

AGENDA

Faculty Standards Committee

Wednesday, May 4, 2022 - 2:30 PM
Abbotsford campus, Room A225

Page

1. CALL TO ORDER and TERRITORIAL ACKNOWLEDGEMENT

2. APPROVALS

2.1. Agenda

MOTION: That the FSC approve the agenda as presented.

3 - 4

2.2. Minutes

MOTION: That the FSC approve the January 12, 2022 minutes as presented.

3. BUSINESS ITEMS

5

3.1. Terms of Reference review

MOTION: That the FSC recommend to Senate Governance Committee approval of the Terms of Reference as presented.

6 - 14

3.2. Department of Mathematics and Statistics Standards for Tenure and Promotion

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

15 - 21

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

MOTION: That the FSC recommend to Senate approval of the School of Land Use and Environmental Change Standards for Tenure and Promotion.

4. INFORMATION ITEMS

22

4.1. FSC Annual Report

23 - 63

4.2. School of Kinesiology Standards for Tenure and Promotion

Response received regarding the FSC Nov 10, 2022 recommendations.

Due to the cancellation of the March 9th FSC meeting, an email vote was conducted from March 1-9, 2022.

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Quorum was confirmed.

MOTION: That the FSC recommend to Senate approval of the revisions to the School of Kinesiology Standards for Tenure and Promotion.
M. Wideman/2nd G. Fehr. Carried. 1 abstention.

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4.3. FSC upcoming vacancies

Note: Humanities position has since been filled.

5. ADJOURNMENT

Next Meeting: June 1, 2022: 2:30pm - A225/Virtual



DRAFT MINUTES
Faculty Standards Committee

Wednesday, January 12, 2022 - 2:30 PM
Abbotsford campus, Room C1429

Present: Tracy Ryder-Glass, Afia Raja, Garry Fehr, Donna Tafreshi, Greg St. Hilaire, Opeyemi Adesina, Peter Geller, Sian Hurley, and Tetsuomi Anzai
Regrets: Corina Rochon and Maureen Wideman
Recorder: Melinda Saretzky

1. CALL TO ORDER and TERRITORIAL ACKNOWLEDGEMENT

2. APPROVALS

2.1. Agenda

MOTION:

THAT the FSC approve the agenda as presented.
Adesina, O./2nd Hurley, S.
CARRIED

2.2. Minutes

MOTION:

THAT the FSC approve the December 8, 2021 minutes as presented.
Raja, A./2nd Anzai, T.
CARRIED

3. BUSINESS ITEMS

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

Department of Biology Standards were reviewed with changes to the limited review incorporated.

MOTION:

THAT the FSC recommend to Senate approval of the revisions to the Department of Biology Standards for Tenure and Promotion.
Fehr, G./2nd Geller, P.
CARRIED

Faculty Standards Committee
January 12, 2022

3.2. Department of Mathematics and Statistics Standards for Tenure and Promotion - Review

The FSC reviewed the changes to the Department of Mathematics and Statistics Standards for Tenure and Promotion, which included changes incorporated from the limited review.

MOTION:

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

St. Hilaire, G./2nd Tafreshi, D.

CARRIED

Discussion was had and it was decided that FSC request additional revisions before making a final recommendation to Senate.

Action: Send memo to division with suggested changes and defer to future meeting for final decision.

4. INFORMATION ITEMS

4.1. FSC Upcoming Vacancies

5. ADJOURNMENT

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



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



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: 2022-04-28
Re: Five-year review of Standards for Tenure and Promotion

In a memo dated January 21, 2022, FSC made some recommendations for revisions to improve the clarity and consistency of the Department of Mathematics & Statistics Standards for Tenure and Promotion. The submitted revisions are as follows:

1. Section – Service Activities – Activity Table: duplicate row deleted.
2. Section – Scholarly Activities – Associate Professor – Introduction: replaced “should” with “would” for consistency.
3. Section – General Standards – Associate Professor: replaced “Plays a *significant role* in university service and community service, including participation in community outreach” with “Plays a *significant role* in university service **or** community service.”

