



**Criteria for Tenure and Promotion
Department of Kinesiology (KIN)
Faculty of Health Sciences
University of the Fraser Valley**

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Introduction & Purpose

The purpose of this document is to outline the standards and performance criteria for tenure and promotion that are valued in the field of Kinesiology. The criteria are specific to KIN within the University's *Principles for the Establishment of Faculty Standards and Criteria for Tenure and Promotion*. While the *University-Wide Principles for the Establishment of Criteria for Faculty Standards* outlines the expectations of each rank (Assistant Professor, Associate Professor, Professor), this document outlines the specific criteria, products, and activities that are valued in the field of Kinesiology.

As outlined in the *University-Wide Principles for the Establishment of Criteria for Faculty Standards*, the following principles will guide the development of standards and criteria:

1. A Commitment to Academic Freedom
 - a. Academic freedom is fundamental to teaching and learning, scholarly activities, and service.
 - b. All criteria established by academic units must respect the institutional commitment to academic freedom and responsibilities, and they may not establish criteria that represent an impediment to the exercise of academic freedom.
2. Primacy of Teaching and Learning
 - a. Criteria for assessing rank and tenure for faculty must recognize the University of the Fraser Valley's commitment to the primacy of teaching and learning informed by scholarly activities.
 - b. Criteria established by academic units must clearly demonstrate that promotion requires increasing competency in teaching and learning.
3. Respecting Disciplinary Diversity while Ensuring Fair Comparison Among Faculties
 - a. Tenure and promotion criteria must consider the differences in the nature and purpose of different academic units.
 - b. Recognition must be given to multiple forms of teaching and learning, scholarly activities, and service.
 - c. The degree of accomplishment necessary for achieving promotion at each rank should be equivalent across academic units.
4. Alignment with the Mandate and Mission of the University
 - a. Criteria developed for teaching, scholarly activities, and service should be consistent with the mandate and mission of the university.
 - b. Criteria should be aligned with the goals of the Department/School and Faculty/College.
5. Standards and Criteria Must be Defined within National and International Contexts

- a. Criteria must reflect the high quality and expectations of their disciplines, as informed by, when possible, best practices utilized nationally and internationally at comparable institutions.
 - b. Criteria must require a diverse body of evidence that reflects a high quality and meaningfulness of contribution for:
 - i. teaching and learning
 - ii. scholarly activities
 - iii. service
- 6. Criteria Must be Fair, Transparent, and Non-Discriminatory
 - a. Criteria must be fair and equitable, and assessable based on merit and the evidence presented.
 - b. Criteria used by different academic units in assessing tenure and promotion must be transparent and be accompanied by clear guidelines and expectations of faculty.
 - c. Criteria for tenure and promotion must ensure that there are no inherent forms of discrimination.
 - d. Criteria will be developed to measure overall performance for the entire period under consideration.
- 7. Criteria Demonstrate Flexibility and Multiple Pathways for Tenure and Promotion
 - a. Criteria for tenure and promotion must establish minimum requirements in each category of teaching and learning, scholarly activities and service.
 - b. Criteria must be sufficiently flexible and adaptable so as to accommodate different teaching and learning, scholarly activities, and service profiles.
- 8. Criteria Must Include Peer Review

Criteria established by academic units for each rank must require evidence of peer review of teaching and learning and scholarly activities, and confirmation of performance in service roles.
- 9. Standards and Criteria are to be Subject to Periodic Review
 - a. Standards and criteria for rank and tenure are subject to internal review by academic units every five years, or at a higher frequency established by the academic unit.
 - b. The Senate Faculty Standards Committee will review institutional principles and the standards and criteria for each academic unit every five years.

Categories

Primary Categories

Three categories of productivity will be considered in the evaluation of the application for tenure and promotion, as defined by the *University-Wide Principles for the Establishment of Criteria for Faculty Standards*:

1. Teaching and learning

Teaching and learning includes engagement in classroom, laboratory, field, and community settings. It also involves student mentorship, supervision of individualized learning experiences, curriculum development, and related activities identified as significant within particular academic units (e.g. graduate instruction).

