

AGENDA
Faculty Standards Committee
Wednesday, January 12, 2022 - 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.

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2.2. Minutes

MOTION: That the FSC approve the December 8, 2021 minutes as presented.

3. BUSINESS ITEMS

4 - 7

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

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

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3.2. Department of Mathematics and Statistics Standards for Tenure and Promotion - 5 year review

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

4. INFORMATION ITEMS

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4.1. FSC Upcoming Vacancies

5. ADJOURNMENT

Next Meeting: February 9, 2022: 2:30pm in C1429/Virtual



Draft Minutes
Faculty Standards Committee
Wednesday, December 8, 2021 - 2:30 PM
Virtual

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

Regrets: Opeyemi Adesina

1. CALL TO ORDER and TERRITORIAL ACKNOWLEDGEMENT

Quorum confirmed.

Welcome new members Corina Rochon and Donna Tafreshi.

2. APPROVALS

2.1. Agenda

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

2.2. Minutes

MOTION: That the FSC approve the November 10, 2021 minutes as presented.
Sian/2nd Maureen. 1 abstention.

3. BUSINESS ITEMS

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.

Afia/2nd Donna. Carried.

Discussion: It was noted that the Department of Biology made the required changes and applied some of the recommended changes.

Action: Confirm that all the changes from the Biology limited review were

Faculty Standards Committee
December 8, 2021

also reflected.

**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.

Note: Tracy abstained from Faculty Council voting
Garry/2nd Maureen. 1 abstention.

Discussion: It was noted that the Faculty of Professional Studies made the required changes and applied some of the recommended changes. It was also noted that due to the future restructuring of the Faculty of Professional studies that another revision may be coming forward.

Action: Editorial and spacing changes to be made before submitting to Senate.

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

As of April 1, 2022, the Faculty of Access and Continuing Studies will undergo a restructuring and the Standards will be reviewed at that time. It was noted that there will not be any harm for any faculty currently going through the tenure and promotion process.

4. INFORMATION ITEMS

4.1. Membership 2021-2022

5. ADJOURNMENT - 3:15pm

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

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 excellence in teaching and be innovative to facilitate learning, is of primary importance in achieving this goal.~~ 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 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~~ 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 student-teaching and learning
- begins to make contributions toward curriculum development and revision
- begins to participate in institutional service, especially at the departmental level
- demonstrate evidence of potential, and commitment to engage in scholarly activities

Associate Professor:

- holds a doctorate in biology or a closely related discipline.
- has substantial experience and outstanding expertise in their his or her sub-discipline, and excellent competence in general biology
- demonstrates excellence in student-teaching and learning
- makes significant contributions towards curriculum development and revision
- makes significant contributions to institutional service (at the departmental, faculty, or university level) and for 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 student-teaching and learning
- has *established an original research program* that has *involved numerous student trainees* and that has *achieved local, national, and/or international recognition*.
- *has contributed significantly* and substantially to institutional and/or 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 <u>and diversity</u> of assignments, course materials, lab manuals, exams. - Educational journal publications, conference presentations, textbook contributions. - <u>Development of</u> novel programs, courses or their essential new elements, innovative methods of delivery.
<p>Creating positive learning environment <u>outside classroom</u>- 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. - <u>Innovative</u> course materials <u>(e.g. BLACKBOARD)</u>. - Internal documents, or other evidence of engagement.

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

Research and scholarship

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

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

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

Service

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



MEMO

To: Tracy Ryder-Glass, Chair, Faculty Standards Committee
From: Ben Vanderlei, Department Head, Department of Mathematics & Statistics
CC: Lucy Lee, Dean, Faculty of Science; James Mandigo, Provost and Vice President, Academic
Date: 23/11/2021
Re: Five-year review of Standards for Tenure and Promotion

In a memo dated December 2019, FSC made some limited-review recommendations for the Department of Mathematics & Statistics to consider. The Department discussed this memo and submitted revisions. These changes were reviewed and approved by FSC, but they were not sent forward to Senate as the University-Wide Principles were being revised at the same time.

The Department has reviewed the new University-Wide Principles and our own Standards document to ensure alignment and we have made two additions. We have added a statement confirming the Department's commitment to Indigenization and our recognition of Indigenization efforts among our faculty. We have also added one table to each section of teaching, service, and scholarship to clarify some of the activities that are listed in the original document. These additions have been discussed and approved by the Department of Mathematics & Statistics.

