



University-Wide Principles for the Establishment and Review of Standards for Tenure and Promotion

Faculty Standards Committee of Senate

University of the Fraser Valley (UFV), located in Stó:lō Téméxw, the territory of the Halq'eméylem speaking Stó:lō Peoples, is committed to promoting knowledge of and respect for Indigenous histories, languages, cultures, values, and ways of knowing. The Standards reflect the university's commitment to Indigenization, including recognition of Indigenous ways of knowing and being in teaching, scholarly activities, and service.

INTRODUCTION

The following document guides each academic unit in the development and review of standards for tenure and promotion according to the specified academic ranks (Assistant Professor, Associate Professor, and Professor). Academic units develop and revise standards that reflect the principles for tenure and promotion in each area of teaching, scholarly activities, and service for each academic rank.

The Faculty Standards Committee of Senate uses the Principles outlined here in reviewing these standards. Definitions are provided for the terms used in the Principles; guidelines and minimum requirements are provided for the academic ranks of Assistant Professor, Associate Professor, and Professor; and procedures are outlined for the review of faculty standards established by the academic units at UFV.

Descriptors of activities expected of Assistant Professors are included in this document to provide a baseline of what is expected of Assistant Professors across the university, providing clarity on the distinction between Assistant and Associate Professor, and the progression that is expected between Assistant, Associate, and Professor.

DEFINITIONS

Academic Freedom and Academic Responsibility: UFV recognizes the primacy of academic freedom, as defined in [Policy \(BRP 201-01\)](#) and the UFV Collective Agreement. This expectation entails ethical practice and academic responsibilities to students, peers, institution, academic community, and the communities the institution serves.

Academic Unit: Program, department, school, faculty, college, or interdisciplinary unit whose mission is to advance teaching and learning and/or research at the university.

Profile for assessment: The combination of teaching, scholarship, and service that an individual faculty member will be assessed upon as defined in the Tenure and Promotion Procedures.

Promotion: A change in rank from Assistant Professor to Associate Professor, or Associate Professor to Professor.

Rank: The University of the Fraser Valley (UFV) awards the following academic ranks to its tenure-track and tenured faculty: Assistant Professor, Associate Professor, and Professor.

Scholarship: includes research, scholarly activities, and creative activities that contribute to a distinctive body of knowledge. Scholarship may take the form of discovery or creation of knowledge, integration or knowledge synthesis, application of knowledge, and the scholarship of teaching and learning.

Service: includes productive contributions and engagement that meet the needs of a department, a faculty, the university, a professional body, or an external community.

Teaching: includes engagement in instructional practices in and outside of the classroom at the undergraduate or graduate level, and may take the form of student mentorship, supervision of individualized learning experiences, and curriculum development.

Tenure: permanency of appointment to the Member and may be terminated only through resignation, retirement, dismissal for just cause, or other reasons specified in Article 12.7(d) of the Collective Agreement.

Tenure-track: in accordance with the Collective Agreement, an appointment that requires the application for tenure.

ACADEMIC RANKS

The following provide guidelines and minimum requirements for academic units when developing specific standards for the ranks of Assistant Professor, Associate Professor, and Professor. In developing these standards, academic units clearly describe the specific expectations for progression through the ranks, along with the evidence that is provided to assess each candidate's performance.

Educational Requirement

A level of education appropriate to the field is required normally at the time of hire and in all cases for promotion to tenured Associate Professor. Academic units may specify a suitable combination of education, professional credentials, and related professional experience where this is a generally accepted standard in the field.

1. Assistant Professor

The rank of Assistant Professor denotes a minimum baseline recognized at the time of appointment. Faculty members with this rank are usually at the beginning stages of their academic career.

An Assistant Professor demonstrates

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

2. Associate Professor

For tenure and promotion to the rank of Associate Professor, the University places particular emphasis on the quality of work accomplished and the meaningful contributions made to the areas of teaching, scholarly activities, and service. Standards for the rank of Associate Professor demonstrate emerging leadership and stipulate the expectancy of progression from the baseline of Assistant Professor.

An Associate Professor demonstrates

- a) proficiency in teaching and provides evidence of effectiveness, creativity, and meaningful reflection on teaching and the support of student learning. They facilitate the students' own process of discovery and application of what they learn both within and outside the classroom. They incorporate equity, diversity, inclusion, and decolonization both within and outside the classroom. They set an example of ethical practice for students in the pursuit, construction, and application of knowledge.
- b) a record of achievement within an area of scholarship. This includes, but is not limited to, a critical review by peers and dissemination of one's research, scholarship, or creative work through professional networks appropriate to the field of practice.
- c) a record of sustained and meaningful contributions of service to the University, the academic community, and/or the community at large.

3. Professor

Promotion to Professor recognizes the [ey shxweli](#) (The pursuit of our highest standard in everything we do, with determination and heart.) contributions of faculty members in teaching, scholarship, and service. Standards for the rank of Professor demonstrate substantial leadership and stipulate the expectancy of progression from the rank of Associate Professor.

