



Agenda
Faculty Standards Committee

Wednesday, April 8, 2020
2:30 – 4:30pm | Videoconference

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- 1 Year Membership Extensions – Kate McCulloch and John Pitcher
- 4.2. 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: May 6, June 3

Draft Minutes
Faculty Standards Committee

Wednesday, March 11, 2020

2:30 – 4:30pm | Room B133

Abbotsford Campus

Present: Peter Geller (Chair), Garry Fehr, Greg St. Hilaire, John Pitcher, Jon Thomas Kate McCulloch, Maureen Wideman, Michael Corman, Sylvie Murray, Melinda Saretzky (recorder)

Regrets: Alastair Hodges, Sharon Gilles

1. **WELCOME**

Quorum was met.

2. **ITEMS for ADOPTION**

2.1. Agenda – March 11, 2020

Motion: That the Faculty Standards Committee approve the agenda as presented.

Maureen/2ND Jon. Carried.

2.2. Minutes – February 14, 2020

Motion: That the Faculty Standards Committee approve the minutes of February 14, 2020.

Maureen/2nd Michael. Carried.

3. **DISCUSSION ITEMS**

3.1. Faculty Standards for Tenure and Promotion – School of Land Use and Environmental Change

As per email from the School of Land Use and Environmental Change (SoLUEC) dated December 3, 2019 and the memo from FSC to Dean of Science dated January 7, 2020, the FSC determined that the SoLUEC should have a Faculty Standards for Tenure and Promotion immediately, and the FSC agrees to their request to adopt the College of Arts Faculty Standards.

MOTION: That the Faculty Standards Committee recommend to Senate approval for the School of Land Use and Environmental Change to adopt the College of Arts (CoA) Faculty Standards for Tenure and Promotion with intent to review and revise.

Peter/2nd Garry. Carried.

Note: Any changes CoA makes to its standards will not affect SoLUEC's and vice versa.

3.2. Faculty of Access and Continuing Education Standards for Tenure and Promotion

Discussion was had regarding the revised Standards received from FACE. All recommended changes from the FSC were addressed, however the committee noted that some changes may not have been necessary.

ACTION: FSC to provide additional feedback to the Faculty of Access and Continuing Education, and request revised document be submitted.

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

The working group provided some suggestions and the FSC reviewed the preamble and definitions and provided additional feedback. The FSC will continue discussions at the next meeting.

ACTION: Working Group: Consider feedback, review remainder of the document and bring back to next meeting for continued discussions.

3.4. Terms of Reference Review

Tabled.

4. INFORMATION ITEMS

4.1. 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. Michael motioned to ADJOURN

Next Meetings: Apr 8, May 6, June 3

MEMORANDUM

TO: Peter Geller, Chair, Faculty of Standards Committee (FSC)
FROM: Dr. Lucy Lee, Chair of the Science Faculty Council and Dean of the Faculty of Science
DATE: March 6, 2020
RE: **Mathematics and Statistics Standards for Tenure and Promotion**

In response to the memo sent from the Faculty Standards Committee dated December 12, 2019, please find attached the Mathematics and Statistics Standards for Tenure and Promotion that were approved at Science Faculty Council on March 6, 2020.



MEMO

To: Peter Geller, Chair, Faculty Standards Committee (FSC)
From: Ian Affleck, Chair, Department of Mathematics and Statistics
CC: Lucy Lee, Dean, Faculty of Science
James Mandigo, Provost and Vice President, Academic
Date: 12/02/2020
Re: Mathematics and Statistics Standards for Tenure and Promotion

On January 27, 2020, the Department of Mathematics and Statistics reviewed the suggested changes to its Standards for Tenure and Promotion as communicated in a memo from Peter Geller on behalf of the FSC on December 12, 2019. Accompanying this memo is a proposed update to the standards, as well as a copy of the FSC memo. Proposed changes are described briefly below.

