ACADEMIC STANDARDS FOR TENURE AND PROMOTION

School of Trades and Technology

Table of Contents

1. Introduction

This document outlines the standards and expectations for tenure and promotion of faculty within the School of Trades and Technology (STT) at Thompson Rivers University (TRU). These standards and expectations are guided by current university policies as detailed in the Senate-approved "Principles and Essential Features of Standards Documents" and the provisions of the current Collective Agreement.

In its Vision Statement, TRU defines the University as a place of belonging that empowers faculty to transform themselves, their communities, and the world. TRU declares the values of (1) inclusion and diversity, (2) community-mindedness, (3) curiosity, and (4) sustainability. TRU's Vision Statement also outlines a 10-year plan with four strategic change goals to (a) eliminate achievement gaps, (b) honour truth, reconciliation and rights, (c) lead in community research and scholarship, and (d) design for life-long learning. Refer to Appendix 4.

The School of Trades and Technology's mission is "To prepare our learners for success through quality education, creativity and innovation." The school offers programming such as certificates, diplomas, degrees, and apprenticeships. Predominantly, the highest priority of education and training in STT is to prepare graduates to be job-ready to enter careers in trades and technology.

As a part of its philosophy, the STT seeks to employ proven experts in their discipline or trade. The quality and expertise of the faculty directly contributes to the strength of the STT's programs. In accordance with TRU's primary mission of excellence in instruction, the professional development of the faculty is an ongoing process that is supplemented with timely upgrades in teaching and technical skills, public and institutional service, and—to a lesser extent—research and scholarly activity. As technology advances in industries and programs, the requirements for faculty education and qualifications will increase.

A faculty member's performance should demonstrate increasing expertise and excellence to warrant promotion. The process should reflect personal growth as a professional in enhanced technical and instructional skills since entry as an instructor. The ranks of Assistant Professor, Associate Professor, Professor, Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor indicate particular excellence in teaching and technical expertise. All faculty must also be willing to play an active role in institutional activity and provide active mentorship in the professional development of new faculty.

Faculty members are categorized into two streams: bipartite and tripartite. Both streams are expected to contribute teaching and service; tripartite members are also expected to contribute scholarship (research) activities. The bipartite ranks are Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor. The tripartite ranks are Assistant Professor, Associate Professor, and Professor.

STT faculty will predominantly be bipartite; however, some trades and technology programs may evolve to include tri-partite faculty members. The primary difference is that a tripartite faculty member is involved in research, development, and subsequent dissemination, whereas a bipartite faculty member may choose to be involved in these activities.

This document aims for standards that:

1) are transparent,

2) are consistent,

3) are of equal rigour in both bipartite and tripartite streams, and

4) provide faculty with the flexibility to demonstrate excellence.

The spirit of this document is supportive and sets out standards that empower faculty for career success. Over time, these standards will result in an appropriate mix of faculty in each of the three ranks, which will be comparable to the mix of faculty found in faculties at teaching-focused universities with similar resources.

The STT is committed to equity, diversity, and inclusion in applying these standards. In reaching equitable outcomes, The STT recognizes that individuals require differential treatment and resources, and we acknowledge and respect differences in social groups related to race, Indigenous identity, gender identity or expression, sexuality, accessibility, ethnicity, class, and religion. The STT is committed to removing barriers people face with different abilities, life circumstances and responsibilities, family structures, and structurally marginalized identities. The STT is committed to recognizing scholarship, teaching, and service, and we are also committed to demonstrating flexibility in applying standards to these categories. Candidates should address the diversity of their career paths in their application.

The Collective Agreement defines the parameters of tenure and promotion:

> CA 6.1.1 The granting of tenure is the recognition by academic peers and the University that the Faculty Members have demonstrated through their academic achievements and contributions that they have sufficient momentum and promise of ongoing success to justify the long-term commitment of the University to ongoing appointment.

> Tenure provides economic security and assurance of continued opportunities to teach, to carry out one's professional role and to do scholarship in accordance with the Faculty Member's assigned duties and responsibilities. Academic freedom and economic security, i.e., tenure, support institutions of higher learning in fulfilling their obligations to their students and to society in general.

> CA 6.1.2 Promotion in rank is recognition of the Faculty Member's growth and development in their profession, and as a Scholar, and of their service to the University and the academic community.

The assessment of a member's application for Tenure and Promotion will be based on the following four categories (1, 2, and 3 for bipartite and 1, 2, 3, and 4 for tripartite):

1) qualifications and experience,

2) teaching or professional roles and responsibilities,

3) service, and

4) scholarship.

Due to rapidly changing technology in all trades and technologies, faculty members must continually update their professional development, skills, knowledge, and curriculum. The most common qualifications for all trades disciplines in the STT are the trades-specific journeyperson qualifications and the national accreditation known as the Interprovincial Red Seal with an additional five (5) years of experience in that Trade as a journeyperson. Conversely, the academic requirements for technology disciplines vary and may include a traditional degree, a graduate degree, or any certification of professional qualification as defined by the department.

All faculty must complete the Provincial Instructor Diploma Program or an equivalent teaching credential within the tenure-track time requirements. The criteria for promotion to each rank may require additional trade-specific or dual-trade qualifications with experience related to the trade. Examples of additional trade-specific qualifications include Plumber plus Gas Fitter, Carpenter plus Joiner (Cabinetmaker), Heavy Duty Mechanic plus Automotive Mechanic, Level A Welder plus Metal Fabricator. Examples of dual-trade qualifications include current Welding Inspector qualification, Construction Electrician, and Industrial Electrician.

