

School of Health Studies

Standards for Tenure and Promotion



Preamble

This document provides standards for the assessment of faculty applications for tenure and promotion within the UFV School of Health Studies. Faculty responsibilities at UFV address a tripartite mandate including teaching, scholarly activity, and service as described in the Collective Agreement. With faculty teaching in degree, diploma, and certificate granting programs, individual contributions to these three areas (teaching, scholarly activity, service) will vary.

Educational Requirements

All faculty engaged in clinical teaching will be required to maintain licensure with the appropriate licensing body. Minimum faculty academic/professional preparation will vary based on the program they are teaching in as follows:

- Degree programs – Master’s degree in nursing or related field
- Diploma programs – Bachelor’s degree in nursing or related field
- Certificate programs – Bachelor’s degree in related field

For tenure and promotion to Associate Professor, academic/professional preparation may be in progress or nearing completion. For promotion to Full Professor, minimum academic/professional preparation requirements must be met.

General Standards for each Rank

Assistant Professor:

Faculty are hired at the rank of Assistant Professor and expected to demonstrate a commitment to fulfilling the basic academic responsibilities in the areas of teaching, scholarly activity, and service. The following table includes criteria intended to guide and to support faculty in their role as an Assistant Professor.

	Teaching	Scholarly Activity	Service
<i>Minimum Requirements</i>	<ul style="list-style-type: none"> • Demonstrates a commitment to decolonization and indigenization in teaching. • Ensures a learning environment that reflects principles of equity, diversity and inclusion • Creates a student-centered learning environment. Critically reflects on and analyzes own teaching performance in response to the learning environment. • Provides comprehensive, descriptive, and timely student feedback reflective of students' individual learning needs. • Participates in curriculum implementation and evaluation. 	<ul style="list-style-type: none"> • Engages in scholarly activity that contributes to educational or professional knowledge. • Applies clinical practice or content expertise to the context of teaching. • Engages in professional development activities related to pedagogical and instructional skill development. 	<ul style="list-style-type: none"> • Engages in the basic service activities required in related semester group, program, department, and/or faculty.
<i>Examples of Success</i>	<ul style="list-style-type: none"> • Class/course outlines • Peer evaluation • Student evaluations and feedback • Statement of teaching philosophy • Statement of self-reflection • Annual faculty workload plan • Seeks feedback and mentorship from experienced colleagues. 	<ul style="list-style-type: none"> • Attends conferences, institutional workshops, lectures, events related to professional interests • Attend workshops or courses that focus on teaching and learning or clinical practice 	<ul style="list-style-type: none"> • Active membership in department and faculty committees • Active membership in professional organization.

Associate Professor:

The criteria listed for Associate Professor require faculty members to demonstrate a high level of proficiency in teaching and make meaningful contributions in the areas of scholarly activity and service at the time of application for promotion. In the table below the minimum requirements identified need to be met in order to achieve the rank of Associate Professor. A non-exhaustive list of examples is also provided.

	Teaching	Scholarly Activity	Service
<i>Minimum Requirements</i>	<ul style="list-style-type: none">• Demonstrates a commitment to decolonization and indigenization in teaching.• Ensures a learning environment that reflects principles of equity, diversity and inclusion.• Demonstrates effectiveness in teaching through the implementation of creative and innovative pedagogical and curricular knowledge.• Reflects on own teaching practice with a focus on areas for improvement and development.• Engages in student mentorship.• Integrates strategic goals in teaching.	<ul style="list-style-type: none">• Engages in research or scholarly projects and activities.• Disseminates scholarly work through a variety of professional, reviewed, or peer-reviewed conferences and publication formats.	<ul style="list-style-type: none">• Active membership in faculty and/or institutional committees.• Active membership in professional organization.• Role in community engagement activities.
<i>Examples of Success</i>	<ul style="list-style-type: none">• Student and/or peer evaluations.• Seeks feedback and mentorship from experienced colleagues.• Statement of self-reflection.• Designs and implements innovative teaching strategies.• Attends instructional forums, workshops related to teaching and learning.• Provides student references, career support.• Provides student debriefing and emotional support.	<ul style="list-style-type: none">• Participates in the development of program/committee reports, manuals, student guides and/or involvement in research/teaching projects.• Publications and/or presentations within the University, Health Authorities, communities, and at conferences.	<ul style="list-style-type: none">• Participation on relevant committees.• Builds partnerships with clinical organizations/community groups.• Participates in community events and workshops.

Full Professor:

For promotion to Full Professor, faculty members must demonstrate sustained and substantive excellence in the areas of teaching, scholarly activity, and service, exceeding the requirements for Associate Professor. Faculty must demonstrate distinguished teaching abilities and service contributions, and scholarly activities on the regional, national, and international levels. In the table below the identified minimum requirements need to be met in order to achieve the rank of Full Professor. A non-exhaustive list of examples is also provided.

	Teaching	Scholarly Activity	Service
<i>Minimum Requirements</i>	<ul style="list-style-type: none">• Demonstrates a commitment to decolonization and indigenization in teaching.• Ensures a learning environment that reflects principles of equity, diversity and inclusion• Demonstrates distinction in teaching through the implementation and dissemination of creative and innovative pedagogical and curricular knowledge.	<ul style="list-style-type: none">• Demonstrates a record of sustained and productive scholarly activity that is recognized nationally and internationally.• Disseminates scholarly work through a variety of professional, reviewed, or peer-reviewed conferences and publication formats.• Mentors colleagues and/or students in scholarly activity development.	<ul style="list-style-type: none">• A record of outstanding and significant service to at least one area (institutional, professional, community engaged service).
<i>Examples of Success</i>	<ul style="list-style-type: none">• Engages in accreditation processes.• Comprehensive knowledge of program curriculum.• Incorporates innovation and creativity into teaching development.• Demonstrates leadership in curriculum development/revision.	<ul style="list-style-type: none">• Doctorate degree in related field of practice.• Presentations at national or international level.• Publications in peer- reviewed journals.• Advance the state of professional practice within one's discipline.• Supports and supervises students in directed studies, independent projects, and as research assistant.	<ul style="list-style-type: none">• Chairs committees.• Provides support for colleagues regarding the process of disseminating disciplinary knowledge (i.e. research design, funding, pedagogy, teaching strategies).• Executive membership on faculty and/or institutional committees• Executive committee membership on regional, provincial, and/or national practice-related organizations.