementation. As of April 2022, 370 general education component courses have been approved and 55% of all baccalaureate degree programs are fully meeting the general education requirements. It is anticipated that 65% of all baccalaureate degree programs will be meeting the requirements by this fall.

4. **Presentation/discussion: Curricular Approval Efficiency Update, S. Wagner**

   In Fall 2021, the Office of Quality Assurance (OQA) was asked to conduct an efficiency audit of current processes in place for curricular approvals. The presentation today is a summary of the findings and recommendations of the audit and the consultative process to date. S. Wagner will share this presentation with Senate at the next meeting.

Respectfully submitted:

Shannon Smyrl, Vice-Chair, APPC
(for Donna Murnaghan, Chair APPC)

MEMORANDUM

To	Academic Planning and Priorities Committee (APPC)
From	Tina Matthew, Executive Director, Office of Indigenous Education
	Laura Grizzlypaws, Educational Developer, Indigenous Teaching and Learning
	Alana Hoare, Quality Assurance and Accreditation Liaison Officer
Re	Outdated Terminology Regarding Indigenous Peoples in Academic Calendars
Date	April 1, 2022

Background

In May 2020, the General Education Taskforce (GET) engaged in a review of existing courses to determine those that met the criteria for TRU's eight Institutional Learning Outcomes (ILO). During this review, courses were assessed for the Indigenous Knowledges and Ways ILO. The review discovered that several courses contained outdated terminology in relation to Indigenous peoples.

In addition, a review of the 2021/22 Academic Calendars (both on campus and Open Learning) revealed a number of references to outdated terminology, as shown in the table below.

Academic Calendar	Term	# of times it appears
On campus	First Nations	204
On campus	Aboriginal	85
On campus	Native peoples	11
On campus	Native studies	1
On campus	Canadian Indian (**not** in reference to Treaty Indian, Indian Act, or Indian Reserve)	4
Open Learning	First Nations	10
Open Learning	Aboriginal	17

TRU strives to create a climate that is inclusive to all individuals, as highlighted in our vision, values, and strategic change goals. In particular, we aim to **Honour Truth, Reconciliation and Rights as referenced in TRU's Vision Statement**:

> 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.

Request to Update Language to Honour Indigenous Peoples

To create positive, welcoming language that honours Indigenous peoples; language that Indigenous students will identify with; and language that will draw students to specific courses, we are seeking APPC's recommendation to Senate for approval of an omnibus motion to update course titles and descriptions to use the word "Indigenous" in place of outdated terms, as appropriate.

The term "Indigenous" is inclusive of First Nations, Inuit, and Métis, and is reflective of the BC provincial government's commitment to the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), as described in the *Declaration on the Rights of Indigenous Peoples Act* (2019).

To ensure that the changes are reflected in the 2022/23 Academic Calendars, we are offering staff support in the Office of Quality Assurance to modify program and course titles and descriptions, should Senate approve this proposal.

CONSULTATION: February 9 – April 1, 2022
Below is a summary of consultations aimed to gather feedback from Faculties and Schools on the proposal as presented:

Date	Stakeholders
February 9, 2022	Indigenous Languages Planning Working Group *Office of Indigenous Education, Office of Quality Assurance, Faculty of Education and Social Work, Faculty of Arts, community members*
February 10, 2022	APPC
February 14, 2022	Indigenous Languages Planning Working Group
February 17 – March 18, 2022	Open Call to all Faculties and Schools *Deans and Department Chairs*
April 1, 2022	Arts Curriculum Committee

We received five emails from faculty members in Arts, FACT, and SoBE expressing their appreciation for the proposal. In addition, the Arts Curriculum Committee offered their support; however, recommended that the motion include the requirement to consult with relevant departments prior to editing programs and courses. Finally, during the APPC meeting on February 9, we heard concern from one committee member that the term "Indigenous" was not inclusive; however, following consultation with the Office of Indigenous Education and a review of UNDRIP (2007), the Truth and Reconciliation Commission's (2015) *Calls to Action*, and the *Declaration on the Rights of Indigenous Peoples Act* (2019), we determined that "Indigenous" is commonly understood to be inclusive of First Nations, Inuit, and Métis. We did not receive any additional concerns during the consultation period.

RECOMMENDED MOTION
We are seeking APPC's recommendation to Senate for approval of an omnibus motion to update course titles and descriptions to use the word "Indigenous" in place of outdated terms, as appropriate, following confirmation of changes at the departmental level. We recommend the following motion for approval:

> *Be it resolved that APPC recommend to Senate for approval permission for staff in the Office of Quality Assurance, in consultation with relevant departments, to make minor edits to program and course titles and descriptions to reflect language that honours Indigenous peoples.*

Kukwstsétselp,

Tina Matthew
Executive Director
Office of Indigenous Education

Laura Grizzlypaws
Educational Developer, Indigenous Teaching and Learning
Centre for Excellence in Learning and Teaching

Alana Hoare
Quality Assurance and Accreditation Liaison Officer
Office of Quality Assurance

ACADEMIC INTEGRITY POLICY AND PROCEDURE REVIEW SUB-COMMITTEE

TERMS OF REFERENCE

APPC passed a motion on March 10, 2022, to establish a small Sub-committee to recommend revisions to processes and policies for the management of academic integrity issues.

On motion duly made and adopted it was resolved that APPC establish a small Sub-committee to advise APPC on issues relating to academic integrity.

The Sub-committee will consist of 2 administrators and 3 faculty members, and chair.

RESPONSIBILITIES

•   Review environmental scan and working documents provided by AI Taskforce Chair

•   Review existing relevant TRU policies and processes

•   Recommend policy and procedure revisions

•   Consultations with internal stakeholders.

•   Draft report and recommendations to APPC by June 2, 2022.

COMMITTEE MEMBERSHIP

- Chair, Sandra Vermeulen
- Nancy Flood (Faculty member)
- Lian Dumouchel (Faculty member)
- James Gaisford (Faculty member)
- Daleen Millard (Dean of Law and APPC member)
- Michael Bluhm (AVP Strategic Enrolment and University Registrar and APPC member)

*Nominations to be approved by the Academic Planning and Priorities Committee (APPC) of Senate.

THOMPSON RIVERS UNIVERSITY

MEMORANDUM

TO	Academic Planning and Priorities Committee
FROM	Shannon Wagner, Associate Vice President Academic Alana Hoare, Quality Assurance and Accreditation Liaison Officer
RE	Notification: NWCCU Mid-Cycle Evaluation Site Visit, May 2 and 3, 2022
DATE	March 22, 2022

EXECUTIVE SUMMARY

TRU is accredited by the Northwest Commission on Colleges and Universities (NWCCU) at the associate, baccalaureate, and master's degree levels. Accreditation of an institution of higher education by the NWCCU indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially meeting this purpose, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the NWCCU is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

As of September 1, 2018, TRU is accredited at the associate, baccalaureate, and master's degree levels and is compliant with the Standards, Policies, and Eligibility Requirements of NWCCU. Accreditation must be reaffirmed periodically following a seven-year cycle of self evaluation and peer evaluation. Under the seven-year accreditation cycle, the following reviews are scheduled for TRU:

Date	Evaluation
May 2 – 3, 2022	Mid-Cycle Evaluation with Addendum regarding Recommendations 1, 3, and 4
Spring 2025	Standard 2 - Policies, Regulations, and Financial Review
Spring 2026	Evaluation of Institutional Effectiveness

MID-CYCLE EVALUATION SITE VISIT MAY 2 – 3, 2022

Under the seven-year accreditation cycle, TRU is required to submit a Mid-Cycle Evaluation Report with Addenda regarding Recommendations 1, 3, and 4 in 2022. The Mid-Cycle Evaluation is a formative assessment focused on mission fulfilment, student achievement, and programmatic assessment. The evaluation includes an external peer review virtual site visit on May 2 and 3, 2022.

A team of two evaluators will assess TRU's progress in the areas of mission fulfilment, student achievement, and assessment of student learning. The Mid-Cycle Evaluation is a formative

review with the evaluators providing feedback as we work towards the year seven Evaluation of Institutional Effectiveness in 2026.

The Chair of the evaluation team is Dr. Lucas Kavlie, Vice President, Compliance and Accreditation, at Western Governors University. He will be joined by Dr. Alexandra Fitts, Vice Provost and Accreditation Liaison Officer, University of Alaska Fairbanks. Attached to this memorandum is a summary of the evaluators' achievements.

For more information about NWCCU Accreditation and to review TRU's Mid-Cycle Self-Evaluation Report, please visit the website of the Provost and Vice President Academic and Research (Quality Assurance).

Kind regards,

Shannon Wagner
Associate Vice President, Academic

Alana Hoare
Quality Assurance and Accreditation Liaison Officer

Dr. Lucas B. Kavlie

Vice President, Compliance and Accreditation
Western Governors University

Kavlie has executive experience in educational administration at multi-campus, multi-state, public and private universities. He is committed to achieving excellence in higher education regulation (accreditation and state licensing), curriculum development, and assessment.

He has a breadth of experience (including mergers, acquisitions, changes of control, substantive changes, new programs, etc.) with regional accreditation (HLC, MSCHE, NEASC, NWCCU, SACSCOC, and WASC), national accreditation (ABHE, ACICS, and ATS), programmatic accreditation (ABA, ACF, ACOTE, ACPE, ARC-AA, ARC-PA, CACREP, CAEP, CAHIIM, CAPTE, CCNE, CIDA, and MAERB), boards of nursing, state boards for educator preparation, and state higher education regulatory bodies.

Leading a team of higher education professionals who work remotely from coast to coast, Kavlie is tasked with ensuring compliance with state, regulatory, and accreditation policies and procedures for an 85,000-student, online, competency-based university.

Kavlie previously served as the Assistant Vice Chancellor for Academic Services at South University and was involved in the establishment of campus and online programs. He helped complete a merger of two additional campuses and assisted with the regulatory compliance necessary for the establishment and development of four additional campus locations. Since 2011, he worked to launch 249 programs across the 16 locations and in the online environment.

Education
EdD, University of North Texas
JD (Education Law),Concord Law School, Kaplan University
MA, Christian Education, Dallas Theological Seminary

Dr. Alexandra Fitts

Vice Provost and Accreditation Liaison Officer
University of Alaska

Alexandra Fitts is Vice Provost and Accreditation Liaison Officer for UAF. She joined the UAF faculty in the Department of Foreign Languages and Literatures in 1995. She served as Chair of the Department of Foreign Languages for six years, and as Coordinator of the Women's and Gender Studies Program for three years.

Dr. Fitts' research focuses on contemporary Spanish and Latin American literature, concentrating on women writers and the links between gender, language and power.

As dean for the Division of General Studies (undeclared baccalaureate students and pre-majors), she supervises the Academic Advising Center, Testing Services, the federally funded Student Support Services and Upward Bound (TRIO) Programs, Undergraduate Research and Scholarly Activity (URSA) and the Honors Program.

Education
PhD, Romance Studies with a certificate in Latin American Studies and Women's Studies, Duke University
MA, Spanish, Bowling Green State University
BA, Political Science, Furman University

THOMPSON RIVERS UNIVERSITY

MEMORANDUM

TO	Provost's Council
	Academic Planning and Priorities Committee
	Senate
FROM	Shannon Wagner, Associate Vice President Academic
	Alana Hoare, Quality Assurance and Accreditation Liaison Officer
RE	Update: General Education Implementation
DATE	April 4, 2022

This memorandum is intended to provide an update on the status of TRU's implementation of general education across all baccalaureate degree programs. The third page of this memorandum provides a timeline with key milestones and actions taken by faculty and staff to advance progress towards implementation.

TRU's general education model was approved by Senate in April 2019. We made an aspirational commitment to implement changes to policy ED 16-0 by Fall 2021, thereby requiring all first-year students entering the first year of a baccalaureate degree program to meet the general education requirements as part of completion of their degree. In September 2021, TRU's request for a revised implementation date of Fall 2023 was granted by the Northwest Commission on Colleges and Universities (NWCCU).

As of April 4, 2022, 370 general education component courses have been approved and 55% of all baccalaureate degree programs are fully meeting the general education requirements. With the continued and ongoing work by Faculties and Schools to engage in curriculum mapping, curriculum revisions, and course development, we anticipate that 65% of all baccalaureate degree programs will be meeting the general education requirements by Fall 2022. We note that work needs to be done to ensure that there are enough of each of the general education components available for students to graduate on schedule. Table 1 is a summary of the number of courses per general education component.

Table 1 *Summary of Courses per General Education Component*

Component	Number of Courses
Communication	23
Teamwork	22
Lifelong Learning	38
Social Responsibility	71
Knowledge	117
Critical Thinking and Investigation	68
Intercultural Awareness	44
Indigenous Knowledges and Ways	17
High Impact Practice	47
Capstone	18

We anticipate that several initiatives will support implementation including the launch of the 2022 Program Review Cohort, which includes 11 baccalaureate degree programs; the second

expedited approval process, which provides data entry support through the Office of Quality Assurance; and the exploration of partial exceptions for nine Open Learning programs with a large number of block transfer and/or PLAR credits. Table 2 is a summary of the status of programs by Faculty/School.

Table 2 *Summary of Program Status by Faculty/School*

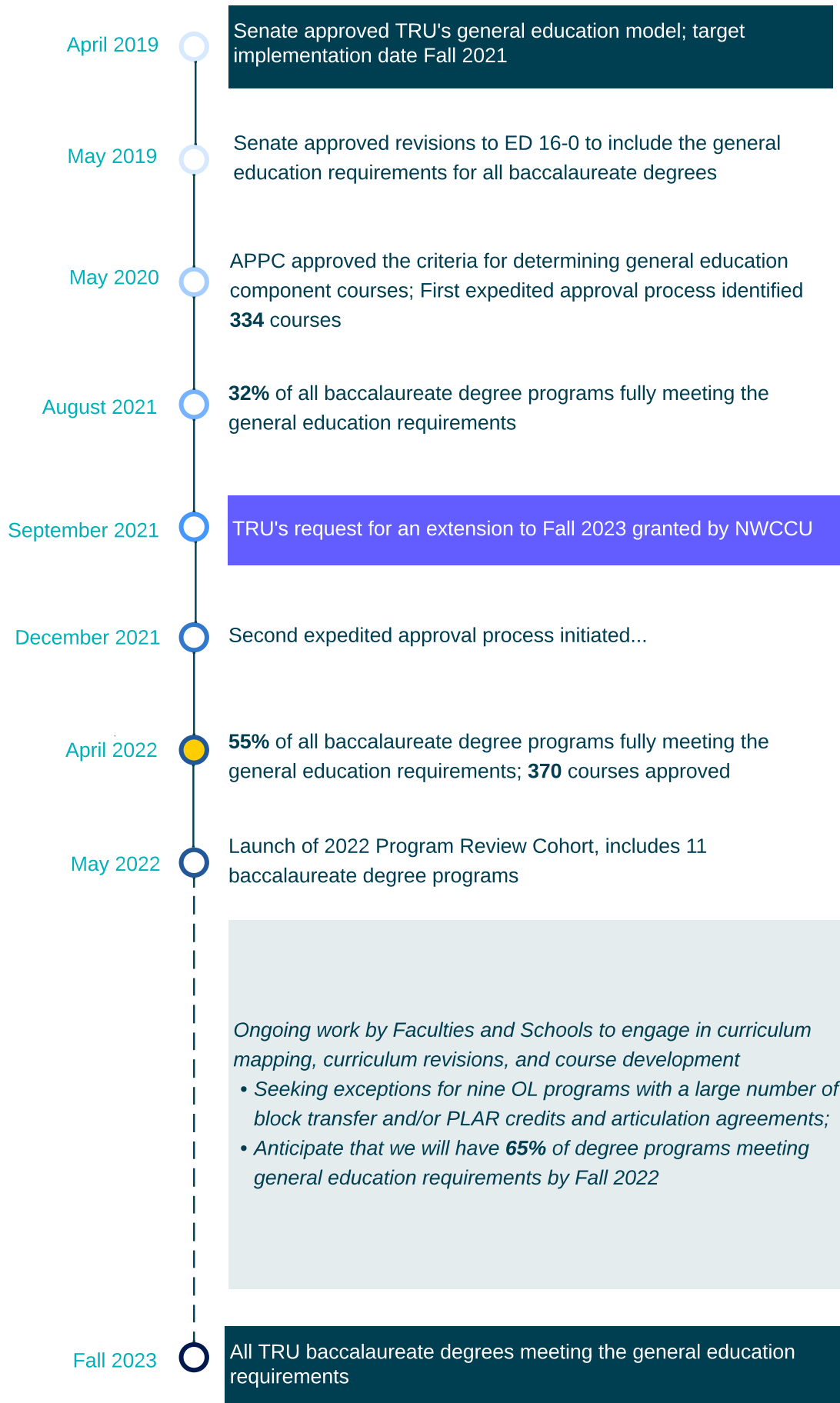| Faculty/School	# of Programs	# Completed	# In progress
EDSW	4	4	n/a
FACT	5	5	n/a
Law	1	1	n/a
Nursing	1	1	n/a
STT	4	0	4 (seeking 4 exceptions)
SoBE	13	0	13* (BBA majors mapping complete)
Science	23	8	15 (varying stages; seeking 1 exception)
Arts	24	12	12 (varying stages; seeking 4 exceptions)

*Includes Bachelor of Arts, Economics; Economics and Mathematics; and Economics and Political Studies

For more about general education, information is available online, or contact Alana Hoare, Quality Assurance and Accreditation Liaison Officer at ahoare@tru.ca

Thank you,

Shannon Wagner
Associate Vice President Academic

Alana Hoare
Quality Assurance and Accreditation Liaison Officer

April 2019 ◯ Senate approved TRU's general education model; target implementation date Fall 2021

May 2019 ◯ Senate approved revisions to ED 16-0 to include the general education requirements for all baccalaureate degrees

May 2020 ◯ APPC approved the criteria for determining general education component courses; First expedited approval process identified **334** courses

August 2021 ◯ **32%** of all baccalaureate degree programs fully meeting the general education requirements

September 2021 ◯ TRU's request for an extension to Fall 2023 granted by NWCCU

December 2021 ◯ Second expedited approval process initiated...

