

AGENDA

Faculty Standards Committee

Wednesday, November 10, 2021 - 2:30 PM
Abbotsford campus, Room C1429/Zoom

Page

1. CALL TO ORDER and TERRITORIAL ACKNOWLEDGEMENT

2. APPROVALS

2.1. Agenda

MOTION: That the FSC approve the agenda as presented.

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2.2. Minutes

MOTION: That the FSC approve the June 2, 2021 minutes as presented.

3. BUSINESS ITEMS

3.1. Vice-Chair election

MOTION: THAT FSC approve _____ as Vice-Chair of FSC for the 2021-2022 academic year.

3.2. Faculty Service Excellence Awards Selection Committee

MOTION: That the Faculty Standards Committee approve the following as members of the Faculty Service Excellence Award Selection Committee, Michael Corman, Opeyemi Adesina, _____ and _____ with terms ending June 30, 2022 and Greg St. Hilaire and Donna Tafreshi with terms ending June 30, 2023.

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3.3. School of Land Use and Environmental Change Standards for Tenure and Promotion - Review

Attachments:

- University-Wide Principles
- Memo to FSC
- Draft SLUEC Standards

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3.4. Chemistry Standards for Tenure and Promotion - 5 year review

Attachments:

- Memo to FSC
- Draft Chemistry Standards

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3.5. Kinesiology Standards for Tenure and Promotion - 5 year review

Attachments:

- Memo to FSC
- Draft Kinesiology Standards-Track Changes
- Draft Kinesiology Standards-Clean copy

4. INFORMATION ITEMS

73 **4.1. Meeting Schedule – 2021-2022**

75 **4.2. Terms of Reference**

77 **4.3. Membership – 2021-2022**

4.4. Senate Approvals – June 11, 2021

- Terms of Reference

5. ADJOURNMENT

Next Meeting: December 8, 2021: 2:30pm in C1429/Zoom



**Draft Minutes
Faculty Standards Committee**

Wednesday, June 2, 2021 - 2:30 PM

Video-Conference

Present: Peter Geller (Chair), Michael Corman (Vice-Chair), Afia Raja, Alastair Hodges, Garry Fehr, Greg St. Hilaire, John Pitcher, Kate McCulloch, Opeyemi Adesina, Sian Hurley, Melinda Saretzky (recorder)

Regrets: Maureen Wideman, Sylvie Murray

1. CALL TO ORDER and TERRITORIAL ACKNOWLEDGEMENT

Quorum confirmed, territorial acknowledgement given.

2. APPROVALS

2.1. Agenda

MOTION: That the FSC approve the agenda as presented.
Alastair/2nd Garry. Carried

2.2. Minutes

MOTION: That the FSC approve the April 7, 2021 minutes as presented.
Alastair/2nd Sian. Carried.

3. BUSINESS ITEMS

3.1. 2020-2021 University Review Committee Report

The FSC received a memo/report dated May 28, 2021 from the University Review Committee with feedback regarding some Standards for Tenure and Promotion as well as a recommendation to consider out the University-Wide Principles and all Standards could incorporate the principles of equity, diversity, and inclusion.

3.2. Reviews of Divisional Standards for Tenure and Promotion

It was noted that reviews of Standards for Tenure and Promotion are expected for the 2021-22 from the following; Biology, Faculty of Access and Continuing Education, Mathematics & Statistics, Kinesiology, Chemistry, Faculty of Applied and Technical Studies, Faculty of Professional Studies, Land Use & Environmental Change. The College of Arts and School of Health Studies reviews are complete.

Faculty Standards Committee
June 2, 2021

4. INFORMATION ITEMS

4.1. Meeting Schedule – 2021-2022

4.1. Senate Approvals – May 14, 2021

- College of Arts Standards for Tenure and Promotion
- FSC Annual Report

5. ADJOURNMENT

3:09pm

Next Meeting: September 15, 2021 2:30 via Video-conference



University-Wide Principles for the Establishment and Review of Standards for Tenure and Promotion

Faculty Standards Committee of Senate

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

INTRODUCTION

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

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

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

DEFINITIONS

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

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

Profile: The combination of teaching and learning, scholarly activities, and service that an individual faculty member will be assessed upon. As per the Tenure and Promotion Procedures, a minimum of 60% of the assessment will be based on teaching, a minimum of 20% on one of the scholarship or service, and a minimum of 10% on the remaining component.

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

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

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

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

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

Tenure: as per the Tenure and Promotion Procedures, the right to a permanent appointment which may be terminated only through resignation, retirement, dismissal for cause, or other reasons specified in Article 12.7(d) of the Collective Agreement.

Tenure-track: as per the Tenure and Promotion Procedures, an appointment that may lead to tenure.

ACADEMIC RANKS

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

Educational Requirement

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

1. Assistant Professor

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

An Assistant Professor

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

2. Associate Professor

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

An Associate Professor

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

3. Full Professor

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

A Full Professor

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

PRINCIPLES FOR THE ESTABLISHMENT OF STANDARDS FOR TENURE AND PROMOTION

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

1. A Commitment to Academic Freedom

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

2. Primacy of Teaching and Learning

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

3. Respecting Disciplinary Diversity while Ensuring Fair Comparison Among Faculties

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

4. Alignment with the Mandate and Mission of the University

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

5. Standards Must Be Defined within National and International Contexts

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

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

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

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

- a) Standards for tenure and promotion must establish minimum requirements in each category of teaching and learning, scholarly activities and service. Academic Units are encouraged to specify how the differing individual profiles are to be assessed in their area.
- b) Standards must be sufficiently flexible and adaptable so as to accommodate different teaching and learning, scholarly activities, and service profiles.

8. Standards Must Include Peer Review

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

9. Standards are to be Subject to Periodic Review

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

**PROCESS FOR DEVELOPMENT AND REVIEW OF STANDARDS FOR
TENURE AND PROMOTION FOR AN ACADEMIC UNIT**

DEFINITIONS

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

Standards: Standards for Tenure and Promotion.

FSC: Faculty Standards Committee of Senate

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

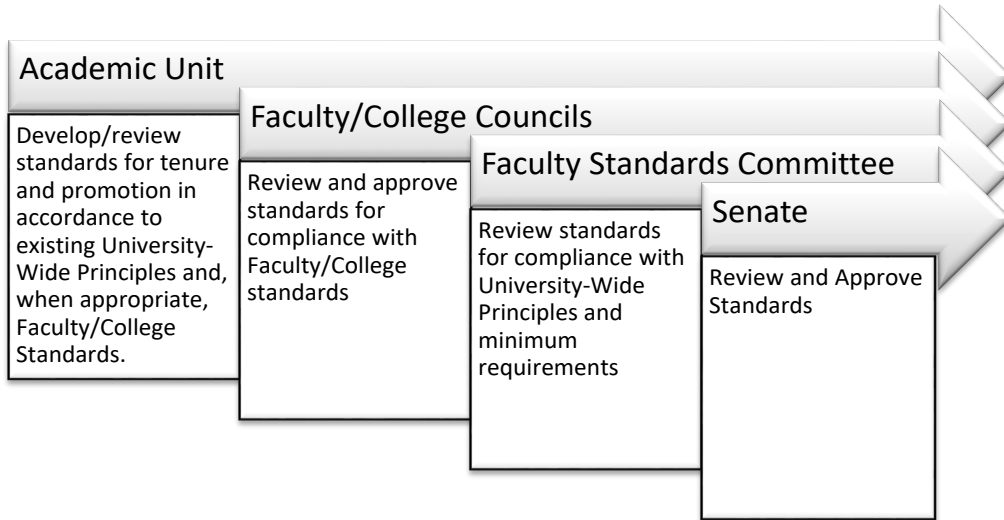
University-Wide Principles: University-Wide Principles for the Establishment and Review of Standards for Tenure and Promotion approved by the Senate.