We have also combined the following two bullet points listing mandatory teaching activities at the rank of Associate Professor.

- Plays a *significant role* in developing new courses and programs
- Plays a *significant role* in curriculum review and development

The Department found the first point to be overly specific and possibly difficult to achieve when opportunities to play a significant role in course and program development are limited or fall outside a faculty's area of expertise. Further, we feel that the first point is encompassed by the second point.

Minor editorial changes were also made in several places to improve clarity and consistency.

The Science Faculty Council approved the revisions to the Mathematics & Statistics Standards for Tenure and Promotion at the December 3, 2021 meeting.

Department of Mathematics and Statistics

Faculty Standards for Rank, Tenure, and Promotion

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

[The Department of Mathematics & Statistics recognizes a commitment to Indigenization and values all efforts made by faculty members to further Indigenization at UFV. We recognize these efforts in our ways of teaching, our scholarship, and our service to the community.](#)

General Standards for Ranks

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

Assistant Professor:

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

Associate Professor:

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

Full Professor:

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

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

As per the UFV Collective Agreement Article 18.1, we recognize that the duties and responsibilities of the teaching faculty fall into three categories. The categories are teaching, service and scholarship, and we outline standards for each category. Furthermore, under the defined procedure for tenure and promotion (Collective Agreement Appendix), the evaluation of faculty is to be comprised of [a minimum of 60-70% teaching, a minimum of 10-32% on one of service or scholarship, and a minimum of 10-30% scholarship% on the remaining component](#). The weights shall be reflected in these standards by the inclusion of more or less of the *additional* activities listed.

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

Teaching Activities

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

Assistant Professor:

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

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- Plays a *participatory role* in curriculum review and development

Associate Professor:

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

Full Professor:

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

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

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

For each of these activities, documented output will constitute evidence of success. The following table illustrates examples of such output, and/or other indicators of success that are associated with the activities that have less readily apparent output.

<u>Activity</u>	<u>Indicator of Success/Sample Evidence</u>
<u>Engages in professional development related to teaching</u>	• <u>Attends teaching related workshops or meetings</u>
<u>Conducts meaningful reflection and self-evaluation towards better facilitating student learning</u>	• <u>Teaching portfolio that demonstrates a record of self-evaluation and efforts to improve one's teaching</u>
<u>Shows enthusiasm in the subject matters and actively engages students in learning</u>	• <u>Teaching portfolio that demonstrates material used in student engagement</u>
<u>Gives prompt evaluation of written work, which includes personalized feedback</u>	• <u>Copies of assignments with feedback</u>
<u>Plays a <i>participatory role</i> in developing new courses and programs</u>	• <u>Collaborates with others in developing new courses and programs</u>

<u>Plays a <i>participatory role</i> in curriculum review and development</u>	<ul style="list-style-type: none"> • <u>Updates course outlines</u>
<u>Investigates new classroom techniques, technology, or pedagogy, towards ongoing improvement in the quality and effectiveness of instruction</u>	<ul style="list-style-type: none"> • <u>Attends workshops</u> • <u>Provides workshops for colleagues</u> • <u>Enrolls in courses</u>
<u>Plays a <i>significant role</i> in developing new courses and programs</u>	<ul style="list-style-type: none"> • <u>Creates a new course or program</u>
<u>Plays a <i>significant role</i> in curriculum review and development</u>	<ul style="list-style-type: none"> • <u>Conducts 6-year reviews on courses</u> • <u>Serves on curriculum committees</u>

Service Activities

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

Assistant Professor:

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

Associate Professor:

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

Full Professor:

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

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

Associate Professor:

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

and/or analysis

Full Professor:

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

For each of these activities, documented output will constitute evidence of success. The following table illustrates examples of such output, and/or other indicators of success that are associated with the activities that have less readily apparent output.

