

Guide to the Tenure and Promotion Dossier

Introduction

This document provides guidelines for Candidates on how to prepare, compile and format Tenure and Promotion Dossiers at the University of the Fraser Valley (UFV). Submission of a Tenure and Promotion Dossier for evaluation by the Division Review (DRC) and University Review (URC) Committees is a requirement for all applications by tenure-track Assistant Professors for tenure and promotion to Associate Professor, and tenured Associate Professors for promotion to Professor.

Faculty planning to apply for tenure and/or promotion are required to attend a workshop on process and rights jointly offered by UFV and the FSA in the Spring and Fall each year. Attendance at the companion workshop on how to construct the Dossier is also recommended. Additional support is available through the Offices of Teaching & Learning, and Research, Engagement, & Graduate Studies.

Purpose of a Tenure and Promotion Dossier

Your Tenure and Promotion Dossier is the key component in the tenure and promotion process at UFV. It is the place where you articulate your professional growth and accomplishments, and your aspirations and goals as a faculty member. Think of your Dossier as your personal and professional narrative, the story you relate to a committee of your peers to enable it to make informed, clear, and transparent recommendations on whether you have earned tenure or promotion through the ranks at UFV.

It is critical that you construct your Dossier carefully and thoughtfully. It is your responsibility to prepare, compile and submit your Dossier; to ensure it contains all the required components as described in the [Tenure and Promotion Procedures \(TPP\)](#) and listed in the [Dossier Checklist](#); and to provide review committees sufficient evidence of your achievements in teaching, scholarship, and service for them to make a reasoned decision on your application. It is essential that you allow sufficient time to submit the strongest possible Dossier by the required deadline.

Standards and Criteria

Your dossier must be grounded throughout in Article 18.1 (Teaching Faculty Duties) of the [UFV-UFV FSA Collective Agreement](#) and in the [Senate-approved Standards](#). It must reflect the criteria for teaching, scholarship, and service appropriate to your discipline, and provide the evidence required to meet the Standards for tenure or promotion in your application (i.e., whether for tenure and promotion to Associate Professor, or for promotion to Professor), and as developed by the UFV academic units and approved by the Senate. Candidates have the right to apply for tenure and promotion under the Faculty Standards that were in place at the time of their hire. For the purposes of transparency, **clearly identify the Standards you wish to be evaluated upon and used to compile your dossier** in the **Statement of Case for Tenure and Promotion** described in the next section.

When preparing their dossier, Candidates should begin by reviewing the **Faculty/Academic Unit Standards** in their Division against which their dossier will be evaluated and assessed. Once familiar with the Standards, **Candidates are encouraged to create a table that maps the criteria, activities and evidence required to meet those Standards.** This mapping exercise can serve as an important framework to critically assess and interpret proper weightings for your Profile for Assessment and **help state your case in the dossier by making clear links between your evidence and the Standards.** This not only leaves less room for interpretation, but also eliminates the need for review committees to seek additional information during the review process.

Creating a Tenure and Promotion Dossier

Your Dossier should be clear, concise, and presented with a minimum of disciplinary or technical jargon. It should not contain errors or misrepresentations. It should include everything that is relevant to your Statement of Case for Tenure and/or Promotion at a primarily undergraduate teaching intensive university. The following sections outline the basic content requirements of your Dossier, guidance on what the contents include, examples of what constitutes sufficient evidence, suggestions on how to format the various elements in the Dossier, and a template that should be used for all Dossiers submitted as part of an application for tenure and/or promotion at UFV.

General Dossier Preparation Guidelines

All Dossiers must be submitted in PDF directly to the shared and secure folder on MS Teams that will be created for your application by the Advisor, Tenure and Promotion. This format and means of delivery ensure confidentiality and expedites the opening of your Tenure and Promotion File (TPF) during the review process by the DRC and URC. Candidates should retain digital copies of all materials in their Dossier, including Appendices, for at least one year to allow for appeal to the University Review Appeals Committee (URAC), but perhaps longer in the case of a grievance of a tenure or promotion decision.

All materials in your Dossier, not including scanned documents such as copies of published papers and/or creative works, should be formatted in 11- or 12-point font, be consistent in margin, and formatted as described in the next section. Your Dossier must contain a: a) Table of Contents; b) Profile for Assessment; c) Statement of the Case for Tenure and/or Promotion; d) Curriculum Vitae; and e) documents to support your record of teaching; scholarship and scholarly activities, and service.

