

AGENDA

Faculty Standards Committee

Wednesday, December 8, 2021
2:30 PM - Virtual

Page

1. CALL TO ORDER and TERRITORIAL ACKNOWLEDGEMENT

2. APPROVALS

2.1. Agenda

MOTION: That the FSC approve the agenda as presented.

2 - 3

2.2. Minutes

MOTION: That the FSC approve the November 10, 2021 minutes as presented.

3. BUSINESS ITEMS

4 - 9

3.1. Biology Standards for Tenure and Promotion - 5 year review

MOTION: That FSC recommend to Senate approval of the revisions to the Biology Standards for Tenure and Promotion.

10 - 28

3.2. Faculty of Professional Studies Standards for Tenure and Promotion - Review

MOTION: That FSC recommend to Senate approval of the revisions to the Faculty of Professional Studies Standards for Tenure and Promotion.

3.3. Faculty of Access and Continuing Education Standards for Tenure and Promotion - Update

4. INFORMATION ITEMS

29

4.1. Membership 2021-2022

5. ADJOURNMENT

Next Meeting: January 12, 2022: 2:30pm in C1429/Virtual



Draft Minutes
Faculty Standards Committee
Wednesday, November 10, 2021 - 2:30 PM
Abbotsford campus, Room C1429/Zoom

Present: Tracy Ryder Glass (Chair), Afia Raja, Donna Tafreshi (guest), Garry Fehr, Greg St. Hilaire, Maureen Wideman, Opeyemi Adesina, Peter Geller, Sian Hurley, Tetsuomi Anzi, Melinda Saretzky (recorder)

1. CALL TO ORDER and TERRITORIAL ACKNOWLEDGEMENT

Quorum confirmed.

2. APPROVALS

2.1. Agenda

MOTION: That the FSC approve the agenda as presented.
Maureen/2nd Peter. Carried.

2.2. Minutes

MOTION: That the FSC approve the June 2, 2021 minutes as presented.
Sian/2nd Opeyemi. Carried. 1 abstention.

3. BUSINESS ITEMS

3.1. Vice-Chair election

MOTION: THAT FSC approve Opeyemi Adesina as Vice-Chair of FSC for the 2021-2022 academic year.
Garry/2nd Afia. Carried.

3.2. Faculty Service Excellence Awards Selection Committee

Two expressions of interest received for the staff position, committee consensus approved Rebecca Wassaf.
One expression of interest received for the student position, Manjot Benning approved by acclamation.

MOTION: That the Faculty Standards Committee approve the following as members of the Faculty Service Excellence Award Selection Committee, Michael Corman, Opeyemi Adesina, Manjot Benning and Rebecca Wassaf with terms ending June 30, 2022 and Greg St. Hilaire and Donna Tafreshi with terms ending June 30, 2023.
Garry/2nd Sian. Carried.

Faculty Standards Committee
November 10, 2021

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

The FSC reviewed the revised School of Land Use and Environmental Change Standards for Tenure and Promotion, noting that they were approved by Science Faculty Council on October 8, 2021.

Action: Send memo to Dean, Faculty of Science requesting clarification on the following statement: 'unusual contract histories'.

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

The FSC reviewed the revised Chemistry Standards for Tenure and Promotion, noting that they were approved by Science Faculty Council on October 8, 2021. Changes from the 2019 Limited Review were considered and most were incorporated.

MOTION: That FSC recommend to Senate approval of the revisions to the Chemistry Standards for Tenure and Promotion.
Garry/2nd Tetsuomi. Carried.

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

The FSC reviewed the revised Kinesiology Standards for Tenure and Promotion.

Action: Send memo to Dean, Faculty of Health Sciences with a suggestion to revise the following statement for clarity: 'Candidates must delineate between community service activities that are remunerative and community service activities that are non-remunerative.'

4. INFORMATION ITEMS

4.1. Meeting Schedule – 2021-2022

4.2. Terms of Reference

4.3. Membership – 2021-2022

4.4. Senate Approvals – June 11, 2021

- Terms of Reference

5. ADJOURNMENT

3:35 pm

Maureen/2nd Garry. Carried.