Candidates for tenure and/or promotion must create a portfolio describing their activities, achievements, and plans in the areas of teaching accreditation and professional qualifications and experience. The portfolio must provide clear and compelling evidence of the following overarching TRU principles for attaining tenure and progressing through the ranks:

- **Incremental and accumulative growth** must be demonstrated at each step in teaching and related professional activity, scholarship (for tripartite), AND service.

- Accordingly, there are **increasing expectations for performance** at each step in teaching and related professional activity, scholarship (for tripartite faculty), AND service.

Further, contributions must be recognized and assessed as having a widening **sphere of influence**. Given our institution's values, we identify four key spheres of influence:

1) geographical (local, provincial, national, international),
2) disciplinary,
3) cultural, and
4) academic.

The STT uses Boyer's (1990) four types of scholarship—discovery, integration, application, and teaching—to allow faculty to have flexibility in the kind of scholarship they undertake. This document provides examples of the criteria that the STT uses to evaluate excellence while allowing faculty to maintain flexibility in the design of their career path (Tables 1 & 2). The STT evaluation criteria also allow faculty members to reflect their focus and strengths in the weighting they assign to the two (bipartite) or three (tripartite) categories of teaching, service, and scholarship (detailed later). A glossary of Boyer's and other terms are included in this document as Appendix 2.

2. Weighting of Assessment Criteria

Each faculty member must decide on the weighting of teaching, service, and scholarship to be used in their evaluation.

These weightings represent the balance among the evidence presented and not the actual workload of that member.

The weighting guidelines presented here are minima and maxima for each category providing faculty members flexibility in how they wish to be evaluated. This flexibility is important because the emphasis on a member's activities may vary over their career.

The applicants and Tenure and Promotion Committees should view each candidate's suggested weightings with the following in mind:

1) Weightings should be decided following a collegial discussion with the candidate's department, as departments may have special requirements.

2) These weightings are appropriate for members with bipartite and tripartite workloads. Deviations from these criteria would be expected for members with a very high scholarship load or those who have filled exceptional leadership roles in the university.

3) In no case would a member be promoted if they were considered to have performed inadequately in any one category, regardless of that category's weighting.

The assessment criteria for appointment, tenure, and promotion depend on the type of position, bipartite or tripartite.

Evaluation in the **bipartite** stream is based upon:
1) qualifications,
2) teaching, and
3) service.

For the purposes of tenure and promotion, academic qualifications will usually mean certification in a discipline and outstanding experience and performance in their discipline.

For **bipartite** faculty, the minimum and maximum weightings are based on teaching and service:

Teaching:	minimum of 70% and maximum of 85%
Service:	minimum of 15% and maximum of 30%
Scholarship:	0%*
Total:	100%

*Scholarship (Research) is not required; however, candidates may use evidence of scholarship related to their appointment in their dossier.

Evaluation in the **tripartite** stream is based upon

1) qualifications,
2) teaching,
3) research in the discipline and/or Scholarship of Teaching and Learning (SoTL), and
4) service.

For the purposes of tenure and promotion, academic qualifications will usually mean certification in a discipline or, in exceptional cases, outstanding experience and performance in their discipline.

For **tripartite** faculty, the minimum and maximum weightings are based on teaching, service, and scholarship:

Teaching:	minimum of 30% and maximum of 50%
Service:	minimum of 10% and maximum of 30%
Scholarship:	minimum of 30% and maximum of 50%
Total:	100%

3. Appointment Criteria for Bipartite Faculty

Assistant Teaching Professor

1) The candidate for appointment, tenure, and promotion in the faculty must meet the qualifications for the position as advertised by the relevant department. The usual criterion will be the certification required in the member's discipline. For trades disciplines, the required certification is typically a Red Seal. Equivalent qualification and/or experience, such as professional qualifications or designations, may fulfill the certification requirement in fields where Red Seals are not ordinarily available or where the candidate has accumulated experience judged to be particularly relevant and valuable to the discipline.

2) The usual criterion will be a terminal degree in the technology discipline. Equivalent qualifications and/or experience may fulfill the degree requirement where the candidate has professional qualifications or has accumulated expertise and accomplishments that are judged to be particularly relevant and valuable to the discipline.

3) In exceptional cases, this criterion may be regarded as having been provisionally met if the candidate has completed all requirements for the degree, but the degree has not yet been conferred. If the degree has not been conferred, the candidate must include letters from the responsible dissertation director or graduate advisor and the awarding institution indicating that all requirements for the degree have been met and that its awarding has been scheduled.

4) 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 a demonstration of teaching ability.

5) The candidate must demonstrate potential for service to the university, discipline, and/or profession, and (where applicable) the community-at-large. This service is recognized and assessed by peers in a number of communities.

Associate Teaching Professor

1) The candidate for appointment, tenure, and promotion in the faculty must meet the qualifications for the position as advertised by the relevant department. The usual criterion will be the certification required in the member's discipline. Specifically for trades disciplines, the required certification is typically a Red Seal. Equivalent qualifications and/or experience may fulfill the certification requirement in fields where Red Seals are not ordinarily available, or where the candidate has accumulated experience that is judged to be particularly relevant and valuable to the discipline.

2) The usual criterion will be a terminal degree in the technology discipline. Equivalent qualifications and/or experience may fulfill the degree requirement where the candidate has professional qualifications or has accumulated experience and accomplishments that are judged to be particularly relevant and valuable to the discipline.

