

Career & Experiential Learning Department

Faculty of Student Development

Tenure and Promotion Standards and Criteria

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Tenure and Promotion Standards and Criteria

Preamble

The TRU Career & Experiential Learning department (CEL) consists of Instructional Support Faculty¹ The department is committed to personal and professional growth of its members through a collegial work environment.

The mission of the CEL department is to provide knowledge, skills, and experience to enhance students' learning, career success, and personal development. The teaching of students is central to the legislative act that governs Thompson Rivers University and as such Co-op Coordinators have significant responsibilities in instruction.

The purpose of this standards document is to provide a framework that supports and guides faculty of the CEL department in a collegial manner as they apply for tenure and promotion and develop in their career at Thompson Rivers University. This framework will describe the guidelines and expectations for all departmental faculty, so they may have their professional role, service, and scholarly activity assessed in a transparent, consistent, rigorous, and achievable manner.

To merit tenure or promotion as Instructional Support Faculty, members will have their performance assessed for effectiveness in teaching/professional role and contributions to service within the university and general community as well as to the profession (locally, nationally, and internationally). The intent of the CEL standards document is to be supportive of faculty as they work towards career goals. The document sets out standards that are realistic and achievable within the discipline of Career and Co-operative Education and provides examples of criteria for the evaluation of excellence within the discipline. The criteria are not exhaustive, nor are they to be used as a checklist that must be completed. The criteria provide examples of objective evidence that can be used to judge excellence; therefore, faculty have options in the design of their career path.

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:

- have achieved “incremental, sustained and accumulative growth” as teachers/professionals, and in terms of departmental, university, community, and disciplinary service.
- have met “increasing expectations for teaching/professional role and service,” recognizing that as faculty move through the ranks, there should be documented evidence of increasing and sustained levels of performance in all areas.

¹ Instructional support faculty in the Career & Experiential department (CEL) are referred to as *Co-op Coordinators* in the TRUFA **Appendix “II” Instructional Support Coordinators**. The title includes all faculty members of the CEL department; however, the term does not accurately represent the evolution of the department over time. Currently the department is made up of faculty with a variety of responsibilities outside of the Co-op programming. These responsibilities/titles include Co-op Coordinators, Career Service Coordinators, and Experiential Learning Coordinators.

- have achieved “recognition of peers at local, national, or international levels,” making sure to employ “recognition and assessment” as means of documenting an increasing sphere of influence.
- work can be assessed in terms of its quantity, quality, and impact.

Equity, Diversity and Inclusion

The Career & Experiential Learning department is committed to equity, diversity and inclusion (EDI) as a core value of the department. The values that guide our work include access and opportunity, equity and inclusion, and intercultural cultural competence, pedagogy and service.

This document recognizes the need for flexibility and acceptance of additional ways of knowing when evaluating faculty in their tenure and promotion applications and we are united in recognizing a member’s professional role, service and scholarly activity in an open and fair assessment process that is respectful of structural barriers that applicants may face.

With respect to tenure and promotion, CEL defines EDI as:

Equity: equitable outcomes require differential treatment and resources to achieve balance and fairness. To thrive in the university environment, we recognize and accept that individuals face barriers to opportunity.

Diversity: should be understood as uniting rather than dividing and it is incumbent on us to accept differences and the interconnectedness we share. Recognizing the diversity in our work is crucial to breaking down the artificial barriers we have created, and it starts by understanding and accepting differences in social groups related to race, indigenous identity, gender identity or expression, sexuality, accessibility, ethnicity, class, and religion.

Inclusion: refers to the sense of belonging and feeling valued for the work we do. This, in turn, allows faculty to engage in their professional role, service and scholarly activity and removes barriers of participation created by social disadvantages and systemic oppression.

Candidates are invited to include a statement as part of their application that outlines the circumstances that have created potential barriers to their career. The CEL department acknowledges the privacy of members and acknowledges the difficulty of sharing information that may be sensitive in nature. As a result, CEL affirms that any information provided in the statement will be held in utmost confidentiality.

Weighting of Tenure and Promotion Criteria

Considering the variability that exists within Career, Co-operative Education, and Experiential Learning, applicants for tenure and promotion will have some flexibility to determine weighting of their professional role and service. This flexibility will be within the weighting as approved by the department. The weighting of evidence for purposes of promotion should take into account the appointment type of the applicant, bipartite or tripartite.