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



MEMORANDUM

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

From: Greg Schmaltz, Head, Department of Biology

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

Date: Oct. 10, 2021

Re: Changes to Biology Department Standards for Tenure and Promotion

We have made minor changes to our Biology Standards for Tenure and Promotion document as a result of the recommendations by the Faculty Standards Committee. All changes have been tracked in the revised document as of October 10, 2021.

They were approved at Science Faculty Council on November 5, 2021.

DEPARTMENT OF BIOLOGY FACULTY STANDARDS FOR RANK, TENURE AND PROMOTION**PREAMBLE**

UFV's mission statement: "Engaging learners, transforming lives, building community." The Department of Biology recognizes that to achieve this goal, faculty members must excel in teaching and be innovative to facilitate learning. The department **also** recognizes [and supports UFV's commitment to Indigenization that research and scholarship are an essential component of science education. The Biology department also recognizes that research and scholarship are an essential component of science education.](#) Finally, the department recognizes the value of service to the university and the community. All faculty members are expected to make contributions in all ~~three~~ of these areas.

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

GENERAL STANDARDS FOR EACH RANK

General standards for each rank are listed below:

(distinctions from the previous rank standards are italicized)

Assistant Professor:

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

Associate Professor:

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

Professor:

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

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 and diversity of assignments, course materials, lab manuals, exams. - Educational journal publications, conference presentations, textbook contributions. - Development of novel programs, courses or their essential new elements, innovative methods of delivery.
<p>Creating positive learning environment- Availability to students outside classroom through office hours, additional study sessions, and participation in other biology initiatives.</p> <ul style="list-style-type: none"> - Production of course materials to support self-learning. 	<ul style="list-style-type: none"> - Peer and student evaluations. - Innovative course materials (e.g. BLACKBOARD). - Internal documents, or other evidence of engagement.

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

Research and scholarship

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

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

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

Service

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





Memo

To: Tracy Ryder Glass, Chair, Faculty Standards Committee
From: Mary Saudelli, Associate Dean – Faculty of Professional Studies
Re: Faculty of Professional Studies Standards for Tenure and Promotion
Date: November 22, 2021

The Faculty of Professional Studies passed a motion at their November 12th Faculty Council meeting approving the proposed changes to the Faculty of Professional Studies Standards for Tenure and Promotion.

The motion reads as follows:

That the revised Professional Studies Standards for Tenure and Promotion be approved with minor revisions based on feedback.

Cyrus Chaichian / Margaret Coombes

CARRIED.

The changes made reflected those as proposed by the limited review conducted by the Faculty Standards Committee and shared with the Faculty of Professional Studies by way of memo on December 12, 2019. The recommended changes (now incorporated into the Faculty of Professional Studies revised Standards for Tenure and Promotion) include the following:

1. First Paragraph:

- *“Its primary purpose is to guide faculty members in the tenure and promotion process.” As the Rank and Tenure Criteria also guide the assessment for rank and tenure the FSC recommends revising to: “Its primary purpose is to guide faculty members and review committees in the tenure and promotion process.”*

2. Second paragraph, How to Determine Rank:

- *The term “entrance descriptors” seems to refer to the Assistant Professor rank (as per a previous sentence) but then moves to the weighting of domains, which would apply to the promotion to Associate and Full Professor. This could be clarified.*
- *The last sentence states: “It is expected that at least two of the three domains, including teaching, would demonstrate this developmental trajectory across ranks.” As this is inconsistent with the University-Wide Principles for the Establishment of Criteria for Faculty Standards, which require progression in all three areas of teaching, scholarly activities and service, this sentence requires revision, with the following recommended: “It is expected that all of the three domains would demonstrate this developmental trajectory across ranks.”*

3. Evaluation Principles section: The FSC strongly recommends removing this section from the Rank and Tenure Criteria

- *These Evaluation Principles appear to layer on another set of criteria. The FSC notes the potential for confusion for both candidates applying for tenure and promotion and for members of the DRC and the URC who are assessing the applications. Are candidates required to demonstrate evidence of meeting all ten principles, in addition to the requirements of teaching, scholarly activities and service at the particular rank? These principles would seem to fit better as separate a code of conduct or values statement for the Faculty of Professional Studies.*

4. Teaching Domain table

- *“Supervising and/or mentoring students and colleagues”:* supervising and/or mentoring students would be achievable for an Assistant Professor applying for tenure and promotion but not necessarily supervising and/or mentoring colleagues. The FSC recommends revising this.
- *“Designing, planning implementing and reviewing activities, curriculum and programs”:* is this achievable at all ranks? The FSC recommends revising to “Designing, planning implementing and/or reviewing activities, curriculum and programs”.

