



Agenda
Faculty Standards Committee

Wednesday, March 11, 2020
2:30 – 4:30pm | Room B133
Abbotsford Campus

- Page 1. WELCOME
- 2. ITEMS for ADOPTION
 - 2.1. Agenda – March 11, 2020
 - 2 2.2. Minutes – February 14, 2020
- 3. DISCUSSION ITEMS
 - 3.1. Faculty Standards for Tenure and Promotion – School of Land Use and Environmental Change
 - 4 3.2. Faculty of Access and Continuing Education Standards for Tenure and Promotion
 - 14 3.3. Review - UFV’s Principles for the Establishment of Faculty Standards and Criteria for Tenure and Promotion
 - 23 3.4. Terms of Reference Review
- 4. INFORMATION ITEMS
 - 4.1. 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
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

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

- 5. ADJOURN
Meetings: Apr 8-Tentative, May 6-Tentative, June 3-Tentative

Draft Minutes
Faculty Standards Committee

Wednesday, Feb 12, 2020
2:30 – 4:30pm | Room B133
Abbotsford Campus

Present: Peter Geller (Chair), Alastair Hodges, Garry Fehr, Greg St. Hilaire, Maureen Wideman, Michael Corman, Sylvie Murray, Melinda Saretzky (recorder)

Regrets: Kate McCulloch, Sharon Gilles, Jon Thomas, John Pitcher

1. WELCOME

Quorum is met.

2. ITEMS for ADOPTION

2.1. Agenda – February 12, 2020

Motion: That Faculty Standards committee approved the agenda as presented.

Maureen/2nd Michael. Carried.

2.2. Minutes – December 4, 2019

Motion: That Faculty Standards committee approved the minutes of December 4, 2019.

Greg/2nd Alastair. Carried.

3. DISCUSSION ITEMS

3.1. Limited reviews - Standards for Tenure and Promotion

A limited review was conducted for all divisional Standards for Tenure and Promotion and memos with suggested changes were sent to all Deans on December 12, 2019.

No deadlines were given, but reminders will be sent out.

Approval Process: Faculty Council -> FSC -> Senate

ACTION: FSC to initiate 5-year reviews for each of the Standards on their anniversary date.

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

As per the Principles for the Establishment of Faculty Standards and Criteria for Tenure and Promotion, page 9 (9.b), the five-year review of the Principles is now being conducted by FSC. The FSC has asked for feedback from each of the Faculty is due on Feb. 24th.

Approval Process: FSC -> Senate

All of the sections of the document were briefly reviewed and committee consensus concluded that the structure of the document is fine, but more clarity could be given in some sections.

ACTION: Working group (Sylvie/Alastair/Michael/Garry) to meet and bring a draft copy of suggested changes to the March 11th FSC meeting.

ACTION: A reminder will go out to the Faculty of Applied and Technical studies regarding the Physics Standards for Tenure and Promotion.

3.3. Faculty Service Excellence Award Committee update

Committee met and will be making a recommendation.

4. INFORMATION ITEMS

4.1. 2020-2021 FSC Membership

Terms extended 1 year - John Pitcher and Kate McCulloch

3 openings

- Faculty of Prof. Studies
- Faculty of Science
- Faculty of Applied and Technical Studies

4.2. Memo to Dean, Faculty of Science: re: School of Land Use and Environmental Change (SoLUEC) Standards for Tenure and Promotion

4.3. Memo to Senate – Faculty Standards Committee update

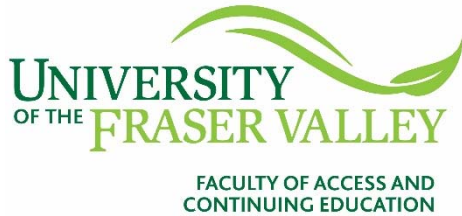
4.4. Review Deadlines for Standards for Tenure and Promotion