2. Scholarship

Scholarship include research activities, scholarship, and creative activities that contribute to a distinctive body of knowledge within the discipline and/or field of study, including the scholarship of teaching and learning. Scholarly activities involve discovery, integration or synthesis, application of knowledge in ways that connect it to understanding and solving pressing social, civic and ethical problems.

3. Service

Service includes productive contributions meeting the needs of the one's department, faculty, and the institution, and to academic and regional communities. Faculty members may serve the university, their departments or programs, and their disciplines in a variety of ways, guided by the overall aim of directing, organizing, and/or enhancing the life and work of the university, their fields of study and practice, and/or the communities of the Fraser Valley.

The candidate will be evaluated on these primary categories, with the weighting of specific categories determined by the candidate, with the following minimum weightings:

Teaching: minimum of 60%

Scholarship: minimum of 10%

Service: minimum of 10%

In addition, one of either Scholarship or Service must be weighted at least 20% of the evaluation.

KIN recognizes that each of these primary categories are necessary but not sufficient conditions for promotion and tenure. All three categories must be sufficiently satisfied in applications for promotion and/or tenure, in accordance with the *University-Wide Principles for the Establishment of Criteria for Faculty Standards*, and with the appropriate weighting as chosen by the candidate. Productivity or excellence in each of these primary categories varies for each level of promotion. Evaluation of these primary categories will encompass the candidate's entire academic history and therefore includes teaching, scholarship, and service activities

throughout graduate and post-doctoral training to the candidate's current academic appointment.

Secondary Category

In addition to the three primary categories, Academic and Professional Qualifications relevant to KIN will be considered in the evaluation for tenure and promotion.

4. Academic and Professional Qualifications

Academic and Professional Qualifications are defined as degrees, diplomas, certifications, and other professional qualifications in the field of Kinesiology.

1. Teaching and Learning

Instruction

Candidates will be evaluated on the basis of demonstrated competency and excellence in instruction. The content for evaluation will include the candidate's portfolio, which will include items listed in the criteria below. The candidate must demonstrate mastery of knowledge in the areas taught, competency in organization and presentation of course materials, conscientiousness and fairness in relationships with students and in grading, and a commitment to developing excellence in teaching.

Development

The development of content, courses, curriculum and programs will be assessed for evidence of depth of understanding of subject area and student needs. Creativity and innovation in program development and delivery will also be evaluated. Content will also be weighed with reference to stated departmental goals and philosophy.

The following criteria will be evaluated in teaching:

Teaching and learning includes engagement in classroom, laboratory, field, or community settings. It also involves student mentorship, supervision of individualized learning experiences, curriculum development, and related activities identified as significant within particular academic units (e.g. graduate instruction).

- Evidence of engagement in the classroom, laboratory, field, or community settings. The use of exemplary teaching practices in face-to-face, online, or hybrid environments. Candidates should provide evidence that demonstrates the effective use methodologies including but not limited to engagement strategies, technology, teaching strategies for diverse learners, student projects, student learning outcomes
- Student mentorship, supervision of individualized learning experiences (e.g. undergraduate thesis work).
- Curriculum, program, and/or course development and/or revision (separate from service contributions in this area). Evidence might include a description of improvements, curriculum forms, syllabi changes
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- Evidence of the above may be provided by:
 - Student evaluation
 - Peer evaluation
 - internal to unit/dept.
 - external to unit/dept.
 - Self-evaluation

- Letters from former students (identified as solicited or unsolicited)
- Teaching awards (UFV, National, International)
- Significant program development including applied scholarship, curriculum writing, or accreditation work, which requires outside agency approval and/or peer review
- Membership and degree of involvement in relevant professional/educational organizations
- Evidence of meeting the Institutional Learning Outcomes (ILOs) in the curriculum of courses taught
- Other selected items that best represent the candidate's teaching abilities
- Maintenance of a numeric high standard on student evaluations

Teaching Criteria for Assistant Professor

An Assistant Professor in the Department of Kinesiology will, at a minimum, demonstrate and document satisfactory level of proficiency in their undergraduate teaching and learning activities. Assistant Professors in KIN will develop a record of quality instruction as evidenced by the objective measures in this document.

