

AGENDA

Faculty Standards Committee

Wednesday, December 7, 2022 - 2:30 PM
Abbotsford campus, Room A225

Page

1. CALL TO ORDER and TERRITORIAL ACKNOWLEDGEMENT

Guest: Sundeep Hans, Director, Equity, Diversity, and Inclusion

2. APPROVALS

2.1. Agenda

MOTION: That the FSC approve the agenda as presented.

3 - 5

2.2. Minutes

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

3. BUSINESS ITEMS

7 - 14

3.1. Faculty of Applied and Technical Studies Standards for Tenure and Promotion

15 - 28

3.2. Review - Agriculture Technology Department Standards for Tenure and Promotion

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

4. INFORMATION ITEMS

4.1. Electronic Vote – FSEA membership

E-vote conducted between Nov 15-23rd.

MOTION: That the Faculty Standards Committee approve Sheryl MacMath as a member of the Faculty Service Excellence Award Selection Committee with a term July 2023.

Quorum received.

Carried.

29 - 35

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

5. ADJOURNMENT

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Next Meeting: Monday, January 23, 2023 at 10am in Room A225 (note: rescheduled from Jan 11)



DRAFT MINUTES
Faculty Standards Committee
Wednesday, October 12, 2022 - 2:30 PM
B133, Abbotsford Campus

Present: Tracy Ryder-Glass, Awneet Sivia, Garry Fehr, Ian Rocksborough-Smith, Peter Geller, and Tetsuomi Anzai
Regrets: Afia Raja, Sheryl MacMath, Hannah Celinski, and Corina Rochon
Recorder: Melinda Saretzky

1. CALL TO ORDER and TERRITORIAL ACKNOWLEDGEMENT

2. APPROVALS

2.1. Agenda

MOTION:

MOTION: That the FSC approve the agenda as presented.
G. Fehr/2nd A. Sivia
CARRIED

2.2. Minutes

MOTION:

MOTION: That the FSC approve the May 4, 2022 minutes as presented.
G. Fehr/2nd T. RyderGlass
CARRIED

3. BUSINESS ITEMS

3.1. Vice-Chair election

Call for expressions of interest was given, noting the expectations are to attend the agenda prep meeting and chair meetings in the Chair's absence.

MOTION:

THAT FSC approve Ian Rocksborough-Smith as Vice-Chair of FSC for the 2022-2023 academic year.
G. Fehr/2nd A. Sivia
CARRIED

Faculty Standards Committee
October 12, 2022

3.2. Faculty Service Excellence Awards Selection Committee

Expressions of interest were received from the Secretariat office for the Student and Staff positions and were circulated to the FSC prior to the meeting. The FSC also received expressions of interest for the faculty positions.

The committee composition includes the FSC Chair, 4 faculty members (at least 3 from the FSC), 1 staff, and 1 student.

MOTION:

That the Faculty Standards Committee approve the following as members of the Faculty Service Excellence Award Selection Committee, Corina Rochon, Jon Thomas, Madison Soriano, with terms ending July 2024 and Hanna Celinski, Adam Magalhaes with terms ending July 2023.

T. RyderGlass/2nd A. Sivia
CARRIED

3.3. Review - Faculty of Applied and Technical Studies Standards for Tenure and Promotion

Memo from the Dean and clean copy and track changes documents were circulated to the FSC prior to the meeting.

MOTION:

That FSC recommend to Senate approval of the revisions to the Faculty of Applied and Technical Studies Standards for Tenure and Promotion including minor changes as discussed at the meeting.

G. Fehr/2nd T. Anzai
CARRIED

4. INFORMATION ITEMS

4.1. Senate Items – June 10, 2022

MOTION:

- Math and Stats Standards
- SLUEC Standards
- Terms of Reference
- Annual Report

4.2. Terms of Reference

4.3. Meeting Schedule

4.4. Membership

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

Faculty Standards Committee
October 12, 2022

5. ADJOURNMENT

G. Fehr/2nd A. Sivia

Next Meeting: Wed. November 9, 2022 at 2:30pm Room A225

Faculty of Applied and Technical Studies Standards for Tenure and Promotion

Preamble

In developing the criteria for rank, tenure and promotion for the Faculty of Applied and Technical Studies the following was taken into consideration: strategic direction of the university, our mission, vision and values, the current Collective Agreement and the University-Wide Principles for Faculty Standards approved by Senate February 2021, along with our diverse programming.

