[1] Promotion, Tenure and Faculty Standards: Instructional Design Department

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[1] The Department approved these Guidelines on April 17, 2009.

I.   Preamble

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

It is important to recognize that an instructional designer possesses expertise in a number of areas, ranging from pedagogical and andragogical methods to project management. Any evaluation of the instructional designer's professional accomplishments must take the broad scope of the role into consideration.

These departmental guidelines describe the standards and expectations specific to faculty in the Instructional Development and Research Group. All such standards and expectations shall be guided by university policies and Collective Agreement provisions.

II.   Weighting of Promotion and Tenure Criteria

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 primarily on their core responsibility, teaching/professional role, and to a lesser degree on service. Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of teaching/professional role and 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/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.

Tripartite:
Extraordinary contributions in either:
    a.   Professional role,
    b.   research, scholarly, or creative activity,
    c.   or 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.   Professional role,
    b.   or service
may compensate for a lesser involvement in the other area, provided that there has been a satisfactory level of contribution in both areas.

III.   Appointment Criteria for Tripartite Faculty

Assistant Professor

A. The normal criterion will be a terminal degree (PhD or EdD) in a relevant discipline as determined by the Instructional Design department, except in exceptional cases where the candidate's accumulated experience and accomplishments are judged as particularly relevant and valuable to the discipline. The criterion of a terminal degree may be regarded as having been provisionally met if the candidate has completed all requirements for the degree but the degree has not yet been conferred. If the degree has not been conferred, the candidate must include letters from the responsible dissertation director or graduate advisor and from the graduate dean of the awarding institution indicating that all requirements for the degree have been met and that its awarding has been scheduled.

B. Evidence must indicate that the candidate has effective instructional design skills, based on sound pedagogy and andragogy. This evidence will include examples of curriculum development and a demonstration of instructional design skills.

C. The candidate will normally have three years' teaching and/or training experience.

D. Evidence must indicate that the candidate has skills and experience in substantive editing, project management, and team leadership.

E. Evidence must indicate that the candidate has the potential for successful engagement in scholarly activity pertinent to the area of expertise.

F. Evidence the candidate has a commitment to service

Associate Professor

A. The normal criterion will be a terminal degree (PhD or EdD) in a relevant discipline as determined by the Instructional Design department, except in exceptional cases where the candidate's accumulated experience and accomplishments are judged as particularly relevant and valuable to the discipline. The criterion of a terminal degree may be regarded as having been provisionally met if the candidate has completed all requirements for the degree but the degree has not yet been conferred. If the degree has not been conferred, the candidate must include letters from the responsible dissertation director or graduate advisor and from the graduate dean of the awarding institution indicating that all requirements for the degree have been met and that its awarding has been scheduled.

B. Evidence must indicate that the candidate has effective instructional design skills, based on sound pedagogy. This evidence will include a curriculum development dossier and a demonstration of instructional design skills.

C. The candidate will normally have five years of current and relevant experience.

D. The candidate's record of instructional design, scholarship, and service must at least be equal to that required for promotion to associate professor and should be recognized at the national level.

Professor

A. The normal criterion will be a terminal degree (PhD or EdD) in a relevant discipline as determined by the Instructional Design department, except in exceptional cases where the candidate's accumulated experience and accomplishments are judged as particularly relevant and valuable to the discipline. The criterion of a terminal degree may be regarded as having been provisionally met if the candidate has completed all requirements for the degree but the degree has not yet been conferred. If the degree has not been conferred, the candidate must include letters from the responsible dissertation director or graduate advisor and from the graduate dean of the awarding institution indicating that all requirements for the degree have been met and that its awarding has been scheduled.

B. Evidence must indicate that the candidate has effective instructional design skills, based on sound pedagogy. This evidence will include a curriculum development dossier and a demonstration of instructional design skills.

C. The candidate will have three to five years' experience as an associate professor.

D. The record of excellent instructional design, outstanding scholarship, and service must at least be equal to that required for promotion to professor, establishing the candidate as an instructional designer nationally and/or internationally recognized among peers in his or her field.

IV.   Appointment Criteria for Bipartite Faculty

Instructional Designer[2]

A. The normal criterion will be a Master's degree in a related discipline as determined by the Instructional Design department. In exceptional cases, this criterion may be regarded as having been provisionally met if the candidate has completed all requirements for the degree but the degree has not yet been conferred. If the degree has not been conferred, the candidate must include letters from the responsible dissertation director or graduate advisor and from the graduate dean of the awarding institution indicating that all requirements for the degree have been met and that its awarding has been scheduled.