PROCESS

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

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

PROCESS FOR REVIEW OF STANDARDS DEVELOPED BY ACADEMIC UNITS





MEMORANDUM

To: Tracy Ryder-Glass, Chair, Faculty Standards Committee

From: J. Hughes, Director, School of Land Use and Environmental Change

CC: Lucy Lee, Dean, Faculty of Science; James Mandigo, Provost and Vice President, Academic

Date: Sep 23, 2021

Re: Faculty standards for tenure and promotion in the School of Land Use and Environmental Change

When the School of Land Use and Environmental Change (SLUEC) transitioned to the Faculty of Science from the College of Arts, it adopted the College of Arts standards for tenure and promotion. This adoption was intended to be temporary and since that time the College of Arts has new standards that work well for SLUEC. What is presented here are the new College of Arts standards edited specifically for SLUEC. Faculty within the school have reviewed these standards at two meetings, most recently, at a workshop on September 1, 2021. Support by SLUEC faculty for the new standards is unanimous.

At the workshop, faculty voted to add a clause that allows faculty with unusual contract histories to be eligible for promotion. Please refer to article 12.7 (e) (ix) of the Collective Agreement and the SLUEC standards, which now read:

“Individual departments or schools within the Faculty of Science may identify discipline-specific standards, but shall be consistent with UFV’s University-Wide Principles, and may clarify:

- **unusual contract history.”**

In addition to this change, this copy includes a few minor editorial changes to correct grammar.

DRAFT

**School of Land Use and Environmental Change
Standards for Tenure and Promotion**

Revised: September 23, 2021

I. Principles

The School of Land Use and Environmental change (SLUEC) accepts the *University-Wide Principles for the Establishment and Review of Standards for Tenure and Promotion* (UFV's University-Wide Principles) as approved by Senate and is informed by them.

Individual departments or schools within the Faculty of Science may identify discipline-specific standards, but shall be consistent with UFV's University-Wide Principles, 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;
- service roles that address unique disciplinary and department/school needs; and
- **unusual contract history.**

SLUEC recognizes principles of Indigenization, including recognition of Indigenous ways of knowing, in the assessment of teaching and learning, scholarly activities, and service.

SLUEC recognizes principles of equity, diversity, and inclusion in the assessment of teaching and learning, scholarly activities, and service.

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 SLUEC 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;
- models ethical scholarly practice; 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, practicum, graduate supervision, supervising student researchers, facilitate workshops for groups of students around professional practice, assisting students with graduate applications;
- pedagogical skills development (such as skills learned through completion of an Instructional Skills Workshops, Online Teaching Fundamentals microcourses, or workshops in pedagogy); and
- reflection on the impact of research and scholarly activity on their teaching practice.

c. Full Professor:

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

To be promoted to the rank of Full 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:

- progression in pedagogical practices based on critical self-reflection;
- sustained contribution to curricular development; and
- mentorship of peers in relation to teaching.

III. Scholarship, Research, and Creative Practice

SLUEC 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.

Scholarship reviewed by non-academic peers should meet the following criteria:²

- clear goals;
- appropriate methods;
- significant results;
- effective presentation;
- reflective critique; and
- public dissemination.

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

² Adapted from Charles E. Glassick, Mary Tayler 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;
- published material designed to assist student learning, such as textbooks or educational media;
- delivery of conference papers and formal commentary on conference panels;
- peer-reviewed podcasts;
- artistic exhibitions, creative writing, projects or innovations emerging from a Design Research Lab; and
- 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 Full 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 in their scholarly activities since their promotion to Associate Professor. This may take different forms, such as deeper disciplinary impact; 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

SLUEC 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 Science Faculty 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;
- participated regularly in Science Faculty Council or the work of its committees; and
- sustained a *participatory* role on university-wide committees, activities, projects, or initiatives; or the academic community outside of the university; or the community at large.

c. Full Professor

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

Those with a profile of less than 15% for this category must show progression of their service activities since their promotion to 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 or university-wide committees, activities, projects, or initiatives; or
- professional organizations related to their field of practice; or in community outreach.



MEMORANDUM

To: Tracy Ryder-Glass, Chair, Faculty Standards Committee

From: Jason Thomas, Head, Department of Chemistry

CC: Lucy Lee, Dean, Faculty of Science
James Mandigo, Provost and Vice President, Academic

Date: Sept. 23, 2021

Re: Changes to Chemistry Department Faculty Standards

We have made minor changes to our faculty standards document for the Department of Chemistry. These changes were made, for the most part, exactly as recommended by the Faculty Standards Committee. All changes have been tracked in the revised document.

DEPARTMENT OF CHEMISTRY STANDARDS FOR ~~RANK, TENURE, AND PROMOTION~~

Approved by Senate (*Originally: June 5, 2015; Revised: February 12, 2016; Revised Sept 19, 2021*)

PREAMBLE

~~UFV's stated goal is to provide the best undergraduate education in Canada.~~ The Department of Chemistry recognizes that excellence in teaching is of primary importance in achieving this goal. The department also recognizes that research and scholarship are an essential component of undergraduate science education. Finally, the department recognizes the value of service to the university and the community. All faculty members are expected to make contributions in all three areas.

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

GENERAL STANDARDS FOR EACH RANK

General standards for each rank are listed below:

(distinctions from the previous rank standards are italicized)

Assistant Professor:

- holds a doctorate in chemistry or a closely related discipline
- has experience and ~~outstanding~~ expertise in ~~their~~~~his~~~~or~~~~her~~ sub-discipline ~~(e.g. research and teaching experience, publications)~~, and ~~demonstrates excellent~~ competence in general chemistry
- ~~demonstrates competence in teaching, and dedication to improved teaching practices~~
~~learningshows dedication towards, and promise of, excellence in teaching and learning~~
- makes progress towards establishing an original research program that involves student trainees
- begins to make contributions toward curriculum development and revision
- begins to participate in institutional service, especially at the departmental level

Associate Professor:

- holds a doctorate in chemistry or a closely related discipline
- has *substantial* experience and outstanding expertise in ~~their~~~~his~~~~or~~~~her~~ sub-discipline, and ~~excellent~~ competence in general chemistry
- *demonstrates excellence* in teaching and learning
- *has established* a sustainable, original research program that involves student trainees
- makes *significant* contributions towards curriculum development and revision
- ~~makes~~~~has established a record of sustained and meaningful~~ *significant contributions* ~~to~~ institutional service (at the departmental, faculty, or university level) and service to community (regional or professional)

Professor:

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

EXAMPLES OF ACTIVITIES THAT ADDRESS THE ABOVE CRITERIA

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

Teaching and learning

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

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

Research and scholarship

Chemistry faculty are expected to involve students in their research projects. With respect to laboratory research, the department recognizes the limitations inherent to conducting research at a teaching-focused undergraduate institution, such as the availability of funding, equipment, and faculty teaching loads.

Scholarly activity	Scholarly products	Indicators of success
<p>Pure and applied research.</p> <ul style="list-style-type: none"> - Experiments or calculations aimed at producing new compounds and systems or studying their properties and transformations. - Literature analysis to support those activities. - Creation of scholarly products described in the next column. 	<ul style="list-style-type: none"> - Peer-reviewed papers, monographs, book chapters, patents, theses, conference presentations, grant proposals. 	<ul style="list-style-type: none"> - Quality of journals, citation index, research awards or nominations for the awards, grants, invitations to present, invitations to adjudicate.