Assistant Professors in KIN will demonstrate:

- Evidence of a track record of effective teaching (student peer, and self-evaluations)
- Evidence of innovation and/or creativity in teaching and learning
- A record of variable teaching approaches and modes (e.g. in terms of courses taught, course environments (face to face or online))

Teaching Criteria for Tenure and Promotion to Associate Professor

An Associate Professor in the Department of Kinesiology has demonstrated and documented a high level of proficiency in their undergraduate teaching career 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. The greatest emphasis will be placed on teaching and working in normal undergraduate courses however supervision of student theses and volunteer opportunities will also be considered.

A candidate for Associate Professor has matured into a mentor for students, and is facilitating the students' process of discovery and application of what they learn. While it is not yet

expected that applicants for Associate Professor will have begun engaging with learning communities outside of the university, they are to be encouraged, as they move forward, to consider how best to disseminate knowledge and ideas to the public, external organizations, and other institutions, and through a variety of information sharing strategies. An Associate Professor sets an example of ethical practice for students in the pursuit, construction, and application of knowledge.

The minimum requirements for promotion to the rank of Associate Professor and the grant of tenure includes:

- Evidence of a track record of effective teaching (student peer, and self-evaluations)
- Addressing recognized areas of identified teaching weakness through engagement in professional and pedagogical skills development (through professional development [PD] days, instructional skills training, academic conferences, external teaching and learning workshops, development of academic content such as textbooks or animations, etc.);
- Evidence of innovation and/or creativity in teaching and learning
- Meaningful reflection on individual growth as an instructor, and a demonstrated ability to build on one's strengths to improve student learning and skills outcomes;
- Demonstration of academic or professional currency in one's teaching

Teaching Criteria for Promotion to Professor

Professors will have demonstrated and documented distinction in undergraduate teaching at the time of review for promotion. Faculty members seeking promotion to Professor will provide evidence that they have advanced qualitatively since their last promotion and/or evaluation. They will continue to demonstrate an exemplary level of successful teaching that is effective, innovative, creative, empathic, and demonstrates meaningful reflection and continual improvement in working with students. The focus of teaching efforts and evaluation continues to be undergraduate students; advanced levels of supervision and mentoring will be expected. Professors are respected by students and peers alike for their teaching abilities and contributions. Professors work in both individual and group settings to mentor students and guide their development as mature learners, critical thinkers, and leaders in their communities. A Professor sets an example of ethical practice for students in the pursuit, construction, and application of knowledge. A Professor's contributions in pedagogy may extend to the community, provincial, or national level.

The minimum requirements for promotion to the rank of Professor include the same criteria as for an Associate Professor, as well as:

- Evidence of long-term and continuous excellence in teaching (e.g. student evaluations, peer reviews, self-evaluation and reflection, internal and external recognitions)
- Active engagement in curricular development and the sharing of best practices in teaching
- Engagement in productive collaboration with peers both inside and outside the university as measured by advancements in teaching practice, changes in institutional teaching philosophy, or elevation of the profile of UFV as an institution recognized for excellence in teaching
- Evidence of acting as peer mentor within the institution and fields of practice
- Active engagement with learning communities, public audiences and external organizations

2. Scholarship

Scholarship should demonstrate originality and innovation which have gained the candidate the recognition of members of his or her discipline or profession, both inside and outside of the institution. The contributions should reflect a continuing productive activity that advances the knowledge of the discipline or profession.