April 2022 ● **55%** of all baccalaureate degree programs fully meeting the general education requirements; **370** courses approved

May 2022 ◯ Launch of 2022 Program Review Cohort, includes 11 baccalaureate degree programs

Ongoing work by Faculties and Schools to engage in curriculum mapping, curriculum revisions, and course development
- *Seeking exceptions for nine OL programs with a large number of block transfer and/or PLAR credits and articulation agreements;*
- *Anticipate that we will have **65%** of degree programs meeting general education requirements by Fall 2022*

Fall 2023 ◯ All TRU baccalaureate degrees meeting the general education requirements

THOMPSON RIVERS UNIVERSITY

EDUCATIONAL PROGRAMS COMMITTEE (EPC)
REPORT TO SENATE FOR APRIL 2022

Based on the proceedings of the April 6, 2022 meeting of the Educational Programs Committee (EPC), the following approvals are reported to Senate for <u>information purposes</u>:

Course Modifications
1. COMP 1131 Computer Programming 1
2. COMP 1230 Computer Programming 2
3. COMP 1231 Computer Programming II
4. COMP 2160 Mobile Application Development 1
5. COMP 2161 Mobile Application Development 1
6. COMP 3451 Human Computer Interaction Design
7. CRIM 3321 Sociology of Law
8. ENGL 2020 Writing and Critical Thinking: Research
9. ENGL 2060 Creative Writing – Fiction
10. ENGL 2070 Creative Writing – Drama
11. ENGL 2080 Creative Writing – Poetry
12. HIST 3530 The Concentration Camp: Global History and Politics
13. HIST 4710 Communism and the Environment
14. POLI 1110 The Government and Politics of Canada
15. POLI 1111 The Government and Politics of Canada
16. POLI 1210 Introduction to Contemporary Politics
17. POLI 2150 Comparative Politics
18. POLI 2230 Canadian Public Policy
19. POLI 2250 Law and Politics
20. POLI 3100 Local Government and Politics in Canada
21. POLI 3440 Social and Political Thought
22. POLI 3530 The Concentration Camp: Global History and Politics
23. POLI 3990 Globalization and Its Discontents: The Politics of Economic Change
24. POLI 3991 Globalization and Its Discontents: The Politics of Economic Change
25. POLI 4710 Communism and the Environment
26. SOCI 3821 Socio-Ethnographic Research Methods
27. SOCI 3991 Sociology of Diversity: Issues for Canadians

Program Modifications
1. Bachelor of Arts, Honours, Major in Psychology
2. Bachelor of Arts, Major in Psychology
3. Bachelor of Business Administration, Major in Accounting

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 19, 2022 by

Shannon Smyrl, Chair, Educational Programs Committee

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:**   Donna Murnaghan, Chair, University Tenure and Promotion Committee

DATE: 29 March 2022

RE: TRU Tenure and Promotion Departmental Standards Documents

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On behalf of the UTPC, I respectfully submit the following TRU Revised Tenure and Promotion Departmental Standards to Senate for approval as recommended by the UTPC at a meeting held on March 24, 2022.

<u>Faculty of Student Development</u>

1. Counsellor Revised Departmental Standards

2. Supplemental Learning Coordinator Revised Departmental Standards

The votes to recommend these Revised Departmental Standards to Senate were unanimous.

THOMPSON RIVERS UNIVERSITY
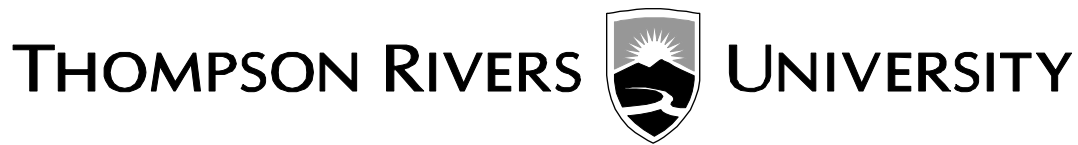
TRU Counsellors
Promotion and Tenure Criteria[1]

The Mission of the TRU Counsellors is to promote and support the career development, academic success and personal growth of all TRU students.

Table of Contents

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[1] This document was approved by the Counselling Department on December 2, 2009

I. Preamble

The purpose of this standards document is to provide guidance to faculty members as they prepare for applications for tenure and/or promotion. Achieving tenure and promotion through the ranks is based on incremental and accumulative growth of a faculty member in his/her counselling professional role, service and, if applicable, scholarship. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness in their counselling professional role; recognized research and scholarly work (for tripartite faculty); and contributions to service within the university, the profession and the community at large.

These departmental guidelines describe the standards and expectations specific to counsellors. All such standards and expectations shall be guided by university policies and Collective Agreement provisions.

II. Weighting

Applicants for tenure and promotion may suggest weightings of their relevant categories to be used in evaluating their applications within the parameters of the weightings articulated in this document. Applicants must inform their divisional Promotion and Tenure committee of the suggested weighting at the beginning of the adjudication process. The Divisional Promotion and Tenure committee must recognize that the balance between professional role and service for bipartite applicants, and the balance among professional role, research/scholarship/creative activity and service for tripartite applicants may differ based on individual circumstances and may vary over an individual's career. These weightings represent the balance among the evidence presented and do not necessarily reflect the applicant's workload.

The relative weighting of evidence for purposes of promotion should take into account the appointment type of the applicant (i.e. bipartite or tripartite). Normally, bipartite faculty applications will be evaluated primarily on their core responsibility of professional role and to a lesser degree on service. Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of professional role as well as research/scholarship/creative activity — with approximately the same weight given to both areas, and to a lesser degree on service.

For Tripartite faculty, the typical weighting applied will assign 40% to research, scholarly and creative work; 40% to professional role; and 20% to service. The weighting assigned to research, scholarly and creative work shall not be less than 30%.

For Bipartite faculty, the typical weighting applied will assign 80% to professional role and 20% to service. The weighting assigned to professional role shall not be less than 70%.

However, extraordinary contributions in research/scholarship/creative activity, professional role or service may compensate for lesser achievement in one of the areas of core responsibility, as long as there has been a satisfactory level of contribution in all areas of responsibility.

III. Appointment Criteria for Tripartite Faculty

A. Assistant Professor

Criteria for appointment to Assistant Professor normally include the following:

1. Academic Qualifications of an earned doctorate in counselling psychology (or equivalent doctorate) from an accredited post secondary institution. The program of study must include a supervised practicum in a counselling setting (at a masters or doctoral level).

    In lieu of a doctorate, the candidate must present all of the following:

    -a Master of Arts or Master of Education in Counselling Psychology (or equivalent masters)
    -four years of documented experience in providing counselling in a post secondary (or equivalent) setting
    -additional training equivalent to coursework expected in a doctoral program or registration with the BC College of Psychologists (as a psychological associate or registered psychologist)

2. Two years of experience in providing counselling in a post secondary (or equivalent) setting.

3. Show potential for effectiveness in professional role (as per Letter of Understanding regarding Counsellors' Standard Workload Plan).

4. Show commitment to scholarly counselling: commitment to engaging in a range of professional development activities to maintain currency within the discipline of counselling and to the dissemination of concepts and practices to others.

5. Demonstrate potential for successful engagement in scholarly activity through at minimum, satisfactory completion of research-based master's thesis or doctoral dissertation.

6. Show commitment to service to the department or faculty (e.g. participating in committees), the institution (e.g. shorter term volunteer commitments within the institution), the profession (e.g. joining one or more professional organizations) and the community (e.g. shorter term volunteer commitments requiring limited professional knowledge).

B. Associate Professor

Criteria for appointment to Associate Professor normally include the following:

1. Academic Qualifications of an earned doctorate in counselling psychology (or equivalent doctorate) from an accredited post secondary institution. The program of study must include a supervised practicum in a counselling setting (at a masters or doctoral level).

   In lieu of a doctorate, the candidate must present all of the following:

   -a Master of Arts or Master of Education in Counselling Psychology (or equivalent masters)
   -four years of documented experience in providing counselling in a post secondary (or equivalent) setting
   -additional training equivalent to coursework expected in a doctoral program or registration with the BC College of Psychologists (as a psychological associate or registered psychologist)

2. The applicant must normally have 5 years of satisfactory performance in a Assistant Professor (or equivalent) role at a post-secondary institution.

3. The candidate must demonstrate that he or she has exceeded the required performance standard in professional role; specifically, the candidate must demonstrate, relative to a Assistant Professor, increased breadth of competence and depth of knowledge and skill.

4. Demonstrate evidence of engagement in scholarly counselling. It is expected that counsellors maintain currency within the discipline of counselling through all of the following: attending programs, courses, or workshops; reviewing the scholarship of counselling by others; and reflecting on their own counselling and making modifications as appropriate. It is also expected that counsellors disseminate counselling concepts and practices to colleagues (and to a wider audience if possible).

5. Demonstrate consistent accomplishment in Scholarship within the discipline of Counselling that is recognized on a national level: present scholarly work to a national audience; publish scholarly articles (including peer reviewed journals), book reviews, book chapters, and books aimed at a national audience.

6. Demonstrate consistent contributions to the department or faculty/division by holding positions of responsibility on departmental or faculty committees, to the institution by holding positions of responsibility on institution-wide committees, to the profession by holding positions of responsibility in professional organizations, and to the community by holding positions of responsibility (or positions requiring professional knowledge) in community organizations.

C. Professor

Criteria for appointment to Professor normally include the following:

1. Academic qualifications of an earned doctorate in counselling psychology (or equivalent doctorate) from an accredited post secondary institution. The program of study must include a supervised practicum in a counselling setting (at a masters or doctoral level).

    In lieu of a doctorate, the candidate must present all of the following:

    -a Master of Arts or Master of Education in Counselling Psychology (or equivalent masters)
    -four years of documented experience in providing counselling in a post secondary (or equivalent) setting
    -additional training equivalent to coursework expected in a doctoral program or registration with the BC College of Psychologists (as a psychological associate or registered psychologist)

2. The applicant must have 5 years of satisfactory performance in an Associate Professor (or equivalent) role at a post-secondary institution.

3. The candidate must demonstrate outstanding performance in his/her professional role; specifically, the candidate must demonstrate, relative to an Associate Professor, increased breadth of competence and depth of knowledge and skill.

4. Demonstrate consistent contribution to scholarly counselling. It is expected that counsellors maintain currency within the discipline of counselling through all of the following: attending programs, courses, or workshops; reviewing the scholarship of counselling by others; and reflecting on their own counselling and making modifications as appropriate. It is also expected that counsellors disseminate counselling concepts and practices to colleagues (and to a wider audience if possible).

5. Demonstrate sustained success in the dissemination of Scholarship of counselling that is recognized on an international level: present scholarly work to a national or international audience; publish scholarly articles (including peer reviewed journals), book reviews, book chapters, and books aimed at a national/international audience.

6. Demonstrate outstanding contributions to the department or faculty in positions of responsibility (or significant role) on committees, to the institution in positions of responsibility (or significant role) on institution-wide committees, to the profession in positions of responsibility (or significant role) in professional organizations, to the community in positions of responsibility (or significant role, or positions requiring professional knowledge) in community organizations.

5

IV. Appointment Criteria for Bipartite Faculty

A. Counsellor I

Criteria for appointment to Counsellor I normally include the following:

1. Academic Qualifications of a Master of Arts or Master of Education in counselling psychology (or equivalent graduate degree) from an accredited post secondary institution. The program of study must include a supervised practicum in a counselling setting.

2. Two years of documented experience in providing counselling in a post secondary (or equivalent) setting.

3. Demonstrate evidence of potential for effectiveness in the professional role described in the Counsellors' Standard Workload Plan.

4. Demonstrate commitment to scholarly counselling: commitment to engaging in a range of professional development activities to maintain currency within the discipline of counselling and to the dissemination of concepts and practices to others.

5. Demonstrate commitment to service to the department or faculty (e.g. participating in committees), the institution (e.g. shorter term volunteer commitments within the institution), the profession (e.g. joining one or more professional organizations) and the community (e.g. shorter term volunteer commitments requiring limited professional knowledge).

B. Counsellor II

Criteria for appointment to Counsellor II normally include the following:

1. Academic qualifications of a Master of Arts or Master of Education in counselling psychology (or equivalent graduate degree) from an accredited post secondary institution. The program of study must include a supervised practicum in a counselling setting.

2. The applicant must normally have 5 years of satisfactory performance in a Counsellor I (or equivalent) role at a post-secondary institution.

3. The candidate must demonstrate that he or she has exceeded the required performance standard in professional role; specifically, the candidate must demonstrate, relative to a Counsellor I, increased breadth of competence and depth of knowledge and skill.

4. Demonstrate evidence of engagement in scholarly counselling. It is expected that counsellors maintain currency within the discipline of counselling through all

of the following: attending programs, courses, or workshops; reviewing the scholarship of counselling by others; and reflecting on their own counselling and making modifications as appropriate. It is also expected that counsellors disseminate counselling concepts and practices to colleagues (and to a wider audience if possible).

5. Demonstrate evidence of consistent contributions to the department or faculty/division by holding positions of responsibility on departmental or faculty committees, to the institution by holding positions of responsibility on institution-wide committees, to the profession by holding positions of responsibility in professional organizations, and to the community by holding positions of responsibility (or positions requiring professional knowledge) in community organizations.

C. Counsellor III

Criteria for appointment to Counsellor III normally include the following:

1. Academic qualifications of a Master of Arts or Master of Education in counselling psychology (or equivalent graduate degree) from an accredited post secondary institution. The program of study must include a supervised practicum in a counselling setting.

2. The applicant must have 5 years of satisfactory performance in a Counsellor II (or equivalent) role at a post-secondary institution.

3. The candidate must demonstrate outstanding performance in his/her professional role; specifically, the candidate must demonstrate, relative to a Counsellor II, increased breadth of competence and depth of knowledge and skill.

4. Demonstrate evidence of engagement in scholarly counselling. It is expected that counsellors maintain currency within the discipline of counselling through all of the following: attending programs, courses, or workshops; reviewing the scholarship of counselling by others; and reflecting on their own counselling and making modifications as appropriate. It is also expected that counsellors disseminate counselling concepts and practices to colleagues (and to a wider audience if possible).

5. Demonstrate outstanding contributions to the department or faculty in positions of responsibility (or significant role) on committees, to the institution in positions of responsibility (or significant role) on institution-wide committees, to the profession in positions of responsibility (or significant role) in professional organizations, and to the community in positions of responsibility (or significant role or positions requiring professional knowledge) in community organizations.

V. Guidelines and Criteria for Tenure and Promotion

A. Introduction
The promotion criteria represent examples of objective, documented evidence that can be used to show excellence. As members progress through the ranks, they are expected to make contributions of increasing quality or sphere of influence within the local, regional, provincial or global community.

