

AGENDA
Faculty Standards Committee
Wednesday, February 10, 2021 - 2:30 PM
Video-Conference

Page

1. CALL TO ORDER & TERRITORIAL ACKNOWLEDGEMENT

2. APPROVALS

2.1. Agenda

MOTION: That FSC approve the agenda as presented.

3 - 4

2.2. Minutes

MOTION: That FSC approve the Jan 13, 2021 minutes as presented.

3. BUSINESS ITEMS

5 - 44

3.1. College of Arts Standards for Tenure and Promotion - Revisions

MOTION: That Faculty Standards Committee accept the revisions to the College of Arts Standards for Tenure and Promotion as presented and recommend approval to Senate.

45 - 62

3.2. School of Health Studies Standards for Tenure and Promotion - Revisions

MOTION: That Faculty Standards Committee accept the revisions to the School of Health Studies Standards for Tenure and Promotion as presented and recommend approval to Senate.

63 - 72

3.3. Physics Standards for Tenure and Promotion

MOTION: That the Faculty Standards Committee recommend to Senate approval for the Physics department to adopt the Faculty of Applied and Technical Studies Standards for Tenure and Promotion.

4. INFORMATION ITEMS

73

4.1. Membership Update

5. ADJOURNMENT

Next Meeting: March 10, 2021, 2:30-4:30pm, Video-Conference



Draft Minutes
Faculty Standards Committee
Wednesday, January 13, 2021 - 2:30 PM
Video-Conference

Present: Peter Geller (Chair), Michael Corman (Vice-Chair), Afia Raja, Alastair Hodges, John Pitcher, Maureen Wideman, Opeyemi Adesina, Sian Hurley (guest), Sylvie Murray, Melinda Saretzky (recorder)

Regrets: Garry Fehr, Greg St. Hilaire, Kate McCulloch,

1. CALL TO ORDER

Quorum confirmed and territorial acknowledgement given.

2. APPROVALS

2.1. Agenda

MOTION: That FSC approve the Jan 13, 2021 agenda as presented.
Maureen/2nd. Opeyemi. Carried.

2.2. Minutes

MOTION: That FSC approve the Dec 9, 2020 minutes as presented.
Sylvie/2nd. Alastair. Carried.

3. BUSINESS ITEMS

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

Ad-hoc committee brought forth suggestion regarding the weightings, peer-reviewed, and tenure definitions

MOTION: That Faculty Standards Committee accept the revisions to UFV's Principles for the Establishment of Faculty Standards and Criteria for Tenure and Promotion as presented to recommend Senate for approval.
John/2nd Sylvie. Carried.

Action: Future discussion: Definition of peer-review.

3.2. School of Health Studies Standards for Tenure and Promotion - Revisions

**Faculty Standards Committee – Draft Minutes
January 13, 2021**

The FSC completed its review of the revisions to the Health Studies Standards for Tenure and Promotion.

Action: Send memo to Dean, Faculty of Health Sciences with suggested revisions and request response.

3.3. College of Arts Standards for Tenure and Promotion - Revisions

The FSC began its review of the College of Arts Standards for Tenure and Promotion.

4. INFORMATION ITEMS

4.1. Membership - Vacancies as of July 31, 2021

FSC members wishing to renew their term can submit the submission of interest form when it is available.

5. ADJOURNMENT – 4:30pm

Next Meeting: February 10, 2021 at 2:30 via Video-conference



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 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.

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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.

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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.

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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

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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

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- 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.

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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.

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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;

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- 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.

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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.

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.~~

ARTS-Draft-Track Changes

- ~~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.~~

ARTS-Draft-Track Changes

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;~~
- ~~supervision~~Supervision of students engaged in service learning, applied placements (practicums, internships, etc.), field schools and study tours, undergraduate research, and creative projects;
- ~~• graduate~~Graduate student supervision;
- ~~Development of learning materials and teaching methods that can be more broadly adopted outside of the university;~~
- ~~development and delivery~~Delivery 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:



~~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 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 to~~Active engagement in~~ curricular development; and~~and~~ the sharing of best practices in teaching;
- mentorship of peers in relation to teaching.

ARTS-Draft-Track Changes

- ~~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, performances and academic forums that have undergone a form of peer review or equivalent~~

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

~~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).