The CEL Tenure and Promotion committee recognize that the balance between professional role (teaching, career advising, employer liaison) and service for bipartite applicants, and the balance among professional role (teaching, career advising, employer liaison), research/scholarship and service for tripartite applicants may differ based on individual circumstances over an individual's career. These weightings represent the balance among the evidence presented and do not necessarily reflect the applicant's workload.

Normally, bipartite faculty applications will be evaluated primarily on their core responsibility, professional role, and service. Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of professional role, as well as research/scholarship, and service. However, extraordinary contributions in teaching, research/scholarship, or service may be highlighted at a higher level in one of the areas of core responsibility, as long as there has been a satisfactory level of contribution in all areas of responsibility.

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. Applicants must inform the CEL Tenure and Promotion committee of the suggested weighting at the beginning of the adjudication process. If weighting is not suggested, then the application will be judged on the following:

Bipartite: Members should follow these guidelines when applying for Tenure and Promotion: Normally, bipartite faculty applications will be evaluated primarily on their professional role (teaching, career advising, and employer liaison), and service.

Typically, the weighting applied to bipartite faculty will be 80% to professional role and 20% to service. Members with extraordinary contributions in one of the areas may compensate for lesser involvement in the other; however, the weighting assignment for professional role shall not be less than 70% and service shall not be less than 15%. Satisfactory performance is required in all areas.

Tripartite: Members should follow these guidelines when applying for Tenure and Promotion: Normally, tripartite faculty applications will be evaluated on professional role (teaching, career advising, and employer liaison), scholarly activity, and service. Typical weighting will be 40% to professional role (teaching, career advising, and employer liaison), 40% to scholarly activity, and 20% to service. Members with extraordinary contributions in one of the areas may compensate for lesser involvement in the other; however, the weighting assignment for each professional role and scholarly activity shall not be less than 35% and weighting for services shall not be less than 15%. Satisfactory performance is required in all areas.

Note: These weightings are appropriate for members with bipartite and tripartite workloads. Deviations from these criteria would be expected for members with very extensive research obligations, e.g., Canada Research Chairs, or those with extensive administrative duties, e.g., Department Chairs.

Weighting: Bipartite Position

Responsibilities	Normal Weighting	Adjusted Weighting
Professional Role	80%	70% (minimum)
Service	20%	30% (maximum) 15% (minimum)

Weighting: Tripartite Position

Responsibilities	Normal Weighting	Adjusted Weighting
Professional Role	40%	35% (minimum)
Scholarship	40%	35% (minimum)
Service	20%	30% (maximum) 15% (minimum)

Guidelines and Criteria for Tenure and Promotion

Applying for tenure and promotion is prescribed by the TRU and TRUFA Collective Agreement. Please refer to Collective Agreement, Article 6.4 for specific instructions.

Tenure and Promotion Introduction

Faculty are not merely employed by the university but are integral to the educational programs of the university. Faculty are the community of educators who create institutional stability and an ongoing commitment to excellence. Tenure and promotion, therefore, will be granted to CEL faculty members whose character and achievements in serving the university's missions, and potential for effective long-term performance warrant the institution's reciprocal long-term commitment. Tenure and promotion are granted for sustained achievement, not for years in rank.

To merit tenure and promotion, it is expected that CEL Faculty will demonstrate an expanding sphere of influence in their professional role, service (Bipartite) and scholarship (Tripartite). Achieving tenure and promotion through the ranks is based on incremental and accumulative growth of a faculty member in their professional role, service (Bipartite), and scholarship (Tripartite). To merit tenure and promotion faculty members must be prepared to have their performance assessed against increasing expectations.

Tenure and promotion decisions are based primarily on the candidate's performance of Professional Role (teaching, career advising, and employer liaison), Service and, in the case of tripartite faculty, Scholarly Activity. It is also appropriate to consider collegiality, professional integrity, and willingness to accept and co-operate in assignments.

