

**Supplemental Learning Coordinator
Promotion & Tenure Criteria**

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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

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.

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 accomplishment in 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 practitioners⁵ and two or more presentations

at conferences and/or workshops⁵ 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 Workshop⁴.
- k. Finally, because experience at the post-secondary level is integral to this role, five

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 journals⁵; 3-5 presentations of scholarly work at national or international conferences⁵; 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.

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 journals⁵, 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

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.

V. Appendices

Appendix 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

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 Communities): 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