

Tenure and Promotion Workshop

Educational Leadership Stream



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Agenda

- Opening Remarks – **Mark Mac Lean**
- Guide to Tenure & Promotion –
Deena Rubuliak & Mark Trowell
- Senior Appointments Committee –
Mark Schaller
- Questions and Discussion



Our Objective

- To provide faculty members with an understanding of the tenure and promotion processes
- To support the success of faculty members going forward for tenure and promotion.



Tenure & Promotion

- Criteria
- Tenure & Tenure Clocks
- Promotion Reviews
- Procedures
- For Assistance...



The Educational Leadership Tenure & Promotion Stream

Instructor I → Senior Instructor → Professor of Teaching

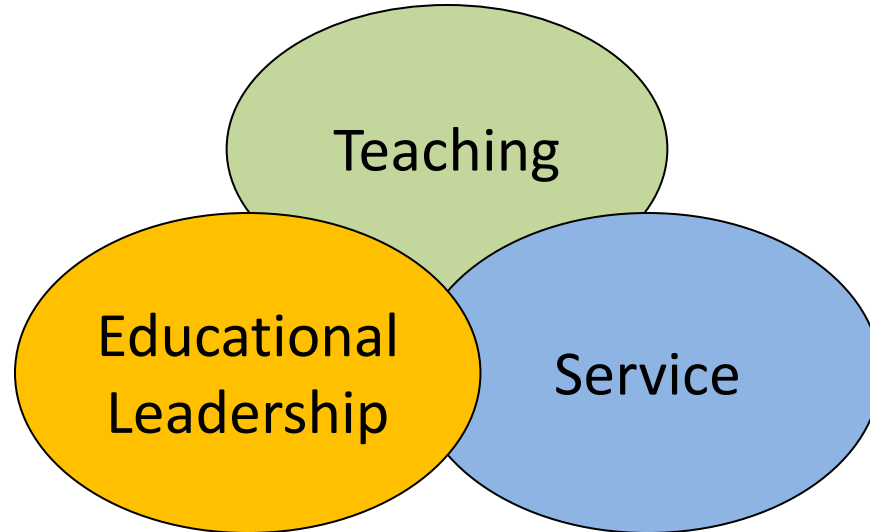


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The Criteria

Three Pillars: **Teaching, Educational Leadership and Service**



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The Procedures

The reappointment, tenure & promotion procedures are set out in Articles 5 & 9 of Part 4: *Conditions of Appointment for Faculty*, and are supplemented by the *Guide to Reappointment, Tenure and Promotion Procedures at UBC* (the “SAC Guide”).



The Tenure Clock

- The tenure clock begins on July 1 of the calendar year of hire
- Extensions are granted for maternity & parental leaves (automatic) and sick leaves and on a case by case basis.



The Tenure Timeline for Instructors

- 1st reappointment is in Year 2
- 2nd reappointment is in Year 4
- Mandatory tenure review is in Year 5.

You may be reviewed early, but you can only be reviewed one time for tenure.



Periodic Review for Promotion

An Instructor will undergo a periodic review for promotion to Senior Instructor in Year 5.

Senior Instructors are eligible for a periodic review for promotion to Professor of Teaching during the 5th year after appointment or promotion to the rank of Senior Instructor and every 3 years thereafter.



The Tenure & Promotion Review Process

- File is submitted by the candidate
- Department conducts review and makes recommendation
- The file is then reviewed at the Faculty level with a recommendation from the Dean before going to the Senior Appointments Committee and finally the President for a final decision on the award of tenure and promotion.



Head's Meeting

- The Head must meet with all tenure track faculty annually by June 30
- For tenured faculty, we encourage annual meetings or, at minimum, at least in the 2 years prior to a promotion review.



Head's Meeting

- It's an opportunity to clearly note the strengths, deficiencies and options for improvement
- It is also important to receive advice re the CV and other relevant material required for the next review
- The Head & candidate must agree in writing on matters discussed.



The Initial File

Unless otherwise agreed, the faculty member's dossier and all relevant documentation necessary for review must be submitted by September 15.



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Eligibility to be Consulted

- The Head must consult with eligible members of the departmental standing committee on all reappointment, tenure and promotion cases
- Each Academic Unit is required to have documented procedures regarding consultation with the departmental standing committee for all reappointment, tenure and promotion cases.



Letters of Reference

- All tenure and promotion cases require 4 letters of reference
- The candidate provides 4 names, of which 2 must be solicited
- The Head then consults with the departmental standing committee on choosing the final list of referees.



