

AGENDA
Faculty Standards Committee
 Wednesday, December 9, 2020 - 2:30 PM
 Video-Conference

Page

- 1. CALL TO ORDER**
- 2. ITEMS for ADOPTION**
 - 2.1. Agenda**

MOTION: That FSC approve the Dec 9, 2020 agenda as presented.

3 - 4

- 2.2. Minutes**

MOTION: That FSC approve the Oct 14, 2020 minutes as presented.

- 3. BUSINESS ARISING**
 - 3.1. Faculty Service Excellence Award Committee**

5 - 7

- 4. BUSINESS ITEMS**

9 - 30

- 4.1. UFV's Principles for the Establishment of Faculty Standards and Criteria for Tenure and Promotion**

MOTION: That Faculty Standards Committee recommend to Senate the approval of the revisions to UFV's Principles for the Establishment of Faculty Standards and Criteria for Tenure and Promotion as presented.

- 5. DISCUSSION ITEMS**
 - 5.1. Faculty of Health Studies Standards for Tenure and Promotion - Revisions**
 - 5.2. College of Arts Standards for Tenure and Promotion - Revisions**
 - 5.3. FSC Workplan for 2020-2021**

31 - 42

43 - 82

- 6. ADJOURNMENT**

Next Meeting: January 13, 2021 - Video-conference

Review Deadlines for Standards for Tenure and Promotion

DIVISION	SENATE APPROVED	5-YEAR REVIEW DEADLINE
Principles for Establishment of Criteria for Faculty Standards	Jan, 2015	January 2020

Page

Arts	June 5, 2015	June 2020
Professional Studies	Dec 11, 2015	December 2020
Kinesiology	Jan 15, 2016	January 2021
Chemistry	Feb 12, 2016	February 2021
Biology	Mar 11, 2016	March 2021
Access & Cont. Education	Mar 11, 2016	March 2021
Applied & Tech Studies	Mar 11, 2016	March 2021
Health Studies	Mar 11, 2016	March 2021
Math and Stats	May 2016	May 2021



Faculty Standards Committee

Draft Minutes

Wednesday, October 14, 2020

2:30-4:30 | Videoconference

Present: Peter Geller (Chair), Michael Corman (Vice-Chair), Afia Raja, Garry Fehr, Greg St. Hilaire, John Pitcher, Sylvie Murray, Melinda Saretzky (recorder)

Regrets: Maureen Wideman, Alastair Hodges, Kate McCulloch,

1. WELCOME

2. ITEMS for ADOPTION

2.1. Agenda – October 14, 2020

MOTION: That FSC approve the Oct. 14, 2020 agenda.

Garry. 2nd Michael. Carried.

2.2. Minutes – Sept 16, 2020

MOTION: That FSC approve the Sept 16, 2020 minutes.

Afia/2nd Sylvie. Carried

3. DECISION ITEMS

3.1. Faculty Service Excellence Awards Selection Committee – Membership Election

2020 FSEA Selection Committee Members:

- Peter Geller (Chair, FSC)
- Amanda McCormick (Non-FSC Member) term ending June 2021
- Lisa Kerr (Student)
- Michael Corman (Faculty)
- Kate Mcculloch (Faculty)
- Mohammad Tahhan (Staff)
- Vacancy – Faculty

MOTION: That the Faculty Standards Committee approve Lisa Kerr, Michael Corman, Mohammad Tahhan, and Kate McCulloch as members of the Faculty Service Excellence Award Selection Committee, terms ending June 30, 2021.

John/2nd Garry. Carried

7 3.2. UFV's Principles for the Establishment of Faculty Standards and Criteria for Tenure and Promotion



The FSC completed its work on reviewing the Principle’s document and will forward to the following groups for feedback and bring back to FSC for discussion on Dec 9th FSC meeting: Faculty Councils, Deans Council, SALT, and EDI Task Force.

4. DISCUSSION ITEMS

4.1. FSC Workplan for 2020-2021

Refer to item 5.3 as the workplan may be directed by the feedback received regarding the UFV Principles document.

5. INFORMATION ITEMS

5.1. Terms of Reference

5.2. FSC Membership 2020-2021

5.3. Review Deadlines for Standards for Tenure and Promotion

Section (3): Review university-wide principles and the criteria of individual Faculties/College at least every five years. - *Faculty Standards Committee Terms of Reference*

DIVISION	SENATE APPROVED	5-YEAR REVIEW DEADLINE
Principles for Establishment of Criteria for Faculty Standards	Jan, 2015	January 2020
Arts	June 5, 2015	June 2020
Professional Studies	Dec 11, 2015	December 2020
Kinesiology	Jan 15, 2016	January 2021
Chemistry	Feb 12, 2016	February 2021
Biology	Mar 11, 2016	March 2021
Access & Cont. Education	Mar 11, 2016	March 2021
Applied & Tech Studies	Mar 11, 2016	March 2021
Health Studies	Mar 11, 2016	March 2021
Math and Stats	May 2016	May 2021

6. ADJOURN 4:30pm - Next meeting, December 9, 2020

Faculty Standards Committee members eligible for the 2020 Faculty Service Excellence Award (FSEA) Selection Committee

Excerpt from FSEA Procedures:

September/October

The Senate Faculty Standards Committee (FSC) will call, from its membership, volunteers for the Faculty Service Excellence Award selection committee. The selection committee may also solicit volunteers from other areas of the university if there are insufficient volunteers from the standing committee, or if the committee wishes to bring in external expertise to assist the process. Normally, these external additions would have past experience serving on the adjudication committee, or would bring recognized expertise relevant to the award.

Composition - 7 members

- Chair of the Senate Faculty Standards Committee, who acts as chair
- Four voting faculty members, including at least three from the Senate Faculty Standards Committee
- One staff member
- One student

The chair of the award committee seeks to ensure the committee is fully filled, but should proceed with the adjudication process even if there are vacancies. A representative from the Secretariat office will provide support to the chair and selection committee for all administrative aspects of the award.

Terms of office

Committee members will serve for two years, with half the committee appointed on alternate years to ensure continuity.

Senate Awards and Honours Committee Terms of Reference

RESPONSIBILITIES

1. The Senate Honours and Awards Committee advises Senate on the criteria for award application, adjudication, and decision, ensuring that the criteria used to decide on awards and honours is clear, demonstrable, and measurable.
2. The central responsibilities of the SAHC are to advise Senate on the criteria and procedures for:
 - a. Academic awards, honorary recognition, and other awards as directed by Senate;
 - b. Awards stipulated in the Board policy on Academic Excellence Awards (BRP 235.03).

The Senate Awards and Honours Committee will:

3. Oversee the procedures for academic awards, including academic excellence awards, honorary recognition, and other awards, as directed by Senate.
4. Consult with relevant Senate committees and/or other groups as needed and appropriate for any given award, including the UFV Student Awards Committee.
5. Ensure the appropriate expertise and/or representation is in place for the award administration and decision-making process.
6. From time to time, review the UFV forms of recognition and make recommendations to Senate and to the Board for changes regarding awards.
7. Provide an annual written report to Senate.
8. Perform other duties, as defined by Senate.
9. Meet as needed, with a minimum of three meetings per year.
10. Conduct an annual review of its terms of reference and composition for approval by Senate.

COMPOSITION

Chair

To be elected annually from the membership for a one-year term, unless directed otherwise by Senate

Vice Chair

A voting member to be elected annually from the membership for a one-year term

Voting Members

- Provost & Vice-President, Academic (or designate) (ex officio)
- Five faculty members, approved by Senate, at least one of whom shall be a member of Senate*

* Normally, there shall be at least one member from each of the faculties, selected to ensure that the composition of the committee reflects the diversity of disciplines at the university.

- One dean or associate dean approved by Senate
- One staff approved by Senate
- Two students, one of whom shall be a senator
- Vice President, Students (or designate) (ex officio)

Non-Voting Member

- University Secretary (ex officio)

Administrative Support

- Secretariat Office

DRAFT – Clean copy



**University-Wide Principles
for the Establishment and Review of Standards for Tenure and Promotion
*Faculty Standards Committee of Senate***

University of the Fraser Valley (UFV), located in S'olh Temexw, the traditional territory of the Halq'eméylem speaking Stó:lō Peoples, is committed to promoting knowledge of and respect for Indigenous history, language, culture, values and Indigenous ways of knowing. The Standards must reflect the university's commitment to Indigenization, including recognition of Indigenous ways of knowing and being in teaching and learning, scholarly activities, and service.

INTRODUCTION

The following document is intended to guide each academic unit in the development of standards for tenure and promotion according to the specified academic ranks (Assistant Professor, Associate Professor, and Professor). Academic Units will develop and revise standards that reflect the principles for tenure and promotion in each area of teaching, scholarly activities, and service for each academic rank.

The Principles outlined here will be used by the Faculty Standards Committee of Senate in reviewing these standards. First, definitions are provided for the terms used in the Principles. As well, guidelines and minimum requirements for the academic ranks of Assistant Professor, Associate Professor and Professor are provided. Finally, procedures for the review of faculty standards established by the academic units at UFV are outlined.

Descriptors of activities expected of Assistant Professor are included in this document to provide a baseline of what is expected of Assistant Professors across the university; it provides greater clarity about the distinction between Assistant and Associate Professor, and the progression that is expected between Assistant and Associate.

DEFINITIONS

Academic Freedom and Academic Responsibility: UFV recognizes the primacy of academic freedom, as defined in policy (BRP 201-01) and the UFV Collective Agreement. This expectation in turn entails ethical practice and academic responsibilities to one's students, peers, institution, academic community, and the communities the institution serves.

Academic Unit: Program, department, school, faculty, college or interdisciplinary unit whose mission is to advance teaching and learning and/or research at the university.

DRAFT – Clean copy

Profile: The combination of teaching and learning, scholarly activities, and service that an individual faculty member will be assessed upon.

Promotion: A change in rank from Assistant Professor to Associate Professor, or Associate Professor to Professor.

Rank: The University of the Fraser Valley (UFV) awards the following academic ranks to its tenure- track and tenured faculty: Assistant Professor, Associate Professor, and Professor. The rank of Associate Professor is awarded upon successful achievement of tenure.

Scholarly activities: include research, scholarship, and creative activities that contribute to a distinctive body of knowledge. Scholarly activities may take the form of discovery or creation of new knowledge; integration or synthesis; application of knowledge; and scholarship of teaching and learning.

Service: includes productive contributions that meet the needs of a department, a faculty, the university, a professional body, or an external community.

Teaching and learning: includes engagement in and outside of the classroom at the undergraduate or graduate level, and may take the form of student mentorship, supervision of individualized learning experiences, and curriculum development.

ACADEMIC RANKS

The following are provided as guidelines and minimum requirements for academic units in developing specific standards for the ranks of Assistant Professor, Associate Professor, and Professor. In developing these standards, academic units are required to clearly describe the specific expectations for progression through the ranks, along with the evidence that is to be provided to assess the candidate's performance.

Educational Requirement

A level of education appropriate to the field is required normally at the time of hire and in all cases for promotion to tenured Associate Professor. Academic units may specify a suitable combination of education, professional credential and related professional experience where this is a generally accepted standard in the field.

1. Assistant Professor

The rank of Assistant Professor denotes a minimum baseline that is recognized at the time of appointment. Faculty members with this rank are usually at the beginning stages of their academic career.

DRAFT – Clean copy

An Assistant Professor

- a) demonstrates competency in teaching, and an ability to improve on practices and strategies for engaging students in their learning;
- b) demonstrates potential to engage in scholarly activities; and
- c) potential for service to the University, the academic community, and/or the community at large.

2. Associate Professor

For tenure and promotion to the rank of Associate Professor, the University places particular emphasis on the quality of work accomplished and meaningful contribution made to the areas of teaching, scholarly activities, and service. Standards for the rank of Associate Professor should stipulate the expectancy of progression from the baseline stipulated for the Assistant level.

An Associate Professor

- a) demonstrates proficiency in teaching and provides evidence of effectiveness, creativity, and meaningful reflection on teaching and the support of student learning. They will have facilitated the students' own process of discovery and application of what they learn both within and outside the classroom. They set an example of ethical practice for students in the pursuit, construction, and application of knowledge
- b) has established a record of achievement within an established program of scholarly activities. This will include critical review by peers and dissemination of one's research, scholarship or creative work through professional networks appropriate to the field of practice.
- c) has established a record of sustained and meaningful contributions of service to the University, the academic community, and/or the community at large.

3. Professor

Promotion to professor recognizes the exceptional contributions of faculty members in teaching, scholarly activities and service. Standards for the rank of Professor should stipulate the expectancy of progression from the requirements stipulated for the Associate level.

A Professor

- a) is recognized by students and peers for distinguished and innovative teaching. They contribute to enriching UFV's pedagogical practices through curriculum development and mentorship of peers in relation to teaching.
- b) has attained distinction and wide recognition in their scholarly activities.
- c) has established a record of substantial and meaningful contributions in service, including capacity building and leadership.