1. Professional Role

Effectiveness in professional role is central to the counsellors' mission to promote and support the career development, academic success and personal growth of all TRU students. As a result, candidates for tenure and promotion must demonstrate effectiveness in professional role through presenting a dossier that contains, at minimum, the following:
- student evaluations of counsellor performance (from workshops and counselling appointments)
- written evaluation of counselling practice (any one of direct observation of counselling practice, direct observation of role play or viewing of video-recorded counselling practice) by either a peer or professional supervisor
- copies of resource materials developed
- written self assessment of breadth of competence and depth of knowledge and skill
- at least two letters of reference written by university and/or community peers

As part of their professional role, it is expected that TRU Counsellors engage in scholarly counseling, that is, keeping current with developments in their areas of expertise. It is expected that candidates will engage in some or all of the following: maintaining currency in the discipline by attending professional conferences or workshops and by reading current literature in the areas of practice of individual counselling, career counselling and academic success counselling; investigating and reflecting on their own counseling practice; and disseminating innovative/successful counseling practices to peers, professional or general audiences.

It is expected that all counselling faculty engage in scholarly counselling regardless of the nature of their appointment.

When elected department chair, chair duties will be considered professional role and the chair performance review will be included in the dossier presented for promotion and tenure.

2. Scholarship

The TRU Counsellors hold an inclusive definition of scholarly activity and recognize that scholarship may take many forms. Scholarship in counselling encompasses the full range of discovery, professional activity, service, integration and application (Boyer, 1990). It includes the creation of new knowledge specific to counselling, the generation

of new knowledge from interdisciplinary work, and the advancement of knowledge through application of professional skill outside the normative environment.

Evidence of scholarship will normally consist of publications in peer reviewed venues; when the scholarship takes alternative forms, the applicant shall be responsible to communicate to the committee evidence of peer review and dissemination. The TRU Counsellors encourage collaborative research. In multi-authored works, the applicant, where possible, will identify their contribution.

It is expected that tripartite faculty establish a scholarship plan that governs the pursuit of and allows the assessment of scholarship. Scholarship should be guided by the six standards identified by Glassick, Huber and Maeroff (1997): clear goals, adequate preparation, appropriate methods, significant results, effective presentation, reflective critique. Effective scholarship plans account for all of these standards.

3. Service

It is expected that counselling faculty be involved in service to the department, university, discipline and community at large. Weight will be given to the significance of participation and scope of involvement. Service in all areas is normally expected; however, extraordinary contributions in one area may compensate for lesser achievement in one of the other areas.

When planning service commitments outside the university community, faculty members must consult with their chair to ensure that that sufficient hours are devoted to fulfilling their professional role (as defined by Counsellors' Standard Workload Plan).

The evaluation of service requires documented evidence of both the nature and duration of all commitments.

B. Specific Promotion Criteria for Tripartite Faculty

1. Tenure at Assistant Professor

The criteria for an Assistant Professor to be awarded tenure include a satisfactory record in the areas of professional role, scholarship and service.

  a. Professional Role
The candidate must demonstrate satisfactory competency as a counsellor through a professional dossier that contains
-student evaluations of individual personal/crisis counselling, career counselling and academic success counselling that meet required performance standards
-evidence of meeting individual counselling performance standards across a range of client concerns
-student evaluations of workshops that meet required performance standards

b. Scholarship

The TRU Counsellors hold an inclusive definition of scholarly activity and recognize that scholarship may take many forms; however, the applicant must demonstrate evidence of peer review and dissemination.

Demonstration of minimum levels of satisfactory scholarship would normally be at least one of the following: publication of a minimum of two refereed articles, two refereed book chapters, or one book per 5 years.

In lieu of, or in addition to peer reviewed publications, the candidate may also establish a record of scholarship by making contributions through citations, invited lectures/conference presentations, external consulting, article or grant refereeing or awards/grants/research funding/fellowships.

c. Service

It is expected that Counsellors serve their department, university, professional community and community-at-large. Service in all areas is normally expected; but, more significant contributions in one area may be used to compensate for lesser service in another area.

Appropriate service would normally include the following:
-participation in and contribution to departmental committees
-participation in and contribution to TRU events (colloquia, convocation, in-service days, guest lectures)
-participation in and contribution to professional organizations
-participation in and contribution to local cultural, community and service organizations

2. Associate Professor

Candidates applying for promotion to the rank of Associate Professor will demonstrate incremental and accumulative growth in the areas of professional role, scholarship and service. The work of a candidate for Associate Professor must be recognized at the national level.

It is normally expected that a candidate for Associate Professor have five years of experience in a lower rank. The quality and quantity of accomplishment is expected to increase with rank; thus, the work of the candidate for promotion to Associate Professor must exceed that expected of an Assistant Professor.

a. Professional Role

The candidate must demonstrate consistent accomplishment as a counsellor through a professional dossier that contains
-student evaluations of individual personal/crisis counselling, career counselling, and academic success counselling that exceed required performance standards
-evidence of exceeding required performance standards across a range of client issues
-evidence of recognition of colleagues who seek out the faculty member's competence
-evidence of initiating workshop development appropriate to her or his area of specialization

-evidence of demonstrating a consistent contribution to the counselling profession at a provincial level

   b. Scholarship
Candidates applying for the rank of Associate Professor shall provide documented evidence of consistent accomplishment in scholarship. Evidence of research and scholarship will normally consist of publications in peer reviewed venues; when the scholarship takes alternative forms, the applicant shall be responsible to communicate to the committee evidence of peer review and dissemination.

Demonstration of minimum levels of satisfactory scholarship would normally be at least one of the following: publication of a minimum of three refereed articles, three refereed book chapters, or one book per 5 years.

In lieu of, or in addition to peer reviewed publications, the candidate may also establish a record of scholarship by making contributions through
-refereeing book manuscripts, journal articles, grant proposals, or competitions for scholarly awards and prizes given by external agencies
-presenting paper or serving as invited keynote speaker in peer-reviewed venues
-receiving external funding
-facilitating scholarship at a provincial level as well as contributing to the scholarly development of faculty colleagues

   c. Service
Consistent contribution to the department, university, professional community and community-at-large would normally include some of, but not limited to, the following:
-leadership roles within the department
-participation in and contribution to departmental sabbatical, appointments, performance review and promotion/tenure committees
-participation in and contribution to university or faculty association committees
-leadership role in the organization of scholarly conferences (locally or provincially)
-active contribution to professional organizations at the provincial level or leadership role in professional organizations at the local or regional level
-volunteer work at provincial, national and or international events related to professional organizations
-leadership role with cultural, community and service organizations at a local or regional level
-contribution of professional expertise to cultural, community and service organizations

3. Professor
Candidates applying for promotion to the rank of Professor will demonstrate outstanding contribution in the areas of professional role, service and scholarship since the time of promotion to Associate Professor (normally at least five years). The work of a candidate for Professor must be recognized as having influence at the international level.

a. Professional Role

The candidate must demonstrate outstanding record of accomplishment as a counsellor through a professional dossier that contains

-student evaluations of individual personal/crisis counselling, career counselling, and academic success counselling that show outstanding level of competence

-evidence of outstanding performance across a range of client issues

-evidence of wide use of innovative counselling practice

-evidence of recognition of local, provincial and national colleagues who seek out the faculty member's competence as a mentor

-evidence of contributing knowledge to her or his specialization inside and outside the university

-evidence of leadership role in initiating workshop development appropriate to her or his scope of practice

-evidence of demonstrating an outstanding contribution to the counselling profession and recognition by his or her peers at a national or international level

b. Scholarship

Candidates applying for the rank of Professor shall provide documented evidence of outstanding accomplishment in scholarship. Those applying for the rank of Professor shall provide documentary evidence of sustained success in the dissemination of scholarly activity since the time of promotion to Associate Professor.

Demonstration of minimum levels of satisfactory scholarship would normally be at least one of the following: publication of a minimum of five refereed articles, five refereed book chapters, or two books per 5 years.

In addition to peer reviewed publications, the candidate may also establish a record of scholarship by making contributions through

-refereeing book manuscripts, journal articles, grant proposals, or competitions for scholarly awards and prizes given by external agencies

-presenting papers or serving as invited keynote speaker in national or international peer-reviewed venues

-receiving sustained external funding

-facilitating scholarship at a national and international level, including contributing to the scholarly development of faculty colleagues.

c. Service

Candidates for the rank of Professor shall demonstrate outstanding contribution and leadership in service to their department, university, professional community and community-at-large. Service in all four of these areas is normally expected; however, more significant contributions in one area may be used to compensate for lesser service in another area.

Outstanding contribution to the department, university, professional community and community-at-large would normally include most of, but not limited to, the following:

-leadership within the department

-consistently outstanding contribution in department committees (sabbatical, appointments, performance review, promotion/tenure)

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-consistently taking a leadership role in faculty or university committees
-leadership in initiating new campus and or leadership in facilitating ongoing campus events
-consistently taking a leadership role in the facilitation and or organization of scholarly conferences provincially, nationally and or internationally
-serving on the executive of provincial and or national professional organizations
-consistently contributing professional expertise to cultural, community and service organizations

C. Specific Promotion Criteria for Bipartite Faculty

1. Tenure at Counsellor I
The criteria for a Counsellor I to be awarded tenure include a satisfactory record in the areas of professional role and service.

a. Professional Role

The candidate must demonstrate satisfactory competency as a counsellor through a professional dossier that contains
-student evaluations of individual personal/crisis counselling, career counselling and academic success counselling that meet required performance standards
-evidence of meeting individual counselling performance standards across a range of client concerns
-student evaluations of workshops that meet required performance standards

b. Service

It is expected that Counsellors serve their department, university, professional community and community-at-large. Service in all areas is normally expected; but, more significant contributions in one area may be used to compensate for lesser service in another area.

Appropriate service would normally include the following:
-participation in and contribution to departmental committees
-participation in and contribution to TRU events (colloquia, convocation, in-service days, guest lectures)
-participation in and contribution to professional organizations
-participation in and contribution to local cultural, community and service organizations

2. Counsellor II
Candidates applying for promotion to the rank of Counsellor II will demonstrate incremental and accumulative growth in the areas of professional role and service. The work of a candidate for Counsellor II must be recognized at least at the provincial level.

It is normally expected that a candidate for Counsellor I have five years of experience in a lower rank. The quality and quantity of accomplishment is expected to increase with rank; thus, the work of the candidate for promotion to Counsellor II must exceed that expected of a Counsellor I.

a. Professional Role

The candidate must demonstrate consistent accomplishment as a counsellor through a professional dossier that contains

-student evaluations of individual personal/crisis counselling, career counselling, and academic success counselling that exceed required performance standards
-evidence of exceeding required performance standards across a range of client issues
-evidence of recognition of colleagues who seek out the faculty member's competence
-evidence of initiating workshop development appropriate to her or his area of specialization
-evidence of demonstrating a consistent contribution to the counselling profession at a provincial level

b. Service

Consistent contribution to the department, university, professional community and community-at-large would normally include some of, but not limited to, the following:
-leadership roles within the department
-participation in and contribution to departmental sabbatical, appointments, performance review and promotion/tenure committees
-participation in and contribution to university or faculty association committees
-leadership role in the organization of scholarly conferences (locally or provincially)
-active contribution to professional organizations at the provincial level or leadership role in professional organizations at the local or regional level
-volunteer work with provincial, national and or international events related to professional organizations
-leadership role with cultural, community and service organizations at a local or regional level
-contribution of professional expertise to cultural, community and service organizations

3. Counsellor III

Candidates applying for promotion to the rank of Counsellor III will demonstrate outstanding contribution in the areas of professional role and service since the time of promotion to Counsellor II (normally at least five years). The work of a candidate for Counsellor II must be recognized as having influence at the national or international level.

a. Professional Role

The candidate must demonstrate outstanding record of accomplishment as a counsellor through a professional dossier that contains

-student evaluations of individual personal/crisis counselling, career counselling, and academic success counselling that show outstanding level of competence
-evidence of outstanding performance across a range of client issues
-evidence of wide use of innovative counselling practice
-evidence of recognition of local, provincial and national colleagues who seek out the faculty member's competence as a mentor
-evidence of contributing knowledge to her or his scope of practice inside and outside the university

-evidence of leadership role in initiating workshop development appropriate to her or his area of specialization
-evidence of demonstrating an outstanding contribution to the counselling profession and recognition by his or her peers at a national or international level

  b. Service

Candidates for the rank of Counsellor III shall demonstrate outstanding contribution and leadership in service to their department, university, professional community and community-at-large. Service in all four of these areas is normally expected; however, more significant contributions in one area may be used to compensate for lesser service in another area.

Outstanding contribution to the department, university, professional community and community-at-large would normally include most of, but not limited to, the following:
-leadership within the department
-consistently outstanding contribution in department committees (sabbatical, appointments, performance review, promotion/tenure)
-consistently taking a leadership role in faculty or university committees
-leadership in initiating new campus and or leadership in facilitating ongoing campus events
-consistently taking a leadership role in the facilitation and or organization of scholarly conferences provincially, nationally and or internationally
-serving on the executive of provincial and or national professional organizations
-consistently contributing professional expertise to cultural, community and service organizations

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Counselling, Academic Support & Assessment (CASA)
Faculty of Student Development (FSD)

THOMPSON RIVERS UNIVERSITY

~~TRU~~ **Counsellors**

Appointment, Promotion and Tenure Criteria

December, 2021

~~Promotion and Tenure Criteria[1]~~

~~The Mission of the TRU Counsellors is to promote and support the career development, academic success and personal growth of all TRU students.~~

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[1] This document was approved by the Counselling Department on December 2, 2009

I. Preamble

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

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

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

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

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

Equity, Diversity and Inclusion

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

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

The purpose of this standards document is to provide guidance to faculty members as they prepare for applications for tenure and/or promotion. Achieving tenure and promotion through the ranks is based on incremental and accumulative growth of a faculty member in his/her counselling professional role, service and, if applicable, scholarship. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness in their counselling professional role; recognized research and scholarly work (for tripartite faculty); and contributions to service within the university, the profession and the community at large.

These departmental guidelines describe the standards and expectations specific to counsellors. All such standards and expectations shall be guided by university policies and Collective Agreement provisions.

II. Weighting

Applicants for tenure and promotion may suggest weightings of their relevant categories to be used in evaluating their applications within the parameters of the weightings articulated in this document. Applicants must inform their divisional Promotion and Tenure committee of the suggested weighting at the beginning of the adjudication process. The Divisional Promotion and Tenure committee must recognize that the balance between professional role and service for bipartite applicants, and the balance among professional role, research/scholarship/creative activity and service for tripartite applicants may differ based on individual circumstances and may vary over an individual's career. These weightings represent the balance among the evidence presented and do not necessarily reflect the applicant's workload.

The relative weighting of evidence for purposes of promotion should take into account the appointment type of the applicant (i.e. bipartite or tripartite). Normally, bipartite faculty applications will be evaluated primarily on their core responsibility of professional role and to a lesser degree on service. Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of professional role as well as research/scholarship/creative activity   with approximately the same weight given to both areas, and to a lesser degree on service.

For Tripartite faculty, the typical weighting applied will assign 40% to research, scholarly and creative work; 40% to professional role; and 20% to service. The weighting assigned to research, scholarly and creative work shall not be less than 30%.

For Bipartite faculty, the typical weighting applied will assign 80% to professional role and 20% to service. The weighting assigned to professional role shall not be less than 70%.

However, extraordinary contributions in research/scholarship/creative activity, professional role or service may compensate for lesser achievement in one of the areas of core responsibility, as long as there has been a satisfactory level of contribution in all areas of responsibility.

II.   Description of Counsellor Position

TRU Counsellors are faculty members who promote and support the personal growth, academic success and career development of TRU students. The specific responsibilities of counsellors are as follows:
- To provide individual, short-term personal counselling for current students
- To provide individual crisis counselling for current students
- To provide educational and career planning counselling for current and prospective students
- To facilitate counselling workshops, groups and seminars
- To participate in case conferences and work collaboratively as a member of an inter-professional team
- To provide consultation services to TRU employees regarding student-related issues
- To prepare resources for students, and maintain accurate and confidential records
- To engage in service, internally and externally, that benefits the department, TRU, the profession and the Community-at-Large

~~III.~~II.   Appointment Criteria ~~for Tripartite Faculty~~

A. Tripartite

Counsellor I/ Assistant Professor

1) The normal criterion will be a Master's degree in counselling psychology or equivalent from an accredited post-secondary institution, with supervised clinical experience at a graduate level.
2) The candidate should have two years of experience in providing counselling in a post-secondary (or equivalent) setting.
3) The candidate must demonstrate potential for successful engagement in Scholarly Activity at the local, regional and/or provincial level.
4) The candidate must demonstrate commitment to service to the University and Profession, and where applicable the Community-at-Large, at the local, regional and/or provincial level.