<ul style="list-style-type: none"> - Supervision of students performing original research <u>(research projects are driven by faculty research interests)-</u> 	<p><u>-supervision of directed studies and thesis students</u></p>	<ul style="list-style-type: none"> - Student awards and scholarships.
<p>Chemical education.</p> <ul style="list-style-type: none"> - Educational research and reflective analysis aimed at understanding and improving the educational process. - Development of novel programs, cutting-edge courses, and innovative methods of delivery. - Development of novel elements (such as introduction of new experiments or substantial improvement of old experiments) for new or existing courses. - Literature analysis to support those activities. - Creation of scholarly products described in the next column. 	<ul style="list-style-type: none"> - Peer-reviewed papers, monographs, book chapters, theses, conference presentations. - Textbooks. - Novel programs, courses or their essential new elements, innovative methods of delivery. 	<ul style="list-style-type: none"> - Quality of journals, citation index, awards, grants, invitations to present, invitations to adjudicate. - Adoption of a textbook. - Successful implementation of a program, course, or method of delivery.

Service

Aspect of service	Evidence
<p>University community.</p> <ul style="list-style-type: none"> - Student advising. - Course articulation and transfer credit requests. - Department headship or serving in other leadership roles. - Active involvement in committee work at the departmental, faculty, or university level. - Faculty and Staff Association service. 	<ul style="list-style-type: none"> - Writing reference letters for students. - Internal documents, or other evidence of engagement.
<p>Regional community.</p> <ul style="list-style-type: none"> - High school liaison. - Participation in community outreach activities or events. - Expert advice to or research partnership with regional companies or organizations. 	<ul style="list-style-type: none"> - Supervision of high school student projects. - Judging, organizing, or otherwise participating in Science Fair or similar events. - Letters, reports, newspaper articles.
<p>Professional community</p> <ul style="list-style-type: none"> - Support of, and participation in the work of, professional associations. - Organizing conferences, workshops, or other professional meetings. 	<ul style="list-style-type: none"> - Membership in professional associations, executive positions in those. - Peer review, service on journal editorial boards. - Letters of support of peers or other evidence of engagement.



MEMO

TO: Tracy Ryder-Glass, Chair, Faculty Standards Committee

FROM: Alastair Hodges, Dean, Faculty of Health Sciences

DATE: 1 November 2021

RE: School of Kinesiology Faculty Standards Revision

In response to the memo dated December 12th, 2019, from Faculty Standards Committee, please find attached the revised Standards for Tenure and Promotion for the School of Kinesiology.

These standards were approved at the September School of Kinesiology meeting and were subsequently approved and recommended to the FSC at the October 15th Faculty of Health Sciences Council meeting.

Attached are a track changes version of the original standards document and a clean version of the revised standards.

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

1. Introduction and Purpose

- As recommended, the Principles for the Establishment of Faculty Standards and Criteria for Tenure and Promotion are referred to without repeating them in this document

2. Categories

- As recommended, the sections on Teaching and learning, Scholarship, and Service are referred to, with definitions not repeated in full.

3. Teaching and Learning Section

- As recommended, this section has been more clearly organized:
 - a) Instruction and development paragraphs are removed
 - b) "The following criteria will be evaluated in teaching" has been revised to "The following areas will be evaluated in teaching"
 - c) Extra bullet removed
 - d) Regarding student mentorship appearing in the third paragraph, this has been removed and the criteria clarified.
 - e) The phrase "Evidence of..." has generally been removed.

4. Teaching Criteria for Assistant Professor

- As recommended, bullet 3: “A record of variable teaching approaches and modes (e.g. in terms of courses taught, course environments (face to face or online)” has been removed.

5. Teaching Criteria for Associate Professor

- In response to the questions from FSC around the phrase ““Addressing recognized areas of identified teaching weakness...””, this has been removed.

6. Scholarship Criteria for Assistant Professor

- It was not clear to the unit where the FSC was referring to in relation to the phrase: ““Evidence of potential and commitment to engage in scholarly activities...””; nonetheless this phrase does not exist in the revised standards.

7. Scholarship Criteria for Tenure and Promotion to Associate Professor

- As recommended, the last bullet: “The inclusion and mentoring of students in the academic process...” has been removed.

8. Scholarship Criteria for Promotion to Professor

- As recommended, international recognition has been added to the criteria (formerly bullet 4, now bullet 2).
- As recommended, the phrase “within one’s field of study” has been removed.

9. Title

- As recommended, the title has been changed to “School of Kinesiology Standards for Tenure and Promotion” to align with wording in the Terms of Reference for the Faculty Standards Committee.

Note that, in addition to the above recommended revisions, the School has included some further revisions, including, for example:

- That a teaching and learning environment shall reflect principles of equity, diversity, and inclusion (teaching criteria)
- That a teaching a learning environment that reflects an effort towards Indigenization, Decolonization, and Reconciliation (teaching criteria)
- Removal of the phrase “...in descending order of value:” in reference to Scholarly Products (e.g. journal articles, books, book chapters, etc.).
- A statement related to community service that clarifies candidates must delineate between community service activities that are remunerative and community service activities that are non-remunerative.

I ask the Faculty Standards Committee to note that in my role as Dean I recommended the following in reference to the latter two bullet points above:

- That service work be defined as “an essentially non-remunerative contribution” in line with the description of service in the Collective Agreement Article 18.2(b). I believe this would ensure clarity around service work completed as part of the faculty duties as opposed to other paid work in a role outside of the employment of the university.
- That in the section on Scholarly Products, the phrase “...in descending order of value:” not be removed due to the inherent academic value of peer-reviewed work over other (e.g. journal articles vs. workshops, knowledge dissemination and translation).

These last two recommendations were ultimately not accepted in the revisions.



School of Kinesiology Standards for Tenure and Promotion ~~Criteria for Tenure and Promotion~~

~~Department of Kinesiology (KIN)~~
Faculty of Health Sciences
University of the Fraser Valley

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Introduction & Purpose

The purpose of this document is to outline the standards and performance criteria for tenure and promotion that are valued in the field of Kinesiology (KIN). The criteria are specific to KIN within the University’s *Principles for the Establishment of Faculty Standards and Criteria for Tenure and Promotion*. While the *University-Wide Principles for the Establishment of Criteria for Faculty Standards* outlines the expectations of each rank (Assistant Professor, Associate Professor, Professor), this document outlines the specific criteria, products, and activities that are valued in the field of Kinesiology.

~~As outlined in the *University-Wide Principles for the Establishment of Criteria for Faculty Standards*, the following principles will guide the development of standards and criteria:~~

- ~~1. A Commitment to Academic Freedom~~
 - ~~a. Academic freedom is fundamental to teaching and learning, scholarly activities, and service.~~

~~b. All criteria established by academic units must respect the institutional commitment to academic freedom and responsibilities, and they may not establish criteria that represent an impediment to the exercise of academic freedom.~~

~~2. Primacy of Teaching and Learning~~

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

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

~~3. Respecting Disciplinary Diversity while Ensuring Fair Comparison Among Faculties~~

~~a. Tenure and promotion criteria must consider the differences in the nature and purpose of different academic units.~~

~~b. Recognition must be given to multiple forms of teaching and learning, scholarly activities, and service.~~

~~c. The degree of accomplishment necessary for achieving promotion at each rank should be equivalent across academic units.~~

~~4. Alignment with the Mandate and Mission of the University~~

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

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

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

~~a. Criteria must reflect the high quality and expectations of their disciplines, as informed by, when possible, best practices utilized nationally and internationally at comparable institutions.~~

~~b. Criteria must require a diverse body of evidence that reflects a high quality and meaningfulness of contribution for:~~

~~i. teaching and learning~~

~~ii. scholarly activities~~

~~iii. service~~

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

~~a. Criteria must be fair and equitable, and assessable based on merit and the evidence presented.~~

~~b. Criteria used by different academic units in assessing tenure and promotion must be transparent and be accompanied by clear guidelines and expectations of faculty.~~

~~c. Criteria for tenure and promotion must ensure that there are no inherent forms of discrimination.~~

~~d. Criteria will be developed to measure overall performance for the entire period under consideration.~~

~~7. Criteria Demonstrate Flexibility and Multiple Pathways for Tenure and Promotion~~

~~a. Criteria for tenure and promotion must establish minimum requirements in each category of teaching and learning, scholarly activities and service.~~

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

~~8. Criteria Must Include Peer Review~~

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

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

~~a. Standards and criteria for rank and tenure are subject to internal review by academic units every five years, or at a higher frequency established by the academic unit.~~

~~b. The Senate Faculty Standards Committee will review institutional principles and the standards and criteria for each academic unit every five years.~~

Categories

Primary Categories

Three categories of productivity will be considered in the evaluation of the application for tenure and promotion, as defined by the *University-Wide Principles for the Establishment of Criteria for Faculty Standards*. These categories include Teaching and learning; Scholarship; and Service.

