THOMPSON RIVERS UNIVERSITY

Writing Centre Coordinator
Appointment, Tenure and Promotion Criteria
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I.   **Preamble**

The purpose of this standards document is to provide guidance to faculty members as they prepare for applications for tenure and/or promotion. Achieving tenure and promotion through the ranks is based on incremental and accumulative growth of a faculty member in their scholarship, professional role, and service. To merit tenure or promotion, Counselling, Academic Support and Assessment (CASA) faculty members will have their performance assessed for effectiveness in their professional role; recognized scholarly work; and contributions to service within the university and general community as well as to the profession (regionally, nationally, and internationally). These departmental guidelines describe the standards and expectations specific to the Writing Centre Coordinator position. University guidelines as detailed in the Senate-approved *Principles and Essential Features of Standards* and *Collective Agreement* provisions shall guide all such standards and expectations. In particular, applicants should document clear evidence of the following:

- That they have achieved "incremental and accumulative growth" as professionals and/or researchers, and in terms of departmental, university, community, and disciplinary service
- That they have met "increasing expectations for professional role, scholarship, and service," recognizing that as faculty move through the ranks, there should be documented evidence of increasing levels of performance in all areas.
- That they have achieved "recognition and assessment by peers at local, national, or international levels," making sure to employ the formula of "recognition and assessment" as a means of documenting an increasing sphere of influence.
- That their work can be assessed in terms of its quantity, quality, and impact.

Weighting of Tenure and Promotion Criteria
For the Department of Counselling, Academic Support and Assessment (CASA) faculty, the standard weighting of the evidence will be as follows

	Tripartite	Bipartite
Professional Role	40%	80%
Scholarship	40%	
Service	20%	20%

The balance between these categories may differ based on individual circumstances and may vary over an individual's career. However, for Tripartite faculty the weighting assigned for research and scholarship should not be less than 40%. Similarly, for Bipartite faculty the weighting of the professional role should not be less than 70%. Nevertheless, extraordinary contributions in one of the categories may compensate for lesser achievement in of the other categories as long as there has been a satisfactory level of contribution in all areas of responsibility. Applicants must inform their Divisional Promotion and Tenure committee of their preferred weighting at the beginning of the adjudication process.

Equity, Diversity and Inclusion

The CASA department understands ensuring equity, diversity, and inclusion requires flexibility in the application of these standards particularly with respect to systemic barriers, career interruptions, and special circumstances. Hence the CASA department is committed to recognizing scholarship, teaching, and service contributions in an actively anti-discriminatory way. To assist with this, where it is necessary, candidates are invited to include a Statement of Circumstances within their application. Relevant circumstances may include, but are not limited to administrative responsibilities, maternity/parental leave, child-rearing, dependent care, illness, disability, cultural or community responsibilities, or socio-economic context.

Tenure and promotion committees are strongly encouraged to consider career interruptions and special circumstances in order to more accurately assess affected applicants' records of achievements.

II.   **Description of Writing Centre Coordinator Position**

The Writing Centre Coordinator is a faculty position which requires expertise in the field of writing skills and instruction. This expertise falls into areas for scholarship of application, engagement, integration, discovery and instruction. The specific responsibilities of the Coordinator as follows:
- To coordinate provision of writing support for students in face-to-face, on-line, and graduate programs
- To recruit, select, train and support Writing Centre tutors
- To oversee the Writing Centre activities, including protocols, resources, and scholarly practices
- To design and deliver or coordinate relevant workshops and presentations for students, faculty, or for specific course/programs
- To develop relevant supports and resources that are engaging, timely, and effective
- To promote services and resources and to provide outreach support
- To engage in service, internally and externally, that benefits the department, TRU, and the profession
- May teach relevant academic skills courses (e.g., STSS courses)

III.   Academic Qualifications and Appointment Criteria

A. Instructional Support / Professor – <u>Tripartite</u>

Instructional Support I/ Assistant Professor
1) The normal criterion will be a Master's degree in a relevant discipline (e.g., English, Education) or equivalent qualifications and/or experience, such as professional qualifications or designations, or where the candidate has accumulated experience judged to be particularly relevant and valuable to the discipline.
2) Evidence must indicate that the candidate has expertise in writing instruction. This evidence may include data obtained from previous professional role experiences (e.g., projects or workshop/event evaluations) or from a demonstration of professional role ability at the local, regional and/or provincial level.
3) The candidate must demonstrate potential for successful engagement in Scholarly Activity at the local, regional and/or provincial level.
4) The candidate must demonstrate commitment to service to the University, Discipline, and/or Profession, and where applicable, the community-at-large at the local, regional and/or provincial level.