ARTS-Draft-Track Changes

- ~~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~~

ARTS-Draft-Track Changes

~~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 fieldfields 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;~~

ARTS-Draft-Track Changes

- ~~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.~~



MEMO

TO: Peter Geller, Chair, Faculty Standards Committee
 FROM: Alastair Hodges, Dean, Faculty of Health Sciences
 DATE: 2 February 2021
 RE: School of Health Studies Faculty Standards Revision

At the January 29th, 2021 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 incorporates most of the revisions suggested by FSC outlined in your memo of January 19th.

The following table lists the comments and suggestions from FSC in the memo dated January 19th, 2021, with responses and edits outlined in red font. Also note that, given the short time frame, the draft standards document may need some formatting (e.g. bullet alignment, fonts, etc.) before finalizing. School of Health Studies staff can help with final formatting following revision by FSC.

Section	Areas for consideration:
General	Replace “scholarship” with “scholarly activities” for consistency with the terms used in the Recommendations on University-Wide Principles for the Establishment of Criteria for Faculty Standards. This change has been made.
General	It is noted that equity, diversity, and inclusion is an expectation of teaching for all ranks, reflecting a strategic priority for UFV. Given the commitment to Indigenization, the Faculty Standards could also consider adding an Indigenization component. The following statement was added to the minimum requirements for teaching at each rank: “Demonstrates a commitment to decolonization and indigenization in teaching.”
“General Standards for Ranks”	The current wording implies that those applying for tenure and promotion to Associate Professor and promotion to Full Professor could potentially still have a degree ‘in progress.’ The FSC noted that while this may be the accepted standard in Health Studies for Associate professor this seemed less likely to be an accepted standard for the field for promotion to Full Professor.

	<p>Recommendation: Add a statement regarding the minimum education or combination of education and experience required for promotion to “Professor”.</p> <p>This section has been reworded to include the statement: “For tenure and promotion to Associate Professor, academic/professional preparation may be in progress or nearing completion.” This wording should clarify that, for application to Professor, an academic preparation being in progress will not meet the minimum requirement.</p>
<p>“General Standards for Ranks”</p>	<p>As per the Principles section of the University-Wide Standards, Criteria 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.”</p> <p>Add: Inclusion of mention of peer review in the Minimum Requirements section for Associate Professor.</p> <p>Under Scholarly Activity, the minimum requirements for Associate Professor and Professor: the bullet point stating “Disseminates scholarly work” is changed to “Disseminates scholarly work through a variety of professional, reviewed, or peer-reviewed conferences and publication formats.”</p> <p>There was significant discussion on this at Faculty Council. Of note was discussion on what peer-review might mean for programs such as certificates taught by faculty who are bachelor-degree trained practitioners with a very heavy teaching load. The wording in the new statement is very similar to that of the Professional Studies faculty standards.</p>
<p>“Assistant Professor-Teaching” Table</p>	<p>Revise “class outlines” to “course outlines”.</p> <p>It was discussed at Faculty Council that in health programs, faculty often do not teach courses, but rather portions of courses, clinical teaching, and labs. Therefore, defining outlines only by course may not be inclusive or representative of the teaching that all faculty in Health Studies do.</p> <p>Therefore, the following changes were made: “Class outlines” changed to “class/course outlines” (Assistant Professor Teaching) “Integrates strategic goals in class, labs, and clinical teaching.” Changed to “Integrates strategic goals in teaching” (Associate Professor Teaching)</p>
<p>“Professor-Preamble” - Sentence 1</p>	<p>Add a comma after ‘service’. For clarity and readability suggest re-wording to: “exceeding the requirements for Associate Professor.”</p>

	<p>This change has been made.</p>
<p>“Professor-Preamble” - Sentence 2</p>	<p>For clarity suggest re-wording to: “For promotion to Professor, faculty must demonstrate...”.</p> <p>This change has been made.</p>
<p>“Professor-Teaching” Table</p>	<p>Revise “Incorporates innovation and creativity into class development” to “Incorporates innovation and creativity into course development”.</p> <p>As mentioned above, the term “course” may not apply to all teaching in the School of Health Studies. The phrase was changed to: “Incorporates innovation and creativity into teaching development”</p>
<p>“Professor-Teaching” Table</p>	<p>Consider moving ‘Chairs related committees’ to ‘Service’ as committee work, including leadership roles, is usually considered as service. Consider changing “Class Development” to “Course Development”.</p> <p>The chairing of committees was moved to Service from Teaching.</p>
<p>“Professor-Scholarship” Table</p>	<p>Bullet 3: Add a hyphen in “Peer reviewed” (“Publications in peer-reviewed journals”).</p> <p>This change has been made.</p>
<p>“Professor-Service” Table</p>	<p>The University-Wide Principles state a “A record of outstanding and significant service to the University, the academic community, and the community at large” as the minimum requirements for Professor. The FSC suggests clarifying if leadership is required for all 3 areas of service in this section of the Table.</p> <p>Faculty Council agreed that leadership in all three areas of service (institutional, professional, and community) are unrealistic criteria. Instead, the criteria have been edited to: “A record of outstanding and significant service to at least one area (institutional, professional, community engaged service).</p>