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

5. ADJOURN

Meetings: March 11, Apr 8, May 6, June 3



Dr. Sue Brigden, Dean
Access and Continuing Education

Phone: 604-864-4643
Email: sue.brigden@ufv.ca

MEMORANDUM

To: Dr. Peter Geller, Vice Provost, Associate Vice President Academic
CC: Melinda Saretzky, Assistant to the Provost and VP Academic
Date: Thursday, February 20, 2020
Re: **Review and Revision of the FACE Faculty Standards for Tenure and Promotion**

On Friday, February 7, 2020, the Faculty of Access and Continuing Education (FACE) Faculty Council approved the following changes to its Faculty Standards for Tenure and Promotion, which were suggested in your memo dated December 12, 2019:

- 1. General Standards for Each Rank**
An introductory statement has been added that describes the list and the table and how they are seen to work together, as suggested in the memo (see page 2 of the revised document).
- 2. Activities for Assessment: Aspects of Research and Scholarship**
The table was revised following the suggestion made in the memo (see pages 8-9 of the revised document).
- 3. Title**
The title was changed to “Faculty of Access and Continuing Education Standards for Tenure and Promotion” to align with wording in the Terms of Reference for the Faculty Standards Committee, as suggested in the memo (see page 1 of the revised document).

In addition, a couple of minor edits were made to correct formatting and spelling.

The revised FACE Faculty Standards showing tracked changes accompanies this memorandum.

Faculty of Access and Continuing Education Standards for Tenure and Promotion

Criteria for Rank, Tenure, and Promotion

Preamble

At the University of the Fraser Valley, “priority is placed on students and their learning needs and goals”¹ The Faculty of Access and Continuing Education (FACE) believes that a commitment to standards of excellence in teaching respects the primacy of the learner. FACE also recognizes that pursuits in relevant research and scholarship, and service activities are concomitant aspects of this commitment. Accordingly, FACE has an expectation that all faculty members will make contributions in all areas: teaching and learning; research and scholarship; service. Lastly, in accordance with Article 12.7 of the UFV Collective Agreement, to ensure the assessment of these contributions will be considered equitably and fairly in a teaching-intensive university, evaluation weighting of no less than 60% will be based on teaching, no less than 20% on one of scholarship or service, and no less than 10% on the remaining component.

This document provides the criteria used to measure, evaluate and adjudicate applications by faculty members within FACE for tenure, and promotion through the ranks. Additional, discipline-specific criteria may vary by department or program; however, all criteria throughout FACE will align with the requirements provided herein.

¹ UFV Values Statement https://www.ufv.ca/about_ufv/vision-mission-values/

General Standards for each Rank

[The general standards for the ranks of Assistant Professor, Associate Professor, and Professor in the Faculty of Access and Continuing Education are listed below, followed by a table that expands upon the criteria listed for each rank in the areas of teaching, scholarship, and service.](#)

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Assistant Professor

Must successfully meet the following criteria:

- a) Successful completion of both a recognized teaching credential and recognized Master's degree;
- b) Evidence of successful teaching experience in an adult learning environment;
- c) Evidence of a commitment to both mentorship and excellence in progressive teaching and learning;
- d) Evidence of commitment to engage in scholarly activities; and,
- e) Evidence of commitment to service relevant to the University, Faculty, Department, the academic community, and/or the community at large.

Associate Professor

Must successfully meet all the criteria for Assistant Professor plus the following:

- a) A record of sustained, successful teaching experience in an adult learning environment, and a demonstrated commitment to mentorship, curriculum development and excellence in progressive teaching and learning;
- b) A record of productive scholarly activities; and
- c) A record of sustained and meaningful service to the University, Faculty, Department, the academic community, and the community at large.

Professor

Must successfully meet all the criteria for Associate Professor plus the following:

- a) Demonstrated and documented distinction in teaching and learning;
- b) A record of sustained and productive scholarly activities, including a recognized, relevant, terminal degree; and
- c) A record of sustained and outstanding service to the University, Faculty, Department, the academic community, and the community at large.

