

AGENDA

Faculty Standards Committee

Wednesday, November 8, 2023 - 2:30 PM

Abbotsford campus, Room A225

Page

1. CALL TO ORDER and TERRITORIAL ACKNOWLEDGEMENT

2. APPROVALS

2.1. Agenda

MOTION: That the FSC approve the agenda as presented.

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2.2. Minutes

MOTION: That the FSC approve the Sept 13, 2023 minutes as presented.

3. BUSINESS ITEMS

7 - 15

**3.1. Faculty of Education, Community, and Human Development
Standards for Tenure and Promotion**

MOTION: That FSC recommend to Senate approval of the Faculty of Education, Community, and Human Development Standards for Tenure and Promotion as presented.

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

4. INFORMATION ITEMS

23 - 24

4.1. Memos from FSC

- Business and Computing Standards for Tenure and Promotion
- Standards for Tenure and Promotion for Department of Geoscience; and Department of Planning, Geography, and Environmental Studies

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4.2. Senate – October 20, 2023

- Terms of Reference

4.3. Senate Governance Committee Items – Sept 26, 2023

- Terms of Reference

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4.4. Membership 2023-2024

4.5. Announcements

5. ADJOURNMENT

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Next Meeting: December 6, 2023 at 2:30pm in Room A225



**Draft Minutes
Faculty Standards Committee**

Wednesday, September 13, 2023 - 2:30 AM
Abbotsford campus, Room A225

Invited: Tracy Ryder Glass (Chair), Awneet Sivia, Garry Fehr, Hannah Celinski (blonde curly hair), Ian Rocksborough Smith, Lisa Almos, Mary Saudelli, Tetsuomi Anzai, Melinda Saretzky (recorder)

Regrets: Carl Janzen, Sheryl MacMath

1. CALL TO ORDER and TERRITORIAL ACKNOWLEDGEMENT

Quorum confirmed.
Territorial acknowledgment given and a warm welcome was given to all the returning and new members.

2. APPROVALS

2.1. Agenda

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

2.2. Minutes

An update was provided on the status of the Terms of Reference which are scheduled to go to Senate Governance Committee on Sept 26 and Senate on Oct 20, noting the name change from AVP, Indigenous to AVP, Xwexwilmexwawt

MOTION: That the FSC approve the May 31, 2023 minutes as presented.
G. Fehr/2nd T. Anzai.
Carried.

3. BUSINESS ITEMS

3.1. Vice-Chair election

The Chair called for expressions of interest noting the expectations are to attend the agenda prep meeting and to chair meetings in the Chair's absence.

Faculty Standards Committee
September 13, 2023

Sheryl MacMath noted her interest in the Vice-Chair position via email.

MOTION:

THAT FSC approve Sheryl MacMath as Vice-Chair of FSC for the 2023-2024 academic year.

H. Celinski./2nd G. Fehr.

Carried.

3.2. Faculty Service Excellence Awards Selection Committee

The Chair called for expressions of interest for two faculty members noting that the expectations include reviewing nomination packages and meeting one or two times between Dec/Jan.

Hannah Celinski and Ian Rocksborough-Smith put their names forward.

Composition:

Chair	Tracy Ryder Glass	ongoing
Faculty #1	Corina Rochon	2 yr term ending July 2024
Faculty #2	Hannah Celinski	2 yr term ending July 2025
Faculty #3	Ian Rocksborough-Smith	2 yr term ending July 2025
Faculty #4	Jon Thomas (Non-FSC Member)	2 yr term ending July 2024
Staff	Madison Soriano	2 yr term ending July 2024
Student	TBD	1 yr term ending July 2024

MOTION:

That the Faculty Standards Committee approve the following as members of the Faculty Service Excellence Award Selection Committee Hannah Celinski and Ian Rocksborough-Smith for 2yr terms ending July 2025.

Awneet/2nd Tetsuomi.

Carried.

3.3. Update on the Review Schedule

Reviewing the Agriculture Technology Standards today and will review the Faculty of Education, Community, and Human Development Standards in October.

A memo will be sent to each of the Deans of Faculty of Science and Faculty of Business and Computing regarding the expectation to bring forth revisions or new Standards for the Faculty of Business and Computing, Dept of Geosciences, and Dept of Planning, Geography, and Environmental Studies.