What referees receive

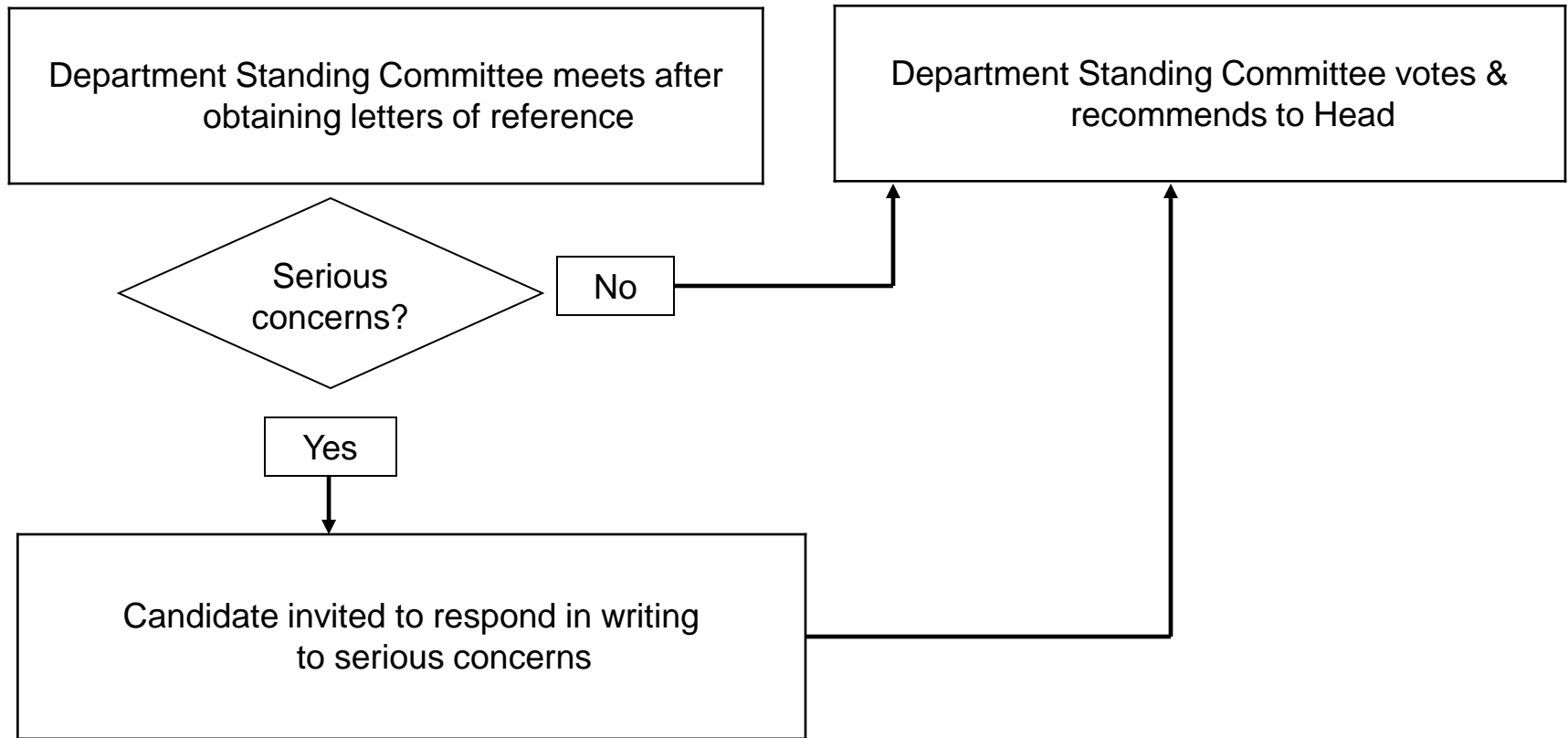
The letter of request is only accompanied by the candidate's CV and selected materials relevant for the assessment including teaching dossiers.