5. Title

- *change the title to “Faculty of Professional Studies Standards for Tenure and Promotion” to align with wording in the Terms of Reference for the Faculty Standards Committee.*

In addition to these recommendations, the Faculty of Professional Studies also cross referenced these Standards with the revised University Wide Principles and have made the following additional changes:

Definitions of Assistant, Associate, and Full Professor have been revised to conform to the University Wide Principles standard definitions.

Pronouns used within the document have been revised according to principles of Equity, Diversity and Inclusion (he/she/they/none).

The description of “service” has been revised to conform to the collective agreement.

The addition of the term: Diversity, Equity, Inclusion, Decolonization and Belonging (DEIB) has been added to definitions with descriptions leveling this criteria added to “teaching”.

There has been an inclusion of a definition of “peer review” added to the Evaluation Principles. The documents that outlines potential data sources for

Teaching Domain: Teaching has had small edits to “reference letters” to include the statement that students must consent to the use of their letter for the purpose of Tenure and Promotion. The concepts of critical and conceptual understanding changed to “critical, creative and conceptual thought”. Inclusion of term “high impact practices” and “DEIB” in pedagogy and curriculum in evidence of teaching materials. In addition, examples of learning artifacts included. A change to “samples of supervised students work on international placements revised to include “with noted student consent for this use”. Scholarly Domain: Removal of the term “data sets” as evidence of scholarship.

Definitions: Removal of definition of Scholarship from odd placement. Moved it to the Definitions section at the end of the document. Added in definitions for DEIDB and Scholarly Activity. Definitions reordered so they are alphabetical.

If you should have any questions about these changes, please don't hesitate to ask.

Sincerely,
Mary Saudelli

Faculty of Professional Studies Standards for Tenure and Promotion Rank and Tenure Criteria Faculty of Professional Studies

This document is aligned with the *Principles for the Establishment of Faculty Standards and Criteria for Tenure and Promotion* established by Senate. ~~Its primary purpose is to guide faculty members and review committees in the tenure and promotion process. Its primary purpose is to guide faculty members in the tenure and promotion process.~~ At the same time, it is intended to support faculty members in their ongoing professional development and in the preparation of annual professional plans.

Minimum Educational & Professional Requirements for the Rank of Assistant Professor, Associate Professor and Full Professor

The minimum requirements for appointment to, and continuation at, the rank of Assistant Professor (Tenure-track) are (a) a level of education appropriate to the field, or (b) a suitable combination of education, professional credential, and related professional experience, where such a combination constitutes the generally accepted standard in the field.

Assistant Professor: The rank of Assistant Professor denotes a minimum baseline that is recognized at the time of appointment and appropriate to the field. 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.

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.

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.

Scholarly Teaching:-

How to Determine Rank

The principles, domains, and required activities are the same for all ranks. The quantitative or qualitative assessment of overall performance, the criteria assessed, and how applicants meet each activity will vary. As members move through the ranks of Assistant, Associate, and Full Professor, they are required to show a progressive shift from demonstrating competence, to scholarly focus, and then to a leadership orientation, respectively, in teaching, scholarship, and service. In keeping with the Principles for the Establishment of Faculty Standards and Criteria for Tenure and Promotion, applications for rank "require evidence of peer review of teaching and learning and scholarly activities, and confirmation of performance in service roles" (§8). These descriptive distinctions correspond to a shift at the Assistant Professor rank from an orientation to participating to an orientation to contributing as one nears the rank of Associate Professor. Likewise, the transition to Full Professor corresponds to a shift towards an increased orientation to activities involving leading.

