

University of the Fraser Valley
School of Health Studies

Standards for Tenure and Promotion

Preamble

The University of the Fraser Valley (UFV) is a teaching intensive university with a focus on undergraduate education. This document provides standards for assessment of teaching faculty for tenure and promotion in the School of Health Studies. The School offers four health related programs: Bachelor of Science in Nursing, Practical Nursing, Health Care Assistant and Certified Dental Assistant. Teaching faculty duties and responsibilities at UFV encompass a tripartite mandate – teaching, scholarship and scholarly activity, and service – as described in Article 18.1, Teaching Faculty Duties of the Faculty and Staff Association contract (FSA, 2012-2014). The framework that follows provides guiding principles and criteria that will be used for assessment within each of these three categories. To maintain currency and ensure relevance this framework will be reviewed at least every five years. Given the unique nature of health-related programs, which are applied programs, and individual areas of interest, it is expected that there will be some variation among faculty with respect to weighting of their workload in each of these three areas.

Principles

- Teaching is of primary importance for the School of Health Studies and its faculty.
- The School of Health Studies recognizes the value in diverse forms of scholarship.
- A wide range of service activities are evidenced through faculty professional activities.
- Program specific standards for tenure and promotion will be congruent with the general guidelines outlined below and institutional learning outcomes.

Expectations of Teaching Faculty

Teaching

Teaching is the primary mission of UFV, and the faculty in the School of Health Studies believes that learning is a dynamic process that can occur in diverse settings. Effective teaching supports student achievement, is congruent with institutional goals and learning outcomes, and is responsive to evolving professional practice requirements, as well as broader community needs. Current and relevant pedagogical approaches support achievement of student learning outcomes.

Scholarship

Given the diversity of specializations within the School of Health Studies, a variety of scholarly, research and creative activities are recognized in the criteria that follow. All faculty members are expected to

demonstrate commitment to scholarship, research, or creative practice, and will maintain an active program of scholarship. Weight will be given to scholarship that has been subject to peer review or equivalent forms of assessment, and that which has been disseminated in various academic, practice and/or professional forums.

Service

All School of Health Studies faculty members are expected to contribute to the service activities essential to the successful development and functioning of their programs, departments, faculties, as well as the larger university and the wider community.

Professorial Ranks

Assistant Professor

Faculty appointments will normally be made at the rank of Assistant Professor. Assistant Professors in the School of Health Studies will demonstrate effective course organization, management and delivery, and development of learning activities that foster an atmosphere of discovery and academic growth. They will apply clinical practice expertise to the context of clinical teaching and engage in on-going reflection on all aspects of the teaching role. Assistant professors identify researchable questions, engage in the process of inquiry, and demonstrate responsibility by carrying a reasonable/equitable share of non-teaching, service related duties within their department and the institution.

The minimum requirements for appointment to, and continuation at, the rank of Assistant Professor (Tenure-track) are:

BSN program: Licensure with CRNBC, extensive professional practice experience, and Master's Degree in Nursing or a related discipline

Practical Nursing program: Licensure with CRNBC, extensive professional practice experience, and Bachelor of Science in Nursing/Bachelor of Nursing

Health Care Assistant Program: Licensure with CRNBC, extensive professional practice experience, Bachelor of Science in Nursing/Bachelor of Nursing

Certified Dental Assistant Program: Licensure with CDSBC (or equivalent), extensive professional practice experience and a Bachelor's Degree

Associate Professor

Those achieving the rank of Associate Professor are usually mid-career, are considered to be experts in their field and have an established program of scholarly activity. Associate Professors demonstrate a high level of proficiency in teaching. They consistently demonstrate leadership in teaching as well as their field of practice. Within the department they assume a mentorship role for both students and faculty and implement new and innovative teaching strategies and share their professional knowledge

locally and regionally. They demonstrate significant involvement in service activities on university-wide committees, and within professional organizations and/or the broader community.

Full Professor

Full Professors are recognized nationally and internationally and have a sustained and productive program of scholarly activity. They have achieved distinction in undergraduate teaching and are actively engaged in curriculum development, sharing best practices in teaching within their discipline at all levels. Full Professors act as mentors within the university as well as in their field of practice. Additionally, they have an established record of leadership and service to the university, the academic community, and the community at large (includes professional and health organizations).

Criteria for Tenure and Promotion – School of Health Studies

Teaching (Criteria includes but not limited to the following)		
Assistant Professor	Associate Professor	Professor
1. Creates a student-centred learning environment by developing teaching content based on pedagogical, curricular and instructional knowledge. 2. Recognizes students' learning challenges and takes action to address them. 3. Critically reflects on and analyzes own teaching performance and responds appropriately to the learning environment. 4. Available for student consultation. 5. Establishes and maintains appropriate student records. 6. Provides comprehensive, descriptive and timely student feedback reflective of students' individual learning needs. 7. Engages in professional development activities related to pedagogical and instructional skill development. 8. Applies clinical practice expertise to the context of clinical teaching. 9. Demonstrates the ability to utilize appropriate evaluation strategies including constructing, grading, and marking exams and course assignments and writing evaluations. 10. Participates in course development and curriculum implementation and evaluation. 11. Demonstrates an understanding of the levelling and integration of content across the curriculum. 12. Integrates and provides peer feedback related to teaching and learning.	13. Demonstrates effectiveness in teaching and implements creative and innovative pedagogical and curricular knowledge. 14. Shares professional knowledge at local and/or regional levels. 15. Takes the initiative to demonstrate leadership. 16. Mentors students and faculty 17. Engages in curriculum revision and design.	18. Shares professional knowledge at provincial, national and international levels. 19. Assumes a leadership role in curriculum review and revision and mentorship of students and faculty. 20. Demonstrates distinction in teaching and the implementation of creative and innovative pedagogical and curricular knowledge.

Scholarship (Criteria includes but not limited to the following)		
Assistant Professor	Associate Professor	Professor
1. Plans for and engages in scholarly activity that contributes to educational or professional knowledge.	2. Assists other faculty in scholarship development. 3. Develops program reports, manuals, guides or other innovative projects. 4. Sustains a record of productivity and achievement within an established program of scholarly activity. 5. Disseminates scholarly work in various academic and professional forums which include opportunities for peer review.	6. Demonstrates a record of sustained and productive scholarship that is recognized nationally and internationally. Mentors faculty and/or colleagues in scholarship development. 7. Disseminates scholarly work in forums of primarily peer review or equivalent assessment.
Service (Criteria includes but not limited to the following)		
Assistant Professor	Associate Professor	Professor
1. Provides evidence of contributions in the basic service activities related to program, department, faculty, and the larger university. 2. Maintains active membership in professional organization.	3. Assumes a leadership role within the program, department or faculty. 4. Actively participates in professional organization. 5. Involved in community engagement activities.	6. Demonstrates leadership within the larger university. 7. Mentors other faculty in development of their service contributions. 8. Assumes a leadership role in professional organizations.

		9. Actively participates in community engagement activities that contribute to the public service role of the department, field of practice, and the university.
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