3) The candidate should typically have five (5) years' experience as an Assistant Teaching Professor.

4) The candidate's teaching and service record must be clearly beyond that required for an Assistant Teaching Professor. The candidate must show incremental and accumulative growth in the teaching of the discipline, as demonstrated by recognition and assessment by multiple communities, crossing geographical (provincial to national), disciplinary, or cultural boundaries.

5) The candidate must provide evidence of consistent service contribution to the university, discipline, and profession and (where applicable) the community-at-large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Assistant Teaching Professor level. This performance should be recognized by peers to reflect an increasing sphere of influence, be it crossing geographical (provincial to national), disciplinary, and cultural boundaries above the Assistant Teaching Professor level.

Teaching Professor

1) The candidate for appointment, tenure, and promotion in the faculty must meet the qualifications for the position as advertised by the relevant department. The usual criterion will be the certification required in the member's discipline. Specifically for trades disciplines, the required certification is typically a Red Seal. Equivalent qualifications and/or experience, such as professional qualifications or designations, may fulfill the certification requirement in fields where Red Seals are not ordinarily available, or where the candidate has accumulated experience that is judged to be particularly relevant and valuable to the discipline.

2) The usual criterion will be a terminal degree in the technology discipline. Equivalent qualifications and/or experience may fulfill the degree requirement where the candidate has professional qualifications or has accumulated experience and accomplishments that are judged to be particularly relevant and valuable to the discipline.

3) The candidate should typically have five (5) years' experience as an Associate Teaching Professor.

4) The Teaching Professor rank is reserved for those who, in the opinion of colleagues within the university and beyond, are outstanding in their discipline.

5) Appointment or promotion to this highest rank requires documented evidence of effective teaching and service and supported in writing by three or more eminent referees external to the university. This reputation must be at the national and international levels. The candidate's established record must be clearly beyond that required for promotion to Associate Teaching Professor.

6) The candidate must show incremental and accumulative growth and exemplary performance in the teaching of the discipline, as demonstrated by recognition and assessment. The candidate should be moving from the role of an influencer of practice to that of a leader of practice, and this progress should be shown by recognition and evaluation by multiple communities crossing geographical, disciplinary, and cultural boundaries.

7) The candidate must provide evidence of consistent and exemplary service contribution to the university, discipline, and profession and (where applicable) the community-at-large. The candidate must demonstrate incremental and accumulative growth in service beyond the performance levels expected at the Associate Teaching Professor level. This performance is recognized as having an increasing sphere of influence, be it crossing geographical (national to international), disciplinary, and cultural boundaries above the Associate Teaching Professor level.

4. Appointment Criteria for Tripartite Faculty

Assistant Professor

1) The candidate for appointment, tenure, and promotion in the faculty must meet the qualifications for the position as advertised by the relevant department. The usual criterion will be the certification required in the member's discipline, typically a Red Seal plus a graduate degree or equivalent qualification and/or experience. Equivalent qualifications, such as professional qualifications or designations, may fulfill the certification requirement in fields where Red Seals are not ordinarily available or where the candidate has accumulated experience that is judged to be particularly relevant and valuable to the discipline.

2) The usual criterion will be a terminal degree (Master's) in the technology discipline. Equivalent qualifications and/or experience may fulfill the degree requirement where the

candidate has professional qualifications or has accumulated expertise and accomplishments that are judged to be particularly relevant and valuable to the discipline.

3) In exceptional cases, this criterion may be regarded as having been provisionally met if the candidate has completed all requirements for the degree, but the degree has not yet been conferred. If the degree has not been conferred, the candidate must include letters from the responsible dissertation director or graduate advisor and the awarding institution indicating that all requirements for the degree have been met and that its awarding has been scheduled.

4) 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 a demonstration of teaching ability.

5) A candidate's academic and publication record must display the promise of significant research contributions to the discipline and/or SoTL.

6) The candidate must demonstrate commitment to service to the university, discipline and/or profession, and (where applicable) the community-at-large. This service is recognized and assessed by peers in a number of communities.

Associate Professor

1) The candidate for appointment, tenure, and promotion in the faculty must meet the qualifications for the position as advertised by the relevant department. The usual criterion will be the certification required in the member's discipline, typically a Red Seal plus a graduate degree. Equivalent qualification and/or experience, such as professional qualifications or designations, may fulfill the certification requirement in fields where Red Seals are not ordinarily available or where the candidate has accumulated experience that is judged to be particularly relevant and valuable to the discipline.

2) The usual criterion will be a terminal degree (Master's) in the technology discipline. Equivalent qualifications and/or experience may fulfill the degree requirement where the candidate has professional qualifications or has accumulated expertise and accomplishments that are judged to be particularly relevant and valuable to the discipline.

3) The candidate should typically have five (5) years' experience as an Assistant Professor.

4) The candidate's teaching, scholarship, and service record must be clearly beyond that required for promotion to Assistant Professor.

5) The candidate must show incremental and accumulative growth in teaching and research in the discipline and/or SoTL, as demonstrated by recognition and assessment by multiple communities, crossing geographical (provincial to national), disciplinary, and cultural boundaries.

6) The candidate must provide evidence of consistent service contribution to the university, discipline and/or profession and (where applicable) the community-at-large. The candidate

must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Assistant Professor level. This performance should be recognized by peers to reflect an increasing sphere of influence, be it crossing geographical (provincial to national), disciplinary, or cultural boundaries above the Assistant Professor level.

