



**Department of Human Enterprise & Innovation
School of Business and Economics
Thompson Rivers University**

Department Standards for Promotion and Tenure

¹Department of Management

Thompson Rivers University

Department Standards for Promotion and Tenure

Table of Contents

- I. Preamble
 - II. Weighting
 - A. Introductory Statement
 - B. Weighting Criteria for the Department of Management
 - III. Guidelines and Criteria for Tenure and Promotion
 - A. Academic Qualifications (Article 6.10.7 of the Collective Agreement)
 - B. Teaching
 - C. Service
 - D. Scholarship
- Appendix A: Collective Agreement Articles Relevant to Tenure and Promotion

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I. Preamble

The purpose of this Standards document is to provide guidance to faculty members as they prepare applications for tenure and/or promotion as well as guidance to the University Council Promotion and Tenure Committee. Achieving tenure and promotion through the ranks is based on incremental and accumulated growth of a faculty member in his/her scholarship (if applicable), teaching or professional role, and in service. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against expectations in all areas of their assigned workload.

These departmental guidelines describe the standards and expectations specific to the Department of Management. All such standards and expectations shall be guided by documented and approved TRU policies and TRUFA Collective Agreement provisions.

The Department of Management is committed to the personal and professional growth of its members through a collegial environment and positive mentorship of new faculty. The department aims to create an environment where a well prepared faculty member committed to his/her teaching, service, and scholarship (if applicable) should succeed in obtaining tenure and promotion.

The document sets out standards that are realistic and achievable within the various functional areas in Management at an undergraduate teaching- focused university. This document provides examples of criteria for evaluating faculty within each of teaching, scholarship and service, thus allowing options in the design of their career paths. Considering the variability that exists within the Department of Management and university work, faculty are allowed some flexibility in the weighting they assign to the areas for evaluation, which will reflect their focus and strengths. The examples used in this document are not meant to be exhaustive. In addition to the examples of criteria in this document, faculty members may justify promotion/tenure using other relevant evidence.

II. Weighting

A. Introductory Statement

Applicants for tenure and promotion may suggest weightings of the workload categories to be used in evaluating their applications within the parameters of the weightings articulated in this document as approved by the Department of Management. Applicants must inform the School of Business and Economics (SoBE) Promotion and Tenure Committee of the suggested weighting at the beginning of the adjudication process. The SoBE Promotion and Tenure Committee and the University Promotion and Tenure Committee (UPTC) must recognize that the balance between teaching/professional role and service for bipartite applicants, and the balance among teaching/professional role, scholarship 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 their scholarship activities, and to a lesser degree on service.

Because Management is a rapidly changing discipline, faculty members spend considerable time maintaining the currency of their courses, and developing new courses in their area(s) of expertise. The additional time needed to maintain the currency of courses, and to develop new courses, normally limits the amount of time available for scholarship and service. This should be taken into consideration when tenure and promotion decisions are being made.

B. Weighting Criteria for the Department of Management

Tripartite:

Exceptional contributions in either

- (a) teaching/professional role, or
- (b) scholarship, 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:

Exceptional contributions in either

- (a) teaching/professional role, 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.

Notes:

1. In their promotion dossier, bipartite candidates may use evidence of scholarship activities related to their appointment, but it is not required and it will not be detrimental to the applicants' success if it is not part of their tenure/promotion dossier.
2. Additional consideration should be given to members with very extensive research obligations, or those with extensive administrative duties, or those with extensive teaching responsibilities.

III. Guidelines and Criteria for Tenure and Promotion

A. Academic Qualifications (Article 6.10.7 of the Collective Agreement)

<p style="text-align: center;">For Tenure At Assistant Professor or Lecturer</p>	<p style="text-align: center;">For Promotion To Associate Professor or Senior Lecturer</p>	<p style="text-align: center;">For Promotion To Professor or Principal Lecturer</p>
<ul style="list-style-type: none"> • The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline, or a relevant Masters degree normally with 5 years teaching or other relevant practical experience. 	<ul style="list-style-type: none"> • The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline, or a relevant Masters degree normally with 5 years teaching or other relevant practical experience. • Normally five (5) years of successful performance at the rank of Assistant Professor/Lecturer. 	<ul style="list-style-type: none"> • The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline, or a relevant Masters degree normally with 5 years teaching or other relevant practical experience. • Normally five (5) years of successful performance at the rank of Associate Professor/Senior Lecturer.

