



Recommendations on University-Wide Principles
for the Establishment of Criteria for Faculty Standards
Faculty Standards Committee of Senate

PREAMBLE

The following document is intended to guide each academic unit in the development of standards and criteria for tenure and promotion according to the specified academic ranks (Assistant Professor, Associate Professor, and Full Professor). Academic Units will develop standards and criteria 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 and criteria established by the academic units at UFV are outlined.

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.

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 activities, scholarship, and creative activities that contribute to a distinctive body of knowledge within the discipline and/or field of study, including the scholarship of teaching and learning. Scholarly activities involve discovery, integration or synthesis, application of knowledge in ways that connect it to understanding and solving pressing social, civic and ethical problems.

Service: includes productive contributions meeting the needs of the one's department, faculty, and the institution, and to academic and regional communities. Faculty members may serve the university, their departments or programs, and their disciplines in a variety of ways, guided by the overall aim of directing, organizing, and/or enhancing the life and work of the university, their fields of study and practice, and/or the communities of the Fraser Valley.

Teaching and learning: includes engagement in classroom, laboratory, field, and community settings. It also involves student mentorship, supervision of individualized learning experiences, curriculum development, and related activities identified as significant within particular academic units (e.g. graduate instruction).

ACADEMIC RANKS

The following are provided as guidelines and minimum requirements for academic units in developing specific standards and criteria 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.

1. Assistant Professor

Faculty members at this rank are usually within the beginning stages of their academic career. They have demonstrated competency in instruction and the ability to improve on practices and strategies for engaging undergraduate students in teaching and learning.

They will have demonstrated, at minimum, a commitment to fulfilling the basic academic responsibilities in teaching and learning, scholarly activities, and service, as follows:

- a) Level of education appropriate to the field; 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;
- b) Evidence of teaching effectiveness and a commitment to excellence in teaching and learning;
- c) Evidence of potential and commitment to engage in scholarly activities; and
- d) Evidence of potential and commitment of 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.

Criteria for Associate Professor should stipulate the expectancy of a high level of sustained proficiency in undergraduate teaching 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.

An Associate Professor has matured into a mentor for students, and is facilitating the students' own process of discovery and application of what they learn. If applicable, graduate student supervision will also be considered. An Associate Professor will have shown potential as a mentor to peers within and

outside the university, and will have begun the study and sharing of effective practices in teaching, scholarly activities, and service.

While it is not yet expected that applicants for Associate Professor will have begun engaging with learning communities outside of the university, they are to be encouraged, as they move forward, to consider how best to disseminate knowledge and ideas to the public, external organizations, and other institutions, and through a variety of information sharing strategies. An Associate Professor sets an example of ethical practice for students in the pursuit, construction, and application of knowledge.

An Associate Professor will have established a record of productivity and achievement within an established program of scholarly activities. This will include dissemination of scholarly and creative work in forums of academic or equivalent review, and including appropriate forms of peer-review or equivalent assessment; and reflection on the impact of scholarship on teaching practice.

The faculty member will have established a record of sustained and meaningful contributions in service, including capacity building and leadership.

The faculty member has to provide evidence of fulfilling all criteria for the rank of Associate Professor as approved by Senate for that academic unit and demonstrate commitment to exceed the basic requirements as stated for Assistant Professor in the areas of teaching and learning, scholarly activities, and service, as follows:

- a) A record of effectiveness, innovation, creativity, understanding, and meaningful reflection in teaching and curriculum development;
- b) A record of sustained and productive scholarly activities; and
- c) A record of sustained and meaningful service to the University, and to the academic community and/or the community at large.

3. Full Professor

For promotion to the rank of Full Professor, the University places particular emphasis on the quality of work accomplished and meaningful contribution to the areas of teaching, scholarly activities and service distinctly beyond the rank of Associate Professor. A faculty member applying for Full Professor will provide evidence of sustained quality in effectiveness, innovation, creativity, understanding, and meaningful reflection in teaching and working with students.

