

**Thompson Rivers University
School of Trades & Technology
General and Specific Criteria and Guidelines for Tenure and Promotion**

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Criteria & Guidelines for Tenure and Promotion School of Trades and Technology

This document is approved for a three-year period (starting from the date of Senate endorsement) which will allow the School of Trades and Technology to further revise and refine the tripartite criteria for tenure and promotion. After the initial three-year period, this standards document will be resubmitted with appropriate revisions to Senate for final approval.

I. Preamble

A. Purpose

The purpose of this document is to establish criteria, regulations and guidelines for promotion of Tenure Track vocational trades and applied technology program faculty both in the Bipartite and/or the Tripartite workload stream. Achieving tenure and promotion through the ranks is based on incremental and accumulative growth of a faculty member in his/her scholarship if applicable, teaching or professional role and service. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness in teaching and 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).

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

At this point Trades and Technology does not have tripartite faculty, thus promotion criteria for such ranks is developed in anticipation of what will be expected and realistic.

B. Introduction

The strength of applied Technology programs is in part a reflection of the quality and expertise of the faculty responsible for the delivery of those programs. The philosophy of trades and technology education and training is to employ faculty who are proven experts in their trade. The professional development of that faculty is an ongoing process and in keeping with the role and mission of the institution, primarily instruction, public and institutional service, research and scholarly activity, supplemented with timely upgrade in both teaching and technical skills.

C. 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 the teaching/professional role and service for bipartite applicants, and the balance among the 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. Each application must be evaluated based on the discipline specific qualifications and experience. The Trades and Technology Faculty place a high value on the qualifications, varied experience and the ability to relay that knowledge in both a classroom and a lab or shop environment.

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 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/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. Appointment Criteria

The most common qualification for all disciplines in the School of Trades and Technology is the Trades specific Journeyman Qualifications as well as the National accreditation known as the Interprovincial Red Seal if applicable. The Certified Journeyman will be the holder of a Provincial Certificate of Qualification with the Red Seal endorsement. In many cases, the person will also hold a Certificate of Apprenticeship, with an additional (5) years experience in that Trade as a Journeyman.

Due to rapidly changing technology in all areas of Trades and Technologies, applicants must demonstrate continued professional development and updating of skills knowledge.

A. Tripartite – Assistant Professor

Qualifications: Journeyman Trade Qualification or successfully completed formal Trade apprenticeship and an Interprovincial Red Seal certification where applicable plus (5) years full time work experience as a Journeyman relevant to the particular field of instruction, and a Provincial Instructors Diploma or equivalent Post Secondary Teaching Certificate. The person must also possess a relevant University Degree.

- Technology programs may require an Engineering Degree or a Technologist Diploma plus (5) years full time work experience in the relevant discipline and a Provincial

Instructors Diploma or equivalent Post Secondary Teaching Certificate. In addition: Welding applicants must have achieved Level A Certification and a PWP-7 and PWP-10 Welding Qualifications.

- Plumbing and Piping Trades applicants must have B-Level Gas Fitter qualification.

Teaching or Professional Role: Evidence must indicate that the candidate has potential for effective teaching. This evidence may include data obtained from previous teaching experience (e.g., student teaching evaluations) or from a demonstration of practical skills in a classroom and/or shop setting.

Service: Has commitment to active participation in the life of the University community, the member's discipline and or profession and in the community-at-large.

Scholarship: The candidate must demonstrate potential for successful engagement in scholarly activity.

B. Bipartite Faculty – Lecturer

Qualifications: The person will possess a Trades Certificate of Qualification with Red Seal endorsement if applicable and may also have a Certificate of Apprenticeship. The candidate will also have a minimum of five (5) years full time work experience as a Journeyperson, relevant to the particular field of instruction, Technology programs may require an Engineering Degree or a Technologist Diploma plus five (5) years full time work experience in the relevant discipline. In addition a member may have achieved further related qualifications.

- Technology programs may require an Engineering Degree or a Technologist Diploma plus (5) years full time work experience in the relevant discipline and a Provincial Instructors Diploma or equivalent Post Secondary Teaching Certificate. In addition: Plumbing and Piping Trades applicants must have B-Level Gas Fitter qualification. Welding applicants must have achieved Level A Certification and a PWP-7 and PWP-10 Welding Qualifications

Teaching or Professional Role: Evidence must indicate that the candidate has clear potential for effective teaching. This evidence may include data obtained from previous teaching experience (e.g., student teaching evaluations) or from a demonstration of practical skills in a classroom or shop setting.

Service: Has commitment to active participation in the life of the University community, the member's discipline and or profession and in the community-at-large.

