Faculty of Education, Community, and Human Development (FECHD) Standards for Tenure and Promotion

UFV is situated on the homelands of the Stó:lō (meaning River) Peoples in what is now referred to as the Fraser Valley. The Stó:lō Peoples have an intrinsic relationship with Stó:lō Temexw (our world; our land); therefore, we express our gratitude and respect for the honour of working in this place. We strive to support Indigenous learners, and we seek to incorporate Indigenous Ways of Knowing into the work of FECHD.

This document is aligned with the *University Wide Principles for the Establishment and Review of Standards for Tenure and Promotion* established by Senate, as well as the Letter of Understanding (Tenure and Promotion Procedures) between UFV and the UFV Faculty and Staff Association regarding rank and tenure (2014). Its primary purpose is to guide faculty members in the tenure and promotion process, ensuring that their applications for tenure and promotion are comprehensive, yet not unduly onerous. FECHD views this process not only as an evaluative process, but also a celebratory one. It is important that UFV honour the contributions of faculty in their support for students and in their generating of various knowledges that help make society a better place for everyone.

It is important to note that the process outlined here for rank and tenure aligns with UFV's university-wide principles for tenure and promotion.
- ➢ A commitment to academic freedom;
- ➢ Primacy of teaching and learning;
- ➢ Respecting disciplinary diversity while ensuring fair comparison amongst faculty;
- ➢ Alignment with the Mandate and Mission of the University;
- ➢ Standards must be defined with national and international contexts;
- ➢ Standards must be fair, transparent, and non-discriminatory;
- ➢ Standards demonstrate flexibility and multiple pathways for tenure and promotion;
- ➢ Standards must include peer review; and,
- ➢ Standards must be subject to periodic review.

Beyond attention to the aforementioned principles, when developing these criteria, particular attention was paid to ensuring that the principles of equity, diversity, inclusion, decolonization (EDID), and Indigenization remained at the forefront. FECHD is committed to ensuring that all courses, faculty, and students recognize the inherent human dignity of all peoples and value the seeking, honouring, and showcasing of diverse knowledges, skills, worldviews, and experiences; engaging with diversity often leads to greater competence making it an ongoing priority. To that end, it is critical that all faculty are engaged in both personal and professional action to address colonial injustices (e.g., critiquing and reducing the harm and trauma caused by colonial processes and structures); incorporate Indigenous content and worldviews; recognize decolonizing possibilities as a generative space that reimagines what it means to engage in academia; and incorporate anti-racist and anti-oppressive pedagogies, content, and voices into their teaching, scholarship, and service.

FECHD prioritizes the critical evaluation of evidence in addition to the accumulation of evidence. While the length of time spent engaged in teaching, scholarship, and service has value,

value is also placed on the quality of that time. For example, while the number of service committees a candidate has been on should be noted, it is the type of work that a candidate engages in while on those committees that matters most. As such, the expectation is that the dossier privileges the showcasing of the strongest pieces of evidence towards teaching, scholarship, and service with a clear and critical justification as to why those pieces are the strongest indicators of performance at the level of assistant, associate, or full professor. To this end, where appropriate, these criteria detail how to maximize the critical evaluation of evidence and minimize repetition.

These criteria recognize that the faculty, departments, and schools within FECHD are diverse, with differing expectations around external standards and stakeholders, and academic and non-academic experiences. These criteria aim to illustrate these differences, providing examples that are inclusive of such a range of areas.

FECHD also recognizes that the process of rank and tenure is, itself, a colonial and racialized process (e.g., hierarchical in nature, requires the candidate to boast about their accomplishments, privileges peer-reviewed systems, values quantitative and competitive systems, etc.). As such, it is important that the rank and tenure process supports alternative pathways that can often better align with multiple worldviews, especially Indigenous ways of knowing and being. This involves welcoming evidence that takes multiple forms, including videos, storytelling, community work, and art works. It also involves encouraging evidence and support from a variety of communities, including local and/or global Indigenous communities. This can be especially important for Indigenous faculty members as promoting one's own accomplishments can often go against traditional teachings and ways of being. It is the responsibility of the Dean's Office, DRC, and URC to find ways to best support all faculty, especially equity deserving and Indigenous candidates working through rank and tenure, to minimize the harm that may be experienced in colonial and racialized processes such as rank and tenure.

Minimal Education and Professional Requirements

The minimum requirements for appointment to and continuation throughout the levels of rank and tenure are: (a) a level of education appropriate to the field (e.g., a terminal degree), or (b) a suitable combination of education, professional credential, and related professional experience, where such a combination constitutes the generally accepted standard in the field.