DRAFT – Clean copy

PRINCIPLES FOR THE ESTABLISHMENT OF STANDARDS FOR TENURE AND PROMOTION

The following principles will guide the development of standards for tenure and promotion at the University of the Fraser Valley:

1. A Commitment to Academic Freedom

- a. Academic freedom is fundamental to teaching and learning, scholarly activities, and service.
- b. All standards established by academic units must respect the institutional commitment to academic freedom and responsibilities, and they may not establish standards that represent an impediment to the exercise of academic freedom.

2. Primacy of Teaching and Learning

Standards for assessing tenure and promotion for faculty must recognize the University of the Fraser Valley's commitment to the primacy of teaching and learning informed by scholarly activities.

3. Respecting Disciplinary Diversity while Ensuring Fair Comparison Among Faculties

- a. Tenure and promotion standards must consider the differences in the nature and purpose of different academic units.
- b. Recognition must be given to multiple forms of teaching and learning, scholarly activities, and service.
- c. The requirement for achieving promotion at each rank should be equitable across academic units.

4. Alignment with the Mandate and Mission of the University

Standards developed for teaching, scholarly activities, and service should be consistent with the mandate and mission of the university.

5. Standards Must be Defined within National and International Contexts

- a. Standards must reflect the high quality and expectations of their disciplines, as informed by, when possible, best practices utilized nationally and internationally at comparable institutions.
- b. Standards must require a diverse body of evidence that reflects a high quality and meaningfulness of contribution for:
 - teaching and learning;
 - scholarly activities; and
 - service.

6. Standards Must be Fair, Transparent, and Non-Discriminatory

- a. Standards must be fair and equitable, and assessable based on merit and the evidence presented.

DRAFT – Clean copy

- b. Standards used by different academic units in assessing tenure and promotion must be transparent and be accompanied by clear guidelines and expectations of faculty.
- c. Standards for tenure and promotion must ensure that there are no forms of discrimination and prejudice.
- d. Standards will be developed to assess overall performance for the entire period under consideration.

7. Standards Demonstrate Flexibility and Multiple Pathways for Tenure and Promotion

- a. Standards for tenure and promotion must establish minimum requirements in each category of teaching and learning, scholarly activities and service.
- b. Standards must be sufficiently flexible and adaptable so as to accommodate different teaching and learning, scholarly activities, and service profiles.

8. Standards Must Include Peer Review

Standards established by academic units for each rank must require evidence of peer review of teaching and learning, scholarly activities, and confirmation of performance in service roles.

9. Standards are to be Subject to Periodic Review

- a. Standards for tenure and promotion are subject to internal review by academic units every five years, or at a higher frequency established by the academic unit.
- b. The Senate Faculty Standards Committee will review institutional principles and the standards
- c. and standards for each academic unit every five years.

DRAFT – Clean copy

Process for Development and Review of Standards for Tenure and Promotion for an Academic Unit

Definitions

Academic Unit: Program, department, school, faculty, college or interdisciplinary unit whose mission is to advance teaching and learning and/or research at the university.

Standards: Standards for Tenure and Promotion.

FSC: Faculty Standards Committee of Senate

Faculty/College Standards: Faculty/College-wide Standards for Tenure and Promotion.

University-Wide Principles: University-wide Principles for the Establishment of Standards for Tenure and Promotion approved by the Senate.

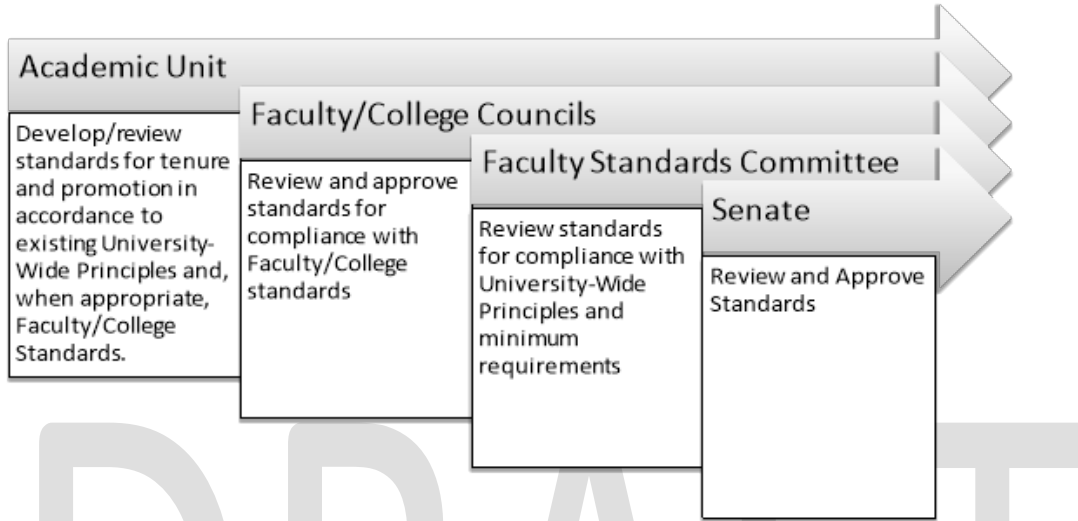
Process

1. Academic Unit will develop and periodically review its Standards every 5 years or as needed in accordance to existing University-Wide Principles and, when appropriate, Faculty/College Standards.
2. These Standards will be submitted to the Faculty or College Council for review and approval.
3. Once approved by the Faculty or College Council, the draft Standards will be submitted to the FSC for approval.
4. Once approved by the FSC, the Standards will be submitted to the Senate for approval.

Standards approved by the Senate will be used by the Division Review Committee (DRC) and the University Review Committee (URC) in their review of faculty applications as described in the Collective Agreement Tenure and Promotion Procedure.

DRAFT – Clean copy

Process for Review of Standards Developed by Academic Units



DRAFT

DRAFT – Track Changes



**Recommendations on University-Wide Principles
for the Establishment and Review of ~~Criteria for Faculty~~ Standards for Tenure and
Promotion**

Faculty Standards Committee of Senate

University of the Fraser Valley (UFV), located in S'olh Temexw, the traditional territory of the Halq'eméylem speaking Stó:lō Peoples, is committed to promoting knowledge of and respect for Indigenous history, language, culture, values and Indigenous ways of knowing. The Standards must reflect the university's commitment to Indigenization, including recognition of Indigenous ways of knowing and being in teaching and learning, scholarly activities, and service.

INTRODUCTION

PREAMBLE

The following document is intended to guide each academic unit in the development of standards ~~and criteria~~ for tenure and promotion according to the specified academic ranks (Assistant Professor, Associate Professor, and ~~Full~~ Professor). Academic Units will develop and revise standards ~~and criteria~~ that reflect the principles for tenure and promotion in each area of teaching, scholarly activities, and service for each academic rank.

The Principles outlined here will be used by the Faculty Standards Committee of Senate in reviewing these standards. First, definitions are provided for the terms used in the Principles. As well, guidelines and minimum requirements for the academic ranks of Assistant Professor, Associate Professor and ~~Full~~ Professor are provided. Finally, procedures for the review of faculty standards ~~and criteria~~ established by the academic units at UFV are outlined.

Descriptors of activities expected of Assistant Professor are included in this document to provide a baseline of what is expected of Assistant Professors across the university; it provides greater clarity about the distinction between Assistant and Associate Professor, and the progression that is expected between Assistant and Associate.

DEFINITIONS

Academic Freedom and Academic Responsibility: UFV recognizes the primacy of academic freedom, as

UFV Faculty Standards - Development & Process
Approved at Senate January 7, 2015

Page 1 of 9

DRAFT – Track Changes

defined in policy (BRP 201-01) and the UFV Collective Agreement. This expectation in turn entails ethical practice and academic responsibilities to one's students, peers, institution, academic community, and the communities the institution serves.

Academic Unit: Program, department, school, faculty, college or interdisciplinary unit whose mission is to advance teaching and learning and/or research at the university.

Profile: The combination of teaching and learning, scholarly activities, and service that an individual faculty member will be assessed upon.

DRAFT

DRAFT – Track Changes

Promotion: A change in rank from Assistant Professor to Associate Professor, or Associate Professor to ~~Full~~ Professor.

Rank: The University of the Fraser Valley (UFV) awards the following academic ranks to its tenure- track and tenured faculty: Assistant Professor, Associate Professor, and ~~Full~~ Professor. The rank of Associate Professor is awarded upon successful achievement of tenure.

Scholarly activities: include research ~~activities~~, scholarship, and creative activities that contribute to a distinctive body of knowledge ~~within the discipline and/or field of study, including the scholarship of teaching and learning~~. Scholarly activities may take the form of involve discovery or creation of new knowledge; integration or synthesis; application of knowledge; and scholarship of teaching and learning in ways that connect it to understanding and solving pressing social, civic and ethical problems.

Service: includes productive contributions that meetmeeting the needs of athe one's department, a faculty, and the institution, and to academic and regional communities. Faculty members may serve the university, a professional body, their departments or an external community programs, and their disciplines in a variety of ways, guided by the overall aim of directing, organizing, and/or enhancing the life and work of the university, their fields of study and practice, and/or the communities of the Fraser Valley.

Teaching and learning: includes engagement in and outside of the classroom at the undergraduate or graduate level, and may take the form of classroom, laboratory, field, and community settings. It also ~~involves~~ student mentorship, supervision of individualized learning experiences, and curriculum development and related activities identified as significant within particular academic units (e.g. graduate instruction).

DRAFT – Track Changes

ACADEMIC RANKS

The following are provided as guidelines and minimum requirements for academic units in developing specific standards ~~and criteria~~ for the ranks of Assistant Professor, Associate Professor, and ~~Full~~ Professor. In developing these standards, academic units are required to clearly describe the specific expectations for progression through the ranks, along with the evidence that is to be provided to assess the candidate’s performance.

Assistant Professor Educational Requirement

1. — A level

~~Faculty members at this rank are usually within the beginning stages of their academic career. They have demonstrated competency in instruction and the ability to improve on practices and strategies for engaging undergraduate students in teaching and learning.~~

~~They will have demonstrated, at minimum, a commitment to fulfilling the basic academic responsibilities in teaching and learning, scholarly activities, and service, as follows:~~

~~Level~~ of education appropriate to the field is required normally at the time of hire and in all cases for promotion to tenured Associate Professor. ~~Academic; academic~~ units may specify a suitable combination of education, professional credential and related professional experience where this is a generally accepted standard in the field.;

1. Assistant Professor

~~The rank~~Evidence of Assistant Professor denotes teaching effectiveness and a minimum baseline that is recognized at the time of appointment. ~~Faculty members with this rank are usually at the beginning stages of their academic career.~~

~~commitment to excellence~~

An Assistant Professor

- a) ~~demonstrates competency~~ in teaching, ~~and an ability to improve on practices and strategies for engaging students in their learning;~~ demonstrates
- b) ~~Evidence of potential and commitment~~ to engage in scholarly activities; and
- c) ~~Evidence of potential for and commitment of~~ service to the University, the academic community, and/or the community at large.

2. Associate Professor

For tenure and promotion to the rank of Associate Professor, the University places particular emphasis

DRAFT – Track Changes

on the quality of work accomplished and meaningful contribution made to the areas of teaching, scholarly activities, and service. Standards for the rank of Associate Professor should stipulate the expectancy of progression from the baseline stipulated for the Assistant level.

~~An~~Criteria for Associate Professor

~~demonstrates should stipulate the expectancy of a high level of sustained~~ proficiency in undergraduate teaching and providesat the time of application for promotion. A faculty member applying for Associate Professor ~~will provide~~ evidence of effectiveness, ~~innovation,~~ creativity, ~~understanding,~~ and meaningful reflection ~~on~~in teaching and ~~working with students.~~

~~An the support of student learning. They will have facilitated~~Associate Professor has matured into a ~~mentor for students, and is facilitating~~ the students' own process of discovery and application of what they learn ~~both.~~ both. ~~If applicable, graduate student supervision will also be considered. An Associate Professor will have shown potential as a mentor to peers within and~~

DRAFT – Track Changes

outside the classroom. They set university, and will have begun the study and sharing of effective practices in teaching, scholarly activities, and service.

- a) ~~While it is not yet expected that applicants for Associate Professor will have begun engaging with learning communities outside of the university, they are to be encouraged, as they move forward, to consider how best to disseminate knowledge and ideas to the public, external organizations, and other institutions, and through a variety of information sharing strategies. An Associate Professor sets~~ an example of ethical practice for students in the pursuit, construction, and application of knowledge.
- b) ~~has An Associate Professor will have~~ established a record of ~~productivity and~~ achievement within an established program of scholarly activities. This will include critical review by peers and dissemination of one’s research, scholarship or scholarly and creative work through professional networks in forums of academic or equivalent review, and including appropriate to the field of forms of peer review or equivalent assessment; and reflection on the impact of scholarship on teaching practice.