Professor

1) The candidate for appointment, tenure, and promotion in the faculty must meet the qualifications for the position as advertised by the relevant department. The usual criterion will be the certification required in the member's discipline, typically a Red Seal plus a graduate degree. Equivalent qualification and/or experience, such as professional qualifications or designations, may fulfill the certification requirement in fields where Red Seals are not ordinarily available or where the candidate has accumulated experience that is judged to be particularly relevant and valuable to the discipline.

2) The usual criterion will be a terminal degree (Master's) in the technology discipline. Equivalent qualifications and/or experience may fulfill the degree requirement where the candidate has professional qualifications or has accumulated expertise and accomplishments that are judged to be particularly relevant and valuable to the discipline.

3) The candidate should typically have five (5) years of experience as an Associate Professor.

4) The Professor rank is reserved for those who, in the opinion of colleagues within the University and beyond are outstanding in their discipline.

5) Appointment or Promotion to the highest rank requires documented evidence of effective teaching and service and an established scholarly reputation supported by three or more equivalent referees external to the University. The reputation must be at the national and international levels. The candidate's established record must be clearly beyond that required for promotion to Associate Professor.

6) The candidate must show incremental and accumulative growth and exemplary performance in the teaching of the discipline, as demonstrated by recognition and assessment. The candidate should be moving from an influencer to a leader of practice, and this progress should be shown by recognition and evaluation by multiple communities crossing geographical, disciplinary, and cultural boundaries.

7) The candidate must provide evidence of consistent and exemplary service contribution to the university, discipline and profession and (where applicable) the community-at-large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Associate Professor level. Peers should recognize this performance to reflect an increasing sphere of influence, be it crossing geographical (national to international), disciplinary, and cultural boundaries above the Associate Professor level.

5. The Process of Applying for Tenure and Promotion

The Collective Agreement dictates this process. Please refer to Collective Agreement, Article 6.4 for specific instructions.

6. Teaching Evaluation Criteria

The STT regards teaching as a significant activity of all faculty members and a critical consideration in any decision regarding appointment, tenure, or promotion. There are some key elements to teaching within the STT. The following list is only an illustrative sample and not a set of criteria. The STT faculty members should:

1) promote student success and engagement in all teaching areas (i.e., lectures, lab/shop, the field, and/or distance learning),

2) integrate with and contribute to their department's overall program,

3) promote the goals of student engagement and success in academically rigorous and current curricula,

4) prove competency in the classroom and/or lab and show a promise of teaching excellence,

5) develop effective teaching methods,

6) demonstrate critical thinking and knowledge of the field,

7) participate in course development appropriate to the area of expertise,

8) design and develop and/or evaluate materials to enhance the teaching process (manuals, workshop labs, quizzes, exams, etc.),

9) develop teaching aids to support the theory taught in the course

10) attend and participate in Articulation Committee meetings,

11) participate in provincially recognized committees relevant to education,

12) participate in international and national assessments and program development, and

13) participate in non-teaching duties such as a Coordinator or Department Chairperson position.

Furthermore, a faculty member's teaching should contribute to their department's overall growth and development. Such contributions could include instruction across the curriculum, field trips, new course development, or the mentorship of other faculty.

The STT recognizes that teaching is a multifaceted endeavour covering a broad range of activities; thus, evidence that may be used to support a faculty member's teaching record may also be broad and inclusive. Faculty members' teaching must be documented by developing a teaching portfolio, as outlined in **Article 6, Appendix 1** of the Collective Agreement. Each faculty member's teaching assessment must be reviewed, keeping in mind all aspects of the faculty member's teaching assignment. The dossier may also include additional items listed in Table 1 below.

Table 1. Teaching criteria are helpful to faculty in demonstrating their contributions to teaching for tenure and promotion. As members progress through the ranks, they are expected to make contributions of increasing impact and influence. The items in Table 1 are not inclusive or exclusive and are NOT A CHECKLIST to be completed; rather, the items represent examples of objective, documentable aspects of teaching that can be used to show excellence.

Instructional Knowledge (Student Success and Engagement)		
Tenure at Assistant Professor/Assistant Teaching Professor	**Associate Professor/Associate Teaching Professor**	**Professor/Teaching Professor**
Possesses a Provincial Instructor Diploma or equivalent post-secondary teaching certification.	Demonstrates excellence in the skills described at the Assistant Professor/Assistant Teaching Professor level.	Demonstrates outstanding abilities detailed for Assistant Professor/ Assistant Teaching Professor and Associate Professor/Associate Teaching Professor.
Demonstrates proven competency in the classroom and/or lab and a promise of teaching excellence.	Designs and develops and/or evaluates materials to enhance the teaching process (manuals, workshop labs, quizzes, exams, etc.).	Receives recognition and honors for teaching excellence.
Develops effective teaching methods.		Receives recognition for expertise in the discipline area.
Delivers instructional activities which demonstrate critical thinking and knowledge of the field.	Develops teaching aids in shops and labs.	Contributes to instructional knowledge with an increasing sphere of influence transcending geographic, disciplinary, or cultural boundaries.
Maintains a quality learning environment for learners of all backgrounds.	Demonstrates leadership in course and curriculum development activities both internal and external to the university.	Teaches innovations, media, or testing materials widely used in the industry.
Delivers instructional activities which show an awareness of equity, diversity and inclusion for learners of all backgrounds.	Demonstrates leadership in designing and developing and/or evaluating materials to enhance the teaching/learning process (e.g., manuals, worksheets, labs, quizzes, exams, etc.).	Exhibits evidence of contribution to instructional knowledge that is publicly disseminated in various ways and across varying communities.
Uses appropriate teaching materials in terms of currency, quantity, content, accessibility, and appropriate academic rigour.	Demonstrates refinement of course content both with respect to discipline-appropriate content and inclusion and diversity.	Works within communities to create OEP, open tools, and open data and leads OEP initiatives.
Provides valuable student consultation outside of class.	Initiates course development appropriate to the area of expertise and the student.	Receives requests to be a visiting lecturer or a consultant in curriculum or program development (from agencies and individuals outside the university campus).
Delivers qualitative and quantitative activities with emphasis on qualitative.	Motivates and inspires curiosity, life-long learning, and community-mindedness in students.	
Actively promotes academic integrity within the classroom and		

