

Faculty of Applied and Technical Studies

Rank and Tenure Criteria

Preamble

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 January 2015, 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. Sample indicators 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 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”*. 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.

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 includes, though 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.
- f) Utilization of, and reflection on, effective methods and professional practices.
- g) Demonstration of responsiveness to changing and diverse student learning needs.
- h) Demonstrable environment in which students develop and use their powers of discovery and innovation.

- i) Development of learning materials and teaching methods that can be more broadly adopted outside of the university.
- j) 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 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. 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.

Successful scholarly activities, like teaching, is achieved on many levels and avenues. Scholarly activities in the Faculty of Applied and Technical Studies includes, though 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 manuals and book chapters.
- f) Dissemination of curriculum developed by the faculty to governing bodies, industry training.
- g) Community engaged research.
- h) Collaboration with industry for student benefit.

Every attempt should be made to involve students in processes, innovation and improvement.

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.

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.

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.

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 in the Faculty of Applied and Technical Studies and can be as varied as a BC Certificate of Qualification, Interprovincial Red Seal, certified Journeyperson or a terminal degree or professional qualification such as a Professional Engineer or Masters of Education; all of which must be married with extensive on the job experience, 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 is 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 (5 years) along with a commitment to completing a diploma in Instruction or equivalent. It is expected that faculty at this rank are building skills and strategies for teaching, particularly undergraduate students.

| Rank | Teaching | Scholarship | Service |
|------------------------------|--|---|---|
| Assistant Professor | <ul style="list-style-type: none"> • Practicing at the top level of the discipline and a Red Seal or terminal degree/designation appropriate for the discipline and industry experience • Professional, ethical, and effective course organization, management, and delivery • A record of 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 • 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 • Makes progress towards advancing the state of practice through scholarly inquiry, testing theories, improving processes, teaching practices and curriculum | <ul style="list-style-type: none"> • Meaningful contribution to institutional service, especially at the department level • Engagement in the wider community with industry colleagues |
| <i>Minimum Requirements</i> | | | |
| <i>Indicators of Success</i> | <ul style="list-style-type: none"> • Student evaluations • Enrollment in the Provincial Instructor Diploma program • Samples of improvement to existing curriculum • Improving current curriculum, development of applied assignments in shops or labs | <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.

| Rank | Teaching | Scholarship | Service |
|------------------------------|--|---|--|
| Associate Professor | <ul style="list-style-type: none"> • A Master's degree or where applicable professional registration in the discipline or completion of PIDP • Practicing at the top level of their field with substantial experience, utilizing best practices recognized by industry • Demonstrates excellence in teaching and learning • Makes significant contributions towards curriculum development • Demonstrates professional and pedagogical skills development through completion of Instructional Diploma program, as well as other opportunities such as: academic conferences, industry conferences and testing, teaching and learning workshops • 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 |
| <i>Minimum Requirements</i> | | | |
| <i>Indicators of Success</i> | <ul style="list-style-type: none"> • Creation of resources or programs to support teaching and learning • Successful completion of PIDP • Successful implementation of new or revised courses or programs • Quality assignments, course materials, training manuals, exams • Sharing best practices of applied processes with industry | <ul style="list-style-type: none"> • Published processes aimed at producing new and effective applications relative to best practices in industry • Peer reviewed publications resulting in applied practices within industry | <ul style="list-style-type: none"> • Board member on Industry Association • Active committee member on University wide initiatives • Effective student recruitment strategies/activities |

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"> • Earned Doctorate or equivalent. • 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 • Active engagement with learning communities, public audiences and external organizations regionally, nationally and internationally • Involvement in program creation/development | <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 research towards advancing the state of practice | <ul style="list-style-type: none"> • Organizing conferences, workshops or other professional meetings • Chair of a University wide committee, Chair of a professional organization or association • Demonstrable leadership at the department, faculty and university level • A mentor to students and faculty • Achievement of a recognized distinction through 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>Minimum Requirements</i> | | | |
| <i>Indicators of Success</i> | <ul style="list-style-type: none"> • Teaching awards indicating a distinguished record of excellence in teaching and learning • Terminal degree/qualification • 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 | <ul style="list-style-type: none"> • Internationally recognized bodies of work within ones discipline such as contribution to International conferences and or publications • Demonstration of distinction by professional colleagues outside of the university advancing the state of professional practice • Peer reviewed training manuals, grant applications resulting in funding • Presentations at regional, national or international conferences | <ul style="list-style-type: none"> • Chair of significant university committee\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 • Judging, participating in or organizing Skills days, Try a Trade or similar outreach activities • Entrepreneurial actions resulting in funding, resource development and programming |