Assistant Professor

The rank of Assistant Professor denotes a **minimum participation** that is recognized at the time of appointment as appropriate to the field. Faculty members with this rank are usually at the beginning stages of their academic career. As such, an Assistant Professor must demonstrate **a willingness and eagerness** to develop personally and professionally in the areas of EDID and Indigenization across all three areas (teaching, scholarship, and service). In addition, an Assistant Professor must:

   a. demonstrate **competency** in teaching, and an ability to improve on practices and strategies for engaging students in their learning;

b. demonstrate **engagement** in scholarly activities; and,
c. demonstrate **engagement** in service to the University, the academic community, and/or the community at large.

Participation is the base level needed for the rank of Assistant Professor. Participation involves a willingness and enthusiasm for learning. It involves a willingness to plan, solicit, and incorporate feedback, and show acceptable (good) student evaluations related to their teaching. It involves beginning levels of participation in scholarship. This may mean an emphasis on professional development, with some involvement in collaborative scholarship. In relation to service, it means the willingness to be involved in service that may not require significant preparation. For example, the faculty member attends an event, reads, or prepares materials that enable them to participate in discussions.

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. At this point, an Associate Professor engages in **meaningful** personal and professional learning in the areas of EDID and Indigenization that are being **included** in at least two areas (teaching, scholarship, or service). In addition, an Associate Professor must:

a. demonstrate **proficiency** in teaching and provide evidence of effectiveness, creativity, and meaningful reflection on teaching and the support of student learning that supports students' own process of discovery and application and set an example of ethical and inclusive practice for students in the pursuit, construction, and application of knowledge;
b. have an **established** record of achievement within a clearly identifiable program (e.g., over three to five years) of scholarly activities that includes critical review by peers in the dissemination of one's research, scholarship, or creative work through professional networks appropriate to the field of practice; and,
c. have an established record of **sustained and meaningful** contributions of service to the University, the academic community, and/or the community at large.

Meaningful and sustained contributions signify the rank of Associate Professor. This would involve demonstrating continued improvement in teaching (demonstrated through student evaluations and colleague observations), as well as the implementation of research-supported pedagogies that advance the discipline. In the area of scholarship, there is an identifiable area(s) of expertise that has been recognized through peer or community review, depending on the discipline. For service, it means involvement in departmental or faculty leadership, contributions to community and/or university-wide committees, and possible engagement with local communities.

Full Professor

Promotion to Full Professor recognizes the **exceptional** contributions of faculty members in teaching, scholarly activities, and service. A Full Professor **mentors** UFV colleagues and the community at large in EDID and Indigenization while continuing their ongoing personal and professional learning in these areas. In addition, a Full Professor must:

a. be recognized by students and peers for **distinguished and innovative** teaching that contributes to enriching UFV's pedagogical practices through curriculum development and **mentorship** of peers in relation to teaching;
b. have attained **distinction** and wide recognition in their scholarly activities, including the completion of a terminal degree; and,
c. have an established record of substantial and meaningful contributions in service that result in university-wide and/or community **capacity building and leadership**.

Leadership, *mentorship,* and *academic achievement* signify the rank of Full Professor. In relation to teaching, this means that, within their discipline, a faculty member is recognized as a pedagogical leader, providing instruction within the university, the profession, and/or community on innovative pedagogies. In relation to scholarship, it means substantial community and peer review recognition in specified areas; this recognition may be national or international. In relation to service, it requires significant preparation and time commitment to the institution and/or beyond. For example, the faculty member might chair a university-wide committee or professional association.

Developing the Dossier[1]

When moving from the level of Assistant to Associate Professor, or Associate to Full Professor, faculty are required to create their dossier. In line with the LOU with UFV's Faculty and Staff Association[2], this dossier should include:

a. ***Statement of the Case for Tenure and/or Promotion.*** This part of the dossier will consist of a candidate statement (1,000 to 1,500 words), written in the form of a case made to a jury of one's peers, as to why the candidate should receive tenure and/or promotion. This statement should clearly reference how they have moved from the descriptive level of one rank (e.g., participation for Assistant or meaningful and sustained for Associate) to the descriptive level of the next rank (e.g., meaningful and sustained for Associate or leadership and mentorship for Full). In doing so, the candidate should reference specific material in the dossier. This should be thought of as an introduction to the dossier and what the candidate wants readers to note. The candidate may include information on any special factors that may have limited their productivity in teaching, scholarship, or service, such as personal circumstances, expectations of particular appointments (e.g., research chairs holding teaching appointments), or lack of access to adequate resources or facilities.