B. Teaching

Teaching is defined in Article 6.10.5.1 of the Collective Agreement. Evaluation of teaching shall be based on the effectiveness rather than the popularity of the instructor, as indicated by command over subject matter, familiarity with recent developments in the field, preparedness, presentation, accessibility to students and influence on the intellectual and scholarly development of students.

The methods of teaching evaluation may vary; they should include at the minimum:

- two formal student evaluations administered within the last 3 years
- two recent classroom peer assessments administered within the last 3 years
- a teaching dossier.

Evaluation of teaching should also take into consideration differences due to the level of the course (certificate, diploma, undergraduate, and postgraduate), class size, class composition, the degree of difficulty of the course material and other factors.

In recognition of the fact that Management is a constantly changing discipline, faculty members must maintain the currency of their courses, and where appropriate, develop new courses in their area of expertise. These new courses may be initiated by the faculty member or required by the Department.

The following list, while not exhaustive, represents additional types of evidence that can be used to assess teaching in support of Promotion and Tenure:

Level I

- Demonstrates competence in course delivery
- Keeps current with developments in the areas of expertise by attending professional conferences, workshops and by reading current literature
- Uses appropriate teaching materials with respect to quantity, level of difficulty, and currency
- Available for student consultation

- Evaluates student performance consistent with course ends in view
- Adheres to TRU and Management department standards for assignments, exams, and student assessment

- Establishes and maintains appropriate course records
- Demonstrates the ability to use various teaching strategies to enhance learning
- Identifies student learning difficulties and takes action to alleviate them
- Understands and uses theories and principles of teaching and learning
- Responds appropriately to the learning context
- Demonstrates the ability to utilize appropriate evaluation strategies
- Critically reflects on own teaching

Level II

- Develops new programs, specializations, etc. as needed
- Accepts opportunities to share expertise, for example: represents TRU at articulation meetings, presents at educational conferences, chairs sessions, etc.
- Visits high schools, participates in Open Houses, etc.
- Creates, maintains, and updates articulation agreements with universities, colleges and professional bodies
- Creates, maintains, updates course transfer agreements with universities, colleges, and professional bodies
- Provides support (course outlines, lecture notes, quizzes, exams, mentors instructors, etc) for programs offered internationally
- Makes Management courses and programs available through Open Learning or distance education e.g. develops new courses and programs, maintains courses and programs, tutors courses, etc.
- Mentors faculty
- Supervises student research, projects, or theses
- Is involved with directed studies teaching
- Serves as a guest lecturer
- Develops teaching aids
- Participates in peer seminars and colloquia
- Makes specialized knowledge broadly accessible and usable, e.g., to university learners, to non-specialists in other disciplines, and to the public
- Receives awards or public recognition for teaching excellence and/or innovations
- Is recognized as a source person, consultant and mentor in teaching strategies and/or content area of expertise
- Is actively involved with student conferences, competitions, field trips and other similar activities and events

Elements of scholarly- based teaching that can be used to assess teaching in support of Promotion and Tenure are given in the following non- exhaustive list:

- Improves teaching within the Department by collecting and reading the literature on the teaching-learning process and disseminating findings to Departmental peers
- Investigates and reflects on personal teaching practices and the learning of their students, and disseminating 'best' teaching practices to Departmental peers
- Integrates instructional materials and places the teaching- learning process in a larger context
- Applies scholarly teaching to curricula design to improve student learning within the discipline, and across disciplines within the University. Engagement may also include the integration of technology into teaching, and significant leadership roles with off- campus agencies and organizations.

At the discretion of the candidate, some items presented in the lists above may be counted towards service or scholarship rather than teaching.

