

Faculty of Applied and Technical Studies

Standards for Tenure and Promotion

Preamble

The Faculty of Applied and Technical Studies recognizes principles of Indigenization, equity, diversity, and inclusion in the assessment of teaching and learning, scholarly activities, and service. Our Faculty operates in alignment with the Principles in the 2022/23 Letter of Agreement between UFV and Skilled Trades BC (formerly ITA).

DRIPA and TRC Calls to Action

ITA and UFV, together with system partners, proactively seek and provide equitable opportunities for Indigenous people to access quality trades education on or off-campus, and deliver programming that align with the *Declaration on the Rights of Indigenous Peoples Act* (DRIPA) and the *Truth and Reconciliation Commission (TRC) Calls to Action*. They support and deliver trades programs that are culturally responsive, supportive of Indigenous students' success, and help close socio-economic gaps so all can participate in a prosperous community and economy.

Diversity, Equity and Inclusion

ITA and UFV provide trades programs and learning spaces that are inclusive and welcoming to indigenous people, women, youth, equity-deserving and under-represented groups reflective of BC's diverse population.... The system commits to remove barriers where possible to support the success of all groups in the trades. In developing the criteria for rank, tenure and promotion for the Faculty of Applied and Technical Studies the following was taken into consideration: strategic direction of the university, our mission, vision and values, the current Collective Agreement and the University-Wide Principles for Faculty Standards approved by Senate February 2021, along with our diverse programming.

This document describes the general criteria for teaching and learning, scholarly activity and service. We then discuss general standards for promotion to each rank beginning with Assistant Professor. Examples of Success are provided for each rank in each domain. The importance of terminal degrees, discipline specific qualifications and/or industry experience is recognized as a qualifier for moving within the rank, tenure and promotion system.

In accordance with Article 12.7 of the 2019 – 2022 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 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. The flexible assessment for multiple pathways for tenure and promotion assists faculty in the efforts to achieve their desired rank.

Teaching and Learning 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.

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.

Please also refer to article 18.2 (a) of the 2019 – 2022 Collective Agreement, Teaching Faculty Duties: Teaching. Successful teaching embodies a number of characteristics, achieved at the individual, classroom, and community level. Successful teaching in the Faculty of Applied and Technical Studies may include, but is 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 appropriate course-level learning outcomes and assessment that contributes to departmental, faculty, and institutional learning outcomes.
- d) Development of students' capacity for critical thinking.
- e) Demonstrate cross-cultural inclusivity of individuals, narratives, and practices Including creating inclusive learning environments for diverse students.
- f) Consideration of Indigenous ways of knowing and being into course content and/or activities.
- g) Utilization of, and reflection on, effective methods and professional practices.
- h) Demonstration of responsiveness to changing and diverse student learning needs.
- i) Demonstrable environment in which students develop and use their powers of discovery and innovation.
- j) Development of learning materials and teaching methods that can be more broadly adopted outside of the university.
- k) Delivery of curriculum in non-academic, community or other settings.

Scholarship Criteria

In keeping with the mandate of the institution and respecting the diversity of faculty departments, a variety of scholarly, research and creative activities will be recognized as appropriate whether a trade or a technology.

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.

Please also refer to article 18.2 (c) of the 2019-2022 Collective Agreement, Teaching Faculty Duties: Scholarship and Scholarly Activity.

Scholarly activity in the Faculty of Applied and Technical Studies shall be assessed with reference to both the quality and quantity of scholarly output, and according to trades and technology industry standards which may include input from qualified community members. 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, as outlined in the examples below.

Successful scholarly activities, like teaching, are achieved on many levels and avenues. Scholarly activities in the Faculty of Applied and Technical Studies may include, but are not limited to:

- a) Work that has been disseminated in publications, codes and standards, best practice guides, and industry improvements in professional practices.
- b) Best practices or standards influencing policy development and/or by-laws.
- c) Exhibitions showcasing applied processes and student engagement.
- d) Innovative applied research, knowledge development, creative expression, and invention.
- e) Creation of scholarly products such as training aids, training manuals and book chapters.
- f) Inventing or enhancing a piece of equipment or a physical instrument.
- g) Dissemination of curriculum developed by the faculty to governing bodies, industry training.
- h) Engaging in research and scholarship that involves and/or benefits communities both local and global.
- i) Investigating the implementation of Indigenous ways of knowing and being into your professional practice.
- j) Collaboration with industry for student benefit.
- k) A letter of assessment or testimonial from colleagues, professional associations or other experts in the field.