The following table presents the progressions of these approaches across the three ranks. The characteristic approaches distinguish the performance of someone entering that rank and would transition into those of the next rank over time. It is understood that the requirements for an Assistant Professor are met at the time of hiring rather than determined by the rank and tenure processes, but the descriptors are provided nonetheless for Assistant Professors as a formative assessment tool. At UFV, the weighting of Teaching to Service/Scholarship is established by the Collective Agreement, with a heavier emphasis on teaching. Therefore, these **entrance** descriptors will be interpreted more strictly for teaching than for the other domains, which will vary depending on the weight accorded service and scholarship by a faculty member. It is expected that **at least two all** of the three domains, including teaching, would demonstrate this developmental trajectory across ranks.

Rank	Teaching	Scholarship	Service
Assistant Professor	Faculty member's teaching demonstrates the potential to engage students with course content <u>using scholarly teaching evidence-based pedagogies</u> . The faculty member also <u>encourages student participation</u> and provides timely and <u>constructive appropriate feedback that supports student's learning</u> . <u>Faculty member demonstrates evidence in teaching content of inclusion of Diversity, Equity, Inclusion, Decolonization, Belonging (DEIDB)</u> . For example, <u>s/he/they/none or name</u> has a strong knowledge base, is recognized as an effective instructor by students, and engages in a variety of classroom, <u>hybrid, hy-flex</u> , and/or online learning activities.	Faculty member's scholarship demonstrates the potential to be activity-focused and is planned with an emphasis on developing scholarly opportunities and networks and disseminating scholarship through a variety of professional, reviewed, or peer-reviewed conferences and publication formats.	Faculty member's service activities demonstrate the potential for collegial involvement not requiring significant preparation. For example, the faculty member sends reading materials out in advance of a department meeting, reads in preparation for that meeting, and contributes to discussion. <u>Service may reflect a balance of service to: department, FPS, UFV and community.</u>
Associate Professor (with tenure)	Teaching promotes creative and critical explorations of course content, develops students' ability to <u>be culturally responsive, include and use a DEIDB lens</u> , and demonstrates <u>scholarly teaching pedagogies recognized as evidenced recognized-based learning best-best practice</u> in that discipline. As a result, <u>the faculty member can share research on scholarly teaching best practice</u> and link that to course content/activities; <u>that demonstrate connections between course content/activities and ILOs, and the use of a DEIDB lens when teaching students to think critically and problem solve within the courses, and illustrate the development and use of critical thinking and problem solving within courses</u> . Faculty member can demonstrate professional development in the area of teaching, is involved in course creation/revision, and possibly student mentorship.	Scholarship is deepening, focusing, extending, and developing with substantive evidence of being accepted by a community of peers in and beyond UFV through peer reviewed publications, applied formats, and/or presentations. The candidate can relate at least some component(s) of their scholarship to broader professional development outcomes in teaching and service. There is evidence that the candidate is systematically engaged in a scholarly program to generate significant results.	Service requires significant preparation and time commitment and may include a leadership role. For example, the faculty member might prepare agendas, call meetings, prepare relevant documentation, and/or supply specialized resources. <u>Service may reflect a balance of service to: department, FPS, UFV and community.</u> Specifically, the faculty member might be a member of a Faculty-wide committee, a Department/School committee, and/or a University-wide committee.

Commented [m1]: I am fine with either DEID or DEIDB – whichever is the preference of FPS

Faculty of Professional Studies
Approved by Senate - December 11, 2015

Full Professor
Leadership

Teaching is recognized as an **exemplar of scholarly practice, a champion of DEIDB principles throughout assessments, learning activities, and resources used, and** acting as a model and mentor for other instructors/faculty; contributes to the development of stronger **scholarly** teaching practices at UFV; experiments with innovative teaching practices that contribute and advance the field or discipline, and is involved in program creation/development.

Scholarship offers substantial and sustained contributions to the body of knowledge in one's field with national and international recognitions in the form of invitations, collaborations, citations, and awards, including internal and external grants; and leadership as evidenced by mentorship, peer reviewing, editing, and organizing scholarly events.

Service requires significant preparation and time commitment to the institution and/or beyond. It includes major responsibilities. Service may reflect a balance of service to: department, FPS, UFV and community. For example, the faculty member might chair a University-wide committee or professional association.