A Professor demonstrates

- a) recognition by students and peers beyond UFV for distinguished and innovative teaching. They enrich UFV's pedagogical and equitable practices through curriculum development and mentorship of peers in relation to teaching.
- b) distinction and wide recognition in their scholarship, as recognized by appropriate professional communities.
- c) a record of substantial and meaningful contributions in service, including capacity building and leadership.

PRINCIPLES FOR THE ESTABLISHMENT OF STANDARDS FOR TENURE AND PROMOTION

The following principles guide the development of standards for tenure and promotion at the University of the Fraser Valley:

1. A Commitment to Academic Freedom

- a) Academic freedom, [as defined in UFV Policy BRP201.01](#), is fundamental to scholarship.
- b) All standards established by academic units respect and do not impede institutional commitments to academic freedom and responsibilities.

2. A Commitment to Equity, Diversity, Inclusion, and Decolonization

- a) Post-secondary public institutions commit to improving the lives of all peoples, including those from [equity-seeking populations](#).
- b) All standards established by academic units clearly articulate how they advance UFV's commitment to [equity, diversity, inclusion, decolonization](#), and [Indigenous peoples](#) in relation to teaching, scholarship, and service.

3. Primacy of Teaching, Learning, and Student Engagement

- a) Standards for assessing tenure and promotion for faculty recognizes UFV's commitment to teaching, learning, and student engagement that is informed by scholarship and a commitment to lifelong learning.
- b) Tenure and promotion standards recognize that student engagement involves a variety of learning approaches that need to be addressed in the planning and teaching of university courses.

- c) Standards for assessing tenure and promotion require applicants to discuss or reflect on their own pedagogy, demonstrating evidence of growth over time.

4. Standards respect Disciplinary Diversity while Ensuring Fair Comparison Among Faculties

- a) Tenure and promotion standards consider differences in the nature and purpose of each academic unit.
- b) Recognition is given to multiple forms of teaching, scholarship, and service.
- c) The requirement for achieving promotion at each rank is equitable across academic units.

5. Standards align with the Mandate, Mission, Strategic Goals, Action Plans, and Institutional Learning Outcomes of the University

Standards developed for teaching, scholarship, and service are consistent with the mandate, mission, strategic goals, action plans, and institutional learning outcomes of the university.

6. Standards are defined within Local and Global Contexts

- a) Academic unit standards reflect the high quality and expectations of their disciplines, as informed by, when possible, *ey shxweli* practices that are utilized locally and globally at comparable institutions.
- b) Standards include a diverse body of evidence that reflects a high quality and meaningfulness of contribution for teaching, scholarship, and service.

7. Standards are Fair, Transparent, and Non-Discriminatory

- a) Standards are fair, equitable, and assessable based on merit and the evidence presented.
- b) Standards used by different academic units are transparent and accompanied by clear guidelines and expectations of faculty.
- c) Standards for tenure and promotion use language that is not discriminatory, marginalizing, or prejudicial.
- d) Standards are developed to assess overall performance for the entire period under consideration.

8. Standards demonstrate Flexibility and Multiple Pathways for Tenure and Promotion

- a) Standards for tenure and promotion establish minimum requirements in each category of teaching, scholarly activities, and service. Academic Units are encouraged to specify how the differing individual profiles are assessed in their area.
- b) Standards are sufficiently flexible and adaptable to recognize and honour different teaching, scholarship, and service profiles and appointments.
- c) Standards demonstrate an openness to diverse examples of evidence that create space for all identities.

9. Standards Include Multiple and Varied Requirements for Feedback

- a) Standards established by academic units for each rank include appropriate evidence of teaching, scholarship, and confirmation of performance in service roles.
- b) Standards established by academic units demonstrate that applicants have reflected and responded to the feedback gathered from colleagues, peers, and/or communities.

10. Standards are Subject to Regular Review

- a) Standards for tenure and promotion are subject to internal review by academic units at a minimum of every five years, or when significant changes have occurred to the mission, mandate, or goals of the University.
- b) The Senate Faculty Standards Committee review the University-Wide Principles and the standards for each academic unit every five years, or when significant changes have occurred to the mission, mandate, or goals of the university.

PROCESS FOR DEVELOPMENT AND REVIEW OF FACULTY STANDARDS FOR TENURE AND PROMOTION

PROCESS

1. Academic Unit develops and reviews its Standards every five years or as needed in accordance with existing University-Wide Principles.
2. These Standards are submitted to the Faculty or College Council for review and approval.
3. Once approved by the Faculty or College Council, the draft Standards are submitted to the FSC for approval.
4. Once approved by the FSC, the Standards are submitted to the Senate for approval.

Standards approved by the Senate are used by the Division Review Committee (DRC) and the University Review Committee (URC) in their review of faculty applications as described in the Collective Agreement and the Tenure and Promotion Procedures.