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, scholarly ~~activityship~~, 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, scholarly ~~activityship~~, 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~~

For tenure and promotion to Associate Professor, academic/professional preparation may be in progress or nearing completion.

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, scholarly ~~activityship~~, and service. The following table includes criteria intended to guide and to support faculty in their role as an Assistant Professor.

	Teaching	Scholarly Activityship	Service
<i>Minimum Requirements</i>	<ul style="list-style-type: none"> • <u>Demonstrates a commitment to decolonization and indigenization in teaching.</u> • 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/course 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 scholarly ~~activityship~~ 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	Scholarly Activityship	Service
<i>Minimum Requirements</i>	<ul style="list-style-type: none"> • <u>Demonstrates a commitment to decolonization and indigenization in teaching.</u> • 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, <u>labs, and clinical</u> teaching. 	<ul style="list-style-type: none"> • Engages in research or scholarly projects and activities. • Disseminates scholarly work <u>through a variety of professional, reviewed, or peer-reviewed conferences and publication formats.</u> 	<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, scholarly activityship, and service, exceeding the criteria requirements for Associate Professor. For promotion to Professor, faculty must~~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	Scholarly Activityship	Service
Minimum Requirements	<ul style="list-style-type: none"> • <u>Demonstrates a commitment to decolonization and indigenization in teaching.</u> • 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"> • <u>Demonstrates a record of sustained and productive scholarly activityship</u> that is recognized nationally and internationally. • <u>Disseminates scholarly work through a variety of professional, reviewed, or peer-reviewed conferences and publication formats.</u> • Mentors colleagues and/or students in scholarly <u>activityship</u> development. 	<ul style="list-style-type: none"> • <u>A record of outstanding and significant service to at least one area (institutional, professional, community engaged service).</u> • Demonstrates leadership in the institution • Demonstrates leadership in professional organizations. • Demonstrates leadership in community engagement.
Examples of Success	<ul style="list-style-type: none"> • Chairs related committees. • Engages in accreditation processes. • Comprehensive knowledge of program curriculum. • Incorporates innovation and creativity into <u>class-teaching</u> 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"> • <u>Chairs committees.</u> • 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.

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, scholarly activity, 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, scholarly activity, 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
- Diploma programs – Bachelor’s degree in nursing or related field
- Certificate programs - Bachelor’s degree in related field

For tenure and promotion to Associate Professor, academic/professional preparation may be in progress or nearing completion.

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, scholarly activity, and service. The following table includes criteria intended to guide and to support faculty in their role as an Assistant Professor.

	Teaching	Scholarly Activity	Service
<i>Minimum Requirements</i>	<ul style="list-style-type: none"> • Demonstrates a commitment to decolonization and indigenization in teaching. • 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/course 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 scholarly activity 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	Scholarly Activity	Service
<i>Minimum Requirements</i>	<ul style="list-style-type: none"> • Demonstrates a commitment to decolonization and indigenization in teaching. • 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 teaching. 	<ul style="list-style-type: none"> • Engages in research or scholarly projects and activities. • Disseminates scholarly work through a variety of professional, reviewed, or peer-reviewed conferences and publication formats. 	<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 Professor, faculty members must demonstrate sustained and substantive excellence in the areas of teaching, scholarly activity, and service, exceeding the requirements for Associate Professor. For promotion to Professor, faculty must 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	Scholarly Activity	Service
<i>Minimum Requirements</i>	<ul style="list-style-type: none"> • Demonstrates a commitment to decolonization and indigenization in teaching. • 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 scholarly activity that is recognized nationally and internationally. • Disseminates scholarly work through a variety of professional, reviewed, or peer-reviewed conferences and publication formats. • Mentors colleagues and/or students in scholarly activity development. 	<ul style="list-style-type: none"> • A record of outstanding and significant service to at least one area (institutional, professional, community engaged service).
<i>Examples of Success</i>	<ul style="list-style-type: none"> • Engages in accreditation processes. • Comprehensive knowledge of program curriculum. • Incorporates innovation and creativity into teaching 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"> • Chairs committees. • 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

