

## Faculty of Access and Continuing Education

### Criteria for Rank, Tenure, and Promotion

#### Preamble

At the University of the Fraser Valley, “priority is placed on students and their learning needs and goals”<sup>1</sup> The Faculty of Access and Continuing Education (FACE) believes that a commitment to standards of excellence in teaching respects the primacy of the learner. FACE also recognizes that pursuits in relevant research and scholarship, and service activities are concomitant aspects of this commitment. Accordingly, FACE has an expectation that all faculty members will make contributions in all areas: teaching and learning; research and scholarship; service. Lastly, in accordance with Article 12.7 of the UFV Collective Agreement, to ensure the assessment of these contributions will be considered equitably and fairly in a teaching-intensive university, evaluation weighting of no less than 60% will be based on teaching, no less than 20% on one of scholarship or service, and no less than 10% on the remaining component.

This document provides the criteria used to measure, evaluate and adjudicate applications by faculty members within FACE for tenure, and promotion through the ranks. Additional, discipline-specific criteria may vary by department or program; however, all criteria throughout FACE will align with the requirements provided herein.

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<sup>1</sup> UFV Values Statement [https://www.ufv.ca/about\\_ufv/vision-mission-values/](https://www.ufv.ca/about_ufv/vision-mission-values/)

## General Standards for each Rank

### Assistant Professor

Must successfully meet the following criteria:

- a) Successful completion of both a recognized teaching credential and recognized Master's degree;
- b) Evidence of successful teaching experience in an adult learning environment;
- c) Evidence of a commitment to both mentorship and excellence in progressive teaching and learning;
- d) Evidence of commitment to engage in scholarly activities; and,
- e) Evidence of commitment to service relevant to the University, Faculty, Department, the academic community, and/or the community at large.

### Associate Professor

Must successfully meet all the criteria for Assistant Professor plus the following:

- a) A record of sustained, successful teaching experience in an adult learning environment, and a demonstrated commitment to mentorship, curriculum development and excellence in progressive teaching and learning;
- b) A record of productive scholarly activities; and
- c) A record of sustained and meaningful service to the University, Faculty, Department, the academic community, and the community at large.

### Professor

Must successfully meet all the criteria for Associate Professor plus the following:

- a) Demonstrated and documented distinction in teaching and learning;
- b) A record of sustained and productive scholarly activities, including a recognized, relevant, terminal degree; and
- c) A record of sustained and outstanding service to the University, Faculty, Department, the academic community, and the community at large.

## General Standards for each Rank

Rank	Teaching	Scholarship	Service
<b>Assistant Professor</b>  <b>Potential &amp; Participation</b>	Faculty member's teaching demonstrates the potential to create a student-centered learning environment for diverse learners. The member engages professionally with colleagues and students, solicits comment on teaching methods, lessons and materials, and demonstrates a reflective ability to adjust lessons if/as needed. The member has a strong knowledge base and encourages student success by providing timely and appropriate feedback.	Faculty member's scholarship demonstrates the ability to be actively engaged in relevant activities which are planned and focussed on the development of professional networks and opportunities, and the dissemination of scholarly works through a variety of professional workshops, conferences, and publication formats.	Faculty member's service activities demonstrate collegial involvement and active membership on department and FACE faculty council committees. The member reads and disseminates materials in preparation for meetings and contributes to discussions.
<b>Associate Professor (with tenure)</b>  <b>Development &amp; Contribution</b>	Faculty member's teaching facilitates students' critical and conceptual understanding of course content. The member facilitates reflective, problem-solving and decision making activities that demonstrably link activities to both the course content and the ILOs. The member demonstrates professional development in the area of teaching and shares best practices in his/her discipline. The member is involved in course development and revisions, and effective student supports.	Faculty member's scholarship is deepening and demonstrably accepted by professional peers both in and beyond the UFV community through publications, applications or presentations. Some aspects of the member's scholarship relates to his/her broader and systematic professional development in teaching and service. A record of sustained and productive scholarly activities.	Faculty member's service activities require a significant time commitment and extend beyond his/her department and faculty. Specifically, the member also contributes to university-wide committees and initiatives, and may represent departmental or faculty interests on relevant community-based committees, groups and endeavours. Leadership is evident in the member's support of volunteers, and practicum and work-study students. A record of sustained and meaningful service to the University, Faculty, Department, the academic community, and the community at large.
<b>Full Professor</b>  <b>Excellence &amp; Leadership</b>	Faculty member is a recognized exemplar of best practices in teaching, and mentors other instructors and faculty. The member contributes to the development of programs and teaching and learning practices and resources at UFV.	Faculty member's scholarship is sustained and substantially recognized (e.g., through internal and external grants and awards, citations, invitations, and invitations and collaborations) as having contributed to the body of knowledge in his/her discipline and/or in the areas of teaching and service. The member demonstrates leadership in mentorships, peer reviewing and editing, and in organizing	Faculty member's service activities demonstrate a significant commitment to the institution as well as to provincial, national or international professional associations, committees and endeavours. The member serves an active leadership role and is recognized for major contributions made through governance, engagement and organizational responsibilities. A record of significant and outstanding service to the

