

School of Land Use and Environmental Change

Standards for Tenure and Promotion

I. Principles

The School of Land Use and Environmental change (SLUEC) accepts the *University-Wide Principles for the Establishment and Review of Standards for Tenure and Promotion* (UFV's University-Wide Principles) as approved by Senate and is informed by them.

Individual departments or schools within the Faculty of Science may identify discipline-specific standards, but shall be consistent with UFV's University-Wide Principles, and may clarify:

- teaching practices that reflect disciplinary training, professional standards, and/or pedagogical methods typical in the discipline or field;
- discipline-specific standards for scholarly activities (as defined by UFV's University-Wide Principles to include research, scholarship and creative practice), including the measures or examples of peer review or equivalent assessment;
- service roles that address unique disciplinary and department/school needs; and

SLUEC recognizes principles of Indigenization, including recognition of Indigenous ways of knowing, in the assessment of teaching and learning, scholarly activities, and service.

SLUEC recognizes principles of equity, diversity, and inclusion in the assessment of teaching and learning, scholarly activities, and service.

Educational Requirement

To be promoted to tenured Associate professor, the educational requirement is a terminal degree appropriate to the field; or a suitable combination of education, professional credential and related professional experience where such combination constitutes the generally accepted standard in the field.

II. Teaching

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 is achieved at the individual, classroom, and community level. In addition to classroom teaching, this may include:

- mentorship of students in either formal or informal contexts;
- supervision of students engaged in service learning, applied placements (practicums, internships, etc.), field schools and study tours, undergraduate research, and creative projects;
- graduate student supervision; and
- development and delivery of curriculum in non-academic, community or other settings.

a. Assistant Professor:

An Assistant Professor in SLUEC establishes a documented record of successful undergraduate teaching. It is expected that faculty at this rank are building skills, strategies and materials that are informed by scholarship.

The following activities are expected of all faculty members at the rank of Assistant Professor:

- responds to student academic needs;
- communicates high expectations for student success;
- respects diversity in the classroom and in ways of learning;
- develops learning activities that foster an atmosphere of discovery and academic growth;
- maintains academic or professional currency in one's teaching;
- meets course, department, faculty, and institutional learning outcomes;
- critically reflects on teaching practices;
- models ethical scholarly practice; and
- maintains professional and effective course organization, management, and delivery.

b. Associate Professor:

A faculty member applying for the rank of Associate Professor with tenure will provide evidence of a high level of proficiency in their undergraduate teaching career.

To be promoted to the rank of Associate Professor and granted tenure, applicants must demonstrate that they continue to meet the criteria for an Assistant Professor.

In addition, they must demonstrate that they have successfully engaged in the following:

- mentorship of students: facilitate students' own process of discovery and application of what they learn. Mentorship could involve: directed studies, practicum, graduate supervision, supervising student researchers, facilitate workshops for groups of students around professional practice, assisting students with graduate applications;
- pedagogical skills development (such as skills learned through completion of an Instructional Skills Workshops, Online Teaching Fundamentals micro-courses, or workshops in pedagogy); and
- reflection on the impact of research and scholarly activity on their teaching practice.

c. Full Professor:

A faculty member applying for the rank of Full Professor will provide evidence of distinction in undergraduate teaching.

To be promoted to the rank of Full Professor, applicants must demonstrate that they continue to meet the criteria for an Associate Professor.

In addition, they must demonstrate that they have successfully engaged in the following:

- progression in pedagogical practices based on critical self-reflection;
- sustained contribution to curricular development; and
- mentorship of peers in relation to teaching.

III. Scholarship, Research, and Creative Practice

SLUEC acknowledges the value of scholarly activities (as defined by UFV's University-Wide Principles to include research, scholarship, and creative practice) as vital to the professional success of faculty members, the learning of students, and the enrichment of our communities.