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

To: Peter Geller, Chair, Faculty Standards Committee
From: John English, Chair, Applied & Technical Studies Faculty Council
Date: 2021-02-04
Re: Faculty Standards – Physics Department

The faculty council for Applied & Technical Studies (A&TS) met on May 9, 2019 to discuss the faculty standards for the Physics departments. As a result of the discussion the following motion was made:

<p><u>MOTION</u></p> <p>THAT the Physics department follow the faculty standards as outlined by the Faculty of Applied & Technical Studies, subject to approval from the Physics department.</p>	<p>N. Barker/T. Baumann</p> <p>CARRIED</p>
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Following the meeting, the physics department head surveyed faculty and on May 13th, 2019 reported unanimous approval to accept the faculty standards from A&TS.



MEMO

To: John English
From: Norm Taylor
CC: Tim Cooper, Peter Mulhern, Carmen Herman, Derek Harnett, Jeff Chizma, Jeff Krahn
Date: Jan. 13, 2020
Re: Response to memo from Senate Faculty Standards Committee

Dear Committee members,

Let me begin by saying that I believe that the Physics Department delivers the most successful undergraduate Physics degree in the province, in terms of the number of Physics BSc graduates in comparison to our size. As evidence of this statement, please see the table below.

Physics as % of total baccalaureate degrees							
INSTITUTION_NAME	2012	2013	2014	2015	2016	2017	2018
Royal Roads University	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Simon Fraser University	0.4%	0.4%	0.4%	0.3%	0.4%	0.6%	0.6%
UBC (Okanagan)	0.9%	0.3%	0.8%	0.4%	1.6%	1.7%	1.1%
UBC (Vancouver)	1.6%	1.8%	1.8%	1.5%	1.8%	1.4%	1.7%
UNBC	0.7%	1.0%	1.0%	0.0%	0.3%	0.7%	0.0%
The University of Victoria	0.9%	0.4%	0.7%	0.7%	0.4%	0.4%	0.5%
Thompson Rivers University	0.5%	0.4%	0.3%	0.4%	0.4%	0.4%	0.1%
UFV	1.3%	1.8%	0.8%	1.6%	0.7%	1.2%	1.4%
Physics as % of total BSc grads							
INSTITUTION_NAME	2012	2013	2014	2015	2016	2017	2018
Royal Roads University	0%	0%	0%	0%	0%	0%	0%
Simon Fraser University	5%	5%	4%	4%	4%	6%	6%
UBC (Okanagan)	6%	2%	4%	2%	7%	8%	6%
UBC (Vancouver)	7%	7%	7%	6%	7%	6%	6%
UNBC	3%	4%	4%	0%	1%	3%	0%
The University of Victoria	7%	3%	5%	5%	3%	3%	4%
Thompson Rivers University	5%	4%	3%	4%	4%	3%	1%
UFV	18%	20%	7%	14%	8%	12%	15%

My thanks to Donna Alary from Institutional Research for helping me build this table with data compiled from <http://www.bcheadset.ca> and the UFV Factbook. (Actual graduate numbers available upon request.) Unfortunately, data from comparable ‘special-purpose teaching universities’ is not so easily available. However, judging from the reports at past annual Physics Articulation meetings, I think that their numbers are generally less than that of TRU. Note that we compare quite well with UBC-V, which is something of a surprise. And this is despite the lack of synergy with an associated Engineering Faculty and exciting research facilities such as TRIUMF.

I credit our success to a couple of factors – one, the extra contact time that is an intrinsic part of every physics course at UFV and two, the excellent teaching from our instructors and the rapport that they build with students. We would hate to lose these advantages, especially our intense focus on teaching, as we believe that would be devastating to the excellence of our program.