General Standards for each Rank

Rank	Teaching	Scholarship	Service
Assistant Professor Potential & Participation	<p>Faculty member’s teaching demonstrates the potential to create a student-centered learning environment for diverse learners. The member engages professionally with colleagues and students, solicits comment on teaching methods, lessons and materials, and demonstrates a reflective ability to adjust lessons if/as needed. The member has a strong knowledge base and encourages student success by providing timely and appropriate feedback.</p>	<p>Faculty member’s scholarship demonstrates the ability to be actively engaged in relevant activities which are planned and focused on the development of professional networks and opportunities, and the dissemination of scholarly works through a variety of professional workshops, conferences, and publication formats.</p>	<p>Faculty member’s service activities demonstrate collegial involvement and active membership on department and FACE faculty council committees. The member reads and disseminates materials in preparation for meetings and contributes to discussions.</p>
Associate Professor (with tenure) Development & Contribution	<p>Faculty member’s teaching facilitates students’ critical and conceptual understanding of course content. The member facilitates reflective, problem-solving and decision-making activities that demonstrably link activities to both the course content and the ILOs. The member demonstrates professional development in the area of teaching and shares best practices in his/her discipline. The member is involved in course development and revisions, and effective student supports.</p>	<p>Faculty member’s scholarship is deepening and demonstrably accepted by professional peers both in and beyond the UFV community through publications, applications or presentations. Some aspects of the member’s scholarship relates to his/her broader and systematic professional development in teaching and service. A record of sustained and productive scholarly activities.</p>	<p>Faculty member’s service activities require a significant time commitment and extend beyond his/her department and faculty. Specifically, the member also contributes to university-wide committees and initiatives, and may represent departmental or faculty interests on relevant community-based committees, groups and endeavours. Leadership is evident in the member’s support of volunteers, and practicum and work-study students. A record of sustained and meaningful service to the University, Faculty, Department, the academic community, and the community at large.</p>
Full Professor Excellence & Leadership	<p>Faculty member is a recognized exemplar of best practices in teaching, and mentors other instructors and faculty. The member contributes to the development of programs and teaching and learning practices and resources at UFV.</p>	<p>Faculty member’s scholarship is sustained and substantially recognized (e.g., through internal and external grants and awards, citations, invitations, and collaborations) as having contributed to the body of knowledge in his/her discipline and/or in the areas of teaching and service. The member demonstrates leadership in mentorships, peer reviewing and editing, and in organizing</p>	<p>Faculty member’s service activities demonstrate a significant commitment to the institution as well as to provincial, national or international professional associations, committees and endeavours. The member serves an active leadership role and is recognized for major contributions made through governance, engagement and organizational responsibilities. A record of significant and outstanding service to the</p>

		scholarly events. A record of sustained and productive scholarly activities at both a national and international level, including a recognized, relevant terminal degree.	University, Faculty, Department, the academic community, and the community at large.
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Activities for Assessment

Aspect of Teaching	Sample Criteria	Sample Evidence
Facilitating effective classroom learning	Creates a student-centered learning environment for diverse learners	<ul style="list-style-type: none"> • Teaching philosophy statement • Course outlines • Solicited and unsolicited feedback • Peer reviews of teaching • Teaching awards • Written feedback to students • Initial needs-assessment forms or process documents • Lesson plans that demonstrate an effective mix of teaching methods • Stakeholder needs analyses • Self-assessment tools • Reflective statements on changes made to lessons • Instructions for learning activities • Teaching materials e.g., files uploaded to Blackboard and handouts
	Facilitates critical and conceptual understanding	<ul style="list-style-type: none"> • Journaling • Reflective tasks • Summaries and critiques • Applied (experiential, hands-on) activities • Problem-solving and decision-making activities • Assessments, e.g., exams and quizzes • Projects
	Establishes rapport	<ul style="list-style-type: none"> • Students' queries dealt with in a timely and appropriate manner • In-class observation or on-line documentation of facilitation skills with discussion groups • Professional communication with students and colleagues