This document describes the general criteria for teaching and learning, scholarly activity and service. We then discuss general standards for promotion to each rank beginning with Assistant Professor. Examples of Success are provided for each rank in each domain. The importance of terminal degrees, discipline specific qualifications and/or industry experience is recognized as a qualifier for moving within the rank, tenure and promotion system.

In accordance with Article 12.7 of the 2019 – 2022 UFV Collective Agreement,..."*a minimum of 60% on the teaching, a minimum of 20% on one of service or scholarship, and a minimum of 10% on the remaining component.*" Because the extent of individual contributions to these three areas may vary, more limited achievement in one area may be offset by greater achievement in the other two areas. The flexible assessment for multiple pathways for tenure and promotion assists faculty in the efforts to achieve their desired rank.

Teaching and Learning Criteria

As the central mission of UFV, successful undergraduate teaching must demonstrate a level of accomplishment that supports student achievement, institutional goals and learning outcomes, and our responsibilities to our region and its communities.

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

Please also refer to article 18.2 (a) of the 2019 – 2022 Collective Agreement, Teaching Faculty Duties: Teaching. Successful teaching embodies a number of characteristics, achieved at the individual, classroom, and community level. Successful teaching in the Faculty of Applied and Technical Studies may include, but is not limited to:

- a) Cultivation of a high degree of professional and ethical practice.
- b) Demonstration of academic currency and expertise in a faculty member's subject area(s).
- c) Development of appropriate course-level learning outcomes and assessment that contributes to departmental, faculty, and institutional learning outcomes.
- d) Development of students' capacity for critical thinking.
- e) Demonstrate cross-cultural inclusivity of individuals, narratives, and practices.

- f) Utilization of, and reflection on, effective methods and professional practices.
- g) Demonstration of responsiveness to changing and diverse student learning needs.
- h) Demonstrable environment in which students develop and use their powers of discovery and innovation.
- i) Development of learning materials and teaching methods that can be more broadly adopted outside of the university.
- j) Delivery of curriculum in non-academic, community or other settings.
- k) Consideration of Indigenous ways of knowing and being into course content and/or activities.

Scholarship Criteria

In keeping with the mandate of the institution and respecting the diversity of faculty departments, a variety of scholarly, research and creative activities will be recognized as appropriate whether a trade or a technology.

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

Please also refer to article 18.2 (c) of the 2019-2022 Collective Agreement, Teaching Faculty Duties: Scholarship and Scholarly Activity.

Scholarly activity in the Faculty of Applied and Technical Studies shall be assessed with reference to both the quality and quantity of scholarly output, and according to trades and technology industry standards. Although peer review shall not be the only index for the qualitative assessment of scholarly activity, significant weight shall be given to scholarship that has been subject to peer review or equivalent forms of assessment, as outlined in the examples below.

Successful scholarly activities, like teaching, are achieved on many levels and avenues. Scholarly activities in the Faculty of Applied and Technical Studies may include, but are not limited to:

- a) Work that has been disseminated in publications, codes and standards, best practice guides, and industry improvements in professional practices.
- b) Best practices or standards influencing policy development and/or by-laws.
- c) Exhibitions showcasing applied processes and student engagement.
- d) Innovative applied research, knowledge development, creative expression, and invention.
- e) Creation of scholarly products such as training aids, training manuals and book chapters.
- f) Inventing or enhancing a piece of equipment or a physical instrument.

- g) Dissemination of curriculum developed by the faculty to governing bodies, industry training.
- h) Community engaged research.
- i) Collaboration with industry for student benefit.
- j) A letter of assessment or testimonial from colleagues, professional associations or other experts in the field.
- k) Investigating the implementation of Indigenous ways of knowing and being into your professional practice.

Every attempt should be made to involve students in scholarly activities.

Service Criteria

All faculty members in the Faculty of Applied and Technical Studies are expected to contribute meaningfully to the service activities essential to the successful functioning and development of their academic unit, their communities, (academic communities, industry communities and regional communities), as well as the University at large.

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

Please also refer to article 18.2 (b) of the Collective Agreement, Teaching Faculty Duties: Service.

A faculty member must be able to demonstrate a sense of responsibility in achieving the objectives of their academic units, and the university at large. These service duties are to be undertaken with both the university and industry/community stakeholders.

Service to industry/community stakeholders are non-remunerative contributions by virtue of particular academic competence.