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[1] It is important to note the dossier should be numbered with a comprehensive table of contents provided at the beginning.
[2] Document located here: https://www.ufv.ca/hr/working-at-ufv/tenure-and-promotion/procedures-guidelines/

b. ***Candidate's Profile for Assessment.*** In accordance with Article 12.7, the candidate will declare the relative weight (in terms of percentage point) they wish to have applied to teaching; research, scholarly and/or creative activities; and service, when the application for promotion is assessed. For a total of 100%, a minimum of 60% (to a maximum of 70%) of the assessment must be accorded to teaching; a minimum of 10% to either scholarship or service; and a maximum of 30% to the remaining component. This section of the dossier should clearly identify how the candidate interpreted the main descriptors for each rank (e.g., participation, meaningful and sustained, leadership and mentorship) in relation to percentage. When deciding on 10% or 20%, the candidate should reference both the quantity of their contributions (as found in their CV), as well as the sustained nature (e.g., recognition beyond three years) of those contributions.

c. ***Curriculum Vitae.*** The candidate is required to use the UFV template for their CV. This CV should be up-to-date and comprehensive. While the Review Committees will focus on the evidence provided during the candidate's appointment at UFV, it should detail all teaching, scholarship, and service for the candidate's academic career. This is <u>not</u> a highlights version of a CV. By using the UFV template, the candidate will be including lists of all teaching, scholarship, and service contributions. As such, the required 'lists' outlined in the LOU with the UFV Faculty and Staff Association will be included in the CV. <u>Consequently, candidates DO NOT need to replicate this information in the rest of the dossier.</u>

d. ***Evidence in Relation to Teaching.***
   a. *Statement of Teaching Philosophy.* Using approximately 500-1000 words, the candidate outlines their objectives in teaching and learning, as well as the methods and means of achieving and evaluating those objectives.
   b. *Justification of Teaching Evidence.* Using no more than three pages, the candidate highlights key pedagogies and/or experiences that they have used in their teaching that provides evidence of the rank for which they are applying. Any accompanying examples should be provided in an appendix (separate from course outlines). The key word for this section is 'justification.' This is not a listing, but a description of specific evidence and how that evidence illustrates the rank the candidate is trying to achieve. This section is specifically about quality as opposed to quantity. Look to the table below for a description of what *must be* demonstrated by rank; the candidate is trying to explain how these specific examples of teaching meet the descriptions of the rank for which they are applying.
   c. *Course Outlines.* As required by the LOU, there needs to be an appendix with the most recent course outlines used in the last five years. Please note: no course outline should be repeated, only the most recent for each. These course outlines should appear in an appendix of the dossier.
   d. *Peer and Student Evaluations.* As required by the LOU, student evaluations for every course taught up to the application for tenure, as well as peer evaluations for at least one course per semester up to the application for tenure. For promotion to Full Professor, all required student evaluations (as per Article 13.5) and student

evaluations for a representative sample of courses taught in the two years preceding application for promotion, and peer evaluations for at least one course per semester in the two years preceding application for promotion. These evaluations should appear in two appendices of the dossier.

Table 1: Descriptions of Evidence of Teaching by Rank
These descriptions of teaching evidence by rank are **required** for promotion.

Assistant Professor Participation Focus	**Associate Professor** Meaningful and Sustained Contributions	**Full Professor** Leadership and Mentorship	**Potential Sources of Evidence (beyond those already noted)**
✓ Teaching demonstrates the potential to engage students with course content using scholarly teaching pedagogies (learner centred environment). ✓ Provides timely and constructive feedback that supports student's learning. ✓ Teaching attempts incorporating EDID and Indigenization activities. ✓ Strong knowledge base that is recognized by students and peers.	✓ Promotes creative and critical explorations of course content. ✓ Develops courses/activities that expand students' abilities to think critically around issues related to EDID and Indigenization. ✓ Demonstrates scholarly teaching pedagogies recognized as evidence of best practice in that discipline. ✓ Shares research on scholarly teaching practice and links that to course content/activities that demonstrate connections between course content/activities and ILOs. ✓ Involved in course creation/revision and student mentorship (formal or informal).	✓ Teaching is recognized as an exemplar of scholarly practice (along with references to support). ✓ Champions EDID and Indigenization principles throughout assessments, learning activities, and resources used. ✓ Acts as a model and mentor for other instructors/faculty and community. ✓ Contributes to the development of stronger scholarly teaching practices at UFV. ✓ Experiments and shares innovative teaching practices that contribute to and advance the field or discipline. ✓ Involved in program creation/development, supervision, and mentorship.	✓ Informal feedback or notes from students and/or colleagues (including graduates). ✓ Example assignments from students (with their permission). ✓ Examples of feedback to students. ✓ Descriptions of lessons and/or assignments. ✓ Resources the candidate has developed. ✓ Videos, stories, and case studies. ✓ Reflections and learnings related to the candidate's teaching, course development, advising, and/or mentoring. ✓ Artifacts designed for instruction. ✓ Descriptions of collaborations with colleagues. ✓ References to scholarship of teaching and learning and how that has been incorporated into the classroom. ✓ Presentations that have been created and given. ✓ Letters of recommendation from colleagues, Indigenous educators, and community members.