Instructional Support II/ Associate Professor
1) The normal criterion will be the terminal degree in relevant discipline (e.g., English, Education), or equivalent qualifications and/or experience, such as professional qualifications or designations, or where the candidate has accumulated experience judged to be particularly relevant and valuable to the discipline.
2) The candidate must show incremental and accumulative growth in the practice of the discipline as demonstrated by recognition and assessment by peers at the national level.
3) The candidate must show consistent accomplishment in the scholarship of the discipline, to be demonstrated by Scholarly Activity that is accumulative, and recognized and assessed as significant by peers at the national level.
4) 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 Instructional Support I (Tripartite) level. This performance should be assessed and recognized by peers at the national level.

Instructional Support III/ Professor

1) The normal criterion will be the terminal degree in a relevant discipline (e.g., English, Education), or equivalent qualifications and/or experience, such as professional qualifications or designations, or where the candidate has accumulated experience judged to be particularly relevant and valuable to the discipline.

2) The candidate must show incremental and accumulative growth in the practice of the discipline as demonstrated by recognition and assessment by peers at the international level.

3) The candidate must show consistent and exemplary accomplishment in the scholarship of the discipline, to be demonstrated by Scholarly Activity that is accumulative, and recognized and assessed as significant by peers at the international level.

4) 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 Instructional Support II (Tripartite) level. This performance should be assessed and recognized by peers at the international level.

B. Instructional Support /Writing Centre Coordinator – <u>Bipartite</u>

Instructional Support I/Writing Centre Coordinator

1) The normal criterion will be a Master's degree in a relevant discipline (e.g., English, Education) or equivalent qualifications and/or experience, such as professional qualifications or designations, or where the candidate has accumulated experience judged to be particularly relevant and valuable to the discipline.

2) Evidence must indicate that the candidate has expertise in writing instruction. This evidence may include data obtained from previous professional role experiences (e.g., projects or workshop/event evaluations) or from a demonstration of professional role ability at the local, regional and/or provincial level.

3) The candidate must demonstrate commitment to service to the University, Discipline, and/or Profession, and where applicable, the community-at-large at the local, regional and/or provincial level.

Instructional Support II/ Senior Writing Centre Coordinator

1) The normal criterion will be a Master's degree in a relevant discipline (e.g., English, Education) or equivalent qualifications and/or experience, such as professional qualifications or designations, or where the candidate has accumulated experience judged to be particularly relevant and valuable to the discipline.

2) The candidate must show incremental and accumulative growth in the practice of the discipline as demonstrated by recognition and assessment by peers at the national level.

3) 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 Instructional Support I (Bipartite) level. This performance should be assessed and recognized by peers at the national level.

Instructional Support III/ Principal Writing Centre Coordinator
1) The normal criterion will be the terminal degree required in a relevant discipline (e.g., English, Education), or equivalent qualifications and/or experience, such as professional qualifications or designations, or where the candidate has accumulated experience judged to be particularly relevant and valuable to the discipline.
2) The candidate must show incremental and accumulative growth in the practice of the discipline as demonstrated by recognition and assessment by peers at the international level.
3) 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 Instructional Support II (Bipartite) level. This performance should be assessed and recognized by peers at the international level.

IV. **Tenure and Promotion Criteria**

The general standards for tenure will reflect the member fulfilling the appointment potential in professional role, scholarly activity (for tripartite) and service as outlined in Sections I & II. The general standards for promotion will reflect the member exceeding the performance level expected for the rank currently held. Evidence demonstrating that these performance levels have been met or exceeded may include, but is not limited to, the list of activities in the Collective Agreement and the examples provided in this document.