Successful service in the Faculty of Applied and Technical Studies may include but is not limited to:

- a) Participation on a committee
- b) Student/colleague recruiting, mentoring and advising.
- c) Active participation and/or contribution to the academic unit.
- d) Faculty and Staff Association service.
- e) Support and participation in the work of industry associations.
- f) Organizing conferences and other venues of intellectual exchange.
- g) Where appropriate, active participation in Indigenous community building activities and events.

Academic and Professional Qualifications, Combined with Industry Experience

Qualifications, both professional and experiential, play a role in the evaluation of a candidate for promotion. These qualifications are discipline specific and can include a BC Certificate of Qualification, Interprovincial Red Seal, certified Journeyperson, terminal degree or professional qualification such as a Professional Engineer or Masters of Education; all of which must be combined with extensive on the job experience.

Minimum faculty academic/professional preparation will vary based on the program they are teaching in as follows:

- Degree programs: PhD in the discipline or a related field, or a combination of education, extensive industry and/or teaching experience, and relevant accreditation may be considered
- Diploma programs: Masters or Bachelor's degree in the area or in a related field combined with industry experience as defined by the discipline or professional area
- Certificate programs (other than Red Seal foundations): Diploma or Bachelor's degree in the area or related field and industry experience as defined by the discipline or professional area
- Red Seal Trades Apprenticeship or Foundations certificate programs: certified Red Seal in the Trade with diverse industry experience as defined by the discipline or professional area

For promotion to Associate Professor with tenure the following is required:

- Those teaching in Diploma programs, Certificate programs, and Red Seal Trades programs will demonstrate professional and pedagogical skills development through progress in an adult education instructional program such as the Provincial Instructor Diploma Program (PIDP) with completion of 4 courses, Certificate in Adult and Continuing Education (CACE) or equivalent as defined by the discipline or professional area

For promotion to Full Professor the following is required:

- Earned Doctorate or equivalent combination of education, professional credential, and related professional experience, where such a combination is the generally accepted standard in the field. For example, for those in the Trades this will be appropriate journeyperson certification and at least ten (10) years journeyperson experience, or equivalent of either. Teaching experience in the trade shall be considered as equivalent journeyperson experience. For example, for those in the Technologies program, this will be a Diploma at the minimum, with at least fifteen (15) years industry experience which can include teaching experience in the program area
- Successful completion of PIDP, CACE or equivalent as defined by the discipline or professional area

General Standards for each Rank

Assistant Professor: (the rank a new faculty member will be hired at)

An Assistant Professor in the Faculty of Applied and Technical Studies will be within the beginning stages of their academic career and will be actively building a portfolio of experience intended to advance to Associate Professor. This portfolio includes a documented record of successful undergraduate teaching by the end of the probationary period. It is expected that faculty at this rank are building skills and strategies for teaching, particularly undergraduate students. They will have demonstrated, at a minimum, a commitment to and potential for fulfilling the basic academic responsibilities in teaching and learning, scholarly activities and service.

Rank	Teaching	Scholarship	Service
Assistant Professor	<ul style="list-style-type: none"> Professional, ethical, and effective course organization, management, and delivery Demonstrate effectiveness in, and ongoing reflection on teaching practices, evaluation, and ability to meet course, department, faculty, and institutional learning outcomes Demonstrated commitment to, and development of learning activities that foster an atmosphere of discovery and academic growth Demonstration of academic or professional currency in one's teaching Sets an example of ethical practice for students in the pursuit, construction, and application of knowledge Begins to make contributions towards curriculum development and revision 	<ul style="list-style-type: none"> Demonstrates the potential to be activity-focused with an emphasis on identifying scholarly opportunities Demonstrates the ability to progress towards advancing the state of practice through scholarly inquiry, testing theories, improving processes, teaching practices and curriculum Applies technical practice or content within their practices 	<ul style="list-style-type: none"> Contribution to institutional service, especially at the department level Engagement in the wider community with industry colleagues
<i>Minimum Requirements</i>			
<i>Examples of Success</i>	<ul style="list-style-type: none"> Student evaluations Peer evaluations Samples of improvement to existing curriculum Improving current curriculum, development of applied assignments in shops or labs Considers and is open to feedback and mentorship from experience colleagues 	<ul style="list-style-type: none"> Reflective analysis aimed at understanding and improving the educational process Connection to industry, enhancing classroom learning 	<ul style="list-style-type: none"> Supporting student activity in Skills competitions outside of regular classroom time Membership in related associations Participating committee member at the faculty level

Associate Professor:

Faculty of Applied and Technical Studies
 Approved by Senate - _____

An Associate Professor in the Faculty of Applied and Technical Studies has demonstrated and documented a high level of proficiency in their undergraduate teaching career as an Assistant Professor 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; achievements in scholarly activities; and sustained and meaningful contributions of service.