Given the diversity of positions and workload within the CEL department, commitments in some areas of responsibility may be greater than in others, but the criteria for professional role, service and scholarship activity will adhere to the same standard expected of all faculty. The candidate for tenure and/or promotion shall have a record of excellence in their professional role (teaching, career advising, employer liaison), service, and scholarly activity (Tripartite faculty) established by providing evidence as outlined in Article 6.4.1 of the Collective Agreement.

Assessment Criteria for Tripartite and Bipartite Faculty

Academic Qualification and Appointment Criteria Career Services, Co-operative Education, and Experiential Learning faculty

- Current and relevant experience.
- Terminal degree preferred for Bipartite and Tripartite positions.

Assistant Professor

- The normal criterion will be PhD / Doctorate degree relevant to the career, work integrated learning and experiential learning field or equivalent qualifications and/or experience where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
- Minimum of 3 years' experience in the career, work integrated learning and experiential learning field.
- The candidate must demonstrate potential for successful engagement in scholarly activity within the work integrated and experiential learning field that would be recognized and assessed by peers locally and regionally.
- 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 teaching ability in a manner recognized and assessed by peers locally and regionally.
- The candidate must demonstrate commitment to service to the university, discipline and/or profession, and where applicable, the community-at-large in a manner that would be recognized and assessed by peers locally and regionally.

Associate Professor

- The normal criterion will be PhD / Doctorate degree relevant to the career, work integrated learning and experiential learning field or equivalent qualifications and/or experience where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
- Minimum of 7 years' experience in the career, work integrated learning and experiential learning field.
- The candidate must show incremental and cumulative growth in the teaching of the discipline, as demonstrated by recognition and assessment by peers at the national level.

- 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 by peers at the national level.
- The candidate must demonstrate consistent incremental commitment to service to the university, discipline and/or profession, and where applicable, the community-at-large in a manner that would be recognized and assessed by peers at the national level.

Full Professor

- The normal criterion will be PhD / Doctorate degree relevant to the career, work integrated learning and experiential learning field or equivalent qualifications and/or experience where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
- Minimum of 12 years' experience in the career, work integrated learning and experiential learning field.
- The candidate must show incremental and cumulative growth and exemplary performance in the teaching of the discipline, as demonstrated by recognition and assessment by peers at the international level.
- 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.
- The candidate must provide evidence of consistent and exemplary service contribution to the university, discipline and/or profession and where applicable the community-at-large. The candidate must demonstrate incremental and cumulative growth in service beyond performance levels expected at the Associate Professor level. This performance should be recognized and assessed by peers at the international level.

Bipartite:

Instructional Support I: Co-op Coordinator

- The normal criterion will be Master's degree relevant to the career, work integrated learning and experiential learning field or equivalent qualifications and/or experience where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
- Minimum of 3 years' experience in the career, work integrated learning and experiential learning field.
- The candidate must demonstrate potential for successful engagement in teaching that would be recognized and assessed by peers locally and regionally.

- The candidate must demonstrate commitment to service to the university, discipline and/or profession, and where applicable, the community-at-large in a manner that is recognized and assessed by peers.

Instructional Support II: Senior Co-op Coordinator

- The normal criterion will be Master's degree relevant to the career, work integrated learning and experiential learning field or equivalent qualifications and/or experience where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
- Minimum of 7 years' experience in the career, work integrated learning and experiential learning field.
- The candidate must show incremental and cumulative growth in the professional role of the discipline, as demonstrated by recognition and assessment of peers at the national level.
- The candidate must demonstrate superior performance in teaching. The candidate's teaching profile should include documentation of notable activities clearly beyond the requirements for satisfactory performance, thereby providing evidence of consistent and expanding involvement with pedagogy-related work, for successful engagement in teaching that would be recognized and assessed by peers as significant at the national level.
- 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 cumulative growth in service beyond performance levels expected at the Instructional Support I level. This performance should be recognized and assessed by peers at the national level.

Instructional Support III: Principal Co-op Coordinator

- The normal criterion will be PhD / Doctorate degree relevant to the career, work integrated learning and experiential learning field or equivalent qualifications and/or experience where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
- Minimum of 12 years' experience in the career, work integrated learning and experiential learning field.
- The candidate must demonstrate outstanding performance in teaching. The candidate's teaching profile should include documentation of notable activities clearly beyond the requirements for satisfactory performance, thereby providing evidence of consistent and expanding involvement with pedagogy-related work, for successful engagement in teaching that would be recognized by peers at the international level.