The Department discussed the final point at a meeting on Feb. 21 and the consensus among members was that community service should not be a mandatory activity for all faculty at the rank of Associate Professor. This requirement aligns more closely with the service requirement (c) at the Associate Professor rank in the University-Wide Principles.

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

[Math & Stats Standards for Tenure and Promotion – for approval November 2021 / page 2 of 7](#)

- Gives prompt evaluation of written work, which includes personalized feedback
- Plays a *participatory role* in developing new courses and programs
- Plays a *participatory role* in curriculum review and development

Associate Professor:

- Investigates new classroom techniques, technology, or pedagogy, towards ongoing improvement in the quality and effectiveness of instruction
- Plays a *significant role* in developing 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> | <ul style="list-style-type: none"> • <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 ~~on~~ 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 • <u>Represents the department on university committees</u> |
| <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 <i>participatory role</i> on professional committees at regional or national level</u> <u>Plays a <i>participatory role</i> in outreach events</u> | <ul style="list-style-type: none"> • <u>Serves on committees of professional societies such as CMS or MAA</u> • <u>Serves on articulation committees</u> <u>Participates in outreach events</u> |
| <u>Mentor sessional and new faculty</u> <u>Serves a <i>participatory role</i> on professional committees at regional or national level</u> | <ul style="list-style-type: none"> • <u>Acts as contact person</u> • <u>Provides feedback to junior faculty</u> <u>Serves on committees of professional societies such as CMS or MAA</u> • <u>Serves on articulation committees</u> |
| <u>Serves a <i>significant or leadership role</i> on professional committees at regional, national, or international level</u> <u>Mentor sessional and new faculty</u> | <ul style="list-style-type: none"> • <u>Chairs professional committees</u> • <u>Authors reports produced by professional committees</u> <u>Acts as contact person</u> • <u>Provides feedback to junior faculty</u> |
| <u>Plays a <i>leadership role</i> in community outreach</u> | <ul style="list-style-type: none"> • <u>Organizes recurring outreach events</u> • <u>Launches new outreach events</u> |
| <u>Plays a <i>leadership role</i> in the FSA</u> <u>Serves on external review committees</u> <u>Serves as a scholarly resource to the community, providing expert commentary, information, and/or analysis</u> | <ul style="list-style-type: none"> • <u>Serves on the executive committee</u> • <u>Chairs elected committees</u> • <u>Serves as contract administrator</u> |
| <u>Serves on external review committees</u> | |
| <u>Conducts presentations or lectures at community functions</u> <u>Plays a <i>leadership role</i> in community outreach</u> | <ul style="list-style-type: none"> • <u>Organizes recurring outreach events</u> • <u>Launches new outreach events</u> |
| <u>Plays a <i>leadership role</i> in the FSA</u> <u>Conducts presentations or lectures at community functions</u> | <ul style="list-style-type: none"> • <u>Serves on the executive committee</u> • <u>Chairs elected committees</u> <u>Serves as contract administrator</u> |
| <u>Plays a <i>leadership role</i> in the FSA</u> | <ul style="list-style-type: none"> • <u>Serves on the executive committee</u> • <u>Chairs elected committees</u> <u>Serves as contract administrator</u> |

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 **someany** 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 would 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.



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: April 26, 2022
Re: Faculty standards for tenure and promotion in the School of Land Use and Environmental Change

This memo is in response to a review of faculty standards for tenure and promotion in the School of Land Use and Environmental Change (SLUEC). On November 18, 2021, the Faculty Standards Committee asked for rationale for the inclusion of the following language:

Page 1 (Bullet 4) "unusual contract history."

SLUEC faculty were consulted and agree to strike the bulleted item from the proposed faculty standards.

It is expected to have Science Faculty Council approval by April 29, 2022.



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: February 7, 2022

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 micro-courses, 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

Faculty Standards Committee of Senate

Chair: Tracy Ryder Glass
Assistant: Melinda Saretzky

TO: Dr. Joanne MacLean, Senate Chair
FROM: Dr. Tracy Ryder Glass, Chair, Faculty Standards Committee
DATE: May 4, 2022
RE: Annual Report to Senate – 2021/2022

The Faculty Standards Committee (FSC) of Senate has the responsibility to advise Senate on matters related to standards for faculty promotion through rank and tenure.