~~has~~The faculty member ~~will have~~ established a record of sustained and meaningful contributions ~~of~~ in service, including capacity building and leadership.

The faculty member has to provide evidence of fulfilling all criteria for the rank of Associate Professor as approved by Senate for that academic unit and demonstrate commitment to exceed the basic requirements as stated for Assistant Professor in the areas of teaching and learning, scholarly activities, and service, as follows:

- c) ~~A record of effectiveness, innovation, creativity, understanding, and meaningful reflection in teaching and curriculum development;~~
- d) ~~A record of sustained and productive scholarly activities; and~~
- e)c) ~~A record of sustained and meaningful~~ service to the University, ~~and to~~ the academic community, and/or the community at large.

3. Full Professor

Promotion

~~For promotion to professor recognizes the exceptional contributions of faculty members in the rank of Full Professor, the University places particular emphasis on the quality of work accomplished and meaningful contribution to the areas of teaching, scholarly activities and service. Standards for the rank of Professor should stipulate the expectancy of progression from the requirements stipulated for distinctly beyond the rank of Associate level.~~

A Professor. A faculty member applying for Full Professor will provide evidence of sustained quality in

DRAFT – Track Changes

effectiveness, innovation, creativity, understanding, and meaningful reflection in teaching and working with students.

a) is recognized ~~Full Professors are respected~~ by students and peers alike for ~~substantial and distinguished~~ and innovative teaching. They contribute to enriching UFV's pedagogical practices through curriculum development and mentorship of peers in relation to teaching. ~~teaching abilities, scholarly activities, service contributions, and ethical practice on regional, national and~~

b) has attained distinction and wide recognition in their scholarly activities.

has

DRAFT

DRAFT – Track Changes

~~international levels. Full Professors work in both individual and group settings to mentor students and guide their development as mature learners, critical thinkers, and leaders in their communities. Where applicable, graduate student supervision will also be considered.~~

~~The faculty member will have established a record of substantial and distinguished achievement in scholarly activities, as evidenced by substantial and distinguished achievement in the discipline; dissemination of scholarly and creative work in forums of primarily peer-reviewed or equivalent assessment; and sustained reflection on the impact of scholarship on teaching practice; and demonstration of distinction by colleagues from outside the university.~~

~~c) The faculty member will have~~ established a record of substantial and meaningful contributions in service, including capacity building and leadership.

DRAFT

DRAFT – Track Changes

~~The faculty member will provide evidence of fulfilling all criteria for the rank of Full Professor as approved by Senate for that academic unit and demonstrate commitment to distinctly exceed the requirements as stated in this document for Associate Professor in the areas of teaching and learning, scholarly activities, and service, as follows:~~

- ~~b) Demonstrated and documented distinction in teaching and learning;~~
- ~~c) A record of sustained and productive scholarly activities that is recognized nationally and internationally; and~~
- ~~d) A record of outstanding and significant service to the University, the academic community, and the community at large.~~

DRAFT

DRAFT – Track Changes

**PRINCIPLES FOR THE ESTABLISHMENT OF ~~FACULTY STANDARDS AND CRITERIA~~
FOR TENURE AND PROMOTION**

The following principles will guide the development of standards ~~and criteria~~ for tenure and promotion at the University of the Fraser Valley:

1. A Commitment to Academic Freedom

- a. Academic freedom is fundamental to teaching and learning, scholarly activities, and service.
- b. All ~~standard~~criteria established by academic units must respect the institutional commitment to academic freedom and responsibilities, and they may not establish ~~standard~~criteria that represent an impediment to the exercise of academic freedom.

2. Primacy of Teaching and Learning

~~Standards~~Criteria for assessing ~~rank and~~ tenure and promotion for faculty must recognize the University of the Fraser Valley’s commitment to the primacy of teaching and learning informed by scholarly activities.

- ~~a.— Criteria established by academic units must clearly demonstrate that promotion requires increasing competency in teaching and learning.~~

3. Respecting Disciplinary Diversity while Ensuring Fair Comparison Among Faculties

- a. Tenure and promotion ~~standard~~criteria must consider the differences in the nature and purpose of different academic units.
- b. Recognition must be given to multiple forms of teaching and learning, scholarly activities, and service.
- ~~c.— The requirement degree of accomplishment necessary for achieving promotion at each rank should be equitable~~
- ~~d.— equivalent~~ across academic units.

4. Alignment with the Mandate and Mission of the University

~~Standards~~Criteria developed for teaching, scholarly activities, and service should be consistent with the mandate and mission of the university.

- ~~a.— Criteria should be aligned with the goals of the Department/School and Faculty/College.~~

5. Standards ~~and Criteria~~ Must be Defined within National and International Contexts

- a. ~~Standards~~Criteria must reflect the high quality and expectations of their disciplines, as informed by, when possible, best practices utilized nationally and internationally at comparable institutions.
- b. ~~Standards~~Criteria must require a diverse body of evidence that reflects a high quality and meaningfulness of contribution for:
 - teaching and learning;
 - scholarly activities; and

DRAFT – Track Changes

- service.

Standards

DRAFT

DRAFT – Track Changes

6. Criteria Must be Fair, Transparent, and Non-Discriminatory

- a. StandardsCriteria must be fair and equitable, and assessable based on merit and the evidence presented.
- b. StandardsCriteria used by different academic units in assessing tenure and promotion must be transparent and be accompanied by clear guidelines and expectations of faculty.
- c. StandardsCriteria for tenure and promotion must ensure that there are no ~~inherent~~ forms of discrimination and prejudice.
- d. StandardsCriteria will be developed to assessmeasure overall performance for the entire period under consideration.

7. StandardsCriteria Demonstrate Flexibility and Multiple Pathways for Tenure and Promotion

- a. StandardsCriteria for tenure and promotion must establish minimum requirements in each category of teaching and learning, scholarly activities and service.
- b. StandardsCriteria must be sufficiently flexible and adaptable so as to accommodate different teaching and learning, scholarly activities, and service profiles.

8. StandardsCriteria Must Include Peer Review

StandardsCriteria established by academic units for each rank must require evidence of peer review of teaching and learning, ~~and~~ scholarly activities, and confirmation of performance in service roles.

9. ~~Standards and Criteria~~ are to be Subject to Periodic Review

- a. ~~Standards and criteria~~ for ~~rank and~~ tenure and promotion are subject to internal review by academic units every five years, or at a higher frequency established by the academic unit.
- b. The Senate Faculty Standards Committee will review institutional principles and the standards
- c. and standardscriteria for each academic unit every five years.

DRAFT – Track Changes

Process for Development and Review of ~~Faculty Standards and Criteria~~ for Tenure and Promotion for an Academic Unit

Definitions

Academic Unit: Program, department, school, faculty, college or interdisciplinary unit whose mission is to advance teaching and learning and/or research at the university.

Criteria: ~~Faculty Standards: Standards and Criteria~~ for Tenure and Promotion.

FSC: ~~Senate~~ Faculty Standards Committee ~~of Senate.~~

Faculty/College Standards: Faculty/College-wide Standards ~~and Criteria~~ for Tenure and Promotion.

University-Wide Principles: University-wide Principles for the Establishment of ~~Faculty Standards and Criteria~~ for Tenure and Promotion approved by the Senate.

Process

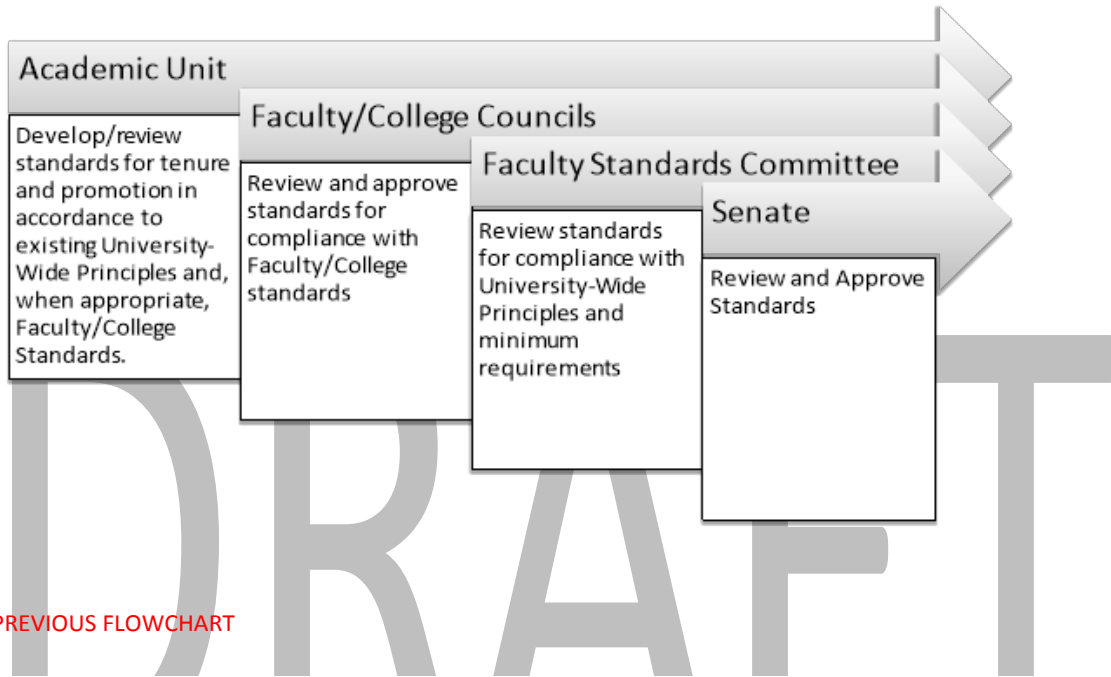
1. Academic Unit will develop and periodically review its Standards every 5 years or as needed ~~Criteria~~ in accordance to existing University-Wide Principles and, when appropriate, Faculty/College Standards.
2. These Standards ~~Criteria~~ will be submitted to the Faculty or College Council for review and approval.
- ~~3. If not approved by the Faculty, the draft Criteria will be returned for revision and re-submission.~~
4. 3. Once approved by the Faculty or College Council, the draft Standards ~~Criteria~~ will be submitted to the FSC for approval.
- ~~5. If not approved by the FSC, the draft Criteria will be returned for revision and resubmission.~~
6. 4. Once approved by the FSC, the Standards ~~Criteria~~ will be submitted to the Senate for approval.

Standards ~~Criteria~~ approved by the Senate will be used by the Division Review Committee (DRC) and the University Review Committee (URC) in their review of faculty applications, as described in the Collective-Agreement Tenure and Promotion Procedure.

DRAFT – Track Changes

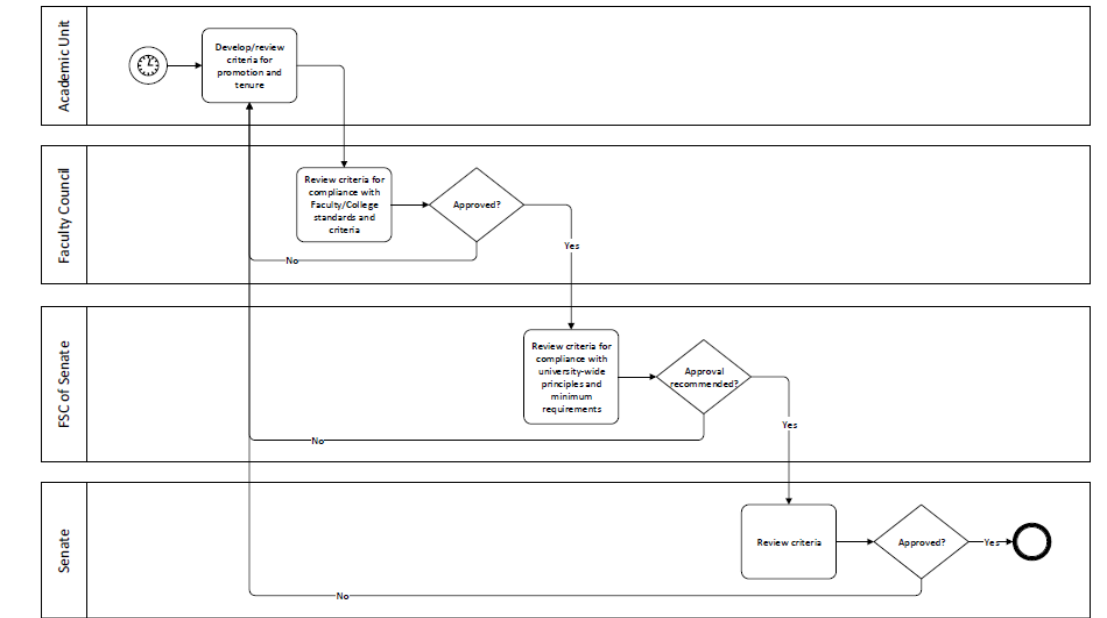
Process for Review of Standards Developed by Academic Units

NEW FLOWCHART



PREVIOUS FLOWCHART

Process for Review of Criteria Developed by Academic Units





MEMO

TO: Peter Geller, Chair, Faculty Standards Committee
FROM: Alastair Hodges, Dean, Faculty of Health Sciences
DATE: 2 November 2020
RE: School of Health Studies Faculty Standards Revision

At the October 30th Faculty of Health Sciences Council meeting, the attached revised School of Health Studies (SHS) faculty standards document was approved and recommended to Faculty Standards Committee. The document is substantially different in layout from the currently approved [SHS Faculty Standards](#), rendering track changes non-functional for the purposes of comparison of changes. A School of Health Studies ad hoc committee worked on these revisions during the 2019-20 academic year and the beginning of this 2020-21 academic year. My sincere thanks to the ad hoc committee for their work on this document.