Publications & Research Products

Peer-reviewed publication of scholarly work represents a relevant, important, and necessary mechanism by which research productivity and excellence is evaluated. Publication of work is recognized as an indicator of peer-recognized quality in scholarly work and will therefore be included in the evaluation for promotion and/or tenure. Scholarly publications are listed below in descending order of value:

- Journal articles, books, and book chapters
 - Primary or senior author on papers published, in press, or accepted for publication in peer reviewed journals recognized as reputable and of high quality; primary or senior author on peer or editor reviewed books (non self-published)
 - Primary or senior author on papers published or accepted for publication in other peer reviewed journals; primary or senior author on peer or editor reviewed published book chapters
 - Publication of articles or book chapters with student(s) as primary author(s) will be considered to be equivalent to a first authored work
 - Contributing author on papers published or accepted for publication in peer reviewed journals, or contributing author in books or book chapters
 - Editor or associate editor of books or book chapters
 - Submitted papers (reviewed and in revision)
- Proceedings & Presentations
 - Invited presentations at professional meetings
 - Refereed presentations at professional meetings
 - Papers published in refereed proceedings
 - Abstracts published in peer-reviewed journals
 - Published case studies
 - Non-refereed presentations of original scholarly work
- Sponsored or contract research
- Creation of curricular documents, national guidelines, instructional materials, or manuals
- Workshops or presentations at international or national practitioner conferences
- Other demonstration of scholarly activity through one's discovery and/or learning and/or engagement where appropriate and where a demonstrable product can be produced for evaluation

Funding

Funding represents a relevant and important, but not always necessary, mechanism by which research productivity is attained. Funding success is recognized as an indicator of peer-recognized quality in scholarly work and will therefore be included in the evaluation for promotion and/or tenure. However, scholarly productivity does not always require significant funding; therefore funding is a valued but not necessary component of the scholarship criteria. Scholarly funding is listed below in descending order of value:

- Grants
 - PI or co-PI on funded grants:
 - Tri-Council (or equivalent from outside Canada [e.g. NIH]) peer-reviewed grants for scholarly activity
 - National level peer-reviewed external grants for scholarly activity
 - Peer reviewed other grants for scholarly activity (provincial, local, industry)
 - Non-peer reviewed other grants for scholarly activity
 - Collaborator on funded grants
 - Tri-Council (or equivalent from outside Canada [e.g. NIH]) peer-reviewed grants for scholarly activity
 - National level peer-reviewed external grants for scholarly activity
 - Non-peer reviewed other grants for scholarly activity
 - The seeking of (application for) extramural funding to support one's work, when such funding is available
 - Tri-Council (or equivalent from outside Canada [e.g. NIH]) peer-reviewed grants for scholarly activity
 - National level peer-reviewed external grants for scholarly activity
 - Non-peer reviewed other grants for scholarly activity
 - The attainment of institutional support for scholarly activity (e.g. release time)
 - Submission of and demonstrated success in internal and/or external funding proposals to support one's discovery, learning, and engagement

Scholarship Criteria for Assistant Professor

Assistant Professors in KIN will engage in scholarship, effectively demonstrating that scholarship forms an important part of their work, including:

- Evidence that an area of scholarship expertise is emerging.
- Evidence of the initiation of an independent scholarly program with some objective productivity (e.g. conference proceedings, publications, book chapters), demonstrating the viability of the research in the professional community
- Evidence of the initiation of a scholarly program that is distinct from the candidate's mentors and graduate work

Scholarship Criteria for Tenure and Promotion to Associate Professor

To meet the requirements for promotion to the rank of Associate Professor and the grant of tenure, the candidate will have established a record of productivity and achievement within an established program of scholarly activity, as evidenced by:

- Evidence of the initiation of an independent scholarly program with some objective productivity (e.g. conference proceedings, publications, book chapters), demonstrating the viability of the research in the professional community
- Evidence of the initiation of a scholarly program that is distinct from the candidate's mentors and graduate work
- Substantial achievement of objectives defined by the individual's Faculty Annual Workload Plan(s)
- Dissemination of scholarly and creative work in forums of academic or equivalent review, and including appropriate forms of peer-review or equivalent assessment
- Reflection on the impact of scholarship on teaching practice
- The inclusion and mentoring of students in the academic process including student publications or student successes such as entrance into a graduate program