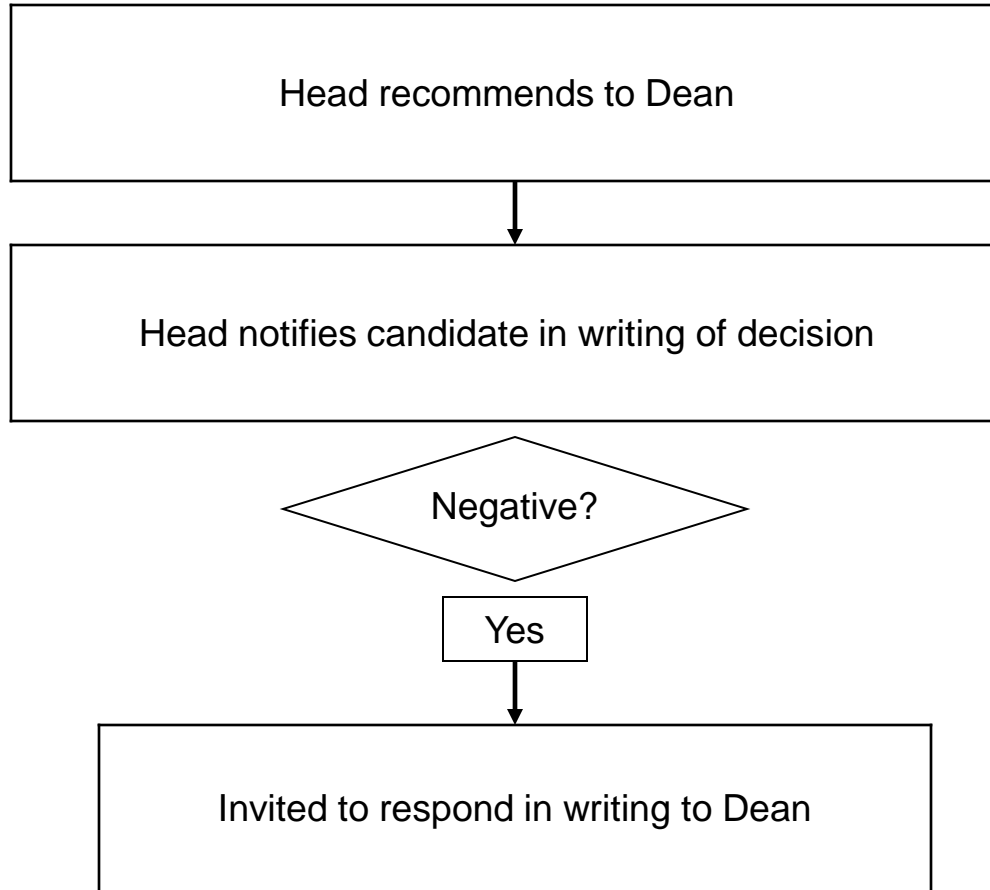
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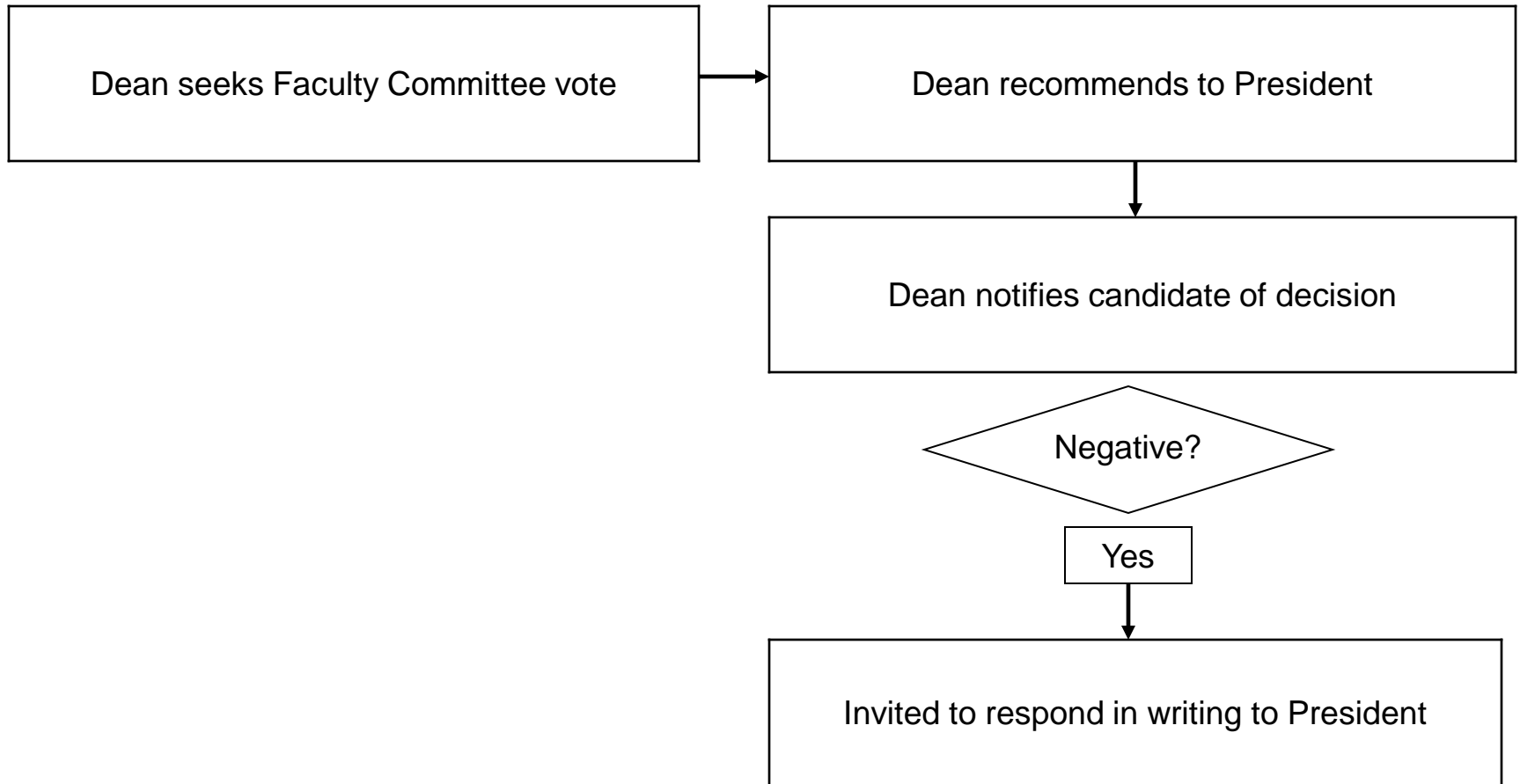
Tenure & Promotion Reviews