2

Evaluation Principles

The following ten overarching evaluation principles for rank and tenure hold across all three domains of teaching, service, and scholarship. Applicants' performance descriptions should be linked, ultimately, to these ten principles. These evaluation principles derive from the strategic objectives and institutional learning outcomes of the University of the Fraser Valley, as well as to scholarship on academic leadership in higher education. Furthermore, these principles operate both as a code of conduct to be demonstrated by a candidate and as the ethical bases upon which the process for tenure and promotion should operate. The ten evaluation principles are as follows:

1. **Academic Freedom.** Practicing the rights to teach and learn, pursue knowledge, conduct and disseminate scholarship, and engage in institutional and community service.
2. **Academic Responsibility.** Demonstrating the duties and responsibilities associated with conserving academic freedom and promoting the intellectual leadership of the professoriate and university, including supporting peers and students to develop and exercise intellectual freedom.
3. **Diversity and Difference.** Respecting individual students, faculty, and diverse learning communities. Recognizing the varied and multiple forms of scholarly, creative, and service activities that are essential to education, professional development, and the purposes and mandates of the university.
4. **Equity.** Promoting and advocating equal access to, and participation in, postsecondary education. Ensuring that all faculty members within Professional Studies are entitled to apply for rank and tenure regardless of academic discipline or departmental or school affiliation and that the standards and criteria for determining rank and tenure are communicated clearly and are made readily available.
5. **Intellectual Engagement.** Engaging in systematic and sustained knowledge production and exchange in a manner that promotes academic citizenship informed by national and international best practices (when possible), and the continued value placed on truth, knowledge, and meaning in the life of the community.
6. **Critical Reflection.** Emphasizing and applying critical reflection in the pursuit of knowledge and in the development of professional practices.
7. **Community Engagement.** Contextualizing teaching, scholarship, and service within broader social spheres.
8. **Applicability and Relevance.** Considering the wider social implications of teaching, scholarship, and service.
9. **Innovation.** Bringing the benefits of creative and diverse teaching, scholarship, and service activities to the university and wider society.
9. **Peer Review:** Teaching and scholarly work brings together peer review from recognized peers appropriate to the discipline.
10. **Ethics and Procedural Integrity.** Informing and interpreting teaching, scholarship, and service using personal, professional, institutional, and human rights-related ethics and values considerations. At the same time, the following principles will guide the evaluation process of tenure and rank assessment.

3

Faculty of Professional Studies
Approved by Senate - December 11, 2015

- Ensuring promotion, tenure, and dispute resolution processes are peer reviewed, based on the objective assessment of evidence, consistent with the laws of natural justice, and adhere to the legal requirements of the *Collective Agreement*.
- Ensuring that the processes for awarding tenure and promotion are free from discrimination based on, but not limited to, age, gender, sexual orientation, race, and religious or political affiliation.
- Ensuring that the evaluation process respects confidentiality and transparency in the tenure and promotion process.
- Ensuring that the evaluation process reflects a formative assessment approach in which applicants are supported within a collaborative professional development consultation.

Teaching Domain

Required Activities	Sample Criteria	Sample Evidence
Supervising and/or mentoring students and colleagues	Supervising of <ul style="list-style-type: none"> • Undergraduate-level research/projects • Directed Independent Studies (DIS) • Graduate-level research/final projects Students' programs of study	<ul style="list-style-type: none"> • CV • List of supervised students including major paper, theses, or project titles • Students' supervised work • Assessment documents
	Field supervision <ul style="list-style-type: none"> • Arranging field experiences • Supervising students during field experience • Mentoring field supervisors • Teaching a seminar to link knowledge with field placement 	<ul style="list-style-type: none"> • List of field site meetings • Practicum evaluations • List of arranged practicums and work place site visits organized by faculty member • Feedback from field sites
	Mentoring <ul style="list-style-type: none"> • Facilitating professional induction (students) • Cultivating a culture of mentorship & collaboration among students • Mentoring and collaborating with peers (e.g., colleagues) • Taking leadership on collaborative projects with colleagues 	<ul style="list-style-type: none"> • Reflective narratives • Orientation materials • List of oral references provided for students or colleagues • List of letters of reference provided for students or colleagues <u>with their express consent for the letters use for this purpose</u> • Reference letters <u>written on behalf of the candidate</u>
	Advising <ul style="list-style-type: none"> • Providing career planning advice • Offering academic and study advice • Fostering professional development 	<ul style="list-style-type: none"> • Student portfolios • Advising materials • Letters/cards/notes of thanks from students
Creating effective learning environments	Engaging students – <u>DEIDB</u> <ul style="list-style-type: none"> • Supporting diverse learners • Creating a safe learning environment • Supporting student voices • Using an effective mix of teaching methods • Responding to diverse learning preferences • Conducting student needs assessment 	<ul style="list-style-type: none"> • Teaching philosophy statement • Course outlines • Solicited and unsolicited feedback • Peer reviews of teaching • Teaching awards • Written feedback to students on their language and writing skills • Initial needs assessment forms or process documents • Lesson plans • Reflective statements on changes made to lessons • Instructions for learning activities