B. Evidence must indicate that the candidate has effective instructional design skills, based on sound pedagogy and andragogy. This evidence will include examples of curriculum development and a demonstration of instructional design skills.

C. The candidate will normally have three years' teaching and/or training experience.

D. Evidence must indicate that the candidate has skills and experience in substantive editing, project management, and leadership.

Senior Instructional Designer

A. The normal criterion will be a Master's degree in a related discipline as determined by the Instructional Design department. In exceptional cases, this criterion may be regarded as having been provisionally met if the candidate has completed all requirements for the degree but the degree has not yet been conferred. If the degree has not been conferred, the candidate must include letters from the responsible dissertation director or graduate advisor and from the graduate dean of the awarding institution indicating that all requirements for the degree have been met and that its awarding has been scheduled.

B. The candidate will normally have five years of current and relevant experience.

C. The candidate's record of instructional design and service must at least be equal to that required for promotion to senior instructional designer, establishing the candidate as an instructional designer provincially and/or nationally recognized among peers in his or her field.

D. Evidence must indicate that the candidate has evidence of exceeding the required performance standard in professional role including substantive editing, project management, and leadership.

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[2] The Instructional Design department felt that the titles "Senior" and "Principal" Instructional Designer were more descriptive and would be more meaningful within the field than the I, II and III used by other departments.

Principal Instructional Designer

A. The normal criterion will be a Master's degree in a related discipline as determined by the Instructional Design department. In exceptional cases, this criterion may be regarded as having been provisionally met if the candidate has completed all requirements for the degree but the degree has not yet been conferred. If the degree has not been conferred, the candidate must include letters from the responsible dissertation director or graduate advisor and from the graduate dean of the awarding institution indicating that all requirements for the degree have been met and that its awarding has been scheduled.

B. The candidate will have three to five years of experience as a senior instructional designer.

C. The record of excellent instructional design and service must at least be equal to that required for promotion to principal instructional designer, establishing the candidate as an instructional designer nationally and/or internationally recognized among peers in his or her field.

D. The candidate must provide evidence of outstanding performance in professional role including substantive editing, project management, and leadership.

V.   Criteria for Tenure and Promotion

The criteria for tenure and promotion through the ranks of instructional designer have been established according to the following categories:

- Academic Qualifications
- Professional Role
- Service
- Scholarly Activity (tripartite only)

Academic Qualifications

The academic qualifications for tenure and promotion through the ranks of instructional designer are the same as those for appointment to these ranks, as outlined in Section III.

Tenure for Tripartite Faculty

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

Tenure for Bipartite Faculty

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

Professional Role

The following table lists the criteria established for tenure and promotion to evaluate candidates' contributions in their professional role. The items in this table are NOT A CHECKLIST that must be completed; rather, the items represent examples of objective, documented evidence that can be used to show excellence. As members progress up the ranks, they are expected to make contributions that are increasing in quality or sphere of influence within the local, regional, or global community.

Professional Role			
Domains of Professional Role	**Instructional Designer /Assistant Professor**	**Promotion to Senior Instructional Designer/Associate Professor**	**Promotion to Principal Instructional Designer/Professor**
Instructional/Learning Design and Pedagogy	1. Creates a quality learning environment by addressing needs of target learners and promoting motivation and engagement. 2. Demonstrates the ability to use various instructional strategies to enhance learning and accommodate students with a variety of learning styles based on an understanding of accepted theories and principles of teaching and learning. 3. Develops learning outcomes that address and measure cognitive, affective, and/or psychomotor domains, as appropriate. 4. Uses appropriate instructional materials with respect to volume, level, and currency. 5. Designs instructional/learning materials that adhere to current departmental quality standards. 6. Situates the instructional/learning	10. Exceeds the performance standard in instructional/learning design, based on criteria 1–9. 11. Mentors faculty. 12. Accepts opportunities to share instructional /learning design and pedagogical knowledge and/or experience at local, regional, and provincial levels.	13. Demonstrates and promotes outstanding performance in instructional/learning design, based on criteria 1–9. 14. Continues to mentor faculty. 15. Accepts opportunities to share instructional /learning design and pedagogical knowledge at national and/or international levels.