1. Teaching and learning

Teaching and learning includes engagement in classroom, laboratory, field, and community settings. It also involves student mentorship, supervision of individualized learning experiences, curriculum development, and related activities identified as significant within particular academic units (e.g. graduate instruction).

2. Scholarship

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

3. Service

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

The candidate will be evaluated on these primary categories, with the weighting of specific categories determined by the candidate, with the following minimum weightings:

Teaching and learning: minimum of 60%

Scholarship: minimum of 10%

Service: minimum of 10%

In addition, one of either Scholarship or Service must be weighted at least 20% of the evaluation.

KIN recognizes that each of these primary categories are necessary but not sufficient conditions for promotion and tenure. All three categories must be sufficiently satisfied in applications for promotion and/or tenure, in accordance with the *University-Wide Principles for the Establishment of Criteria for Faculty Standards*, and with the appropriate weighting as chosen by the candidate. Productivity or excellence in each of these primary categories varies for each level of promotion. Evaluation of these primary categories will encompass the candidate's entire academic history and therefore includes teaching, scholarship, and service activities

throughout graduate and post-doctoral training to the candidate's current academic appointment.

Secondary Category

In addition to the three primary categories, Academic and Professional Qualifications relevant to KIN will be considered in the evaluation for tenure and promotion.

~~4~~-Academic and Professional Qualifications

Academic and Professional Qualifications are defined as degrees, diplomas, certifications, and other professional qualifications in the field of Kinesiology.

1. Teaching and Learning

Instruction

Teaching and learning includes engagement in classroom, laboratory, experiential, field, and/or community settings; involvement with student mentorship and supervision of individualized learning experiences; course and curriculum development; as well as related activities identified as significant within particular academic units (e.g. graduate instruction).

~~Candidates will be evaluated on the basis of demonstrated competency and excellence in instruction. The content for evaluation will include the candidate's portfolio, which will include items listed in the criteria below. The candidate must demonstrate mastery of knowledge in the areas taught, competency in organization and presentation of course materials, conscientiousness and fairness in relationships with students and in grading, and a commitment to developing excellence in teaching.~~

Development

~~The development of content, courses, curriculum and programs will be assessed for evidence of depth of understanding of subject area and student needs. Creativity and innovation in program development and delivery will also be evaluated. Content will also be weighed with reference to stated departmental goals and philosophy.~~

The following areas will be evaluated in teaching and learning~~The following criteria will be evaluated in teaching:~~

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

- Evidence of engagement in the classroom, laboratory, experiential, field, or community settings. The use of exemplary teaching practices in face-to-face, online, or hybrid environments. Candidates should provide evidence that demonstrates the effective use of methodologies including but not limited to engagement strategies, technology, teaching strategies for diverse learners, student projects, student learning outcomes
- Student mentorship, supervision of individualized learning experiences (e.g. undergraduate thesis work).
- Curriculum, program, and/or course development and/or revision (separate from service contributions in this area). ~~Evidence might include a description of improvements, curriculum forms, syllabi changes~~

-
- Evidence of success in the above areas may be provided by (in no order of value):
 - Student evaluation
 - Peer evaluation
 - internal to unit/school/dept.
 - external to unit/school/dept.
 - Reflection and Self-evaluation (including curricular changes based on peer and student review)
 - Letters from former students (identified as solicited or unsolicited)
 - Teaching awards (UFV, Provincial, National, International)
 - ~~Significant program development including applied scholarship, curriculum writing, or accreditation work, which requires outside agency approval and/or peer review~~
 - ~~Membership and degree of involvement in relevant professional/educational organizations~~
 - Evidence of meeting the Institutional Learning Outcomes (ILOs) in the curriculum of courses taught
 - Implementing EDI guiding principles by integrating inclusive excellence in teaching
 - Other selected items that best represent the candidate's teaching abilities
 - ~~Maintenance of a numeric high standard on student evaluations~~ Significant program development including applied scholarship, curriculum writing, or accreditation work, which requires outside agency approval and/or peer review
 - Membership and degree of involvement in relevant professional/educational organizations

Teaching Criteria for Assistant -Professor

An Assistant Professor in the Department-School of Kinesiology will, at a minimum, demonstrate and document satisfactory level of proficiency in their undergraduate teaching and learning activities. Assistant Professors in KIN will develop a record of quality instruction as evidenced by the objective measures in this document.

Assistant Professors in KIN will demonstrate:

- ~~Evidence of a A track~~ record of effective teaching ~~(student peer, and self-evaluations)~~
- ~~Evidence of~~ innovation and/or creativity in teaching and learning practices

- ~~A record of variable teaching approaches and modes (e.g. in terms of courses taught, course environments (face to face or online) Use of a variety of teaching and learning strategies.~~
- ~~A teaching and learning environment that reflects principles of equity, diversity and inclusion.~~
- ~~A teaching and learning environment that reflects an effort towards Indigenization, Decolonization, and Reconciliation~~

Teaching Criteria for Tenure and Promotion to Associate Professor

An Associate Professor in the ~~Department~~ School of Kinesiology 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. The greatest emphasis will be placed on teaching and working in normal undergraduate courses however supervision of student theses and volunteer opportunities will also be considered.

A candidate for Associate Professor has matured into a mentor for students, and is facilitating the students' process of discovery and application of what they learn. 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 includes:

- ~~Evidence of a track record of effective teaching (student peer, and self-evaluations)~~
- ~~Addressing recognized areas of identified teaching weakness through engagement in professional and pedagogical skills development (through professional development [PD] days, instructional skills training, academic conferences, external teaching and learning workshops, development of academic content such as textbooks or animations, etc.);~~
- ~~Evidence of innovation and/or creativity in teaching and learning practices~~

- Meaningful reflection on individual growth as an instructor, and a demonstrated ~~ability~~ commitment to build on one's strengths (and/or address one's weaknesses) to improve student learning and skills outcomes;
- Engagement in professional and pedagogical skills development (through professional development [PD] days, instructional skills training, academic conferences, external teaching and learning workshops);
- Demonstration of academic or professional currency of knowledge content in one's teaching area;
- Involvement in student mentorship and/or supervision of individualized learning experiences
- Ensures a teaching and learning environment that reflects principles of equity, diversity and inclusion.
- A teaching and learning environment that reflects an effort towards Indigenization, Decolonization, and Reconciliation

Teaching Criteria for Promotion to Full Professor

Full pProfessors will have demonstrated and documented distinction in undergraduate teaching at the time of review for promotion. Faculty members seeking promotion to Full pProfessor will provide 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; advanced levels of supervision and mentoring will be expected.

Full pProfessors are respected by students and peers alike for their teaching abilities and contributions. Full pProfessors 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 pProfessor sets an example of ethical practice for students in the pursuit, construction, and application of knowledge. A Full pProfessor's contributions in pedagogy may extend to the community, provincial, or national level.