Aspect of Teaching	Sample Criteria	Sample Evidence
Facilitating effective classroom learning (continued)	Promotes inquiry-based learning	<ul style="list-style-type: none"> • Projects <ul style="list-style-type: none"> • In-class assignments • Discussion groups • Lesson plans • Stories/experiences from practice/research
	Supports student success	<ul style="list-style-type: none"> • Teaching awards <ul style="list-style-type: none"> • Student awards • Students' work • Student, faculty, and staff feedback <ul style="list-style-type: none"> • Lesson plans
Supporting students outside the classroom	Supervises students	<ul style="list-style-type: none"> • Practicum <ul style="list-style-type: none"> ○ Evaluations ○ Field site meetings with students and supervisors ○ List of arranged practicums and work place site visits ○ Feedback from field sites <ul style="list-style-type: none"> • Field trips
	Mentors and advises students	<ul style="list-style-type: none"> • Orientation materials <ul style="list-style-type: none"> • Calendar of student meetings • List of oral references provided for students • List of letters of reference provided for students • Student, faculty, and staff feedback • Letters/cards/notes of thanks from students • Advising and program materials • Professional development materials <ul style="list-style-type: none"> • Reflective narratives • Student portfolios • Extra-curricular study sessions

Aspect of Teaching	Sample Criteria	Sample Evidence
Managing effective curricula	Integrates outcome-based principles	<ul style="list-style-type: none"> • Assessment rubrics <ul style="list-style-type: none"> • Course outlines • Narrative linking outcomes across planning, teaching, and evaluation of learning <ul style="list-style-type: none"> • Evaluation strategies • Performance evaluation/rating scales and checklists • PLAR <ul style="list-style-type: none"> • Exams, quizzes
	Develops learning materials and activities	<ul style="list-style-type: none"> • Learning materials • Effective online and multimedia learning resources <ul style="list-style-type: none"> • Discussions • Case-based teaching • Field trips • Site-based teaching • Team-work • Integration of new technologies <ul style="list-style-type: none"> • Student projects • Articulation documentation
	Designs and updates programs and courses	<ul style="list-style-type: none"> • Concept papers, presentations to faculty council, CWC submissions, etc., that link to new developments and trends • Substantial revisions to existing programs or courses <ul style="list-style-type: none"> • Articulation documentation • Textbook adoption
	Maintains academic currency	<ul style="list-style-type: none"> • Scholarly and professional development activities • Documentation of innovative activities/practices • Conference presentations and attendance
Managing effective curricula (continued)	Collaborates with colleagues	<ul style="list-style-type: none"> • Materials and resources <ul style="list-style-type: none"> • Peer review and feedback • Workshops, seminars, and presentations • Professional development activities

Aspect of Research and Scholarship	Sample Criteria	Sample Evidence
Conducting research	Funded Unfunded	<ul style="list-style-type: none"> ▲ Research proposals/applications ▲ Acceptance letters ▲ Ethics approval ▲ Reports
Writing scholarly work for publication (e.g., articles, chapters, books, training or user manuals, etc.) Writing reviews of published scholarly work	Peer reviewed Non peer reviewed	<ul style="list-style-type: none"> ▲ Publication documents ▲ Citation and reviews
Creating relevant works of art such as a painting or sculpture/producing or directing a play or film, writing non-fiction literature such as poetry or novels Writing reviews of works of art	Peer reviewed Non peer reviewed	<ul style="list-style-type: none"> ▲ Copy of work ▲ Publication/display documents ▲ Citation and reviews
Presenting scholarly work at workshops and conferences (e.g., papers, posters, roundtable discussions, etc.)	Peer reviewed Non peer reviewed	<ul style="list-style-type: none"> ▲ Presentation proposal ▲ Acceptance letters ▲ Conference/workshop programs/proceedings ▲ Presentation materials ▲ Citation and reviews
Reviewing new scholarly work/works of art submitted for publication/presentation	Peer reviewed Non peer reviewed	<ul style="list-style-type: none"> ▲ Appointment letters ▲ Review documents ▲ Citation
Curriculum development (e.g., reviewing and developing curricula, courses, and teaching/learning materials)	For own use For use by others	<ul style="list-style-type: none"> ▲ Curriculum materials ▲ Supporting documents/reviews
Research and scholarship related to teaching and learning (e.g., developing and disseminating innovative teaching and learning activities/materials)	For own use/use by others Peer reviewed/non-peer-reviewed	<ul style="list-style-type: none"> ▲ Publication or conference/workshop programs/proceedings/materials ▲ Citation and reviews