Teaching Domain

Required Activities	Sample Criteria	Sample Evidence
Creating effective learning environments (con't)	Demonstrating cultural and intercultural awareness	<ul style="list-style-type: none"> • Special projects or activities demonstrating inclusive teaching strategies • Resource development bibliographies • Solicited and unsolicited feedback
	Facilitating critical, creative, and conceptual thought <u>and</u> understanding	<ul style="list-style-type: none"> • Description of learning activities and resources, such as: <ul style="list-style-type: none"> ○ Journaling ○ Reflective tasks ○ Summaries and critiques ○ Applied (experiential, hands on) activities ○ Concept mapping ○ Criterion based reasoning ○ Problem solving and decision making • Abstract thinking • Tests or Exams
	Being approachable <ul style="list-style-type: none"> • Responding to students in a timely manner • Establishing rapport • Building trust 	<ul style="list-style-type: none"> • Responses to students' queries • In class observation or on-line documentation of facilitation skills with discussion groups
	Promoting cultures of inquiry <ul style="list-style-type: none"> • Cultivating inquiry-based learning • Developing independent student learning • Engaging in practical and applied research 	<ul style="list-style-type: none"> • Narratives about <ul style="list-style-type: none"> ○ Creating safe learning environments ○ Questioning techniques ○ Respecting academic honesty and integrity ○ Sharing stories/experiences from practice/research
	Providing teaching materials <u>demonstrative of scholarly teaching or high impact practices, and/or DEIDB</u>	<ul style="list-style-type: none"> • <u>Learning artifacts</u> Electronic files uploaded to learning management systems • <u>PowerPoint slides or lesson details</u> • <u>A learning activity instruction profile and student resources</u> • <u>A detailed assessment strategy and designed associated rubric</u>
Supporting student success	<ul style="list-style-type: none"> • Teaching awards • Student awards • Students' work 	

Teaching Domain

Required Activities	Sample Criteria	Sample Evidence
Designing, planning, implementing and/or reviewing activities, curriculum and programs	Being learner-centred	<ul style="list-style-type: none"> • Formal needs assessment documents • Self-assessment tools • Stakeholder needs analyses
	Cultivating cultural and intercultural awareness	<ul style="list-style-type: none"> • Course outlines • Activities or assignments • Sample role plays • Ethnographic field work tasks • Site visits to cultural centres • Relevant case studies • Samples of supervised student work on international placements <u>with noted student consent for this use</u>
	Using outcomes-based principles	<ul style="list-style-type: none"> • Assessment rubrics • Course outlines • Narrative linking of outcomes across planning, teaching and evaluation of learning
	Developing learning materials	<ul style="list-style-type: none"> • Learning materials • Cases
	Designing innovative projects	<ul style="list-style-type: none"> • <u>Students' work</u> <u>Examples of description of the project that is provided to students – exemplars of student's work that includes a statement from them that they consent to this use</u>
Designing engaging learning activities	<ul style="list-style-type: none"> • Effective online & multimedia learning resources • Descriptions of the following: <ul style="list-style-type: none"> • Special discussions • Special projects • Case-based teaching • Field trips • Site-based teaching • Team-work • Integration of new technologies 	