Counsellor II/ Associate Professor

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

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Counsellor III/ Professor

1) The normal criterion will be the terminal degree (e.g., PhD, EdD), in counselling psychology or equivalent from an accredited post-secondary institution, with supervised clinical experience at a graduate level.

2) The candidate must show incremental and accumulative growth in the practice of the discipline as demonstrated by recognition and assessment by peers at the international level.

3) The candidate must show consistent and exemplary accomplishment in the scholarship of the discipline, to be demonstrated by Scholarly Activity that is accumulative, and recognized and assessed as significant by peers at the international level.

4) The candidate must provide evidence of consistent service contribution to the University and Profession, and where applicable the Community-at-Large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Instructional Support II (Tripartite) level. This performance should be recognized by peers at the international level.

B. Bipartite

Counsellor I/Counsellor

1) The normal criterion will be a Master's degree in counselling psychology or equivalent from an accredited post-secondary institution, with supervised clinical experience at a graduate level.

2) The candidate should have two years of experience in providing counselling in a post-secondary (or equivalent) setting

3) The candidate must demonstrate commitment to service to the University and Profession, and where applicable the Community-at-Large, at the local, regional and/or provincial level.

Counsellor II/ Senior Counsellor

1) The normal criterion will be a Master's degree in counselling psychology or equivalent from an accredited post-secondary institution, with supervised clinical experience at a graduate level.

2) The candidate must show incremental and accumulative growth in the practice of the discipline as demonstrated by recognition and assessment by peers at the national level.

3) The candidate must provide evidence of consistent service contribution to the University and Profession, and where applicable the Community-at-Large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Instructional Support I (Bipartite) level. This performance should be recognized by peers at the national level.

Counsellor III/ Principal Counsellor

1) The normal criterion will be the terminal degree (e.g., PhD, EdD) in counselling psychology or equivalent from an accredited post-secondary institution, with supervised clinical experience at a graduate level.

2) The candidate must show incremental and accumulative growth in the practice of the discipline as demonstrated by recognition and assessment by peers at the international level.

3) The candidate must provide evidence of consistent service contribution to the University, and Profession, and where applicable the Community-at-Large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Instructional Support II (Bipartite) level. This performance should be recognized by peers at the international level.

Professional Role Criteria

Table 1: Examples of Criteria/Evidence for Professional Role

Tenure at: Counsellor I Assistant Professor Counsellor	Promotion to: Counsellor II Associate Professor Senior Counsellor	Promotion to: Counsellor III Professor Principal Counsellor
Evidence of effective professional skills	*Evidence of strong professional skills*	*Evidence of exemplary professional skills*
• Demonstrates proficiency as a counsellor who builds capacity at the local, regional and/or provincial level(s)	• Demonstrates expertise as a counsellor who builds capacity at the provincial and/or national level(s)	• Demonstrates mastery as a counsellor who builds capacity at the national and/or international level(s)
• Employs innovative counselling practices that promote and support the personal growth, academic success and career development of students.	• Employs and/or creates innovative counselling practices that promote and support the personal growth, academic success and career development of students	• Creates innovative counselling practices that promote and support the personal growth, academic success and career development of students
• Prepares pertinent resources to share with students	• Develops new counselling resources to share with students	• Develops new counselling resources utilized by peers in higher education
• Facilitates workshops and/or groups for students	• Designs and facilitates workshops and/or groups for students	• Designs workshops and/or groups for others to deliver
• Participates in training activities (e.g., courses & workshops)	• Facilitates training activities (e.g., courses & workshops)	• Designs training activities for others to deliver (e.g., courses & workshops, resource material)
• Maintains currency in the field of counselling	• Expands currency in the field of counselling, being assessed and recognized as a professional at the national level	• Expands currency in the counselling field, being assessed and recognized as a professional at the international level
• Shares expertise locally, regionally and/or provincially	• Shares expertise nationally	• Shares expertise internationally

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B. Scholarship Criteria (Tripartite)

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

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

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Table 2: Examples of Criteria/Evidence for Scholarship

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

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C. Service Criteria

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

Table 3: Examples of Criteria/Evidence for Service

	Tenure at: Counselllor I Assistant Professor Counsellor	Promotion to: Counsellor II Associate Professor Senior Counsellor	Promotion to: Counsellor III Professor Principal Counsellor
	Commitment to Service	*Contribution to Service*	*Outstanding Contribution to Service*
Department & Faculty	• Actively participates in CASA and Faculty of Student Development committees and teams	• Increasing record of assuming leadership role(s) within the CASA/FSD (e.g., Chair of committees, Department Chair). • If tenured, participates in CASA Sabbatical; Appointments; Performance Review; Promotion and Tenure and other committees • Mentors faculty in developing their service contributions	• Sustained record of leadership in CASA/FSD
University	• Actively participates in events that support in the intellectual / cultural life at TRU (e.g., Open House, Faculty Association)	• Increasing record of involvement in TRU committees (e.g., Senate, Sabbatical, Division, Faculty or School Promotion and Tenure Committee, Teaching Practices Colloquia planning committee).	• Sustained record of involvement and leadership in TRU committees (e.g., Chair of TRU committees, Faculty Association Executive, Senate Tenure and Promotion Committee).
Professional Community	• Actively participates in professional organizations (e.g., committee work) at	• Increasing record of contributing to professional organizations through active participation and/or taking a leadership role at a provincial or national level (e.g.,	• Sustained record of involvement and leadership in professional organizations at the national and/or international level

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	Tenure at: Counsellor I Assistant Professor Counsellor	Promotion to: Counsellor II Associate Professor Senior Counsellor	Promotion to: Counsellor III Professor Principal Counsellor
	the local, regional and/or provincial level	subcommittee member, board executive member, plans or facilitates conferences). • Increasing record as a consultant with professional organizations at the provincial and/or national level	• Sustained record as a consultant with professional organizations at the national and/or international level
Community at Large	• Participates in service organizations (e.g., ASK Wellness, School District 73, Boys & Girls Club, Elizabeth Fry, YMCA) • Volunteers for non-profit events (e.g., Celebrate a Life – Kamloops Hospice Association, Pride Week, Operation Red-nose)	• Increasing record of participating in community organizations • Provides leadership and/or mentorship in the community • Provides professional service to public (e.g., public lectures)	• Sustained record of active engagement in community organizations • Sustained record of leadership and/or mentorship in the community • Sustained record of providing professional service to public (e.g., public lectures)

A. Assistant Professor

Criteria for appointment to Assistant Professor normally include the following:

1. Academic Qualifications of an earned doctorate in counselling psychology (or equivalent doctorate) from an accredited post-secondary institution. The program of study must include a supervised practicum in a counselling setting (at a masters or doctoral level).

In lieu of a doctorate, the candidate must present all of the following:

a Master of Arts or Master of Education in Counselling Psychology (or equivalent masters)

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-four years of documented experience in providing counselling in a postsecondary (or equivalent) setting
-additional training equivalent to coursework expected in a doctoral program or registration with the BC College of Psychologists (as a psychological associate orregistered psychologist)

2. Two years of experience in providing counselling in a post secondary (orequivalent) setting.

3. Show potential for effectiveness in professional role (as per Letter ofUnderstanding regarding Counsellors' Standard Workload Plan).

4. Show commitment to scholarly counselling: commitment to engaging in a rangeof professional development activities to maintain currency within the disciplineof counselling and to the dissemination of concepts and practices to others.

5. Demonstrate potential for successful engagement in scholarly activity through atminimum, satisfactory completion of research-based master's thesis or doctoral dissertation.

6. Show commitment to service to the department or faculty (e.g. participating in committees), the institution (e.g. shorter term volunteer commitments within theinstitution), the profession (e.g. joining one or more professional organizations) and the community (e.g. shorter term volunteer commitments requiring limited professional knowledge).

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B. Associate Professor

Criteria for appointment to Associate Professor normally include the following:

1. Academic Qualifications of an earned doctorate in counselling psychology (or equivalent doctorate) from an accredited post secondary institution. The program of study must include a supervised practicum in a counselling setting (at a masters or doctoral level).

   In lieu of a doctorate, the candidate must present all of the following:

   -a Master of Arts or Master of Education in Counselling Psychology (or equivalent masters)
   -four years of documented experience in providing counselling in a post secondary (or equivalent) setting
   -additional training equivalent to coursework expected in a doctoral program or registration with the BC College of Psychologists (as a psychological associate or registered psychologist)

2. The applicant must normally have 5 years of satisfactory performance in a Assistant Professor (or equivalent) role at a post-secondary institution.

3. The candidate must demonstrate that he or she has exceeded the required performance standard in professional role; specifically, the candidate must demonstrate, relative to a Assistant Professor, increased breadth of competence and depth of knowledge and skill.

4. Demonstrate evidence of engagement in scholarly counselling. It is expected that counsellors maintain currency within the discipline of counselling through all of the following: attending programs, courses, or workshops; reviewing the scholarship of counselling by others; and reflecting on their own counselling and making modifications as appropriate. It is also expected that counsellors disseminate counselling concepts and practices to colleagues (and to a wider audience if possible).

5. Demonstrate consistent accomplishment in Scholarship within the discipline of Counselling that is recognized on a national level: present scholarly work to a national audience; publish scholarly articles (including peer reviewed journals), book reviews, book chapters, and books aimed at a national audience.

6. Demonstrate consistent contributions to the department or faculty/division by holding positions of responsibility on departmental or faculty committees, to the institution by holding positions of responsibility on institution-wide committees, to the profession by holding positions of responsibility in professional organizations, and to the community by holding positions of responsibility (or positions requiring professional knowledge) in community organizations.

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C. Professor

Criteria for appointment to Professor normally include the following:

1. Academic qualifications of an earned doctorate in counselling psychology (or equivalent doctorate) from an accredited post secondary institution. The program of study must include a supervised practicum in a counselling setting (at a masters or doctoral level).

   In lieu of a doctorate, the candidate must present all of the following:

   -a Master of Arts or Master of Education in Counselling Psychology (or equivalent masters)
   -four years of documented experience in providing counselling in a post secondary (or equivalent) setting
   -additional training equivalent to coursework expected in a doctoral program or registration with the BC College of Psychologists (as a psychological associate or registered psychologist)

2. The applicant must have 5 years of satisfactory performance in an Associate Professor (or equivalent) role at a post-secondary institution.

3. The candidate must demonstrate outstanding performance in his/her professional role; specifically, the candidate must demonstrate, relative to an Associate Professor, increased breadth of competence and depth of knowledge and skill.

4. Demonstrate consistent contribution to scholarly counselling. It is expected that counsellors maintain currency within the discipline of counselling through all of the following: attending programs, courses, or workshops; reviewing the scholarship of counselling by others; and reflecting on their own counselling and making modifications as appropriate. It is also expected that counsellors disseminate counselling concepts and practices to colleagues (and to a wider audience if possible).

5. Demonstrate sustained success in the dissemination of Scholarship of counselling that is recognized on an international level: present scholarly work to a national or international audience; publish scholarly articles (including peer reviewed journals), book reviews, book chapters, and books aimed at a national/international audience.

6. Demonstrate outstanding contributions to the department or faculty in positions of responsibility (or significant role) on committees, to the institution in positions of responsibility (or significant role) on institution-wide committees, to the profession in positions of responsibility (or significant role) in professional organizations, to the community in positions of responsibility (or significant role, or positions requiring professional knowledge) in community organizations.

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IV. Appointment Criteria for Bipartite Faculty

A. Counsellor I

Criteria for appointment to Counsellor I normally include the following:

1. Academic Qualifications of a Master of Arts or Master of Education in counselling psychology (or equivalent graduate degree) from an accredited post secondary institution. The program of study must include a supervised practicum in a counselling setting.

2. Two years of documented experience in providing counselling in a post secondary (or equivalent) setting.

3. Demonstrate evidence of potential for effectiveness in the professional role described in the Counsellors' Standard Workload Plan.

4. Demonstrate commitment to scholarly counselling: commitment to engaging in a range of professional development activities to maintain currency within the discipline of counselling and to the dissemination of concepts and practices to others.

5. Demonstrate commitment to service to the department or faculty (e.g. participating in committees), the institution (e.g. shorter term volunteer commitments within the institution), the profession (e.g. joining one or more professional organizations) and the community (e.g. shorter term volunteer commitments requiring limited professional knowledge).

B. Counsellor II

Criteria for appointment to Counsellor II normally include the following:

1. Academic qualifications of a Master of Arts or Master of Education in counselling psychology (or equivalent graduate degree) from an accredited post secondary institution. The program of study must include a supervised practicum in a counselling setting.

2. The applicant must normally have 5 years of satisfactory performance in a Counsellor I (or equivalent) role at a post secondary institution.

3. The candidate must demonstrate that he or she has exceeded the required performance standard in professional role; specifically, the candidate must demonstrate, relative to a Counsellor I, increased breadth of competence and depth of knowledge and skill.

4. Demonstrate evidence of engagement in scholarly counselling. It is expected that counsellors maintain currency within the discipline of counselling through all

of the following: attending programs, courses, or workshops; reviewing the scholarship of counselling by others; and reflecting on their own counselling and making modifications as appropriate. It is also expected that counsellors disseminate counselling concepts and practices to colleagues (and to a wider audience if possible).

5. Demonstrate evidence of consistent contributions to the department or faculty/division by holding positions of responsibility on departmental or faculty committees, to the institution by holding positions of responsibility on institution-wide committees, to the profession by holding positions of responsibility in professional organizations, and to the community by holding positions of responsibility (or positions requiring professional knowledge) in community organizations.

C. Counsellor III

Criteria for appointment to Counsellor III normally include the following:

1. Academic qualifications of a Master of Arts or Master of Education in counselling psychology (or equivalent graduate degree) from an accredited post secondary institution. The program of study must include a supervised practicum in a counselling setting.

2. The applicant must have 5 years of satisfactory performance in a Counsellor II (or equivalent) role at a post secondary institution.

3. The candidate must demonstrate outstanding performance in his/her professional role; specifically, the candidate must demonstrate, relative to a Counsellor II, increased breadth of competence and depth of knowledge and skill.

4. Demonstrate evidence of engagement in scholarly counselling. It is expected that counsellors maintain currency within the discipline of counselling through all of the following: attending programs, courses, or workshops; reviewing the scholarship of counselling by others; and reflecting on their own counselling and making modifications as appropriate. It is also expected that counsellors disseminate counselling concepts and practices to colleagues (and to a wider audience if possible).

5. Demonstrate outstanding contributions to the department or faculty in positions of responsibility (or significant role) on committees, to the institution in positions of responsibility (or significant role) on institution-wide committees, to the profession in positions of responsibility (or significant role) in professional organizations, and to the community in positions of responsibility (or significant role or positions requiring professional knowledge) in community organizations.

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~~V.~~III. ~~Guidelines and Criteria for~~ Tenure and Promotion Criteria

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

A. Professional Role Criteria

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

~~A. Introduction~~

~~The promotion criteria represent examples of objective, documented evidence that can be used to show excellence. As members progress through the ranks, they are expected to make contributions of increasing quality or sphere of influence within the local, regional, provincial or global community.~~

~~1. Professional Role~~

~~Effectiveness in professional role is central to the counsellors' mission to promote and support the career development, academic success and personal growth of all TRU students. As a result, candidates for tenure and promotion must demonstrate effectiveness in professional role through presenting a dossier that contains, at minimum, the following:~~
~~-student evaluations of counsellor performance (from workshops and counselling appointments)~~
~~-written evaluation of counselling practice (any one of direct observation of counselling practice, direct observation of role play or viewing of video recorded counselling practice) by either a peer or professional supervisor~~
~~-copies of resource materials developed~~
~~-written self assessment of breadth of competence and depth of knowledge and skill~~
~~-at least two letters of reference written by university and/or community peers~~

~~As part of their professional role, it is expected that TRU Counsellors engage in scholarly counseling, that is, keeping current with developments in their areas of expertise. It is expected that candidates will engage in some or all of the following: maintaining currency in the discipline by attending professional conferences or workshops and by reading current literature in the areas of practice of individual counselling, career counselling and academic success counselling; investigating and reflecting on their own counseling practice; and disseminating innovative/successful counseling practices to peers, professional or general audiences.~~

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It is expected that all counselling faculty engage in scholarly counselling regardless of the nature of their appointment.

When elected department chair, chair duties will be considered professional role and the chair performance review will be included in the dossier presented for promotion and tenure.

2. Scholarship

The TRU Counsellors hold an inclusive definition of scholarly activity and recognize that scholarship may take many forms. Scholarship in counselling encompasses the full range of discovery, professional activity, service, integration and application (Boyer, 1990). It includes the creation of new knowledge specific to counselling, the generation

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of new knowledge from interdisciplinary work, and the advancement of knowledge through application of professional skill outside the normative environment.

