Rank and Tenure Criteria
Faculty of Professional Studies

This document is aligned with the *Principles for the Establishment of Faculty Standards and Criteria for Tenure and Promotion* established by Senate. Its primary purpose is to guide faculty members in the tenure and promotion process. At the same time, it is intended to support faculty members in their ongoing professional development and in the preparation of annual professional plans.

Minimum Educational & Professional Requirements for the Rank of Assistant Professor

The minimum requirements for appointment to, and continuation at, the rank of Assistant Professor (Tenure-track) are (a) a level of education appropriate to the field, 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.

How to Determine Rank

The principles, domains, and required activities are the same for all ranks. The quantitative or qualitative assessment of overall performance, the criteria assessed, and how applicants meet each activity will vary. As members move through the ranks of Assistant, Associate, and Full Professor, they are required to show a progressive shift from demonstrating competence, to scholarly focus, and then to a leadership orientation, respectively, in teaching, scholarship, and service. In keeping with the Principles for the Establishment of Faculty Standards and Criteria for Tenure and Promotion, applications for rank "require evidence of peer review of teaching and learning and scholarly activities, and confirmation of performance in service roles" (§8). These descriptive distinctions correspond to a shift at the Assistant Professor rank from an orientation to participating to an orientation to contributing as one nears the rank of Associate Professor. Likewise, the transition to Full Professor corresponds to a shift towards an increased orientation to activities involving leading.

The following table presents the progressions of these approaches across the three ranks. The characteristic approaches distinguish the performance of someone entering that rank and would transition into those of the next rank over time. It is understood that the requirements for an Assistant Professor are met at the time of hiring rather than determined by the rank and tenure processes, but the descriptors are provided nonetheless for Assistant Professors as a formative assessment tool. At UFV, the weighting of Teaching to Service/Scholarship is established by the Collective Agreement, with a heavier emphasis on teaching. Therefore, these entrance descriptors will be interpreted more strictly for teaching than for the other domains, which will vary depending on the weight accorded service and scholarship by a faculty member. It is expected that at least two of the three domains, including teaching, would demonstrate this developmental trajectory across ranks.

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Rank	Teaching	Scholarship	Service
Assistant Professor **Participation**	Faculty member's teaching demonstrates the potential to engage students with course content. The faculty member also encourages student participation and provides timely and appropriate feedback. For example, s/he has a strong knowledge base, is recognized as an effective instructor by students, and engages in a variety of classroom and/or online learning activities.	Faculty member's scholarship demonstrates the potential to be activity-focused and is planned with an emphasis on developing scholarly opportunities and networks and disseminating scholarship through a variety of professional, reviewed, or peer-reviewed conferences and publication formats.	Faculty member's service activities demonstrate the potential for collegial involvement not requiring significant preparation. For example, the faculty member sends reading materials out in advance of a department meeting, reads in preparation for that meeting, and contributes to discussion.
Associate Professor (with tenure) **Contribution**	Teaching promotes creative and critical explorations of course content, develops students' ability to be culturally responsive, and demonstrates recognized best practice in that discipline. As a result the faculty member can share research on best practice and link that to course content/activities, demonstrate connections between course content/activities and ILOs, and illustrate the development and use of critical thinking and problem solving within courses. Faculty member can demonstrate professional development in the area of teaching, is involved in course creation/revision, and possibly student mentorship.	Scholarship is deepening, focusing, extending, and developing with substantive evidence of being accepted by a community of peers in and beyond UFV through peer reviewed publications, applied formats, and/or presentations. The candidate can relate at least some component(s) of their scholarship to broader professional development outcomes in teaching and service. There is evidence that the candidate is systematically engaged in a scholarly program to generate significant results.	Service requires significant preparation and time commitment and may include a leadership role. For example, the faculty member might prepare agendas, call meetings, prepare relevant documentation, and/or supply specialized resources. Specifically, the faculty member might be a member of a Faculty-wide committee, a Department/School committee, and/or a University-wide committee.
Full Professor **Leadership**	Teaching is recognized as an exemplar, acting as a model and mentor for other instructors/faculty; contributes to the development of stronger teaching practices at UFV; experiments with innovative teaching practices that contribute and advance the field or discipline, and is involved in program creation/development.	Scholarship offers substantial and sustained contributions to the body of knowledge in one's field with national and international recognitions in the form of invitations, collaborations, citations, and awards, including internal and external grants; and leadership as evidenced by mentorship, peer reviewing, editing, and organizing scholarly events.	Service requires significant preparation and time commitment to the institution and/or beyond. It includes major responsibilities. For example, the faculty member might chair a University-wide committee or professional association.