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Teaching Domain

Required Activities	Sample Criteria	Sample Evidence
Designing, planning, implementing and reviewing activities, curriculum and programs (con't)	Designing curricula	<ul style="list-style-type: none"> • Curriculum for: <ul style="list-style-type: none"> ○ External stakeholders ○ Programs ○ Courses ○ Practicum ○ Professional development events for colleagues • Documented integration of ILOs • Reference lists demonstrating relevant and current teaching and learning materials
	Testing a variety of skills and knowledge	<ul style="list-style-type: none"> • Evaluation strategies • Performance evaluation/rating scales and checklists
Assessing and providing feedback to students	Testing a variety of skills and knowledge	<ul style="list-style-type: none"> • PLAR • Exams, quizzes
	Assessing fairly and transparently	<ul style="list-style-type: none"> • Assessment rubrics • Students' exams and quizzes
	Providing formative feedback	<ul style="list-style-type: none"> • Self-assessment checklists and rubrics • Sequencing of assignments • Feedback on language and writing
Maintaining currency in the academic discipline and professional field	Practicing innovatively	<ul style="list-style-type: none"> • Curricula and program documents • Description of multi-media and technology use in teaching • Online assessment tools • Description of innovative activities/practices
	Blending inquiry and practice	<ul style="list-style-type: none"> • Digital storytelling or records • Self and peer evaluation materials
	Displaying knowledge of new developments and trends	<ul style="list-style-type: none"> • Development of new courses/programs • Conference presentations

Scholarship¹ Domain

Required Activity	Sample Activities	Sample Criteria	Sample Evidence
Being scholarly active	Writing and publishing of books, articles, and training or user manuals	Peer-reviewed Non peer-reviewed	<ul style="list-style-type: none"> • Copy of publication • Citation for publication
	Conducting research	Funded Unfunded	<ul style="list-style-type: none"> • Proposals • Applications • Acceptance letters • Ethics approval • Data-sets • Final reports
	Reviewing journals, books, or productions	Peer-reviewed Non peer-reviewed	<ul style="list-style-type: none"> • Copy of publication • Citation for publication • Appointment letters • Journal masthead page • Review list • Review documents
	Compiling scholarly bibliographies and annotated resource lists	Peer-reviewed Non peer-reviewed Published Unpublished	<ul style="list-style-type: none"> • Original • Citation
	Developing and disseminating innovative teaching and learning	Published Presented	<ul style="list-style-type: none"> • Publication • CV • Letters of reference
	Creating resources or programs to support teaching	For own use For use by others	<ul style="list-style-type: none"> • Original documents • Letters of reference

¹ The required and sample activities are transcribed from the *Collective Agreement* §12.7 and §18.1(c).

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Required Activity	Sample Activities	Sample Criteria	Sample Evidence
Being scholarly active	Creating a work of art such as a sculpture or painting, producing/directing a play, or writing a novel, creative non-fiction	Publically presented Not publicly presented	<ul style="list-style-type: none"> • Pictures • Citations and reviews
	Translating material of scholarly interest	Published Unpublished	<ul style="list-style-type: none"> • Copy of publication • Citation for publication
	Developing primary and secondary texts and learning materials	Primary Secondary	<ul style="list-style-type: none"> • Case studies • Scenario-based learning materials
	Developing curriculum and courses	For own use For use by others	<ul style="list-style-type: none"> • Curriculum materials
	Scholarship of teaching and learning	Published Unpublished	<ul style="list-style-type: none"> • Copy of publication • Citation for publication
	Presenting workshops, papers or being a panel member at a conference	Peer-reviewed Non peer-reviewed	<ul style="list-style-type: none"> • Conference programs and proceedings • Promotional materials • Reviews
	Participating in workshops or conferences	Invited Non-invited	
	Inventing or enhancing a piece of equipment or a physical instrument	Patented Non-patented	<ul style="list-style-type: none"> • Physical objects • Software • Patents • Industrial designs
	Scholarship related to unfunded consulting/mentoring ²		

² Activity not included in the April 1, 2012 to March 31, 2014 *Collective Agreement*

Definition

Scholarship and **scholarly activity** are defined in the *Collective Agreement* as “intellectual and academic work that is undertaken for the benefit of one’s professional development, students, peers, and/or the community or society. Faculty are responsible for reporting on these activities to the university (§18.1c).”