- The candidate must show incremental and cumulative growth in the professional role of the discipline, as demonstrated by recognition and assessment by peers at the international level.
- The candidate must provide evidence of consistent and exemplary service contribution to the university, discipline and/or profession and where applicable the community-at-large. The candidate must demonstrate sustained incremental and cumulative growth in service beyond performance levels expected at the Instructional Support II level. This performance should be recognized and assessed by peers at the international level.

Professional Role

Teaching: *(see Appendix I for teaching evidence examples)*

The CEL department believes teaching and learning is a dynamic process that occurs in any setting such as the: classroom, online, and work-integrated and experiential learning environments, such as Co-op education, graduate placements, internships, and volunteerism. Teaching involves attention to course work, course design, methods of teaching, curriculum development, development of materials such as open educational resources, and other instructional related activities.

CEL faculty serve as teachers, mentors, and professional role models in all aspects of work integrated and experiential learning. It is the expectation that all faculty will engage in scholarly teaching regardless of whether one has a bipartite or tripartite appointment. Although scholarly teaching and the scholarship of teaching and learning are closely connected, they differ in both intent and outcome. Research and connection to the profession will inform the sound pedagogical practice in and out of the classroom.

Career Advising: *(see Appendix I for career advising evidence examples)*

Demonstrating a strong knowledge and theoretical understanding of the career development process is critical to supporting students to make sense of their academic studies and how it impacts their growth as emerging leaders within society. Through strong foundational underpinnings of career theory, faculty will guide students through stages of career exploration, decision making, maturation and growth.

Employer Liaison: *(see Appendix I for employer liaison evidence examples)*

Faculty interact professionally with all internal and external stakeholders to develop work integrated learning opportunities for students. Through these stakeholder partnerships faculty will develop, write, and coordinate curriculum, communications and publications to external stakeholders that engage programs, services, and activities of the CEL department.

Professional Role

Instructional Support I /Coop Coordinator Assistant Professor	Instructional Support II: Senior Coop Coordinator /Associate Professor	Instructional Support III: Principal Co-op Coordinator /Professor
Engagement in Professional Role	Sustained and Increasing Engagement in Professional Role	Sustained and Outstanding Engagement in Professional Role
<ul style="list-style-type: none"> ● Subject matter expert who demonstrates a strong knowledge and theoretical understanding of Career Education / Experiential and Work Integrated Learning at the local/regional/provincial level. 	<ul style="list-style-type: none"> ● Subject matter expert who demonstrates a strong knowledge and theoretical understanding of Career Education / Experiential and Work Integrated Learning at the national level. 	<ul style="list-style-type: none"> ● Subject matter expert who demonstrates a strong knowledge and theoretical understanding of Career Education / Experiential and Work Integrated Learning at the international level.
<ul style="list-style-type: none"> ● Use appropriate theories and principles of teaching to facilitate student learning 	<ul style="list-style-type: none"> ● Use appropriate theories and principles of teaching to facilitate student learning 	<ul style="list-style-type: none"> ● Use appropriate theories and principles of teaching to facilitate student learning
<ul style="list-style-type: none"> ● Will be a contributor to instructional knowledge at the local and provincial level. 	<ul style="list-style-type: none"> ● Will be a leader and contributor to instructional knowledge and education strategies at the provincial and national level. 	<ul style="list-style-type: none"> ● Recognized as a leader and contributor of instructional knowledge and educational excellence at the international level.
<ul style="list-style-type: none"> ● Develop clear learning objectives / outcomes and use sound pedagogical teaching methods to enhance learning. 	<ul style="list-style-type: none"> ● Will create quality learning environments for students through curricula design, reflection, and assessment. 	<ul style="list-style-type: none"> ● Recognized by colleagues and peers as a mentor to create quality learning environments for students in and outside the classroom through evidence informed action, reflection, and assessment.
<ul style="list-style-type: none"> ● Demonstrate currency and connection to regional and provincial stakeholders to develop work integrated learning opportunities for students. 	<ul style="list-style-type: none"> ● Recognized at the national level as an educational leader among peers in the career education and work integrated learning field. This increasing sphere of influence at the national level must be sustained and recognized over a significant period of time. 	<ul style="list-style-type: none"> ● Recognized at the international level for excellence as an educational leader among peers in the career education and work integrated learning field. This increasing sphere of influence at the international level must be sustained and recognized over a significant period of time.
<ul style="list-style-type: none"> ● Strong attachment and understanding of career development, occupational classifications, and employability skills. 	<ul style="list-style-type: none"> ● Must demonstrate leadership and knowledge of teaching and career development practices at the provincial and national level 	<ul style="list-style-type: none"> ● Must demonstrate exceptional leadership and knowledge of teaching and career development practices at the international level.