Evaluation Principles

The following ten overarching evaluation principles for rank and tenure hold across all three domains of teaching, service, and scholarship. Applicants' performance descriptions should be linked, ultimately, to these ten principles. These evaluation principles derive from the strategic objectives and institutional learning outcomes of the University of the Fraser Valley, as well as to scholarship on academic leadership in higher education. Furthermore, these principles operate both as a code of conduct to be demonstrated by a candidate and as the ethical bases upon which the process for tenure and promotion should operate. The ten evaluation principles are as follows:

1. **Academic Freedom**. Practicing the rights to teach and learn, pursue knowledge, conduct and disseminate scholarship, and engage in institutional and community service.

2. **Academic Responsibility.** Demonstrating the duties and responsibilities associated with conserving academic freedom and promoting the intellectual leadership of the professoriate and university, including supporting peers and students to develop and exercise intellectual freedom.

3. **Diversity and Difference**. Respecting individual students, faculty, and diverse learning communities. Recognizing the varied and multiple forms of scholarly, creative, and service activities that are essential to education, professional development, and the purposes and mandates of the university.

4. **Equity**. Promoting and advocating equal access to, and participation in, postsecondary education. Ensuring that all faculty members within Professional Studies are entitled to apply for rank and tenure regardless of academic discipline or departmental or school affiliation and that the standards and criteria for determining rank and tenure are communicated clearly and are made readily available.

5. **Intellectual Engagement.** Engaging in systematic and sustained knowledge production and exchange in a manner that promotes academic citizenship and the continued value placed on truth, knowledge, and meaning in the life of the community.

6. **Critical Reflection.** Emphasizing and applying critical reflection in the pursuit of knowledge and in the development of professional practices.

7. **Community Engagement.** Contextualizing teaching, scholarship, and service within broader social spheres.

8. **Applicability and Relevance.** Considering the wider social implications of teaching, scholarship, and service.

9. **Innovation.** Bringing the benefits of creative and diverse teaching, scholarship, and service activities to the university and wider society.

10. **Ethics and Procedural Integrity.** Informing and interpreting teaching, scholarship, and service using personal, professional, institutional, and human rights-related ethics and values considerations. At the same time, the following principles will guide the evaluation process of tenure and rank assessment.

- Ensuring promotion, tenure, and dispute resolution processes are peer reviewed, based on the objective assessment of evidence, consistent with the laws of natural justice, and adhere to the legal requirements of the *Collective Agreement*.

- Ensuring that the processes for awarding tenure and promotion are free from discrimination based on, but not limited to, age, gender, sexual orientation, race, and religious or political affiliation.

- Ensuring that the evaluation process respects confidentiality and transparency in the tenure and promotion process.

- Ensuring that the evaluation process reflects a formative assessment approach in which applicants are supported within a collaborative professional development consultation.

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Teaching Domain PREVIOUS VERSION

Required Activities	Sample Criteria	Sample Evidence
Supervising and/or mentoring students and colleagues	Supervising of • Undergraduate-level research/projects • Directed Independent Studies (DIS) • Graduate-level research/final projects Students' programs of study	• CV • List of supervised students including major paper, theses, or project titles • Students' supervised work • Assessment documents
	Field supervision • Arranging field experiences • Supervising students during field experience • Mentoring field supervisors • Teaching a seminar to link knowledge with field placement	• List of field site meetings • Practicum evaluations • List of arranged practicums and work place site visits organized by faculty member • Feedback from field sites
	Mentoring • Facilitating professional induction (students) • Cultivating a culture of mentorship & collaboration among students • Mentoring and collaborating with peers (e.g., colleagues) • Taking leadership on collaborative projects with colleagues	• Reflective narratives • Orientation materials • List of oral references provided for students or colleagues • List of letters of reference provided for students or colleagues • Reference letters
	Advising • Providing career planning advice • Offering academic and study advice • Fostering professional development	• Student portfolios • Advising materials • Letters/cards/notes of thanks from students
Creating effective learning environments	Engaging students • Supporting diverse learners • Creating a safe learning environment • Supporting student voices • Using an effective mix of teaching methods • Responding to diverse learning preferences • Conducting student needs assessment	• Teaching philosophy statement • Course outlines • Solicited and unsolicited feedback • Peer reviews of teaching • Teaching awards • Written feedback to students on their language and writing skills • Initial needs assessment forms or process documents • Lesson plans • Reflective statements on changes made to lessons • Instructions for learning activities