It was noted that the FSC is currently reviewing the University Wide Principles and the FSC will plan to complete the review before the next round of 5-year reviews of the Standards.

3.4. Agriculture Technology Standards for Tenure and Promotion

The FSC provided additional EDI and Indigenization recommendations regarding the Agriculture Technology Standards for Tenure and Promotion to the Dean on May 4, 2023. Revisions were received and the recommendations were incorporated.

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

H. Celinski/2nd T. Anzai.

Discussion:

- Progressions between the ranks was noted
- Carried.

It was also noted that a key aspect for the dossier would be to faculty development would go under service or scholarly activity and perhaps some guiding principles could be embedded in the process, such as 'Kickstart'.

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

A review of the University Wide Principles has begun and among other things, the FSC will endeavour to include additional EDID and Indigenization components. The Principles provide a starting block for Academic areas to review and update their Standards for Tenure and Promotion to ensure they are relevant for current and future Faculty.

The FSC considered multiple components of which to review the Principles.

ACTION: Tracy: Will look at the broader comments provided during today's meeting and will forward the list to the FSC for consideration.

4. INFORMATION ITEMS

4.1. Senate Items – June 2, 2023

- FSC Annual Report

4.2. 2023-2024 Meeting Schedule

4.3. Terms of Reference

4.4. Membership

4.5. Announcements

5. ADJOURNMENT

Faculty Standards Committee
September 13, 2023

3:31 adjourn.

Next Meeting: October 11, 2023 at 2:30pm in Room A225



MEMO

To: Faculty Standards Committee
From: Dr. Allyson Jule, Dean of the Faculty of Education, Community, and Human Development (FECHD)
CC: Angie Reid, FECHD Committees Assistant
Date: 2023-11-01
Re: The new Rank and Tenure Criteria for the Faculty of Education, Community, and Human Development

This document outlines the rank and tenure criteria for the newly formed Faculty of Education, Community, and Human Development (FECHD).

The criteria align with all UFV's university-wide principles for rank and tenure with particular attention paid to ensure that the principles of equity, diversity, inclusion, and decolonization (EDID) and Indigenization are also fore fronted.

FECHD is committed to ensuring that all courses, faculty, and students recognize the inherent human dignity of all peoples and value the seeking, honouring, and showcasing of diverse knowledges, skills, worldviews, and experiences. Paragraph 4 of the document describes this focus as does Table 1 on p. 6 and Table 2 on p. 7.

The evidence of scholarship has been widened to embrace the variations of scholarship now in use.

This document was approved by Education, Community, and Human Development Faculty Council on September 8, 2023.

Rank and Tenure Criteria Faculty of Education, Community, and Human Development (FECHD)

UFV is situated on the homelands of the Stó:lō (meaning River) Peoples in what is now referred to as the Fraser Valley. The Stó:lō Peoples have an intrinsic relationship with Stó:lō Temexw (our world; our land); therefore, we express our gratitude and respect for the honour of working in this place. We strive to support Indigenous learners, and we seek to incorporate Indigenous Ways of Knowing into the work of FECHD.

This document is aligned with the *Principles for the Establishment of Faculty Standards and Criteria for Tenure and Promotion* established by Senate, as well as the Letter of Understanding between UFV and the UFV Faculty and Staff Association regarding rank and tenure (2014). Its primary purpose is to guide faculty members in the tenure and promotion process, ensuring that their applications for tenure and promotion are comprehensive, yet not unduly onerous. FECHD views this process not only as an evaluative process, but also a celebratory one. It is important that UFV honour the contributions of faculty in their support for students and in their generating of various knowledges that help make society a better place for everyone.

It is important to note that the process outlined here for rank and tenure aligns with UFV's university-wide principles for rank and tenure.

- A commitment to academic freedom;
- Primacy of teaching and learning;
- Respecting disciplinary diversity while ensuring fair comparison amongst faculty;
- Alignment with the Mandate and Mission of the University;
- Standards must be defined with national and international contexts;
- Standards must be fair, transparent, and non-discriminatory;
- Standards demonstrate flexibility and multiple pathways for tenure and promotion;
- Standards must include peer review; and,
- Standards must be subject to periodic review.