III. Guidelines and Criteria for Tenure

A. Tripartite Faculty

Tenure criteria include the following:

1. All faculty must hold at minimum, a relevant University Degree.
2. All faculty must complete the Provincial Instructors Diploma Program or give evidence of an equivalent teaching program certificate within the Tenured Track time requirements;
3. A satisfactory record as a teacher as demonstrated with summative evaluations;
4. A satisfactory record of Scholarship as demonstrated through contributions to the discipline; and
5. A satisfactory record of service as evidenced through active participation on department, school and or University level committees.

B. Bipartite Faculty

Tenure criteria include the following:

1. All faculty must complete the Provincial Instructors Diploma Program or give evidence of an equivalent teaching program certificate within the Tenured Track time requirements;
2. A satisfactory record as a teacher as demonstrated with summative evaluations; and
3. A satisfactory record of service as evidenced through active participation on department, school and or University level committees.

IV. Basis of Evaluation

A. Teaching

Teaching activities, teaching dossier and assessment are outlined in Article 6 -- Appendix 1 of the collective agreement.

In assessing teaching dossiers for the purpose of promotion and tenure, the following categories of dossier materials and evidence will be assessed.

- Teaching responsibilities and practices
- Products of good teaching
- Evaluating and improving one's teaching
- Contributions outside the classroom
- Information from students
- Information from colleagues
- Information from others – letters of reference from Industry Professionals or Education Professionals from other Institutions.

In addition to required and recommended elements for teaching dossiers as outlined in the collective agreement, applicants for promotion and tenure are encouraged to review the CAUT document and include elements from across the CAUT categories as appropriate. (Shores & Teachers, 1991)

The following activities are representative of successful performance in teaching. The list is not exhaustive nor is it expected that faculty will accomplish all items. The quality and quantity of accomplishment is expected to increase with time in rank. The list is only an illustrative sample and not a set of criteria:

- Proven competency in the classroom and/or lab and a potential for teaching excellence
- Develops effective teaching methods
- Instructional activities which demonstrate critical thinking and knowledge of the field
- Participates in course development appropriate to the area of expertise
- Designs and develops and or evaluates materials to enhance the teaching process (manuals, workshop labs, quizzes, exams, etc.)
- Development of teaching aids
- Attendance and participation at Articulation Committee meetings
- Participation in provincially recognized committee relevant to education (SVI)
- International and National assessments and program development
- Skills Canada competitions i.e. selecting students, coaching and mentoring, organizing and/or judging
- Personal Professional Development- taking courses, improving and increasing qualifications
- Selecting, assessing, mentoring students on specific projects for the University infrastructure and community projects
- Attending professional conferences, taking courses and attending seminars on the latest technology.
- Qualitative and quantitative activities with emphasis on qualitative.
- Place this under service.
-

B. Scholarship

The hallmark of scholarship in the trades, as elsewhere, is the creation of new knowledge or skills and their dissemination through practical demonstrations, detailed abstracts in professional journals and presentations at National or International conferences to professional peers.

Consistent with the broad definitions of scholarship identified within university policy and the Collective Agreement the School of Trades and Technology also considers the following types of activity and measures of performance as appropriate for consideration in reviewing its faculty. This list is neither complete nor exclusive; it simply provides some common measures by category to guide applicants and department, school, and university reviews.

Some activities may be more extensive than others, and others do not lend themselves as easily to numeric quantification. It is the responsibility of the applicant to build a promotion or tenure application of substance and of the department and institutional review committees to assess the submission.

Note: as there are currently very few established forms of peer review in trades, the development of such forms of peer review constitute a valuable contribution to the field. As with the forms of research and scholarship in the field, the forms of peer review established may take unique and non-traditional forms.

Trades and Technology finds the following types of performance of value for Trades faculty to consider in their scholarly activity.

1. **Creative production** – Faculty concentrating their efforts in this form of scholarship would be expected to work in areas consistent with their academic preparation and teaching assignments. Examples of work should be documented in some form and typical measures of performance by peers/dissemination include:
 - a. **Reproduction of work in publications or online** – Performance quality relates to stature of publication (refereed/non-refereed, local/regional/national/international distribution, area of scholarship); coverage (feature article, documentation of exhibition); and documented critical reviews.
 - b. **Commissioned/collected works** – Performance quality relates to stature of sponsor or collection and scope of work.
 - c. **Competitions** - Performance quality relates to the level of competition (local/regional/national/international); number of entrants; scope of work; and reputation of sponsor.
 - d. **Panel/juries** - Performance quality relates to invitation of the candidate to serve on professional panels and juries for competitions and publications in his/her area of expertise; stature of panel/jury and entrants (fellow jurors' reputations, local/regional/national/international, undergraduate or graduate student/professional); and stature of sponsor (university, association, publication.)
 - e. **Lectures/invitations to present** – Performance quality relates to stature of sponsor and audience (university, association, publication); scope of presentation participation and reviews.