The minimum requirements for promotion to Associate Professor are in the table below. A list of potential indicators of success is provided.

Rank	Teaching	Scholarship	Service
Associate Professor <i>Minimum Requirements</i>	<ul style="list-style-type: none"> • Practicing at the top level of their field with substantial experience, utilizing best practices recognized by industry • Demonstrates excellence in teaching and learning • Makes significant contributions towards curriculum development • Demonstrates professional and pedagogical skills development through opportunities such as: academic conferences, industry conferences and testing, teaching and learning workshops • Actively involved in student mentorship, facilitating students process of discovery and application of learning • Sharing knowledge, ideas and best practices with external stakeholders and communities 	<ul style="list-style-type: none"> • Demonstrable achievement in research and contribution to enhancement of best practices or innovative solutions • Actively engaged in advancing the state of applied practice through an improved process such as written code, curriculum development, collaboration with industry, innovative use of skills and resources 	<ul style="list-style-type: none"> • Development, organization, and delivery of student support and outreach activities • Significant contributions in the service activities of the university community such as meaningful participation in university-wide committees; faculty committees; participating in the creation, development and/or revision of university/faculty programs or policies; Faculty and Staff Association service, student advising • Significant involvement in professional activities and/or associations related to their fields of study or creative/industry practice • Significant involvement in community engaged outreach activities that enhance the public service role of their departments and the university

*Examples of
Success*

- Creation of resources or programs to support teaching and learning
- Successful implementation of new or revised courses or programs
- Quality assignments, course materials, training manuals, exams
- Sharing best practices of applied processes with industry
- Provides certification, credentials, or other applicable supporting evidence of advancement to the faculty member's teaching discipline
- Provides evidence of training meant to enhance the skills needed to design, develop, manage, and evaluate the instruction of adults in post-secondary applicable to the faculty member's teaching discipline
- Seeks feedback and mentorship from experienced colleagues
- Published processes aimed at producing new and effective applications relative to best practices in industry
- Peer reviewed publications or educational material resulting in applied practices within industry
- Design and development of realia such as training aids or displays in one's field
- Board member on Industry Association
- Active committee member on University wide initiatives
- Effective student recruitment strategies/activities
- Maintains relevant professional credentials to ensure faculty members stay current (eg. Level 1 Welding Inspector)

Faculty of Applied and Technical Studies
Approved by Senate - _____

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Full Professor:

Full Professors will have demonstrated and documented distinction in undergraduate teaching at the time of review for promotion. A Full Professor sets an example of ethical practice for students and colleagues alike in the pursuit, construction, and application of knowledge.

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

Rank	Teaching	Scholarship	Service
Full Professor	<ul style="list-style-type: none"> • A distinguished record of excellence in teaching and learning both formal and informal • Engagement in productive collaboration with peers both inside and outside the University • Active engagement with learning communities, public audiences and external organizations regionally, nationally and internationally 	<ul style="list-style-type: none"> • Substantial and sustained contributions to the body of knowledge in one’s field recognized by industry or peers regionally, nationally, and internationally • Recognized application of scholarly activity towards advancing the state of practice 	<ul style="list-style-type: none"> • Demonstrable leadership at the department, faculty, and university level • Recognition of one’s contributions to professional activities and associations related to the candidate’s field of study or creative practice • Significant achievement in community-engaged outreach • Acting as mentors for their peers within the institution and fields of practice
<i>Minimum Requirements</i>			
<i>Examples of Success</i>	<ul style="list-style-type: none"> • Teaching awards indicating a distinguished record of excellence in teaching and learning • Evidence that shows a sustained quality in effective teaching and learning such as novel programs, courses or their essential new elements, innovative methods of delivery using the latest technologies, meaningful reflection in teaching and working with students • Successful completion of student led projects, leading to adoption of best practices • Involvement in program creation/development 	<ul style="list-style-type: none"> • Advancing the state of professional practice as recognized by professional colleagues outside of the university • Peer reviewed training manuals or publications • Grant applications resulting in funding • Presentations at regional, national, or international level such as conferences or forums 	<ul style="list-style-type: none"> • Chair of significant university committee or of a professional organization or association • Participation in professional standards or governing bodies • Expert advice to Government bodies or industry leaders in the development of best practices, code or curriculum modification • Organizing conferences, workshops or other professional meeting



MEMORANDUM

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

From: Renee Prasad, Head, Department of Agriculture Technology

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

Date: November 4, 2022

Re: Department of Agriculture Technology Faculty Standards for Tenure and Promotion

With the move from the Faculty of Applied and Technical Studies to the Faculty of Science changes have been made to our faculty standards document and have been tracked in the revised document.