11

Instructional Knowledge (Student Success and Engagement)		
Tenure at Assistant Professor/Assistant Teaching Professor	**Associate Professor/Associate Teaching Professor**	**Professor/Teaching Professor**
follows educational integrity policies and procedures.

Promotes student curiosity, life-long learning, and community-mindedness.

Provides appropriate student assessment relative to course, program, and institutional learning objectives.

Develops and implements student projects that provide engaging, relevant, and meaningful opportunities.

Assists in organizing work-integrated learning experiences for students.

Organizes real-life experiences on specific projects, tours, visits, and other learning activities.

Selects, assesses, and mentors students on real-life experiences on specific projects for departments at the university and/or in community projects

Participates in course development appropriate to the area of expertise.

Attends professional conferences, taking courses and attending seminars on latest technologies.

Incorporates Open Educational Resources (OER), open tools and data, or open educational practices (OEP) into course materials and design. | Serves as a role model in academic advising, education planning, and vocational/career counselling on an individual and group basis.

Engages and mentors students in community projects.

Demonstrates mentorship of other faculty in the discipline or in pedagogy-specific areas. Is sought after for their expertise and mentors colleagues.

Contributes to the instructional knowledge of multiple communities (TRU and beyond).

Demonstrates mature levels of critical thinking and contributes knowledge to the field.

Demonstrates the ability to teach all levels of apprenticeship.

Develops fixtures and lab components for the department.

Completes additional certificate(s) relevant to the Trade or Technology program.

Supplements standard curriculum with leading-edge industry specialties.

Teaches professional and/or interprovincial upgrade courses.

Works within the community to evaluate, assess, and adapt OER, open tools and open data, and considers OEP for inclusion into courses/programs. | Functions as an evaluator for other teaching agencies.

Serves as a leader in areas such as content, curriculum development, and program planning and evaluation.

Develops a reputation for excellence and development within the discipline at the provincial, national, or international level.

Demonstrates sustained excellence, currency, and relevance in the discipline.

Achieves an additional Interprovincial Trade Qualification relevant to the Trade. |

Pedagogical Knowledge (Scholarly Teaching)		
Tenure at Assistant Professor/Assistant Teaching Professor	**Associate Professor/Associate Teaching Professor**	**Professor/Teaching Professor**
Implements different teaching techniques within courses and is in the process of incorporating diversity and inclusion and the reduction of institutional barriers into course dissemination.	Implements different teaching techniques and demonstrates the incorporation of diversity and inclusion and the reduction of institutional barriers into course dissemination.	Contributes to pedagogical knowledge with an increasing sphere of influence, transcending geographic, disciplinary, or cultural boundaries.
Reflects upon teaching practice from a content lens.	Reflects upon teaching practice from a content lens and also from an inclusion and diversity lens.	Demonstrates evidence of pedagogical impact within the community.
Engages in life-long learning regarding pedagogy through various communities (TRU CELT, and local/provincial/international groups).	Disseminates to various communities on teaching techniques and pedagogical knowledge.	Provides mentoring (workshops/consultations) to an increasingly broad range of audiences.
Displays life-long learning through review and reflection of their current teaching practices, creating a cyclical process for continual improvement.	Implements teaching practices that are scholarly and evidence-based.	Provides leadership to an increasingly diverse range of communities.
Utilizes TRU processes (course evaluations and peer review) and TRU resources (CELT, TPC) to critically reflect on their teaching.	Provides instructional mentoring for different communities (TRU and beyond).	Earns the recognition of multiple communities for excellence and leadership in teaching.
Participates in personal professional development, e.g., taking courses, improving and increasing qualifications.	Facilitates workshops and conferences.	Demonstrates sustained excellence, currency, and relevance in the discipline.
	Demonstrates continuous professional growth through individual professional development activities.	Exhibits competence in testing industry-specific processes and procedures.
	Utilizes TRU processes (course evaluations and peer review) and TRU resources (CELT, TPC) to critically reflect on their teaching.	Participates in International teaching and curriculum development.
		Teaches innovative, industry-specific, and emerging technology courses.
		Holds a degree or diploma relevant to the Trade or, in a Technology program, a relevant graduate degree.
		Serves as a municipal or provincial Inspector.

Pedagogical Knowledge (Scholarly Teaching)		
Tenure at Assistant Professor/Assistant Teaching Professor	Associate Professor/Associate Teaching Professor	Professor/Teaching Professor
		Maintains a reputation for excellence and development within the discipline at the provincial, national, or international level.