Professional Role		
	design project appropriately within the broader (e.g., program) curriculum. 7. Develops instructional/learning materials appropriate to the delivery environment (e.g., print vs. online; continuous self-paced vs. paced/cohort; self-directed vs. facilitated) 8. Critically reflects on own professional practice and takes action to improve performance. 9. Employs educational technologies to enhance student learning based on sound pedagogical rationale.	

Professional Role (Continued)			
Domains of Quality Learning Environments	Instructional Designer /Assistant Professor	Promotion to Senior Instructional Designer/Associate Professor	Promotion to Principal Instructional Designer /Professor
Project Management, Communication, and Leadership	1. Demonstrates an ability to manage projects within established scope, budget and timeline, and addresses project issues as they arise. 2. Demonstrates effective communication and leadership with members of the project team. 3. Demonstrates an ability to manage multiple projects within conflicting deadlines. 4. Demonstrates effective substantive editing skills. 5. Demonstrates an ability and willingness to participate in collegial departmental and/or divisional change processes, organizational development, and systems thinking and development activities	6. Exceeds the performance standards in managing projects, according to criteria 1–3. 7. Actively participates in process improvement at the departmental and/or divisional level.	8. Demonstrates outstanding performance in managing projects, according to criteria 1–3. 9. Demonstrates exceptional leadership in the department and division related to professional role. 10. Takes a leadership role in process improvement at the departmental and/or divisional level.

Service

There is an expectation that Instructional Design department be involved in departmental, divisional, university, and community service with additional service in a variety of other areas to be recognized. Weight will be given to the significance of participation and scope of involvement. Refer to the Appendix for the relevant article in the TRUFA Collective Agreement.

The following table lists the criteria established for tenure and promotion to evaluate candidates' contributions in the area of service. The items in this table are NOT A CHECKLIST that must be completed; rather, the items 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 that are increasingly significant both within TRU and in their profession.

Service Criteria		
	Instructional Designer/Assistant Professor	**Promotion to Senior Instructional Designer /Associate Professor**	**Promotion to Principal Instructional Designer/Professor**
	Evidence of service contribution	Consistent contribution and leadership in service	Outstanding contribution to service
ID Group and TRU Open Learning	1. Actively participates in departmental committees.	2. Takes on a leadership role within the department and/or division (e.g., Chairperson). 3. Participates in departmental or divisional Sabbatical; Appointments; Performance Review; and/or Promotion and Tenure committees. 4. Assists other faculty in developing their service contributions to the public and academic/professional bodies.	5. Demonstrates leadership within the department and/or division through consistently outstanding contribution in committees (such as Sabbatical; Appointments; Performance Review; and or Promotion and Tenure). 6. Consistently assists other faculty in developing their service contributions to the public and academic/professional bodies.
University Community	1. Contributes to the intellectual/cultural life at TRU (e.g., Faculty Association, Teaching Practices Colloquia) 2. Participates in TRU events (e.g., Convocation, February In-service Day, Guest Lecturers)	3. Allows name to stand for TRU committees (e.g., Senate, Sabbatical, Promotion and Tenure). 4. Consistently contributes to TRU committees and events.	5. Consistently takes a leadership role when contributing to the intellectual/cultural/governance life at TRU (e.g., Chair of TRU committees, Faculty Association Executive).

Professional Community	1. Assists in the facilitation and/or organization of scholarly conferences. 2. Participates in professional organizations.	3. Takes a leadership role in the facilitation and/or organization of scholarly conferences locally and/or provincially. 4. Contributes to and/or takes a leadership role in professional organizations at the local and/or provincial level. 5. Volunteers at provincial, national, and/or international events related to professional organizations (e.g., ETUG).	6. Consistently takes a leadership role in the facilitation and/or organization of scholarly conferences locally, provincially, nationally, and/or internationally. 7. Serves on the executive of provincial and/or national organizations (e.g., ETUG, CNIE, etc.).
Community at Large	1. Contributes to local cultural organizations (e.g., Kamloops Film Society, KSO). 2. Contributes to other local community initiatives (e.g., Summer Games, Environmental Initiatives, Grasslands Conservation) 3. Contributes to service organizations (e.g., Rotary, United Way).	4. Consults and/or takes a leadership role with groups or service organizations at a regional or provincial level. 5. Contributes professional expertise to organizations outside TRU and the profession (e.g., schools, Wildlife Park).	6. Consistently consults and/or takes a leadership role with groups or service organizations. 7. Consistently serves in a key role and/or on the executive of service organizations