However, we think we have gone about as far as we can go in this direction without the significant prestige and research dollars associated with having a graduate school. (Although we do have a connection with such a program, albeit somewhat indirectly. Dr. Derek Harnett does supervise graduate students, but he does it through the University of Saskatchewan, where he is an adjunct. Unsurprisingly, quite a few have come from UFV.) We already draw domestic students from beyond our catchment area so growth is constrained in that area. Also, in our experience, international students generally choose other disciplines. Therefore, we have decided that in order to grow, we need to move towards a more experiential, applied approach – in other words, Engineering. A large fraction of our departmental faculty are already engaged in instruction in this field, either through the Engineering Transfer Program (ETP) to UBC and UVic, or in the Engineering Physics – Mechatronics diploma. (About half of our graduates now get both credentials – the EngPhys Diploma and a BSc in Physics.) Therefore, when examining our faculty standards, keep in mind that we want to keep our options open when pursuing this goal. In fact, rather than thinking of us as the Physics department, it would be far more helpful if the Committee thought of us as the Department of Physics and Engineering when examining our standards. And perhaps one day it will become official.

With that in mind, let me try to answer your specific questions mentioned in your memo (attached).

1. Engineering is definitely on the technology side of the FATS standards for scholarly activity. In general, Physics department members accept the definition from the Collective Agreement (p.3) which of course applies to everybody at UFV. We are also trying to make it as flexible as possible to cover both the theoretical and applied nature of both endeavours, both now and in the future.
2. On the Physics side, the recognized terminal degree is a doctorate. However on the Engineering side, the equivalent may not be – credentials like an MASc and/or P.Eng. come to mind – so “PhD or equivalent” might be better when we look at future revisions. It is much more of a professional degree than an academic one, after all.
3. This industry engagement as a form of service would definitely apply to Engineering instructors. For Physics instructors, as long as the university academic environment is recognized

as an ‘industry’, I don’t see a problem. Please keep in mind that several of my colleagues have a foot in both worlds, so again flexibility is key.

4. I believe that the specific teaching standards currently applied to FATS faculty will have to be expanded in the next iteration of the Faculty Standards, a review of which is not that far away. In the meantime, I believe these will be applied flexibly (there’s that word again) by the Faculty Council committee. One thing the Physics Department firmly believes is that teaching is paramount, as measured by peer reviews and especially student evaluations.

5. Engaging in applied practice would in this case apply more to the Engineering faculty than the Physics ones, but it’s still relevant, as is the next question dealing with advancing the state of the practice. On both of these questions, some additions may be required the next time the standards are updated to make them more relevant for Physics. In the meantime, we believe that they are certainly adequate.

I hope this answers most of your concerns. I would of course meet with the committee to discuss the matter. I can’t guarantee that I will be able to answer all of your questions immediately, however!

Sincerely,
Norm Taylor,
Physics Department Head ”

Appendix

MEMO

To: John English, Dean, Faculty of Applied and Technical Studies
From: Peter Geller, Chair, Faculty Standards Committee
CC: James Mandigo, Provost and VP, Academic
Date: October 30, 2019
Re: Physics Department and Applied and Technical Studies Faculty Standards

As per the memo of June 11, 2019, the Faculty Standards Committee (FSC) considered the motion at the May 9, 2019 Applied and Technical Studies Faculty Council, that the Physics Department follow the Faculty Standards of the Faculty of Applied and Technical Studies (FATS), as the Physics Department is now part of the FATS.

In discussing the motion, the FSC had some questions and considerations to share with you as Dean and Chair of the Applied and Technical Studies Faculty Council, and with the Physics Department. The FSC is interested in receiving a response prior to making a decision regarding whether to recommend or not to Senate that the Physics Department adopt the FATS Rank and Tenure Criteria (as approved at Senate on March 11, 2016).

1. Scholarship Criteria, first paragraph states: “In keeping with the mandate of the institution and respecting the diversity of faculty departments, a variety of scholarly, research and creative activities will be recognized as appropriate whether *a trade or a technology* [emphasis added].” The second paragraph states: “Scholarly activity in the Faculty of Applied and Technical Studies shall be assessed with reference to both the quality and quantity of scholarly output, and according to *trades and technology industry standards* [emphasis added].” Is Physics considered a trade or a technology? If not, then how will the scholarly activity of members of the Physics Department fit within this definition?