		scholarly events. A record of sustained and productive scholarly activities at both a national and international level, including a recognized, relevant terminal degree.	University, Faculty, Department, the academic community, and the community at large.
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## Activities for Assessment

Aspect of Teaching	Sample Criteria	Sample Evidence
Facilitating effective classroom learning	Creates a student-centered learning environment for diverse learners	<ul style="list-style-type: none"> <li>• Teaching philosophy statement</li> <li>• Course outlines</li> <li>• Solicited and unsolicited feedback</li> <li>• Peer reviews of teaching</li> <li>• Teaching awards</li> <li>• Written feedback to students</li> <li>• Initial needs-assessment forms or process documents</li> <li>• Lesson plans that demonstrate an effective mix of teaching methods</li> <li>• Stakeholder needs analyses</li> <li>• Self-assessment tools</li> <li>• Reflective statements on changes made to lessons</li> <li>• Instructions for learning activities</li> <li>• Teaching materials e.g., files uploaded to Blackboard and handouts</li> </ul>
	Facilitates critical and conceptual understanding	<ul style="list-style-type: none"> <li>• Journaling</li> <li>• Reflective tasks</li> <li>• Summaries and critiques</li> <li>• Applied (experiential, hands-on) activities</li> <li>• Problem-solving and decision-making activities</li> <li>• Assessments, e.g., exams and quizzes</li> <li>• Projects</li> </ul>
	Establishes rapport	<ul style="list-style-type: none"> <li>• Students' queries dealt with in a timely and appropriate manner</li> <li>• In-class observation or on-line documentation of facilitation skills with discussion groups</li> <li>• Professional communication with students and colleagues</li> </ul>

Aspect of Teaching	Sample Criteria	Sample Evidence
<b>Facilitating effective classroom learning (continued)</b>	Promotes inquiry-based learning	<ul style="list-style-type: none"> <li>• Projects</li> <li>• In-class assignments</li> <li>• Discussion groups</li> <li>• Lesson plans</li> <li>• Stories/experiences from practice/research</li> </ul>
	Supports student success	<ul style="list-style-type: none"> <li>• Teaching awards</li> <li>• Student awards</li> <li>• Students' work</li> <li>• Student, faculty, and staff feedback</li> <li>• Lesson plans</li> </ul>
<b>Supporting students outside the classroom</b>	Supervises students	<ul style="list-style-type: none"> <li>• Practicum               <ul style="list-style-type: none"> <li>○ Evaluations</li> <li>○ Field site meetings with students and supervisors</li> <li>○ List of arranged practicums and work place site visits</li> <li>○ Feedback from field sites</li> </ul> </li> <li>• Field trips</li> </ul>
	Mentors and advises students	<ul style="list-style-type: none"> <li>• Orientation materials</li> <li>• Calendar of student meetings</li> <li>• List of oral references provided for students</li> <li>• List of letters of reference provided for students</li> <li>• Student, faculty, and staff feedback</li> <li>• Letters/cards/notes of thanks from students</li> <li>• Advising and program materials</li> <li>• Professional development materials</li> <li>• Reflective narratives</li> <li>• Student portfolios</li> <li>• Extra-curricular study sessions</li> </ul>

Aspect of Teaching	Sample Criteria	Sample Evidence
<b>Managing effective curricula</b>	Integrates outcome-based principles	<ul style="list-style-type: none"> <li>• Assessment rubrics</li> <li>• Course outlines</li> <li>• Narrative linking outcomes across planning, teaching, and evaluation of learning</li> <li>• Evaluation strategies</li> <li>• Performance evaluation/rating scales and checklists</li> <li>• PLAR</li> <li>• Exams, quizzes</li> </ul>
	Develops learning materials and activities	<ul style="list-style-type: none"> <li>• Learning materials</li> <li>• Effective online and multimedia learning resources</li> <li>• Discussions</li> <li>• Case-based teaching</li> <li>• Field trips</li> <li>• Site-based teaching</li> <li>• Team-work</li> <li>• Integration of new technologies</li> <li>• Student projects</li> <li>• Articulation documentation</li> </ul>
	Designs and updates programs and courses	<ul style="list-style-type: none"> <li>• Concept papers, presentations to faculty council, CWC submissions, etc., that link to new developments and trends</li> <li>• Substantial revisions to existing programs or courses</li> <li>• Articulation documentation</li> <li>• Textbook adoption</li> </ul>
	Maintains academic currency	<ul style="list-style-type: none"> <li>• Scholarly and professional development activities</li> <li>• Documentation of innovative activities/practices</li> <li>• Conference presentations and attendance</li> </ul>
<b>Managing effective curricula (continued)</b>	Collaborates with colleagues	<ul style="list-style-type: none"> <li>• Materials and resources</li> <li>• Peer review and feedback</li> <li>• Workshops, seminars, and presentations</li> <li>• Professional development activities</li> </ul>

