

# College of Arts

## Faculty Standards Criteria for Rank, Tenure and Promotion

*Approved by College of Arts Council, May 2015*

### I. Principles

The University of the Fraser Valley's reputation for academic excellence, collegial decision-making, community-service, and commitment to diverse educational, scholarly and creative pursuits shall be reflected in the teaching, scholarship and service activities of all faculty in the College of Arts.

The College of Arts respects the primacy of the learner and teaching excellence; the value of scholarly activity and its relationship to teaching; and the significance of a wide range of service. Scholarly activity in the College of Arts includes academic scholarship, research, and creative practice.

The College of Arts' standards of teaching, scholarship and service shall enable faculty members to advance their professional and career goals.

These standards will be used to assess, evaluate, and adjudicate applications by faculty members in the College for tenure and promotion through ranks. The standards shall be applied in a spirit of fairness, transparency, consistency, and accountability.

Discipline specific criteria for tenure, rank and promotion may vary by department or program, as specified in Section V. However, all criteria throughout the College of Arts should align with the general requirements outlined here.

The College of Arts standards align with the following principles established by Senate to 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.

## II. Teaching 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.

Successful teaching embodies a number of characteristics, including:

- Communication of high expectations for students;
- Cultivation of a high degree of professionalism and ethical practice;
- Demonstration of academic currency and expertise in a faculty member's subject area(s);
- Facilitation, for both the instructor and student, of the development of new lines of inquiry, knowledge development, creative expression, and invention;
- Development of appropriate course-level learning outcomes and assessment that contributes to departmental, faculty, and institutional learning outcomes;
- Development of students' capacity for critical thinking;
- Cross-cultural inclusivity of individuals, narratives, practices, etc.;
- Utilization of, and reflection on, effective methods and practices;
- Mentorship of students and creation of a supportive learning environment;
- Demonstration of responsiveness to changing and diverse student learning needs;
- Creation of an atmosphere in which students develop and use their powers of discovery and innovation;
- Engagement and capacity building with learning communities inside and outside of the university.

Successful teaching is achieved at the individual, classroom, and community level. In addition to classroom and laboratory teaching, this may include:

- Supervision of students engaged in service learning, applied placements (practicums, internships, etc.), field schools and study tours, undergraduate research, and creative projects;
- Graduate student supervision;
- Development of learning materials and teaching methods that can be more broadly adopted outside of the university;
- Delivery of curriculum in non-academic, community or other settings.

a. Assistant Professor:

An Assistant Professor in the College of Arts has a documented record of successful undergraduate teaching by the end of the probationary period. Because an Assistant Professor is often, although not always, a tenure-track junior faculty member in the earliest stages of their academic career, it is expected that faculty at this rank are building skills and strategies for teaching, particularly undergraduate students. An Assistant Professor is translating research from doctoral (or equivalent) programs into a plan of scholarship, and classroom, lab, and field teaching opportunities.

The minimum requirements for continuation and appointment to tenure-track at the rank of Assistant Professor entail:

- A level of education appropriate to the field, or a suitable combination of education, professional credential and related professional experience where such combination constitutes the generally accepted standard in the field
- Professional, ethical, and effective course organization, management, and delivery, including:
  - clear communication of course objectives;
  - utilization of appropriate and challenging course evaluation strategies;
  - ability to keep to tasks;
  - provision of prompt and effective feedback on student assignments;
  - maintenance of regular office hours;
  - fostering a culture of ethical practice in learning and knowledge construction;
  - respect for diversity in the classroom and in ways of learning;
- A record of effectiveness in, and ongoing reflection on teaching practices, evaluation, and ability to meet course, department, faculty, and institutional learning outcomes;
- Communication of high expectations for student success;
- Demonstrated commitment to, and development of learning activities that foster an atmosphere of discovery and academic growth;
- Demonstration of academic or professional currency in one's teaching.

b. Associate Professor:

An Associate Professor in the College of Arts has demonstrated and documented a high level of proficiency in their undergraduate teaching career 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. If applicable, graduate student supervision will also be considered; however, the greatest emphasis will be placed on teaching and working with undergraduate 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. An Associate Professor will have shown promise as a mentor to peers within and outside the university, and will have begun the study and sharing of effective practices in teaching. 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.