Tenure & Promotion Reviews



Tenure & Promotion Reviews



Supplementing the File

The University and the candidate have the right to supplement the file with new info at any stage prior to the President's decision.

Use dated supplements to update your file!



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For Assistance...

- The *Collective Agreement*, in particular Articles 2 - 5 & 9 of *Conditions of Appointment for Faculty*
- *Guide to Reappointment, Tenure and Promotion Procedures at UBC for 2015/16*
- Faculty Relations website:
www.hr.ubc.ca/faculty_relations/tenure/
- Faculty Association website:
<http://www.facultyassociation.ubc.ca/worklife/promotion-tenure-process/>
- **Call us!**



The Promotion and Tenure Process from the Perspective of the Senior Appointments Committee (SAC)

Mark Schaller

Chair, Senior Appointments Committee



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May 29, 2017

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Overview

- What SAC is and what it does
- How SAC thinks
- Some practical advice
- Questions.



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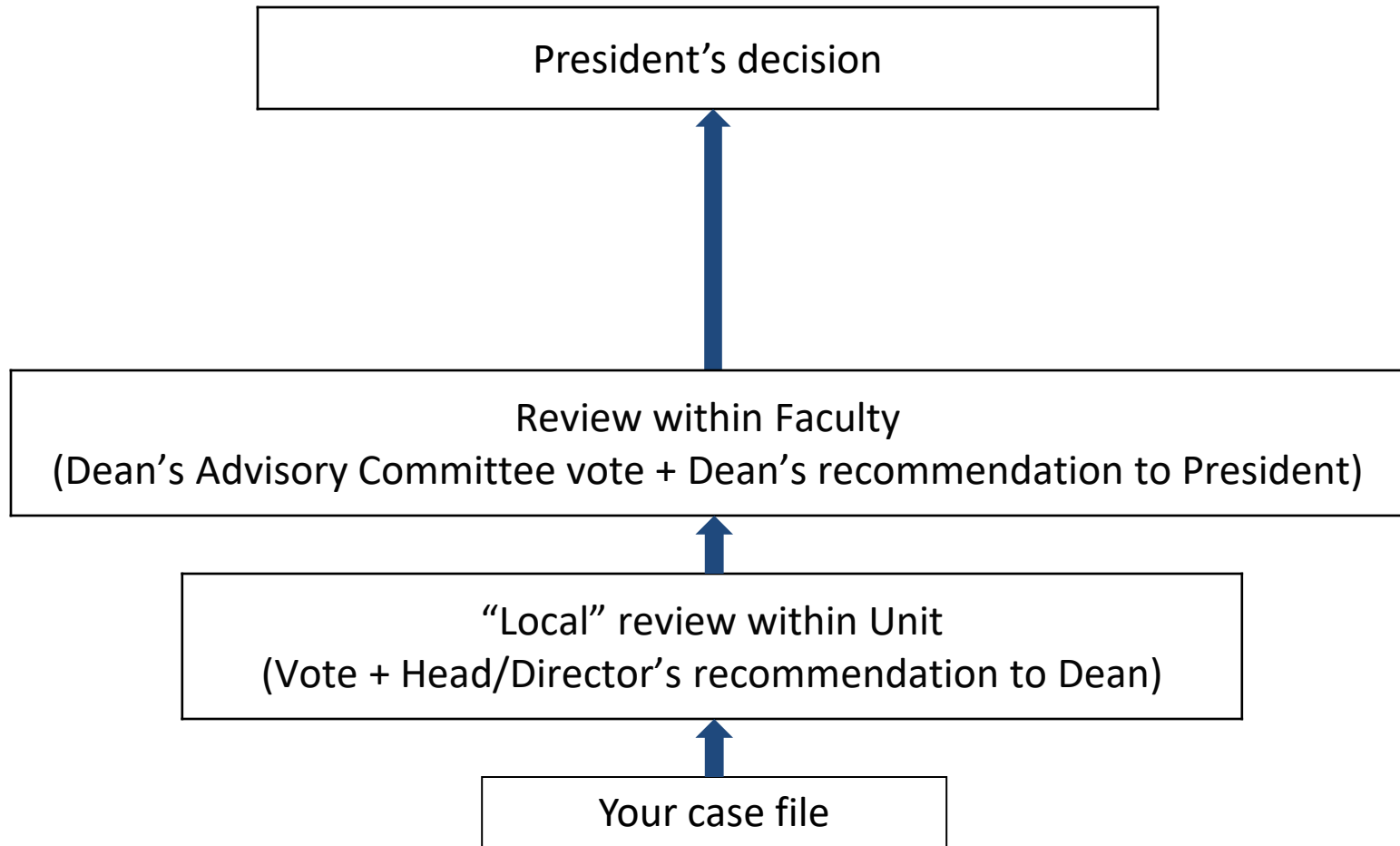