Evidence of scholarship will normally consist of publications in peer reviewed venues; when the scholarship takes alternative forms, the applicant shall be responsible to communicate to the committee evidence of peer review and dissemination. The TRU Counsellors encourage collaborative research. In multi-authored works, the applicant, where possible, will identify their contribution.

It is expected that tripartite faculty establish a scholarship plan that governs the pursuit of and allows the assessment of scholarship. Scholarship should be guided by the six standards identified by Glassick, Huber and Maeroff (1997): clear goals, adequate preparation, appropriate methods, significant results, effective presentation, reflective critique. Effective scholarship plans account for all of these standards.

3. Service

It is expected that counselling faculty be involved in service to the department, university, discipline and community at large. Weight will be given to the significance of participation and scope of involvement. Service in all areas is normally expected; however, extraordinary contributions in one area may compensate for lesser achievement in one of the other areas.

When planning service commitments outside the university community, faculty members must consult with their chair to ensure that that sufficient hours are devoted to fulfilling their professional role (as defined by Counsellors' Standard Workload Plan).

The evaluation of service requires documented evidence of both the nature and duration of all commitments.

B. Specific Promotion Criteria for Tripartite Faculty

1. Tenure at Assistant Professor

The criteria for an Assistant Professor to be awarded tenure include a satisfactory record in the areas of professional role, scholarship and service.

   a. Professional Role
The candidate must demonstrate satisfactory competency as a counsellor through a professional dossier that contains
-student evaluations of individual personal/crisis counselling, career counselling and academic success counselling that meet required performance standards
-evidence of meeting individual counselling performance standards across a range of client concerns
-student evaluations of workshops that meet required performance standards

b. Scholarship

The TRU Counsellors hold an inclusive definition of scholarly activity and recognize that scholarship may take many forms; however, the applicant must demonstrate evidence of peer review and dissemination.

Demonstration of minimum levels of satisfactory scholarship would normally be at least one of the following: publication of a minimum of two refereed articles, two refereed book chapters, or one book per 5 years.

In lieu of, or in addition to peer reviewed publications, the candidate may also establish a record of scholarship by making contributions through citations, invited lectures/conference presentations, external consulting, article or grant refereeing or awards/grants/research funding/fellowships.

c. Service

It is expected that Counsellors serve their department, university, professional community and community at large. Service in all areas is normally expected; but, more significant contributions in one area may be used to compensate for lesser service in another area.

Appropriate service would normally include the following:
-participation in and contribution to departmental committees
-participation in and contribution to TRU events (colloquia, convocation, in-service days, guest lectures)
-participation in and contribution to professional organizations
-participation in and contribution to local cultural, community and service organizations

2. Associate Professor

Candidates applying for promotion to the rank of Associate Professor will demonstrate incremental and accumulative growth in the areas of professional role, scholarship and service. The work of a candidate for Associate Professor must be recognized at the national level.

It is normally expected that a candidate for Associate Professor have five years of experience in a lower rank. The quality and quantity of accomplishment is expected to increase with rank; thus, the work of the candidate for promotion to Associate Professor must exceed that expected of an Assistant Professor.

a. Professional Role

The candidate must demonstrate consistent accomplishment as a counsellor through a professional dossier that contains
-student evaluations of individual personal/crisis counselling, career counselling, and academic success counselling that exceed required performance standards
-evidence of exceeding required performance standards across a range of client issues
-evidence of recognition of colleagues who seek out the faculty member's competence
-evidence of initiating workshop development appropriate to her or his area of specialization

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-evidence of demonstrating a consistent contribution to the counselling profession at a provincial level

b. Scholarship
Candidates applying for the rank of Associate Professor shall provide documented evidence of consistent accomplishment in scholarship. Evidence of research and scholarship will normally consist of publications in peer reviewed venues; when the scholarship takes alternative forms, the applicant shall be responsible to communicate to the committee evidence of peer review and dissemination.

Demonstration of minimum levels of satisfactory scholarship would normally be at least one of the following: publication of a minimum of three refereed articles, three refereed book chapters, or one book per 5 years.

In lieu of, or in addition to peer reviewed publications, the candidate may also establish a record of scholarship by making contributions through
-refereeing book manuscripts, journal articles, grant proposals, or competitions for scholarly awards and prizes given by external agencies
-presenting paper or serving as invited keynote speaker in peer-reviewed venues
-receiving external funding
-facilitating scholarship at a provincial level as well as contributing to the scholarly development of faculty colleagues

c. Service
Consistent contribution to the department, university, professional community and community at large would normally include some of, but not limited to, the following:
-leadership roles within the department
-participation in and contribution to departmental sabbatical, appointments, performance review and promotion/tenure committees
-participation in and contribution to university or faculty association committees
-leadership role in the organization of scholarly conferences (locally or provincially)
-active contribution to professional organizations at the provincial level or leadership role in professional organizations at the local or regional level
-volunteer work at provincial, national and or international events related to professional organizations
-leadership role with cultural, community and service organizations at a local or regional level
-contribution of professional expertise to cultural, community and service organizations

3. Professor
Candidates applying for promotion to the rank of Professor will demonstrate outstanding contribution in the areas of professional role, service and scholarship since the time of promotion to Associate Professor (normally at least five years). The work of a candidate for Professor must be recognized as having influence at the international level.

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a. Professional Role

The candidate must demonstrate outstanding record of accomplishment as a counsellor through a professional dossier that contains
-student evaluations of individual personal/crisis counselling, career counselling, and academic success counselling that show outstanding level of competence
-evidence of outstanding performance across a range of client issues
-evidence of wide use of innovative counselling practice
-evidence of recognition of local, provincial and national colleagues who seek out the faculty member's competence as a mentor
-evidence of contributing knowledge to her or his specialization inside and outside the university
-evidence of leadership role in initiating workshop development appropriate to her or his scope of practice
-evidence of demonstrating an outstanding contribution to the counselling profession and recognition by his or her peers at a national or international level

b. Scholarship

Candidates applying for the rank of Professor shall provide documented evidence of outstanding accomplishment in scholarship. Those applying for the rank of Professor shall provide documentary evidence of sustained success in the dissemination of scholarly activity since the time of promotion to Associate Professor.

Demonstration of minimum levels of satisfactory scholarship would normally be at least one of the following: publication of a minimum of five refereed articles, five refereed book chapters, or two books per 5 years.

In addition to peer reviewed publications, the candidate may also establish a record of scholarship by making contributions through
-refereeing book manuscripts, journal articles, grant proposals, or competitions for scholarly awards and prizes given by external agencies
-presenting papers or serving as invited keynote speaker in national or international peer-reviewed venues
-receiving sustained external funding
-facilitating scholarship at a national and international level, including contributing to the scholarly development of faculty colleagues.

c. Service

Candidates for the rank of Professor shall demonstrate outstanding contribution and leadership in service to their department, university, professional community and community at large. Service in all four of these areas is normally expected; however, more significant contributions in one area may be used to compensate for lesser service in another area.

Outstanding contribution to the department, university, professional community and community at large would normally include most of, but not limited to, the following:
-leadership within the department
-consistently outstanding contribution in department committees (sabbatical, appointments, performance review, promotion/tenure)

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-consistently taking a leadership role in faculty or university committees
-leadership in initiating new campus and or leadership in facilitating ongoing campus events
-consistently taking a leadership role in the facilitation and or organization of scholarly conferences provincially, nationally and or internationally
-serving on the executive of provincial and or national professional organizations
-consistently contributing professional expertise to cultural, community and service organizations

C. Specific Promotion Criteria for Bipartite Faculty

1. Tenure at Counsellor I
The criteria for a Counsellor I to be awarded tenure include a satisfactory record in the areas of professional role and service.

   a.   Professional Role
The candidate must demonstrate satisfactory competency as a counsellor through a professional dossier that contains
-student evaluations of individual personal/crisis counselling, career counselling and academic success counselling that meet required performance standards
-evidence of meeting individual counselling performance standards across a range of client concerns
-student evaluations of workshops that meet required performance standards

   b.   Service
It is expected that Counsellors serve their department, university, professional community and community at large. Service in all areas is normally expected; but, more significant contributions in one area may be used to compensate for lesser service in another area.

Appropriate service would normally include the following:
-participation in and contribution to departmental committees
-participation in and contribution to TRU events (colloquia, convocation, in-service days, guest lectures)
-participation in and contribution to professional organizations
-participation in and contribution to local cultural, community and service organizations

2. Counsellor II
Candidates applying for promotion to the rank of Counsellor II will demonstrate incremental and accumulative growth in the areas of professional role and service. The work of a candidate for Counsellor II must be recognized at least at the provincial level.

It is normally expected that a candidate for Counsellor I have five years of experience in a lower rank. The quality and quantity of accomplishment is expected to increase with rank; thus, the work of the candidate for promotion to Counsellor II must exceed that expected of a Counsellor I.

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a. Professional Role

The candidate must demonstrate consistent accomplishment as a counsellor through a professional dossier that contains

-student evaluations of individual personal/crisis counselling, career counselling, and academic success counselling that exceed required performance standards
-evidence of exceeding required performance standards across a range of client issues
-evidence of recognition of colleagues who seek out the faculty member's competence
-evidence of initiating workshop development appropriate to her or his area of specialization
-evidence of demonstrating a consistent contribution to the counselling profession at a provincial level

b. Service

Consistent contribution to the department, university, professional community and community at large would normally include some of, but not limited to, the following:
-leadership roles within the department
-participation in and contribution to departmental sabbatical, appointments, performance review and promotion/tenure committees
-participation in and contribution to university or faculty association committees
-leadership role in the organization of scholarly conferences (locally or provincially)
-active contribution to professional organizations at the provincial level or leadership role in professional organizations at the local or regional level
-volunteer work with provincial, national and or international events related to professional organizations
-leadership role with cultural, community and service organizations at a local or regional level
-contribution of professional expertise to cultural, community and service organizations

3. Counsellor III

Candidates applying for promotion to the rank of Counsellor III will demonstrate outstanding contribution in the areas of professional role and service since the time of promotion to Counsellor II (normally at least five years). The work of a candidate for Counsellor II must be recognized as having influence at the national or international level.

a. Professional Role

The candidate must demonstrate outstanding record of accomplishment as a counsellor through a professional dossier that contains

-student evaluations of individual personal/crisis counselling, career counselling, and academic success counselling that show outstanding level of competence
-evidence of outstanding performance across a range of client issues
-evidence of wide use of innovative counselling practice
-evidence of recognition of local, provincial and national colleagues who seek out the faculty member's competence as a mentor
-evidence of contributing knowledge to her or his scope of practice inside and outside the university

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-evidence of leadership role in initiating workshop development appropriate to her or his area of specialization
-evidence of demonstrating an outstanding contribution to the counselling profession and recognition by his or her peers at a national or international level

b. Service

Candidates for the rank of Counsellor III shall demonstrate outstanding contribution and leadership in service to their department, university, professional community and community at large. Service in all four of these areas is normally expected; however, more significant contributions in one area may be used to compensate for lesser service in another area.

Outstanding contribution to the department, university, professional community and community at large would normally include most of, but not limited to, the following:
-leadership within the department
-consistently outstanding contribution in department committees (sabbatical, appointments, performance review, promotion/tenure)
-consistently taking a leadership role in faculty or university committees
-leadership in initiating new campus and or leadership in facilitating ongoing campus events
-consistently taking a leadership role in the facilitation and or organization of scholarly conferences provincially, nationally and or internationally
-serving on the executive of provincial and or national professional organizations
-consistently contributing professional expertise to cultural, community and service organizations

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~~VI.~~IV.   Appendi~~x~~ees

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Professional Associations and Sample Journals

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Professional Associations

- BC Post Secondary Counselling Association (BCPSCA)
- BC Association of Clinical Counsellors (BCACC)
- Canadian Association of College and University Student Services (CACUSS)

Publications: Counselling (Refereed journals)

- *Canadian Journal of Counselling & Psychotherapy (CCPA)*
- *Journal of College Counselling*
- *The Counselling Psychologist*

Other Related Publications (Refereed journals)

- *Canadian Journal for the Scholarship of Teaching and Learning*
- *Canadian Journal of Higher Education*
- *Community College Journal of Research & Practice*

~~**Collective Agreement Articles Relevant to Tenure and Promotion**~~

~~**Article 5: Appointment of Members**~~

~~5.1.1   Ranks: Tripartite appointments~~
~~5.1.2   Ranks: Bipartite appointments~~
~~5.2.1   Tenure Track Appointment~~
~~5.2.3.1   Tenured Appointment~~
~~5.2.3.2   Change in Status from Bipartite or Tripartite Appointment for a Tenured Member~~

~~**Article 6: Tenure and Promotion of Members**~~

~~6.1   Preamble~~
~~6.2   Progression to Promotion~~
~~6.3   Progression to Tenure~~
~~6.4   Procedures of the Division, Faculty or School Promotion and Tenure Committee~~
~~6.5   Procedures of the University Council Promotion and Tenure Committee~~
~~6.6   Action Subsequent to Voting~~
~~6.6.8   Timeline for Tenure and Promotion Process~~
~~6.7   Annual Report for Decisions on Tenure and Promotion~~
~~6.8   University Appeals Committee~~
~~6.9   University Appeals Committee Procedures~~
~~6.10   Criteria for Academic Designation, Tenure and Promotion~~

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Counselling, Academic Support & Assessment (CASA)
Faculty of Student Development (FSD)

Counsellor
Appointment, Tenure and Promotion Criteria
December 2021

Table of Contents

I.   **Preamble**

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

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

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

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

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

Equity, Diversity and Inclusion

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

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

II.   **Description of Counsellor Position**

TRU Counsellors are faculty members who promote and support the personal growth, academic success and career development of TRU students. The specific responsibilities of counsellors are as follows:
- To provide individual, short-term personal counselling for current students
- To provide individual crisis counselling for current students
- To provide educational and career planning counselling for current and prospective students
- To facilitate counselling workshops, groups and seminars
- To participate in case conferences and work collaboratively as a member of an inter-professional team
- To provide consultation services to TRU employees regarding student-related issues
- To prepare resources for students, and maintain accurate and confidential records
- To engage in service, internally and externally, that benefits the department, TRU, the profession and the Community-at-Large

III.   Appointment Criteria

A. <u>Tripartite</u>

Counsellor I/ Assistant Professor
1) The normal criterion will be a Master's degree in counselling psychology or equivalent from an accredited post-secondary institution, with supervised clinical experience at a graduate level.
2) The candidate should have two years of experience in providing counselling in a post-secondary (or equivalent) setting.
3) The candidate must demonstrate potential for successful engagement in Scholarly Activity at the local, regional and/or provincial level.
4) The candidate must demonstrate commitment to service to the University and Profession, and where applicable the Community-at-Large, at the local, regional and/or provincial level.

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

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

B. **Bipartite**

Counsellor I/Counsellor
1) The normal criterion will be a Master's degree in counselling psychology or equivalent from an accredited post-secondary institution, with supervised clinical experience at a graduate level.
2) The candidate should have two years of experience in providing counselling in a post-secondary (or equivalent) setting
3) The candidate must demonstrate commitment to service to the University and Profession, and where applicable the Community-at-Large, at the local, regional and/or provincial level.

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

Counsellor III/ Principal Counsellor

1) The normal criterion will be the terminal degree (e.g., PhD, EdD) in counselling psychology or equivalent from an accredited post-secondary institution, with supervised clinical experience at a graduate level.

2) The candidate must show incremental and accumulative growth in the practice of the discipline as demonstrated by recognition and assessment by peers at the international level.

3) The candidate must provide evidence of consistent service contribution to the University, and Profession, and where applicable the Community-at-Large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Instructional Support II (Bipartite) level. This performance should be recognized by peers at the international level.