Teaching Criteria		
For Tenure At Assistant Professor or Lecturer	For Promotion To Associate Professor or Senior Lecturer	For Promotion To Professor or Principal Lecturer
The candidate's teaching has been evaluated as showing evidence of potential for effectiveness in teaching. The candidate's teaching profile should include documentation of items from the "level I" list above.	The candidate's teaching has been evaluated as exceeding the required performance standard. The candidate's teaching profile should include documentation of items from the "Level II" list above.	The candidate teaching has been evaluated as outstanding. The candidate's teaching profile should include documentation of a substantial number of items from the "Level II" list above.

C. Service

Service is defined in Article 6.10.5.4 of the Collective Agreement. Contributions towards the goals of the department, the university, and/or the discipline are expected. Attending departmental and faculty council meetings is a service contribution expected of all faculty members as part of their basic duties and responsibilities. By itself, attendance at these meetings does not constitute sufficient service. Service for the purpose of tenure and promotion must reach beyond just attending meetings and includes, for example, active participation and making contributions to the Department, the School, and the TRU community, and possibly to the community and profession external to the university.

Service Criteria		
For Tenure At Assistant Professor or Lecturer	For Promotion To Associate Professor or Senior Lecturer	For Promotion To Professor or Principal Lecturer
The candidate's service has been evaluated as showing a commitment to service to the university, discipline and/or profession, and where applicable, the community-at-large.	<p>The department recognizes the importance of service to the department, school, faculty, and/or university. Although the forms can be diverse, professional service activities share the following three distinguishing characteristics:</p> <ul style="list-style-type: none"> a) contributes to the public welfare or the common good; b) utilizes the faculty member's academic and/or professional expertise; c) directly addresses or responds to real-world problems, issues, interests, or concerns. <p>Candidates for promotion will demonstrate consistent contribution in service and will be expected to justify their claims regarding</p>	<p>The department recognizes the importance of service to the department, school, faculty, and/or university. Although the forms can be diverse, professional service activities share the following three distinguishing characteristics:</p> <ul style="list-style-type: none"> a) contributes to the public welfare or the common good; b) utilizes the faculty member's academic and/or professional expertise; c) directly addresses or responds to real-world problems, issues, interests, or concerns. <p>Candidates for promotion will demonstrate outstanding contribution in service and will be expected to justify their claims regarding</p>

	their service roles in terms of the above characteristics.	their service roles in terms of the above characteristics.
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D. Scholarship

Scholarship is defined in Article 6.10.5.3 of the Collective Agreement. Two key components of scholarly activity are dissemination and peer review. In Management, typically evidence of scholarship will consist of either a) or b), or a combination thereof:

- a) Traditional Scholarship -- publications in peer reviewed venues, presentations at peer-reviewed venues, or other recognized contributions to Management.

- b) Practice of Professional Skills—A faculty member can also demonstrate skills equivalent to those exercised under traditional scholarship through the practice of professional skills. Examples include, but are not limited to, developing (or consulting on the development of) specialized management practices as well as consulting on other matters requiring management expertise, including development of standards and/or applied research where business/management expertise is used to address practical management problems or make improvements for community organizations, business, industry, and education.

Activities claimed under this category must demonstrate a recognized contribution to the discipline of management/business and must demonstrate the originality and expertise of the faculty member in the creation and application of management ideas and techniques “to address practical problems or issues” in much the same way that scholarly work demonstrates such creativity and expertise.

Scholarship Criteria (Traditional Scholarship)

For Tenure At Assistant Professor	For Promotion To Associate Professor	For Promotion To Professor
<p>Successful Engagement in Scholarship</p> <ol style="list-style-type: none"> 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 journals or books or resources targeted for the public or specific groups. 5. Disseminates scholarship through presentations at conferences, workshops, etc. <p>Additional evidence may include, but is not limited to</p> <ul style="list-style-type: none"> • Reviews textbooks, journals, etc. • Provides evidence of continued education relevant to scholarship • Submits proposals for funding • Supervises student research, projects or theses. 	<p>Consistent Accomplishment in Scholarship</p> <ol style="list-style-type: none"> 6. Demonstrates record of consistent scholarship, with national recognition as a scholar. 7. Disseminates scholarly work through presentations at local, regional and national level. 8. Publishes in peer reviewed journals or in books or monographs. <p>Additional evidence may include, but is not limited to</p> <ul style="list-style-type: none"> • Assists faculty in scholarship development • Accepts opportunities to serve on Masters or Doctoral committees • Submits research grant proposals to support scholarship • Reviewer for national or international conferences. 	<p>Sustained Success in Scholarship</p> <ol style="list-style-type: none"> 9. Demonstrates a sustained program of scholarship, with national and /or international recognition as a scholar. 10. Publishes in national or international peer reviewed journals, books or monographs. <p>Additional evidence may include, but is not limited to</p> <ul style="list-style-type: none"> • Serves on editorial boards and scholarship review committees • Facilitates scholarship at a national and/or international level • Mentors faculty and/or colleagues in the development of scholarship • Contributes to the scholarly development of faculty colleagues • Awards for research excellence. • Maintains a record of external funding to support scholarship.