What is SAC?

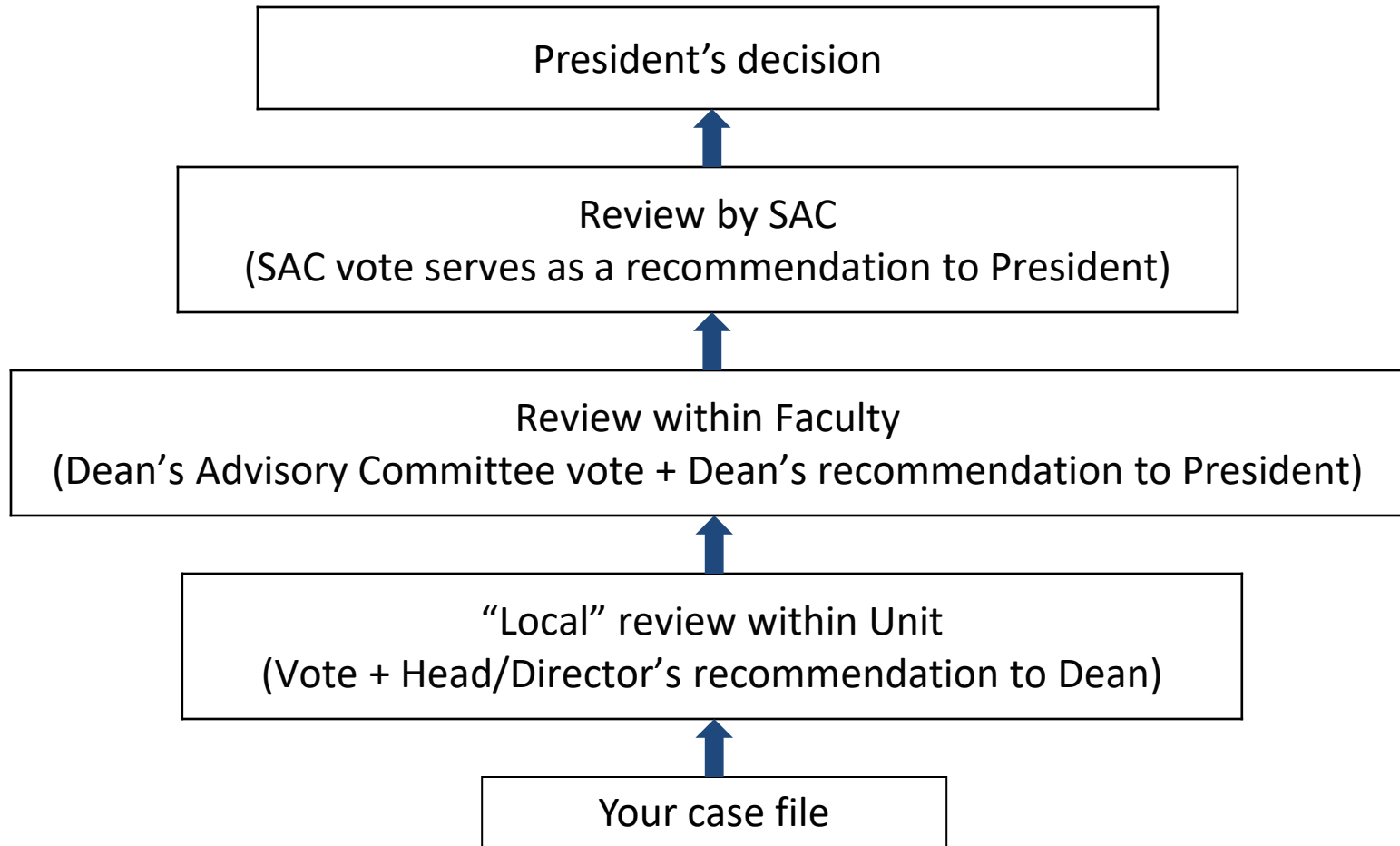
- Collective Agreement 5.14.(a):
 - “All recommendations to the President concerning initial appointments at or promotions to the rank of Senior Instructor, Associate Professor, Professor, or Professor of Teaching, or concerning tenure decisions, shall be reviewed by the Senior Appointments Committee which is a standing advisory committee established by and making recommendations to the President.”
- Composition of SAC:
 - 20 UBC Professors
 - Members from both Vancouver and Okanagan
 - At least one Professor of Teaching
 - Broad representation across Faculties & academic disciplines