Professional Role Criteria
The candidate must demonstrate effective professional skills in coordinating the Writing Centre's activities and, if applicable, teaching student success related courses with an increasing sphere of influence for progression through the ranks. The following table lists the criteria established to evaluate contributions to this role. Items listed are not, however, a checklist that must be completed. Rather, they represent examples of evidence that may be used to demonstrate excellence.

Professional Role Criteria

Table 1: Examples of Criteria/Evidence for Professional Role

Tenure at: **Instructional Support I** **Assistant Professor Coordinator**	Promotion to: **Instructional Support II** **Associate Professor** **Senior Coordinator**	Promotion to: **Instructional Support III** **Professor** **Principal Coordinator**
Evidence of effective professional skills	*Evidence of strong professional skills*	*Evidence of exemplary professional skills*
• Is an expert in writing skills who builds capacity at the local, regional and/or provincial level(s)	• Is an expert in writing skills who builds capacity at the provincial and/or national level(s)	• Is an expert at writing skills who builds capacity at the national and/or international level(s)
• Implements service innovations that increase efficacy of the Writing Centre	• Implements and/or creates new service innovations that increase the efficacy of the Centre, serving as a model for other writing centres nationally	• Implements and/or creates service innovations that increase the efficacy of the Centre, serving as a model for writing centres internationally
• Participates in training activities (e.g., writing courses & workshops)	• Facilitates training activities (e.g., writing courses & workshops)	• Designs training activities for others to deliver (e.g., writing courses & workshops, resource material)
• Maintains currency in the field of writing	• Expands currency in the writing field, being assessed and recognized as a professional at the national level	• Expands currency in the writing field, being assessed and recognized as a professional at the international level
• Shares expertise locally, regionally and/or provincially	• Shares expertise nationally	• Shares expertise internationally
• (If applicable) Develop and employ sound pedagogical teaching methods to enhance learning	• (If applicable) Excel at curricula development, implementation and evaluation	• (If applicable) Recognized by colleagues as a mentor on the development, delivery and refinement of pertinent curricula

Tenure at: **Instructional Support I** **Assistant Professor Coordinator**	Promotion to: **Instructional Support II** **Associate Professor** **Senior Coordinator**	Promotion to: **Instructional Support III** **Professor** **Principal Coordinator**
• (If applicable) Demonstrates a record of sound teaching involving best practices based on current research	• (If applicable) Demonstrates a record of strong teaching involving best practices based on current research	• (If applicable) Demonstrates a record of teaching excellence involving best practices based on current research

B. Scholarship Criteria (Tripartite)

The candidate must engage in scholarly activity. To evaluate the performance of the candidate, many factors will be considered including those that measure the significance of the contribution. For instance, to measure the impact of publications, the quality of publication (e.g., peer-reviewed), the sphere of influence or level of recognition of the publication (i.e., provincial, national or international), and the candidate's role in the publication (e.g., sole author, 1st author) will be considered. Similarly, for conferences and workshops, the candidate's level of participation (e.g., sole presenter, key note speaker or participant) will be factored into the evaluation process as well the type of conference (e.g., national, writing-focused). Dissemination that supports open and collaborative practice, including open access publishing, the development of Open Education Resources and texts, and the creation, documentation and sharing of open process and/or open data will also be considered.

The following table lists the criteria established to evaluate contributions in the area of scholarship. Items listed are not, however, a checklist that must be completed. Rather, they represent examples of evidence that may be used to demonstrate excellence.

Table 2: Examples of Criteria/Evidence for Scholarship

Tenure at: **Instructional Support I** **Assistant Professor**	Promotion to: **Instructional Support II** **Associate Professor**	Promotion to: **Instructional Support III** **Professor**
Productive Engagement	*Consistent and Increasing Sphere of Influence*	*Outstanding and Sustained Evidence of Leadership*
• Secures internal and/or external funding to support scholarship • Acts as a peer reviewer • Has 2 substantial publications within 5 years	• Collaborates with colleagues in scholarship development • Secures external peer-reviewed funding to support scholarship • Demonstrates an increasing record as a peer reviewer • Has 3 substantial publications within 5 years	• Contributes to the scholarly development of colleagues beyond the university • Maintains a record of external peer reviewed funding to support scholarship. • Demonstrates a sustained record as a peer reviewer. • Has 1 substantial publication per year within 5 years
• Local, regional and/or provincial conference and/or workshop presentations • Shares expertise at public events or through various media forums at a local, regional or provincial level	• Peer-reviewed national conference and/or workshop presentations. • Shares expertise at public events or through various media forums at a national level	• Invited keynote speaker at multiple peer reviewed national and/or international conferences and/or workshop presentations • Influences the public through a variety of media forums at the international level