They were approved by Science Faculty Council on November 4, 2022.

Faculty of Applied and Technical Studies

Agriculture Technology Department

Rank and Tenure Criteria

Preamble

In developing the criteria for rank, tenure and promotion for the Faculty of Applied and Technical Studies the following was taken into consideration: strategic direction of the university, our mission, vision and values, the current collective agreement and the university-wide principles for faculty standards approved by Senate January 2015, along with our diverse programming.

This document describes the general criteria for teaching and learning, scholarly activity and service. We then discuss general standards for promotion to each rank beginning with Assistant Professor. Sample indicators of success are provided for each rank in each domain. The importance of terminal degrees, discipline specific qualifications and/or industry experience is recognized as a qualifier for moving within the rank, tenure and promotion system.

UFV has adopted a visual metaphor of a tangram to represent the institution’s vision, mission, and values. “Like the building blocks of a UFV education, tangram shapes can be assembled into thousands of unique configurations and results, reflecting how a single institutional vision can embody many experiences, perspectives, and outcomes”. Similarly, individual faculty members efforts in areas of teaching, research, and service can be assembled into many unique combinations that represent what it means to be an Assistant, Associate or Full Professor in an institution that was founded on a principle of access and strives to implement Equity, Diversity, and Inclusion.

In accordance with Article 12.7 of the UFV Collective Agreement, *“...a minimum of 60% on the teaching, a minimum of 20% on one of service or scholarship, and a minimum of 10% on the remaining component”*. The flexible assessment for multiple pathways for tenure and promotion assists faculty in the efforts to achieve their desired rank.

Teaching and Learning Criteria

~~As the central mission of UFV, successful undergraduate teaching must demonstrate a level of accomplishment that supports student achievement, institutional goals and learning outcomes, and our responsibilities to our region and its communities.~~

Successful teaching embodies a number of characteristics, achieved at the individual, classroom, and community level. ~~Successful~~Success in teaching in the ~~Faculty of Applied and Technical Studies~~Agriculture Technology Department includes, though not limited to:

- a) Cultivation of a high degree of professional and ethical practice.

- b) Demonstration of academic currency and expertise in a faculty member's subject area(s).
- ~~c) Development of appropriate course-level learning outcomes and assessment that contributes to departmental, faculty, and institutional learning outcomes.~~
- ~~d)c) Development of students' capacity for critical thinking.~~
- ~~e)d) Demonstrate cross-cultural inclusivity of individuals, narratives, and practices.~~
- ~~f)e) Utilization of, and reflection on, effective methods and professional practices.~~
- ~~g)f) Demonstration of responsiveness to changing and diverse student learning needs.~~
- ~~h)g) Demonstrable environment in which students develop and use their powers of discovery and innovation.~~
- ~~i)h) Development of learning materials and teaching methods that can be more broadly adopted outside of the university.~~
- ~~j) Delivery of curriculum in non-academic, community or other settings.~~

Scholarship Criteria

~~In keeping with the mandate of the institution and respecting the diversity of faculty departments, a variety of scholarly, research and creative activities will be recognized as appropriate whether a trade or a technology.~~

Scholarly activity in the ~~Faculty of Applied and Technical Studies~~Agriculture Technology Department shall be assessed with reference to both the quality and quantity of scholarly output, and according to ~~trades and technology industry standards.~~ Although peer review shall not be the only index for the qualitative assessment of scholarly activity, significant weight shall be given to ~~recognized in areas of basic or applied research.~~ Scholarship of Teaching and Learning (SOTL) is also recognized as an area of scholarship that has been subject to peer review or equivalent forms of assessment.