Scholarship Criteria for Promotion to Professor

To meet the requirements for promotion to the rank of Professor, the candidate will have established a record of substantial and distinguished achievement in scholarly, research or creative activity, as evidenced by:

- A recognized independent scholarly program (distinct from collaboration with colleagues); or a recognized collaborative scholarly program where clear, independent roles and responsibilities of the applicant have been identified relating to authorship, data collection and involvement
- Continuous record of publication throughout the period as Associate Professor in mainstream, refereed journals in one's area of study
- Substantial and distinguished realization of the objectives defined in the Faculty Annual Workload Plan(s)
- Substantial and distinguished achievement in the discipline; evidence of recognition at the National level within one's field of study
- Dissemination of scholarly and creative work in forums of primarily peer-review or equivalent assessment;
- A demonstrated linkage between the research program and its benefits to students
- Demonstration of competence or distinction by colleagues from outside the university
- Endorsement from external reviewers from peer institutions in the review of one's curriculum vitae and supporting materials indicating the candidate's positive impact on one's field of study

3. Service

Service includes productive contributions meeting the needs of the one's department, faculty, and the institution, and to academic and regional communities. Faculty members may serve the university, their departments or programs, and their disciplines in a variety of ways, guided by the overall aim of directing, organizing, and/or enhancing the life and work of the university, their fields of study and practice, and/or the communities of the Fraser Valley.

KIN values service that is non-teaching, non-scholarship work internal or external to the institution which is included in the regular salary and pay (internal), or unpaid (external). Activities to be included as service towards tenure and/or promotion must serve the institution, the professional community of the candidate, or the region and communities of the Fraser Valley. While three categories of service will be recognized, at least two of these categories of service are required for tenure and promotion to Associate Professor and all three categories are required for promotion to Professor.

Institutional Service

Including but not limited to service on university, faculty, or department committees, and task forces (e.g. department committees, faculty committees, university committees, senate, senate sub-committees, curriculum committees, selection advisory committees, etc.). For inclusion in the evaluation for tenure and/or promotion, this service must be part of the regular salary and pay of the individual. Exceptions to regular pay include institutional service of significant time commitment that is supported through release or honoraria (e.g. Chair of Research Ethics Board, administrative positions, etc.). The following items are listed in order of decreasing value or weighting:

- Major administrative positions, for which there may be release time, that contribute to governance of the institution (e.g. Department Head, Chair of Human Research Ethics Board, Senate Vice-Chair, etc.)
- Leadership in department, faculty, or institutional governance and/or groups that carry on the business of the department, faculty, or institution (e.g. chair of department sub-committees, faculty sub-committees, Senate committees and sub-committees, ad hoc committees, task forces, etc.)
- Membership in department, faculty, or institutional governance and/or groups that carry on the business of the department, faculty, or institution (e.g. member of department sub-committees, faculty sub-committees, Senate committees, ad hoc committees, task forces, etc.)
- Membership or leadership in department or faculty accreditation efforts
- University professional activities, (e.g. service toward university accreditation, etc.)
- Attendance to department and faculty governance groups (i.e. department meetings, department workshops and retreats, Faculty Council, faculty workshops and retreats).

Professional Service

This entails unpaid service to the professional community of scholars within the academic discipline of the individual's area of expertise. The following items are listed in order of decreasing value or weighting:

- Editor / associate editor for peer reviewed / refereed journals
- Membership on editorial board for peer reviewed/ refereed journal
- Leadership in professional organizations as an officer, on a committee or task force
- Performing journal/book peer reviews
- External grant agency peer reviewer or committee member
- Member of thesis committees/oversee undergraduate or graduate research
- External reviewer for theses; examination chair
- Membership on editorial board for peer reviewed/ refereed journal or publication/textbook
- External reviewer for tenure/promotion for colleagues
- Unpaid consultation and expert services within the academic expertise of the candidate