Where SAC Fits into the Whole P&T Process



Where SAC Fits into the Whole P&T Process



SAC's Mandate

- Advise UBC President on the merits of all applications for tenure and/or promotion, as judged against relevant criteria.
- In doing so...
 - Ensure that that each file is judged according to criteria specified in the Collective Agreement.
 - Ensure that each candidate's file is judged objectively and on its own merits.
 - Ensure that relevant contextual factors are taken into account.
 - Ensure consistent use of appropriate standards of excellence across all disciplines and all Faculties within the University.
 - Ensure procedural fairness.



SAC's Typical Caseload

Cases considered by SAC during 2015-2016 Academic Year

Type of case	Number of cases
Associate Professor	62
Professor	70
Senior Instructor	17
Professor of Teaching	8
Tenure only	4
TOTAL	161

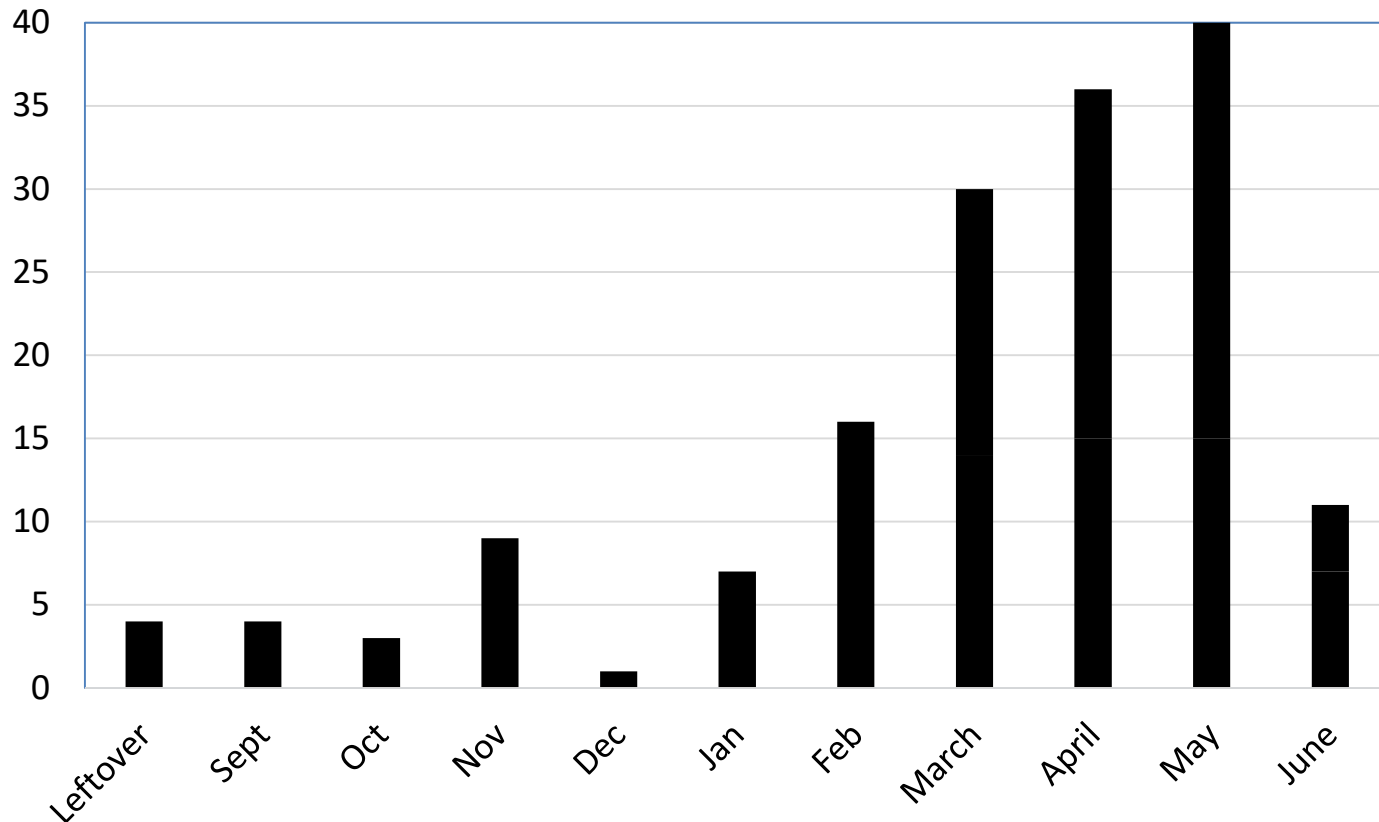


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SAC's Typical Caseload

Cases Across the Academic Year (2015-2016)



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Evaluation of Cases by SAC

- SAC subcommittees review cases thoroughly.
- Cases designated as either “A” or “B” case:
 - “A” Case: A relatively straightforward case. Case proceeds to a vote, without further discussion.
 - “B” Case: A more complicated case ((for any of several reasons). Prior to SAC vote, the relevant Dean attends SAC meeting to address questions about the case.
 - (Sometimes SAC requests additional documentation to be added to case file prior to designation as “A” or “B”.)



“B” Cases

Cases considered by SAC during 2015-2016 Academic Year

	Total Cases	'B' cases
Associate Professor	62	15
Professor	70	11
Senior Instructor	17	1
Professor of Teaching	8	2
Tenure only	4	2
TOTAL	161	31



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SAC Voting Procedures

- “A” cases: Voted on without discussion.
- “B” cases: Dean attends SAC meeting to address questions about the case. (SAC members role is to ask questions but *not* express opinions about the merits of the case.) When discussion is complete, Dean leaves and SAC votes.
- After the vote:
 - SAC provides President with summary of voting outcome, which represents SAC’s recommendation.
 - For “B” cases, SAC also provides brief summary of Dean’s answers to SAC’s questions.
 - SAC vote is simply a recommendation to the President.