~~professors in our department may choose to engage.~~ Successful scholarly activities, like teaching, is achieved on many levels and avenues. Scholarly activities in the Faculty of Applied and Technical Studies scholarship in Agriculture Technology includes, though not limited to:

- a) Work that has been disseminated ~~in via industry-based newsletters, fact sheets, guides, or Ministry of Agriculture publications, codes and standards, best practice guides, and industry improvements in professional practices.~~
- ~~b) Best practices or standards influencing policy development and/or by-laws.~~
- ~~c) Exhibitions showcasing applied processes and student engagement.~~
- ~~d) Innovative applied research, knowledge development, creative expression, and invention.~~
- ~~e) Creation of scholarly products such as training manuals and book chapters.~~
- ~~f) Dissemination of curriculum developed by the faculty to governing bodies, industry training.~~
- b) Peer-reviewed journal articles
- c) Supervision of students for directed studies, summer work placements, or in-course research activities

g)d) Community engaged research, including on-farm field trials, surveys of commodity groups, industry-funded research.

h)e) Collaboration with industry for student benefit.

Every attempt should be made to involve students in processes, innovation and improvement either applied or basic research.

Service Criteria

~~All faculty members in the Faculty of Applied and Technical Studies are expected to contribute meaningfully to the service activities essential to the successful functioning and development of their academic unit, their communities, (academic communities, industry communities and regional communities), as well as the University at large.~~

~~A faculty member must be able to demonstrate a sense of responsibility in achieving the objectives of their academic units, and the university at large. These service duties are to be undertaken with both the university and industry/community stakeholders.~~

Successful service in the ~~Faculty of Applied and Technical Studies~~ Faculty of Science may include but is not limited to:

- a) Participation on a committee
- b) Student ~~/colleague~~ recruiting, and mentoring ~~and advising.~~
- c) Active participation and/or contribution to the academic unit. (including organization and operations of barn, greenhouse, outdoor classroom, and teaching lab)
- d) Faculty and Staff Association service.
- e) Support and participation in the work of industry associations.
- f) Organizing conferences and other venues of intellectual exchange.

~~Academic and Professional Qualifications, Combined with Industry Experience~~

~~Qualifications, both professional and experiential, play a role in the evaluation of a candidate for promotion. These qualifications are discipline specific in the Faculty of Applied and Technical Studies and can be as varied as a BC Certificate of Qualification, Interprovincial Red Seal, certified Journey person or a terminal degree or professional qualification such as a Professional Engineer or Masters of Education; all of which must be married with extensive on the job experience, defined by the discipline or professional area.~~

g) Representing department/institution at provincial or national organizations

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General Standards for each Rank

Assistant Professor: ~~(the rank a new faculty member will be hired at)~~

An Assistant Professor in the ~~Faculty of Applied and Technical Studies~~Agriculture Technology Department is building a portfolio of experience intended to advance to Associate Professor. ~~This portfolio includes a documented record of successful undergraduate teaching by the end of the probationary period (5 years) along with a commitment to completing a diploma in Instruction or equivalent. It is expected that faculty~~. Faculty at this rank are building skills and strategies for teaching, ~~particularly~~ undergraduate students. Faculty at this rank are also building their applied and/or basic research portfolio addressing needs of agriculture commodity groups. Research in the Scholarship of Teaching and Learning (SOTL) that addresses the learning gaps for non-traditional students entering Agriculture programs is also relevant to the department.

Rank	Teaching	Scholarship	Service
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Assistant Professor

Minimum Requirements

- Practicing at the top level of the discipline and a Red Seal or terminal degree/designation appropriate for the discipline and industry experience
- Professional, ethical, and effective course organization, management, and delivery
- A record of effectiveness in, and ongoing reflection on teaching practices, evaluation, and ability to meet course, department, faculty, and institutional learning outcomes
- Holds a Ph.D. or equivalent (including DVM) in a discipline that is foundational to agricultural production (includes (but not limited to) Animal Science, Plant Science, Pest Management, Soil Science, Botany, Entomology, Agrology, Ecology, Agricultural Economics, Agribusiness)
- On-farm production experience
- Prior experience teaching in either formal or informal setting (including grower outreach)
- Demonstrated commitment to, and development of learning activities and assessments that foster an atmosphere of discovery and academic growth
- Demonstration of academic or professional currency in one's teaching
- Sets an example of ethical practice for students in the pursuit, construction, and application of knowledge
- Begins to make contributions towards curriculum development and revision (including Indigenization)
- Student evaluations
- Enrollment in the Provincial Instructor Diploma program
- Quality samples of improvement to existing curriculum
- Improving current curriculum, development of applied assignments in shops, course materials, training manuals, exams
- Indigenization of course content, assessment and/or lab delivery
- Demonstrates the potential to be activity focused with an emphasis on identifying scholarly opportunities
- Makes progress towards advancing the state of practice through scholarly inquiry, testing theories, improving processes, teaching practices applied or basic research relevant to an agricultural sector AND/OR
- Identifies and curriculum makes progress in expanding opportunities for Agricultural education to non-traditional students (SOTL)
- Meaningful contribution to institutional service, especially at the department level
- Engagement in the wider community, with industry colleagues at least one agricultural sector
- Reflective analysis aimed at understanding and improving the educational process
- Connection to industry, enhancing classroom learning
- Successful completion of courses or workshops
- Public media articles (e.g., a grower newsletter)
- Peer reviewed journal article or government publications
- Supporting student activity in Skills competitions outside of regular classroom time
- Member at the Board level (including ex-officio) in a sector association or other agriculture related organization (e.g., Fraser Valley Invasive Species Society)
- Membership in related associations
- Participating committee member at the faculty-level Presentations at grower meetings (e.g., Pacific Agriculture Show)