Standards for Tenure and Promotion

The FSC completed five-year reviews of all the divisional standards for tenure and promotion and sent recommendations to each Dean for all divisional standards, the following table shows their status.

| Division | Status |
|--|---|
| College of Arts | Five-year review complete - Senate approved |
| Department of Agriculture | First Set of Standards Pending ¹ |
| Department of Biology | Five-year review complete - Senate approved |
| Department of Chemistry | Five-year review complete - Senate approved |
| Department of Mathematics and Statistics | Five-year review complete – Pending Senate approval |
| Faculty of Applied and Technical Studies | Five-year review pending |
| Faculty of Education, Community, and Human Development | Five-year review pending ² |
| Faculty of Professional Studies | Five-year review complete - Senate approved |
| School of Health Studies | Five-year review complete - Senate approved |
| School of Kinesiology | Five-year review complete |
| School of Land Use and Environmental Change | First Set of Standards approved- Pending Senate approval ³ |

Note 1: The Department of Agriculture moved from the Faculty of Applied and Technical Studies to the Faculty of Science on May 1, 2022 and a set of Standards is expected to be submitted at a future date.

Note 2: The Faculty of Education, Community, and Human Development (formerly Faculty of Access and Continuing Education) underwent a faculty restructuring on April 1, 2022 and will submit revisions to their Standards at a future date.

Note 3: The School of Land Use and Environmental Change moved from the College of Arts to the Faculty of Science in 2019 and initially adopted the College of Arts Standards before submitting their own set of Standards.

Faculty Service Excellence Award Adjudication

The FSC is responsible for ensuring membership on the Faculty Service Excellence Award (FSEA) Selection Committee. The FSEA Committee met and reviewed the adjudication requirements, applications, and procedures and provided a recommendation for the award.

Terms of Reference Review

TBD



MEMO

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

FROM: Alastair Hodges, Dean, Faculty of Health Sciences

DATE: 2 February 2022

RE: School of Kinesiology Faculty Standards Revision

In response to your memo of November 18th, 2021 from Faculty Standards Committee, please find attached the revised Standards for Tenure and Promotion for the School of Kinesiology.

These standards were approved and recommended to the FSC at the January 28th, 2022, Faculty of Health Sciences Council meeting.

Attached are a track changes version of the original standards document (including all changes from the prior submission and the most recent changes) and a clean version of the revised standards.

As requested in the memo:

1. The paragraph related to service:

"Candidates must delineate between community service activities that are remunerative and community service activities that are non-remunerative"

has been reworded to: *"Candidates cannot include service for which they have been remunerated."*

2. The document has been checked for editorial, spelling, and grammatical errors (e.g. change criterial to criteria).



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-Wide Principles for the Establishment and Review of Standards for Tenure and Promotion*. While the *University-Wide Principles for the Establishment and Review of Standards for Tenure and Promotion* 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 and Review of Standards for Tenure and Promotion*. 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 and Review of Standards for Tenure and Promotion*, 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 cannot include service for which they have been remunerated. 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.
- 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 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.

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 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 may, upon a majority decision by voting school members, initiate a review and revision of this document.

Version: January 28, 2022
Approved by Senate:



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-Wide Principles for the Establishment and Review of Standards for Tenure and Promotion* *University's Principles for the Establishment of Faculty Standards and Criteria for Tenure and Promotion*. While the *University-Wide Principles for the Establishment and Review of Standards for Tenure and Promotion* *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 and Review of Standards for Tenure and Promotion*](#) [*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 and Review of Standards for Tenure and Promotion*](#) [*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).~~

- ~~E~~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/schooldept.
 - ◉ external to unit/schooldept.
 - ◉ Reflection and sSelf-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:

- ~~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~~ 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