Beyond attention to the aforementioned principles, when developing these criteria, particular attention was paid to ensuring that the principles of equity, diversity, inclusion, decolonization (EDID), and Indigenization remained at the forefront. FECHD is committed to ensuring that all courses, faculty, and students recognize the inherent human dignity of all peoples and value the seeking, honouring, and showcasing of diverse knowledges, skills, worldviews, and experiences; engaging with diversity often leads to greater competence making it an ongoing priority. To that end, it is critical that all faculty are engaged in both personal and professional action to address colonial injustices (e.g., critiquing and reducing the harm and trauma caused by colonial processes and structures); incorporate Indigenous content and worldviews; recognize decolonizing possibilities as a generative space that reimagines what it means to engage in academia; and incorporate anti-racist and anti-oppressive pedagogies, content, and voices into their teaching, scholarship, and service.

FECHD prioritizes the critical evaluation of evidence in addition to the accumulation of evidence. While the length of time spent engaged in teaching, scholarship, and service has value, value is also placed on the quality of that time. For example, while the number of service committees a candidate has been on should be noted, it is the type of work that a candidate engages in while on those committees that matters most. As such, the expectation is that the dossier privileges the showcasing of the strongest pieces of evidence towards teaching, scholarship, and service with a clear and critical justification as to why those pieces are the strongest indicators of performance at the level of assistant, associate, or full professor. To this end, where appropriate, these criteria detail how to maximize the critical evaluation of evidence and minimize repetition.

These criteria recognize that the faculty, departments, and schools within FECHD are diverse, with differing expectations around external standards and stakeholders, and academic and non-academic experiences. These criteria aim to illustrate these differences, providing examples that are inclusive of such a range of areas.

FECHD also recognizes that the process of rank and tenure is, itself, a colonial and racialized process (e.g., hierarchical in nature, requires the candidate to boast about their accomplishments, privileges peer-reviewed systems, values quantitative and competitive systems, etc.). As such, it is important that the rank and tenure process supports alternative pathways that can often better align with multiple worldviews, especially Indigenous ways of knowing and being. This involves welcoming evidence that takes multiple forms, including videos, storytelling, community work, and fine arts. It also involves encouraging evidence and support from a variety of communities, including local and/or global Indigenous communities. This can be especially important for Indigenous faculty members as promoting one's own accomplishments can often go against traditional teachings and ways of being. It is the responsibility of the Dean's Office, DRC, and URC to find ways to best support all faculty, especially equity deserving and Indigenous candidates working through rank and tenure, to minimize the harm that may be experienced in colonial and racialized processes such as rank and tenure.

Minimal Education and Professional Requirements

The minimum requirements for appointment to and continuation throughout the levels of rank and tenure are: (a) a level of education appropriate to the field (e.g., a terminal degree), or (b) a suitable combination of education, professional credential, and related professional experience, where such a combination constitutes the generally accepted standard in the field.

Assistant Professor

The rank of Assistant Professor denotes a **minimum participation** that is recognized at the time of appointment as appropriate to the field. Faculty members with this rank are usually at the beginning stages of their academic career. As such, an Assistant Professor must demonstrate a **willingness and eagerness** to develop personally and professionally in the areas of EDID and Indigenization across all three areas (teaching, scholarship, and service). In addition, an Assistant Professor must:

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

Participation is the base level needed for the rank of Assistant Professor. Participation involves a willingness and enthusiasm for learning. It involves a willingness to plan, solicit, and incorporate feedback, and show acceptable (good) student evaluations related to their teaching. It involves beginning levels of participation in scholarship. This may mean an emphasis on professional development, with some involvement in collaborative scholarship. In relation to service, it means the willingness to be involved in service that may not require significant preparation. For example, the faculty member attends an event, reads, or prepares materials that enable them to participate in discussions.

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. At this point, an Associate Professor engages in **meaningful** personal and professional learning in the areas of EDID and Indigenization that are being **included** in at least two areas (teaching, scholarship, or service). In addition, an Associate Professor must:

- a. demonstrate **proficiency** in teaching and provide evidence of effectiveness, creativity, and meaningful reflection on teaching and the support of student learning that supports students' own process of discovery and application and set an example of ethical and inclusive practice for students in the pursuit, construction, and application of knowledge;
- b. have an **established** record of achievement within a clearly identifiable program (e.g., over three to five years) of scholarly activities that includes critical review by peers in the dissemination of one's research, scholarship, or creative work through professional networks appropriate to the field of practice; and,
- c. have an established record of **sustained and meaningful** contributions of service to the University, the academic community, and/or the community at large.