The memo from FSC noted that the Standards document made several references to “excellence in teaching”, and questioned how that standard could be effectively measured. We propose to change these passages to refer to a “commitment to excellence in teaching”. We feel that this description of the standard phrases it in a way that allows for a candidate to provide evidence more directly, by pointing to specific activities (participation in and facilitation of workshops, seminars and other PD events, for example) that support their pursuit of excellence in teaching.

The memo from FSC also noted instances where the Standards document used the phrases “at least some of” and “any of” in reference to the number of scholarly activities in which a candidate must engage in order to meet a promotional standard, and expressed concern that these passages led to some ambiguity in interpretation of the expectations. For consistency and clarity, we have replaced each occurrence of the phrases above with the unambiguous phrase “some of”. We expect that this conveys that engagement in at least two of the activities must be demonstrated by the candidate.

Finally, the memo from FSC asked that the title of the document be changed from “Department of Mathematics and Statistics Faculty Standards for Rank, Tenure, and Promotion” to “Department of Mathematics and Statistics Standards for Tenure and Promotion”. We have made this change in the updated document.

Department of Mathematics and Statistics

Faculty Standards for Rank, Tenure, and Promotion

The standards described within this document shall be used to evaluate faculty applications for promotion and tenure in the Mathematics & Statistics Department. We describe general standards for the ranks of Assistant Professor, Associate Professor, and Full Professor, as well as specific activities to be documented and evaluated during the promotion process. It should be understood that standards and criteria in this document are intended to be consistent with the UFV Principles for the Establishment of Faculty Standards and Criteria for Tenure and Promotion as well as the Guidelines and Minimum Requirements for Academic Rank approved by the Faculty Standards Committee.

General Standards for Ranks

The standards given here are for the minimum rank listed. Criteria listed for higher ranks are in addition to the criteria for lower ranks.

Assistant Professor:

- Holds doctorate in mathematics, statistics or a closely related field
- Shows ~~excellence and~~ enthusiasm and a commitment to excellence in teaching a mathematical or statistical curriculum that is modern, accurate, and consistent with departmentally approved learning objectives
- Shows potential and commitment to engage in scholarly activity
- Participates in institutional and community service, particularly at the departmental level

Associate Professor:

- Demonstrates advancement, innovation, and a commitment to excellence in teaching
- Acts as a mentor to students
- Contributes significantly to the strategic directions of the institution
- Creates and maintains departmental curriculum and programs
- Plays a *significant* role in university service and community service, including participation in community outreach.
- Maintains a record of sustained and meaningful service
- Maintains a record of sustained and productive scholarly activities

Full Professor:

- Has a consistent record of outstanding teaching.
- Acts as a mentor to junior faculty
- Leads departmental initiatives and promotes its mission
- Has developed a reputation for excellence in scholarly activity, nationally and internationally
- Plays a *leadership* role in university, academic, and community service, including community outreach.

The general standards are to be evaluated by means of documenting specific activities. We divide the activities into those that are *mandatory* and those that are *additional*. The *mandatory* activities are expected of all faculty members applying for promotion, while those listed as *additional* are intended to provide supplementary weight to applications based on individual strengths. Further, we allow for the possibility that activities which are not specifically mentioned in this document, but are closely related to these activities, may also be considered as valid contributions towards promotion. Many duties performed by faculty members can be engaged at different levels. These standards make use of the terms *participatory role*, *significant role*, and *leadership role* to describe three levels of engagement. As an example, roles in an outreach event might be *participatory* (attending and participating on the day of the event), *significant* (organizing or planning some aspect prior to the event), or *leadership* (launching or organizing the event as a whole). Again, we would consider engagement at a level beyond that expected at a given rank to be considered as *additional* activity.

