

AGENDA
Faculty Standards Committee
Monday, January 23, 2023 - 10:00 AM
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.

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2.2. Minutes

MOTION: That the FSC approve the December 7, 2022 minutes as presented.

3. BUSINESS ITEMS

4 - 14

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

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

4. INFORMATION ITEMS

4.1. Announcements

15 - 21

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

5. ADJOURNMENT

Next Meeting: Wednesday, Feb 8, 2023 at 2:30pm in Room A225



DRAFT Minutes
Faculty Standards Committee
Wednesday, December 7, 2022 - 2:30 PM
Abbotsford campus, Room A225

Present: Tracy Ryder Glass (Chair), Afia Raja, Awneet Sivia, Carl Janzen, Corina Rochon, Garry Fehr, Ian Rocksborough-Smith, Peter Geller, Sheryl MacMath, Tetsuomi Anzai, Melinda Saretzky (recorder)

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

Regrets: Hannah Celinski,

1. CALL TO ORDER and TERRITORIAL ACKNOWLEDGEMENT

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

Recognized the beautiful lands and remembrance yesterday for violence against women.

2. APPROVALS

2.1. Agenda

MOTION: That the FSC approve the agenda as presented.
S. MacMath/2nd G. Fehr. Carried.

2.2. Minutes

MOTION: That the FSC approve the Oct 12, 2022 minutes as presented.
G. Fehr/2nd A. Sivia

3. BUSINESS ITEMS

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

Senate deferred the motion to approve the Faculty of Applied and Technical Studies Standards for Tenure and Promotion and provided feedback for consideration.

The Director, Equity, Diversity, and Inclusion assisted the FSC in an

Faculty Standards Committee
December 7, 2022

additional review of the Standards. The FSC will request that the Faculty of Applied and Technical Studies review these considerations and bring back a final review to the FSC before going back to Senate for final decision.

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

Agriculture Department adopted the Faculty of Applied and Technical Studies Standards to review and make changes.

MOTION: That FSC recommend to Senate approval of the Agriculture Department.

G. Fehr/2nd S. MacMath

Motion is tabled.

The FSC will seek additional information.

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.

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

5. ADJOURNMENT

S. MacMath/2nd G. Fehr

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



MEMORANDUM

To: Dr. Tracy Ryder Glass, Chair, Faculty Standards Committee of Senate
From: Peter Geller, Applied and Technical Studies
Date: January 12, 2023
Re: Faculty of Applied and Technical Studies Standards for Tenure and Promotion

At its January 12 meeting of the Applied and Technical Studies Faculty Council the revised Faculty Standards for Tenure and Promotion were approved to be put forward to the Faculty Standards Committee of Senate.

Background

Following the review by Senate of the Faculty of Applied and Technical Studies Standards for Tenure and Promotion at its November 18, 2022, feedback was provided to the Faculty Standards Committee of Senate (FSC). The FSC met on December 7, 2022 to consider the feedback which is summarized in the attached memo of December 8, 2022. The FSC noted the extensive work that has already been done towards these standards and expressed appreciation to the Faculty for their attention to detail. The FSC provided recommendations and suggestions for revisions to the ATS Standards for Tenure and Promotion.

Revisions to Faculty Standards

The Faculty Standards Committee of Applied and Technical Studies met on December 9 to consider the recommendations and suggestions. The following provides details on the response to the December 8, 2022 memo, accompanied by a revised version of the Standards for Tenure and Promotion (both track changes and clean copy).

1. The Faculty of Applied and Technical Studies' commitment to Indigenization and Equity, Diversity and Inclusion are addressed through a statement of recognition at the beginning of our Faculty Standards as well as captured in the statements on the Declaration of the Rights of Indigenous Peoples Act and the TRC Calls to Action and Diversity, Equity and Inclusion from the *Principles* in the Letter of Agreement (2022-2023) between SkilledTradesBC (formerly known as the ITA) and UFV.
2. Teaching and Learning Criteria – bullet (e): taking into consideration the suggestion from the FSC to make this more inclusive this criteria was revised to: "Demonstrate cross-cultural inclusivity of individuals, narratives, and practices, including creating inclusive learning environments for diverse students."
3. Teaching and Learning Criteria – bullet (k):
 - It was decided to leave this statement as "Consideration of Indigenous ways of knowing and being into course content and/or activities." This is viewed as an active statement that is also more inclusive of the role of faculty in Applied and Technical Studies, many of who are teaching curriculum that is aligned with SkilledTradesBC program outcomes.
 - As per the suggestion this bullet was moved after e) to better connect with the previous statement
4. "Scholarship Criteria" - Paragraph 4: taking into consideration the suggestion from the FSC to better align with examples of scholarly activities revised to: "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 *which may include input from qualified community members*" (new



wording in italics).