Scholarship Criteria (Practice of Professional Skills)

For Tenure At Assistant Professor	For Promotion To Associate Professor	For Promotion To Professor
<p>Successful Engagement in Scholarship</p> <ol style="list-style-type: none"> 1. Demonstrates external evidence of professional and/or technical competence in professional activities. 2. Disseminates scholarship through presentations, workshops or written communications. 	<p>Consistent Accomplishment in Scholarship</p> <ol style="list-style-type: none"> 3. Provides professional consultation. 4. Clearly demonstrates a consistent and significant contribution to the field of Management, at the national level, as evidenced through the production of documents or papers that are disseminated in one or more of the following ways: <ul style="list-style-type: none"> • published in refereed or non-refereed journals or conference proceedings; and/or • presented at conferences, meetings or other symposia; and/or • made available using electronic media, or made available in some other form, such as in reports to agencies. 5. Demonstrates national recognition in his/her field. 	<p>Sustained Success in Scholarship</p> <ol style="list-style-type: none"> 6. Demonstrates a sustained program of scholarship, with national and /or international recognition as a scholar. 7. Demonstrates a sustained high level of performance in the practice of the profession, Examples include <ul style="list-style-type: none"> • contributes to reputable publications (in hardcopy or electronic form) as appropriate for the professional skills practiced • presents papers at professional meetings and conferences • writes reviews, books, etc. • writes consulting or professional reports • referees papers • engages in editorial work <p>Additional evidence may include, but is not limited to</p> <ul style="list-style-type: none"> • Plenary speaker at a major national or international conference • Sustained external funding • Awards for research excellence • Creates a product/service that has become commercially successful

		<ul style="list-style-type: none">• Significant contribution to the creation and adoption of standards that are accepted by business, professional bodies and/or government.
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Appendix 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 Procedures
6.5	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 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
6.10.7.3	List of activities to demonstrate required level of competence in teaching
Appendix 1	
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

Addendum to:

¹Department of Management

Thompson Rivers University

Department Standards for Promotion and Tenure

Instructional Support Faculty (Bipartite)

Table of Contents

PREAMBLE	21
WEIGHTING	21
APPOINTMENT CRITERIA	22
Instructional Support I Faculty - Bipartite	22
Instructional Support II Faculty - Bipartite	22
Instructional Support III Faculty – Bipartite	23
GENERAL GUIDELINES FOR PROMOTION AND TENURE	24
Tenure for Bipartite Faculty	24
SPECIFIC CRITERIA FOR PROMOTION AND TENURE	25
Academic Qualifications	25
Professional Role	26

Service	28
APPENDIX	30

I. PREAMBLE

The purpose of this standards document is to provide guidance to faculty members as they prepare 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 scholarship, teaching or professional role, and in service. 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, and contributions to service within the university community as well as to the profession (locally, nationally and internationally).

It is important to recognize that Instructional Support Faculty (Bipartite) possess expertise in a number of different areas. Any evaluation of an Instructional-Support Faculty's (Bipartite) professional accomplishments must take the broad scope of the role into consideration. These departmental guidelines describe the standards and expectations specific to the role of an Instructional Support Faculty member. University policies and Collective Agreement provisions shall guide all such standards and expectations.

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 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 professional role and service for Instructional Support Faculty (Bipartite) 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 consider 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.

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%.

Extraordinary contributions in 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, and that weighting for service does not exceed 30%. However, in no case would a member be promoted if there were considered to have performed inadequately in any one category, regardless of that category's weighting.