IV. **Tenure and Promotion Criteria**

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

A. Professional Role Criteria

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

Professional Role Criteria

Table 1: Examples of Criteria/Evidence for Professional Role

Tenure at: **Counsellor I** **Assistant Professor** **Counsellor**	Promotion to: **Counsellor II** **Associate Professor** **Senior Counsellor**	Promotion to: **Counsellor III** **Professor** **Principal Counsellor**
Evidence of effective professional skills	*Evidence of strong professional skills*	*Evidence of exemplary professional skills*
• Demonstrates proficiency as a counsellor who builds capacity at the local, regional and/or provincial level(s)	• Demonstrates expertise as a counsellor who builds capacity at the provincial and/or national level(s)	• Demonstrates mastery as a counsellor who builds capacity at the national and/or international level(s)
• Employs innovative counselling practices that promote and support the personal growth, academic success and career development of students.	• Employs and/or creates innovative counselling practices that promote and support the personal growth, academic success and career development of students	• Creates innovative counselling practices that promote and support the personal growth, academic success and career development of students
• Prepares pertinent resources to share with students	• Develops new counselling resources to share with students	• Develops new counselling resources utilized by peers in higher education
• Facilitates workshops and/or groups for students	• Designs and facilitates workshops and/or groups for students	• Designs workshops and/or groups for others to deliver
• Participates in training activities (e.g., courses & workshops)	• Facilitates training activities (e.g., courses & workshops)	• Designs training activities for others to deliver (e.g., courses & workshops, resource material)
• Maintains currency in the field of counselling	• Expands currency in the field of counselling, being assessed and recognized as a professional at the national level	• Expands currency in the counselling field, being assessed and recognized as a professional at the international level
• Shares expertise locally, regionally and/or provincially	• Shares expertise nationally	• Shares expertise internationally

B. Scholarship Criteria (Tripartite)

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

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

Table 2: Examples of Criteria/Evidence for Scholarship

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

C. Service Criteria

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

Table 3: Examples of Criteria/Evidence for Service

	Tenure at: **Counsellor I** **Assistant Professor** **Counsellor**	**Promotion to:** **Counsellor II** **Associate Professor** **Senior Counsellor**	**Promotion to:** **Counsellor III** **Professor** **Principal Counsellor**
	Commitment to Service	*Contribution to Service*	*Outstanding Contribution to Service*
Department & Faculty	• Actively participates in CASA and Faculty of Student Development committees and teams	• Increasing record of assuming leadership role(s) within the CASA/FSD (e.g., Chair of committees, Department Chair). • If tenured, participates in CASA Sabbatical; Appointments; Performance Review; Promotion and Tenure and other committees • Mentors faculty in developing their service contributions	• Sustained record of leadership in CASA/FSD
University	• Actively participates in events that support in the intellectual / cultural life at TRU (e.g., Open House, Faculty Association)	• Increasing record of involvement in TRU committees (e.g., Senate, Sabbatical, Division, Faculty or School Promotion and Tenure Committee, Teaching Practices Colloquia planning committee).	• Sustained record of involvement and leadership in TRU committees (e.g., Chair of TRU committees, Faculty Association Executive, Senate Tenure and Promotion Committee).
Professional Community	• Actively participates in professional organizations (e.g., committee work) at	• Increasing record of contributing to professional organizations through active participation and/or taking a leadership	• Sustained record of involvement and leadership in professional

	Tenure at: Counsellor I Assistant Professor Counsellor	Promotion to: Counsellor II Associate Professor Senior Counsellor	Promotion to: Counsellor III Professor Principal Counsellor
	the local, regional and/or provincial level	role at a provincial or national level (e.g., subcommittee member, board executive member, plans or facilitates conferences). • Increasing record as a consultant with professional organizations at the provincial and/or national level	organizations at the national and/or international level • Sustained record as a consultant with professional organizations at the national and/or international level
Community at Large	• Participates in service organizations (e.g., ASK Wellness, School District 73, Boys & Girls Club, Elizabeth Fry, YMCA) • Volunteers for non-profit events (e.g., Celebrate a Life – Kamloops Hospice Association, Pride Week, Operation Red-nose)	• Increasing record of participating in community organizations • Provides leadership and/or mentorship in the community • Provides professional service to public (e.g., public lectures)	• Sustained record of active engagement in community organizations • Sustained record of leadership and/or mentorship in the community • Sustained record of providing professional service to public (e.g., public lectures)

V. **Appendix**

Professional Associations and Sample Journals

Professional Associations

- BC Post Secondary Counselling Association (BCPSCA)
- BC Association of Clinical Counsellors (BCACC)
- Canadian Association of College and University Student Services (CACUSS)

Publications: Counselling (Refereed journals)

- *Canadian Journal of Counselling & Psychotherapy (CCPA)*
- *Journal of College Counselling*
- *The Counselling Psychologist*

Other Related Publications (Refereed journals)

- *Canadian Journal for the Scholarship of Teaching and Learning*
- *Canadian Journal of Higher Education*
- *Community College Journal of Research & Practice*

THOMPSON RIVERS UNIVERSITY

**Supplemental Learning Coordinator
Promotion & Tenure Criteria**

Table of Contents

This document was approved at the departmental level on April 6, 2009.

I. Preamble

Supplemental Learning (SL) is a program of academic support attached to challenging introductory courses. SL supports students by establishing peer-led group study sessions for reviewing and processing the content of the course.

The SL Coordinator is a faculty instructional support position with responsibilities as summarized below.

1) Supervising SL operations: overseeing, maintaining, and modifying policies and procedures of the program for academic support, in accordance with the international model of student support; procuring and managing program funding
2) Selecting, teaching, training, and supporting the SL Leaders
3) Publicizing and promoting SL on campus and in the community, and maintaining communication with faculty and departments involved.
4) Serving the broader university: particularly, serving on committees and participating in initiatives and activities which complement SL's broader mandates of supporting students' academic success and their transition to student life at TRU.
5) Assessing SL Results: maintaining data collection procedures; analyzing and reporting on collected data; regularly assessing the impact of SL on students' academic success and transition to university life.

The following document takes into account the usual credentials, expectations, and standards for others in the coordinator role for Supplemental Instruction programs operating in North America.

The document provides examples of criteria for the evaluation of achievement and/or promotion within each area, and thus, allows faculty options in the design of their career paths within the context of this position. Considering the broad nature of the work, and the varying backgrounds individuals could bring to the position, faculty are allowed some flexibility in the weighting they assign to the areas for evaluation, in order to reflect their focus and strengths.

Applicants for tenure and promotion may suggest weightings of their relevant categories to be used in evaluating their applications within the parameters of the weightings articulated in this document as approved by their Faculty, School or Division. Applicants must inform their divisional Promotion and Tenure committee of the suggested weighting at the beginning of the adjudication process. Divisional Promotion and Tenure committees must recognize that the balance between teaching/professional role and service for bipartite applicants, and the balance among teaching/professional role, research/scholarship/creative activity and service for tripartite applicants may differ based on individual circumstances and may vary over an individual's career. These weightings represent the balance among the evidence presented and do not necessarily reflect the applicant's workload. Because disciplines may have special requirements, members should engage in collegial decision-making with their departmental colleagues before deciding on the specific weighting of evidence.

The relative weighting of evidence for purposes of promotion should take into account the appointment type of the applicant, bipartite or tripartite. Normally, bipartite faculty applications will be evaluated

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primarily on their core responsibility, teaching and to a lesser degree on service. Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of teaching as well as research/scholarship/creative activity — with approximately the same weight given to both areas —, and to a lesser degree on service.

However, extraordinary contributions in research/scholarship/creative activity, teaching/ or service may compensate for lesser achievement in one of the areas of core responsibility, as long as there has been a satisfactory level of contribution in all areas of responsibility.

Weighting Criteria
Tripartite:
Extraordinary contributions in either
(a) teaching,
(b) research, scholarly, or creative activity, or
(c) service
may compensate for a lesser involvement in another area, provided that there has been a satisfactory level of contribution in all areas.

Bipartite:
Extraordinary contributions in either
(a) teaching, or
(b) service
may compensate for a lesser involvement in the other area, provided that there has been a satisfactory level of contribution in both areas.

These weightings are appropriate for members with bipartite and tripartite workload. Deviations from these criteria would be expected for members with very extensive research obligations, e.g., Canada Research Chairs, or those with extensive administrative duties, e.g., Department Chairs

II. Appointment Criteria

A. Appointment Criteria for Tripartite Faculty
- Relevant Master's Degree or PhD
- Supplemental Instruction Supervisor Workshop Certificate (or equivalent) [1.]
- Three (3) years of post-secondary teaching, or experience coordinating SL or a similar academic service
- Demonstrated potential for engagement in scholarly activity.
- Evidence of commitment to service.

B. Appointment Criteria for Bipartite Faculty
- Relevant Master's Degree
- Supplemental Instruction Supervisor Workshop Certificate (or equivalent) [1.]
- Three (3) years of post-secondary teaching or experience coordinating SL or a similar academic service
- Evidence of commitment to service.

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III. Guidelines and Criteria for Tenure and Promotion--Tripartite

A. Basis for Tenure for Tripartite Faculty
The basis for tenure is similar to meeting the criteria for appointment at the assistant professor level and includes the following: Meeting qualifications; satisfactory record as teacher and professional role; satisfactory record of scholarship; and satisfactory record of service.

Candidates for tenure in the tripartite appointment stream will prepare a dossier/portfolio that demonstrates they have met the standards for tenure. The evidence may be demonstrated by, but is not limited to, the list of activities in the Collective Agreement and the examples specified below.

B. Specific Tenure Criteria for Tripartite Faculty
The general standards for tenure will reflect the member fulfilling the appointment potential in teaching/professional role, scholarly activity and service: achieving a satisfactory record of effective teaching/professional role; satisfactory record of engagement in scholarly activity; and a satisfactory record of service contributions.
Assistant Professor

1. Professional Role
   a. Effectively communicate a broad range of leadership characteristics; the roles and expectations of the student leaders and mentors; characteristics of a variety of learners and obstacles to effective learning across a range of disciplines; and approaches, styles, and strategies for facilitating interactive learning.
   b. Support the leaders and mentors in their on-going development.
   c. Design and develop training materials and leader resources.
   d. Model innovation in session design.
   e. Create a model learning environment in training workshops and in-services.
   f. Critically reflect upon one's own teaching performance.
   g. Adjust program, training, and processes to reflect feedback, reflection, and current research.
   h. Establish and maintain appropriate records of program outcomes.
   i. Demonstrate competence in facilitating collaborative learning.
   j. Motivate leaders to challenge themselves in creating resources to support learning in their disciplines.
   k. Share knowledge of SL approaches and practices at local levels.
   l. Understand and accept the philosophical underpinnings of the program.

   Evidence of the above could be in the form of results indicating overall success of the program; feedback from student leaders about the effectiveness and/or value of their training; samples of program innovations (e.g. training materials); relevant awards or honours; or other examples as found in the CA Appendix.

2. Scholarship
Evidence of consistent accomplishmentin scholarly activity is required. This could be demonstrated by one or more papers or chapters accepted for publication in peer reviewed journals or resource bases targeted for SI-SL practitioners[5] and two or more presentations

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at conferences and/or workshops[5] facilitated every two years.

3. Service

Evidence of a commitment to service to TRU and to the professional realms of student affairs, academic support, teaching and learning, and/or student leadership. Service, in addition to its traditional value, is essential to this program, depending as it does upon the voluntary association of colleagues and their confidence in the program and its leadership.

Service may be in varying forms and levels, including, but not limited to: actively serving on committees associated with teaching and learning and/or with student support; contributing to the intellectual and cultural life of students and faculty of TRU; collaborating to support professional development activities; supporting student leaders by providing references for graduate school or employment; serving on departmental/faculty committees; contributing to campus events

C. Basis of Evaluation for Promotion to Associate Professor and Professor

Candidates for promotion will prepare a dossier/portfolio that demonstrates that they have exceeded the performance level expected for the rank currently held. The evidence may be demonstrated by, but is not limited to, the list of activities listed in the Collective Agreement, and the examples specified below.

D. Specific Criteria for Promotion to Associate Professor and Professor

Associate Professor

1. Professional Role

Evidence of meeting and exceeding the required performance standard described for Assistant Professor, and recognition of contributions to the discipline on a national level are required for promotion to Associate Professor. Examples of evidence used to demonstrate exceeding the required performance standards in professional role are as follows:

    a. Demonstrate competence in the selection and training of leaders.
    b. Effectively support the leaders and mentors in their on-going development.
    c. Design and develop materials, resources, and processes and protocols for the program.
    d. Critically reflect upon professional performance.
    e. Adjust program, training, and processes to reflect feedback, reflection, and current research.
    f. Demonstrate mastery in facilitating collaborative learning.
    g. Motivate leaders to challenge themselves in creating resources and documenting innovative strategies to support learning in their various disciplines.
    h. Share knowledge of SL approaches and practices at regional and/or national levels.
    i. Understand, accept, and articulate the philosophical underpinnings of the program.
    j. Complete an additional course or workshop such as "How to Train SI Leaders" (also UMKC), *or* a Justice Institute of BC Leadership Course,[3] or an Educational Developers Workshop[4].
    k. Finally, because experience at the post-secondary level is integral to this role, five

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years served in the position of SL Coordinator I *or* ten years of relevant post-secondary experience is normally required.

Evidence of the above could be in the form of results indicating overall success of the program; feedback from student leaders about the effectiveness and/or value of their training; samples of program innovations (e.g. training materials); relevant awards or honours; or other examples as found in the CA Appendix.

2. Scholarship
Evidence of consistent accomplishment in scholarship, supported by internal and external recognition, is required. This would normally be demonstrated by 2-3 publications in peer reviewed journals[5]; 3-5 presentations of scholarly work at national or international conferences[5]; grant proposals and success procuring funding, *on a biennial basis*. The expectation would be for regular contributions to SI List-serve discussions, or other evidence of collaborating to develop and enhance the program and profession, and the scholarship of teaching and learning in higher education.

3. Service
Evidence of a consistent contribution to TRU in a leadership role, and to the professional realms of student affairs, academic support, teaching and learning, and/or student leadership.

Demonstrated leadership within the faculty and/or broader TRU community.

Service appropriate to this role and rank may include, but not necessarily be limited to, the following: actively serving on committees associated with teaching and learning and/or with student support; contributing to the intellectual and cultural life of students and faculty of TRU and beyond; collaborating to support professional development activities; providing references for graduate school or employment; taking a leadership role on departmental/faculty committees and campus initiatives; and providing consultation to others in the field.

Professor

1. Professional Role
Evidence of having met and exceeded the required performance standard described for Associate Professor, demonstrating outstanding performance in the professional role, and recognition of candidate's contribution to the field on an international level are all required for promotion to Professor. Examples of evidence used to demonstrate outstanding performance in the professional role are as follows:

   a. Design and develop materials and resources, and develop and implement processes and protocols for the program.
   b. Critically reflect upon professional performance and program results.
   c. Adjust program design to reflect feedback, reflection, results, and current research.
   d. Seek and accept opportunities to share knowledge of SL approaches and practices at local, national and international levels.
   e. Articulate, support, and/or extend upon the philosophical underpinnings of the program.

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Evidence of the above could be in the form of results indicating overall success of the program; feedback from student leaders about the effectiveness and/or value of their training; samples of program innovations (e.g. training materials); relevant awards or honours; or other examples as found in Article Six—Appendix 1 of the Collective Agreement.

2. Scholarship

Evidence of sustained success in scholarship, supported by internal and external recognition, is required. This would be demonstrated by publications (1-2 every two years) in national or international peer-reviewed journals[5], books, or monographs; or otherwise contributing to the scholarship of teaching and learning through peer-review dissemination of scholarly work; assuming principal investigator role in externally funded grant projects.

3. Service

Evidence of outstanding contributions to TRU in a leadership role, and to the professional realms of student affairs, academic support, teaching and learning, and/or student leadership.

Demonstrated leadership within the TRU community and at the national or international level.

Examples of service appropriate to this role and rank include, but are not limited to: actively serving on committees associated with teaching and learning and/or with student support; taking a leadership role in initiatives contributing to the intellectual and cultural life of students and faculty of TRU; contributing to the professional development of peers; accepting positions or taking a leadership role on departmental/faculty committees and campus initiatives; providing consultation to others in the field; serving at provincial, national, and/or international events associated with the enrichment of student experience and success.

IV. Guidelines and Criteria for Tenure and Promotion – Bipartite

A. Basis for Tenure for Bipartite Faculty

The basis for tenure is similar to meeting the criteria for SL Coordinator I and includes the following: Meeting qualifications; satisfactory record as teacher and professional role; and satisfactory record of service.

Candidates for tenure in the bipartite appointment stream will prepare a dossier/portfolio that demonstrates they have met the standards for tenure. The evidence may be demonstrated by, but is not limited to, the list of activities in the Collective Agreement and the examples specified below.