Meaningful and sustained contributions signify the rank of Associate Professor. This would involve demonstrating continued improvement in teaching (demonstrated through student evaluations and colleague observations), as well as the implementation of research-supported pedagogies that advance the discipline. In the area of scholarship, there is an identifiable area(s) of expertise that has been recognized through peer or community review, depending on the discipline. For service, it means involvement in departmental or faculty leadership, contributions to community and/or university-wide committees, and possible engagement with local communities.

Full Professor

Promotion to Full Professor recognizes the **exceptional** contributions of faculty members in teaching, scholarly activities, and service. A Full Professor **mentors** UFV colleagues and the community at large in EDID and Indigenization while continuing their ongoing personal and professional learning in these areas. In addition, a Full Professor must:

- a. be recognized by students and peers for **distinguished and innovative** teaching that contributes to enriching UFV's pedagogical practices through curriculum development and **mentorship** of peers in relation to teaching;
- b. have attained **distinction** and wide recognition in their scholarly activities, including the completion of a terminal degree; and,
- c. have an established record of substantial and meaningful contributions in service that result in university-wide and/or community **capacity building and leadership**.

Leadership, mentorship, and academic achievement signify the rank of Full Professor. In relation to teaching, this means that, within their discipline, a faculty member is recognized as a pedagogical leader, providing instruction within the university, the profession, and/or community on innovative pedagogies. In relation to scholarship, it means substantial community and peer review recognition in specified areas; this recognition may be national or international. In relation to service, it requires significant preparation and time commitment to the institution and/or beyond. For example, the faculty member might chair a university-wide committee or professional association.

Developing the Dossier¹

When moving from the level of Assistant to Associate Professor, or Associate to Full Professor, faculty are required to create their dossier. In line with the LOU with UFV's Faculty and Staff Association, this dossier should include:

- a. **Statement of the Case for Tenure and/or Promotion.** This part of the dossier will consist of a candidate statement (1,000 to 1,500 words), written in the form of a case made to a jury of one's peers, as to why the candidate should receive tenure and/or promotion. This statement should clearly reference how they have moved from the descriptive level of one rank (e.g., participation for Assistant or meaningful and sustained for Associate) to the descriptive level of the next rank (e.g., meaningful and sustained for Associate or leadership and mentorship for Full). In doing so, the candidate should reference specific material in the dossier. This should be thought of as an introduction to the dossier and what the candidate wants readers to note. The candidate may include information on any special factors that may have limited their productivity in teaching, scholarship, or service, such as personal circumstances, expectations of particular appointments (e.g., research chairs holding teaching appointments), or lack of access to adequate resources or facilities.

¹ It is important to note the dossier should be numbered with a comprehensive table of contents provided at the beginning.

- b. ***Candidate's Profile for Assessment.*** In accordance with Article 12.7, the candidate will declare the relative weight (in terms of percentage point) they wish to have applied to teaching; research, scholarly and/or creative activities; and service, when the application for promotion is assessed. For a total of 100%, a minimum of 60% (to a maximum of 70%) of the assessment must be accorded to teaching; a minimum of 10% to either scholarship or service; and a maximum of 30% to the remaining component. This section of the dossier should clearly identify how the candidate interpreted the main descriptors for each rank (e.g., participation, meaningful and sustained, leadership and mentorship) in relation to percentage. When deciding on 10% or 20%, the candidate should reference both the quantity of their contributions (as found in their CV), as well as the sustained nature (e.g., recognition beyond three years) of those contributions.
- c. ***Curriculum Vitae.*** The candidate is required to use the UFV template for their CV. This CV should be up-to-date and comprehensive. While the Review Committees will focus on the evidence provided during the candidate's appointment at UFV, it should detail all teaching, scholarship, and service for the candidate's academic career. This is not a highlights version of a CV. By using the UFV template, the candidate will be including lists of all teaching, scholarship, and service contributions. As such, the required 'lists' outlined in the LOU with the UFV Faculty and Staff Association will be included in the CV. Consequently, candidates DO NOT need to replicate this information in the rest of the dossier.
- d. ***Evidence in Relation to Teaching.***
- a. ***Statement of Teaching Philosophy.*** Using approximately 500-1000 words, the candidate outlines their objectives in teaching and learning, as well as the methods and means of achieving and evaluating those objectives.
 - b. ***Justification of Teaching Evidence.*** Using no more than three pages, the candidate highlights key pedagogies and/or experiences that they have used in their teaching that provides evidence of the rank for which they are applying. Any accompanying examples should be provided in an appendix (separate from course outlines). The key word for this section is 'justification.' This is not a listing, but a description of specific evidence and how that evidence illustrates the rank the candidate is trying to achieve. This section is specifically about quality as opposed to quantity. Look to the table below for a description of what *must be* demonstrated by rank; the candidate is trying to explain how these specific examples of teaching meet the descriptions of the rank for which they are applying.
 - c. ***Course Outlines.*** As required by the LOU, there needs to be an appendix with the most recent course outlines used in the last five years. Please note: no course outline should be repeated, only the most recent for each. These course outlines should appear in an appendix of the dossier.
 - d. ***Peer and Student Evaluations.*** As required by the LOU, student evaluations for every course taught up to the application for tenure, as well as peer evaluations for at least one course per semester up to the application for tenure. For promotion to Full Professor, all required student evaluations (as per Article 13.5) and student evaluations for a representative sample of courses taught in the two years