Summary of Changes with Respect to FSC Memo, December 12th, 2019:

Given the significant structural changes to this document, several of the specific changes recommended by FSC now refer to phrases no longer in the standards.

1. The term "*teaching faculty*" has been removed.
2. The term "*equivalent forms of assessment*" in reference to peer-review has been removed.
3.
 - a) The phrase "*Assistant Professors identify researchable questions, engage in the process of inquiry, and demonstrate responsibility by carrying a reasonable/equitable share of non-teaching and service related duties within their department and the institution*" has been removed.
 - b) The phrase "*service related activities*" has been removed.
4.
 - a) The phrase "*mid-career*", no longer appears in the document.
 - b) The phrase "*experts in their field*" no longer appears in the document.
5. The format and layout of the criteria has been revised for clarity to show minimum expectations and examples of success for each rank.
6.
 - a) The ad hoc committee (and subsequently Faculty Council) believe tables provide more clarity, but preferred to keep the general standards for rank prior to, and separate from, the table.
 - b) The phrases "*Available for student consultation*" and "*Establishes and maintains appropriate student records*" (Criteria for Tenure and Promotion table, Teaching, Assistant Professor) are no longer specified as criteria.

7. The committee reviewed the sections on Associate and Full Professor related to scholarship and attempted to describe a progression between the ranks.
8. The document title has been changed to "School of Health Studies Standards for Tenure and Promotion."

Additional Comments:

In addition to the recommendations and comments from FSC in December, the following revisions have been included:

In regards to the previous criteria table, an attempt was made to clarify the minimum expectations by removing the phrase "Criteria includes but not limited to the following", and format each rank with minimum requirements and examples of success, while providing for the significant diversity of scholarship, teaching, and service in the various programs in the School.

In addition, the ad hoc committee reformatted the document for clarity, aiming to increase readability and clarify which standards are applicable to each rank, specifically in regards to addressing the following in the current standards:

1. Overlap of standards between the descriptions of each rank (p.2,3) and the tables (p.4-6), and the potential confusion for a review committee (DRC or URC) in assessing a candidate's application for tenure and/or promotion.
2. Lack of clarity in the tables (p.4-6) concerning which set of criteria apply to which process of application for promotion. For example, when a candidate applies for tenure and promotion to Associate Professor, it is unclear whether they would be required to meet the criteria listed in the table under "Assistant Professor" or those listed under "Associate Professor".

School of Health Studies

Standards for Tenure and Promotion

Preamble

This document provides standards for the assessment of faculty applications for tenure and promotion within the UFV School of Health Studies. Faculty responsibilities at UFV address a tripartite mandate including teaching, scholarship, and service as described in the Collective Agreement. With faculty teaching in degree, diploma, and certificate granting programs, individual contributions to these three areas (teaching, scholarship, service) will vary.

General Standards for Ranks

All faculty engaged in clinical teaching will be required to maintain licensure with the appropriate licensing body. Minimum faculty academic/professional preparation will vary based on the program they are teaching in as follows:

- Degree programs – Master’s degree in nursing or related field completed or in progress
- Diploma programs – Bachelor’s degree in nursing or related field completed or in progress
- Certificate programs - Bachelor’s degree in related field completed or in progress

General Standards for each Rank

Assistant Professor:

Faculty are hired at the rank of Assistant Professor and expected to demonstrate a commitment to fulfilling the basic academic responsibilities in the areas of teaching, scholarship, and service. The following table includes criteria intended to guide and to support faculty in their role as an Assistant Professor.

	Teaching	Scholarship	Service
<i>Minimum Requirements</i>	<ul style="list-style-type: none"> Ensures a learning environment that reflects principles of equity, diversity and inclusion Creates a student-centered learning environment. Critically reflects on and analyzes own teaching performance in response to the learning environment. Provides comprehensive, descriptive, and timely student feedback reflective of students' individual learning needs. Participates in curriculum implementation and evaluation. 	<ul style="list-style-type: none"> Engages in scholarly activity that contributes to educational or professional knowledge. Applies clinical practice or content expertise to the context of teaching. Engages in professional development activities related to pedagogical and instructional skill development. 	<ul style="list-style-type: none"> Engages in the basic service activities required in related semester group, program, department, and/or faculty.
<i>Examples of Success</i>	<ul style="list-style-type: none"> Class outlines Peer evaluation Student evaluations and feedback Statement of teaching philosophy Statement of self-reflection Annual faculty workload plan Seeks feedback and mentorship from experienced colleagues. 	<ul style="list-style-type: none"> Attends conferences, institutional workshops, lectures, events related to professional interests Attend workshops or courses that focus on teaching and learning or clinical practice 	<ul style="list-style-type: none"> Active membership in department and faculty committees Active membership in professional organization.

Associate Professor:

The criteria listed for Associate Professor require faculty members to demonstrate a high level of proficiency in teaching and make meaningful contributions in the areas of scholarship and service at the time of application for promotion. In the table below the minimum requirements identified need to be met in order to achieve the rank of Associate Professor. A non-exhaustive list of examples is also provided.

	Teaching	Scholarship	Service
<i>Minimum Requirements</i>	<ul style="list-style-type: none"> • Ensures a learning environment that reflects principles of equity, diversity and inclusion. • Demonstrates effectiveness in teaching through the implementation of creative and innovative pedagogical and curricular knowledge. • Reflects on own teaching practice with a focus on areas for improvement and development. • Engages in student mentorship. • Integrates strategic goals in class, labs, and clinical teaching. 	<ul style="list-style-type: none"> • Engages in research or scholarly projects and activities. • Disseminates scholarly work. 	<ul style="list-style-type: none"> • Active membership in faculty and/or institutional committees. • Active membership in professional organization. • Role in community engagement activities.
<i>Examples of Success</i>	<ul style="list-style-type: none"> • Student and/or peer evaluations. • Seeks feedback and mentorship from experienced colleagues. • Statement of self-reflection. • Designs and implements innovative teaching strategies. • Attends instructional forums, workshops related to teaching and learning. • Provides student references, career support. • Provides student debriefing and emotional support. 	<ul style="list-style-type: none"> • Participates in the development of program/committee reports, manuals, student guides and/or involvement in research/teaching projects. • Publications and/or presentations within the University, Health Authorities, communities, and at conferences. 	<ul style="list-style-type: none"> • Participation on relevant committees. • Builds partnerships with clinical organizations/community groups. • Participates in community events and workshops.

Professor:

For promotion to the rank of Professor, faculty members must demonstrate sustained and substantive excellence in the areas of teaching, scholarship, and service exceeding the criteria for Associate Professor. These criteria require faculty to demonstrate distinguished teaching abilities, scholarly activities, and service contributions on regional, national, and international levels. In the table below the identified minimum requirements need to be met in order to achieve the rank of Professor. A non-exhaustive list of examples is also provided

	Teaching	Scholarship	Service
<i>Minimum Requirements</i>	<ul style="list-style-type: none"> Ensures a learning environment that reflects principles of equity, diversity and inclusion Demonstrates distinction in teaching through the implementation and dissemination of creative and innovative pedagogical and curricular knowledge. 	<ul style="list-style-type: none"> Demonstrates a record of sustained and productive scholarship that is recognized nationally and internationally. Mentors colleagues and/or students in scholarship development. 	<ul style="list-style-type: none"> Demonstrates leadership in the institution Demonstrates leadership in professional organizations. Demonstrates leadership in community engagement.
<i>Examples of Success</i>	<ul style="list-style-type: none"> Chairs related committees. Engages in accreditation processes. Comprehensive knowledge of program curriculum. Incorporates innovation and creativity into class development. Demonstrates leadership in curriculum development/revision. 	<ul style="list-style-type: none"> Doctorate degree in related field of practice. Presentations at national or international level. Publications in peer reviewed journals. Advance the state of professional practice within one's discipline. Supports and supervises students in directed studies, independent projects, and as research assistant. 	<ul style="list-style-type: none"> Provides support for colleagues regarding the process of disseminating disciplinary knowledge (i.e. research design, funding, pedagogy, teaching strategies). Executive membership on faculty and/or institutional committees Executive committee membership on regional, provincial, and/or national practice-related organizations.

CURRENT - Health Studies

University of the Fraser Valley
School of Health Studies

Standards for Tenure and Promotion**Preamble**

The University of the Fraser Valley (UFV) is a teaching intensive university with a focus on undergraduate education. This document provides standards for assessment of teaching faculty for tenure and promotion in the School of Health Studies. The School offers four health related programs: Bachelor of Science in Nursing, Practical Nursing, Health Care Assistant and Certified Dental Assistant. Teaching faculty duties and responsibilities at UFV encompass a tripartite mandate – teaching, scholarship and scholarly activity, and service – as described in Article 18.1, Teaching Faculty Duties of the Faculty and Staff Association contract (FSA, 2012-2014). The framework that follows provides guiding principles and criteria that will be used for assessment within each of these three categories. To maintain currency and ensure relevance this framework will be reviewed at least every five years. Given the unique nature of health-related programs, which are applied programs, and individual areas of interest, it is expected that there will be some variation among faculty with respect to weighting of their workload in each of these three areas.

Principles

- Teaching is of primary importance for the School of Health Studies and its faculty.
- The School of Health Studies recognizes the value in diverse forms of scholarship.
- A wide range of service activities are evidenced through faculty professional activities.
- Program specific standards for tenure and promotion will be congruent with the general guidelines outlined below and institutional learning outcomes.

Expectations of Teaching Faculty**Teaching**

Teaching is the primary mission of UFV, and the faculty in the School of Health Studies believes that learning is a dynamic process that can occur in diverse settings. Effective teaching supports student achievement, is congruent with institutional goals and learning outcomes, and is responsive to evolving professional practice requirements, as well as broader community needs. Current and relevant pedagogical approaches support achievement of student learning outcomes.

Scholarship

Given the diversity of specializations within the School of Health Studies, a variety of scholarly, research and creative activities are recognized in the criteria that follow. All faculty members are expected to

School of Health Studies

Approved at Senate March 11, 2016

November 2015

Page 1 of 6

demonstrate commitment to scholarship, research, or creative practice, and will maintain an active program of scholarship. Weight will be given to scholarship that has been subject to peer review or equivalent forms of assessment, and that which has been disseminated in various academic, practice and/or professional forums.

Service

All School of Health Studies faculty members are expected to contribute to the service activities essential to the successful development and functioning of their programs, departments, faculties, as well as the larger university and the wider community.

Professorial Ranks**Assistant Professor**

Faculty appointments will normally be made at the rank of Assistant Professor. Assistant Professors in the School of Health Studies will demonstrate effective course organization, management and delivery, and development of learning activities that foster an atmosphere of discovery and academic growth. They will apply clinical practice expertise to the context of clinical teaching and engage in on-going reflection on all aspects of the teaching role. Assistant professors identify researchable questions, engage in the process of inquiry, and demonstrate responsibility by carrying a reasonable/equitable share of non-teaching, service related duties within their department and the institution.

The minimum requirements for appointment to, and continuation at, the rank of Assistant Professor (Tenure-track) are:

BSN program: Licensure with CRNBC, extensive professional practice experience, and Master's Degree in Nursing or a related discipline

Practical Nursing program: Licensure with CRNBC, extensive professional practice experience, and Bachelor of Science in Nursing/Bachelor of Nursing

Health Care Assistant Program: Licensure with CRNBC, extensive professional practice experience, Bachelor of Science in Nursing/Bachelor of Nursing

Certified Dental Assistant Program: Licensure with CDSBC (or equivalent), extensive professional practice experience and a Bachelor's Degree

Associate Professor

Those achieving the rank of Associate Professor are usually mid-career, are considered to be experts in their field and have an established program of scholarly activity. Associate Professors demonstrate a high level of proficiency in teaching. They consistently demonstrate leadership in teaching as well as their field of practice. Within the department they assume a mentorship role for both students and faculty and implement new and innovative teaching strategies and share their professional knowledge

locally and regionally. They demonstrate significant involvement in service activities on university-wide committees, and within professional organizations and/or the broader community.