5. "Scholarship Criteria" - bullet (h): as per FSC suggestion for additional inclusivity, revised to: "Engaging in research and scholarship that involves and/or benefits communities both local and global."

6. "Scholarship Criteria" - bullet (k):

- It was decided to leave this statement as "Investigating the implementation of Indigenous ways of knowing and being into your professional practice." As stated this criteria gives the faculty member on their scholarly journey the agency to do this work that is not there if revised to "Implementation of Indigenous ways of knowing and being into your professional practice."
- As per the suggestion this bullet was moved after e) to better connect with the previous statement.

7. "Service Criteria" – bullet (a): It was decided to leave this statement as "Participation on a committee" and not state the leadership component here as it is addressed in the General Standards for Each Rank section.

8. "Service Criteria" – bullet (g): revised to "Active participation in Indigenous community building activities and events." as suggested.

9. As suggested, to connect the criteria on Indigenization to the General Standards for Each Rank the following statements were added to the Teaching sections:

- Assistant Professor, Teaching, Minimum Requirements: "Begins to deliver programs that are culturally responsive and supportive of Indigenous students' success."
- Associate Professor, Teaching, Minimum Requirements: "Incorporates programs that are culturally responsive and supportive of Indigenous students' success."
- Full Professor, Teaching, Minimum Requirements: "Provides mentorship in delivering programs that are culturally responsive and supportive of Indigenous students' success."

10. While reviewing the Standards an additional revision was identified in the General Standards for Each Rank, Associate Professor, Teaching, Minimum requirements which will provide added clarity for those faculty who may not have active industry connections in such fields as theoretical physics:

- "Practicing at the top level of their field with substantial experience, utilizing best practices recognized *within their discipline and/or by industry*" (revision in italics).

Faculty of Applied and Technical Studies **Standards for Tenure and Promotion**

Preamble

The Faculty of Applied and Technical Studies recognizes principles of Indigenization, equity, diversity, and inclusion in the assessment of teaching and learning, scholarly activities, and service. Our Faculty operates in alignment with the Principles in the 2022/23 Letter of Agreement between UFV and Skilled Trades BC (formerly ITA);

DRIPA and TRC Calls to Action

ITA and UFV, together with system partners, proactively seek and provide equitable opportunities for Indigenous people to access quality trades education on or off-campus, and deliver programming that align with the *Declaration on the Rights of Indigenous Peoples Act (DRIPA)* and the *Truth and Reconciliation Commission (TRC) Calls to Action*. They support and deliver trades programs that are culturally responsive, supportive of Indigenous students' success, and help close socio-economic gaps so all can participate in a prosperous community and economy.

Diversity, Equity and Inclusion

ITA and UFV provide trades programs and learning spaces that are inclusive and welcoming to indigenous people, women, youth, equity-deserving and under-represented groups reflective of BC's diverse population.... The system commits to remove barriers where possible to support the success of all groups in the trades.

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, including creating inclusive learning environments for diverse students.
- f) Consideration of Indigenous ways of knowing and being into course content and/or activities.
- g) Utilization of, and reflection on, effective methods and professional practices.
- h) Demonstration of responsiveness to changing and diverse student learning needs.
- i) Demonstrable environment in which students develop and use their powers of discovery and innovation.
- j) Development of learning materials and teaching methods that can be more broadly adopted outside of the university.
- k) 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 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 which may include input from qualified community members. 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, is achieved on many levels and avenues. Scholarly activities in the Faculty of Applied and Technical Studies may include, but is 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) Engaging in research and scholarship that involves and/or benefits communities both local and global.
- i) Investigating the implementation of Indigenous ways of knowing and being into your professional practice.
- j) Collaboration with industry for student benefit.
- k) A letter of assessment or testimonial from colleagues, professional associations or other experts in the field.

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) 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 Begins to deliver programs that are culturally responsive and supportive of Indigenous student success. 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

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Associate Professor:

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 within their discipline and/or 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 • Incorporates programs that are culturally responsive and supportive of Indigenous student success. • 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)

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 Provides mentorship in delivering programs that are culturally responsive and supportive of Indigenous student success. 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



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