The length of your dossier may vary depending on several factors including, but not limited to, teaching responsibilities, number of scholarly publications, and years of service. Applications for tenure and promotion to Associate Professor are typically shorter than those submitted for promotion to Full Professor, given differences in length of academic careers. This is also the case for Academic Administrators whose applications do not make references to student and peer evaluations.

While all relevant materials should be included, Candidates should eliminate duplication wherever possible. For example, curriculum development can be described as both a teaching and a service contribution. While it makes sense to emphasize that work as both service and teaching in your narrative, you would only include evidence to support your contributions once. **The expectation is that tenure and promotion dossiers do not exceed fifty (50) pages.** If your dossier is approaching this page limit, you should seek advice from your Dean, Chair, and/or the Advisor, Tenure and Promotion, to ensure the final document is focused and easy to navigate.

Formatting and Compiling Your Dossier

Although dossiers may vary depending on length and organization, **ease of navigation should be one of your priorities when formatting your documents.** Dossiers that are clearly organized demonstrate that you have thought carefully about your work and have presented it in a way that allows reviewer committee members to find information quickly. Candidates might prefer to submit a single PDF with a table of contents that includes links to pages within the document, including Appendices. Alternatively, you may wish to submit the dossier as a single PDF and organize your Appendices into folders.

All Tenure and Promotion Dossiers should include the following contents and be formatted in the order outlined in this section.

1) Table of Contents

To facilitate quick access to individual sections and to help you organize the contents, every Dossier should be prefaced by a Table of Contents.

2) Profile for Assessment

This part of your Dossier will declare the relative weight (in terms of percentage points) you wish to have applied to teaching; research, scholarly, and/or creative activities; and service when your application is assessed. The weightings chosen should communicate to reviewers how you intend to have the quality of your achievements assessed.

At UFV, a minimum of 60% of the assessment must be accorded to teaching; a minimum of 20% to either scholarship or service; and a minimum of 10% to the remaining component. You do not have to provide a written rationale for the weightings that you choose (this should be in your Statement of Case for Tenure and/or Promotion).

Faculty are encouraged to consult with their Dean, Department Head, and departmental colleagues to develop their profile of teaching, scholarship, and service throughout the tenure-track process. Prior to the application process, **Candidates should critically assess the evidence put forward in the dossier to interpret proper weightings.** The Advisor, Tenure and Promotion is available to support faculty in developing their Profile for Assessment.

3) Statement of Case for Tenure and Promotion

Your Statement of Case for Tenure and Promotion is a summative statement of 1,000 to 1,500 words, written for a committee of your peers, on why you deserve to be awarded tenure and promotion to Associate Professor or promotion to Professor. It should be written in the form of a case and reflect your Profile for Assessment by a selective reference to material in your Dossier. It needs to be clear and concise and in lay language and free of academic jargon. Remember not all members of your DRC may be from your own discipline.

The statement of case functions as an executive summary and should reference selected accomplishments in teaching, scholarship, and service that best illustrate to your reviewers how you have met the Standards for tenure or promotion in your Faculty or Division at the relevant rank.

Candidates should also provide clarity in their Statement of Case and throughout their dossier to clearly separate administrative and academic roles. This is also where you note any special circumstances that may have limited your productivity in teaching, scholarship, or service.

It is the Candidate's responsibility to provide clear evidence and state their case clearly and completely in their Statement of Case and throughout the dossier. Doing so leaves less room for interpretation and may eliminate the need for review committee members to seek additional information, which adds additional time spent on the application. To facilitate this process, Candidates are encouraged to use the table (described at the beginning of page 2) to clearly show the line between the evidence and Standards.

4) Curriculum Vitae

Your Dossier must contain a complete and up-to-date curriculum vitae (CV) on the approved [UFV template](#). You are responsible for the accuracy and clarity of your CV and are encouraged to have your CV reviewed by a colleague (if possible one who has gone through the tenure and promotion process), Department head, Director, or Dean.