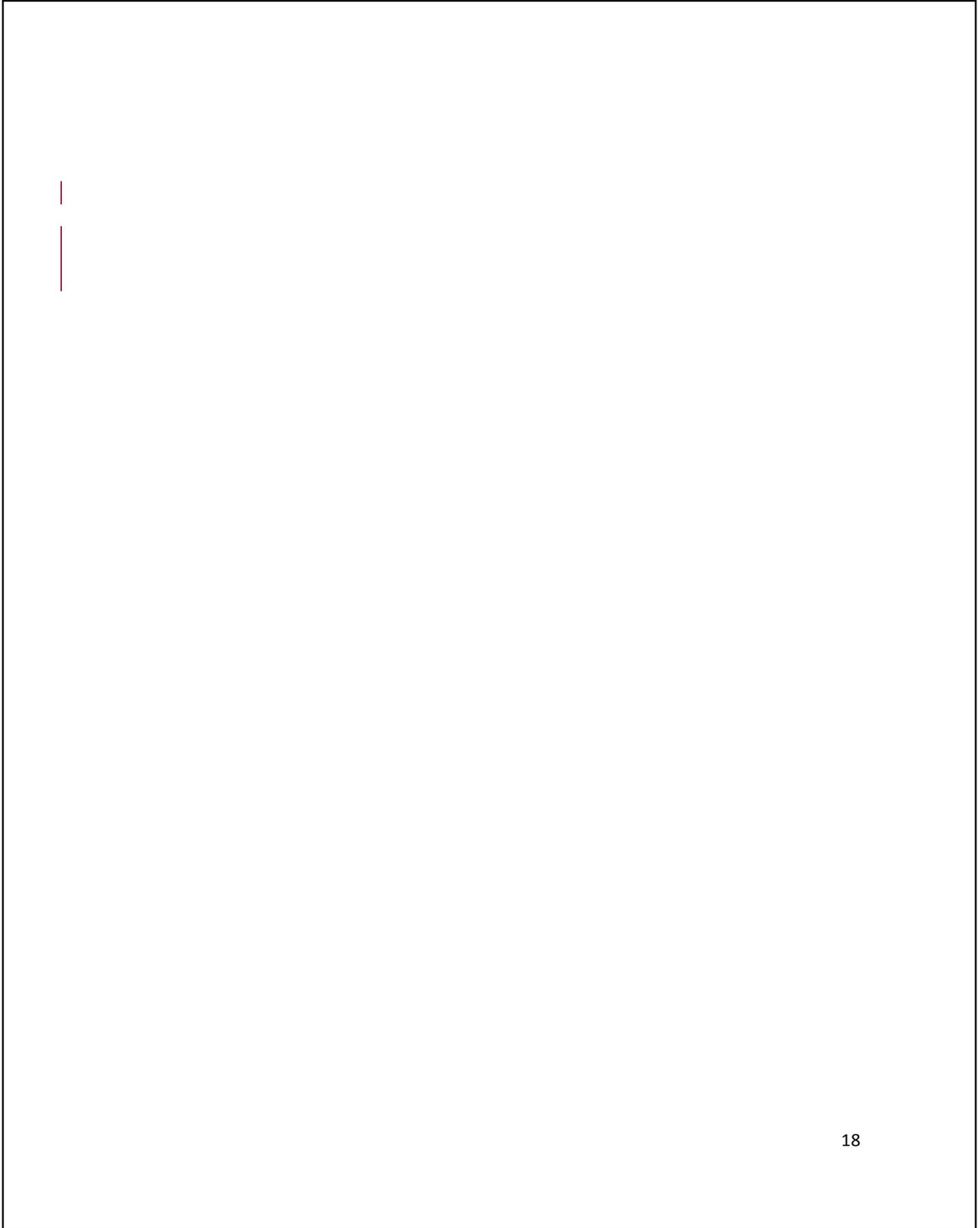
This entails unpaid service to the professional community of scholars within the academic discipline of the individual’s area of expertise. The following items are listed in order of decreasing value or weighting:

- 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 cannot include service for which they have been remunerated. 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



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 January 28, 2022 ~~December 2015~~
Approved by Senate: 15 January 2016



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.