Every attempt should be made to involve students in scholarly activities.

Service Criteria

All faculty members in the Faculty of Applied and Technical Studies are expected to contribute meaningfully to the service activities essential to the successful functioning and development of their academic unit, their communities, (academic communities, industry communities and regional communities), as well as the University at large.

Service includes productive contributions that meet the needs of a department, a faculty, the university, a professional body, or an external community.

Please also refer to article 18.2 (b) of the Collective Agreement, Teaching Faculty Duties: Service.

A faculty member must be able to demonstrate a sense of responsibility in achieving the objectives of their academic units, and the university at large. These service duties are to be undertaken with both the university and industry/community stakeholders.

Service to industry/community stakeholders are non-remunerative contributions by virtue of particular academic competence.

Successful service in the Faculty of Applied and Technical Studies may include but is not limited to:

- a) Participation on a committee
- b) Student/colleague recruiting, mentoring and advising.
- c) Active participation and/or contribution to the academic unit.
- 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) Active participation in Indigenous community building activities and events.

Academic and Professional Qualifications, Combined with Industry Experience

Qualifications, both professional and experiential, play a role in the evaluation of a candidate for promotion. These qualifications are discipline specific and can include a BC Certificate of Qualification, Interprovincial Red Seal, certified Journeyperson, terminal degree or professional qualification such as a Professional Engineer or Masters of Education; all of which must be combined with extensive on the job experience.

Minimum faculty academic/professional preparation will vary based on the program they are teaching in as follows:

- Degree programs: PhD in the discipline or a related field, or a combination of education, extensive industry and/or teaching experience, and relevant accreditation may be considered
- Diploma programs: Masters or Bachelor's degree in the area or in a related field combined with industry experience as defined by the discipline or professional area
- Certificate programs (other than Red Seal foundations): Diploma or Bachelor's degree in the area or related field and industry experience as defined by the discipline or professional area
- Red Seal Trades Apprenticeship or Foundations certificate programs: certified Red Seal in the Trade with diverse industry experience as defined by the discipline or professional area

For promotion to Associate Professor with tenure the following is required:

- Those teaching in Diploma programs, Certificate programs, and Red Seal Trades programs will demonstrate professional and pedagogical skills development through progress in an adult education instructional program such as the Provincial Instructor Diploma Program (PIDP) with completion of 4 courses, Certificate in Adult and Continuing Education (CACE) or equivalent as defined by the discipline or professional area

For promotion to Full Professor the following is required:

Earned Doctorate or equivalent combination of education, professional credential, and related professional experience, where such a combination is the generally accepted standard in the field. For example, for those in the Trades this will be appropriate journeyperson certification and at least ten (10) years journeyperson experience, or equivalent of either. Teaching experience in the trade shall be considered as equivalent journeyperson experience. For example, for those in the Technologies program, this will be a Diploma at the minimum, with at least fifteen (15) years industry experience which can include teaching experience in the program area

- Successful completion of PIDP, CACE or equivalent as defined by the discipline or professional area

General Standards for each Rank

Assistant Professor: (the rank a new faculty member will be hired at)

An Assistant Professor in the Faculty of Applied and Technical Studies will be within the beginning stages of their academic career and will be actively 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. It is expected that faculty at this rank are building skills and strategies for teaching, particularly undergraduate students. They will have demonstrated, at a minimum, a commitment to and potential for fulfilling the basic academic responsibilities in teaching and learning, scholarly activities and service.

Rank	Teaching	Scholarship	Service
Assistant Professor	<ul style="list-style-type: none"> Professional, ethical, and effective course organization, management, and delivery Demonstrate effectiveness in, and ongoing reflection on teaching practices, evaluation, and ability to meet course, department, faculty, and institutional learning outcomes Demonstrated commitment to, and development of learning activities that foster an atmosphere of discovery and academic growth Begins to deliver programs that are culturally responsive and supportive of Indigenous student success. Demonstration of academic or professional currency in one's teaching Sets an example of ethical practice for students in the pursuit, construction, and application of knowledge Begins to make contributions towards curriculum development and revision 	<ul style="list-style-type: none"> Demonstrates the potential to be activity-focused with an emphasis on identifying scholarly opportunities Demonstrates the ability to progress towards advancing the state of practice through scholarly inquiry, testing theories, improving processes, teaching practices and curriculum Applies technical practice or content within their practices 	<ul style="list-style-type: none"> Contribution to institutional service, especially at the department level Engagement in the wider community with industry colleagues
<i>Minimum Requirements</i>			
<i>Examples of Success</i>	<ul style="list-style-type: none"> Student evaluations Peer evaluations Samples of improvement to existing curriculum Improving current curriculum, development of applied assignments in shops or labs Considers and is open to feedback and mentorship from experience colleagues 	<ul style="list-style-type: none"> Reflective analysis aimed at understanding and improving the educational process Connection to industry, enhancing classroom learning 	<ul style="list-style-type: none"> Supporting student activity in Skills competitions outside of regular classroom time Membership in related associations Participating committee member at the faculty level

Associate Professor:

An Associate Professor in the Faculty of Applied and Technical Studies 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; achievements in scholarly activities; and sustained and meaningful contributions of service.