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Three Main Things that SAC attends to

- Criteria (as stated in the Collective Agreement).
- Evidence (pertaining to the criteria).
- Context (within which to assess the evidence).



Key Criteria

- **Promotion to Senior Instructor:**
 - “evidence of excellence in teaching”
 - “demonstrated educational leadership”
 - “involvement in curriculum development and innovation, and other teaching and learning initiatives”
 - “keep abreast of current developments in their respective disciplines, and in the field of teaching and learning”
- **Tenure:**
 - “high standard of performance in meeting [relevant criteria] and show promise of continuing to do so”
- **Promotion to Professor of Teaching:**
 - “evidence of outstanding achievement in teaching and educational leadership”
 - “distinction in the field of teaching and learning”
 - “sustained and innovative contributions to curriculum development, course design and other initiatives that advance the University’s ability to excel in its teaching and learning mandate”



Evidence Pertaining to Educational Leadership

What the Collective Agreement says:

“Educational leadership is activity taken at UBC and elsewhere to advance innovation in teaching and learning with impact beyond one’s classroom. Educational leadership includes but is not limited to such things as:

- Application of and/or active engagement in the scholarship of teaching and learning;
- Significant contributions to curriculum development, curriculum renewal, course design, new assessment models, pedagogical innovation and other initiatives that extend beyond the member’s classroom and advance the University’s ability to excel in its teaching and learning mandates;
- Teaching, mentorship and inspiration of colleagues;
- Formal educational leadership responsibility within Department/Program/Faculty;
- Organization of and contributions to conferences, programs, symposia, workshops and other educational events on teaching and learning locally, nationally and internationally;
- Contributions to the theory and practice of teaching and learning, including publications, book chapters, articles in peer-reviewed and professional journals, conference proceedings, software, training guidelines, instructional manuals or other resources; and
- Other activities that support evidence-based educational excellence, leadership and impact within and beyond the University.