As per the UFV Collective Agreement Article 18.1, we recognize that the duties and responsibilities of the teaching faculty fall into three categories. The categories are teaching, service and scholarship, and we outline standards for each category. Furthermore, under the defined procedure for tenure and promotion (Collective Agreement Appendix), the evaluation of faculty is to be comprised of 60-70% teaching, 10-30% service, and 10-30% scholarship. The weights shall be reflected in these standards by the inclusion of more or less of the *additional* activities listed.

Mandatory activities at higher ranks are again to include those listed for lower ranks. Lower ranks may of course choose to engage in activities listed as *mandatory* or *additional* for higher ranks.

Teaching Activities

The following teaching activities are all *mandatory*, and expected of all faculty members:

Assistant Professor:

- Engages in professional development related to teaching
- Conducts meaningful reflection and self-evaluation towards better facilitating student learning
- Shows enthusiasm in the subject matters and actively engages students in learning
- Gives prompt evaluation of written work, which includes personalized feedback
- Plays a *participatory role* in developing new courses and programs
- Plays a *participatory role* in curriculum review and development

Associate Professor:

- Investigates new classroom techniques, technology, or pedagogy, towards ongoing improvement in the quality and effectiveness of instruction
- Plays a *significant role* in developing new courses and programs
- Plays a *significant role* in curriculum review and development

Full Professor:

- Engages in the teaching community outside of UFV
- Develops innovative curriculum or teaching methods and shares these with community inside and outside of UFV
- Plays a *leadership role* in developing new courses and programs
- Plays a *leadership role* in curriculum review and development
- Receives consistent reports of high teaching performance on evaluations, representing all levels of courses and time periods taught at UFV.

Additional (non-mandatory) teaching activities include, but are not limited to:

- Augments student mentoring activities through supervision of student-led groups
- Augments student mentoring activities through supervision of independent studies, directed studies, or honors courses
- Augments student mentoring activities through supervision of work-study students
- Creates resources and programs to support teaching
- Integrates research projects into teaching
- Introduces novel elements into teaching

Service Activities

The following service activities are all *mandatory*, and expected of all faculty members:

Assistant Professor:

- Plays a *participatory role* in department meetings, functions, and committees
- Undertakes articulation and transfer assessment as needed by the department

Associate Professor:

- Plays a *significant role* in departmental meetings, functions and committees
- Plays a *significant role* on university committees, task forces, program working groups, etc.
- Provides service at regular university functions such as orientation, convocation, information sessions etc.

Full Professor:

- Serves a *leadership role* in department meetings functions and committees
- Mentors sessional and new faculty

Additional (non-mandatory) service activities include, but are not limited to:

Associate Professor:

- Engages students in volunteer activities
- Maintains department or other university websites
- Serves on SACs and/or IPECs
- Serves at the Advice Center
- Plays a *significant role* in the FSA
- Plays a *participatory role* in outreach events
- Serves a *participatory role* on professional committees at regional or national level
- Serves as a reviewer of scholarly work
- Serves as a scholarly resource to the community, providing expert commentary, information, and/or analysis

Full Professor:

- Serves on external review committees
- Serves a *significant* or *leadership role* on professional committees at regional, national, or international level
- Serves as administrator (e.g. department head)
- Plays a *leadership role* in community outreach
- Conducts presentations or lectures at community functions
- Plays a *leadership role* in the FSA
- Serves on editorial boards

Scholarly Activities

Scholarly activity is *mandatory*, but no single specific activity is required of all faculty members. Each faculty member must engage in ~~at least~~ some of the following scholarly activities:

- Produces traditional scholarly products in the form of peer-reviewed publications (articles, books, monographs, etc.)
- Takes courses or workshops to increase expertise required for scholarly project
- Presents at conferences or invited talks
- Supervises students conducting research, independently or as part of a course
- Establishes collaborative partnerships
- Engages in the scholarship of teaching and learning

Assistant Professor:

An Assistant Professor will show commitment and potential in someany of the activities listed above.