Full Professor

Full Professors are recognized nationally and internationally and have a sustained and productive program of scholarly activity. They have achieved distinction in undergraduate teaching and are actively engaged in curriculum development, sharing best practices in teaching within their discipline at all levels. Full Professors act as mentors within the university as well as in their field of practice. Additionally, they have an established record of leadership and service to the university, the academic community, and the community at large (includes professional and health organizations).

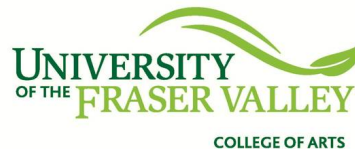
Criteria for Tenure and Promotion – School of Health Studies

Teaching (Criteria includes but not limited to the following)		
Assistant Professor	Associate Professor	Professor
<ol style="list-style-type: none"> 1. Creates a student-centred learning environment by developing teaching content based on pedagogical, curricular and instructional knowledge. 2. Recognizes students’ learning challenges and takes action to address them. 3. Critically reflects on and analyzes own teaching performance and responds appropriately to the learning environment. 4. Available for student consultation. 5. Establishes and maintains appropriate student records. 6. Provides comprehensive, descriptive and timely student feedback reflective of students’ individual learning needs. 7. Engages in professional development activities related to pedagogical and instructional skill development. 8. Applies clinical practice expertise to the context of clinical teaching. 9. Demonstrates the ability to utilize appropriate evaluation strategies including constructing, grading, and marking exams and course assignments and writing evaluations. 10. Participates in course development and curriculum implementation and evaluation. 11. Demonstrates an understanding of the levelling and integration of content across the curriculum. 12. Integrates and provides peer feedback related to teaching and learning. 	<ol style="list-style-type: none"> 13. Demonstrates effectiveness in teaching and implements creative and innovative pedagogical and curricular knowledge. 14. Shares professional knowledge at local and/or regional levels. 15. Takes the initiative to demonstrate leadership. 16. Mentors students and faculty 17. Engages in curriculum revision and design. 	<ol style="list-style-type: none"> 18. Shares professional knowledge at provincial, national and international levels. 19. Assumes a leadership role in curriculum review and revision and mentorship of students and faculty. 20. Demonstrates distinction in teaching and the implementation of creative and innovative pedagogical and curricular knowledge.

Scholarship (Criteria includes but not limited to the following)		
Assistant Professor	Associate Professor	Professor
<ol style="list-style-type: none"> 1. Plans for and engages in scholarly activity that contributes to educational or professional knowledge. 	<ol style="list-style-type: none"> 2. Assists other faculty in scholarship development. 3. Develops program reports, manuals, guides or other innovative projects. 4. Sustains a record of productivity and achievement within an established program of scholarly activity. 5. Disseminates scholarly work in various academic and professional forums which include opportunities for peer review. 	<ol style="list-style-type: none"> 6. Demonstrates a record of sustained and productive scholarship that is recognized nationally and internationally. Mentors faculty and/or colleagues in scholarship development. 7. Disseminates scholarly work in forums of primarily peer review or equivalent assessment.
Service (Criteria includes but not limited to the following)		
Assistant Professor	Associate Professor	Professor
<ol style="list-style-type: none"> 1. Provides evidence of contributions in the basic service activities related to program, department, faculty, and the larger university. 2. Maintains active membership in professional organization. 	<ol style="list-style-type: none"> 3. Assumes a leadership role within the program, department or faculty. 4. Actively participates in professional organization. 5. Involved in community engagement activities. 	<ol style="list-style-type: none"> 6. Demonstrates leadership within the larger university. 7. Mentors other faculty in development of their service contributions. 8. Assumes a leadership role in professional organizations.

CURRENT - Health Studies
6

		9. Actively participates in community engagement activities that contribute to the public service role of the department, field of practice, and the university.
--	--	--



MEMO

To: Peter Geller, Chair, Faculty Standards Committee (FSC)
From: Jacqueline Nolte, Dean, College of Arts
CC: James Mandigo, Provost and Vice President, Academic
Date: November 24, 2020
Re: College of Arts Standards for Tenure and Promotion

The College of Arts Council approved the attached **Revised College of Arts Standards** at its meeting on Oct 30, 2020.

An adhoc committee was formed by motion of Council on November 22, 2019. It consisted of three tenured faculty members (voting), nominated by their respective areas (Creative Arts, Humanities, exclusive of the Creative Arts; and the Social Sciences) and was chaired by Associate Dean of Faculty Sylvie Murray (non-voting).

An initial draft of the revisions was circulated to Council members for electronic feedback in April. Further revised drafts were then discussed at Council on May 22, June 19, and October 2.

The main revisions are summarized below:

- Section I. Principles.
 - The bulk of the section has been removed because of duplication with University-wide principles. Only general statement acknowledging University-wide principles is retained.
 - Also retained is statement allowing for individual departments to identify discipline-specific standards (and Section V, related to the latter, is now consolidated in section I).
- Education Requirement. Now a category on its own. This information was embedded in the section on Teaching, under Assistant Professor. This change reflects the fact that the educational requirement is not specifically related to teaching.
- Section II. Teaching
 - Thoroughly revised to replace prose by bullets, and consolidate information where duplication existed.
 - Statements that refer to behaviours or activities that are not assessed through the tenure and promotion review process have been deleted. A premium has

been put on clearly and succinctly articulating what exactly is required for promotion, for the purpose of providing clear guidance to both applicants and committee members reviewing applications for promotion.

- Section III. Scholarship, Research, and Creative Practice.
 - The Boyer model which underpins UFV's broad definition of scholarship is made explicit.
 - The phrase "peer review or equivalent" has been replaced by an explicit articulation of what counts as scholarly activity for the purpose of promotion (i.e. "be reviewed by peers, (including practitioners, policy makers, community members, if appropriate), be disseminated, and withstand scrutiny in the academic community")
 - Examples of relevant and acceptable forms of activity have been regrouped (these are illustrative, not meant as a complete list)
 - Reference to the individual's Faculty Annual Workload Plan has been removed.
 - Clear statements of what is expected at all three levels are provided.
 - For Full Professor, a distinction is made between requirements for scholarship for a faculty member who designates 10% of their profile to this category; and what is required for a faculty member who designates between 15% and 30% of their profile to this category (this applies to service as well).

- Section IV. Service.
 - As with other sections, has been edited down to what is absolutely necessary.
 - As with the section on scholarship, premium has been put on clearly describing what is required at all three levels, and, for Full Professor, what is required of a faculty member designating between 15% and 30% of their profile to this category.

The recommendations presented in your memo of December 12, 2019 have been addressed through this through set of revisions.

College of Arts

Faculty Standards Criteria for Rank, Tenure and Promotion

Revised, as approved by CAC on October 30 2020

Approved by College of Arts Council, May 2015

I. Principles

The University of the Fraser Valley's reputation for academic excellence, collegial decision-making, community service, and commitment to diverse educational, scholarly and creative pursuits shall be reflected in the teaching, scholarship and service activities of all faculty in the College of Arts accepts the *University-Wide Principles for the Establishment and Review of:*

The College of Arts respects the primacy of the learner and teaching excellence; the value of scholarly activity and its relationship to teaching; and the significance of a wide range of service. Scholarly activity in the College of Arts includes academic scholarship, research, and creative practice.

The College of Arts' standards of teaching, scholarship and service shall enable faculty members to advance their professional and career goals.

These standards will be used to assess, evaluate, and adjudicate applications by faculty members in the College for tenure and promotion through ranks. The standards shall be applied in a spirit of fairness, transparency, consistency, and accountability.

Discipline specific criteria for tenure, rank and promotion may vary by department or program, as specified in Section V. However, all criteria throughout the College of Arts should align with the general requirements outlined here.

The College of Arts standards align with the following principles established by Senate to guide the development of standards and criteria for tenure and promotion at the University of the Fraser Valley:

- 1. A Commitment to Academic Freedom**
 - a. Academic freedom is fundamental to teaching and learning, scholarly activities, and service.
 - b. All criteria established by academic units must respect the institutional commitment to academic freedom and responsibilities, and they may not establish criteria that represent an impediment to the exercise of academic freedom.

- ~~2.—Primacy of Teaching and Learning~~
 - ~~a.— Criteria for assessing rank and tenure for faculty must recognize the University of the Fraser Valley's commitment to the primacy of teaching and learning informed by scholarly activities.~~
 - ~~b.— Criteria established by academic units must clearly demonstrate that promotion requires increasing competency in teaching and learning.~~
- ~~3.—Respecting Disciplinary Diversity while Ensuring Fair Comparison among Faculties~~
 - ~~a.— Tenure and promotion criteria must consider the differences in the nature and purpose of different academic units.~~
 - ~~b.— Recognition must be given to multiple forms of teaching and learning, scholarly activities, and service.~~
 - ~~c.— The degree of accomplishment necessary for achieving promotion at each rank should be equivalent across academic units.~~
- ~~4.—Alignment with the Mandate and Mission of the University~~
 - ~~a.— Criteria developed for teaching, scholarly activities, and service should be consistent with the mandate and mission of the university.~~
 - ~~b.— Criteria should be aligned with the goals of the Department/School and Faculty/College.~~
- ~~5.—Standards and Criteria Must be Defined within National and International Contexts~~
 - ~~a.— Criteria must reflect the high quality and expectations of their disciplines, as informed by, when possible, best practices utilized nationally and internationally at comparable institutions.~~
 - ~~b.— Criteria must require a diverse body of evidence that reflects a high quality and meaningfulness of contribution for:~~
 - ~~• teaching and learning;~~
 - ~~• scholarly activities; and~~
 - ~~• service.~~
- ~~6.—Criteria Must be Fair, Transparent, and Non-Discriminatory~~
 - ~~a.— Criteria must be fair and equitable, and assessable based on merit and the evidence presented.~~
 - ~~b.— Criteria used by different academic units in assessing tenure and promotion must be transparent and be accompanied by clear guidelines and expectations of faculty.~~
 - ~~c.— Criteria for tenure and promotion must ensure that there are no inherent forms of discrimination.~~
 - ~~d.— Criteria will be developed to measure overall performance for the~~

~~entire period under consideration.~~

~~Criteria Demonstrate Flexibility and Multiple Pathways for Tenure and Promotion as approved by Senate and is informed by them.~~

~~Individual departments or schools within the College Criteria for tenure and promotion must establish minimum requirements in each category of Arts may identify discipline-specific standards. Departmental standards shall be consistent with standards for the College as outlined in this document and may clarify:~~

- ~~• teaching practices that reflect disciplinary training, professional standards, and/or pedagogical methods typical in the discipline or field;~~
- ~~• discipline-specific standards for learning, scholarly activities (as defined by UFV's University-Wide Principles to include research, scholarship and creative practice), including the measures or examples of peer-review or equivalent assessment; and service.~~
- ~~• service roles that address unique disciplinary and department/school needs.~~

Educational Requirement

~~e. Criteria must be sufficiently flexible and adaptable so as to accommodate different teaching and learning, scholarly activities, and service profiles.~~

7. Criteria Must Include Peer Review

~~Criteria established by academic units for each rank must require evidence of peer review of teaching and learning and scholarly activities, and confirmation of performance in service roles.~~

8. Standards and Criteria are to be Subject to Periodic Review

- ~~a. Standards and criteria for rank and tenure are subject to internal review by academic units every five years, or at a higher frequency established by the academic unit.~~
- ~~b. The Senate Faculty Standards Committee will review institutional principles and the standards and criteria for each academic unit every five years.~~

To be promoted to tenured Associate professor, the educational requirement is: a terminal degree appropriate to the field; or a suitable combination of education, professional credential and related professional experience where such combination constitutes the generally accepted standard in the field.

II. Teaching Criteria

As the central mission of UFV, successful undergraduate teaching must demonstrate a level of accomplishment that supports student achievement, institutional goals and learning outcomes, and our responsibilities to our region and its communities.

Successful teaching embodies a number of characteristics, including:

- Communication of high expectations for students;
- Cultivation of a high degree of professionalism and ethical practice;
- Demonstration of academic currency and expertise in a faculty member's subject area(s);
- Facilitation, for both the instructor and student, of the development of new lines of inquiry, knowledge development, creative expression, and invention;
- Development of appropriate course-level learning outcomes and assessment that contributes to departmental, faculty, and institutional learning outcomes;
- Development of students' capacity for critical thinking;
- Cross-cultural inclusivity of individuals, narratives, practices, etc.;
- Utilization of, and reflection on, effective methods and practices;
- Mentorship of students and creation of a supportive learning environment;
- Demonstration of responsiveness to changing and diverse student learning needs;
- Creation of an atmosphere in which students develop and use their powers of discovery and innovation;
- Engagement and capacity building with learning communities inside and outside of the university.