2. **Professional trades' practice** – Faculty concentrating their efforts in this form of scholarship would be expected to work in areas consistent with their academic preparation and teaching assignments. It is assumed that output would exceed mere practice and work in the trade and would represent a *creative and intellectual stretch beyond client service*. Example of work should be documented; publications should be photocopied. Typical measures of performance by peers/dissemination include:
 - a. **Professional competitions/exhibitions** – Performance quality relates to stature of sponsor (local/regional/national/international); number selected/number entered; reputation; and critical reviews.
 - b. **Reproduction of work in publications and online** – Performance quality relates to stature of publication (refereed/non-refereed,

- local/regional/national/international distribution, area of scholarship); context of coverage (feature article, documentation of exhibition); and critical reviews.
- c. **Publication of writing on trade** – Performance quality relates to stature of publications in which candidate’s writing appears (local/regional/national/international area of scholarship) and nature of writing (book review, feature article, critical review). It is likely, given the current state of trades writing, that these publications will not be refereed; however, there may be judgments made regarding the level of expertise by industry experts.
 - d. **Client testimony** – Performance quality relates to the stature of client; scope of project; and level of critical review of the work by the client (these should not be general letters of recommendation but serious critiques by clients about the candidate’s work in relation to other trades-persons in the field and the real value of the work) While such testimony may be part of the dossier of the candidate whose scholarship is in professional practice, it cannot serve as the only evidence. Clients should not be contacted without the candidate’s permission.
 - e. **Panels/juries/editorial boards** – Performance quality relates to invitations to the candidate to serve on professional trades panels and juries for competitions and publications in his/her area of expertise; stature of panel/jury (local/regional/national/international, undergraduate or graduate/professional, fellow jurors’ reputations); and stature of sponsor (university, association, publication.)
 - f. **Lectures/invitations to present** – Performance quality relates to stature of sponsor and audience (community, university, association); scope of presentation participation (delivering a paper, portfolio presentation); and critical reviews.
- 3. Traditional Research** – Faculty concentrating their efforts in this form of scholarship would be expected to work in areas consistent with their academic preparation and teaching assignments. It is assumed that the candidate’s output would make an original contribution to the body of knowledge in the trade or trades education (this category could include teaching innovation when done in ways that take a research perspective and yield generalizable results for the field). Typical measures of performance by peers and forms of dissemination include:
- a. **Grants and sponsored projects** - Performance quality relates to development of research proposals; securing of funding; ability to engage students; project execution; and critical evaluation.
 - b. **Unfunded research** - While some research efforts do not require external funding or are in early stages, they may achieve results worthy of evaluation. In such cases, the department must rely on external reviewers for peer assessment of the quality of the research; relevance of the project to the field; and potential to garner future funding/dissemination opportunities. It is expected that candidates would include a development plan for such work that indicates future funding sources and possible publication venues.
 - c. **Published work** - Performance quality relates to stature of publication, local/regional/national/international distribution, area of scholarship, and scope of work (abstract/article.)

- d. **Citations** - Performance quality relates to frequency with which the candidate's research work is cited or serves as a platform for another researcher.
- e. **Reviews of proposals/editorial boards** - Performance quality relates to invitations to the candidate to serve on professional panels that review proposals for funding or editorial boards for publications in his/her area of expertise/ scope of work; stature of the funding organization or publication/ status of the authors being reviewed (graduate student/professional); and fellow reviewers' reputations.
- f. **Lectures/invitations to present** - Performance quality relates to stature of sponsor and audience (university, association, researchers); scope of presentation participation (delivering a paper at a professional conference, delivering keynote); area of scholarship represented by the venue; and critical reviews.

C. Service

Service is defined in the article 6.10.5.4 of the collective agreement. Contributions towards the goals and objectives of the department, university, the discipline and the community are expected; however, service shall not play a dominant role in the awarding of tenure or promotion unless justified according to the weighting criteria. Candidates for promotion and tenure will be expected to provide documented evidence to justify their claims regarding their service roles in terms of these characteristics and expanding sphere of local and provincial influence.

Non-teaching duties such as Coordinator or Department Chairperson positions

V. General Promotion Criteria for Tripartite Faculty

A. Associate Professor

A candidate will hold at minimum a relevant University degree at the Master's level. A candidate should normally have five (5) years' experience as an assistant professor. A record of expanding sphere of influence and incremental growth in teaching, scholarship and service at the national level is required.