Contribution to Department/Program		
Tenure at Assistant Professor/Assistant Teaching Professor	Associate Professor/Associate Teaching Professor	Professor/Teaching Professor
Actively participates in departmental planning. Promotes program and institutional learning outcomes at the course level. Connects course curriculum to community needs. Participates in departmental outreach. Engages in course-level activities to fulfill program learning outcomes.	Provides leadership in departmental planning and course development. Contributes substantially to departmental teaching load through either the number of courses or teaching all levels of courses offered. Is viewed as a resource person in discipline or pedagogy. Represents department's interest in campus-wide committees.	Provides leadership for developing/updating the program curriculum. Initiates new courses/programs. Plays a leadership role in updating courses/programs.

7. Scholarship Evaluation Criteria

Scholarly work is intellectual work in the public realm and contributes to disseminating knowledge through appropriate external peer-reviewed outlets or venues. Scholarship in the STT is broadly defined to include Boyer's (1990) four types of scholarship—discovery, integration, application, and teaching—to allow faculty flexibility in the kind of scholarship they undertake.

In the STT, there are two key elements of faculty scholarship:

1) it must have an impact on a faculty member's field of study through the production of peer-reviewed materials, and

2) it must include the mentoring of students.

The evaluation of scholarship will address the impact of the faculty member's work and their contribution to their field of study and the larger community.

Usually, there would be a progression from regional to provincial to national to international; however, these standards will respect and acknowledge alternate evidence of increasing spheres of influence that supports TRU's Vision, Values, and Strategic Goals. While peer-reviewed materials are the primary evidence used to assess a member's scholarship's impact, they are not the sole evidence. A more extensive list of scholarship criteria that serve as the type of evidence that may be used in tenure and promotion in trades is included in Table 2. The applicant can address the choice of venues for dissemination and the indications of impact, including advancing knowledge and/or addressing socio-economic or environmental needs.

As the primary focus of TRU is undergraduate education, a critical component of the scholarship program will be the engagement of undergraduate students and, if appropriate, graduate students. The scholarship productivity of a faculty member will be reviewed, keeping in mind the resources available at Thompson Rivers University, with expectations similar to other teaching-focused, primarily undergraduate universities in North America with similar resources.

Table 2. Scholarly criteria are useful to faculty in demonstrating their contributions to scholarly activity for tenure and promotion. As members progress up the ranks, they are expected to make meaningful contributions increasing in quality or sphere of influence and crossing boundaries of geography, discipline, or culture. The items in this table are NOT A CHECKLIST that must be completed; rather, the items represent examples of evidence that can be used to show excellence.

Production of Scholarly Materials		
Tenure at Assistant Professor	**Associate Professor**	**Professor**
Produces peer-reviewed reports and publications (e.g., journal articles, extended abstracts, books, book chapters, standards of practice, manuscripts accepted in the press, and patents issued). Produces non-peer-reviewed reports and publications (e.g., reports, conference abstracts, books, book chapters, reference texts, manuscripts submitted and in review, published reviews, and patents filed). Gives internal presentations within TRU and at local conferences (oral and posters). Attracts media coverage. Demonstrates an influence (as measured by presentations, exhibits, citations, collaboration, and/or adoption of work) that is primarily within the trades' discipline. Contributes meaningfully (as measured by publications, presentations, exhibits, citations, collaboration, and/or adoption of scholarly output) to communities limited by geography, discipline, or culture.	Produces peer-reviewed reports and publications (see examples under Assistant Professor), generally at a national level, or in vocational disciplines, or across cultural boundaries. Presents at national conferences/workshops. Earns invitations to present at national conferences/workshops. Publishes scholarship that has an impact, as indicated by citation records. Demonstrates an influence (as measured by presentations, exhibits, citations, collaborations, or adoption of scholarly work) across scientific disciplines. Produces scholarship that contributes meaningfully across boundaries of geography, discipline, or culture (e.g., publications in national journals, collaboration across trades and technology disciplines, and practice-based work across cultural boundaries).	Has a sustained record of peer-reviewed reports and publications (see examples under Assistant/Associate Professor). Sustains a record of submitted and invited presentations at conferences/workshops. Presents as a keynote speaker at national or international conferences/workshops. Extends sphere of influence beyond trades as a discipline by participating in conferences/workshops that span boundaries. Scholarship spans broad boundaries of geography, discipline, or culture (e.g., publications in international journals or journals beyond vocational trades, and practice-based work across cultural boundaries).

8. Service Evaluation Criteria

Service is a valuable activity of all faculty members and an important consideration in any decision regarding appointment, tenure, or promotion. All faculty members must contribute to their university community, first to their department and then to the broader university community. Members are also required to contribute to their discipline. The third area of service is to the community at large. The value of the service contribution will depend on the faculty member's role, their time commitment, and the quality/impact of their service. Table 3 provides some examples of the broad range of activities that could be used to support a member's service record.

Table 3. Service criteria are useful to faculty in demonstrating their contributions to service for tenure and promotion. As members progress up the ranks, they are expected to demonstrate continuous growth in providing service through active investments increasingly significant both within TRU and their profession. The items in this table are NOT A CHECKLIST that must be completed; rather, the items represent examples of evidence that can be used to show excellence.

University Community		
Tenure at Assistant Professor/Assistant Teaching Professor	**Associate Professor/Associate Teaching Professor**	**Professor/Teaching Professor**
Actively participates in committees to support departmental operations. Engages in student support and outreach activities. Participates in events that support intellectual/cultural life at TRU.	Participates in Faculty/University-wide governance committees. Takes a leadership role in departmental governance committees. Provides administrative support work at the departmental level. Contributes to the organization of academic/cultural life at TRU (e.g., the Teaching Practices Colloquium). Contributes to organizations beyond TRU (e.g., The United Way/Library campaign).	Serves a significant leadership role, e.g., STT, TRU, and the external community. Takes a leadership role in Faculty/University-wide governance committees. Leads academic/cultural life at TRU.