Successful teaching is achieved at the individual, classroom, and community level. In addition to classroom and laboratory teaching, this may include:

- mentorship of students in either formal or informal contexts;
- supervisionSupervision of students engaged in service learning, applied placements (practicums, internships, etc.), field schools and study tours, undergraduate research, and creative projects;
- graduateGraduate student supervision;
- Development of learning materials and teaching methods that can be more broadly adopted outside of the university;
- development and deliveryDelivery of curriculum in non-academic, community or other settings.

a. Assistant Professor:

An Assistant Professor in the College of Arts ~~establishes~~ has a documented record of successful undergraduate teaching. ~~It by the end of the probationary period. Because an Assistant Professor is often, although not always, a tenure-track junior faculty member in the earliest stages of their academic career,~~ it is expected that faculty at this rank are building skills, and strategies and materials that are informed by for teaching, particularly undergraduate students. An Assistant Professor is translating research from doctoral (or equivalent) programs into a plan of scholarship, and classroom, lab, and field teaching opportunities. The following activities are expected of all faculty members minimum requirements for continuation and appointment to tenure-track at the rank of Assistant Professor: entail:

- responds to student academic needs;
- communicates high expectations for student success;
- ~~respects~~ A level of education appropriate to the field, or a suitable combination of education, professional credential and related professional experience where such combination constitutes the generally accepted standard in the field
- ~~Professional, ethical, and effective course organization, management, and delivery, including;~~
 - ~~clear communication of course objectives;~~
 - ~~utilization of appropriate and challenging course evaluation strategies;~~
 - ~~ability to keep to tasks;~~
 - ~~provision of prompt and effective feedback on student assignments;~~
 - ~~maintenance of regular office hours;~~
 - ~~fostering a culture of ethical practice in learning and knowledge-construction;~~
- ~~respect for~~ diversity in the classroom and in ways of learning;
- ~~develops~~ A record of effectiveness in, and ongoing reflection on teaching practices, evaluation, and ability to meet course, department, faculty, and institutional learning outcomes;
- ~~Communication of high expectations for student success;~~
- ~~Demonstrated commitment to, and development of~~ learning activities that foster an atmosphere of discovery and academic growth;
- ~~maintains~~ Demonstration of academic or professional currency in one's teaching;
- meets course, department, faculty, and institutional learning outcomes;
- critically reflects on teaching practices;
- fosters a culture of ethical practice in learning; and
- maintains professional and effective course organization, management, and delivery.

b. Associate Professor:

a.

~~An A faculty member applying for the rank of Associate Professor with tenure will provide evidence of in the College of Arts has demonstrated and documented a high level of proficiency in their undergraduate teaching career. at~~

~~To be promoted to the rank of time of application for promotion. A faculty member applying for Associate Professor and granted tenure, applicants must demonstrate that they continue to meet the criteria for an Assistant Professor.~~

~~In addition, they must demonstrate that they have successfully engaged in the following:~~

- ~~• mentorship of will provide evidence of effectiveness, innovation, creativity, understanding, and meaningful reflection in teaching and working with students; facilitate students' own process of discovery and application of what they learn. Mentorship could involve: directed studies, graduate supervision, supervising student researchers, facilitate workshops for groups of students around professional practice, assisting students with graduate applications; if applicable, graduate student supervision will also be considered; however, the greatest emphasis will be placed on teaching and working with undergraduate students.~~

~~An Associate Professor has matured into a mentor for students, and is facilitating the students' own process of discovery and application of what they learn. An Associate Professor will have shown promise as a mentor to peers within and outside the university, and will have begun the study and sharing of effective practices in teaching. While it is not yet expected that applicants for Associate Professor will have begun engaging with learning communities outside of the university, they are to be encouraged, as they move forward, to consider how best to disseminate knowledge and ideas to the public, external organizations, and other institutions, and through a variety of information sharing strategies. An Associate Professor sets an example of ethical practice for students in the pursuit, construction, and application of knowledge.~~

~~The minimum requirements for promotion to the rank of Associate Professor and the grant of tenure include the same criteria as for an Assistant Professor, as well as:~~

- ~~• Engagement in professional and pedagogical skills development (such as completion of an Instructional Skills Workshops); and through professional development [PD] days, instructional skills training, academic conferences, teaching and learning workshops, etc.);~~
- ~~• Meaningful reflection on the impact of research individual growth as an instructor, and scholarly activity a demonstrated ability to build on their one's strengths to improve student learning and skills outcomes;~~
- ~~• Engagement in teaching practice beyond the classroom, such as community teaching, honours (or equivalent) and/or graduate supervision, and/or sharing of effective practices through academic discourse;~~
- ~~• Demonstration of academic or professional currency in one's teaching.~~

c. Full Professor:

A faculty member applying for the rank of Professor will provide evidence of distinction in undergraduate teaching.

Full Professors will have demonstrated and documented distinction in undergraduate teaching at the time of review for promotion. Faculty members seeking promotion to Full Professor will have provided evidence that they have advanced qualitatively since their last promotion and/or evaluation. They will continue to demonstrate an exemplary level of successful teaching that is effective, innovative, creative, empathic, and demonstrates meaningful reflection and continual improvement in working with students. The focus of teaching efforts and evaluation continues to be undergraduate students; however, if applicable, graduate student supervision will also be considered. Full Professors are respected by students and peers alike for their teaching abilities and contributions. Full Professors work in both individual and group settings to mentor students and guide their development as mature learners, critical thinkers, and leaders in their communities. A Full Professor sets an example of ethical practice for students in the pursuit, construction, and application of knowledge.

The minimum requirements for promotion to the rank of Full Professor include the same To be promoted to the rank of Professor, applicants must demonstrate that they continue to meet the criteria as for an Associate Professor, as well as: In addition, they must demonstrate that they have successfully engaged in the following:

- educational leadership;
- sustained contribution toActive engagement in curricular development; and and the sharing of best practices in teaching;
- mentorship of peers in relation to teaching.

- ~~Engagement in productive collaboration with peers both inside and outside the university;~~
- ~~Acting as mentors for their peers within the institution and fields of practice;~~
- ~~Active engagement with learning communities, public audiences and external organizations.~~

III. Scholarship, Research, and Creative Practice ~~Criteria~~

The College of Arts at the University of the Fraser Valley acknowledges the value of scholarly activities (as defined by UFV's University-Wide Principles to include research, academic scholarship, research, and creative practice) ~~as for faculty, students, and communities. The encouragement and recognition of faculty members' scholarly and creative activities are vital to the professional success of the institution. When research, scholarship, and creative practice reflect academic currency, and sustain vital connections between faculty and wider disciplinary communities, they serve our institutional mission to promote excellence in undergraduate teaching. As such, all faculty members, the learning of students, and the enrichment have a responsibility to maintain an active program of our communities.~~ scholarship.

~~As part of the conditions of advancement, a candidate for tenure or promotion must demonstrate an ongoing commitment to scholarship, research, or creative practice, and provide a record of achievement as evidence of this commitment.~~

In keeping with the mandate of the institution and respecting the diversity of faculty specializations, ~~we recognize a variety of scholarly, research and creative activities will be recognized as acceptable for advancement~~ four types of activity, based on the Boyer model:¹ -

- the scholarship of discovery that includes original research that advances knowledge;
- the scholarship of integration that involves synthesis of information across disciplines, across topics within a discipline, or across time; work that draws on the power of critical analysis and interpretation to create new meanings;
- the scholarship of application that is utilized to solve consequential problems, especially those that affect communities and society; knowledge that arises out of the very act of application; and
- the scholarship of teaching and learning that involves the systematic study of teaching and learning processes. It differs from scholarly teaching in that it requires a format that will allow public sharing and the opportunity for application and evaluation by others.

Regardless of the type of scholarly activities, the work must be documented, be reviewed by peers (including practitioners, policy makers, community members, if appropriate), be disseminated, and withstand scrutiny in the academic community. ~~Scholarly activity in the College of Arts shall be assessed with reference to both the quality and quantity of scholarly output, and according to individual departmental standards. Although peer review shall not be the only index for the qualitative assessment of scholarly activity, significant weight shall be given to scholarship that has been subject to peer review or equivalent forms of assessment. Some portion of a candidate's record of scholarly or creative achievement should include work that has been disseminated in publications, exhibitions,~~

¹ Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate* (1990)

performances and academic forums that have undergone a form of peer review or equivalent assessment.

Examples of relevant and acceptable forms of scholarly, research and creative activity typically include, but may not be limited to:

Articles in

To fall within the general category of scholarly activity, the activity is expected to meet the following standards:²

- clear goals
- appropriate methods
- significant results
- effective presentation
- reflective critique
- public dissemination
- peer reviewed, as defined within the discipline and appropriate for the scholarly activity

Examples of scholarly activity may include:

- academic publications in the form of articles, journals
- Book reviews in academic journals
- Monographs
- Books
- Book chapters, conference proceedings, monographs or other scholarly books;
- Substantial contributions to academic encyclopedias, encyclopedias and dictionaries, scholarly
- Scholarly editions, scholarly
- Scholarly translations;
- editing journals or collections of scholarly essays;
- participation in advancement of professional knowledge and discourse through such means as book reviews, acting as peer reviewer or as adjudicator for grant selection or awards committees, or serving on editorial or professional association boards;
- published material designed to assist student learning, such as textbooks or educational media;
- delivery of conference Textbooks
- Conference papers and formal commentary on conference panels;

artistic

² Adapted from Charles E. Glassick, Mary Tayler Huber and Gene I. Maeroff, *Scholarship Assessed: Evaluation of the Professoriate* (1997).

- ~~Conference proceedings~~
- ~~Educational media~~
- ~~Maps~~
- ~~Multi-media works~~
- ~~Public performances~~
- ~~Artistic exhibitions,~~
- ~~Publication of creative writing, projects or innovations emerging from a Design~~
- Research Lab;
- research, reports ~~or, and~~ resource materials for community- and policy-based projects and consultation.

a. Assistant Professor:

~~To An meet the minimum requirements for continuation and appointment to tenure— track at the rank of Assistant Professor, the candidate will show commitment to and potential in some of the activities and forms have established a record of dissemination listed above. :~~

b. Associate Professor

~~To be promoted to the rank of Associate Professor and granted tenure, applicants must demonstrate ongoing contribution to scholarship through some of the activities and forms of dissemination listed above.~~

c. Full Professor

~~To be promoted to the rank of Professor, applicants must demonstrate progression in their contribution to scholarship through some of the activities and forms of dissemination listed above since their promotion to Associate Professor.~~

~~Those with a profile of less than 15% for this category must show progression through a diversification of their scholarly activities since their promotion to Associate Professor. This may take different forms, such as a broadening of the audience that their work reaches; engagement in different types of activities; or change in thematic, methodological, or disciplinary focus.~~

~~Those with a profile of 15-30% for this category must show substantial and distinguished achievement in the discipline that is nationally and internationally recognized.~~

IV. Service

~~The College of Arts affirms the critical role that faculty members play, through their service activities, to their departments, schools, faculties or college, the larger university, and their wider academic, artistic, professional and/or public communities.~~

- ~~● Assistant Professor Productivity consistent with individual Faculty Annual Workload Plan(s).~~

a.

~~An Assistant Professor will play a *participatory role* in department meetings, functions, and committees, and in College of Arts Council.~~

b. Associate Professor

~~To be promoted meet the requirements for promotion to the rank of Associate Professor and granted the grant of tenure, applicants must demonstrate that they the candidate will have: established a record of productivity and achievement within an established program of scholarly activity, as evidenced by:~~

- ~~● substantially contributed to department meetings, committees, activities, projects, or initiatives; and~~
- ~~● sustained a *participatory* role on faculty/college or university-wide committees, activities, projects, or initiatives.~~

- ~~● Substantial achievement of objectives defined by the individual's Faculty Annual~~

Workload Plan(s);

- ~~Dissemination of scholarly and creative work in forums of academic or equivalent review, and including appropriate forms of peer review or equivalent assessment;~~
- ~~Reflection on the impact of scholarship on teaching practice.~~

c. Full Professor

To ~~be promoted~~ meet the requirements for promotion to the rank of Full Professor, applicants must demonstrate that they continue to meet the expectations the candidate ~~will have established a record of~~ substantial and distinguished achievement in scholarly, research or creative activity, as evidenced by:

- ~~Substantial and distinguished realization of the objectives defined in the Faculty Annual Workload Plan(s);~~
- ~~Substantial and distinguished achievement in the discipline;~~
- ~~Sustained and productive scholarly activities having national and international recognition~~
- ~~Dissemination of scholarly and creative work in forums of primarily peer review or equivalent assessment;~~
- ~~Sustained reflection on the impact of scholarship on teaching practice;~~
- ~~Demonstration of distinction by colleagues from outside the university.~~

II.—Service Criteria

All UFV faculty members in the College of Arts are expected to contribute to the service activities essential to the successful development and functioning of their departments, schools, faculties or colleges, and the larger university, and to engage meaningfully with wider academic, artistic and/or public communities.