B. Specific Tenure Criteria for Bipartite Faculty

SL Coordinator I

1. Professional Role
        a. Effectively explain and model a broad range of leadership characteristics; clarify

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the roles and expectations of the student leaders and mentors; describe the characteristics of a variety of learners and obstacles to effective learning across a range of disciplines; and instruct in approaches, styles, and strategies for facilitating interactive learning.

b. Support the leaders and mentors in their on-going development.
c. Design and develop training materials and leader resources.
d. Model innovation in session design.
e. Create a model learning environment in training workshops and in-services.
f. Critically reflect upon one's own teaching performance.
g. Adjust program, training, and processes to reflect feedback, reflection, and current research.
h. Establish and maintain appropriate records of program outcomes.
i. Demonstrate competence in facilitating collaborative learning.
j. Motivate leaders to challenge themselves in creating resources to support learning in their disciplines.
k. Share knowledge of SL approaches and practices at local levels.
l. Understand and accept the philosophical underpinnings of the program.

Evidence of the above could be in the form of results indicating overall success of the program; feedback from student leaders about the effectiveness and/or value of their training; samples of program innovations (e.g. training materials); relevant awards or honours; or other examples as found in the CA Appendix.

2. Service

Evidence of a commitment to service to and within TRU and to the professional realms of student affairs, academic support, and/or student leadership. Service, in addition to its traditional value, is essential to this program, depending as it does upon the voluntary association of colleagues and their confidence in the program and its leadership.

Service may include the following: actively serving on committees associated with teaching and learning and/or with student support; contributing to the intellectual and cultural life of students and faculty of TRU; collaborating to support professional development activities; supporting student leaders by providing references for graduate school or employment; serving on departmental/faculty committees; contributing to campus events.

C. Basis of Evaluation for Promotion to SL Coordinator II and SL Coordinator III
Candidates for promotion will prepare a dossier/portfolio that demonstrates that they have exceeded the performance level expected for the rank currently held. The evidence may be demonstrated by, but is not limited to, the list of activities in the CA Appendix, and the examples found below.

D. Specific Criteria for Promotion to SL Coordinator II and SL Coordinator III

SL Coordinator II

1. Professional Role

In addition to evidence of having met the required performance standard described for SL

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Coordinator I, and recognition of contributions to the discipline at a regional, provincial or national level:

    a. Demonstrate competence in the selection and training of leaders.
    b. Effectively support the leaders and mentors in their on-going development.
    c. Design and develop materials, resources, and processes and protocols for the program.
    d. Adapt program design and protocols to reflect feedback, reflection, and current research.
    e. Demonstrate mastery in facilitating collaborative learning.
    f. Articulate the philosophical underpinnings of the program.

Evidence of the above could be in the form of results indicating overall success of the program; feedback from student leaders about the effectiveness and/or value of their training; samples of program innovations (e.g. training materials); relevant awards or honours; evidence of recognition at regional or national levels; or other examples as found in the CA Appendix.

2. <u>Service</u>
Evidence of a consistent and broad level of service to TRU in a leadership role, and to the professional realms of student affairs, academic support, teaching and learning, and/or student leadership.

Demonstrated leadership within the faculty and/or broader TRU community and beyond.

Service appropriate to this role and rank may include, but not necessarily be limited to, the following: actively serving on committees associated with teaching and learning and/or with student support; contributing to the intellectual and cultural life of students and faculty of TRU and beyond; collaborating to support professional development activities; providing references for graduate school or employment; taking a leadership role on departmental/faculty committees and campus initiatives; and providing consultation to others in the field.

SL Coordinator III

1. <u>Professional Role</u>
In addition to evidence of having met the required performance standard described for SL Coordinator II, and recognition of contributions to the discipline at a national and international level:

    a. Contribute to the current understanding of SL Leader selection and training.
    b. Document innovative strategies to support leaders' learning in their own disciplines.
    c. Seek and accept opportunities to share knowledge of SL approaches and practices at local, national and international levels.

Evidence of the above could be in the form of results indicating overall success of the program; feedback from student leaders about the effectiveness and/or value of their training; samples of program innovations (e.g. training materials); relevant awards or honours; or other examples as found in Appendices.

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The expectation is for considerable breadth and depth in the professional role, with evidence of significant impact at the national and international levels.

2. Service

Evidence of outstanding contributions to TRU in a leadership role, and to the professional realms of student affairs, academic support, teaching and learning, and/or student leadership.

Demonstrated leadership within the TRU community and at regional or national levels.

Examples of service appropriate to this role and rank include, but are not limited to: actively serving on committees associated with teaching and learning and/or with student support; taking a leadership role in initiatives contributing to the intellectual and cultural life of students and faculty of TRU; contributing to the professional development of peers; accepting positions and taking a leadership role on departmental/faculty committees and campus initiatives; providing consultation to others in the field; serving at provincial, national, and/or international events associated with the enrichment of student experience and success.

V. Appendices

Appendix A

IV.   A. Collective Agreement Articles relevant to Tenure and Promotion

Article 5 — Appointment of Members	
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5.1.2	Ranks — Bipartite appointments
5.2.1	Tenure-Track Appointment
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6.2	Progression to Promotion
6.3	Progression to Tenure
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6.6	Action Subsequent to Voting
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6.10.5.1	Teaching
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6.10.7.1	Assistant Professor/Lecturer
6.10.7.2	Associate Professor/Senior Lecturer
6.10.7.3	Professor/Principal Lecturer
Appendix 1	List of activities to demonstrate required level of competence in teaching
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10.2	Academic Duties and Responsibilities
LoU #20 — Lab Faculty Appointment and Promotion Joint Committee	
LoU #23 — Transitional Issues	
2.	Tenure
3.	Rank and Promotion

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Appendix B

[1.] Equivalent to any of those would be a similarly structured and intensive workshop or course designed to prepare one to establish and maintain a program with similar goals and approaches.

[2.] Link to SI Training Workshops:
http://www.umkc.edu/cad/si/si-workshops.html

[3.] Link to Justice Institute of BC Workshops and Courses:
http://www.jibc.bc.ca/search/index.htm

[4.] Link to Lilly International (Conferences and Institutes on College and University Teaching and Faculty Communites): www.lillyconferences.com

[5] Examples of journals and conferences of potential relevance to Supplemental Learning:

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

Conferences:
International Conferences on First Year Experience and Students in Transition
International Conference on Critical Thinking
Society for Teaching and Learning in Higher Education (STLHE)
Canadian Association of Colleges and Student Services National Conference
Lilly Conference on College and University Teaching
International Conference on Supplemental Instruction
Higher Education Symposium on Emotional Intelligence
International Conference on Emotional Intelligence

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THOMPSON RIVERS UNIVERSITY

Supplemental Learning (SL) Coordinator

Appointment, Promotion & Tenure Criteria

DecemberMarch 20221

Table of Contents

This document was approved at the departmental level on April 6, 2009.

THOMPSON RIVERS UNIVERSITY

I. Preamble

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

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

Weighting of Tenure and Promotion Criteria

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

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

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

Equity, Diversity and Inclusion

The CASA department understands ensuring equity, diversity, and inclusion requires flexibility in the application of these standards, particularly with respect to systemic barriers, career interruptions, and special circumstances. Hence the CASA department is committed to recognizing scholarship, teaching, and service contributions in an actively anti-discriminatory way. To assist with this, where relevant,

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candidates are invited to include a Statement of Circumstances within their application. Relevant circumstances may include, but are not limited to, administrative responsibilities, maternity/parental leave, child-rearing, dependent care, illness, disability, cultural or community responsibilities, or socio-economic context.

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

II.   Description of SL Coordinator Position

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

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

~~The following document takes into account the usual credentials, expectations, and standards for others in the coordinator role for Supplemental Instruction programs operating in North America.~~

~~The document provides examples of criteria for the evaluation of achievement and/or promotion within each area, and thus, allows faculty options in the design of their career paths within the context of this position. Considering the broad nature of the work, and the varying backgrounds individuals could bring to the position, faculty are allowed some flexibility in the weighting they assign to the areas for evaluation, in order to reflect their focus and strengths.~~

~~Applicants for tenure and promotion may suggest weightings of their relevant categories to be used in evaluating their applications within the parameters of the weightings articulated in this document as approved by their Faculty, School or Division. Applicants must inform their divisional Promotion and Tenure committee of the suggested weighting at the beginning of the adjudication process. Divisional Promotion and Tenure committees must recognize that the balance between teaching/professional role and service for bipartite applicants, and the balance among teaching/professional role, research/scholarship/creative activity and service for tripartite applicants may differ based on individual~~

circumstances and may vary over an individual's career. These weightings represent the balance among the evidence presented and do not necessarily reflect the applicant's workload. Because disciplines may have special requirements, members should engage in collegial decision making with their departmental colleagues before deciding on the specific weighting of evidence.

The relative weighting of evidence for purposes of promotion should take into account the appointment type of the applicant, bipartite or tripartite. Normally, bipartite faculty applications will be evaluated

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~~primarily on their core responsibility, teaching and to a lesser degree on service. Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of teaching as well as research/scholarship/creative activity   with approximately the same weight given to both areas   , and to a lesser degree on service.~~

~~However, extraordinary contributions in research/scholarship/creative activity, teaching/ or service may compensate for lesser achievement in one of the areas of core responsibility, as long as there has been a satisfactory level of contribution in all areas of responsibility.~~

~~*Weighting Criteria*~~
~~Tripartite:~~
~~Extraordinary contributions in either~~
~~(a) teaching,~~
~~(b) research, scholarly, or creative activity, or~~
~~(c) service~~
~~may compensate for a lesser involvement in another area, provided that there has been a satisfactory level of contribution in all areas.~~

~~Bipartite:~~
~~Extraordinary contributions in either~~
~~(a) teaching, or~~
~~(b) service~~
~~may compensate for a lesser involvement in the other area, provided that there has been a satisfactory level of contribution in both areas.~~

~~These weightings are appropriate for members with bipartite and tripartite workload. Deviations from these criteria would be expected for members with very extensive research obligations, e.g., Canada Research Chairs, or those with extensive administrative duties, e.g., Department Chairs~~

~~II.~~ **III. Appointment Criteria**

A. ~~Appointment Criteria for~~ **Tripartite** ~~**Faculty**~~
- ~~Relevant Master's Degree or PhD~~
- ~~Supplemental Instruction Supervisor Workshop Certificate (or equivalent)[1]~~
- ~~Three (3) years of post-secondary teaching, or experience coordinating SL or a similar academic service~~
- ~~Demonstrated potential for engagement in scholarly activity.~~
- ~~Evidence of commitment to service.~~

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

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4) The candidate must demonstrate commitment to service to the university, discipline, and/or profession, and where applicable, the Community-at-Large at the local, regional and/or provincial level.

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

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

B. ~~**Appointment Criteria for**~~ **Bipartite** ~~**Faculty**~~
- ~~Relevant Master's Degree~~
- ~~Supplemental Instruction Supervisor Workshop Certificate (or equivalent)~~ [1]
- ~~Three (3) years of post-secondary teaching or experience coordinating SL or a similar academic service~~
- ~~Evidence of commitment to service.~~

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

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

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Instructional Support III/ Principal SL Coordinator

1) The normal criterion will be a typical terminal degree from an accredited post-secondary institution.

2) The candidate must show incremental and accumulative growth in the practice of the discipline as demonstrated by recognition and assessment by peers at the international level.

3) The candidate must provide evidence of consistent service contribution to the university, discipline, and/or profession and where applicable the Community-at-Large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Instructional Support II (Bipartite) level. This performance should be recognized by peers at the international level.

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III. IVGuidelines and Criteria for Tenure and Promotion Criteria--Tripartite

A. Basis for Tenure for Tripartite Faculty
The basis for tenure is similar to meeting the criteria for appointment at the assistant professor level and includes the following: Meeting qualifications; satisfactory record as teacher and professional role; satisfactory record of scholarship; and satisfactory record of service.

Candidates for tenure in the tripartite appointment stream will prepare a dossier/portfolio that demonstrates they have met the the standards for tenure. The evidence may be demonstrated by, but is not limited to, the list of activities in the Collective Agreement and the examples specified below.

B. Specific Tenure Criteria for Tripartite Faculty
The general standards for tenure will reflect the member fulfilling the appointment potential in teaching/professional role, scholarly activity and service: achieving a satisfactory record of effective teaching/professional role; satisfactory record of engagement in scholarly activity; and a satisfactory record of service contributions.
Assistant Professor

1. Professional Role
   a. Effectively communicate a broad range of leadership characteristics; the roles and expectations of the student leaders and mentors; characteristics of a variety of learners and obstacles to effective learning across a range of disciplines; and approaches, styles, and strategies for facilitating interactive learning.
   b. Support the leaders and mentors in their on-going development.
   c. Design and develop training materials and leader resources.
   d. Model innovation in session design.
   e. Create a model learning environment in training workshops and in-services.
   f. Critically reflect upon one's own teaching performance.
   g. Adjust program, training, and processes to reflect feedback, reflection, and current research.
   h. Establish and maintain appropriate records of program outcomes.
   i. Demonstrate competence in facilitating collaborative learning.
   j. Motivate leaders to challenge themselves in creating resources to support learning in their disciplines.
   k. Share knowledge of SL approaches and practices at local levels.
   l. Understand and accept the philosophical underpinnings of the program.

   Evidence of the above could be in the form of results indicating overall success of the program; feedback from student leaders about the effectiveness and/or value of their training; samples of program innovations (e.g. training materials); relevant awards or honours; or other examples as found in the CA Appendix.

2. Scholarship
Evidence of consistent accomplishmentin scholarly activity is required. This could be demonstrated by one or more papers or chapters accepted for publication in peer-reviewed journals or resource bases targeted for SI-SL practitioners[5] and two or more presentations

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at conferences and/or workshops[5] facilitated every two years.

3. Service

Evidence of a commitment to service to TRU and to the professional realms of student affairs, academic support, teaching and learning, and/or student leadership. Service, in addition to its traditional value, is essential to this program, depending as it does upon the voluntary association of colleagues and their confidence in the program and its leadership.

Service may be in varying forms and levels, including, but not limited to: actively serving on committees associated with teaching and learning and/or with student support; contributing to the intellectual and cultural life of students and faculty of TRU; collaborating to support professional development activities; supporting student leaders by providing references for graduate school or employment; serving on departmental/faculty committees; contributing to campus events

C. Basis of Evaluation for Promotion to Associate Professor and Professor
Candidates for promotion will prepare a dossier/portfolio that demonstrates that they have exceeded the performance level expected for the rank currently held. The evidence may be demonstrated by, but is not limited to, the list of activities listed in the Collective Agreement, and the examples specified below.

D. Specific Criteria for Promotion to Associate Professor and Professor

Associate Professor

1. Professional Role
Evidence of meeting and exceeding the required performance standard described for Assistant Professor, and recognition of contributions to the discipline on a national level are required for promotion to Associate Professor. Examples of evidence used to demonstrate exceeding the required performance standards in professional role are as follows:

    a. Demonstrate competence in the selection and training of leaders.
    b. Effectively support the leaders and mentors in their on-going development.
    c. Design and develop materials, resources, and processes and protocols for the program.
    d. Critically reflect upon professional performance.
    e. Adjust program, training, and processes to reflect feedback, reflection, and current research.
    f. Demonstrate mastery in facilitating collaborative learning.
    g. Motivate leaders to challenge themselves in creating resources and documenting innovative strategies to support learning in their various disciplines.
    h. Share knowledge of SL approaches and practices at regional and/or national levels.
    i. Understand, accept, and articulate the philosophical underpinnings of the program.
    j. Complete an additional course or workshop such as ―How to Train SI Leaders‖ (also UMKC), *or* a Justice Institute of BC Leadership Course,[3] or an Educational Developers Workshop[4].
    k. Finally, because experience at the post-secondary level is integral to this role, five

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years served in the position of SL Coordinator I *or* ten years of relevant post-secondary experience is normally required.

Evidence of the above could be in the form of results indicating overall success of the program; feedback from student leaders about the effectiveness and/or value of their training; samples of program innovations (e.g. training materials); relevant awards or honours; or other examples as found in the CA Appendix.

2. Scholarship
Evidence of consistent accomplishment in scholarship, supported by internal and external recognition, is required. This would normally be demonstrated by 2-3 publications in peer reviewed journals[5]; 3-5 presentations of scholarly work at national or international conferences[5]; grant proposals and success procuring funding, *on a biennial basis*. The expectation would be for regular contributions to SI List-serve discussions, or other evidence of collaborating to develop and enhance the program and profession, and the scholarship of teaching and learning in higher education.

3. Service
Evidence of a consistent contribution to TRU in a leadership role, and to the professional realms of student affairs, academic support, teaching and learning, and/or student leadership.

Demonstrated leadership within the faculty and/or broader TRU community.

Service appropriate to this role and rank may include, but not necessarily be limited to, the following: actively serving on committees associated with teaching and learning and/or with student support; contributing to the intellectual and cultural life of students and faculty of TRU and beyond; collaborating to support professional development activities; providing references for graduate school or employment; taking a leadership role on departmental/faculty committees and campus initiatives; and providing consultation to others in the field.