The minimum requirements for promotion to the rank of Associate Professor and the grant of tenure include the same criteria as for an Assistant Professor, as well as:

- Engagement in professional and pedagogical skills development (through professional development [PD] days, instructional skills training, academic conferences, teaching and learning workshops, etc.);
- Meaningful reflection on individual growth as an instructor, and a demonstrated ability to build on one's strengths to improve student learning and skills outcomes;
- Engagement in teaching beyond the classroom, such as community teaching, honours (or equivalent) and/or graduate supervision, and/or sharing of effective practices through academic discourse;
- Demonstration of academic or professional currency in one's teaching.

c. Full Professor:

Full Professors will have demonstrated and documented distinction in undergraduate teaching at the time of review for promotion. Faculty members seeking promotion to Full Professor will have provided evidence that they have advanced qualitatively since their last promotion and/or evaluation. They will continue to demonstrate an exemplary level of successful teaching that is effective, innovative, creative, empathic, and demonstrates meaningful reflection and continual improvement in working with students. The focus of teaching efforts and evaluation continues to be undergraduate students; however, if applicable, graduate student supervision will also be considered. Full Professors are respected by students and peers alike for their teaching abilities and contributions. 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. A Full Professor sets an example of ethical practice for students in the pursuit, construction, and application of knowledge.

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

- Active engagement in curricular development and the sharing of best practices in teaching;
- Engagement in productive collaboration with peers both inside and outside the university ;
- Acting as mentors for their peers within the institution and fields of practice;
- Active engagement with learning communities, public audiences and external organizations.

### III. Scholarship, Research, and Creative Practice Criteria

The College of Arts at the University of the Fraser Valley acknowledges the value of academic scholarship, research, and creative practice for faculty, students, and communities. The encouragement and recognition of faculty members' scholarly and creative activities are vital to the success of the institution. When research, scholarship, and creative practice reflect academic currency, and sustain vital connections between faculty and wider disciplinary communities, they serve our institutional mission to promote excellence in undergraduate teaching. As such, all faculty members have a responsibility to maintain an active program of scholarship.

As part of the conditions of advancement, a candidate for tenure or promotion must demonstrate an ongoing commitment to scholarship, research, or creative practice, and provide a record of achievement as evidence of this commitment.

In keeping with the mandate of the institution and respecting the diversity of faculty specializations, a variety of scholarly, research and creative activities will be recognized as acceptable for advancement.

Scholarly activity in the College of Arts shall be assessed with reference to both the quality and quantity of scholarly output, and according to individual departmental standards. 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. Some portion of a candidate's record of scholarly or creative achievement should include work that has been disseminated in publications, exhibitions, performances and academic forums that have undergone a form of peer-review or equivalent assessment.

Examples of relevant and acceptable forms of scholarly, research and creative activity typically include, but may not be limited to:

- Articles in academic journals
- Book reviews in academic journals
- Monographs
- Books
- Book chapters
- Substantial contributions to academic encyclopedia and dictionaries
- Scholarly editions
- Scholarly translations
- Textbooks
- Conference papers and formal commentary on conference panels

- Conference proceedings
- Educational media
- Maps
- Multi-media works
- Public performances
- Artistic exhibitions
- Publication of creative writing
- Research, reports, and resource materials for community- and policy-based projects and consultation.

a. Assistant Professor:

To meet the minimum requirements for continuation and appointment to tenure-track at the rank of Assistant Professor, the candidate will have established a record of:

- Productivity consistent with individual Faculty Annual Workload Plan(s).

b. Associate Professor

To meet the requirements for promotion to the rank of Associate Professor and the grant of tenure, the candidate will have established a record of productivity and achievement within an established program of scholarly activity, as evidenced by:

- Substantial achievement of objectives defined by the individual's Faculty Annual Workload Plan(s);
- Dissemination of scholarly and creative work in forums of academic or equivalent review, and including appropriate forms of peer-review or equivalent assessment;
- Reflection on the impact of scholarship on teaching practice.

c. Full Professor

To meet the requirements for promotion to the rank of Full Professor, the candidate will have established a record of substantial and distinguished achievement in scholarly, research or creative activity, as evidenced by:

- Substantial and distinguished realization of the objectives defined in the Faculty Annual Workload Plan(s);
- Substantial and distinguished achievement in the discipline;
- Sustained and productive scholarly activities having national and international recognition
- Dissemination of scholarly and creative work in forums of primarily peer-review or equivalent assessment;
- Sustained reflection on the impact of scholarship on teaching practice;
- Demonstration of distinction by colleagues from outside the university.

#### IV. Service Criteria

All UFV faculty members in the College of Arts are expected to contribute to the service activities essential to the successful development and functioning of their departments, schools, faculties or colleges, and the larger university, and to engage meaningfully with wider academic, artistic and/or public communities.

Faculty service shall contribute to and enhance the life and work of the university, their fields of study and practice, and the communities of the Fraser Valley.

All faculty members in the College of Arts are expected to meet the following basic requirements for Service:

- Participation in the basic service activities related to their departments, faculties, and the larger university:
  - Department and discipline meetings;
  - Faculty councils;
  - Department committee work;
  - Planning and evaluation meetings;
  - Department and institutional outreach events;
  - Student outreach activities.
- Demonstration of a sense of responsibility in achieving the objectives of their academic units or programs, and the larger university, by carrying a reasonable share of non-teaching, service related duties.

a. Assistant Professor

To meet the minimum requirements for continuation on the tenure-track at the rank of Assistant Professor, the candidate will have established a record of:

- Conscientious and sustained commitment to fulfilling the basic service requirements described in individual Faculty Annual Workload Plan(s).

b. Associate Professor

To meet the requirements for the promotion to the rank of Associate Professor and the grant of tenure, the candidate will have established a record of sustained and meaningful contributions in service, including capacity building and leadership, as evidenced by activities such as:

- Development, organization, and delivery of student support and outreach activities;
- Significant involvement in the service activities of the larger university (i.e. meaningful participation in university-wide committees; participating in the creation, development and/or revision of university programs or policies, etc.);
- Significant involvement in professional activities and/or associations related to their fields of study or creative practice;
- Significant involvement in community engaged outreach activities that enhance the public service role of their departments and the university (community engaged outreach promotes collaborations and connections between the university and the wider community, and includes activities such as contributing to the resolution of problems or issues in society, making substantial contributions to public policy, engaging in significant literary, artistic, celebratory or integrative actions that enrich the cultural life of the community).

c. Full Professor

To meet the requirements for promotion to the rank of Full Professor, the candidate will have established a record of substantial capacity building and leadership contributions in service, as evidenced by activities such as:

- Chairing of major committees;
- Chairing or direction of a division or department;
- Chairing, authorship or creation of a major initiative;

- Initiation and/or contribution to the creation, development and/or revision of university programs or policies, etc.;
- Achievement of a recognized distinction through contributions to professional activities and associations related to the candidate's field(s) of study or creative practice;
- Contributions to the public service role of the candidate's department, field(s) of study, and/or the university;
- Significant achievement in community-engaged outreach.

## V. Relationship of College of Arts Standards to Departmental Standards

Each department may identify discipline-specific standards by which their faculty will be evaluated. Departmental standards shall be consistent with standards for the College as outlined in this document and may clarify:

- Standards for evaluating teaching practice that reflects disciplinary training and/or departmental priorities;
- Discipline-specific outlets for creative practice and scholarship, and the relative importance of each;
- Service roles that reflect unique disciplinary needs and/or departmental priorities.