Associate Professor:

An Associate Professor will engage in any some of the scholarly activities listed above, as part of a program of scholarship which is ongoing and productive, evidenced by achievements, activities and appointments such as the following:

- Earns awards for scholarly activity
- Procures grants for scholarly activity
- Receives invitations to speak at conferences
- Collaborates with academics outside of UFV
- Collaborates with academics in other disciplines
- Facilitates successful student output such as publications, posters, and presentations
- Serves as a peer reviewer for (one or more) journals
- Serves on (one or more) grant selection committees
- Serves as an editor of (one or more) publications

Full Professor:

A Full Professor will engage in any some of the scholarly activities listed above, as part of an ongoing and productive program of scholarship which is recognized nationally and internationally in disciplinary forums, and which involves several of the achievements, activities and/or appointments listed above.

MEMORANDUM

TO: Peter Geller, Chair, Faculty of Standards Committee (FSC)
FROM: Dr. Lucy Lee, Chair of the Science Faculty Council and Dean of the Faculty of Science
DATE: March 6, 2020
RE: **Biology Standards for Tenure and Promotion**

In response to the memo sent from the Faculty Standards Committee dated December 12, 2019, please find attached the Biology Standards for Tenure and Promotion that were approved at Science Faculty Council on March 6, 2020.

DEPARTMENT OF BIOLOGY ~~STANDARDS~~CRITERIA FOR RANK, TENURE, AND PROMOTION

PREAMBLE

UFV's ~~mission statement: "Engaging learners, transforming lives, building community."~~stated goal is to provide the best undergraduate education in Canada. The Department of Biology recognizes that to achieve this goal, faculty members must excellence in teaching and be innovative to facilitate learning is of primary importance in achieving this goal. The department also recognizes that research and scholarship are an essential component of undergraduate sci science education. Finally, the department recognizes the value of service to the university and the community. All faculty members are expected to make contributions in all three of these areas.

This document describes the criteria used to measure, evaluate, and adjudicate applications by faculty members in the Department of Biology for tenure and promotion through the ranks. In accordance with Article 12.7 of the UFV Collective Agreement, "a minimum of 60% of the assessment will be based on teaching, a minimum of 20% on one of service or scholarship, and a minimum of 10% on the remaining component". Because the extent of individual contributions to these three areas may vary, more limited achievement in one area may be offset by greater achievement in the other two areas.

GENERAL STANDARDS FOR EACH RANK

General standards for each rank are listed below:

(distinctions from the previous rank standards are italicized)

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Assistant Professor:

- holds a doctorate in biology or a closely related discipline.
- has experience and outstanding expertise in his or her sub-discipline, and ~~showsexcellent~~ competence in general biology
- shows dedication towards, and promise of, excellence in ~~student~~ teaching and learning
- begins to make contributions toward curriculum development and revision
- begins to participate in institutional service, especially at the departmental level
- demonstrate evidence of potential, and commitment to engage in scholarly activities

Associate Professor:

- holds a doctorate in biology or a closely related discipline.
- has *substantial* experience and outstanding expertise in his or her sub-discipline, and *excellent* competence in general biology
- *demonstrates* excellence in ~~student~~ teaching and learning
- *makes significant* contributions towards curriculum development and revision
- *makes significant* contributions to institutional service (at the departmental, faculty, or university level) and/or service to community (regional or professional)
- demonstrates a *record of sustained* scholarly activity

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Professor:

- holds a doctorate in biology or a closely related discipline
- has *outstanding* experience and expertise in his or her sub-discipline, and excellent competence in general biology
- has a *distinguished record* of excellence in student teaching and learning
- has *established an original research program* that has *involved numerous student trainees* and that has *achieved local, national, and/or international recognition*.
- *has contributed significantly* and substantially to institutional and ~~or/or~~ community (regional or professional) service service.
- *shows leadership* at the departmental, faculty, or university levels and is a *mentor* to students and faculty
- has a *record of sustained and productive scholarly activity that is recognized locally, nationally and/or~~and~~* internationally

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EXAMPLES OF ACTIVITIES THAT ADDRESS THE ABOVE CRITERIA

Activities that address the above criteria can be, but are not limited to, those listed below.

