# Agriculture Technology Department Standards for Tenure and Promotion

## Preamble

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

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

## Teaching and Learning Criteria

Successful teaching embodies a number of characteristics, achieved at the individual, classroom, and community level. Success in teaching in the Agriculture Technology Department includes, but 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 students' capacity for critical thinking
d) Creating inclusive classroom environments for diverse students, in particular those of equity seeking populations that have been historically marginalized due to their race, ethnicity, sexual orientation, gender, ability, and socio-economic status
e) Utilization of, and reflection on, effective methods and professional practices
f) Demonstration of responsiveness to changing and diverse student learning needs
g) Demonstrable environment in which students develop and use their powers of discovery and innovation
h) Development of learning materials and teaching methods that can be more broadly adopted outside of the university
i) Implementation of Indigenous ways of knowing and being into course content and/or activities

## Scholarship Criteria

Scholarly activity in the Agriculture Technology Department shall be recognized in areas of applied research. Scholarship of Teaching and Learning (SOTL) is also recognized as an area of scholarship that professors in our department may choose to engage. Successful scholarship in Agriculture Technology includes, but not limited to:

a)   Work that has been disseminated via industry-based newsletters, fact sheets, guides, or Ministry of Agriculture publications
b)   Peer-reviewed journal articles
c)   Supervision of students for directed studies, summer work placements, or in-course research activities
d)   Community engaged research, including on-farm field trials, surveys of commodity groups, industry-funded research
e)   Collaboration with industry for student benefit
f)   Creation of scholarly products such as training manuals and book chapters
g)   Implementation of Indigenous ways of knowing and being into professional practice

Every attempt should be made to involve students in applied research.

## Service Criteria

Successful service in the Agriculture Technology department may include, but not limited to:

a)   Participation on or leadership of a committee (UFV internal or external committee related to Agriculture Technology)
b)   Student recruiting, and mentoring
c)   Active participation and/or contribution to the academic unit *(including organization and operations of barn, greenhouse, outdoor classroom, and teaching lab)*
d)   Faculty and Staff Association service
e)   Support and participation in the work of industry associations
f)   Organizing conferences and other venues of intellectual exchange
g)   Representing department/institution at provincial or national organizations

## General Standards for each Rank

**Assistant Professor**:

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

| Rank | Teaching | Scholarship | Service |
|---|---|---|---|
| **Assistant Professor**<br><br>*Minimum Requirements* | Holds a Ph.D. or equivalent (including DVM) in a discipline that is foundational to agricultural production (includes (but not limited to) Animal Science, Plant Science, Pest Management, Soil Science, Botany, Entomology, Agrology, Ecology, Agricultural Economics, Agribusiness)<br>• On-farm production experience<br>• Prior experience teaching in either formal or informal setting (including grower outreach)<br>• Demonstrated commitment to, and development of learning activities and assessments that foster an atmosphere of discovery and academic growth<br>• Demonstration of academic or professional currency in one's teaching<br>• Sets an example of ethical practice for students in the pursuit, construction, and application of knowledge<br>• Begins to make contributions towards curriculum development<br>• Begins to incorporate Indigenous content into coursework | • Makes progress towards advancing applied research relevant to an agricultural sector<br>• Identifies and makes progress in expanding opportunities for Agricultural education to non-traditional students (SOTL)<br>• Includes activities that incorporates Indigenous ways of knowing | • Meaningful contribution to institutional service, especially at the department level Engagement in the wider community, with at least one agricultural sector |
| *Indicators of Success* | • Student evaluations<br>• Quality assignments, course materials, training manuals, exams<br>• Indigenization of course content, assessment and/or delivery | • Successful completion of courses or workshops<br>• Public media articles (e.g., a grower newsletter)<br>• Peer reviewed journal article or government publications<br>• Peer reviewed research funding awards | • Member at the Board level (including ex-officio) in a sector association or other agriculture related organization (e.g., Fraser Valley Invasive Species Society)<br>• Membership in related associations<br>• Presentations at grower meetings (e.g., Pacific Agriculture Show)<br>• Operations of either greenhouse, barn, outdoor classroom, or teaching lab – training and supervision of Program Technician in one of these specific areas |

**Associate Professor**:

An Associate Professor in the Agriculture Technology Department has demonstrated and documented a high level of proficiency in their undergraduate teaching career as an Assistant Professor at the time of application for promotion. A faculty member applying for Associate Professor will provide evidence of effectiveness, innovation, creativity, understanding, and meaningful reflection in teaching and working with students and engaging with agriculture sector.