2. Academic and Professional Qualifications, Combined with Industry Experience section states: “Qualifications, both professional and experiential, play a role in the evaluation of a candidate for promotion. These qualifications are discipline specific in the Faculty of Applied and Technical Studies and can be as varied as a BC Certificate of Qualification, Interprovincial Red Seal, certified Journeyman or a terminal degree or professional qualification such as a Professional Engineer or Masters of Education; all of which must be married with extensive on the job experience, defined by the discipline or professional area.” As well, in the General Standards for each Rank, Assistant Professor section, the first bullet under Teaching notes: “a Red Seal or terminal degree/designation appropriate for the discipline and industry experience.” The FSC wishes to clarify its understanding that within Physics the terminal degree would be a doctorate.

3. General Standards for each Rank, Assistant Professor section, second bullet under Service notes: “engagement in the wider community with industry colleagues.”

Is this a requirement of all Physics faculty members? If not, then how will these service requirements be met?

4. General Standards for each Rank, Associate Professor, Teaching section, first bullet sets out “A Master’s degree or where applicable professional registration in the discipline or complement of PDIP” and the fifth bullet sets out “Demonstrates professional and pedagogical skills development through completion of Instructional Diploma program...”. The Indicators of Success section, second bullet states: “Successful completion of PIDP.”

Will members of the Physics Department be required to complete the PIDP? It is noted that this is a particular requirement in the Faculty of Applied and Technical Studies based on the educational experiences of faculty members in this area. Does this fit with the profile of a Physics professor?

5. General Standards for each Rank, Associate Professor, section on Scholarship states:
“Actively engaged in advancing the state of applied practice through an improved process...”
Is this a typical requirement for Physics faculty members?

6. General Standards for each Rank, Full Professor, Scholarship section, bullet 2 states:
“Recognized application of research towards advancing the state of practice.”

The FSC is seeking clarity on whether this fits with the disciplinary standards of the discipline.



MEMO

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 From: Peter Geller, Chair, Faculty Standards Committee
 CC: James Mandigo, Provost and VP, Academic
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Is Physics considered a trade or a technology? If not, then how will the scholarly activity of members of the Physics Department fit within this definition?

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The FSC wishes to clarify its understanding that within Physics the terminal degree would be a doctorate.

3. General Standards for each Rank, Assistant Professor section, second bullet under Service notes: "engagement in the wider community with industry colleagues."

Is this a requirement of all Physics faculty members? If not, then how will these service requirements be met?

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6. General Standards for each Rank, Full Professor, Scholarship section, bullet 2 states: "Recognized application of research towards advancing the state of practice."

The FSC is seeking clarity on whether this fits with the disciplinary standards of the discipline.



FACULTY STANDARDS COMMITTEE OF SENATE MEMBERSHIP 2020-21

AREA REPRESENTED	TERMS OF OFFICE	MEMBER
Ex-Officio Voting Member		
Provost & Vice President, Academic (or designate) (Chair)	Ongoing	Peter Geller
Voting Members		
<i>7 faculty members, one from each faculty, at least one from Senate</i>		
Faculty of Access and Continuing Education (senator)	08-01-2019 to 07-31-2022	Greg St. Hilaire
Faculty of Health Sciences	08-01-2018 to 07-31-2021	Kate McCulloch
Faculty of Humanities	08-01-2018 to 07-31-2021	John Pitcher
Faculty of Professional Studies	08-01-2020 to 07-31-2022	Opeyemi Adesina
Faculty of Science (senator)	08-01-2020 to 07-31-2021	Afia Raja
Faculty of Social Sciences	08-01-2019 to 07-31-2021	Michael Corman
Faculty of Applied & Technical Studies	08-01-2020 to 07-31-2022	Sian Hurley
<i>2 Deans or Associate Deans</i>		
Dean or Associate Dean	08-01-2018 to 07-31-2021	Sylvie Murray, Associate Dean, College of Arts
Dean or Associate Dean	08-01-2018 to 07-31-2021	Alastair Hodges, Dean, Faculty of Health Sciences
Associate Vice-President, Research, Engagement & Graduate Studies	Ongoing	Garry Fehr
Associate Vice-President, Teaching and Learning	Ongoing	Maureen Wideman
Administrative Support		
Office of the Provost and Vice President, Academic	Ongoing	Melinda Saretzky

CURRENT MEMBERSHIP: 12 voting members

Quorum: Fifty percent (50%) of voting membership (not including vacancies)

Current as of January 25, 2021