Professor

1. Professional Role
Evidence of having met and exceeded the required performance standard described for Associate Professor, demonstrating outstanding performance in the professional role, and recognition of candidate's contribution to the field on an international level are all required for promotion to Professor. Examples of evidence used to demonstrate outstanding performance in the professional role are as follows:

   a. Design and develop materials and resources, and develop and implement processes and protocols for the program.
   b. Critically reflect upon professional performance and program results.
   c. Adjust program design to reflect feedback, reflection, results, and current research.
   d. Seek and accept opportunities to share knowledge of SL approaches and practices at local, national and international levels.
   e. Articulate, support, and/or extend upon the philosophical underpinnings of the program.

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Evidence of the above could be in the form of results indicating overall success of the program; feedback from student leaders about the effectiveness and/or value of their training; samples of program innovations (e.g. training materials); relevant awards or honours; or other examples as found in Article Six—Appendix 1 of the Collective Agreement.

2. Scholarship

Evidence of sustained success in scholarship, supported by internal and external recognition, is required. This would be demonstrated by publications (1-2 every two years) in national or international peer-reviewed journals[5], books, or monographs; or otherwise contributing to the scholarship of teaching and learning through peer-review dissemination of scholarly work; assuming principal investigator role in externally funded grant projects.

3. Service

Evidence of outstanding contributions to TRU in a leadership role, and to the professional realms of student affairs, academic support, teaching and learning, and/or student leadership.

Demonstrated leadership within the TRU community and at the national or international level.

Examples of service appropriate to this role and rank include, but are not limited to: actively serving on committees associated with teaching and learning and/or with student support; taking a leadership role in initiatives contributing to the intellectual and cultural life of students and faculty of TRU; contributing to the professional development of peers; accepting positions or taking a leadership role on departmental/faculty committees and campus initiatives; providing consultation to others in the field; serving at provincial, national, and/or international events associated with the enrichment of student experience and success.

IV. Guidelines and Criteria for Tenure and Promotion—Bipartite

A. Basis for Tenure for Bipartite Faculty

The basis for tenure is similar to meeting the criteria for SL Coordinator I and includes the following: Meeting qualifications; satisfactory record as teacher and professional role; and satisfactory record of service.

Candidates for tenure in the bipartite appointment stream will prepare a dossier/portfolio that demonstrates they have met the standards for tenure. The evidence may be demonstrated by, but is not limited to, the list of activities in the Collective Agreement and the examples specified below.

B. Specific Tenure Criteria for Bipartite Faculty

SL Coordinator I

1. Professional Role
     a. Effectively explain and model a broad range of leadership characteristics; clarify

the roles and expectations of the student leaders and mentors; describe the characteristics of a variety of learners and obstacles to effective learning across a range of disciplines; and instruct in approaches, styles, and strategies for facilitating interactive learning.

b. Support the leaders and mentors in their on-going development.
c. Design and develop training materials and leader resources.
d. Model innovation in session design.
e. Create a model learning environment in training workshops and in-services.
f. Critically reflect upon one's own teaching performance.
g. Adjust program, training, and processes to reflect feedback, reflection, and current research.
h. Establish and maintain appropriate records of program outcomes.
i. Demonstrate competence in facilitating collaborative learning.
j. Motivate leaders to challenge themselves in creating resources to support learning in their disciplines.
k. Share knowledge of SL approaches and practices at local levels.
l. Understand and accept the philosophical underpinnings of the program.

Evidence of the above could be in the form of results indicating overall success of the program; feedback from student leaders about the effectiveness and/or value of their training; samples of program innovations (e.g. training materials); relevant awards or honours; or other examples as found in the CA Appendix.

2. Service
Evidence of a commitment to service to and within TRU and to the professional realms of student affairs, academic support, and/or student leadership. Service, in addition to its traditional value, is essential to this program, depending as it does upon the voluntary association of colleagues and their confidence in the program and its leadership.

Service may include the following: actively serving on committees associated with teaching and learning and/or with student support; contributing to the intellectual and cultural life of students and faculty of TRU; collaborating to support professional development activities; supporting student leaders by providing references for graduate school or employment; serving on departmental/faculty committees; contributing to campus events.

C. Basis of Evaluation for Promotion to SL Coordinator II and SL Coordinator III
Candidates for promotion will prepare a dossier/portfolio that demonstrates that they have exceeded the performance level expected for the rank currently held. The evidence may be demonstrated by, but is not limited to, the list of activities in the CA Appendix, and the examples found below.

D. Specific Criteria for Promotion to SL Coordinator II and SL Coordinator III

SL Coordinator II

1. Professional Role

In addition to evidence of having met the required performance standard described for SL

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Coordinator I, and recognition of contributions to the discipline at a regional, provincial or national level:

  a. Demonstrate competence in the selection and training of leaders.
  b. Effectively support the leaders and mentors in their on-going development.
  c. Design and develop materials, resources, and processes and protocols for the program.
  d. Adapt program design and protocols to reflect feedback, reflection, and current research.
  e. Demonstrate mastery in facilitating collaborative learning.
  f. Articulate the philosophical underpinnings of the program.

Evidence of the above could be in the form of results indicating overall success of the program; feedback from student leaders about the effectiveness and/or value of their training; samples of program innovations (e.g. training materials); relevant awards or honours; evidence of recognition at regional or national levels; or other examples as found in the CA Appendix.

2. Service
Evidence of a consistent and broad level of service to TRU in a leadership role, and to the professional realms of student affairs, academic support, teaching and learning, and/or student leadership.

Demonstrated leadership within the faculty and/or broader TRU community and beyond.

Service appropriate to this role and rank may include, but not necessarily be limited to, the following: actively serving on committees associated with teaching and learning and/or with student support; contributing to the intellectual and cultural life of students and faculty of TRU and beyond; collaborating to support professional development activities; providing references for graduate school or employment; taking a leadership role on departmental/faculty committees and campus initiatives; and providing consultation to others in the field.

SL Coordinator III

1. Professional Role
In addition to evidence of having met the required performance standard described for SL Coordinator II, and recognition of contributions to the discipline at a national and international level:

  a. Contribute to the current understanding of SL Leader selection and training.
  b. Document innovative strategies to support leaders' learning in their own disciplines.
  c. Seek and accept opportunities to share knowledge of SL approaches and practices at local, national and international levels.

Evidence of the above could be in the form of results indicating overall success of the program; feedback from student leaders about the effectiveness and/or value of their training; samples of program innovations (e.g. training materials); relevant awards or honours; or other examples as found in Appendices.

The expectation is for considerable breadth and depth in the professional role, with evidence of significant impact at the national and international levels.

2. Service
Evidence of outstanding contributions to TRU in a leadership role, and to the professional realms of student affairs, academic support, teaching and learning, and/or student leadership.

Demonstrated leadership within the TRU community and at regional or national levels.

Examples of service appropriate to this role and rank include, but are not limited to: actively serving on committees associated with teaching and learning and/or with student support; taking a leadership role in initiatives contributing to the intellectual and cultural life of students and faculty of TRU; contributing to the professional development of peers; accepting positions and taking a leadership role on departmental/faculty committees and campus initiatives; providing consultation to others in the field; serving at provincial, national, and/or international events associated with the enrichment of student experience and success.

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

A. Professional Role Criteria

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

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Professional Role Criteria

Table 1: Examples of Criteria/Evidence for Professional Role

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

B. Scholarship Criteria (Tripartite)

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

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

Table 2: Examples of Criteria/ Evidence for Scholarship

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

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

Table 3: Examples of Criteria/Evidence for Service

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

	Tenure at: **Instructional Support I** **Assistant Professor** **Coordinator**	**Promotion to:** **Instructional Support II** **Associate Professor** **Senior Coordinator**	**Promotion to:** **Instructional Support III** **Professor** **Principal Coordinator**
		conference planning and organization).	
Community at Large	• Participates in service organizations (e.g., United Way, YMCA, school district committees) • Volunteers for community out-reach, cultural, and/or non-profit events (e.g., KSO, Canada Games)	• Sustained record of participating in community organizations (e.g., Food Bank, Women's Shelter). • Provides leadership and/or mentorship in the community • Provides professional service to public (e.g., public lectures)	• Sustained record of active engagement in community organizations • Sustained record of leadership and/or mentorship in the community • Sustained record of professional service to public (e.g., public lectures)

V.II. Appendix

cesAppendix A

IV.   A. Collective Agreement Articles relevant to Tenure and Promotion

Article 5 — Appointment of Members	
5.1.1	Ranks — Tripartite appointments
5.1.2	Ranks — Bipartite appointments
5.2.1	Tenure Track Appointment
5.2.3.1	Tenured Appointment
5.2.3.2	Change in Status from Bipartite or Tripartite Appointment for a Tenured Member
Article 6 — Tenure and Promotion of Members	
6.1	Preamble
6.2	Progression to Promotion
6.3	Progression to Tenure
6.4	Procedures of the Division, Faculty or School Promotion and Tenure Committee
6.5	Procedures of the University Council Promotion and Tenure Committee
6.6	Action Subsequent to Voting
6.6.8	Timeline for Tenure and Promotion Process
6.7	Annual Report for Decisions on Tenure and Promotion
6.8	University Appeals Committee
6.9	University Appeals Committee Procedures
6.10	Criteria for Academic Designation, Tenure and Promotion
6.10.5	Definitions of Categories
6.10.5.1	Teaching
6.10.5.2	Professional Roles
6.10.5.3	Scholarship
6.10.5.4	Service
6.10.6	Granting of Tenure
6.10.7	Academic Designation
6.10.7.1	Assistant Professor/Lecturer
6.10.7.2	Associate Professor/Senior Lecturer
6.10.7.3	Professor/Principal Lecturer
Appendix 1	List of activities to demonstrate required level of competence in teaching
Article 10 — Workload	
10.2	Academic Duties and Responsibilities
LoU #20 — Lab Faculty Appointment and Promotion Joint Committee	
LoU #23 — Transitional Issues	
2.	Tenure
3.	Rank and Promotion

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Appendix B

[1] Equivalent to any of those would be a similarly structured and intensive workshop or course designed to prepare one to establish and maintain a program with similar goals and approaches.

[2] Link to SI Training Workshops:
http://www.umkc.edu/cad/si/si-workshops.html

[3] Link to Justice Institute of BC Workshops and Courses:
http://www.jibc.bc.ca/search/index.htm

[4] Link to Lilly International (Conferences and Institutes on College and University Teaching and Faculty Communites): www.lillyconferences.com

Professional Associations, Sample Journals & Conferences

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

[5] Examples of journals and conferences of potential relevance to Supplemental Learning:

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

Relevant Conferences:

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

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Society for Teaching and Learning in Higher Education (STLHE)
Canadian Association of Colleges and Student Services National Conference
Lilly Conference on College and University Teaching
International Conference on Supplemental Instruction Higher Education
Symposium on Emotional IntelligenceInternational Conference on Emotional Intelligence

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THOMPSON RIVERS UNIVERSITY

Counselling, Academic Support & Assessment (CASA)
Faculty of Student Development (FSD)

Supplemental Learning (SL) Coordinator
Appointment, Tenure and Promotion Criteria
March 2022

Table of Contents

SL Coordinator T & P

I.   **Preamble**

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

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

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

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

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

Equity, Diversity and Inclusion

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

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

II. Description of SL Coordinator Position

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

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

III. Academic Qualifications and Appointment Criteria

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

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

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

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

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

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

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

Instructional Support III/ Principal SL Coordinator

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

IV. **Tenure and Promotion Criteria**

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

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

Professional Role Criteria

Table 1: Examples of Criteria/Evidence for Professional Role

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

B. Scholarship Criteria (Tripartite)

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

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

Table 2: Examples of Criteria/ Evidence for Scholarship

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

SL Coordinator T & P

C. Service Criteria

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

Table 3: Examples of Criteria/Evidence for Service

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

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

SL Coordinator T & P

V. **Appendix**

Professional Associations, Sample Journals & Conferences

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

Publications: (Refereed journals)

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

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

THOMPSON RIVERS UNIVERSITY

GRADUATE STUDIES COMMITTEE OF SENATE

2021-2022 REPORT TO SENATE
Submitted by Tracy Christianson, Chair

Over the past 12 months (April 1, 2021 – April 1, 2022) the Graduate Studies Committee of Senate has met eight times and accomplished the following:

- Reviewed five graduate courses and three program changes
- Reviewed the Master of Arts in Social Justice and Human Rights and the Master of Nurse Practitioner that collectively included 50 graduate courses
- Reviewed and recommended 62 faculty applications for graduate-level instructor, associate or full supervisor status
- Struck two sub-committees to: review the Supervisor Participation in Graduate Studies guidelines; and, to explore the creation of an Affiliate membership status to allow for community participation in supervisory committees
- Created sub-committees to adjudicate the Governor General's Gold Medal for Graduate Studies, the Ken Lepin Graduate Student Award, and Sherman Jen Graduate Award
- Reviewed and approved changes to the 2022 University Calendar for Graduate Studies
- Prepared the Triennial report for Senate
- Elected a new Chair in fall 2021

Respectfully submitted,

Tracy Christianson

Chair of the Graduate Studies Committee

THOMPSON RIVERS UNIVERSITY

RESEARCH COMMITTEE OF SENATE

REPORT TO SENATE
Submitted by Lauchlan Fraser, Chair

The Research Committee's activities between April 2021 – March 2022 are as follows:

- The Committee would like to thank Mohammed Tawhid for his leadership and service as Chair of the Committee for the past two years. At the March 2022 meeting, Lauchlan Fraser was elected the newest committee Chair
- During this period, the committee met a total of 9 times including two special meetings: one with President Fairbairn to discuss the transition to a Vice-President Research, and one with Garry Gottfriedson to provide feedback on the Secwepemc Nation: Research Ethics Guidelines
- Proposed to the President the Inaugural Professorial Lecture Series to celebrate faculty receiving the rank of full professor annually. The first in the series was held on March 29th featuring Matt Reudink
- The Committee reviewed the Undergraduate Research Certificate, prepared the Triennial Report, and had a presentation on Research Data Management
- The Committee was active in reviewing processes and adjudicating internal grants and awards, establishing sub-committees for the following awards:
  - Faculty Research Grants: Internal Research Fund, Research Training Recognition Fund (May and October), Apprenticeship Awards, Research Accelerator Awards, Partnership Accelerator Awards, SSHRC Exchange Grants
  - Faculty Awards: Undergraduate and Graduate Mentorship Awards, Excellence in Research and Scholarship Award, and Distinguished Scholar Award
  - Student Research Awards: Undergraduate Research Experience Award Program (UREAP) (two competitions)
- Faculty were invited to make research presentations to the Committee, including Carol Rees, Ruby Dhand, David Hill, Laura Doan, Anita Sharma, Mike Flannigan, and Yan Yan
- Continued with sub-committees focused on Knowledge Mobilization, Indigenous Research, Grant Writing, and Research Continuity
- Committee members participated in the NWUCC Core Theme planning

Respectfully submitted,

Lauchlan Fraser
Chair, Senate Research Committee

THOMPSON RIVERS UNIVERSITY

OFFICE OF THE GENERAL COUNSEL AND SECRETARIAT

MEMORANDUM

DATE: April 8, 2022

TO: Senate

FROM: Charlene Myers, Manager, University Governance

SUBJECT: Proposed Senate meeting dates for 2023-2024 and 2024-2025 Academic Years

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Senate meeting dates for the 2023-2024 and 2024-2025 Academic Years are proposed below for your consideration (dates up to and including June 2023 were approved by Senate on January 27, 2020).

In accordance with Article VIII (2) (a) of the Senate Bylaws, it is the duty of the Chair of Senate "to call meetings of the Senate as provided in these Bylaws and in the Act." Further, Article IX (1) (a) of the Senate Bylaws provides that "Regular meetings of the Senate shall normally be held monthly, except in July and August."

Senate meetings are typically held monthly from September to June and on the fourth Monday of each month, except during the months of December and June when the meeting occurs on the second Monday.

2023-2024 Academic Year

September 18, 2023
(one week early, as September 25 falls during Yom Kippur)

October 23, 2023

November 27, 2023

December 11, 2023

January 22, 2024

February 26, 2024

March 25, 2024

April 22, 2024

May 27, 2024

June 10, 2024

2024-2025 Academic Year

September 23, 2024

October 28, 2024

November 25, 2024

December 9, 2024

January 27, 2025

February 24, 2025

March 24, 2025

April 28, 2025

May 26, 2025

June 9, 2025