Teaching and learning

Aspect of teaching	Indicators of success
<p>Excellence in classroom instruction</p> <ul style="list-style-type: none"> - Reflective analysis of classroom performance aimed at understanding and improving the educational process. - Innovative teaching, use of various modes of delivery and different types of educational, technology, sharing of the best practices in teaching. - Maintenance of academic currency in the subject area and educational methodology, continued professional development. 	<ul style="list-style-type: none"> - Peer and student evaluations, teaching awards or nominations for teaching awards. - Quality <u>and diversity</u> of assignments, course materials, lab manuals, exams. - Educational journal publications, conference presentations, textbook contributions. - <u>Development of n</u>Novel programs, courses or their essential new elements, innovative methods of delivery.
<p>Creating positive learning environment outside classroom</p> <ul style="list-style-type: none"> - Availability to students outside classroom through office hours, additional study sessions, and participation in other biology initiatives. - Production of course materials to support self-learning. 	<ul style="list-style-type: none"> - Peer and student evaluations. - <u>Innovative e</u>Course materials (e.g. <u>BLACKBOARD</u>). - Internal documents, or other evidence of engagement.

<p>Inquiry-based learning</p> <ul style="list-style-type: none"> - Inclusion of inquiry-based learning components into undergraduate curriculum. - Training and mentoring of undergraduate students through delivery of directed studies and undergraduate research courses, and supervision of undergraduate research assistants participating in faculty-led research projects. - Supporting student participation in conferences, poster sessions, UFV Research Day, and other scientific meetings and forums. - Assisting students with their applications for student research grants and graduate school fellowships. 	<ul style="list-style-type: none"> - Successful completion of projects undertaken by student trainees. - Student poster and oral presentations, journal publications co-authored by students, student theses. - Student awards, scholarships, and fellowships. - <u>Evidence of student mentorship (e.g. reference letters)</u> - New courses and course elements using inquiry-based learning.
<p>Curriculum development</p> <ul style="list-style-type: none"> - Creation of new or substantial revision of existing courses or programs. - Development of assignments, laboratory experiments, and course materials reflective of course learning outcomes. - Reviewing new texts for courses, making recommendations for library acquisitions to support curriculum. - Engagement in interdisciplinary course and program development, Integration of inquiry-based learning into course and program delivery. - Course articulation and transfer credit requests. 	<ul style="list-style-type: none"> - Successful implementation of new or revised courses or programs. - Relevant course materials, lab manuals. - Sharing of best practices in curriculum design through workshops, conference presentations, or journal publications. - Internal documents, or other evidence of engagement.

Research and scholarship

Biology faculty are expected to maintain their scholarship in their discipline. This can be done in a number of ways that could include: establishing individual research projects for students; scholarly reading and learning; taking courses or workshops; participating in research conferences; contributing to research organizations (e.g. society memberships, peer reviewer); participating in research seminars; maintaining a research program.