Aspect of Research and Scholarship	Sample Criteria	Sample Evidence
Conducting research	Funded Unfunded	<ul style="list-style-type: none"> <li>• Research proposals/applications</li> <li>• Acceptance letters</li> <li>• Ethics approval</li> <li>• Reports</li> </ul>
Writing scholarly work for publication (e.g., articles, chapters, books, training or user manuals, etc.) Writing reviews of published scholarly work	Peer-reviewed Non peer-reviewed	<ul style="list-style-type: none"> <li>• Publication documents</li> <li>• Citation and reviews</li> </ul>
Creating relevant works of art such as a painting or sculpture/producing or directing a play or film, writing non-fiction literature such as poetry or novels Writing reviews of works of art	Peer-reviewed Non peer-reviewed	<ul style="list-style-type: none"> <li>• Copy of work</li> <li>• Publication/display documents</li> <li>• Citation and reviews</li> </ul>
Presenting scholarly work at workshops and conferences (e.g., papers, posters, roundtable discussions, etc.)	Peer-reviewed Non peer-reviewed	<ul style="list-style-type: none"> <li>• Presentation proposal</li> <li>• Acceptance letters</li> <li>• Conference/workshop programs/proceedings</li> <li>• Presentation materials</li> <li>• Citation and reviews</li> </ul>
Reviewing new scholarly work/works of art submitted for publication/presentation	Peer-reviewed Non peer-reviewed	<ul style="list-style-type: none"> <li>• Appointment letters</li> <li>• Review documents</li> <li>• Citation</li> </ul>
Curriculum development (e.g., reviewing and developing curricula, courses, and teaching/learning materials)	For own use For use by others	<ul style="list-style-type: none"> <li>• Curriculum materials</li> <li>• Supporting documents/reviews</li> </ul>
Research and scholarship related to teaching and learning (e.g., developing and disseminating innovative teaching and learning activities/materials)	For own use/use by others Peer-reviewed/non peer-reviewed	<ul style="list-style-type: none"> <li>• Publication or conference/workshop programs/proceedings/materials</li> <li>• Citation and reviews</li> </ul>

Aspect of Service	Sample Criteria	Sample Evidence
<b>University Community Engagement</b>	<ul style="list-style-type: none"> <li>• Provides support for volunteers, practicum or work study students</li> <li>• Department headship or serving in other leadership roles</li> <li>• Active membership and involvement in departmental and university committees</li> <li>• Membership in University governance</li> <li>• Faculty and Staff Association service</li> <li>• Participates in University wide initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Internal documents or other evidence of engagement</li> <li>• Budgets</li> <li>• Written reports</li> <li>• Marketing and promotion</li> <li>• Letters of appointment</li> <li>• Board materials</li> <li>• Faculty workload plans</li> <li>• Education plans</li> <li>• Program and/or course development documents</li> </ul>
<b>Regional Community Engagement</b>	<ul style="list-style-type: none"> <li>• Represents the department and/or UFV at community-based groups</li> <li>• Contributes to relevant community committees or endeavors</li> </ul>	<ul style="list-style-type: none"> <li>• Written reports, letters, newspaper articles</li> <li>• Committee and individual awards or nominations</li> <li>• Newsletters, agendas and minutes of meetings</li> <li>• Ad hoc committee agreements or memorandum of understanding documents</li> <li>• On-line sources</li> </ul>
<b>Professional Community Engagement</b>	<ul style="list-style-type: none"> <li>• Represents department or UFV on committees or forums on provincial, national, or international level</li> <li>• Organizing conferences, workshops, or other professional meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Membership in professional associations and/or executive positions</li> <li>• Conference or event materials</li> <li>• Event related images from social media</li> <li>• Letters of support from peers or other evidence of engagement</li> <li>• Committee or individual awards, nominations or honors conference presentation abstract</li> </ul>