The minimum requirements for promotion to Associate Professor are in the table below. A list of potential indicators of success is provided.

Rank	Teaching	Scholarship	Service
Associate Professor <i>Minimum Requirements</i>	<ul style="list-style-type: none">• Practicing at the top level of their field with substantial experience, utilizing best practices recognized within their discipline and/or industry Demonstrates excellence in teaching and learning• Makes significant contributions towards curriculum development• Demonstrates professional and pedagogical skills development through opportunities such as: academic conferences, industry conferences and testing, teaching and learning workshops• Incorporates programs that are culturally responsive and supportive of Indigenous student success• Actively involved in student mentorship, facilitating students process of discovery and application of learning• Sharing knowledge, ideas and best practices with external stakeholders and communities	<ul style="list-style-type: none">• Demonstrable achievement in research and contribution to enhancement of best practices or innovative solutions• Actively engaged in advancing the state of applied practice through an improved process such as written code, curriculum development, collaboration with industry, innovative use of skills and resources	<ul style="list-style-type: none">• Development, organization, and delivery of student support and outreach activities• 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• Significant involvement in professional activities and/or associations related to their fields of study or creative/industry practice• Significant involvement in community engaged outreach activities that enhance the public service role of their departments and the university

*Examples of
Success*

- Creation of resources or programs to support teaching and learning
- Successful implementation of new or revised courses or programs
- Quality assignments, course materials, training manuals, exams
- Sharing best practices of applied processes with industry
- Provides certification, credentials, or other applicable supporting evidence of advancement to the faculty member's teaching discipline
- Provides evidence of training meant to enhance the skills needed to design, develop, manage, and evaluate the instruction of adults in post-secondary applicable to the faculty member's teaching discipline
- Seeks feedback and mentorship from experienced colleagues
- Published processes aimed at producing new and effective applications relative to best practices in industry
- Peer reviewed publications or educational material resulting in applied practices within industry
- Design and development of realia such as training aids or displays in one's field
- Board member on Industry Association
- Active committee member on University wide initiatives
- Effective student recruitment strategies/activities
- Maintains relevant professional credentials to ensure faculty members stay current (eg. Level 1 Welding Inspector)

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	<ul style="list-style-type: none">• A distinguished record of excellence in teaching and learning both formal and informal• Engagement in productive collaboration with peers both inside and outside the University• Provides mentorship in delivering programs that are culturally responsive and supportive of Indigenous student success.• Active engagement with learning communities, public audiences and external organizations regionally, nationally and internationally	<ul style="list-style-type: none">• Substantial and sustained contributions to the body of knowledge in one's field recognized by industry or peers regionally, nationally, and internationally• Recognized application of scholarly activity towards advancing the state of practice	<ul style="list-style-type: none">• Demonstrable leadership at the department, faculty, and university level• Recognition of one's contributions to professional activities and associations related to the candidate's field of study or creative practice• Significant achievement in community-engaged outreach• Acting as mentors for their peers within the institution and fields of practice
<i>Examples of Success</i>	<ul style="list-style-type: none">• Teaching awards indicating a distinguished record of excellence in teaching and learning• Evidence that shows a sustained quality in effective teaching and learning such as novel programs, courses or their essential new elements, innovative methods of delivery using the latest technologies, meaningful reflection in teaching and working with students• Successful completion of student led projects, leading to adoption of best practices• Involvement in program creation/development	<ul style="list-style-type: none">• Advancing the state of professional practice as recognized by professional colleagues outside of the university• Peer reviewed training manuals or publications• Grant applications resulting in funding• Presentations at regional, national, or international level such as conferences or forums	<ul style="list-style-type: none">• Chair of significant university committee or of a professional organization or association• Participation in professional standards or governing bodies• Expert advice to Government bodies or industry leaders in the development of best practices, code or curriculum modification• Organizing conferences, workshops or other professional meeting