

DEPARTMENT OF BIOLOGY STANDARDS FOR TENURE AND PROMOTION

PREAMBLE

UFV's mission statement: "Engaging learners, transforming lives, building community." The Department of Biology recognizes that to achieve this goal, faculty members must excel in teaching and be innovative to facilitate learning. The department recognizes and supports UFV's commitment to Indigenization. The Biology department also recognizes that research and scholarship are an essential component of science education. Finally, the department recognizes the value of service to the university and the community. All faculty members are expected to make contributions in all of these areas.

This document describes the criteria used to measure, evaluate, and adjudicate applications by faculty members in the Department of Biology for tenure and promotion through the ranks. In accordance with Article 12.7 of the UFV Collective Agreement, "a minimum of 60% of the assessment will be based on 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.

GENERAL STANDARDS FOR EACH RANK

General standards for each rank are listed below:

(distinctions from the previous rank standards are italicized)

Assistant Professor:

- holds a doctorate in biology or a closely related discipline.
- has experience and outstanding expertise in their sub-discipline, and shows competence in general biology
- shows dedication towards, and promise of, excellence in teaching
- begins to make contributions toward curriculum development and revision
- begins to participate in institutional service, especially at the departmental level
- demonstrate evidence of potential, and commitment to engage in scholarly activities

Associate Professor:

- holds a doctorate in biology or a closely related discipline.
- has *substantial* experience and outstanding expertise in their sub-discipline, and *excellent* competence in general biology
- *demonstrates* excellence in teaching
- *makes significant* contributions towards curriculum development and revision
- *makes significant* contributions to institutional service (at the departmental, faculty, or university level) and/or service to community (regional or professional)
- demonstrates a *record of sustained* scholarly activity

Professor:

- holds a doctorate in biology or a closely related discipline

- has *outstanding* experience and expertise in their sub-discipline, and excellent competence in general biology
- has a *distinguished record* of excellence in teaching
- has *established an original research program* that has *involved numerous student trainees* and that has *achieved local, national, and/or international recognition*.
- *has contributed significantly* and substantially to institutional and community (regional or professional) service.
- *shows leadership* at the departmental, faculty, or university levels and is a *mentor* to students and faculty
- has a *record of sustained and productive scholarly activity that is recognized locally, nationally and/or internationally*

EXAMPLES OF ACTIVITIES THAT ADDRESS THE ABOVE CRITERIA

Activities that address the above criteria can be, but are not limited to, those listed below.

Teaching and learning

Aspect of teaching	Indicators of success
Excellence in classroom instruction - Reflective analysis of classroom performance aimed at understanding and improving the educational process. - Innovative teaching, use of various modes of delivery and different types of educational, technology, sharing of the best practices in teaching. - Maintenance of academic currency in the subject area and educational methodology, continued professional development.	- Peer and student evaluations, teaching awards or nominations for teaching awards. - Quality and diversity of assignments, course materials, lab manuals, exams. - Educational journal publications, conference presentations, textbook contributions. - Development of novel programs, courses or their essential new elements, innovative methods of delivery.
Creating positive learning environment - Availability to students outside classroom through office hours, additional study sessions, and participation in other biology initiatives. - Production of course materials to support self-learning.	- Peer and student evaluations. - Innovative course materials (e.g. BLACKBOARD). - Internal documents, or other evidence of engagement.

<p>Inquiry-based learning</p> <ul style="list-style-type: none"> - Inclusion of inquiry-based learning components into undergraduate curriculum. - Training and mentoring of undergraduate students through delivery of directed studies and undergraduate research courses, and supervision of undergraduate research assistants participating in faculty-led research projects. - Supporting student participation in conferences, poster sessions, UFV Research Day, and other scientific meetings and forums. - Assisting students with their applications for student research grants and graduate school fellowships. 	<ul style="list-style-type: none"> - Successful completion of projects undertaken by student trainees. - Student poster and oral presentations, journal publications co-authored by students, student theses. - Student awards, scholarships, and fellowships. - Evidence of student mentorship (e.g. reference letters) - New courses and course elements using inquiry-based learning.
<p>Curriculum development</p> <ul style="list-style-type: none"> - Creation of new or substantial revision of existing courses or programs. - Development of assignments, laboratory experiments, and course materials reflective of course learning outcomes. - Reviewing new texts for courses, making recommendations for library acquisitions to support curriculum. - Engagement in interdisciplinary course and program development, Integration of inquiry-based learning into course and program delivery. - Course articulation and transfer credit requests. 	<ul style="list-style-type: none"> - Successful implementation of new or revised courses or programs. - Relevant course materials, lab manuals. - Sharing of best practices in curriculum design through workshops, conference presentations, or journal publications. - Internal documents, or other evidence of engagement.

Research and scholarship

Biology faculty are expected to maintain their scholarship in their discipline. This can be done in a number of ways that could include: establishing individual research projects for students; scholarly reading and learning; taking courses or workshops; participating in research conferences; contributing to research organizations (e.g. society memberships, peer reviewer); participating in research seminars; maintaining a research program.

With respect to laboratory research, the department recognizes the limitations inherent to conducting research at a teaching-focused undergraduate institution, such as the availability of funding, equipment, and faculty teaching loads.

Scholarly or Research activity	Indicators of success
<ul style="list-style-type: none"> - Scholarly learning from research literature. - Taking courses or workshops to increase expertise in discipline. - Research conference participation. - Act as peer reviewer for research journal - Society memberships. - Research project development. - Research program establishment and maintenance. - Supervision of students performing research. - establishing collaborative partnerships. 	<ul style="list-style-type: none"> - Successful completion of courses or workshops. - Integration of scholarly material into courses. - Research project completion (e.g. student research thesis or posters). - Research conference presentations. - Public media articles. - Peer reviewed journal article or government publications. - Student awards and scholarships. - Peer reviewed research funding awards. - Student graduate school or professional placements.

Service

Aspect of service	Evidence
University <ul style="list-style-type: none"> - Student advising or mentoring. - Faculty mentoring. - Course articulation and transfer credit requests. - Department headship or serving in other leadership roles. - Active involvement in committee work at the departmental, faculty, or university level. - Faculty and Staff Association service. 	<ul style="list-style-type: none"> - Internal documents, or other evidence of engagement, meeting attendance records. - Documentation of completion of action items from meeting minutes. - Student reference letters, recognition of service by the Dean or Administration.
Community <ul style="list-style-type: none"> - High school liaison. - Participation in community outreach activities or events. - Expert advice to or research partnership with regional companies or organizations. - Act as peer reviewer for research journal - Society memberships. 	<ul style="list-style-type: none"> - Supervision of high school student projects. - Judging, organizing, or otherwise participating in Science Fair or similar events. - Actively involved with scientific community (e.g. memberships, conference attendance, peer reviews, etc.)