Scholarship (Tripartite)

Scholarship must inform all the activities of a faculty member. The department also recognizes, however, that scholarship may include a broad range of activities. Thus, while expecting all tripartite faculty members to engage in peer-reviewed publication and presentation of scholarship to their peers, the department subscribes to an inclusive definition of how scholarship may be demonstrated. Candidates may establish a record of scholarship by making contributions to one or more of the following areas:

   i.   Peer reviewed publications, such as professional journal articles or creative works, a book, or other appropriate publications (including those in electronic format) intended for a professional academic audience; the editing of journals and books, the writing of successful grant proposals; also included in this area, but of lesser importance, are published book reviews, papers delivered at professional meetings, and readings of creative works;

   ii. Publication of textbooks or other instructional materials as well as books, papers, and articles (including those in electronic format) written for a popular or non-academic audience;

   iii. Writing and editing of reports for on-campus and off-campus agencies; significant roles in organizing scholarly meetings; significant contributions to the university, division, or department in terms of curriculum revision, program development, integration of technology into course development projects, developing expanded syllabi and teacher guides to courses and programs, or academic planning and advisement; teacher training, teacher development, and teacher evaluation; significant leadership roles with off-campus agencies; refereeing book manuscripts, journal articles, grant proposals, or competitions for scholarly awards and prizes given by external agencies;

   iv. Published books and articles dealing with pedagogical studies; leading staff development sessions and workshops; and the presentation of papers in peer-reviewed venues (conferences, professional meetings, etc.).

The following table lists the criteria established for tenure and promotion to evaluate the contributions of candidates in tripartite positions in the area of scholarship. The items in this table are NOT A CHECKLIST that must be completed; rather, the items represent examples of objective, documented evidence that can be used to show excellence. As members in tripartite positions progress through the ranks, they are expected to make contributions that are increasingly significant both within TRU and in their profession.

Scholarship (Tripartite)		
Tenure at Assistant Professor	**Promotion to Associate Professor**	**Promotion to Professor**
Successful Engagement in Scholarship	**Consistent Accomplishment in Scholarship**	**Sustained Success in Scholarship**
1. Engages in the process of inquiry. 2. Identifies researchable questions. 3. Conducts inquiry individually and/or collaboratively. 4. Submits papers and/or book chapters for publication in peer-reviewed journals or books or resources targeted for the public or specific client groups. 5. Disseminates scholarship through presentations at conferences and workshops etc. 6. Reviews textbooks or journals. 7. Provides evidence of continued education relevant to scholarship. 8. Submits proposals for external funding.	9. Demonstrates record of focused scholarship leading to a program of scholarship. 10. Assists faculty in scholarship development. 11. Accepts opportunities to serve on Master's or Doctoral committees. 12. Works collaboratively with others in developing and testing instructional methods and designs for open and distance education. 13. Submits grant proposals to support scholarship. 14. Maintains a record of external funding to support scholarship. 15. Disseminates scholarly work through presentations at local, regional and national level. 16. Publishes in peer reviewed journals or in books or monographs.	17. Demonstrates a program of scholarship. 18. Serves on editorial boards and scholarship review committees. 19. Publishes in national or international peer reviewed journals or books or monographs. 20. Facilitates scholarship at a national and international level. 21. Mentors faculty and/or colleagues in the development of scholarship. 22. Contributes to the scholarly development of faculty colleagues. 23. Demonstrates international recognition for scholarship. 24. Assumes Principal Investigator in scholarship.

I.   **Appendix:** 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
	Procedures of the University Council Promotion and Tenure Committee
6.5	Action Subsequent to Voting
6.6	Timeline for Tenure and Promotion Process
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6.7	University Appeals Committee
6.8	University Appeals Committee Procedures
6.9	Criteria for Academic Designation, Tenure and Promotion
6.10	Definitions of Categories
6.10.5	Professional Roles
6.10.5.2	Scholarship
6.10.5.3	Service
6.10.5.4	Granting of Tenure
6.10.6	Academic Designation
6.10.7	Assistant Professor/Lecturer
6.10.7.1	Associate Professor/Senior Lecturer
6.10.7.2	Professor/Principal Lecturer
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Article 10 — Workload	
10.2	Academic Duties and Responsibilities
10.3.6.3	Other Instructional Support
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2.	Tenure
3.	Rank and Promotion