- a) **Post-Secondary Education and Employment Record:** You should provide a point form chronological listing of your post-secondary record, including degree, general subject area, and date of completion. This should be followed by a record of employment, including academic appointments at other institutions prior to coming to UFV and any post-baccalaureate or non-academic or other professional employment relevant to your discipline.
- b) **Teaching:** This section will be substantively expanded upon in your Teaching Portfolio, as described below, but the CV should still include a list and title description of all courses taught at UFV. Include courses you taught or supervised as directed or independent studies, study tours, practicums and/or internships. If applicable, include all masters and/or doctoral candidates supervised, and the nature of your supervisory role. Teaching in the form of continuing education, visiting lecturer, or other special teaching projects should also be listed.
- c) **Research, scholarship, and/or creative activities:** In this part of your CV list all your releases or leaves (e.g., research options, scholarly activity grants, sabbaticals, secondments, etc.). List all research or scholarly grants, or other consultancies and contracts, with reference to the subject area, the degree to which undergraduate or graduate students were involved, if applicable any funding that accompanied them, and whether you were a principal or co-investigator.
- d) **Publications:** Publications should be listed in separate categories by date of publication in reverse chronological order (i.e., most recent to oldest), and arranged in order of importance appropriate to the standards of scholarship or creative activity that normally applies in your discipline. Categories could include, but may not be limited to articles, books, book chapters, editorships of multi-contributor books, conference abstracts or proceedings, reports for consultancies or non-academic clients, artistic works, performances, or exhibitions. Indicate clearly which publications are peer-reviewed.
- e) **Professional Development Activities:** In this section of your CV, list all professional development activities and the year in which you undertook them. Such activities can be related to teaching or

scholarship and include, but not be limited to presentation to or attendance at seminars, workshops, conferences, or panels, or invited presentations or keynote speaking engagements.

- f) **Service to the Academy:** University service commitments should be categorized by whether they were departmental, faculty, divisional or university level and include all committees, task forces, or other special assignments, your role in them, and the year or years in which you served. Service commitment outside the university may include scholarly societies or committees, journal editorships, participation on editorial boards, organization of conferences or similar events, and service as peer reviewer or external examiner.
- g) **Service to the Community:** In this section, list any public service relevant to your academic career or professional development, such as community engagement activities or outreach, presentations, or panel participation on municipal, regional, or provincial boards or committees.

5) Supporting Documents for Teaching, Scholarship and Service

In this section of your Dossier, itemize and include or provide links to all documents or products that provide empirical evidence of what you have summarized are your key accomplishments in your Statement of Case for Tenure and Promotion, and that support the weightings in your Profile for Assessment. Ensure that all items included in this section are listed in the Table of Contents.

Teaching Portfolio

At UFV, where no less than 60% of your Profile for Assessment must be based on teaching, format your evidence of teaching that meets the Standards for your application for tenure or promotion in your Division in the form of a Teaching Portfolio. Present your Teaching Portfolio according to the following content and specifications. You can always substitute links to scanned documents housed elsewhere if they are too large, lengthy, or cumbersome (e.g., published books, artistic works, etc.).

a) Statement of Teaching Philosophy

Your Statement of Teaching Philosophy is a 500-to-1,000-word outline of your objectives in teaching and learning, including the methods and means by which you assess those objectives. Teaching philosophy statements can be challenging to write, but basically you aim for a succinct and reasoned statement on what you believe constitutes excellence in teaching and learning, and how this has influenced (or been influenced by) your choices of teaching methods. The statement should show how your philosophy is reflected by both your teaching methodology and the evidence of excellent teaching in the Dossier.

Try to craft your teaching philosophy statement from the perspective of your students and the learning outcomes you seek. For example, what is it that you think students need to learn (i.e., the goals of learning) and how do they learn most effectively (i.e., what happens to students when they learn)? What are the roles and responsibilities of students in this process? And what is your role as an instructor? What sorts of variables or approaches (i.e., teaching methods) are best suited to achieve the learning outcomes you want? What have you learned over time?

b) Teaching Responsibilities

In this section list all the undergraduate and graduate courses you taught in the five (5) years preceding your application for tenure and/or promotion. This may include parts of courses taught as a member of a team. List the title and number of each course in the semesters or years that you taught it and include a brief description of your instructional methods. Describe your main approach to the course, what you were responsible for, the instructional methods you used, how they align with your teaching philosophy, and how you evaluated your students.

Provide most recent course syllabus and supplementary materials (including assignments and exams) for each course listed above. In some cases, for example when you want to show progress or development over time that supports your application, you may want to include older and newer syllabi of the same course. Attach all course outlines and supporting materials as appendices at the end of the portfolio. Provide names and brief descriptions of any special teaching and learning projects not covered above.