Faculty service shall contribute to and enhance the life and work of the university, their fields of study and practice, and the communities of the Fraser Valley.

All faculty members in the College of Arts are expected to meet the following basic requirements for Service:

- Participation in the basic service activities related to their departments, faculties, and the larger university:
 - Department and discipline meetings;
 - Faculty councils;
 - Department committee work;
 - Planning and evaluation meetings;
 - Department and institutional outreach events;
 - Student outreach activities.

- Demonstration of a sense of responsibility in achieving the objectives of their academic units or programs, and the larger university, by carrying a reasonable share of non-teaching, service related duties.

a. Assistant Professor

To meet the minimum requirements for continuation on the tenure track at the rank of Assistant Professor, the candidate will have established a record of:

- Conscientious and sustained commitment to fulfilling the basic service requirements described in individual Faculty Annual Workload Plan(s).

e

To Those with a profile of 15-30% meet the requirements for this category must show evidence the promotion to the rank of Associate Professor and the grant of tenure, the candidate will have established a record of sustained and meaningful contributions in service, including capacity building and leadership in at least two of the three areas listed below:

- departmental, as evidenced by activities, projects, and initiative; such as:
- faculty/college or university-wide committees, activities, projects, or initiatives; or
- Development, organization, and delivery of student support and outreach activities;
- Significant involvement in the service activities of the larger university (i.e. meaningful participation in university wide committees; participating in the creation, development and/or revision of university programs or policies, etc.);
- Significant involvement in professional organizations activities and/or associations related to their fields of study or creative practice; or
- Significant involvement in community engaged outreach activities that enhance the public service role of their departments and the university (community engaged outreach promotes collaborations and connections between the university and the wider community, and includes activities such as contributing to the resolution of problems or issues in society, making substantial contributions to public policy, engaging in significant literary, artistic, celebratory or integrative actions that enrich the cultural life of the community).

b. Full Professor

To meet the requirements for promotion to the rank of Full Professor, the candidate will have established a record of substantial capacity building and leadership contributions in service, as evidenced by activities such as:

- Chairing of major committees;
- Chairing or direction of a division or department;
- Chairing, authorship or creation of a major initiative;

- ~~Initiation and/or contribution to the creation, development and/or revision of university programs or policies, etc.;~~
- ~~Achievement of a recognized distinction through contributions to professional activities and associations related to the candidate's field(s) of study or creative practice;~~
- ~~Contributions to the public service role of the candidate's department, field(s) of study, and/or the university;~~
- ~~Significant achievement in community-engaged outreach.~~

III.—Relationship of College of Arts Standards to Departmental Standards

Each department may identify discipline-specific standards by which their faculty will be evaluated. Departmental standards shall be consistent with standards for the College as outlined in this document and may clarify:

- outreach Standards for evaluating teaching practice that reflects disciplinary training and/or departmental priorities;
- Discipline-specific outlets for creative practice and scholarship, and the relative importance of each;
- Service roles that reflect unique disciplinary needs and/or departmental priorities.

College of Arts Standards for Tenure and Promotion

Revised, as approved by CAC on October 30 2020

I. Principles

The College of Arts accepts the *University-Wide Principles for the Establishment and Review of Standards for Tenure and Promotion* as approved by Senate and is informed by them.

Individual departments or schools within the College of Arts may identify discipline-specific standards. Departmental standards shall be consistent with standards for the College as outlined in this document and may clarify:

- teaching practices that reflect disciplinary training, professional standards, and/or pedagogical methods typical in the discipline or field;
- discipline-specific standards for scholarly activities (as defined by UFV's University-Wide Principles to include research, scholarship and creative practice), including the measures or examples of peer-review or equivalent assessment; and
- service roles that address unique disciplinary and department/school needs.

Educational Requirement

To be promoted to tenured Associate professor, the educational requirement is: a terminal degree appropriate to the field; or a suitable combination of education, professional credential and related professional experience where such combination constitutes the generally accepted standard in the field.

II. Teaching

As the central mission of UFV, successful undergraduate teaching must demonstrate a level of accomplishment that supports student achievement, institutional goals and learning outcomes, and our responsibilities to our region and its communities.

Successful teaching is achieved at the individual, classroom, and community level. In addition to classroom teaching, this may include:

- mentorship of students in either formal or informal contexts;
- supervision of students engaged in service learning, applied placements (practicums, internships, etc.), field schools and study tours, undergraduate research, and creative projects;
- graduate student supervision; and
- development and delivery of curriculum in non-academic, community or other settings.

a. Assistant Professor:

An Assistant Professor in the College of Arts establishes a documented record of successful undergraduate teaching. It is expected that faculty at this rank are building skills, strategies and materials that are informed by scholarship.

The following activities are expected of all faculty members at the rank of Assistant Professor:

- responds to student academic needs;
- communicates high expectations for student success;
- respects diversity in the classroom and in ways of learning;
- develops learning activities that foster an atmosphere of discovery and academic growth;
- maintains academic or professional currency in one's teaching;
- meets course, department, faculty, and institutional learning outcomes;
- critically reflects on teaching practices;
- fosters a culture of ethical practice in learning; and
- maintains professional and effective course organization, management, and delivery.

b. Associate Professor:

A faculty member applying for the rank of Associate Professor with tenure will provide evidence of a high level of proficiency in their undergraduate teaching career.

To be promoted to the rank of Associate Professor and granted tenure, applicants must demonstrate that they continue to meet the criteria for an Assistant Professor.

In addition, they must demonstrate that they have successfully engaged in the following:

- mentorship of students: facilitate students' own process of discovery and application of what they learn. Mentorship could involve: directed studies, graduate supervision, supervising student researchers, facilitate workshops for groups of students around professional practice, assisting students with graduate applications;
- pedagogical skills development (such as completion of an Instructional Skills Workshops); and
- reflection on the impact of research and scholarly activity on their teaching practice.

c. Professor:

A faculty member applying for the rank of Professor will provide evidence of distinction in undergraduate teaching.

To be promoted to the rank of Professor, applicants must demonstrate that they continue to meet the criteria for an Associate Professor.

In addition, they must demonstrate that they have successfully engaged in the following:

- educational leadership;
- sustained contribution to curricular development; and
- mentorship of peers in relation to teaching.

III. Scholarship, Research, and Creative Practice

The College of Arts at the University of the Fraser Valley acknowledges the value of scholarly activities (as defined by UFV's University-Wide Principles to include research, scholarship, and creative practice) as vital to the professional success of faculty members, the learning of students, and the enrichment of our communities.

In keeping with the mandate of the institution and respecting the diversity of faculty specializations, we recognize as acceptable for advancement four types of activity, based on the Boyer model:¹

- the scholarship of discovery that includes original research that advances knowledge;
- the scholarship of integration that involves synthesis of information across disciplines, across topics within a discipline, or across time; work that draws on the power of critical analysis and interpretation to create new meanings;
- the scholarship of application that is utilized to solve consequential problems, especially those that affect communities and society; knowledge that arises out of the very act of application; and
- the scholarship of teaching and learning that involves the systematic study of teaching and learning processes. It differs from scholarly teaching in that it requires a format that will allow public sharing and the opportunity for application and evaluation by others.

Regardless of the type of scholarly activities, the work must be documented, be reviewed by peers (including practitioners, policy makers, community members, if appropriate), be disseminated, and withstand scrutiny in the academic community.

To fall within the general category of scholarly activity, the activity is expected to meet the following standards:²

- clear goals
- appropriate methods
- significant results
- effective presentation
- reflective critique
- public dissemination
- peer reviewed, as defined within the discipline and appropriate for the scholarly activity

¹ Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate* (1990)

² Adapted from Charles E. Glassick, Mary Talyer Huber and Gene I. Maeroff, *Scholarship Assessed: Evaluation of the Professoriate* (1997)

Examples of scholarly activity may include:

- academic publications in the form of articles, chapters, conference proceedings, monographs or other scholarly books;
- contributions to academic encyclopedias and dictionaries, scholarly editions, scholarly translations;
- editing journals or collections of scholarly essays;
- participation in advancement of professional knowledge and discourse through such means as book reviews, acting as peer reviewer or as adjudicator for grant selection or awards committees, or serving on editorial or professional association boards;
- published material designed to assist student learning, such as textbooks or educational media;
- delivery of conference papers and formal commentary on conference panels;
- artistic exhibitions, creative writing, projects or innovations emerging from a Design Research Lab;
- research reports or resource materials for community- and policy-based projects and consultation.

a. **Assistant Professor:**

An Assistant Professor will show commitment to and potential in some of the activities and forms of dissemination listed above.

b. **Associate Professor**

To be promoted to the rank of Associate Professor and granted tenure, applicants must demonstrate ongoing contribution to scholarship through some of the activities and forms of dissemination listed above.

c. **Full Professor**

To be promoted to the rank of Professor, applicants must demonstrate progression in their contribution to scholarship through some of the activities and forms of dissemination listed above since their promotion to Associate Professor.

Those with a profile of less than 15% for this category must show progression through a diversification of their scholarly activities since their promotion to Associate Professor, This may take different forms, such as a broadening of the audience that their work reaches; engagement in different types of activities; or change in thematic, methodological, or disciplinary focus.

Those with a profile of 15-30% for this category must show substantial and distinguished achievement in the discipline that is nationally and internationally recognized.

IV. Service

The College of Arts affirms the critical role that faculty members play, through their service activities, to their departments, schools, faculties or college, the larger university, and their wider academic, artistic, professional and/or public communities.

a. Assistant Professor

An Assistant Professor will play a *participatory role* in department meetings, functions, and committees, and in College of Arts Council.

b. Associate Professor

To be promoted to the rank of Associate Professor and granted tenure, applicants must demonstrate that they have:

- substantially contributed to department meetings, committees, activities, projects, or initiatives; and
- sustained a *participatory* role on faculty/college or university-wide committees, activities, projects, or initiatives.

c. Full Professor

To be promoted to the rank of Professor, applicants must demonstrate that they continue to meet the expectations of Associate Professor.

Those with a profile of 15-30% for this category must show evidence of capacity building and leadership in at least two of the three areas listed below:

- departmental activities, projects, and initiative;
- faculty/college or university-wide committees, activities, projects, or initiatives; or
- professional organizations related to their field of practice; or in community outreach.

College of Arts Faculty Standards Criteria for Rank, Tenure and Promotion

Approved by College of Arts Council, May 2015

I. Principles

The University of the Fraser Valley's reputation for academic excellence, collegial decision-making, community-service, and commitment to diverse educational, scholarly and creative pursuits shall be reflected in the teaching, scholarship and service activities of all faculty in the College of Arts.

The College of Arts respects the primacy of the learner and teaching excellence; the value of scholarly activity and its relationship to teaching; and the significance of a wide range of service. Scholarly activity in the College of Arts includes academic scholarship, research, and creative practice.

The College of Arts' standards of teaching, scholarship and service shall enable faculty members to advance their professional and career goals.

These standards will be used to assess, evaluate, and adjudicate applications by faculty members in the College for tenure and promotion through ranks. The standards shall be applied in a spirit of fairness, transparency, consistency, and accountability.

Discipline specific criteria for tenure, rank and promotion may vary by department or program, as specified in Section V. However, all criteria throughout the College of Arts should align with the general requirements outlined here.

The College of Arts standards align with the following principles established by Senate to guide the development of standards and criteria for tenure and promotion at the University of the Fraser Valley:

1. A Commitment to Academic Freedom

- a. Academic freedom is fundamental to teaching and learning, scholarly activities, and service.
- b. All criteria established by academic units must respect the institutional commitment to academic freedom and responsibilities, and they may not establish criteria that represent an impediment to the exercise of academic freedom.

2. Primacy of Teaching and Learning
 - a. Criteria for assessing rank and tenure for faculty must recognize the University of the Fraser Valley's commitment to the primacy of teaching and learning informed by scholarly activities.
 - b. Criteria established by academic units must clearly demonstrate that promotion requires increasing competency in teaching and learning.
3. Respecting Disciplinary Diversity while Ensuring Fair Comparison among Faculties
 - a. Tenure and promotion criteria must consider the differences in the nature and purpose of different academic units.
 - b. Recognition must be given to multiple forms of teaching and learning, scholarly activities, and service.
 - c. The degree of accomplishment necessary for achieving promotion at each rank should be equivalent across academic units.
4. Alignment with the Mandate and Mission of the University
 - a. Criteria developed for teaching, scholarly activities, and service should be consistent with the mandate and mission of the university.
 - b. Criteria should be aligned with the goals of the Department/School and Faculty/College.
5. Standards and Criteria Must be Defined within National and International Contexts
 - a. Criteria must reflect the high quality and expectations of their disciplines, as informed by, when possible, best practices utilized nationally and internationally at comparable institutions.
 - b. Criteria must require a diverse body of evidence that reflects a high quality and meaningfulness of contribution for:
 - teaching and learning;
 - scholarly activities; and
 - service.
6. Criteria Must be Fair, Transparent, and Non-Discriminatory
 - a. Criteria must be fair and equitable, and assessable based on merit and the evidence presented.
 - b. Criteria used by different academic units in assessing tenure and promotion must be transparent and be accompanied by clear guidelines and expectations of faculty.
 - c. Criteria for tenure and promotion must ensure that there are no inherent forms of discrimination.
 - d. Criteria will be developed to measure overall performance for the

entire period under consideration.