C. Service Criteria

The candidate must exhibit consistent contribution to service to the University, to the Profession, and to the community-at-large. Weight will be given to the significance of participation and scope of involvement. The following table lists the criteria established to evaluate contributions in the area of service. Items listed are not, however, a checklist that must be completed. Rather, they represent examples of evidence that may be used to demonstrate excellence.

Table 3: Examples of Criteria/Evidence for Service

	Tenure at: Instructional Support I Assistant Professor Coordinator	**Promotion to: Instructional Support II Associate Professor Senior Coordinator**	**Promotion to: Instructional Support III Professor Principal Coordinator**
	Commitment to Service	*Contribution to Service*	*Outstanding Contribution to Service*
Department & Faculty	• Actively participates in CASA and Faculty of Student Development committees and teams	• Increasing record of assuming leadership role(s) within the CASA/FSD (e.g., Chair of committees, Department Chair). • If tenured, participates in CASA Sabbatical; Appointments; Performance Review; Promotion and Tenure and other committees • Mentors faculty in developing their service contributions	• Sustained record of leadership in CASA/FSD
University	• Actively participates in events that support in the intellectual / cultural life at TRU (e.g., Open House, Faculty Association)	• Increasing record of involvement in TRU committees (e.g., Senate, Sabbatical, Division, Faculty or School Promotion and Tenure Committee, Teaching Practices Colloquia planning committee).	• Sustained record of involvement and/or leadership in TRU committees (e.g., Chair of TRU committees, Faculty Association Executive, Senate Tenure and Promotion Committee).

	Tenure at: Instructional Support I Assistant Professor Coordinator	Promotion to: Instructional Support II Associate Professor Senior Coordinator	Promotion to: Instructional Support III Professor Principal Coordinator
Professional Community	• Actively participates in activities that contributes to professional organizations (e.g., committee work) at the local, regional and/or provincial level	• Increasing record of contributing to professional organizations through active participation and/or taking a leadership role at a provincial or national level (e.g., subcommittee member, board executive member, plans or facilitates conferences). • Increasing record as a consultant with professional organizations at the provincial and/or national level	• Sustained record of involvement and/or leadership in professional organizations at the national and/or international level • Sustained record as a consultant with professional organizations at the national and/or international level
Community at Large	• Participates in service organizations (e.g., YMCA, School District committees) • Volunteers for non-profit events (e.g., *Words Alive Kamloops Writers' Festival, Kamloops Film Festival*)	• Increasing record of participating in community organizations (e.g., Food Bank, Women's Shelter). • Provides leadership and/or mentorship in the community • Provides professional service to public (e.g., public lectures)	• Sustained record of active engagement in community organizations • Sustained record of leadership and/or mentorship in the community • Sustained record of providing professional service to public (e.g., public lectures)

V. **Appendix**

Professional Associations and Sample Journals

Professional Associations

- BC regional affiliate of the Canadian Writing Centres Association (BW-CWCA)
- Canadian Writing Centres Association (CWCA)
- International Writing Centres Association (IWCA)
- Learning Specialists Association of Canada (LSAC)
- Society for Teaching and Learning in Higher Education (STLHE)
- Scholarship of Teaching and Learning (SoTL Canada)

Writing Publications (General Writing: refereed journals)

- *Canadian Writing Centre Review* (CWCR/RCCR)
- *The Writing Center Journal* (IWCA Journal)
- *The Peer Review* (IWCA Journal)

Other Related Publications (Assessment for specific populations: refereed journals)

- *Canadian Journal for the Scholarship of Teaching and Learning*
- *Canadian Journal for the Study of Adult Education*
- *Canadian Journal of Higher Education*
- *Community College Journal of Research & Practice*