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preceding application for promotion, and peer evaluations for at least one course per semester in the two years preceding application for promotion. These evaluations should appear in two appendices of the dossier.

Table 1: Descriptions of Evidence of Teaching by Rank

These descriptions of teaching evidence by rank are **required** for promotion.

Assistant Professor Participation Focus	Associate Professor Meaningful and Sustained Contributions	Full Professor Leadership and Mentorship	Potential Sources of Evidence (beyond those already noted)
<ul style="list-style-type: none"> ✓ Teaching demonstrates the potential to engage students with course content using scholarly teaching pedagogies (learner centred environment). ✓ Provides timely and constructive feedback that supports student's learning. ✓ Teaching attempts incorporating EDID and Indigenization activities. ✓ Strong knowledge base that is recognized by students and peers. 	<ul style="list-style-type: none"> ✓ Promotes creative and critical explorations of course content. ✓ Develops courses/activities that expand students' abilities to think critically around issues related to EDID and Indigenization. ✓ Demonstrates scholarly teaching pedagogies recognized as evidence of best practice in that discipline. ✓ Shares research on scholarly teaching practice and links that to course content/activities that demonstrate connections between course content/activities and ILOs. ✓ Involved in course creation/revision and student mentorship (formal or informal). 	<ul style="list-style-type: none"> ✓ Teaching is recognized as an exemplar of scholarly practice (along with references to support). ✓ Champions EDID and Indigenization principles throughout assessments, learning activities, and resources used. ✓ Acts as a model and mentor for other instructors/faculty and community. ✓ Contributes to the development of stronger scholarly teaching practices at UFV. ✓ Experiments and shares innovative teaching practices that contribute to and advance the field or discipline. ✓ Involved in program creation/development, supervision, and mentorship. 	<ul style="list-style-type: none"> ✓ Informal feedback or notes from students and/or colleagues (including graduates). ✓ Example assignments from students (with their permission). ✓ Examples of feedback to students. ✓ Descriptions of lessons and/or assignments. ✓ Resources the candidate has developed. ✓ Videos, stories, and case studies. ✓ Reflections and learnings related to the candidate's teaching, course development, advising, and/or mentoring. ✓ Artifacts designed for instruction. ✓ Descriptions of collaborations with colleagues. ✓ References to scholarship of teaching and learning and how that has been incorporated into the classroom. ✓ Presentations that have been created and given. ✓ Letters of recommendation from colleagues, Indigenous educators, and community members.

d. Evidence in Relation to Scholarship.

- a. *Discussion of Scholarship.* Using no more than three pages, candidate chooses specific examples of scholarship to illustrate how they have moved from a level of participation to meaningful and sustained contributions (or leadership and mentorship). Look to the table below for a description of what *must be* demonstrated by rank; candidates are trying to explain how these specific examples of scholarship meet the descriptions of the rank for which they are applying. This discussion should illustrate the candidate's growth in scholarship

and research. The candidate should be specific when referencing the examples they choose to include. These examples should be placed in their own Appendix. As the CV demonstrates the quantity of their scholarship, this section (and accompanying examples) should focus on their growth, why the pieces they chose represent their application for rank, and in relation to the percentage weighting they have given to scholarship. The candidate should be clear on those projects that were collaborative.