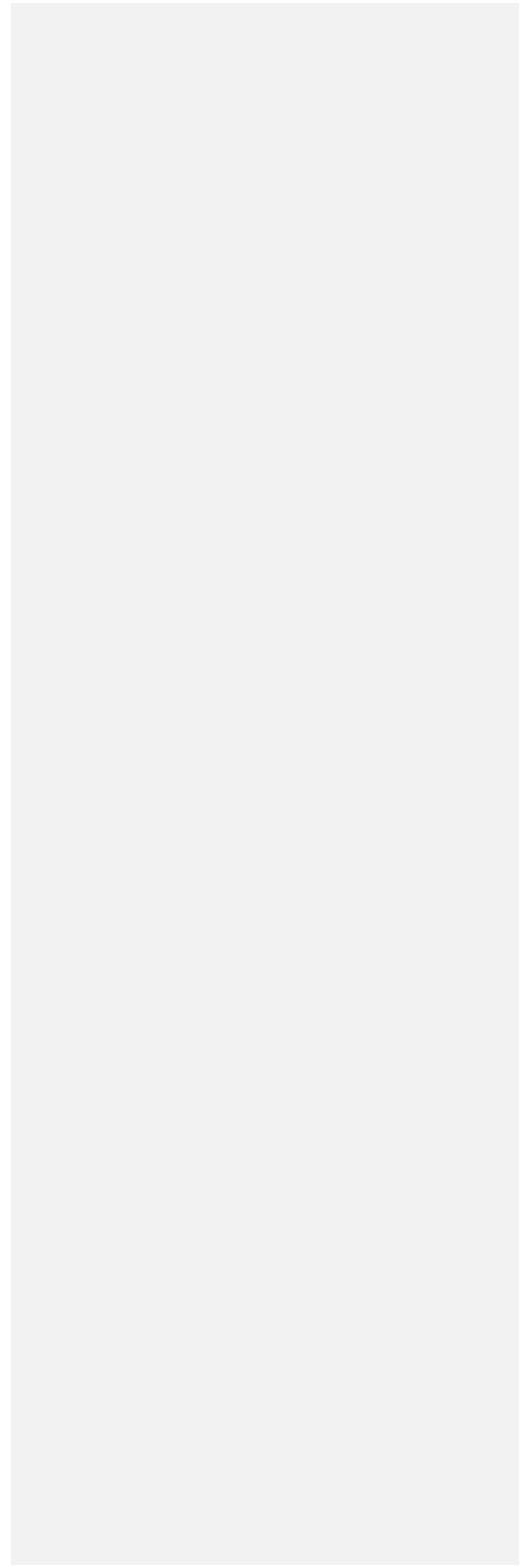
With respect to laboratory research, the department recognizes the limitations inherent to conducting research at a teaching-focused undergraduate institution, such as the availability of funding, equipment, and faculty teaching loads.

Scholarly or Research activity	Indicators of success
<ul style="list-style-type: none"> - Scholarly learning from research literature. - Taking courses or workshops to increase expertise in discipline. - Research conference participation. - Act as peer reviewer for research journal - Society memberships. - Research project development. - Research program establishment and maintenance. - Supervision of students performing research. - establishing collaborative partnerships. 	<ul style="list-style-type: none"> - Successful completion of courses or workshops. - Integration of scholarly material into courses. - Research project completion (e.g. student research thesis or posters). - Research conference presentations. - Public media articles. - Peer reviewed journal article or government publications. - Student awards and scholarships. - Peer reviewed research funding awards. - Student graduate school or professional placements.

Service

Aspect of service	Evidence
<p>University</p> <ul style="list-style-type: none"> - Student advising or mentoring. - Faculty mentoring. - Course articulation and transfer credit requests. - Department headship or serving in other leadership roles. - Active involvement in committee work at the departmental, faculty, or university level. - Faculty and Staff Association service. 	<ul style="list-style-type: none"> - Internal documents, or other evidence of engagement, meeting attendance records. - Documentation of completion of action items from meeting minutes. - Student reference letters, recognition of service by the Dean or Administration.
<p>Community</p> <ul style="list-style-type: none"> - High school liaison. - Participation in community outreach activities or events. - Expert advice to or research partnership with regional companies or organizations. - Act as peer reviewer for research journal - Society memberships. 	<ul style="list-style-type: none"> - Supervision of high school student projects. - Judging, organizing, or otherwise participating in Science Fair or similar events. - Actively involved with scientific community (e.g. memberships, conference attendance, peer reviews, etc.)

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Faculty Standards Committee of Senate Terms of Reference

MANDATE

The Faculty Standards Committee advises Senate on matters related to standards for faculty tenure and promotion ~~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



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