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

- ~~Evidence of long-term and continuous excellence in teaching (e.g. student evaluations, peer reviews, self-evaluation and reflection, internal and external recognitions)~~
- 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 as measured by advancements in teaching practice, changes in institutional teaching philosophy, or elevation of the profile of UFV as an institution recognized for excellence in teaching
- ~~Evidence of acting as peer mentor~~ship within the institution and /or fields of practice
- Active engagement with learning communities, public audiences and external organizations

2. Scholarship

Scholarship should demonstrate originality and innovation which have gained the candidate the recognition of members of ~~his or her~~their discipline or profession, both inside and outside of the institution. The contributions should reflect a continuing productive activity that advances the knowledge of the discipline or profession.

Publications & Research Scholarly Products

Peer-reviewed publication and dissemination of scholarly work represents a relevant, important, and necessary mechanism by which ~~research-scholarly~~ productivity and excellence is evaluated. Publication and dissemination of work is recognized as an indicator of peer-recognized quality in scholarly work and will therefore be included in the evaluation for promotion and/or tenure. ~~Examples of s~~Scholarly ~~publications-products~~ are listed below: ~~in descending order of value:~~

- Journal articles, books, and book chapters
 - Primary or senior author on papers published, in press, or accepted for publication in peer reviewed journals recognized as reputable and of high quality; primary or senior author on peer or editor reviewed books (non self-published)
 - Primary or senior author on papers published or accepted for publication in other peer reviewed journals; primary or senior author on peer or editor reviewed published book chapters
 - Publication of articles or book chapters with student(s) as primary author(s) will be considered to be equivalent to a first authored work
 - Contributing author on papers published or accepted for publication in peer reviewed journals, or contributing author in books or book chapters
 - Editor or associate editor of books or book chapters
 - ~~○ Submitted papers (reviewed and in revision)~~
 - ~~○~~
- Proceedings & Presentations
 - Invited presentations at professional meetings
 - Refereed presentations at professional meetings
 - Papers published in refereed proceedings
 - Abstracts published in peer-reviewed journals
 - ~~○ Published case studies~~
 - Non-refereed presentations of original scholarly work
- Sponsored or contract research
- Knowledge dissemination and translation activities related to one's scholarship
 - ~~• Creation of curricular documents, national guidelines, instructional materials, or manuals~~
- Workshops or presentations at international or national practitioner conferences

- Other demonstration of scholarly activity through one's discovery and/or learning and/or engagement where appropriate and where a demonstrable product can be produced for evaluation
- Receives nominations for and/or receives awards for contributing to scholarship at a local, provincial, national, and/or international level
- Serves as a visiting scholar at another post-secondary institution

Funding

Funding represents a relevant and important, but not always necessary, mechanism by which research productivity is attained. Funding success is recognized as one of the indicators of peer-recognized quality in scholarly work and will therefore be included in the evaluation for promotion and/or tenure. However, scholarly productivity does not always require significant funding; therefore funding is a valued but not necessary component of the scholarship criteria. Examples of scholarly funding are listed below: Scholarly funding is listed below in descending order of value:

- Grants
 - PI or co-PI on funded grants:
 - Tri-Council (or equivalent from outside Canada [e.g. NIH]) peer-reviewed grants for scholarly activity
 - National level peer-reviewed external grants for scholarly activity
 - Peer reviewed other grants for scholarly activity (provincial, local, industry)
 - Non-peer reviewed other grants for scholarly activity
 - Collaborator on funded grants
 - Tri-Council (or equivalent from outside Canada [e.g. NIH]) peer-reviewed grants for scholarly activity
 - National level peer-reviewed external grants for scholarly activity
 - Non-peer reviewed other grants for scholarly activity
 - The seeking of (application for) extramural funding to support one's work, when such funding is available (both successful and unsuccessful applications will be considered)
 - Tri-Council (or equivalent from outside Canada [e.g. NIH]) peer-reviewed grants for scholarly activity
 - National level peer-reviewed external grants for scholarly activity
 - Non-peer reviewed other grants for scholarly activity
 - The attainment of institutional support for scholarly activity (e.g. release time)
 - Submission of and demonstrated success in internal and/or external funding proposals to support one's discovery, learning, and engagement

Scholarship Criteria for Assistant Professor

Assistant Professors in KIN will engage in scholarship, effectively demonstrating that scholarship forms an important part of their work, including:

- ~~Engagement in scholarly activities with the production of scholarly products.~~
- ~~Evidence that an area of scholarship expertise is emerging.~~
- ~~Evidence of the initiation of an independent scholarly program with some objective productivity (e.g. conference proceedings, publications, book chapters), demonstrating the viability of the research in the professional community~~
- Evidence of the initiation of an independent scholarly program that is distinct from the candidate's mentors and graduate work is beginning to emerge.

Scholarship Criteria for Tenure and Promotion to 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:

- ~~Evidence of the Establishment/initiation~~ of an independent scholarly program with some objective productivity ~~(e.g. conference proceedings, publications, book chapters), demonstrating the viability of the research in the professional community~~
- ~~Evidence of the initiation of a scholarly program that is distinct from the candidate's mentors and graduate work~~
- ~~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~~
- ~~The inclusion and mentoring of students in the academic process including student publications or student successes such as entrance into a graduate program~~

Scholarship Criteria for Promotion to 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:

- A recognized independent scholarly program (distinct from collaboration with colleagues); or a recognized collaborative scholarly program where clear, independent roles and responsibilities of the applicant have been identified relating to authorship, data collection and involvement
- ~~Continuous record of publication throughout the period as Associate Professor in mainstream, refereed journals in one's area of study~~
- ~~Substantial and distinguished realization of the objectives defined in the Faculty Annual Workload Plan(s)~~
- ~~Substantial and distinguished achievement in the discipline; evidence of recognition at the National level within one's field of study~~ A record of sustained and productive scholarly products/activities that are recognized nationally and internationally
- ~~Dissemination of scholarly and creative work in forums of primarily peer-review or equivalent assessment;~~
- A demonstrated linkage between the research program and its benefits to students
- ~~Demonstration of competence or~~ distinction by colleagues and/or experts from outside the university
- ~~Endorsement from external reviewers from peer institutions in the review of one's curriculum vitae and supporting materials indicating the candidate's positive impact on one's field of study~~

3. Service

Service includes productive contributions meeting the needs of ~~the one's~~ department/school, faculty, and the institution, and to academic and regional communities. Faculty members may serve the university, their departments/schools or programs, and their disciplines in a variety of ways, guided by the overall aim of directing, organizing, and/or enhancing the life and work of the university, their fields of study and practice, and/or the communities of the Fraser Valley.

~~KIN~~ The School of Kinesiology values service that is non-teaching, non-scholarship work internal or external to the institution which is included in the regular salary and pay (internal), or unpaid (external). Activities to be included as service towards tenure and/or promotion must serve the institution, the professional community of the candidate, or the region and communities of the Fraser Valley. While three categories of service will be recognized, at least two of these categories of service are required for tenure and promotion to Associate Professor and all three categories are required for promotion to Professor.

Institutional Service

Including but not limited to service on university, faculty, or department/school committees, and task forces (e.g. department/school committees, faculty committees, university committees, senate, senate sub-committees, curriculum committees, selection advisory committees, etc.). For inclusion in the evaluation for tenure and/or promotion, this service must be part of the regular salary and pay of the individual. Exceptions to regular pay include institutional service of significant time commitment that is supported through release or honoraria (e.g. Chair of Research Ethics Board, administrative positions, etc.). The following items are listed in order of decreasing value or weighting:

- Major administrative positions, for which there may be release time, that contribute to governance of the institution (e.g. Director/Department Head, Chair of Human Research Ethics Board, Senate Vice-Chair, etc.)
- Leadership in department/school, faculty, or institutional governance and/or groups that carry on the business of the department/school, faculty, or institution (e.g. chair of department/school sub-committees, faculty sub-committees, Senate committees and sub-committees, ad hoc committees, task forces, etc.)
- Membership in department/school, faculty, or institutional governance and/or groups that carry on the business of the department/school, faculty, or institution (e.g. member of department/school sub-committees, faculty sub-committees, Senate committees, ad hoc committees, task forces, etc.)
- Membership or leadership in department/school or faculty accreditation efforts and program reviews
- University professional activities, (e.g. service toward university accreditation, provincial and national articulation committees, etc.)
- Attendance to/Participation in department/school and faculty governance groups (i.e. department/school meetings, department/school workshops and retreats, Faculty Council, faculty workshops and retreats).