Service Domain¹

Required Activity	Sample Activities	Sample Criteria	Sample Evidence	
Service ²	<p>University Service</p> <ul style="list-style-type: none"> Participation in department, faculty, and university governance Administrative and non-teaching responsibilities within the University Participation in the Faculty and Staff Association, its processes and committees Creation, development, evaluation, and revision of academic programs 	<p>Participation²</p> <p>Contribution²</p> <p>Leadership²</p>	<ul style="list-style-type: none"> Budgets Calendar and website copy Education plan updates Faculty workload plans Marketing and promotion materials Performance evaluations Practicum agreements Reports: annual, committee, project, administration, site visit, etc. Timetables Accreditation-related documents Concept papers Program and unit reviews 	
	<p>Professional Service</p> <ul style="list-style-type: none"> Service on regional, national, and international committees and other professional organizations Organizing professional and scholarly conferences and events 			<ul style="list-style-type: none"> E-mails and letters of appointment, commendation, etc. Agendas and minutes of meetings Board materials Conference or event materials Letters or awards
	<p>Community Service</p> <ul style="list-style-type: none"> Service in communities where the individual has made an essentially non-remunerative contribution by virtue of particular academic or professional competence. 			

¹ The required and sample activities are transcribed from the *Collective Agreement* §12.7 and §18.1(b).

Definitions²

Contribution requires significant preparation and time commitment and may include a leadership role. For example, the faculty member might prepare agendas, call meetings, prepare relevant documentation, and/or supply specialized resources. Specifically, the faculty member might be a member of a Faculty-wide committee, a Department/School committee, and/or a University-wide committee.

DEIDB: A standard abbreviation for Diversity, Equity, Inclusion, Decolonization, and Belonging

Leadership requires significant preparation and time commitment to the institution and/or beyond. It includes major responsibilities. This criterion is aligned with UFV's strategic goal to "be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley." For example, the faculty member might chair a University-wide committee or professional association. While tenure-track faculty members might attain a leadership position, this type of service is not expected of non-tenured faculty. However, leadership would be a consideration in promotion to the rank of full professor.

Participation is collegial involvement not requiring significant preparation. For example, the faculty member attends an event, reads or prepares materials that enable him/her to participate in discussions. For instance, the faculty member sends reading materials out in advance of a department meeting and contributes to discussion.

Scholarly Teaching: "Scholarly teaching is teaching that is well grounded in the sources and resources appropriate to the field. It reflects a thoughtful selection and integration of ideas and examples, and well-designed strategies of course design, development, transmission, interaction and assessment. Scholarly teaching should also model the methods and values of a field, avoiding dogma and the mystification of evidence, argument and warrant" (Shulman, 2000, p. 50)

Regarding **service**, "UFV and the FSA affirm ... the significance and wide range of service as essential to faculty professional activities, community engagement, and academic governance" (*Collective Agreement*, §12.7).

Participation is collegial involvement not requiring significant preparation. For example, the faculty member attends an event, reads or prepares materials that enable him/her to participate in discussions. For instance, the faculty member sends reading materials out in advance of a

department meeting and contributes to discussion.

Contribution requires significant preparation and time commitment and may include a leadership role. For example, the faculty member might prepare agendas, call meetings, prepare relevant documentation, and/or supply specialized resources. Specifically, the faculty member might be a member of a Faculty-wide committee, a Department/School committee, and/or a University-wide committee.

Leadership requires significant preparation and time commitment to the institution and/or beyond. It includes major responsibilities. This criterion is aligned with UFV's strategic goal to "be a leader of social, cultural, economic, and environmentally responsible development in the Fraser Valley." For example, the faculty member might chair a University-wide committee or professional association. While tenure-track faculty members might attain a leadership position, this type of service is not expected of non-tenured faculty. However, leadership would be a consideration in promotion to the rank of full professor.

² Definitions of contribution, leadership, and participation adapted from *Criteria for Evaluating Teaching, Service, and Scholarship for Tenure* (Mt. Royal University, Faculty of Arts, 2011). See www.mtroyal.ca/cs/groups/public/documents/pdf/gfc_utpc_arts.pdf.



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	Corina Rochon
Faculty of Humanities	08-01-2021 to 07-31-2023	Vacant
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	Donna Tafreshi
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: 11 voting members

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

Current as of Novemer 22, 2021