Teaching

The department recognizes the importance of teaching to its mission. Evaluation of teaching shall be based on the effectiveness rather than the popularity of the candidate, as indicated by command over the 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 candidate's entire teaching contribution shall be assessed. Accordingly, the candidate for promotion to associate professor shall have a record of effective exceeding the required performance standard in teaching normally established through, for example, the following measures:

- a. recent evaluations of faculty performance;
- b. written observations from peers;
- c. outside references concerning teaching at other institutions;
- d. the calibre of supervised student projects and competitions;

- e. course syllabi and other instructional materials the candidate wishes to submit;
- f. a statement concerning teaching philosophy and practices in the candidate's self-assessment written as part of the promotion/tenure dossier;
- g. and other relevant considerations.

Scholarship

Evidence of consistent accomplishment in the member's discipline or trade would normally include:

- a. A minimum of 4 instances of evidence as described in the Basis of Evaluation section of this document
- b. Demonstrates record of consistent scholarship, typically with national recognition as a scholar.
- c. Additional evidence may include, but is not limited to the following:
 - i. Supervision of student scholarship
 - ii. External funding

Service

The department recognizes the importance of service to the department and/or university. The department recognizes, however, that service may include a broad range of university governance and professional activities. Candidates for promotion and tenure will be expected to provide documented evidence to justify their claims regarding their service roles in terms of these characteristics and expanding sphere of local and provincial influence.

B. Professor

A candidate will hold at minimum a relevant University Degree at the Master's level. A candidate should normally have five (5) years experience as an associate professor.

A rank of professor is reserved for those, who in the opinion of colleagues, within the University and beyond, are outstanding in their discipline.

Appointment or promotion to this highest rank requires documented evidence of outstanding teaching and service and consistent accomplishment in scholarly activity. The candidate's reputation must be at both the national and international levels. The candidate's established record must exceed that required for promotion to Associate Professor.

Teaching

The candidate must normally present a continuing record of outstanding performance in teaching. Such evidence would normally include:

- a. Exceeding the teaching standards of the department
- b. Leadership in curriculum development (locally, provincially or nationally)
- c. Participation in design of education activities external to the university
- d. Coordination of multi-section or multi-module programs
- e. Faculty mentorship

Scholarship

Evidence of sustained success in scholarship would normally include:

- a. A minimum of 4 instances of evidence (in addition to those which may have been used in previous promotion applications) as described in the Basis of Evaluation section of this document.
- b. Demonstrates a sustained program of scholarship, typically with national and international recognition as a scholar.
- c. Additional evidence may include, but is not limited to the following:
 - i. Plenary speaker
 - ii. Sustained external funding
 - iii. Publication in recognized leading journals

Service

Evidence of outstanding performance in service would normally include:

- a. Leadership in committees at the department and/or university level
- b. Participation in the discipline external to the university
- c. Outreach activities
- d. Membership on external curriculum committees, articulation committees and professional boards or societies

VI. General Promotion Criteria for Bipartite Faculty

A. Senior Lecturer

Appointment or promotion to this rank requires documented evidence of consistent accomplishment in teaching and service. The candidate's work must be recognized at the provincial level.

In order to demonstrate incremental and accumulative career growth, the applicant must demonstrate additional qualifications beyond the initial appointment criteria in the relevant trade and must demonstrate the ability to teach all levels of the relevant program. The candidates' established record must exceed that required at the rank of Lecturer.

Teaching

The following activities are representative of evidence of exceeding the required performance standard in teaching worthy of promotion to Senior Lecturer. The list is not exhaustive nor is it expected that faculty will accomplish all items. The quality and quantity of accomplishments is expected to increase with time in rank. The list is only an illustrative sample and not a set of criteria.

- a. Recent satisfactory evaluations of faculty performance
- b. Colleagues recognize and seek out the expertise of this individual
- c. Serves as a resource for other faculty in advising students

- d. Demonstrates mature levels of critical thinking and contributes knowledge to the field
- e. Demonstrates leadership in course and curriculum development activities
- f. Serves as a role model in academic advising, education planning, vocational/career counselling on an individual or group basis
- g. Demonstrates leadership in designing and developing and/or evaluating materials to enhance the teacher process (i.e. manuals, worksheets, labs, quizzes, exams, PowerPoints, other teaching innovation etc.)
- h. Initiates course development appropriate to area of expertise and student
- i. Demonstrates continuous professional growth through individual professional development activities (includes attendance at professional conferences)
- j. Develops or constructs instruction aids/training aids/fixtures and Lab components for the department
- k. Supplements standard curriculum with leading edge industry specialties
- l. Additional Trade Qualifications, Diplomas or Certificates that enhance teaching ability

Service

The department recognizes the importance of service to the department and/or university. The department recognizes, however, that service may include a broad range of university governance and professional activities, including chair of committees (internally and externally). Candidates for promotion and tenure will be expected to provide documented evidence to justify their claims regarding their service roles in terms of these characteristics and expanding sphere of local and provincial influence.