Highlight those that involved innovative, non- traditional or extraordinary methods of teaching and learning, and how you applied them. You may want to include short titles and descriptions of unscheduled teaching assignments such as internships, study tours, mentorships, graduate or honors theses supervisions, outstanding academic achievement by your students, etc.

c) Evidence of Teaching Effectiveness

Include solicited student, colleague, or peer evaluations of your teaching materials, in any teaching and learning project, not otherwise already required for inclusion in your TPF. Include letters or emails from students, parents, former students, or employers of former students. Designate whether they were solicited, or unsolicited, and if the former includes the solicitation along with the response.

Unsolicited letters or emails commenting on your teaching from students (past and present), their parents, etc. can be abstracted or included as appendices at the end of the portfolio. If you solicited letters or other feedback, which should only be after you submitted your grades, you should include all replies along with the letter of solicitation. Abstract them here or attach as appendices at the end of the portfolio.

d) Recognition of Teaching Excellence

List all teaching awards which you have received, or for which have been nominated for, with dates. Include invitations to teach, to develop workshops in the scholarship of teaching and learning or contribute curriculum materials to other departments or other institutions.

In addition to awards and nominations, this section will include records of any time you were invited or asked to guest teach, led a workshop, or contributed materials to a teaching and learning project, and that you can demonstrate were invitations based on a recognition, officially or anecdotally, of innovative, effective, or extraordinary learning experiences.

e) Key Teaching Strategies and Innovations

This section should include a list, with descriptions, of three to six key instructional strategies or

innovations you often incorporate and/or routinely apply in your courses. What about materials you developed (e.g., lab manuals, new kinds of assignments, software, audio, or video files); classroom (e.g., learning circle, group, student-directed) and non-classroom based (e.g., spatial referencing, field testing, dramatization, Indigenized learning) techniques?

Emphasize innovative teaching practices that you have implemented with success. Where possible, link your instructional strategies to the literature on innovative teaching and high impact practices in post-secondary education. Were they used in the same way across all levels or were there variances depending on the class or format (e.g., in-class, hybrid, online, field, longhouse, etc.).

Contributions you have made to development of new courses or curriculum, or revisions of existing courses. Have you applied for and/or received funding from the innovative teaching or pedagogy funds? While some of it may cross over into service considerations, have you contributed to, or been asked to contribute to the development of new programs, courses, or particular kinds of modules in courses?

f) Reflections on Student Evaluations

Include a section where you summarize, contextualize, and reflect on patterns in your student evaluations, and provide understanding regarding any inconsistencies in feedback. It is recommended that you provide a summary table or graph to represent patterns of quantitative evaluations across multiple courses, so that review committee members can see progression over time. These comparisons allow you to emphasize strengths related to teaching, as well as providing context that will help others understand your evidence. You may, for example, want to emphasize disappointing reviews during a year where you redesigned a course or implemented new and innovative techniques. Presenting this data in a table or graph allows the reader to quickly understand the relative differences without combing through pages of student evaluations they will find elsewhere in your TPF.

Due to low submission rates of online evaluations, review committee members may find it difficult to evaluate student evaluations with small sample sizes. It would be of great benefit to DRC and URC members to view the full online student evaluations. **If possible, Candidates are encouraged to include the overall summary section showing the total number of recipients, rather than just summarizations.**

Keep in mind that student evaluations of teaching are good measures of student satisfaction, but don't necessarily reflect excellence in teaching. Inherent biases exist in how students evaluate faculty members based on sex, gender identity, nationality, age, race, and other personal characteristics or sociocultural cues, which makes comparisons between faculty member ratings and departmental averages problematic. In addition to evaluation bias, faculty who teach challenging topics, have a relatively strict approach, or try new teaching methods may elicit more negative responses. However, none of these things are evidence of ineffective or lower-quality teaching.

Relate your analysis of student evaluations back to your teaching philosophy so it is clear that your approach is intentional and valuable. Rather than focus on numerical ratings or comparing your results to others, reflect on your own patterns over time such as upward trends that provides information less subject to external bias. Reflections on student comments are equally if not more important than reflection on the quantitative ratings if you've had consistently high ratings where it becomes difficult to quantify improvement over time. You may want to emphasize specific developments in teaching

methods, provide evidence of a change in practice in response to feedback or demonstrate the quality of your skills by focusing on trends in student comments. If comments contain consistent patterns of critical feedback, it is particularly important to address those concerns. Negative comments do not necessarily show poor teaching, but review committee members may require more information to interpret them.