Scholarship

The Career & Experiential Learning department's Tenure and Promotions Standards and Criteria are informed by career theory and practice articulated by Prior & Bright's (2003) *The Chaos Theory of Careers*; Krumholtz's (2011) *The Happenstance Learning Theory*; and constructivist approaches over the past century from Dewey, Vygotsky, Bruner, and Piaget.

The scholarship of practice in career development involves wide ranging thoughts and ideas. Constructivism anchors the work of faculty within the CEL department and provides direction on the career development process through lifelong learning and cooperation between the student and faculty member. As global economies continue to evolve at a dramatic rate, Chaos Theory sheds light on the learning and decision-making process to help students understand and make meaning of society's complexity of change.

Through the scholarship of career development and foundational underpinnings of the career development theory of Chaos, Constructivism, and Happenstance, faculty may engage and encourage students to become an active participant and actor in the learning process and meaning of one's career. Through the hands-on act of learning and reflection, students can actively engage in their growth and develop as contributing citizens of our society.

Scholarship involves sustained practice of enquiry, dissemination, and reflection so that we may continue to cultivate expert knowledge and search for new ways of knowing. Boyer's Model recognizes the differences in faculty scholarship across the four domains of: discovery, integration, teaching and learning. This inclusive approach to scholarship is appropriate and recognizes that knowledge is acquired through research, synthesis, practice, and teaching.

Integrating and applying the domains of scholarship within the career context is essential for:

- **Discovering** how knowledge can be used to solve real world problems.
 - Sharing discovery through scholarly activity.
- **Integrating** knowledge through a variety of sources and discipline to discover convergence within work integrated learning environments.
 - Identifying trends to see knowledge in meaningful ways.
- **Applying** knowledge to solve real world issues affecting society.
- **Innovative Teaching** approaches and best practices to develop skills and disseminate knowledge.
 - Teaching (instructions, advising, mentoring).

Scholarship

Assistant Professor	Associate Professor	Professor
Engagement is Scholarship	Increasing Sphere of Influence in Scholarship	Outstanding and Sustained Influence in Scholarship
<ul style="list-style-type: none"> ● Establish a program of scholarship. 	<ul style="list-style-type: none"> ● Maintain a program of scholarship that is recognized and assessed at the national level. 	<ul style="list-style-type: none"> ● Maintain a program of scholarship that is recognized and assessed at the international level.
<ul style="list-style-type: none"> ● Assist students in scholarship development. 	<ul style="list-style-type: none"> ● Assist colleagues in scholarship development. 	<ul style="list-style-type: none"> ● Contributes to the scholarly development of colleagues beyond the university.
<ul style="list-style-type: none"> ● Secures internal and/or external funding to support scholarship. 	<ul style="list-style-type: none"> ● Secures external peer-reviewed funding to support scholarship. 	<ul style="list-style-type: none"> ● Secures and maintains a record of external peer-reviewed funding to support scholarship.
<ul style="list-style-type: none"> ● Acts as a peer reviewer. 	<ul style="list-style-type: none"> ● Demonstrates an increasing record as a peer reviewer. 	<ul style="list-style-type: none"> ● Demonstrates a sustained record as a peer reviewer.
<ul style="list-style-type: none"> ● Has 3 publications within 5 years normally in peer-reviewed journals and/or peer reviewed conference presentations. (Appendix II) 	<ul style="list-style-type: none"> ● Has 1 publication per year normally in peer-reviewed journals and/or peer reviewed conference presentations. (Appendix II) 	<ul style="list-style-type: none"> ● Has 2 publications per year normally in peer-reviewed journals and/or peer reviewed conference presentations. (Appendix II)

Service

Service to the university and to one's profession is a cornerstone to faculty work. There is an expectation that CEL faculty will be involved in service at the departmental, faculty and institutional level. Service to the career development field is also expected, with many opportunities at the provincial, national, and international level.