d. ***Evidence in Relation to Scholarship.***

a. *Discussion of Scholarship.* Using no more than three pages, candidate chooses specific examples of scholarship to illustrate how they have moved from a level of participation to meaningful and sustained contributions (or leadership and mentorship). Look to the table below for a description of what *must be* demonstrated by rank; candidates are trying to explain how these specific examples of scholarship meet the descriptions of the rank for which they are applying. This discussion should illustrate the candidate's growth in scholarship and research. The candidate should be specific when referencing the examples they choose to include. These examples should be placed in their own Appendix. As the CV demonstrates the quantity of their scholarship, this section (and accompanying examples) should focus on their growth, why the pieces they chose represent their application for rank, and in relation to the percentage weighting they have given to scholarship. The candidate should be clear on those projects that were collaborative.

Table 2: Descriptions of Evidence of Scholarship by Rank
These descriptions of scholarship evidence by rank are **required** for promotion.

Assistant Professor Participation Focus	Associate Professor Meaningful and Sustained Contributions	Full Professor Leadership and Mentorship	Potential Sources of Evidence (beyond those already noted)
✓ Demonstrates interest in specific areas related to their discipline. ✓ Develops scholarly networks and collaborations. ✓ Begins to contribute to reviewed (possibly also peer reviewed) conferences and publications. ✓ Seeks professional development in their academic discipline, including in relation to EDID, Indigenization, and belonging. ✓ Participation in conferences and workshops.	✓ Substantive evidence of being accepted by a community of peers in and beyond UFV through peer-reviewed publications, applied formats, and/or presentations. ✓ Evidence of systematic engagement in a scholarly program to generate significant results. This may look different when weighted at 10% (e.g., 3 – 5 conference, panel, or community presentations; 2 – 3 co-authored journals, chapters, or manuals vs 20% (lead authorship, additional publications, and presentations).	✓ Offers substantial and sustained contributions that influence researchers and/or the body of knowledge in one's field with national (10%) and international (30%) recognitions in the form of invitations, collaborations, citations, or awards, including internal (10%) and/or external grants (30%). ✓ Leadership as evidenced by mentorship, peer reviewing, editing, and organizing scholarly events. ✓ Leadership and mentorship (formal or informal) to colleagues and community in EDID, Indigenization, and Belonging.	✓ Copies of articles or chapters. ✓ Presentations that have been given. ✓ Recognition from colleagues in the profession/discipline. ✓ Descriptions of how the candidate supported students through mentorship or supervision. ✓ More detailed descriptions of research grants, community work, or collaborative research projects ✓ Media recognition of scholarship. ✓ Videos, visual artifacts.

e. ***Evidence in Relation to Service.***
   a. *Discussion of Service.* Using no more than three pages, the candidate chooses specific acts of service that best illustrate their move from participation to meaningful and sustained contributions (or leadership and mentorship). Look to the table below for a description of what *must be* demonstrated by rank; the candidate is trying to explain how these specific acts of service meet the descriptions of the rank for which they are applying. Any examples that the candidate references can be added to an appendix in the dossier. The CV lists the breadth (by department, faculty, university, and community) and quantity of a candidate's service. This section is for the candidate to elaborate on how their involvement in those acts of service resulted in action/change/creation. Emphasis should be placed on how those acts of service align with the Mission and Mandate of the University, as well as the candidate's commitment to EDID and Indigenization. Be sure to discuss this evidence in relation to the percentage weighting given to service.

Table 3: Descriptions of Evidence of Service by Rank
These descriptions of service evidence by rank are **required** for promotion.

Assistant Professor Participation Focus	Associate Professor Meaningful and Sustained Contributions	Full Professor Leadership and Mentorship	Potential Sources of Evidence (beyond those already noted)
✓ Demonstrates the potential for collegial involvement not requiring significant preparation. ✓ Service may reflect service to department, faculty, and/or community. ✓ Service demonstrates readiness and contribution to discussion.	✓ Service requires significant preparation and time commitment that demonstrates how that participation resulted in actionable change. ✓ Service is provided on UFV committees at a minimum of the faculty council level. ✓ Service also involves contributions to professional organizations, UFV-wide committees, or local/national communities (for 30% the applicant is engaged in service to all of these).	✓ Service requires major responsibilities demonstrating leadership on UFV-wide committees, regional/national/ international communities, and/or professional organizations. ✓ If you demonstrate leadership on one of the above it is 10%, two of the above is 20%, and 30% is all three.	✓ Letters of recommendation from colleagues. ✓ Examples of resultant work on committees. ✓ Letters from community members who have benefited from the candidate's service. ✓ Examples of presentations that have been given. ✓ Videos, artifacts, and visuals.