7. **Criteria Demonstrate Flexibility and Multiple Pathways for Tenure and Promotion**
 - a. Criteria for tenure and promotion must establish minimum requirements in each category of teaching and learning, scholarly activities and service.
 - b. Criteria must be sufficiently flexible and adaptable so as to accommodate different teaching and learning, scholarly activities, and service profiles.

8. **Criteria Must Include Peer Review**

Criteria established by academic units for each rank must require evidence of peer review of teaching and learning and scholarly activities, and confirmation of performance in service roles.

9. **Standards and Criteria are to be Subject to Periodic Review**
 - a. Standards and criteria for rank and tenure are subject to internal review by academic units every five years, or at a higher frequency established by the academic unit.
 - b. The Senate Faculty Standards Committee will review institutional principles and the standards and criteria for each academic unit every five years.

II. Teaching Criteria

As the central mission of UFV, successful undergraduate teaching must demonstrate a level of accomplishment that supports student achievement, institutional goals and learning outcomes, and our responsibilities to our region and its communities.

Successful teaching embodies a number of characteristics, including:

- Communication of high expectations for students;
- Cultivation of a high degree of professionalism and ethical practice;
- Demonstration of academic currency and expertise in a faculty member's subject area(s);
- Facilitation, for both the instructor and student, of the development of new lines of inquiry, knowledge development, creative expression, and invention;
- Development of appropriate course-level learning outcomes and assessment that contributes to departmental, faculty, and institutional learning outcomes;
- Development of students' capacity for critical thinking;
- Cross-cultural inclusivity of individuals, narratives, practices, etc.;
- Utilization of, and reflection on, effective methods and practices;
- Mentorship of students and creation of a supportive learning environment;
- Demonstration of responsiveness to changing and diverse student learning needs;
- Creation of an atmosphere in which students develop and use their powers of discovery and innovation;
- Engagement and capacity building with learning communities inside and outside of the university.

Successful teaching is achieved at the individual, classroom, and community level. In addition to classroom and laboratory teaching, this may include:

- Supervision of students engaged in service learning, applied placements (practicums, internships, etc.), field schools and study tours, undergraduate research, and creative projects;
- Graduate student supervision;
- Development of learning materials and teaching methods that can be more broadly adopted outside of the university;
- Delivery of curriculum in non-academic, community or other settings.

a. Assistant Professor:

An Assistant Professor in the College of Arts has a documented record of successful undergraduate teaching by the end of the probationary period. Because an Assistant Professor is often, although not always, a tenure-track junior faculty member in the earliest stages of their academic career, it is expected that faculty at this rank are building skills and strategies for teaching, particularly undergraduate students. An Assistant Professor is translating research from doctoral (or equivalent) programs into a plan of scholarship, and classroom, lab, and field teaching opportunities.

The minimum requirements for continuation and appointment to tenure-track at the rank of Assistant Professor entail:

- A level of education appropriate to the field, or a suitable combination of education, professional credential and related professional experience where such combination constitutes the generally accepted standard in the field
- Professional, ethical, and effective course organization, management, and delivery, including:
 - clear communication of course objectives;
 - utilization of appropriate and challenging course evaluation strategies;
 - ability to keep to tasks;
 - provision of prompt and effective feedback on student assignments;
 - maintenance of regular office hours;
 - fostering a culture of ethical practice in learning and knowledge construction;
 - respect for diversity in the classroom and in ways of learning;
- A record of effectiveness in, and ongoing reflection on teaching practices, evaluation, and ability to meet course, department, faculty, and institutional learning outcomes;
- Communication of high expectations for student success;
- Demonstrated commitment to, and development of learning activities that foster an atmosphere of discovery and academic growth;
- Demonstration of academic or professional currency in one's teaching.

b. Associate Professor:

An Associate Professor in the College of Arts has demonstrated and documented a high level of proficiency in their undergraduate teaching career at the time of application for promotion. A faculty member applying for Associate Professor will provide evidence of effectiveness, innovation, creativity, understanding, and meaningful reflection in teaching and working with students. If applicable, graduate student supervision will also be considered; however, the greatest emphasis will be placed on teaching and working with undergraduate students.

An Associate Professor has matured into a mentor for students, and is facilitating the students' own process of discovery and application of what they learn. An Associate Professor will have shown promise as a mentor to peers within and outside the university, and will have begun the study and sharing of effective practices in teaching. While it is not yet expected that applicants for Associate Professor will have begun engaging with learning communities outside of the university, they are to be encouraged, as they move forward, to consider how best to disseminate knowledge and ideas to the public, external organizations, and other institutions, and through a variety of information sharing strategies. An Associate Professor sets an example of ethical practice for students in the pursuit, construction, and application of knowledge.

The minimum requirements for promotion to the rank of Associate Professor and the grant of tenure include the same criteria as for an Assistant Professor, as well as:

- Engagement in professional and pedagogical skills development (through professional development [PD] days, instructional skills training, academic conferences, teaching and learning workshops, etc.);
- Meaningful reflection on individual growth as an instructor, and a demonstrated ability to build on one's strengths to improve student learning and skills outcomes;
- Engagement in teaching beyond the classroom, such as community teaching, honours (or equivalent) and/or graduate supervision, and/or sharing of effective practices through academic discourse;
- Demonstration of academic or professional currency in one's teaching.

c. Full Professor:

Full Professors will have demonstrated and documented distinction in undergraduate teaching at the time of review for promotion. Faculty members seeking promotion to Full Professor will have provided evidence that they have advanced qualitatively since their last promotion and/or evaluation. They will continue to demonstrate an exemplary level of successful teaching that is effective, innovative, creative, empathic, and demonstrates meaningful reflection and continual improvement in working with students. The focus of teaching efforts and evaluation continues to be undergraduate students; however, if applicable, graduate student supervision will also be considered. Full Professors are respected by students and peers alike for their teaching abilities and contributions. Full Professors work in both individual and group settings to mentor students and guide their development as mature learners, critical thinkers, and leaders in their communities. A Full Professor sets an example of ethical practice for students in the pursuit, construction, and application of knowledge.

The minimum requirements for promotion to the rank of Full Professor include the same criteria as for an Associate Professor, as well as:

- Active engagement in curricular development and the sharing of best practices in teaching;
- Engagement in productive collaboration with peers both inside and outside the university ;
- Acting as mentors for their peers within the institution and fields of practice;
- Active engagement with learning communities, public audiences and external organizations.

III. Scholarship, Research, and Creative Practice Criteria

The College of Arts at the University of the Fraser Valley acknowledges the value of academic scholarship, research, and creative practice for faculty, students, and communities. The encouragement and recognition of faculty members' scholarly and creative activities are vital to the success of the institution. When research, scholarship, and creative practice reflect academic currency, and sustain vital connections between faculty and wider disciplinary communities, they serve our institutional mission to promote excellence in undergraduate teaching. As such, all faculty members have a responsibility to maintain an active program of scholarship.

As part of the conditions of advancement, a candidate for tenure or promotion must demonstrate an ongoing commitment to scholarship, research, or creative practice, and provide a record of achievement as evidence of this commitment.

In keeping with the mandate of the institution and respecting the diversity of faculty specializations, a variety of scholarly, research and creative activities will be recognized as acceptable for advancement.

Scholarly activity in the College of Arts shall be assessed with reference to both the quality and quantity of scholarly output, and according to individual departmental standards. Although peer review shall not be the only index for the qualitative assessment of scholarly activity, significant weight shall be given to scholarship that has been subject to peer review or equivalent forms of assessment. Some portion of a candidate's record of scholarly or creative achievement should include work that has been disseminated in publications, exhibitions, performances and academic forums that have undergone a form of peer-review or equivalent assessment.

Examples of relevant and acceptable forms of scholarly, research and creative activity typically include, but may not be limited to:

- Articles in academic journals
- Book reviews in academic journals
- Monographs
- Books
- Book chapters
- Substantial contributions to academic encyclopedia and dictionaries
- Scholarly editions
- Scholarly translations
- Textbooks
- Conference papers and formal commentary on conference panels

- Conference proceedings
- Educational media
- Maps
- Multi-media works
- Public performances
- Artistic exhibitions
- Publication of creative writing
- Research, reports, and resource materials for community- and policy-based projects and consultation.

a. **Assistant Professor:**

To meet the minimum requirements for continuation and appointment to tenure-track at the rank of Assistant Professor, the candidate will have established a record of:

- Productivity consistent with individual Faculty Annual Workload Plan(s).

b. **Associate Professor**

To meet the requirements for promotion to the rank of Associate Professor and the grant of tenure, the candidate will have established a record of productivity and achievement within an established program of scholarly activity, as evidenced by:

- Substantial achievement of objectives defined by the individual's Faculty Annual Workload Plan(s);
- Dissemination of scholarly and creative work in forums of academic or equivalent review, and including appropriate forms of peer-review or equivalent assessment;
- Reflection on the impact of scholarship on teaching practice.

c. **Full Professor**

To meet the requirements for promotion to the rank of Full Professor, the candidate will have established a record of substantial and distinguished achievement in scholarly, research or creative activity, as evidenced by:

- Substantial and distinguished realization of the objectives defined in the Faculty Annual Workload Plan(s);
- Substantial and distinguished achievement in the discipline;
- Sustained and productive scholarly activities having national and international recognition
- Dissemination of scholarly and creative work in forums of primarily peer-review or equivalent assessment;
- Sustained reflection on the impact of scholarship on teaching practice;
- Demonstration of distinction by colleagues from outside the university.

IV. Service Criteria

All UFV faculty members in the College of Arts are expected to contribute to the service activities essential to the successful development and functioning of their departments, schools, faculties or colleges, and the larger university, and to engage meaningfully with wider academic, artistic and/or public communities.

Faculty service shall contribute to and enhance the life and work of the university, their fields of study and practice, and the communities of the Fraser Valley.

All faculty members in the College of Arts are expected to meet the following basic requirements for Service:

- Participation in the basic service activities related to their departments, faculties, and the larger university:
 - Department and discipline meetings;
 - Faculty councils;
 - Department committee work;
 - Planning and evaluation meetings;
 - Department and institutional outreach events;
 - Student outreach activities.

- Demonstration of a sense of responsibility in achieving the objectives of their academic units or programs, and the larger university, by carrying a reasonable share of non-teaching, service related duties.

a. Assistant Professor

To meet the minimum requirements for continuation on the tenure-track at the rank of Assistant Professor, the candidate will have established a record of:

- Conscientious and sustained commitment to fulfilling the basic service requirements described in individual Faculty Annual Workload Plan(s).

b. Associate Professor

To meet the requirements for the promotion to the rank of Associate Professor and the grant of tenure, the candidate will have established a record of sustained and meaningful contributions in service, including capacity building and leadership, as evidenced by activities such as:

- Development, organization, and delivery of student support and outreach activities;
- Significant involvement in the service activities of the larger university (i.e. meaningful participation in university-wide committees; participating in the creation, development and/or revision of university programs or policies, etc.);
- Significant involvement in professional activities and/or associations related to their fields of study or creative practice;
- Significant involvement in community engaged outreach activities that enhance the public service role of their departments and the university (community engaged outreach promotes collaborations and connections between the university and the wider community, and includes activities such as contributing to the resolution of problems or issues in society, making substantial contributions to public policy, engaging in significant literary, artistic, celebratory or integrative actions that enrich the cultural life of the community).

c. Full Professor

To meet the requirements for promotion to the rank of Full Professor, the candidate will have established a record of substantial capacity building and leadership contributions in service, as evidenced by activities such as:

- Chairing of major committees;
- Chairing or direction of a division or department;
- Chairing, authorship or creation of a major initiative;

- Initiation and/or contribution to the creation, development and/or revision of university programs or policies, etc.;
- Achievement of a recognized distinction through contributions to professional activities and associations related to the candidate's field(s) of study or creative practice;
- Contributions to the public service role of the candidate's department, field(s) of study, and/or the university;
- Significant achievement in community-engaged outreach.

V. Relationship of College of Arts Standards to Departmental Standards

Each department may identify discipline-specific standards by which their faculty will be evaluated. Departmental standards shall be consistent with standards for the College as outlined in this document and may clarify:

- Standards for evaluating teaching practice that reflects disciplinary training and/or departmental priorities;
- Discipline-specific outlets for creative practice and scholarship, and the relative importance of each;
- Service roles that reflect unique disciplinary needs and/or departmental priorities.