Professional Service

This entails unpaid service to the professional community of scholars within the academic discipline of the individual's area of expertise. The following items are listed in order of decreasing value or weighting:

- Editor / associate editor for peer reviewed / refereed journals
- ~~Membership on editorial board for peer reviewed/ refereed journal~~
- Editor / associate editor for textbook(s)
- Membership on editorial board for textbook(s)
- Leadership in professional organizations as an officer, on a committee or task force
- Performing journal/book peer reviews
- External grant agency peer reviewer or committee member
- Member of thesis committees/oversee undergraduate or graduate research
- External reviewer for theses; examination chair
- ~~Membership on editorial board for peer reviewed/ refereed journal or publication/textbook~~
- External reviewer for tenure/promotion for colleagues
- Unpaid consultation and expert services within the academic expertise of the candidate

Community Service

This entails ~~unpaid~~ service to the general community ~~of non-scholars~~. Activities in which the candidate offers ~~their~~~~his~~~~her~~ specific academic expertise *pro bono* to the community will be recognized for tenure and/or promotion. A distinction exists between academic service recognized for tenure and/or promotion and other community service activities that do not relate to the candidate's academic expertise or are of demonstrated value to UFV. Candidates must delineate between community service activities that are remunerative and community service activities that are non-remunerative. Service valued for tenure and/or promotion may include:

- ~~Consultation and expert services~~
- Providing continuing education for community
- Assisting schools, districts, or community organizations/ agencies in occasional tasks, (e.g., advisory boards, committees, etc.)
- Consulting with schools, (e.g. presenting professional development sessions, conducting research for the school or district, etc.) or other public or private entities
- Health, wellness, fitness, or sport promotion in the community
- ~~C~~Paid consulting work in the field of expertise (~~unpaid services will be weighted higher than paid services~~) that is distinct from holding a secondary professional position or job, or owning a business

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Service Criteria for Assistant Professor

Assistant Professors in ~~KIN~~ the School of Kinesiology will engage in service, demonstrating some commitment to service as part of their work, including:

- Regular attendance (i.e. attendance to the majority of meetings) and engagement in department-school meetings and faculty council
- ~~Evidence of potential and~~ Initiation of a commitment of service to the University, the academic community, and/or the community at large

Service Criteria for Tenure and Promotion to 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 contributions in two categories of service, as evidenced by activities such as:

- Regular attendance (i.e. attendance to the majority of meetings) and engagement in department-school meetings and faculty council
- Serving on university, faculty, **and/or** department-school committees and sub-committees, with regular attendance and participation
- Significant involvement in the service activities of the university (e.g. meaningful participation in university-wide committees)
- Significant involvement in professional activities and/or associations related to their fields of study or creative practice or significant involvement in community engaged outreach activities that enhance the public service role of the department-school or university

Service Criteria for Promotion to Full Professor

To meet the requirements for promotion to the rank of Full Professor, the candidate will have established a record of sustained, long-term, and substantial contributions in all three categories of service, as evidenced by activities such as:

- Long-term continuous record of regular attendance to department-school meetings and faculty council
- Long-term continuous record of serving on university, faculty, **and department school** committees and sub-committees
- Chairing of major university, faculty, or department-school committees or subcommittees
- Chairing or direction of a division or departmentschool
- Chairing, authorship or creation of a major initiative
- Initiation and/or contribution to the creation, development and/or revision of university programs or policies, etc.
- Achievement of a recognized distinction through contributions to professional activities and associations related to the candidate's field(s) of study or creative practice (e.g. editor of academic journal, executive member of governing body (e.g. CSEP, ACSM, CCUPEKA, PHE Canada, SHAPE, AKA)
- Contributions to the public service role of the candidate's departmentschool, field(s) of study, and/or the university or significant achievement in community-engaged outreach

4. Academic and Professional Qualifications

Criteria for Assistant Professor

Academic and professional qualifications are normally part of the requirement for selection to the tenure-track position. However, qualifications also play a role in the evaluation of a candidate for promotion.

Academic qualifications, which are necessary for tenure and/or promotion are typically graduate-level thesis-based terminal degrees (i.e. not course and project based degrees) such as Ph.D., Ed.D., Pharm.D., and M.D.; in some circumstances the appointment to Assistant Professor may be made to an individual close to achieving their terminal degree (ABD, or All But Dissertation) contingent upon completion of the requirements for the credential within a specified time.

Professional qualifications, which are valued but not necessary for tenure and/or promotion are typically certifications or specialist designations from national or internationally recognized governing bodies (e.g. CSEP certifications, ACSM certifications, registered dietician, registered clinical counsellor, etc.).

Periodic Review

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. Therefore, the ~~KIN department~~School of Kinesiology will review this document five years after approval, and every five years thereafter. In addition, at any time the School of Kinesiology ~~KIN department~~ may, upon a majority decision by voting ~~department-school~~ members, initiate a review and revision of this document.

*Version: ~~232~~ March 1, 2021 ~~December 2015~~
Approved by Senate: 15 January 2016*



**School of Kinesiology Standards for Tenure and Promotion
Faculty of Health Sciences
University of the Fraser Valley**

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Introduction & Purpose

The purpose of this document is to outline the standards and performance criteria for tenure and promotion that are valued in the field of Kinesiology (KIN). The criteria are specific to KIN within the University's *Principles for the Establishment of Faculty Standards and Criteria for Tenure and Promotion*. While the *University-Wide Principles for the Establishment of Criteria for Faculty Standards* outlines the expectations of each rank (Assistant Professor, Associate Professor, Professor), this document outlines the specific criteria, products, and activities that are valued in the field of Kinesiology.

Categories

Primary Categories

Three categories of productivity will be considered in the evaluation of the application for tenure and promotion, as defined by the *University-Wide Principles for the Establishment of Criteria for Faculty Standards*. These categories include Teaching and learning; Scholarship; and Service.

The candidate will be evaluated on these primary categories, with the weighting of specific categories determined by the candidate, with the following minimum weightings:

Teaching and learning: minimum of 60%

Scholarship: minimum of 10%

Service: minimum of 10%

In addition, one of either Scholarship or Service must be weighted at least 20% of the evaluation.

KIN recognizes that each of these primary categories are necessary but not sufficient conditions for promotion and tenure. All three categories must be sufficiently satisfied in applications for promotion and/or tenure, in accordance with the *University-Wide Principles for the Establishment of Criteria for Faculty Standards*, and with the appropriate weighting as chosen by the candidate. Productivity or excellence in each of these primary categories varies for each level of promotion. Evaluation of these primary categories will encompass the candidate's entire academic history and therefore includes teaching, scholarship, and service activities throughout graduate and post-doctoral training to the candidate's current academic appointment.

Secondary Category

In addition to the three primary categories, Academic and Professional Qualifications relevant to KIN will be considered in the evaluation for tenure and promotion.

Academic and Professional Qualifications

Academic and Professional Qualifications are defined as degrees, diplomas, certifications, and other professional qualifications in the field of Kinesiology.

1. Teaching and Learning

Teaching and learning includes engagement in classroom, laboratory, experiential, field, and/or community settings; involvement with student mentorship and supervision of individualized learning experiences; course and curriculum development; as well as related activities identified as significant within particular academic units (e.g. graduate instruction).