Member' Discipline/Profession		
Tenure at Assistant Professor/Assistant Teaching Professor	**Associate Professor/Associate Teaching Professor**	**Professor/Teaching Professor**
Supervises students beyond teaching workload. Participates in activities of professional/learned society organizations.	Contributes to the member's professional/learned society organization outside TRU. Participates in organizing academic and scholarly events such as	Edits scholarly or teaching journals. Takes a leadership role in organizing academic and scholarly events such as conferences,

| Participates in Skills Canada Competitions (selecting students, coaching and mentoring, organizing and/or judging.). Participates in national assessments and program development. Participates in provincially recognized committees relevant to education. Participates in articulation or accreditation bodies. | conferences, workshops, panels, or meetings in areas of professional competence. Presents as a guest speaker at the local and/or provincial level. Demonstrates evidence of sustained involvement in the review of scholarly work. Demonstrates leadership at the Provincial Articulation Committee and/or other provincially recognized committees. | workshops, panels, or meetings in areas of professional competence. Presents as a guest speaker at the national or international level. Takes a leadership role with articulation or accreditation bodies. Demonstrates leadership in provincial/national committees— external to TRU. |

Community-at-Large		
Tenure at Assistant Professor/Assistant Teaching Professor	**Associate Professor/Associate Teaching Professor**	**Professor/Teaching Professor**
Contributes to cultural organizations (e.g., KSO, Curling Cup, Big Brothers, United Way, community boards, and service organizations). Participates in community outreach activities and participates in supporting community development and engagement (e.g., Canada Games, Open Houses).	Maintains involvement (with a notable role) in private and public, profit, and not-for-profit organizations at the regional/provincial level by applying expertise to support the operations of the organizations served.	Takes a leadership role in service organizations. Takes a leadership role with private and public, profit, and not-for-profit organizations at national/international level by applying expertise to support the operations of the organizations served.

9. Summary of Tenure and Promotion Criteria for Bipartite Faculty

The normal expectation for promotion to Associate Teaching Professor/Teaching Professor is that the faculty member's teaching is recognized by peers to span geographical, disciplinary, or cultural boundaries.

Tenure at Assistant Teaching Professor

Teaching
The faculty member must demonstrate proven competency in the classroom and documented teaching effectiveness with clear evidence of their excellence as an educator.

Service

The faculty member serves their department on committees and contributes to the intellectual/cultural life at TRU.

Tenure at Associate Teaching Professor

Teaching

The faculty member must demonstrate sustained and increasing effectiveness in teaching and show the impact of teaching practices. At the Associate Teaching Professor level, the faculty member's teaching is moving from that of a practitioner to an influencer of practice. The faculty member's reputation for teaching will normally be recognized by multiple communities (TRU and beyond).

Service

The faculty member participates in university-wide committees and helps to organize events that contribute to the intellectual/cultural life at TRU. The faculty member also participates in professional organizations outside the university community.

Tenure at Teaching Professor

Teaching

The faculty member must demonstrate sustained excellence in teaching and teaching practices, and they must be moving from an influencer to a leader of practice.

Service

The faculty member demonstrates growth in the service category by participating in university-wide committees, helping to organize events that contribute to the intellectual/cultural life at TRU, and participating in professional organizations outside the university community.

10. Summary of Tenure and Promotion Criteria for Tripartite Faculty

The expectation for promotion to Associate Professor/Professor is that the faculty member's teaching or scholarship performance spans geographical, disciplinary, or cultural boundaries.

Tenure at Assistant Professor

Teaching

The faculty member demonstrates proven competency in the classroom and a promise of teaching effectiveness with clear evidence of their excellence as a practitioner.

Scholarship

The faculty member must demonstrate growth in the quality of their scholarly work, which should be at a level beyond that demonstrated at the time of hiring for tenure to be awarded. There must also be the promise of development as a scholar, including the presence of a defined program of scholarship.

Service

The faculty member serves their department on committees and contributes to the intellectual/cultural life at TRU.

Tenure at Associate Professor

Teaching

The faculty member must demonstrate sustained and increasing effectiveness in teaching and show the impact of teaching practices. At the Associate Professor level, the faculty member's teaching is moving from that of a practitioner to that of an influencer of practice. A faculty member's reputation for teaching will normally be recognized by multiple communities (TRU and beyond).

Scholarship

The faculty member must demonstrate evidence of significant achievement in scholarly activity beyond that expected for the rank of Assistant Professor. Candidates' productivity will be on par with other teaching-centred universities. There must also be evidence of a well-defined program of scholarship and an indication that the candidate will remain active in scholarly work. A faculty member's reputation for scholarly work will normally span geographical, disciplinary, or cultural boundaries.

Service

The faculty member participates in university-wide committees, helps organize events that contribute to the intellectual/cultural life at TRU, and participates in professional organizations outside the university community.

Tenure at Professor

Teaching

The faculty member must demonstrate sustained excellence in teaching and teaching practices. and they must be moving from an influencer to a leader of practice.