Table 2: Descriptions of Evidence of Scholarship by Rank

These descriptions of scholarship evidence by rank are **required** for promotion.

Assistant Professor Participation Focus	Associate Professor Meaningful and Sustained Contributions	Full Professor Leadership and Mentorship	Potential Sources of Evidence (beyond those already noted)
<ul style="list-style-type: none"> ✓ Demonstrates interest in specific areas related to their discipline. ✓ Develops scholarly networks and collaborations. ✓ Begins to contribute to reviewed (possibly also peer reviewed) conferences and publications. ✓ Seeks professional development in their academic discipline, including in relation to EDID, Indigenization, and belonging. ✓ Participation in conferences and workshops. 	<ul style="list-style-type: none"> ✓ Substantive evidence of being accepted by a community of peers in and beyond UFV through peer-reviewed publications, applied formats, and/or presentations. ✓ Evidence of systematic engagement in a scholarly program to generate significant results. This may look different when weighted at 10% (e.g., 3 – 5 conference, panel, or community presentations; 2 – 3 co-authored journals, chapters, or manuals vs 20% (lead authorship, additional publications, and presentations). 	<ul style="list-style-type: none"> ✓ Offers substantial and sustained contributions that influence researchers and/or the body of knowledge in one’s field with national (10%) and international (30%) recognitions in the form of invitations, collaborations, citations, or awards, including internal (10%) and/or external grants (30%). ✓ Leadership as evidenced by mentorship, peer reviewing, editing, and organizing scholarly events. ✓ Leadership and mentorship (formal or informal) to colleagues and community in EDID, Indigenization, and Belonging. 	<ul style="list-style-type: none"> ✓ Copies of articles or chapters. ✓ Presentations that have been given. ✓ Recognition from colleagues in the profession/discipline. ✓ Descriptions of how the candidate supported students through mentorship or supervision. ✓ More detailed descriptions of research grants, community work, or collaborative research projects ✓ Media recognition of scholarship. ✓ Videos, visual artifacts.

e. Evidence in Relation to Service.

- a. *Discussion of Service.* Using no more than three pages, the candidate chooses specific acts of service that best illustrate their move from participation to meaningful and sustained contributions (or leadership and mentorship). Look to the table below for a description of what *must be* demonstrated by rank; the candidate is trying to explain how these specific acts of service meet the descriptions of the rank for which they are applying. Any examples that the candidate references can be added to an appendix in the dossier. The CV lists the breadth (by department, faculty, university, and community) and quantity of a candidate’s service. This section is for the candidate to elaborate on how their involvement in those acts of service resulted in action/change/creation. Emphasis should be placed on how those acts of service align with the Mission and Mandate of the University, as well as the candidate’s commitment to EDID and

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Indigenization. Be sure to discuss this evidence in relation to the percentage weighting given to service.

Table 3: Descriptions of Evidence of Service by Rank

These descriptions of service evidence by rank are **required** for promotion.

Assistant Professor Participation Focus	Associate Professor Meaningful and Sustained Contributions	Full Professor Leadership and Mentorship	Potential Sources of Evidence (beyond those already noted)
<ul style="list-style-type: none"> ✓ Demonstrates the potential for collegial involvement not requiring significant preparation. ✓ Service may reflect service to department, faculty, and/or community. ✓ Service demonstrates readiness and contribution to discussion. 	<ul style="list-style-type: none"> ✓ Service requires significant preparation and time commitment that demonstrates how that participation resulted in actionable change. ✓ Service is provided on UFV committees at a minimum of the faculty council level. ✓ Service also involves contributions to professional organizations, UFV-wide committees, or local/national communities (for 30% the applicant is engaged in service to all of these). 	<ul style="list-style-type: none"> ✓ Service requires major responsibilities demonstrating leadership on UFV-wide committees, regional/national/international communities, and/or professional organizations. ✓ If you demonstrate leadership on one of the above it is 10%, two of the above is 20%, and 30% is all three. 	<ul style="list-style-type: none"> ✓ Letters of recommendation from colleagues. ✓ Examples of resultant work on committees. ✓ Letters from community members who have benefited from the candidate's service. ✓ Examples of presentations that have been given. ✓ Videos, artifacts, and visuals.



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.