III. APPOINTMENT CRITERIA

The required academic credential for appointment is a relevant master's degree or equivalent.

Instructional Support I Faculty - Bipartite

- 1) A Master's degree in Educational Management or equivalent is the standard qualification.
- 2) Evidence must indicate that the candidate has the potential to be effective in their professional role. This evidence may include data obtained from previous experiences (e.g., peer evaluations, projects) or from a demonstration of professional knowledge and ability.
- 3) The candidate must demonstrate commitment to service to the University, Discipline and/or Profession and, where applicable, the community-at-large.
- 4) The candidate will normally have one to two years of recent and relevant professional experience.

Instructional Support II Faculty - Bipartite

Appointment criteria for Instructional Support II Faculty Bipartite are the same as the promotion criteria for the rank (See Section V for specifics):

- 1) A Master's degree in Educational Management or equivalent is the standard qualification (See Section V for specifics).
- 2) The candidate must demonstrate evidence of exceeding the required performance standard at the Instructional Support I Faculty rank in their professional role and service. Those appointed to the rank of Instructional Support II Faculty will have demonstrated a commitment to the integration and application of professional knowledge, distinguishing themselves through both professional accomplishments and leadership.
- 3) The candidate must demonstrate evidence of consistent contribution to the University, Discipline and/or Profession and, where applicable, the community-at-large.
- 4) The candidate will normally have five years of current and relevant experience.
- 5) The candidate's work must be recognized at the regional, provincial, and national level.

Instructional Support III Faculty – Bipartite

Appointment criteria for Instructional Support III Faculty are the same as the promotion criteria for the rank (See Section V for specifics):

- 1) A terminal degree in Educational Management or equivalent is the standard qualification.
- 2) The candidate must demonstrate evidence of outstanding performance in their professional role and service.
- 3) The candidate must demonstrate evidence of outstanding contribution to the University, Discipline and/or Profession and where applicable the community-at-large.
- 4) The candidate will normally have five years of current and relevant experience in an Instructional Support II Faculty role or equivalent.

- 5) The candidate's work must be recognized at the national and international level, establishing her/him as a leader among peers in her/his field.

IV. GENERAL GUIDELINES FOR PROMOTION AND TENURE

The criteria for tenure and promotion through the ranks of Instructional Support Faculty have been established according to the following categories:

- Academic qualifications
- Professional Role
- Service

Tenure for Bipartite Faculty

The basis for tenure is similar to meeting the criteria for Instructional Support Faculty and includes the following: meeting academic qualifications, satisfactory record in professional role, demonstrated professional growth and the promise of future development, and satisfactory record of service (See Section V for specifics).

V. SPECIFIC CRITERIA FOR PROMOTION AND TENURE

Academic Qualifications

The academic qualifications for tenure and promotion are the same as those for appointment to these ranks, as follows:

Academic Qualifications		
Instructional Support I Faculty (Bipartite)	Instructional Support II Faculty (Bipartite)	Instructional Support III Faculty (Bipartite)
A Master's degree in Educational Management or equivalent is the standard qualification.	A Master's degree in Educational Management or equivalent is the standard qualification. It is normally expected that a candidate for Instructional Support II Faculty will have five years of successful performance at the rank of Instructional Support I Faculty.	A terminal degree in Educational Management or equivalent is the standard qualification. It is normally expected that a candidate for Instructional Support III Faculty will have five years of successful performance at the rank of Instructional Support II Faculty

Professional Role

The following table lists the criteria established for tenure and promotion to evaluate 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 may 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		
Instructional Support I Faculty (Bipartite)	Instructional Support II Faculty (Bipartite)	Instructional Support III Faculty (Bipartite)
1) Demonstrates effective knowledge in the area of Instructional Support. 2) Demonstrates effective communication and cooperation with faculty, staff, students and others in the identification and analysis of user needs to effect improvements in the Department and School of Business and Economics. 3) Critically reflects on own professional practice and acts to improve performance. 4) Actively participates in the identification, selection, and organization of information resources to support the teaching	9) Demonstrates excellence in Instructional Support, based on criteria 1–8. 10) Actively participates in initiating, planning, innovating, organizing and concluding work effectively. 11) Actively participates and provides leadership in the coordination of the activities, staff, and resources School of Business and Economics 12) Actively participates in process improvement at the departmental and/or divisional level. 13) Mentors faculty. 14) Is recognized for professional/pedagogical knowledge at a regional,	17) Demonstrates and promotes consistent excellence in Instructional Support, based on criteria 1–16. 18) Is recognized for professional/pedagogical knowledge at a national and international level. 19) Accepts opportunities to share instructional /learning design and professional/pedagogical knowledge at national and international levels. 20) Demonstrates exceptional leadership in the department, division, and among peers. 21) Takes a leadership