Scholarship

The faculty member must provide evidence of significant achievement in scholarly activity beyond that expected for the rank of Associate Professor. The faculty member will have a record of sustained contributions over their career and will demonstrate that the results of their scholarly work have made substantial contributions to their field of specialization. The faculty member's scholarly productivity must have met national standards for

teaching-centred universities. There must also be evidence that the faculty member has followed a clearly defined program of scholarship during their time as an Associate Professor. The faculty member must also provide a positive indication that they will maintain activity in scholarly work. The faculty member's reputation for scholarship will demonstrate a widening sphere of influence and span geographical, disciplinary, or cultural boundaries.

Service

The faculty member demonstrates growth in the service category by participating in university-wide committees, helping to organize events that contribute to the intellectual/cultural life at TRU, and participating in professional organizations outside the university community.

11. References

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. The Carnegie Foundation for the Advancement of Teaching.

Richlin, L. (2001). Scholarly teaching and the scholarship of teaching. *New Directions for Teaching & Learning*, 2001 (86), 57-68. https://doi.org/10.1002/tl.16

Thompson Rivers University and Thompson Rivers University Faculty Association. Collective Agreement between Thompson Rivers University and the Thompson Rivers University Faculty Association, April 1, 2019 – March 3, 2022. http://trufa.ca/wp-content/uploads/2020/07/TRU_TRUFA_2019-2022-Final-June-23-2020.pdf

Senate Committee on Promotion, Tenure and Faculty Standards of Thompson Rivers University, "Principles and Essential Features of Standards Documents," October 2007 with an update from November 2020.

Appendix 1: Collective agreement articles relevant to tenure and promotion.

Article 5 – Appointment of Faculty Members

Article 6 – Tenure and Promotion of Faculty Members

Appendix 2: Glossary of terms

Boyer's definitions of scholarship:

The **scholarship of discovery** is the scholarship that most resembles traditional research and is often the most visible scholarship on a campus. It is the creation of new knowledge directly related to all disciplines encompassed within STT.

The **scholarship of integration** makes connections across disciplines and places individual disciplines or specialties into a larger context. It may also include the interpretation of research for non-specialists.

The **scholarship of application** applies information obtained from one of the other scholarship realms to real-world problems. Service and practice activities may be considered scholarship if they are directly tied to one's special field of knowledge (Boyer 1990).

The **scholarship of teaching** includes not just transmitting knowledge but also includes the creation of new knowledge about teaching and learning.

Peer-reviewed: A community of your professional peers external to the university community validates your contribution.

Scholarly teaching: Scholarly teachers reflect upon their teaching, consult scholarly references (i.e., peer-reviewed articles/experts), and incorporate appropriate teaching strategies into their teaching practice.

Evidence-based education: Evidence-based education signifies the idea that educational policy and practice should be guided by the best evidence about what works. This means that specific teaching strategies and policies should be rigorously evaluated before they are advocated or required. Where this is not possible, they should be adopted experimentally, in such a way that their impact can be properly evaluated.

Appendix 3: STT Mission & Values

Vision

Lead the transformation of trades and technology education through diversity and applied learning, leveraging our place in a research university.

Mission

Inspire life-long learning in trades and technology by providing innovative education that serves students, community, and industry.

Appendix 4: TRU Mission & Values

TRU is a comprehensive, learner-centred, sustainable university that serves its regional, national, and international learners and their communities through high-quality and flexibility education, training, research and scholarship.

Inclusion and Diversity

Access is open: we welcome students, faculty, staff and communities from our region and around the world to learn from and with one another. We embrace diversity of thought and people. We commit to equity. We continually see the world and its inhabitants in new ways by re-examining our practices and their impacts.

Community-Mindedness

We come together to help one another (Pelkwaílc-kt es knucwentwécw-kt). Mutual benefit guides us to connect meaningfully with people in the communities we serve, contributing to an interconnected world where we all share a common future and humanity.

Curiosity

We seek out new ideas and embrace change, understanding they may involve risks. We break paths with creative, critical, yet thoughtful purpose. We push boundaries as a university and encourage students, faculty, staff, and the community to do the same.

Sustainability

The natural world inspires us with wonder and reverence. We recognize how the health of our societies, cultures and ecosystems rests upon wellness of people, biodiversity, and wise stewardship of precious and finite resources. As a world leader in sustainability, we know that the well-being of generations to come is shaped by what we do today.

10-Year Strategic Goals

Eliminate achievement gaps. We will support students of all backgrounds to access and succeed in higher education. All groups in our region – including Indigenous learners and rural learners – will achieve in higher education on par with others. We will recruit and retain students to create a balanced community of learners and leaders reflective of Canada and the world.

Honour truth, reconciliation and rights. We will nurture a flourishing relationship with the Secwépemc people on whose lands we reside. Members of our community will give exceptional consideration to the Secwépemc world view and belief system. We will support thriving Secwépemc culture through respectful actions in research, teaching and service. Our campuses will honour our First House: Tk'emlúps te Secwépemc, respect our Second House: T'exelc, acknowledge the many Nations who live and work on and near these lands, and support provincial, national and global movements for the fulfillment and recognition of Indigenous rights.

Lead in community research and scholarship. We will support all faculty members in knowledge-seeking, knowledge creating, and creative inquiry. We will earn recognition as the most committed and innovative university in Canada for research and scholarship based on community partnerships; for involving graduate students in community-centred research; and for undergraduate research training.

Design lifelong learning. We will adapt and combine modes of learning, teaching, and practical experience to create a seamless and integrated set of educational encounters that meet the changing needs of learners from early childhood to elderly years. We will design the map on which individual learners can chart their personal journeys to develop relevant knowledge when they need it, in the forms they can best access, while starting, stopping and returning as often as they need.