In keeping with the mandate of the institution and respecting the diversity of faculty specializations, we recognize as acceptable for advancement four types of activity, based on the Boyer model:¹

- the scholarship of discovery that includes original research that advances knowledge;
- the scholarship of integration that involves synthesis of information across disciplines, across topics within a discipline, or across time; work that draws on the power of critical analysis and interpretation to create new meanings;
- the scholarship of application that is utilized to solve consequential problems, especially those that affect communities and society; knowledge that arises out of the very act of application; and
- the scholarship of teaching and learning that involves the systematic study of teaching and learning processes. It differs from scholarly teaching in that it requires a format that will allow public sharing and the opportunity for application and evaluation by others.

Regardless of the type of scholarly activities, the work must be documented, be reviewed by peers (including practitioners, policy makers, community members, if appropriate), be disseminated, and withstand scrutiny.

Scholarship reviewed by non-academic peers should meet the following criteria:²

- clear goals;
- appropriate methods;
- significant results;
- effective presentation;
- reflective critique; and
- public dissemination.

¹ Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate* (1990)

² Adapted from Charles E. Glassick, Mary Tayler Huber and Gene I. Maeroff, *Scholarship Assessed: Evaluation of the Professoriate* (1997)

Examples of scholarly activity may include:

- academic publications in the form of articles, chapters, conference proceedings, monographs or other scholarly books;
- contributions to academic encyclopedias and dictionaries, scholarly editions, scholarly translations;
- editing journals or collections of scholarly essays;
- participation in advancement of professional knowledge and discourse through such means as book reviews;
- published material designed to assist student learning, such as textbooks or educational media;
- delivery of conference papers and formal commentary on conference panels;
- peer-reviewed podcasts;
- artistic exhibitions, creative writing, projects or innovations emerging from a Design Research Lab; and
- research reports or resource materials for community- and policy-based projects and consultation.

a. **Assistant Professor:**

An Assistant Professor will show commitment to and potential in some of the activities and forms of dissemination listed above.

b. **Associate Professor**

To be promoted to the rank of Associate Professor and granted tenure, applicants must demonstrate ongoing contribution to scholarship through some of the activities and forms of dissemination listed above.

c. **Full Professor**

To be promoted to the rank of Full Professor, applicants must demonstrate progression in their contribution to scholarship through some of the activities and forms of dissemination listed above since their promotion to Associate Professor.

Those with a profile of less than 15% for this category must show progression in their scholarly activities since their promotion to Associate Professor. This may take different forms, such as deeper disciplinary impact; a broadening of the audience that their work reaches; engagement in different types of activities; or change in thematic, methodological, or disciplinary focus.

Those with a profile of 15-30% for this category must show substantial and distinguished achievement in the discipline that is nationally and internationally recognized.

IV. Service

SLUEC affirms the critical role that faculty members play, through their service activities, to their departments, schools, faculties or college, the larger university, and their wider academic, artistic, professional and/or public communities.

a. Assistant Professor

An Assistant Professor will play a *participatory role* in department meetings, functions, and committees, and in Science Faculty Council.

b. Associate Professor

To be promoted to the rank of Associate Professor and granted tenure, applicants must demonstrate that they have:

- substantially contributed to department meetings, committees, activities, projects, or initiatives;
- participated regularly in Science Faculty Council or the work of its committees; and
- sustained a *participatory* role on university-wide committees, activities, projects, or initiatives; or the academic community outside of the university; or the community at large.

c. Full Professor

To be promoted to the rank of Full Professor, applicants must demonstrate that they continue to meet the expectations of Associate Professor.

Those with a profile of less than 15% for this category must show progression of their service activities since their promotion to Associate Professor.

Those with a profile of 15-30% for this category must show evidence of capacity building and leadership in at least two of the three areas listed below:

- departmental activities, projects, and initiative;
- faculty or university-wide committees, activities, projects, or initiatives; or
- professional organizations related to their field of practice; or in community outreach.