Faculty of Professional Studies Standards for Tenure and Promotion

This document is aligned with the *University-Wide Principles for the Establishment and review of Standards forTenure and Promotion* established by Senate. *Its primary purpose is to guide faculty members and review committees 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.

Educational & Professional Requirements for the Rank of Assistant Professor, Associate Professor and Full 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.

Assistant Professor: The rank of Assistant Professor denotes a minimum baseline that is recognized at the time of appointment and appropriate to the field. Faculty members with this rank are usually at the beginning stages of their academic career. An Assistant Professor:

a) demonstrates competency in teaching, and an ability to improve on practices and strategies for engaging students in their learning;
b) demonstrates potential to engage in scholarly activities; and
c) potential for service to the University, the academic community, and/or the community atlarge.

Associate Professor: For tenure and promotion to the rank of Associate Professor, the University places particular emphasison the quality of work accomplished and meaningful contribution made to the areas of teaching, scholarly activities, and service. Standards for the rank of Associate Professor should stipulate the expectancy of progression from the baseline stipulated for the Assistant level. An Associate Professor:

a) demonstrates proficiency in teaching and provides evidence of effectiveness, creativity, and meaningful reflection on teaching and the support of student learning. They will have facilitated the students' own process of discovery and application of what they learn both within and outside the classroom. They set an example of ethical practice for students in the pursuit, construction, and application of knowledge
b) has established a record of achievement within an established program of scholarly activities.This will include critical review by peers and dissemination of one's research, scholarship or creative work through professional networks appropriate to the field of practice.
c) has established a record of sustained and meaningful contributions of service to the

University,the academic community, and/or the community at large.

Full Professor: Promotion to Full Professor recognizes the exceptional contributions of faculty members in teaching, scholarly activities, and service. Standards for the rank of Full Professor should stipulate the expectancy of progression from the requirements stipulated for the Associate level. A Full Professor:

   a. is recognized by students and peers for distinguished and innovative teaching. They contribute to enriching UFV's pedagogical practices through curriculum development and mentorship of peers in relation to teaching.
   b. has attained distinction and wide recognition in their scholarly activities.
   c. has established a record of substantial and meaningful contributions in service, including capacity-building and leadership.

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 University-Wide Principles for the Establishment and Review of Standards 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 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 all of the three domains, including teaching, would demonstrate this developmental trajectory across ranks.

Rank	Teaching	Scholarship	Service
Assistant Professor **Participation**	Faculty member's teaching demonstrates the potential to engage students with course content using scholarly teaching pedagogies. The faculty member also provides timely and constructive feedback that supports students' learning. Faculty member demonstrates evidence in teaching content of inclusion of Diversity, Equity, Inclusion, Decolonization, Belonging (DEIDB). S/he/they/none or name has a strong knowledge base, is recognized as an effective instructor by students, and engages in a variety of classroom, hybrid, hy-flex, 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. Service may reflect a balance of service to: department, FPS, UFV and community.
Associate Professor (with tenure) **Contribution**	Teaching promotes creative and critical explorations of course content, develops students' ability to include and use a DEIDB lens, and demonstrates scholarly teaching pedagogies recognized as evidenced best practice in that discipline. As a result, the faculty member can share research on scholarly teaching practice and link that to course content/activities that demonstrate connections between course content/activities and ILOs, and the use of a DEIDB lens when teaching students to think critically and problem solve within the 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. Service may reflect a balance of service to: department, FPS, UFV and community. 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	Teaching is recognized as an exemplar of scholarly practice, a champion of DEIDB principles throughout assessments, learning activities, and resources used, and acting as a model and mentor for other instructors/faculty; contributes to the development of stronger scholarly 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. Service may reflect a balance of service to: department, FPS, UFV and community. For example, the facultymember might chair a University-wide committee or professional association.
Leadership			

Teaching Domain

Required Activities	Sample Criteria	Sample Evidence
Supervising and/or mentoring students	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 with their express consent for the letters use for this purpose • Reference letters written on behalf of the candidate
	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 – DEIDB • 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

Teaching Domain

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, creative, and conceptual thought	• 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 demonstrative of scholarly teaching or high impact practices, and/or DEIDB	• Learning artifacts • PowerPoint slides or lesson details • A learning activity instruction profile and student resources • A detailed assessment strategy and designed associated rubric
	Supporting student success	• Teaching awards • Student awards • Students' work

Teaching Domain

Required Activities	Sample Criteria	Sample Evidence
Designing, planning, implementing and/or 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 with noted student consent for this use
	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	• Examples of description of the project that is provided to students – exemplars of student's work that includes a statement from them that they consent to this use
	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

Teaching Domain

Required Activities	Sample Criteria	Sample Evidence

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

	Testing a variety of skills and knowledge	• Evaluation strategies • Performance evaluation/rating scales and checklists
Assessing and providing feedback to students	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 • 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

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	Publicly 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 Scholarship of teaching and learning	For own use or use by others Published Unpublished	• Curriculum materials • 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
	Participating in workshops or conferences	Invited Non-invited	• Promotional materials • Reviews
	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]		

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]

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.

DEIDB A standard abbreviation for Diversity, Equity, Inclusion, Decolonization, and Belonging

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.

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.

Scholarly Teaching "Scholarly teaching is teaching that is well grounded in the sources and resources appropriate to the field. It reflects a thoughtful selection and integration of ideas and examples, and well-designed strategies of course design, development, transmission, interaction and assessment. Scholarly teaching should also model the methods and values of a field, avoiding dogma and the mystification of evidence, argument and warrant" (Shulman, 2000, p. 50)

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).

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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.