You may also want to include reflective statements about how you adapted to remote teaching during the COVID-19 pandemic. Student feedback during this time may differ from your in-class experience, so clearly note which courses were offered remotely in your tables or graphs. Tenure and promotion committee members do not expect you to provide evidence of perfection during such challenges. However, offering thoughts about what you learned from the experience and providing context to help reviewers understand any patterns is important.

g) Professional Development

List with dates and brief description, all activities you have taken to improve teaching, including workshops run by Teaching and Learning or Educational Technology. Include seminars or presentations you attended in context of departmental or council meetings or at professional meetings outside of UFV, courses completed, peer consultations, etc.

If you engaged in external course work (e.g., Professional Instructional Development Diploma) on best practices in teaching or curriculum development, list these also. If there are attachments, add them as appendices to this portfolio. List also any peer consultation or mentoring you have used to generate feedback on your teaching (e.g., peer course review, classroom observation, mock lessons, etc.).

h) Scholarship of Teaching and Learning

Publications or presentations on teaching or curriculum issues, including articles proposing or evaluating new teaching methods or curriculum developments. Describe briefly any informal, unpublished research on scholarship of teaching and learning you've undertaken on teaching methods or content for your courses.

Cite any papers published, talks presented (e.g., at professional conferences, panels, or round tables, etc.) on the scholarship of teaching and learning. Include only those articles or presentations that you authored or led (i.e., leave attendance at workshops or seminars to professional development, above) and if possible, note the size and composition of your audience or readership. Where appropriate, attach abstracts or summaries as appendices to this portfolio.

Research, Scholarship, and/or Creative Activities

In this portion of the Dossier you elaborate on the research, scholarship, and/or creative activities you have already itemized in your CV. Evidence of achievements in scholarship may include descriptions of your most significant contributions to your field; special research awards or recognitions; invited publications, presentations, and exhibitions; research grants; research collaborations; peer reviewing or editorial activities; outstanding scholarly or creative achievement by your students; evidence of how your research has informed your teaching; and any other material you deem relevant.

This portion of your Dossier should be ordered as follows.

- a) **Statement of Significance:** In a few short paragraphs at most, summarize the focus of your research, scholarship, and/or creative activity. State your main research questions or areas of creative inquiry; the directions in which you have taken them (or they have taken you); how you have generally, and in which venues, disseminated the results of scholarly enquiry; how your research has led to student success; and the impact on your disciplinary or academic community. Comment on grant funding that you have secured and include reference to academic work you have engaged with students or the external community. Include a brief statement of future planned directions in scholarship to show that you have an active program that will continue after tenure and/or promotion.

Ensure that you write your Statement, and as much as possible everything that follows, in laypersons' terms. Avoid unnecessary jargon and explain technical terminology clearly. Spell out specialized acronyms and abbreviations. Remember that members of review committees may not be from your division or even from your discipline.

- b) **Scholarly Achievements:** In this section, separate your scholarly activities into categories appropriate to your discipline, and in chronological order, the most recent being the first in each category. Note publications that are peer reviewed or not, and if you are including conference proceedings, whether invited or not. In most sciences and humanities, the following categories should include all possible entries, but in technical studies or access learning, there may be others. Not all categories are required.

- a) monographs or edited books (peer-reviewed and non-reviewed)
- b) chapters in edited books
- c) peer-reviewed journal articles, including those published electronically
- d) non-peer reviewed articles, essays, book reviews, etc., including those published electronically
- e) reports, handbooks, assessment protocols, web resources, and other works not included in the previous categories.
- f) peer-reviewed conference presentations/proceedings
- g) non-peer reviewed conference presentations/proceedings
- h) workshop presentations and other forms of outreach or training related to scholarship
- i) invited talks
- j) external grants (including amounts)

Candidates for tenure and promotion in the creative arts should list shows and exhibitions with a clear explanation of whether they were solo or group or juried or non-juried.

- a) publications
- b) films or videos
- c) presentations
- d) performances
- e) exhibitions
- f) projects

For all entries in this section, include full citations (including page numbers if a journal publication or included in a larger work) and/or descriptions, and clearly specify the status of works in progress.