Aspects of Research and Scholarship

<u>Sample Activities</u>	<u>Sample Criteria</u>	<u>Sample Evidence</u>
<u>Conducting research</u>	<u>Funded</u> <u>Unfunded</u>	<ul style="list-style-type: none"> • <u>Research proposals/applications</u> • <u>Acceptance letters</u> • <u>Ethics approval</u> • <u>Reports</u>
<u>Writing scholarly work for publication (e.g., articles, chapters, books, training or user manuals, etc.)</u> <u>Writing reviews of published scholarly work</u>	<u>Peer-reviewed</u> <u>Non peer-reviewed</u>	<ul style="list-style-type: none"> • <u>Publication documents</u> • <u>Citation and reviews</u>
<u>Creating relevant works of art such as a painting or sculpture/producing or directing a play or film, writing non-fiction literature such as poetry or novels</u> <u>Writing reviews of works of art</u>	<u>Peer-reviewed</u> <u>Non peer-reviewed</u>	<ul style="list-style-type: none"> • <u>Presentation proposal</u> • <u>Acceptance letters</u> • <u>Conference/workshop programs/proceedings</u> • <u>Presentation materials</u> • <u>Citation and reviews</u>
<u>Reviewing new scholarly work/works of art submitted for publication/presentation</u>	<u>Peer-reviewed</u> <u>Non peer-reviewed</u>	<ul style="list-style-type: none"> • <u>Appointment letters</u> • <u>Review documents</u> • <u>Citation</u>
<u>Curriculum development (e.g., reviewing and developing curricula, courses, and teaching/learning materials)</u>	<u>For own use</u> <u>For use by others</u>	<ul style="list-style-type: none"> • <u>Curriculum materials</u> • <u>Supporting documents/reviews</u>
<u>Research and scholarship related to teaching and learning (e.g., developing and disseminating innovative teaching and learning activities/materials)</u>	<u>For own use/use by others</u> <u>Peer-reviewed/non peer-reviewed</u>	<ul style="list-style-type: none"> • <u>Publication or conference/workshop programs/proceedings/materials</u> • <u>Citation and reviews</u>

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Aspect of Service	Sample Criteria	Sample Evidence
University Community Engagement	<ul style="list-style-type: none"> • Provides support for volunteers, practicum or work study students • Department headship or serving in other leadership roles • Active membership and involvement in departmental and university committees • Membership in University governance • Faculty and Staff Association service • Participates in University wide initiatives 	<ul style="list-style-type: none"> • Internal documents or other evidence of engagement • Budgets • Written reports • Marketing and promotion • Letters of appointment • Board materials • Faculty workload plans • Education plans • Program and/or course development documents
Regional Community Engagement	<ul style="list-style-type: none"> • Represents the department and/or UFV at community-based groups • Contributes to relevant community committees or endeavors 	<ul style="list-style-type: none"> • Written reports, letters, newspaper articles • Committee and individual awards or nominations • Newsletters, agendas and minutes of meetings • Ad hoc committee agreements or memorandum of understanding documents • On-line sources
Professional Community Engagement	<ul style="list-style-type: none"> • Represents department or UFV on committees or forums on provincial, national, or international level • Organizing conferences, workshops, or other professional meetings 	<ul style="list-style-type: none"> • Membership in professional associations and/or executive positions • Conference or event materials • Event related images from social media • Letters of support from peers or other evidence of engagement • Committee or individual awards, nominations or honors conference presentation abstract



Recommendations on University-Wide Principles
for the Establishment of Criteria for Faculty Standards
Faculty Standards Committee of Senate

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 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.