Required Activities	Sample Criteria	Sample Evidence
Creating effective learning environments (con't)	Demonstrating cultural and intercultural awareness	• Special projects or activities demonstrating inclusive teaching strategies • Resource development bibliographies • Solicited and unsolicited feedback

	Facilitating critical and conceptual understanding	• Description of learning activities and resources, such as:
		  o Journaling
		  o Reflective tasks
		  o Summaries and critiques
		  o Applied (experiential, hands on) activities
		  o Concept mapping
		  o Criterion based reasoning
		  o Problem solving and decision making
		• Abstract thinking
		• Tests or Exams

	Being approachable • Responding to students in a timely manner • Establishing rapport • Building trust	• Responses to students' queries • In class observation or on-line documentation of facilitation skills with discussion groups

	Promoting cultures of inquiry
	• Cultivating inquiry-based learning
	• Developing independent student learning
	• Engaging in practical and applied research
		• Narratives about
		  o Creating safe learning environments
		  o Questioning techniques
		  o Respecting academic honesty and integrity
		  o Sharing stories/experiences from practice/research

	Providing teaching materials	• Electronic files uploaded to learning management systems
	Supporting student success	• Teaching awards • Student awards • Students' work

Teaching Domain

Required Activities	Sample Criteria	Sample Evidence
Designing, planning, implementing and reviewing activities, curriculum and programs	Being learner-centred	• Formal needs assessment documents • Self-assessment tools • Stakeholder needs analyses
	Cultivating cultural and intercultural awareness	• Course outlines • Activities or assignments • Sample role plays • Ethnographic field work tasks • Site visits to cultural centres • Relevant case studies • Samples of supervised student work on international placements
	Using outcomes-based principles	• Assessment rubrics • Course outlines • Narrative linking of outcomes across planning, teaching and evaluation of learning
	Developing learning materials	• Learning materials • Cases
	Designing innovative projects	• Students' work
	Designing engaging learning activities	• Effective online & multimedia learning resources • Descriptions of the following: • Special discussions • Special projects • Case-based teaching • Field trips • Site-based teaching • Team-work • Integration of new technologies

PREVIOUS VERSION

Teaching Domain

Required Activities	Sample Criteria	Sample Evidence

Designing, planning, implementing and reviewing activities, curriculum and programs (con't)	Designing curricula	• Curriculum for:
		  o External stakeholders
		  o Programs
		  o Courses
		  o Practicum
		  o Professional development events for colleagues
		• Documented integration of ILOs
		• Reference lists demonstrating relevant and current teaching and learning materials

Assessing and providing feedback to students	Testing a variety of skills and knowledge	• Evaluation strategies • Performance evaluation/rating scales and checklists
	Testing a variety of skills and knowledge	• PLAR • Exams, quizzes
	Assessing fairly and transparently	• Assessment rubrics • Students' exams and quizzes
	Providing formative feedback	• Self-assessment checklists and rubrics • Sequencing of assignments • Feedback on language and writing
Maintaining currency in the academic discipline and professional field	Practicing innovatively	• Curricula and program documents • Description of multi-media and technology use in teaching • Online assessment tools • Description of innovative activities/practices
	Blending inquiry and practice	• Digital storytelling or records • Self and peer evaluation materials
	Displaying knowledge of new developments and trends	• Development of new courses/programs • Conference presentations

Scholarship[1] Domain

Required Activity	Sample Activities	Sample Criteria	Sample Evidence
Being scholarly active	Writing and publishing of books, articles, and training or user manuals	Peer-reviewed Non peer-reviewed	• Copy of publication • Citation for publication
	Conducting research	Funded Unfunded	• Proposals • Applications • Acceptance letters • Ethics approval • Data sets • Final reports
	Reviewing journals, books, or productions	Peer-reviewed Non peer-reviewed	• Copy of publication • Citation for publication • Appointment letters • Journal masthead page • Review list • Review documents
	Compiling scholarly bibliographies and annotated resource lists	Peer-reviewed Non peer-reviewed Published Unpublished	• Original • Citation
	Developing and disseminating innovative teaching and learning	Published Presented	• Publication • CV • Letters of reference
	Creating resources or programs to support teaching	For own use For use by others	• Original documents • Letters of reference

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[1] The required and sample activities are transcribed from the *Collective Agreement* §12.7 and §18.1(c).