<p>programs in the School of Business and Economics.</p> <p>5) Demonstrates an ability to manage projects within established scope and timeline, and addresses project issues as they arise.</p> <p>6) Demonstrates an ability to manage multiple projects within conflicting deadlines.</p> <p>7) Demonstrates an ability and willingness to collegially participate in departmental and/or divisional change processes, organizational development, and systems thinking and development activities.</p> <p>8) Provides evidence of professional development activities to maintain currency of professional knowledge.</p>	<p>provincial, and national level.</p> <p>15) Accepts opportunities to share instructional /learning design and professional/pedagogical knowledge and/or experience at regional, provincial and national levels.</p> <p>16) Demonstrates excellence in managing projects.</p>	<p>role in process improvement at the departmental and/or divisional level.</p>
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Service

There is an expectation that Instructional Support Faculty be involved in departmental, divisional, university, profession/discipline 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.

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 may 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		
Instructional Support I Faculty (Bipartite)	Instructional Support II Faculty (Bipartite)	Instructional Support III Faculty (Bipartite)
1. Actively participates in departmental committees. 2. Contributes to the intellectual/cultural life at TRU (e.g. guest lectures). 3. Participates in TRU events.	6. Demonstrates consistent contribution in service, based on criteria 1–5. 7. Takes on a leadership role within the department and/or division (e.g., Committee Chairperson). 8. Participates in departmental or divisional Sabbatical;	13. Demonstrates outstanding contribution to service, based on criteria 1–12. 14. Demonstrates leadership within the department and/or division through consistently outstanding contribution in committees (such as taking the chair role on

Promotion & Tenure Standards: Instructional Support Faculty

<p>4. Assists in the facilitation and/or organization of scholarly or professional activities.</p> <p>5. Participates in professional organizations.</p>	<p>Appointments; Performance Review; and/or Promotion and Tenure committees.</p> <p>9. Assists other faculty in developing their service contributions to the public and academic/professional bodies.</p> <p>10. Allows name to stand for TRU committees (e.g., Senate, Sabbatical, Promotion and Tenure).</p> <p>11. Consistently contributes to TRU committees and events.</p>	<p>departmental Sabbatical; Appointments; Performance Review; or Promotion and Tenure committees).</p> <p>15. Provides consistent assistance to other faculty in developing their service contributions to academic/professional bodies.</p> <p>16. Demonstrates consistent efforts in taking a leadership role when contributing to the intellectual/cultural life at TRU (e.g., Chair of TRU committees, Faculty Association Executive).</p> <p>17. Demonstrates consistent efforts in taking a leadership role in the facilitation and/or organization of scholarly or professional conferences locally, provincially, nationally, and/or internationally.</p> <p>18. Serves on executive of provincial, national and or international organizations.</p>
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VI. APPENDICES

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
	Procedures of the University Council Promotion and Tenure Committee
6.5	Action Subsequent to Voting
6.6	Timeline for Tenure and Promotion Process
6.6.8	Annual Report for Decisions on Tenure and Promotion
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
6.10.7.3	
Article 10 — Workload	
10.2	Academic Duties and Responsibilities
10.3.6.3	Other Instructional Support
LoU #23 — Transitional Issues	
2.	Tenure
3.	Rank and Promotion

Promotion & Tenure Standards: Instructional Support Faculty

B. Senate Documents Relevant to Tenure and Promotion.

Principles and Essential Features of Standards Documents

http://www.tru.ca/_shared/assets/Principles_and_Essential_Features_of_Standards_Documents23557.pdf