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.

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 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 involve discovery, integration or synthesis, application of knowledge in ways that connect it to understanding and solving pressing social, civic and ethical problems.

Service: includes productive contributions meeting the needs of the one's department, faculty, and the institution, and to academic and regional communities. Faculty members may serve the university, their departments or 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 classroom, laboratory, field, and community settings. It also involves student mentorship, supervision of individualized learning experiences, curriculum development, and related activities identified as significant within particular academic units (e.g. graduate instruction).

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.

1. Assistant Professor

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:

- a) Level of education appropriate to the field; 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;
- b) Evidence of teaching effectiveness and a commitment to excellence in teaching and learning;
- c) Evidence of potential and commitment to engage in scholarly activities; and
- d) Evidence of potential 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 on the quality of work accomplished and meaningful contribution made to the areas of teaching, scholarly activities, and service.

Criteria for Associate Professor should stipulate the expectancy of a high level of sustained proficiency in undergraduate teaching 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.

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. If applicable, graduate student supervision will also be considered. An Associate Professor will have shown potential as a mentor to peers within and

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

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.

An Associate Professor will have established a record of productivity and achievement within an established program of scholarly activities. This will include dissemination of scholarly and creative work in forums of academic or equivalent review, and including appropriate forms of peer-review or equivalent assessment; and reflection on the impact of scholarship on teaching practice.

The faculty member will have established a record of sustained and meaningful contributions 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:

- a) A record of effectiveness, innovation, creativity, understanding, and meaningful reflection in teaching and curriculum development;
- b) A record of sustained and productive scholarly activities; and
- 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

For promotion to 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 distinctly beyond the rank of Associate Professor. A faculty member applying for Full Professor will provide evidence of sustained quality in effectiveness, innovation, creativity, understanding, and meaningful reflection in teaching and working with students.

Full Professors are respected by students and peers alike for substantial and distinguished teaching abilities, scholarly activities, service contributions, and ethical practice on regional, national and

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.

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

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:

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

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 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.

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 and Criteria for Tenure and Promotion.

FSC: Senate Faculty Standards Committee.