The following areas will be evaluated in teaching and learning:

- Engagement in the classroom, laboratory, experiential, field, or community settings. The use of exemplary teaching practices in face-to-face, online, or hybrid environments. Candidates should provide evidence that demonstrates the effective use of methodologies including but not limited to engagement strategies, technology, teaching strategies for diverse learners, student projects, student learning outcomes
- Student mentorship, supervision of individualized learning experiences (e.g. undergraduate thesis work).
- Curriculum, program, and/or course development and/or revision (separate from service contributions in this area).

Evidence of success in the above areas may be provided by (in no order of value):

- Student evaluation
- Peer evaluation
 - internal to unit/school.
 - external to unit/school.
- Reflection and self-evaluation (including curricular changes based on peer and student review)
- Letters from former students (identified as solicited or unsolicited)
- Teaching awards (UFV, Provincial, National, International)
- Meeting the Institutional Learning Outcomes (ILOs) in the curriculum of courses taught
- Implementing EDI guiding principles by integrating inclusive excellence in teaching
- Other selected items that best represent the candidate's teaching abilities
- Significant program development including applied scholarship, curriculum writing, or accreditation work, which requires outside agency approval and/or peer review
- Membership and degree of involvement in relevant professional/educational organizations

Teaching Criteria for Assistant Professor

An Assistant Professor in the School of Kinesiology will, at a minimum, demonstrate and document satisfactory level of proficiency in their undergraduate teaching and learning activities. Assistant Professors in KIN will develop a record of quality instruction as evidenced by the objective measures in this document.

Assistant Professors in KIN will demonstrate:

- A record of effective teaching
- Innovation and/or creativity in teaching and learning practices
- Use of a variety of teaching and learning strategies.
- A teaching and learning environment that reflects principles of equity, diversity and inclusion.
- A teaching and learning environment that reflects an effort towards Indigenization, Decolonization, and Reconciliation

Teaching Criteria for Tenure and Promotion to Associate Professor

An Associate Professor in the School of Kinesiology 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. The greatest emphasis will be placed on teaching and working in normal undergraduate courses however supervision of student theses and volunteer opportunities will also be considered.

A candidate for Associate Professor has matured into a mentor for students and is facilitating the students' process of discovery and application of what they learn. 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 requirements for promotion to the rank of Associate Professor and the grant of tenure includes:

- A record of effective teaching
- Innovation and/or creativity in teaching and learning practices
- Meaningful reflection on individual growth as an instructor, and a demonstrated commitment to build on one's strengths (and/or address one's weaknesses) to improve student learning and skills outcomes;
- Engagement in professional and pedagogical skills development (through professional development [PD] days, instructional skills training, academic conferences, external teaching and learning workshops);
- Currency of knowledge content in one's teaching area;
- Involvement in student mentorship and/or supervision of individualized learning experiences
- Ensures a teaching and learning environment that reflects principles of equity, diversity and inclusion.
- A teaching and learning environment that reflects an effort towards Indigenization, Decolonization, and Reconciliation

Teaching Criteria for Promotion to 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 provide 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; advanced levels of supervision and mentoring will be expected. 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. A Full professor's contributions in pedagogy may extend to the community, provincial, or national level.

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

- Long-term and continuous excellence in teaching
- 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 as measured by advancements in teaching practice, changes in institutional teaching philosophy, or elevation of the profile of UFV as an institution recognized for excellence in teaching
- Peer mentorship within the institution and/or fields of practice
- Active engagement with learning communities, public audiences and external organizations

2. Scholarship

Scholarship should demonstrate originality and innovation which have gained the candidate the recognition of members of their discipline or profession, both inside and outside of the institution. The contributions should reflect a continuing productive activity that advances the knowledge of the discipline or profession.

Scholarly Products

Peer-reviewed publication and dissemination of scholarly work represents a relevant, important, and necessary mechanism by which scholarly productivity and excellence is evaluated. Publication and dissemination of work is recognized as an indicator of peer-recognized quality in scholarly work and will therefore be included in the evaluation for promotion and/or tenure. Examples of scholarly products are listed below:

- Journal articles, books, and book chapters
 - Primary or senior author on papers published, in press, or accepted for publication in peer reviewed journals recognized as reputable and of high quality; primary or senior author on peer or editor reviewed books (non self-published)
 - Primary or senior author on papers published or accepted for publication in other peer reviewed journals; primary or senior author on peer or editor reviewed published book chapters
 - Publication of articles or book chapters with student(s) as primary author(s) will be considered to be equivalent to a first authored work
 - Contributing author on papers published or accepted for publication in peer reviewed journals, or contributing author in books or book chapters
 - Editor or associate editor of books or book chapters
 - Submitted papers (reviewed and in revision)
- Proceedings & Presentations
 - Invited presentations at professional meetings
 - Refereed presentations at professional meetings
 - Papers published in refereed proceedings
 - Abstracts published in peer-reviewed journals
 - Non-refereed presentations of original scholarly work
- Sponsored or contract research
- Knowledge dissemination and translation activities related to one's scholarship
- Workshops or presentations at international or national practitioner conferences
- Other demonstration of scholarly activity through one's discovery and/or learning and/or engagement where appropriate and where a demonstrable product can be produced for evaluation
- Receives nominations for and/or receives awards for contributing to scholarship at a local, provincial, national, and/or international level
- Serves as a visiting scholar at another post-secondary institution

Funding

Funding represents a relevant and important, but not always necessary, mechanism by which research productivity is attained. Funding success is recognized as one of the indicators of peer-recognized quality in scholarly work and will therefore be included in the evaluation for promotion and/or tenure. However, scholarly productivity does not always require significant funding; therefore funding is a valued but not necessary component of the scholarship criteria. Examples of scholarly funding are listed below:

- Grants
 - PI or co-PI on funded grants:
 - Tri-Council (or equivalent from outside Canada [e.g. NIH]) peer-reviewed grants for scholarly activity
 - National level peer-reviewed external grants for scholarly activity
 - Peer reviewed other grants for scholarly activity (provincial, local, industry)
 - Non-peer reviewed other grants for scholarly activity
 - Collaborator on funded grants
 - Tri-Council (or equivalent from outside Canada [e.g. NIH]) peer-reviewed grants for scholarly activity
 - National level peer-reviewed external grants for scholarly activity
 - Non-peer reviewed other grants for scholarly activity
 - The seeking of (application for) extramural funding to support one's work, when such funding is available (both successful and unsuccessful applications will be considered)
 - Tri-Council (or equivalent from outside Canada [e.g. NIH]) peer-reviewed grants for scholarly activity
 - National level peer-reviewed external grants for scholarly activity
 - Non-peer reviewed other grants for scholarly activity
 - The attainment of institutional support for scholarly activity (e.g. release time)
 - Submission of and demonstrated success in internal and/or external funding proposals to support one's discovery, learning, and engagement

Scholarship Criteria for Assistant Professor

Assistant Professors in KIN will engage in scholarship, effectively demonstrating that scholarship forms an important part of their work, including:

- Engagement in scholarly activities with the production of scholarly products.
- The initiation of an independent scholarly program that is distinct from the candidate's mentors and graduate work is beginning to emerge.

Scholarship Criteria for Tenure and Promotion to 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:

- Establishment of an independent scholarly program with some objective productivity
- Dissemination of scholarly and creative work in forums of academic or equivalent review, and including appropriate forms of peer-review or equivalent assessment

Scholarship Criteria for Promotion to 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:

- A recognized independent scholarly program (distinct from collaboration with colleagues); or a recognized collaborative scholarly program where clear, independent roles and responsibilities of the applicant have been identified relating to authorship, data collection and involvement
- A record of sustained and productive scholarly products/activities that are recognized nationally and internationally
- A demonstrated linkage between the research program and its benefits to students
- Demonstration of distinction by colleagues and/or experts from outside the university

3. Service

Service includes productive contributions meeting the needs of one's school, faculty, and the institution, and to academic and regional communities. Faculty members may serve the university, their schools or programs, and their disciplines in a variety of ways, guided by the overall aim of directing, organizing, and/or enhancing the life and work of the university, their fields of study and practice, and/or the communities of the Fraser Valley.