Community Service

This entails unpaid service to the general community of non-scholars. Activities in which the candidate offers his/her specific academic expertise *pro bono* to the community will be recognized for tenure and/or promotion. A distinction exists between academic service recognized for tenure and/or promotion and other community service activities that do not relate to the candidate's academic expertise or are of demonstrated value to UFV. Service valued for tenure and/or promotion may include:

- Consultation and expert services
- Providing continuing education for community
- Assisting schools, districts, or community organizations/ agencies in occasional tasks, (e.g., advisory boards, committees, etc.)
- Consulting with schools, (e.g. presenting professional development sessions, conducting research for the school or district, etc.) or other public or private entities
- Health, wellness, fitness, or sport promotion in the community
- Paid consulting work in the field of expertise that is distinct from holding a secondary professional position or job, or owning a business

Service Criteria for Assistant Professor

Assistant Professors in KIN will engage in service, demonstrating some commitment to service as part of their work, including:

- Regular attendance (i.e. attendance to the majority of meetings) and engagement in department meetings and faculty council
- Evidence of potential and commitment of service to the University, the academic community, and/or the community at large

Service Criteria for Tenure and Promotion to Associate Professor

To meet the requirements for the promotion to the rank of Associate Professor and the grant of tenure, the candidate will have established a record of contributions in two categories of service, as evidenced by activities such as:

- Regular attendance (i.e. attendance to the majority of meetings) and engagement in department meetings and faculty council
- Serving on university, faculty, ***and/or*** department committees and sub-committees, with regular attendance and participation
- Significant involvement in the service activities of the university (e.g. meaningful participation in university-wide committees)
- Significant involvement in professional activities and/or associations related to their fields of study or creative practice or significant involvement in community engaged outreach activities that enhance the public service role of the department or university

Service Criteria for Promotion to Professor

To meet the requirements for promotion to the rank of Professor, the candidate will have established a record of sustained, long-term, and substantial contributions in all three categories of service, as evidenced by activities such as:

- Long-term continuous record of regular attendance to department meetings and faculty council
- Long-term continuous record of serving on university, faculty, **and** department committees and sub-committees
- Chairing of major university, faculty, or department committees or subcommittees
- Chairing or direction of a division or department
- Chairing, authorship or creation of a major initiative
- Initiation and/or contribution to the creation, development and/or revision of university programs or policies, etc.
- Achievement of a recognized distinction through contributions to professional activities and associations related to the candidate's field(s) of study or creative practice (e.g. editor of academic journal, executive member of governing body (e.g. CSEP, ACSM, CCUPEKA)
- Contributions to the public service role of the candidate's department, field(s) of study, and/or the university or significant achievement in community-engaged outreach

4. Academic and Professional Qualifications

Criteria for Assistant Professor

Academic and professional qualifications are normally part of the requirement for selection to the tenure-track position. However, qualifications also play a role in the evaluation of a candidate for promotion.

Academic qualifications, which are necessary for tenure and/or promotion are typically graduate-level thesis-based terminal degrees (i.e. not course and project based degrees) such as Ph.D., Ed.D., Pharm.D., and M.D.; in some circumstances the appointment to Assistant Professor may be made to an individual close to achieving their terminal degree (ABD, or All But Dissertation) contingent upon completion of the requirements for the credential within a specified time.

Professional qualifications, which are valued but not necessary for tenure and/or promotion are typically certifications or specialist designations from national or internationally recognized governing bodies (e.g. CSEP certifications, ACSM certifications, registered dietician, registered clinical counsellor, etc.).

Periodic Review

Standards and criteria for rank and tenure are subject to internal review by academic units every five years, or at a higher frequency established by the academic unit. Therefore, the KIN department will review this document five years after approval, and every five years thereafter. In addition, at any time the KIN department may, upon a majority decision by voting department members, initiate a review and revision of this document.

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