	Assistant Professor Instructional Support I	Associate Professor Instructional Support II	Professor Instructional Support III
Departmental Service / Faculty of Student Development	<ul style="list-style-type: none"> Actively participate in the Faculty of Student Development Faculty Council and committees. Actively participates in departmental committees and activities. 	<ul style="list-style-type: none"> Increasing record of assuming leadership with the Faculty of Student Development. Participates in FSD Sabbatical, Performance Review and Tenure and Promotion committees. 	<ul style="list-style-type: none"> Sustained level of leadership within the department and Faculty.
Service to the University	<ul style="list-style-type: none"> Actively participates in events that support the intellectual / cultural life at TRU (e.g., Open House, Student Orientation, Faculty Association, Convocation) 	<ul style="list-style-type: none"> Increasing record of involvement in TRU committees (e.g., Senate, Sabbatical, Division, Faculty or School Promotion and Tenure Committee, Teaching Practices Colloquia planning committee, Research Ethics) 	<ul style="list-style-type: none"> Sustained record of involvement and/or leadership in TRU committees (e.g., Chair of TRU committees, Faculty Association Executive, Senate Tenure and Promotion Committee etc.).
Service to the Profession	<ul style="list-style-type: none"> Member in professional organizations and provincial governing bodies related to profession. Engagement in provincial organizations related to the WIL, EL, Co-op, and Career Development field. 	<ul style="list-style-type: none"> Active and sustained leadership roles in provincial and national organizations related to profession. Candidate excellence to service will normally be recognized at the provincial and national level amongst peers in the WIL, EL, Co-op, and Career Development field. 	<ul style="list-style-type: none"> Active and sustained leadership roles in international organizations related to profession. Candidates' excellence to service will normally be recognized at the international level amongst peers in the WIL, EL, Co-op, and Career Development field.

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- Jenn Mei: Limited Term Contract, Instructional Support I
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Appendix I

Professional Role:

Teaching

- Communication Skills
- Stimulation of Thinking
- Interaction with Students
- Subject Knowledge
- Course Management
- Knowledge of Labour Market Information

Subject Knowledge

- **Mastery** of one's subject area. Is knowledgeable of current concepts and new developments in the discipline and incorporates them in course materials and when working with students and employer stakeholders; discards outmoded concepts or places them in proper perspective.
- **Stimulation of Thinking**
Utilizes current teaching methodologies that facilitate development of the students' decision-making and problem-solving skills and the synthesis, evaluation, and application of knowledge; stimulates students to pursue interests beyond the minimum requirements in the classroom or work-term.
- **Interaction with Students**
A high level of accessibility to students. Motivates students, sensitive to student needs, demonstrates patience, fair and impartial, attentive to student comments and questions, skilled in observing student reactions-both in the classroom, one-to-one and during student work-term.
- **Course Management**
Develops course objectives and presents them to students; teaches and evaluates consistently with course objectives; develops and uses educational materials properly. Contributes to new curricular development, including collaborative courses and programs.
- **Communication Skills**
Enthusiastic and dynamic, good speaker with good delivery, clear and concise presentation of material, excellent in one-to-one and small group discussions.
- **Knowledge of Labour Market Information**
Is knowledgeable about local, provincial, and national labour markets and provides current information to students.

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

Instructional Support I / Assistant Professor

- Demonstrates competence in course delivery, preparation and revision of material
- Keeps current with developments in the areas of expertise by attending professional conferences, workshops and by reading current literature.
- Uses appropriate teaching materials with respect to quantity, level of difficulty, and currency.
- Available for student consultation.
- Evaluates student performance consistent with course outcomes.
- Adheres to TRU standards for assignments, exams, and student assessment.
- Establishes and maintains appropriate course records.
- Demonstrates the ability to use various teaching strategies to enhance learning.
- Identifies student learning difficulties and takes action to alleviate them.