Activity	Indicator of Success/Sample Evidence
Plays a <i>participatory role</i> in department meetings, functions, and committees	<ul style="list-style-type: none"> • Serves on departmental subcommittees • Participates in department functions
<u>Plays a significant role in department meetings, functions, and committees</u> Undertakes articulation and transfer assessment as needed by the department	<ul style="list-style-type: none"> • <u>Chairs departmental subcommittees</u> • <u>Represents the department on university committees</u>Record provided by department?
<u>Plays a significant role in university committees, task forces, program working groups, etc.</u> Plays a significant role in department meetings, functions, and committees	<ul style="list-style-type: none"> • <u>Chairs such committees</u> • <u>Authors reports, proposals, etc. produced by such committees</u>Chairs departmental subcommittees • Represents the department on university committees
<u>Plays a significant role in university committees, task forces, program working groups, etc.</u>	<ul style="list-style-type: none"> • <u>Chairs such committees</u> • <u>Authors reports, proposals, etc. produced by such committees</u>
Provides service at regular university functions such as orientation, convocation, information sessions	<ul style="list-style-type: none"> • <u>Is there evidence?</u>
<u>Plays a significant role in the FSA</u> Engages students in volunteer activities	<ul style="list-style-type: none"> • <u>Serves as steward</u> • <u>Serves on elected committees</u> • <u>Contributes to the FSA newsletter</u>Record of volunteer activities?
<u>Plays a participatory role in outreach events</u> Plays a significant role in the FSA	<ul style="list-style-type: none"> • <u>Participates in outreach events</u>Serves as steward • <u>Serves on elected committees</u> • <u>Contributes to the FSA newsletter</u>
<u>Serves a participatory role on professional committees at regional or national level</u> Plays a	<ul style="list-style-type: none"> • <u>Serves on committees of professional societies such as CMS or MAA</u>

participatory role in outreach events	<ul style="list-style-type: none"> • Serves on articulation committeesParticipates in outreach events
Mentor sessional and new faculty Serves a participatory role on professional committees at regional or national level	<ul style="list-style-type: none"> • Acts as contact person • Provides feedback to junior facultyServes on committees of professional societies such as CMS or MAA • Serves on articulation committees
Serves a significant or leadership role on professional committees at regional, national, or international level Mentor sessional and new faculty	<ul style="list-style-type: none"> • Chairs professional committees • Authors reports produced by professional committeesActs as contact person • Provides feedback to junior faculty
Plays a leadership role in community outreach	<ul style="list-style-type: none"> • Organizes recurring outreach events • Launches new outreach events
Plays a leadership role in community outreach Serves as a scholarly resource to the community, providing expert commentary, information, and/or analysis	<ul style="list-style-type: none"> • Organizes recurring outreach events • Launches new outreach events
Plays a leadership role in the FSA Serves on external review committees	<ul style="list-style-type: none"> • Serves on the executive committee • Chairs elected committees • Serves as contract administrator
Plays a leadership role in community outreach	<ul style="list-style-type: none"> • Organizes recurring outreach events • Launches new outreach events
Conducts presentations or lectures at community functions	
Plays a leadership role in the FSA	<ul style="list-style-type: none"> • Serves on the executive committee • Chairs elected committees • Serves as contract administrator

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

Associate Professor:

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

Full Professor:

- [Serves on external review committees](#)

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

Scholarly Activities

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

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

For each of these activities, the associated scholarly output produced will constitute evidence of success. The following table illustrates examples of such output, and/or other indicators of success associated with the activities that have less readily apparent outputs.

Activity	Indicator of Success/Sample Evidence
Establishes collaborative partnerships	<ul style="list-style-type: none"> ● Letter of support from collaborator
Engages in the scholarship of teaching and learning	<ul style="list-style-type: none"> ● Publications in the scholarship of teaching and learning ● Evidence of scholarly inquiry focused on student learning

Assistant Professor:

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

Associate Professor:

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

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

Full Professor:

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



MEMO

To: Tracy Ryder Glass, Faculty Standards Committee (FSC) Chair

From: Secretariat office

Date: January 4, 2022

Re: Vacant Positions on FSC as of July 31, 2022

Terms of office will be ending on July 31, 2022, for the following members on FSC:

- Greg St. Hilaire, Faculty of Access & Continuing Education – faculty senator
- Opeyemi Adesina, Faculty of Professional Studies - faculty
- Sian Hurley, Faculty of Applied & Technical Studies - faculty

In addition, there is one Humanities faculty vacancy.

The Secretariat office will make a call to senators in early February to fill positions on FSC and other standing committees, followed by call to non-senators, from February 21 to March 14, 2022. An Expression of Interest form will be made available at that time.