Required Activity	Sample Activities	Sample Criteria	Sample Evidence
Being scholarly active	Creating a work of art such as a sculpture or painting, producing/ directing a play, or writing a novel, creative non-fiction	Publically presented Not publicly presented	• Pictures • Citations and reviews
	Translating material of scholarly interest	Published Unpublished	• Copy of publication • Citation for publication
	Developing primary and secondary texts and learning materials	Primary Secondary	• Case studies • Scenario-based learning materials
	Developing curriculum and courses	For own use For use by others	• Curriculum materials
	Scholarship of teaching and learning	Published Unpublished	• Copy of publication • Citation for publication
	Presenting workshops, papers or being a panel member at a conference	Peer-reviewed Non peer-reviewed	• Conference programs and proceedings • Promotional materials • Reviews
	Participating in workshops or conferences	Invited Non-invited	
	Inventing or enhancing a piece of equipment or a physical instrument	Patented Non-patented	• Physical objects • Software • Patents • Industrial designs
	Scholarship related to unfunded consulting/mentoring[2]		

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[2] Activity not included in the April 1, 2012 to March 31, 2014 *Collective Agreement*

Definition

Scholarship and **scholarly activity** are defined in the *Collective Agreement* as "intellectual and academic work that is undertaken for the benefit of one's professional development, students, peers, and/or the community or society. Faculty are responsible for reporting on these activities to the university (§18.1c)."

Service Domain[1]

Required Activity	Sample Activities	Sample Criteria	Sample Evidence
Service[2]	**University Service** • Participation in department, faculty, and university governance • Administrative and non-teaching responsibilities within the University • Participation in the Faculty and Staff Association, its processes and committees • Creation, development, evaluation, and revision of academic programs	Participation[2] Contribution[2] Leadership[2]	• Budgets • Calendar and website copy • Education plan updates • Faculty workload plans • Marketing and promotion materials • Performance evaluations • Practicum agreements • Reports: annual, committee, project, administration, site visit, etc. • Timetables • Accreditation-related documents • Concept papers • Program and unit reviews
	Professional Service • Service on regional, national, and international committees and other professional organizations • Organizing professional and scholarly conferences and events		• E-mails and letters of appointment, commendation, etc. • Agendas and minutes of meetings • Board materials • Conference or event materials • Letters or awards
	Community Service • Service in communities where the individual has made an essentially non-remunerative contribution by virtue of particular academic or professional competence.		• Awards and honours • Blog, listserv, and other postings from social media • Event-related images from social media • Newspaper and newsletter articles

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[1] The required and sample activities are transcribed from the *Collective Agreement* §12.7 and §18.1(b).

Definitions[2]

Regarding **service**, "UFV and the FSA affirm … the significance and wide range of service as essential to faculty professional activities, community engagement, and academic governance" (*Collective Agreement*, §12.7).

Participation is collegial involvement not requiring significant preparation. For example, the faculty member attends an event, reads or prepares materials that enable him/her to participate in discussions. For instance, the faculty member sends reading materials out in advance of a department meeting and contributes to discussion.

Contribution requires significant preparation and time commitment and may include a leadership role. For example, the faculty member might prepare agendas, call meetings, prepare relevant documentation, and/or supply specialized resources. Specifically, the faculty member might be a member of a Faculty-wide committee, a Department/School committee, and/or a University-wide committee.

Leadership requires significant preparation and time commitment to the institution and/or beyond. It includes major responsibilities. This criterion is aligned with UFV's strategic goal to "be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley." For example, the faculty member might chair a University-wide committee or professional association. While tenure-track faculty members might attain a leadership position, this type of service is not expected of non-tenured faculty. However, leadership would be a consideration in promotion to the rank of full professor.

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[2] Definitions of contribution, leadership, and participation adapted from *Criteria for Evaluating Teaching, Service, and Scholarship for Tenure* (Mt. Royal University, Faculty of Arts, 2011). See www.mtroyal.ca/cs/groups/public/documents/pdf/gfc_utpc_arts.pdf.

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