- Understands and uses theories and principles of teaching and learning.
- Responds appropriately to the learning context.
- Demonstrates the ability to utilize appropriate evaluation strategies critically reflects on own teaching.
- Develops learning environments with internal and external stakeholders.

Instructional Support II / Associate Professor (Outstanding Leadership)

- Develops new programs, specialization as needed.
- Accepts opportunities to share expertise, for example represents TRU at articulation meetings, presents at educational conferences, chairs sessions, etc.
- Visits high schools, participates in Open Houses, Career and Employer events.
- Scaffolds learning environments with internal and external stakeholders.
- Makes courses and programs available through Open Learning or distance education e.g., develops new courses and programs, maintains courses and programs, tutors' courses, etc.
- Mentors' faculty.
- Supervises student research, projects, or theses.
- Serves as a guest lecturer.
- Develops teaching aids.
- Participates in peer seminars and colloquia.
- Makes specialized knowledge broadly accessible and usable, e.g., to university learners, to non-specialists in other disciplines, and to the public.
- Receives awards or public recognition for teaching excellence and/or innovations.
- Is recognized as a source person, consultant, and mentor in teaching strategies and/or content area of expertise.
- Is actively involved with student conferences, competitions, field trips and other similar activities and events.

Instructional Support III / Professor

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

Professional Role Descriptions: Career Advising

All faculty members must be committed to the well-being of students, both inside and outside the classroom. Effective advising helps create an environment which fosters student learning and student retention. Career advising may take the form of:

- | | |
|---|---|
| ● One on one assistance | ● Labour market information |
| ● Career planning and decision making | ● Workplace conflict resolution support |
| ● Linking theoretical learning with that of experiential learning | ● Job descriptions and student work-term/employer fit |
| ● Mentoring students | ● Supporting student learning in the workplace |

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

- Student survey results from Career Advising appointments
- Labour market lectures
- Letters of recommendation from employers and students
- Summary of student appointment numbers outlining appointment type
- Appointment records
- Certification or courses completed to improve skill set
- Presentations at conference
- Journal articles, blog posts, textbooks that outline skill set

Professional Role Descriptions: Employer Liaison

Coordinator relationships and development of work integrated learning opportunities with employer stakeholders are paramount to a student's success and learning. Effective strategies for effectiveness in employer liaison may include:

Development of new and innovative Work Integrated/Experiential Learning opportunities.

- Collaboration with employers to market students, negotiate student career related job postings and student career related activities.
- Incorporates new recruitment and marketing techniques for employer stakeholders.
- Evidence of collaboration with employers to create career related positions and practica that enhance and build on students' education.

The following list, while not exhaustive, represents types of evidence that can be used to assess employer liaison in support of tenure and promotion:

- Employer liaison development plans tailored to a specific program.
- Record of events hosted on campus/virtual - outlining employers in attendance.
- Track record of securing employment, WIL or EL opportunities for students.
- Email communications that illustrate employer development.
- Letters of recommendations from employers outlining engagement efforts.
- Examples/evidence of employer liaison.
- Innovation in the student "placement process".
- Delivered training/development of materials/process for host employers.
- Development/revision of "placement" policies, practices, and related instructional techniques during a work-term.
- Survey to employer stakeholders to evaluate employer liaison performance.

Appendix II

Sample Journals

- Career Development Quarterly
- International Journal of Work-Integrated Learning
- Higher Education
- Vocational Studies
- Journal of Experiential Education
- Journal of Employment Counselling
- Journal of Career Assessment
- Journal of Vocational Behavior
- Journal of Human Resources
- International Journal of Manpower
- Journal of Organizational Behaviour
- Journal of Career Development
- Journal of Workplace Learning
- Canadian Journal of Career Development
- Canadian Journal of Higher Education
- Canadian Journal for the Study of Adult Education
- Teaching and Learning Inquiry
- International Journal for Educational and Vocational Guidance

Sample Professional Organizations

- Canadian Association of Career Educators and Employers
- British Columbia Career Development Association
- National Career Development Association
- Canadian Counselling Association
- World Association for Co-operative Education
- Co-operative Education and Work-Integrated Learning Canada
- Association for Co-operative Education and Work-Integrated Learning BC/Yukon
- Canadian Council for Career Development
- Canadian Career Development Foundation
- CERIC