Full Professors are respected by students and peers alike for substantial and distinguished teaching abilities, scholarly activities, service contributions, and ethical practice on regional, national and

international levels. Full Professors work in both individual and group settings to mentor students and guide their development as mature learners, critical thinkers, and leaders in their communities. Where applicable, graduate student supervision will also be considered.

The faculty member will have established a record of substantial and distinguished achievement in scholarly activities, as evidenced by substantial and distinguished achievement in the discipline; dissemination of scholarly and creative work in forums of primarily peer-reviewed or equivalent assessment; and sustained reflection on the impact of scholarship on teaching practice; and demonstration of distinction by colleagues from outside the university.

The faculty member will have established a record of substantial and meaningful contributions in service, including capacity building and leadership.

The faculty member will provide evidence of fulfilling all criteria for the rank of Full Professor as approved by Senate for that academic unit and demonstrate commitment to distinctly exceed the requirements as stated in this document for Associate Professor in the areas of teaching and learning, scholarly activities, and service, as follows:

- a) Demonstrated and documented distinction in teaching and learning;
- b) A record of sustained and productive scholarly activities that is recognized nationally and internationally; and
- c) A record of outstanding and significant service to the University, the academic community, and the community at large.

PRINCIPLES FOR THE ESTABLISHMENT OF FACULTY STANDARDS AND CRITERIA FOR TENURE AND PROMOTION

The following principles will guide the development of standards and criteria 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 criteria established by academic units must respect the institutional commitment to academic freedom and responsibilities, and they may not establish criteria that represent an impediment to the exercise of academic freedom.
2. **Primacy of Teaching and Learning**
 - a. Criteria for assessing rank and tenure for faculty must recognize the University of the Fraser Valley's commitment to the primacy of teaching and learning informed by scholarly activities.
 - b. Criteria established by academic units must clearly demonstrate that promotion requires increasing competency in teaching and learning.
3. **Respecting Disciplinary Diversity while Ensuring Fair Comparison Among Faculties**
 - a. Tenure and promotion criteria must consider the differences in the nature and purpose of different academic units.
 - b. Recognition must be given to multiple forms of teaching and learning, scholarly activities, and service.
 - c. The degree of accomplishment necessary for achieving promotion at each rank should be equivalent across academic units.
4. **Alignment with the Mandate and Mission of the University**
 - a. Criteria developed for teaching, scholarly activities, and service should be consistent with the mandate and mission of the university.
 - b. Criteria should be aligned with the goals of the Department/School and Faculty/College.
5. **Standards and Criteria Must be Defined within National and International Contexts**
 - a. Criteria must reflect the high quality and expectations of their disciplines, as informed by, when possible, best practices utilized nationally and internationally at comparable institutions.
 - b. Criteria must require a diverse body of evidence that reflects a high quality and meaningfulness of contribution for:
 - teaching and learning;
 - scholarly activities; and
 - service.

6. Criteria Must be Fair, Transparent, and Non-Discriminatory

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

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

- a. Criteria for tenure and promotion must establish minimum requirements in each category of teaching and learning, scholarly activities and service.
- b. Criteria must be sufficiently flexible and adaptable so as to accommodate different teaching and learning, scholarly activities, and service profiles.

8. Criteria Must Include Peer Review

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

9. Standards and Criteria are to be Subject to Periodic Review

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

Process for Development and Review of Faculty Standards and Criteria 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.

Criteria: Faculty Standards and Criteria for Tenure and Promotion.

FSC: Senate Faculty Standards Committee.

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

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

Process

1. Academic Unit will develop and periodically review its Criteria in accordance to existing University-Wide Principles and, when appropriate, Faculty/College Standards.
2. These Criteria will be submitted to the Faculty Council for review and approval.
3. If not approved by the Faculty, the draft Criteria will be returned for revision and re-submission.
4. Once approved by the Faculty Council, the draft Criteria will be submitted to the FSC for approval.
5. If not approved by the FSC, the draft Criteria will be returned for revision and resubmission.
6. Once approved by the FSC, the Criteria will be submitted to the Senate for approval.

Criteria 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 Criteria Developed by Academic Units