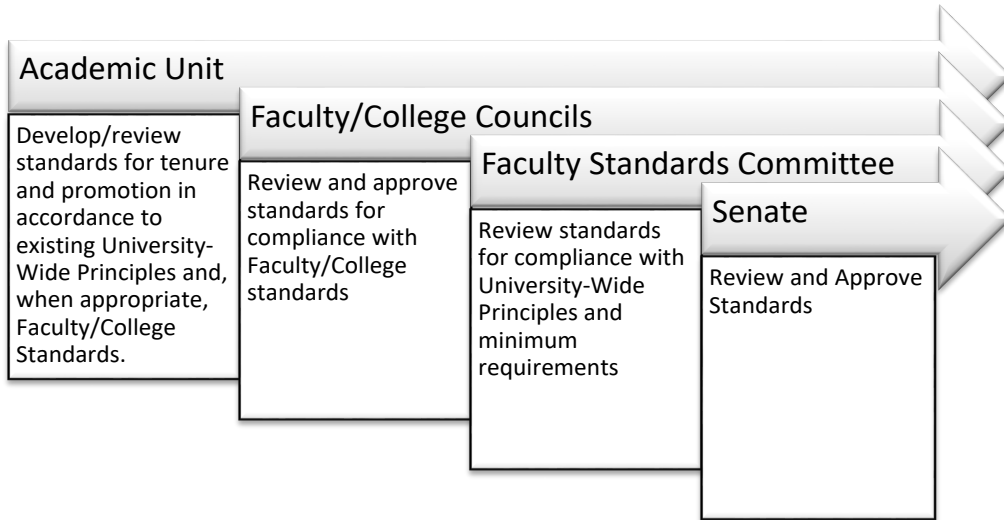
University-Wide Principles: University-Wide Principles for the Establishment and Review of Standards for Tenure and Promotion approved by the Senate.

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





MEMORANDUM

Faculty Standards Committee of Senate

To: Michael Hitch, Dean, Faculty of Science
From: Tracy Ryder Glass, Chair, Faculty Standards Committee
Date: September 12, 2023
Re: Standards for Tenure and Promotion for Department of Geoscience, and Department of Planning, Geography, and Environmental Studies

On behalf of the Faculty Standards Committee (FSC), I am writing regarding the Standards for Tenure and Promotion that the faculty from the Department of Geoscience, and the Department of Planning, Geography, and Environmental Studies (the Departments) will use going forward through the tenure and promotion process due to the recent restructuring of the School of Land Use and Environmental Change (SLUEC).

Currently, faculty from each of the Departments applying for tenure and promotion will indicate that their application should be reviewed against the School of Land Use and Environmental Change Standards for Tenure and Promotion until a new/revised set of Standards are approved by Senate. The approval process starts with each academic areas reviewing or creating new Standards for Tenure and Promotion against the University Wide Principles for the Establishment and Review of Standards for Tenure and Promotion (University Wide Principles), then after Faculty Council approval is received, they are submitted to the FSC for review with a final recommendation submitted to Senate for approval.

Therefore, the FSC will expect each of the Departments to review and submit a revised version (or a new version) in the near future. In the meantime, please respond to this memo by October 3, 2023, with expected timelines. When submitting documents for FSC to review, please submit a cover memo and a word version of the Standards, and if applicable, with track changes.

Documents and resources: <https://www.ufv.ca/senate/standing-committees/fscs/>



MEMORANDUM

Faculty Standards Committee of Senate

To: Chris Schinckus, Dean, Faculty of Business and Computing
From: Tracy Ryder Glass, Chair, Faculty Standards Committee
Date: September 14, 2023
Re: Faculty of Business and Computing Standards for Tenure and Promotion

On behalf of the Faculty Standards Committee (FSC), I am writing regarding the Standards for Tenure and Promotion that your faculty will use going forward through the tenure and promotion process due to the recent change of name from the Faculty of Professional Studies to the Faculty of Business and Computing (FBC).

Currently, faculty from the Faculty of Business and Computing applying for tenure and promotion will indicate that their application should be reviewed against the Faculty of Professional Studies Standards for Tenure and Promotion until a new/revised set of Standards are approved by Senate. The approval process starts with the academic area reviewing the Standards for Tenure and Promotion against the University Wide Principles for the Establishment and Review of Standards for Tenure and Promotion (University Wide Principles), then after Faculty Council approval is received, they are submitted to the FSC for review with a final recommendation submitted to Senate for approval.