B. Principal Lecturer

To be eligible for promotion to Principal Lecturer, applicants must have successfully taught all levels in their trade. The candidate's work must be recognized at the national or international levels. Applicants must be able to verify significant educational upgrading to an additional qualification relevant to the discipline. Examples of additional significant qualifications are listed below:

- A second Trade Qualification
- A Masters Degree
- A Bachelors Degree
- A Technologist Diploma
- A Trade specific Certificate (example) Welding Inspector(minimum Level 2)

Specific Program Technical Qualification and Experience Criteria for Promotion

Carpentry and Joinery Programs

In addition to Appointment Criteria Qualifications this member may have achieved qualifications in the following specialties:

- Licensed Residential Builder

- Green-Built Designation
- Level I Building Code Inspector

Electrical Trades Programs

In addition to Appointment Criteria Qualifications, this member should obtain an additional certificate, degree or diploma relevant to Electrical Trades and may have:

- served as a Provincial or Municipal Electrical Inspector
- obtained an Inter-provincial Certification in another relevant trade (such as Instrumentation)

Mechanical Programs

In addition to Appointment Criteria Qualifications, this member may have achieved:

- An additional Trade Qualification relevant to the Mechanical field

Plumbing and Piping Trades Programs

In addition to Appointment Criteria Qualifications, this member would have:

- an A- Level Gas Fitter's Licence; and

Specific Promotion Criteria for the Welding Trade Programs

In addition to Appointment Criteria Qualifications, this member must have:

- a Level II Welding Inspector Certificate

Teaching

The following activities are representative of outstanding performance worthy of promotion to Principal Lecturer. The list is not exhaustive nor is it expected that faculty will accomplish all items. The quality and quantity of accomplishments is expected to increase with time in rank. This is a list of potential evidence and to serve as an illustrative sample and not a set of criteria.

- Recent satisfactory evaluations of faculty performance
- Requested by agencies and individuals outside the University as a visiting lecturer or as a consultant in curriculum or program development
- Functions as an evaluator for other teaching agencies
- Serves as a leader in areas such as content, curriculum development, program planning and evaluation.
- Receives recognition and honours for teaching excellence
- Teaching innovations, media, or testing materials widely used
- Widely recognized for expertise in discipline area
- Provincial and national or international reputation for excellence and development within the discipline
- Must demonstrate sustained excellence, currency and relevance and must show demonstrable impact of teaching practices on the national or international levels.
- International teaching
- International assessments
- Testing Industry specific procedures
- Teaching industry specific courses such as the Interprovincial Upgrade Courses for Carpenters

- n. Regularly audited by external agencies such as the Canadian Welding Bureau and British Columbia Safety Authority

Service

Evidence of outstanding performance in service would normally include:

- a. Leadership in committees at the department and/or university level
- b. Participation in the discipline external to the university
- c. Outreach activities
- d. Membership on external curriculum committees, articulation committees and professional boards or societies
- e. Involvement in national committees such as National Occupational Analysis (NOA); Canadian Homebuilding Industry; Canadian Electrical Industry; Canadian Plumbing Industry; and Canadian Welding Association
- f. Test Center representative for CWB and ASME Procedures—Welding
- g. Assessment of industry problems, development and presentation of solutions

VII. Appendices: Relevant articles in the Collective Agreement

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
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
6.5	Committee
6.6	Procedures of the University Council Promotion and Tenure Committee
6.6.8	Action Subsequent to Voting
6.7	Timeline for Tenure and Promotion Process
6.8	Annual Report for Decisions on Tenure and Promotion
6.9	University Appeals Committee
6.10	University Appeals Committee Procedures
6.10.5	Criteria for Academic Designation, Tenure and Promotion
6.10.5.1	Definitions of Categories
6.10.5.2	Teaching
6.10.5.3	Professional Roles
6.10.5.4	Scholarship
6.10.6	Service
6.10.7	Granting of Tenure
6.10.7.1	Academic Designation
6.10.7.2	Assistant Professor/Lecturer
6.10.7.3	Associate Professor/Senior Lecturer
Appendix	Professor/Principal Lecturer
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