In cases of collaborative work (i.e., with other team members, student, or colleague or non-academic professional, and whether internal or external to UFV), you must make clear the extent of your contribution to such work.

If you provide hard copies of any entries, cross-reference and paginate, and select only those few that best support your Statement of Significance and add the rest as appendices to this portion of the Dossier. Remember that review committee members may not typically have time to read all attachments in depth.

Do not include as appendices published books or even necessarily full-length peer-reviewed journal articles. Just provide the link or reference so that reviewers or deans can locate them. Because of the long delay in publication, even when approved, it may be necessary to provide the link to the manuscript only.

Artistic works (e.g., paintings, sculptures, etc.) may be documented photographically, but films and live performances will likely have to be referenced or linked. Do include, however, full print peer reviewers' comments on books, articles, exhibitions, and the like, as these do provide reviewers useful evidence upon which they may base their assessments.

Be clear about the status of works in progress. If they are in press (i.e., written, reviewed, accepted, and waiting for publication), include them with that notation and the anticipated publication date. You may list works under review but because no weight can be attributed to them before they are assessed by experts in your field make sure you provide a clear justification for including them.

In the event a work under review is accepted for publication before your dossier has been forwarded to the next level for review, you should notify your dean and the chair of the relevant review committee for inclusion in your TPF. Scholarly or creative work in development but not yet submitted for review should not be included at all.

- c) **Professional Development:** In this section list all significant professional development activities related to research, scholarship, and/or creative activity. While it is often difficult to separate such professional development activities from those related to teaching, and already in your teaching dossier, such activity may include seminars or workshops in innovative or technologically enhanced research methodologies, technical reports or panel presentations, or new means of disseminating creative performances. As with scholarly achievements, list them by date, in descending chronological order.
- d) **Research Grants:** List all internal and/or external grants separately, the funding agency or agencies, and the amounts (budgetary and total direct costs). Unfunded proposals should also be included. Proposals for which a decision is pending should be clearly indicated and include the amount requested and expected notification date. Make sure you clarify whether you are or were the principal investigator, co-investigator, or in any other role or capacity, and the degree to which you are involving students.
- e) **Future Directions:** In a couple of paragraphs, describe your future plans related to research and scholarship. This may include brief elaboration on works in progress highlighted in the previous sections over the short term, but also a more general forecast of anticipated directions over the longer term.

Service

This part of your Dossier contains your record of:

- a) University, faculty, Senate, department, division and/or FSA committee work and participation on task forces or working groups, including at all times a clarification of your role in the performance of such services.
- b) Additional evidence of achievement in service to the academic community and/or the community at large, including university administrative work; active participation in professional organizations; peer reviewing activities; significant service in community organizations and public service where the member has made a non- remunerative contribution essentially by virtue of special academic competence or expertise; and any other material the candidate deems relevant.

As a general rule, many service commitments, especially clearly stated leadership or collaborative roles on university communities, are self-evident, and may not require much in the way of additional documentation. Others, such as service on editorial boards, contributions to program reviews, or administrative positions on scholarly societies could be supported by a range of textual or visual materials.

1. **Statement on Service:** Your statement on service should focus on significant contributions to UFV and its students, departmentally or institutionally, including union service, as well as significant contributions to the academic community and the community at large. In your statement, provide some indication of where you have placed the bulk of your service options and why. You may also want to indicate where you see your service commitments going over the shorter or longer terms.
2. **Areas of Service:** Categorize your service activities according to whether they are service to UFV, institutionally, departmentally, or otherwise; service to your discipline and/or profession; and academically grounded service to the community/public. List the various service positions you have held, the dates or span of time that you served or are serving, and, in what capacity. It is especially important to provide evidence of your service achievements. Such evidence could include committee correspondence, awards for committee service, letters, or testimonials from committee chairs, either internal or external, and/or other forms of recognition.
3. **Educational Leadership:** List, with dates, leadership or participation on faculty- or university-level program committees, contribution to policy development on matters related to teaching and learning, or participation in short- or long-range planning related to innovative or experiential teaching. This may include membership on curriculum or educational policy and planning committees and those responsible for evaluating or improving teaching; participation on Senate committees on teaching and learning, faculty standards; evidence of mentoring or training others in teaching; and presenting a PD workshop to colleagues at UFV or elsewhere.
4. **Professional Development:** Include any professional development activities clearly related to building your personal capacity to take leadership roles in service. Include dates and briefly describe nature of the activity.