The School of Kinesiology values service that is non-teaching, non-scholarship work internal or external to the institution which is included in the regular salary and pay (internal), or unpaid (external). Activities to be included as service towards tenure and/or promotion must serve the institution, the professional community of the candidate, or the region and communities of the Fraser Valley. While three categories of service will be recognized, at least two of these categories of service are required for tenure and promotion to Associate Professor and all three categories are required for promotion to Professor.

Institutional Service

Including but not limited to service on university, faculty, or school committees, and task forces (e.g. school committees, faculty committees, university committees, senate, senate sub-committees, curriculum committees, selection advisory committees, etc.). For inclusion in the evaluation for tenure and/or promotion, this service must be part of the regular salary and pay of the individual. Exceptions to regular pay include institutional service of significant time commitment that is supported through release or honoraria (e.g. Chair of Research Ethics Board, administrative positions, etc.). The following items are listed in order of decreasing value or weighting:

- Major administrative positions, for which there may be release time, that contribute to governance of the institution (e.g. Director, Chair of Human Research Ethics Board, Senate Vice-Chair, etc.)
- Leadership in school, faculty, or institutional governance and/or groups that carry on the business of the school, faculty, or institution (e.g. chair of school sub-committees, faculty sub-committees, Senate committees and sub-committees, ad hoc committees, task forces, etc.)
- Membership in school, faculty, or institutional governance and/or groups that carry on the business of the school, faculty, or institution (e.g. member of school sub-committees, faculty sub-committees, Senate committees, ad hoc committees, task forces, etc.)
- Membership or leadership in school or faculty accreditation efforts and program reviews
- University professional activities, (e.g. service toward university accreditation, provincial and national articulation committees, etc.)
- Participation in school and faculty governance groups (i.e. school meetings, school workshops and retreats, Faculty Council, faculty workshops and retreats).

Professional Service

This entails unpaid service to the professional community of scholars within the academic discipline of the individual's area of expertise. The following items are listed in order of decreasing value or weighting:

- Editor / associate editor for peer reviewed / refereed journals
- Membership on editorial board for peer reviewed/ refereed journal
- Editor / associate editor for textbook(s)
- Membership on editorial board for textbook(s)
- Leadership in professional organizations as an officer, on a committee or task force
- Performing journal/book peer reviews
- External grant agency peer reviewer or committee member
- Member of thesis committees/oversee undergraduate or graduate research
- External reviewer for theses; examination chair
- External reviewer for tenure/promotion for colleagues
- Unpaid consultation and expert services within the academic expertise of the candidate

Community Service

This entails service to the general community. Activities in which the candidate offers their specific academic expertise *pro bono* to the community will be recognized for tenure and/or promotion. A distinction exists between academic service recognized for tenure and/or promotion and other community service activities that do not relate to the candidate's academic expertise or are of demonstrated value to UFV. Candidates must delineate between community service activities that are remunerative and community service activities that are non-remunerative. Service valued for tenure and/or promotion may include:

- Providing continuing education for community
- Assisting schools, districts, or community organizations/ agencies in occasional tasks, (e.g., advisory boards, committees, etc.)
- Consulting with schools, (e.g. presenting professional development sessions, conducting research for the school or district, etc.) or other public or private entities
- Health, wellness, fitness, or sport promotion in the community
- Consulting work in the field of expertise that is distinct from holding a secondary professional position or job, or owning a business

Service Criteria for Assistant Professor

Assistant Professors in the School of Kinesiology will engage in service, demonstrating some commitment to service as part of their work, including:

- Regular attendance (i.e. attendance to the majority of meetings) and engagement in school meetings and faculty council
- Initiation of a commitment of service to the University, the academic community, and/or the community at large

Service Criteria for Tenure and Promotion to 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 contributions in two categories of service, as evidenced by activities such as:

- Regular attendance (i.e. attendance to the majority of meetings) and engagement in school meetings and faculty council
- Serving on university, faculty, ***and/or*** school committees and sub-committees, with regular attendance and participation
- Significant involvement in the service activities of the university (e.g. meaningful participation in university-wide committees)
- Significant involvement in professional activities and/or associations related to their fields of study or creative practice or significant involvement in community engaged outreach activities that enhance the public service role of the school or university

Service Criteria for Promotion to Full Professor

To meet the requirements for promotion to the rank of Full Professor, the candidate will have established a record of sustained, long-term, and substantial contributions in all three categories of service, as evidenced by activities such as:

- Long-term continuous record of regular attendance to school meetings and faculty council
- Long-term continuous record of serving on university, faculty, **and** school committees and sub-committees
- Chairing of major university, faculty, or school committees or subcommittees
- Chairing or direction of a division or school
- Chairing, authorship or creation of a major initiative
- Initiation and/or contribution to the creation, development and/or revision of university programs or policies, etc.
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- Contributions to the public service role of the candidate's school, field(s) of study, and/or the university or significant achievement in community-engaged outreach

4. Academic and Professional Qualifications

Criteria for Assistant Professor

Academic and professional qualifications are normally part of the requirement for selection to the tenure-track position. However, qualifications also play a role in the evaluation of a candidate for promotion.

Academic qualifications, which are necessary for tenure and/or promotion are typically graduate-level thesis-based terminal degrees (i.e. not course and project based degrees) such as Ph.D., Ed.D., Pharm.D., and M.D.; in some circumstances the appointment to Assistant Professor may be made to an individual close to achieving their terminal degree (ABD, or All But Dissertation) contingent upon completion of the requirements for the credential within a specified time.

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Version: 23 March 1, 2021
Approved by Senate:



Faculty Standards Committee of Senate

2021-2022 Meeting Schedule

Meetings will be held by videoconferencing from 2:30 to 4:30 pm
on Wednesdays in Week 2 of the UFV Meeting Schedule

Meeting Date	Room
September 15, 2021	cancelled
October 13, 2021	cancelled
November 10, 2021	C1429/Zoom
December 8, 2021	C1429/Zoom
January 12, 2022	C1429/Zoom
February 9, 2022	C1429/Zoom
March 9, 2022	C1429/Zoom
April 6, 2022	C1429/Zoom
May 4, 2022	C1429/Zoom
June 1, 2021	C1429/Zoom



Faculty Standards Committee of Senate Terms of Reference

MANDATE

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

RESPONSIBILITIES

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

COMPOSITION

Chair

- Provost or designate

Vice Chair

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

Voting Members

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

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



FACULTY STANDARDS COMMITTEE OF SENATE MEMBERSHIP 2021-22

AREA REPRESENTED	TERMS OF OFFICE	MEMBER
Ex-Officio Voting Member		
Provost & Vice-President, Academic (or designate) (Chair)	Ongoing	Tracy Ryder Glass, Vice-Provost Academic
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	08-01-2021 to 07-31-2023	Vacant
Faculty of Humanities	08-01-2021 to 07-31-2023	Donna Tafreshi (upon Senate approval)
Faculty of Professional Studies	08-01-2020 to 07-31-2022	Opeyemi Adesina
Faculty of Science	08-01-2021 to 07-31-2023	Afia Raja
Faculty of Social Sciences	08-01-2021 to 07-31-2023	Vacant
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	08-01-2021 to 07-31-2024	Tetsuomi Anzi, Associate Dean, College of Arts
Dean or Associate Dean	08-01-2021 to 07-31-2024	Peter Geller, Interim Dean, Faculty of Applied & Technical Studies
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: 9 voting members

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

Current as of July 8, 2021