Therefore, the FSC will expect your area to review and submit a revised version (or a new version) in the near future. In the meantime, please respond to this memo by October 3, 2023, with an expected timeline. When submitting documents for FSC to review, please submit a cover memo and a word version of the Standards, and if applicable, with track changes.

Documents and resources: <https://www.ufv.ca/senate/standing-committees/fscs/>



Faculty Standards Committee of Senate Terms of Reference

MANDATE

The Faculty Standards Committee advises Senate on matters related to standards for faculty tenure and promotion. The work of the Committee is in accordance with the Collective Agreement. The Committee ensures that the Mandate, Vision, Mission, and Values of the University are integrated into the Standards for Tenure and Promotion. As such, the Committee values diverse teaching, scholarship, and service; community engagement; inclusive and equitable practices; and decolonization and Indigenization.

RESPONSIBILITIES

1. Review university-wide principles for the establishment and review of standards for tenure and promotion at least once every five years.
2. Review standards recommended by Faculties/College, provide feedback to Faculties/College, and make a recommendation to Senate to ensure consistency with university-wide principles.
3. Initiate the review of the standards of individual Academic Units at least once every five years.
4. Advise Senate on policies and other matters related to faculty standards.
5. To ensure membership of the Faculty Service Excellence Award committee as required by the terms of reference set out by the Senate Awards and Honours committee.
6. Other related duties as assigned by Senate.
7. Provide annual written reports to Senate.
8. Review its terms of reference and membership composition annually and make any recommendations for revisions to Senate.

COMPOSITION

Chair

- Provost or designate

Vice Chair

- A voting member of the committee, nominated and approved by the committee.

Voting Members

The committee should have a majority of faculty members, approved by Senate, at least one of whom shall be a member of Senate.

- Seven faculty members, one from each Faculty, at least one of whom is a senator
- Two Deans or Associate Deans, approved by Senate
- Associate Vice-President, Research, Engagement and Graduate Studies
- Associate Vice-President, Teaching and Learning
- One student, approved by Senate

Ex-Officio non-voting members

- AVP, Xwexwílmexwawt (or designate)
- Director, Equity, Diversity, and Inclusion (or designate)



FACULTY STANDARDS COMMITTEE OF SENATE MEMBERSHIP 2023-24

AREA REPRESENTED	TERMS OF OFFICE	MEMBER
Ex-Officio Voting Member		
Provost & Vice-President, Academic (or designate)	Ongoing	Tracy Ryder-Glass
Voting Members		
<i>7 faculty members, one from each faculty, at least one from Senate</i>		
Faculty of Education, Community, and Human Dev (senator)	08-01-2022 to 07-31-2025	Sheryl MacMath
Faculty of Health Sciences	08-01-2023 to 07-31-2025	Lisa Almos
Faculty of Humanities	08-01-2023 to 07-31-2025	Ian Rocksborough-Smith
Faculty of Business & Computing	08-01-2022 to 07-31-2024	Carl Janzen
Faculty of Science	08-01-2023 to 07-31-2025	Cynthia Loten
Faculty of Social Sciences (senator)	08-01-2021 to 07-31-2024	Hannah Celinski
Faculty of Applied & Technical Studies	08-01-2023 to 07-31-2025	Vacancy
Student	08-01-2023 to 07-31-2025	Vacancy
<i>2 Deans or Associate Deans</i>		
Dean or Associate Dean	08-01-2021 to 07-31-2024	Tetsuomi Anzai, Associate Dean, College of Arts
Dean or Associate Dean	08-01-2023 to 07-31-2026	Mary Saudelli, Associate Dean, FECHD
Associate Vice-President, Research, & Graduate Studies	Ongoing	Garry Fehr
Associate Vice-President, Teaching and Learning	Ongoing	Awneet Sivia
Ex-Officio Non Voting Member		
AVP, Xwexwilmexwawt (or designate)	Ongoing	Shirley Hardman
Director, Equity, Diversity, and Inclusion (or designate)	Ongoing	Sundeep Hans
Administrative Support (non-member)		
Office of the Provost and Vice-President, Academic		Melinda Saretzky

CURRENT MEMBERSHIP: 12 voting members, 2 non-voting members

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

Current as of October 30, 2023