| Rank | Teaching | Scholarship | Service |
|---|---|---|---|
| **Associate Professor**<br><br><br><br>*Minimum Requirements* | • Makes significant contributions towards curriculum development<br>• A record of effectiveness in, and ongoing reflection on teaching practices, evaluation, and ability to meet course and institutional learning outcomes<br>• Demonstrates professional and pedagogical skills development through attending conferences, teaching and learning workshops or other PD opportunities<br>• Actively involved in student mentorship, facilitating students process of discovery and application of learning<br>• Sharing knowledge, ideas and best practices with external stakeholders and communities<br>• Incorporates Indigenous content and/or Indigenous ways of knowing into course work | • Demonstrable achievement in applied research supporting agriculture<br>• Actively engaged in research relevant to an agricultural sector on a local/provincial/national scale<br>• Engages in activities that includes Indigenization approaches<br>   • Example: Connects with local Indigenous nations | • Development, organization, and delivery of student support and outreach activities<br>• 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<br>• Significant involvement in professional activities and/or associations related to their fields of study or creative/industry practice<br>• Significant involvement in community engaged outreach activities that enhance the public service role of their departments and the university |
| *Indicators of Success* | • Sharing teaching practices with colleagues at departmental meeting, faculty sharing opportunities (e.g., Science Curriculum Indigenization Gathering or UFV-wide PD-day).<br>• Completion of New Faculty KickStart<br>• Revision of Official Course Outlines<br>• Samples of improvement to existing curriculum<br>• Mentoring to support agriculture capstone projects (Agri 210, Agri 390 or Agri 490) | • Publications in the form of grower fact sheets, or updates to production guides<br>• Public media articles or newsletters<br>• Peer reviewed journal articles or government publications.<br>• Integration of scholarly material into courses.<br>• Research project completion (e.g., student research posters, project reports to funding agencies).<br>• Research or Sector conference presentations (LMHIA, PRSSS)<br>• Collaboration with researchers, industry specialists or growers provincially or nationally | • Effective student recruitment strategies/activities<br>• Member at the Board level (including ex-officio) in a commodity association or other agriculture related organization<br>• Membership in related associations<br>• Participating committee member at the faculty level in university committees (e.g., Animal Care Committee, Biosafety Committee, Advisory Committees (TLAC or REGS) or Senate committees<br>• Operations of either greenhouse, barn, outdoor classroom, or teaching lab – training and supervision of Program Technician in one of these specific areas |

**Full Professor:**

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

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

| Rank | Teaching | Scholarship | Service |
|---|---|---|---|
| **Full Professor**<br><br>*Minimum Requirements* | • A distinguished record of excellence in teaching and learning both formal and informal<br>• Engagement in productive collaboration with peers both inside and outside the University<br>• Active engagement with learning communities, public audiences, and external organizations regionally, nationally, and internationally<br>• Involvement in program creation/development<br>• Provides mentorship in efforts for decolonization and Indigenization of course work. | • Substantial and sustained contributions to the body of knowledge in one's field recognized by industry or peers regionally, nationally, and internationally<br>• Research or scholarship that incorporates decolonizing and Indigenizing efforts appropriate to the field | • Organizing conferences, workshops, or other professional meetings<br>• Chair of a University wide committee, Chair of a professional organization or association<br>• Demonstrable leadership at the department, faculty, and university level<br>• A mentor to students and faculty<br>• Achievement of a recognized distinction through contributions to professional activities and associations related to the candidate's field of study or creative practice.<br>• Significant achievement in community-engaged outreach<br>• Acting as mentors for their peers within the institution and fields of practice |
| *Indicators of Success* | • Teaching awards indicating a distinguished record of excellence in teaching and learning<br>• Evidence that shows a sustained quality in effective teaching and learning such as novel programs, significant contributions towards Indigenization of agricultural program, innovative methods of delivery using the latest technologies, meaningful reflection in teaching and working with students<br>• Successful completion of student led projects | • Internationally recognized bodies of work within one's discipline such as contribution to international conferences and or publications<br>• Demonstration of distinction by professional colleagues outside of the university advancing the state of professional practice<br>• Peer reviewed training manuals, grant applications resulting in funding<br>• Presentations at regional, national, or international conferences | • Chair of significant university committee\Participation in professional standards or governing bodies<br>• Expert advice to Government bodies or industry leaders in the development of best practices<br>• Entrepreneurial actions resulting in funding, resource development and programming<br>• Operations of either greenhouse, barn, outdoor classroom, or teaching lab – training and supervision of Program Technician in one of these specific areas |