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

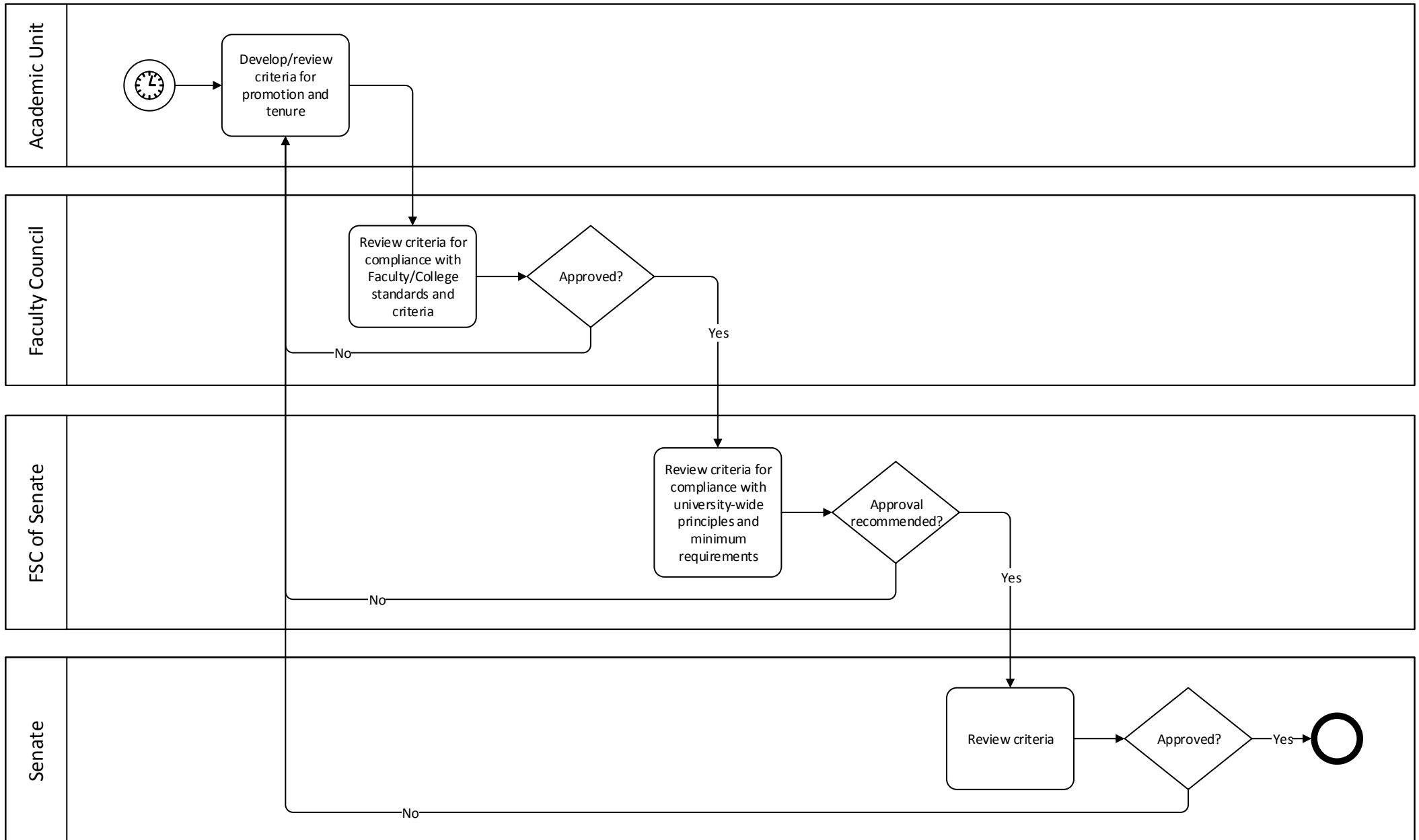
University-Wide Principles: University-wide Principles for the Establishment of Faculty Standards and Criteria for Tenure and Promotion approved by the Senate.

Process

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

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.

Process for Review of Criteria Developed by Academic Units





Faculty Standards Committee of Senate Terms of Reference

MANDATE

The Faculty Standards Committee advises Senate on matters related to standards for faculty promotion through rank and tenure. The work of the Committee is in accordance with the Collective Agreement.

RESPONSIBILITIES

1. Recommend university-wide principles for the establishment of criteria for faculty standards.
2. Review criteria recommended by Faculties/College and make a recommendation to Senate to ensure consistency with university-wide principles.
3. Review university-wide principles and the criteria of individual Faculties/College at least every five years.
4. Advise Senate on policies and other matters related to faculty standards.
5. To ensure membership of the Faculty Service Excellence award committee as required by the terms of reference set out by the Senate Awards and Honours committee.
6. Other duties as assigned by Senate.
7. Provide annual written reports to Senate.
8. Review its terms of reference and membership composition annually and make any recommendations for revisions to Senate

COMPOSITION

Chair

- Provost or designate as Chair

Vice Chair

- A voting member of the committee, nominated and approved by the committee.

Voting Members

The committee should have a majority of faculty members, approved by Senate, at least one of whom shall be a member of Senate.

- Seven faculty members, one from each Faculty, at least one of whom is a senator
- Two Deans or Associate Deans, approved by Senate
- Associate Vice-President, Research, Engagement and Graduate Studies
- Associate Vice-President, Teaching and Learning