Indicators of Success

- Peer reviewed research funding awards
- Operations of either greenhouse, barn, outdoor classroom, or teaching lab – training and supervision of Program Technician in one of these specific areas

Associate Professor:

An Associate Professor in the Faculty of Applied and Technical Studies Agriculture Technology Department has demonstrated and documented a high level of proficiency in their undergraduate teaching career as an Assistant Professor 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 and engaging with agriculture industry partners.

Rank	Teaching	Scholarship	Service
Associate Professor	<ul style="list-style-type: none"> • A Master's degree or where applicable professional registration in the discipline or completion of PIDP • Practicing at the top level of their field with substantial experience, utilizing best practices recognized by industry • Demonstrates excellence in teaching and learning 	<ul style="list-style-type: none"> • Demonstrable achievement in <u>applied or basic</u> research <u>and contribution to enhancement of best practices or innovative solutions supporting agriculture</u> • Actively engaged in <u>advancing the state of applied practice through or basic research relevant to an improved process such as written code, curriculum development, collaboration with industry, innovative use of skills and resources agricultural sector on a provincial/national scale</u> 	<ul style="list-style-type: none"> • Development, organization, and delivery of student support and outreach activities • Significant contributions in the service activities of the university community such as meaningful participation in university-wide committees; faculty committees; participating in the creation, development and/or revision of university/faculty programs or policies; Faculty and Staff Association service, student advising • Significant involvement in professional activities and/or associations related to their fields of study or creative/industry practice • Significant involvement in community engaged outreach activities that enhance the public service role of their departments and the university
Minimum Requirements	<ul style="list-style-type: none"> • Makes significant contributions towards curriculum development • <u>A record of effectiveness in, and ongoing reflection on teaching practices, evaluation, and ability to meet course and institutional learning outcomes</u> • Demonstrates professional and pedagogical skills development through <u>completion of Instructional Diploma program, as well as other opportunities such as: academic attending conferences, industry conferences and testing, teaching and learning workshops or other PD opportunities</u> • Actively involved in student mentorship, facilitating students process of discovery and application of learning • Sharing knowledge, ideas and best practices with external stakeholders and communities 		
Indicators of Success	<ul style="list-style-type: none"> • <u>Sharing teaching practices with colleagues at departmental meeting, faculty sharing opportunities (e.g., Science Curriculum Indigenization Gathering or UFV-wide PD-day).</u> 	<ul style="list-style-type: none"> • <u>Published processes aimed at producing new and effective applications relative to best practices in industry</u> • <u>Peer reviewed publications resulting in applied practices within the form of</u> 	<ul style="list-style-type: none"> • <u>Board member on Industry Association</u> • <u>Active committee member on University wide initiatives</u> • <u>Effective student recruitment strategies/activities</u>

- Completion of New Faculty KickStart
- Revision of Official Course Outlines
- Samples of improvement to existing curriculum
- Creation of resources or programs to support teaching and learning
- Successful completion of PDP
- Successful implementation of new or revised courses or programs
- Quality assignments, course materials, training manuals, exams
- Sharing best practices of applied processes with industrySupervision of Agri 210, Agri 390 or Agri 490 projects
- grower fact sheets, newsletters, or updates to production guides
- Public media articles
- Peer reviewed journal article or government publications.
- Integration of scholarly material into courses.
- Research project completion (e.g., student research thesis or posters, project reports to funding agencies).
- Research or Sector conference presentations (LMHIA, PRSSS)
- Student graduate school or professional placements.
- Collaboration with researchers, industry specialists or growers provincially or nationally
- Member at the Board level (including ex-officio) in a commodity association or other agriculture related organization (e.g., Fraser Valley Invasive Species Society, local government Agricultural Advisory Committee)
- Membership in related associations
- Participating committee member at the faculty level in university committees (e.g., Animal Care Committee, Biosafety Committee, Advisory Committees (TLAC or REGS) or Senate committees
- Operations of either greenhouse, barn, outdoor classroom, or teaching lab – training and supervision of Program Technician in one of these specific areas

Full Professor:

Full Professors will have demonstrated and documented distinction in undergraduate teaching at the time of review for promotion. A Full Professor sets an example of ethical practice for students and colleagues alike in the pursuit, construction, and application of knowledge.

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

Rank	Teaching	Scholarship	Service
<p>Full Professor</p> <p><i>Minimum Requirements</i></p>	<ul style="list-style-type: none"> • Earned Doctorate or equivalent. • A distinguished record of excellence in teaching and learning both formal and informal • Engagement in productive collaboration with peers both inside and outside the University • Active engagement with learning communities, public audiences, and external organizations regionally, nationally, and internationally • Involvement in program creation/development 	<ul style="list-style-type: none"> • Substantial and sustained contributions to the body of knowledge in one's field recognized by industry or peers regionally, nationally, and internationally • Recognized application of research towards advancing the state of practice 	<ul style="list-style-type: none"> • Organizing conferences, workshops, or other professional meetings • Chair of a University wide committee, Chair of a professional organization or association • Demonstrable leadership at the department, faculty, and university level • A mentor to students and faculty • Achievement of a recognized distinction through contributions to professional activities and associations related to the candidate's field of study or creative practice • Significant achievement in community-engaged outreach • Acting as mentors for their peers within the institution and fields of practice
<p><i>Indicators of Success</i></p>	<ul style="list-style-type: none"> • Teaching awards indicating a distinguished record of excellence in teaching and learning • Terminal degree/qualification • Evidence that shows a sustained quality in effective teaching and learning such as novel programs, courses or their essential new elements significant contributions towards Indigenization of agricultural program, innovative methods of delivery using the latest technologies, meaningful reflection in teaching and working with students 	<ul style="list-style-type: none"> • Internationally recognized bodies of work within onesone's discipline such as contribution to International international conferences and or publications • Demonstration of distinction by professional colleagues outside of the university advancing the state of professional practice • Peer reviewed training manuals, grant applications resulting in funding • Presentations at regional, national, or international conferences 	<ul style="list-style-type: none"> • Chair of significant university committee\Participation in professional standards or governing bodies • Expert advice to Government bodies or industry leaders in the development of best practices, code or curriculum modification • Judging, participating in or organizing Skills days, Try a Trade or similar outreach activities • Entrepreneurial actions resulting in funding, resource development and programming

- Successful completion of student led projects, ~~leading to adoption of best practices~~
- Operations of either greenhouse, barn, outdoor classroom, or teaching lab – training and supervision of Program Technician in one of these specific areas



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

Faculty Standards Committee of Senate

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

INTRODUCTION

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

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

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

DEFINITIONS

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

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

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

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

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

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

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

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

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

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

ACADEMIC RANKS

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

Educational Requirement

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

1. Assistant Professor

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

An Assistant Professor

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

2. Associate Professor

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

An Associate Professor

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

3. Full Professor

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

A Full Professor

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

PRINCIPLES FOR THE ESTABLISHMENT OF STANDARDS FOR TENURE AND PROMOTION

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

1. A Commitment to Academic Freedom

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

2. Primacy of Teaching and Learning

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

3. Respecting Disciplinary Diversity while Ensuring Fair Comparison Among Faculties

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

4. Alignment with the Mandate and Mission of the University

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

5. Standards Must Be Defined within National and International Contexts

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

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

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

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

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

8. Standards Must Include Peer Review

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

9. Standards are to be Subject to Periodic Review

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

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

DEFINITIONS

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

Standards: Standards for Tenure and Promotion.

FSC: Faculty Standards Committee of Senate

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

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

PROCESS

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

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

PROCESS FOR REVIEW OF STANDARDS DEVELOPED BY ACADEMIC UNITS