Judgement of educational leadership is based mainly on the quality and significance of the individual’s contributions.”



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Additional Advice in “SAC Guide” (Appendix 1)

“The following list, which is not exhaustive, includes points that candidates may develop, where applicable, to document educational leadership:

- Innovation and enhancements to teaching, learning and assessment that has impact beyond the candidate’s classroom, department, discipline and / or institution as appropriate.
- Significant contributions to curriculum development and renewal
- Activities to advance interdisciplinary, inter-professional and inter-institutional collaborations in teaching and learning.
- Application of / engagement with the Scholarship of Teaching and Learning
- Contributions to the practice and theory of teaching and learning literature, including publications in peer-reviewed and professional journals, conference publications, book chapters, textbooks and open education repositories / resources
- Organization of, and contributions to conferences, programs, symposia, colloquia, workshop and other teaching and learning events, to a local, provincial, national and international audience, as appropriate.
- Securing funding / additional resources for teaching and learning innovation or enhancements, and leading the implementation of funded initiatives or activities.
- Recognition and distinction in the form of awards, fellowships and other recognition for teaching and learning related activities (internal to UBC and beyond).
- Capacity building for excellence in education, including mentoring and inspiration of colleagues, supervision of undergraduate research projects in discipline-based pedagogies.
- Activities undertaken as part of formal educational leadership responsibilities within the candidate’s Department / School / Program area / Faculty / UBC.”



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Evidence Pertaining to Teaching

What the Collective Agreement says:

“Teaching includes all presentation whether through lectures, seminars and tutorials, individual and group discussion, supervision of individual students’ work, or other means by which students...derive educational benefit. An individual’s entire teaching contribution shall be assessed. Evaluation of teaching shall be based on the effectiveness rather than the popularity of the instructors, as indicated by command over subject matter, familiarity with recent developments in the field, preparedness, presentation, accessibility to students and influence on the intellectual and scholarly development of students. The methods of teaching evaluation may vary ... Consideration shall be given to the ability and willingness of the candidate to teach a range of subject matter and at various levels of instruction.”



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Additional Advice in “SAC Guide” (Appendix 1)

“The following list, which is again not exhaustive, includes points that candidates may develop, where applicable, to document outstanding teaching:

- Development of new and innovative approaches to education.
- Work on interdisciplinary courses.
- Mentoring of students, including supervising honors theses, internships, etc.
- Participation in the pedagogical training of other faculty and graduate students.
- Contributions to course design.
- Examples of syllabi, lectures or presentations.
- Evidence of professional development in teaching.
- Teaching recognition and/or awards received, or nominations for such awards.
- Informal advising time with students, and its evaluation.
- Additional information related to student evaluations of teaching.



Primary Sources of Evidence

- Evidence bearing on educational leadership:
 - CV (e.g., curriculum development, pedagogical innovation)
 - Dossier prepared by candidate
 - Referees' letters
- Evidence bearing on teaching.
 - CV (e.g., courses taught, students supervised, awards)
 - Dossier prepared by candidate
 - Peer reviews of teaching
 - Student evaluations of teaching
- Evidence bearing on service.
 - CV (committees, administrative work, etc.)



Primary Sources of Evidence (Some Practical Implications)

- Prepare your CV conscientiously.
- Prepare your Dossier conscientiously.
- Be thoughtful when nominating potential referees.
- Be attentive to the kinds of things that influence peer and student evaluations of teaching. (And seek expert advice / assistance to improve areas of apparent weakness.)



Contexts that SAC Considers Carefully

- Discipline-specific norms.
 - Norms and expectations regarding styles of teaching.
 - Extent to which specific pedagogical innovations already exist.
- Situation-specific challenges and obstacles.
 - Challenges associated with existing resources / infrastructure.
 - Challenges associated with specific teaching assignments.
 - Idiosyncratic personal circumstances (possibly, if relevant).
- Primary sources of information about context.
 - Recommendation letters from Head/Director or Dean.
 - Referees' letters.
 - Dossier prepared by candidate.



Contexts that SAC Considers Carefully (Some Practical Implications)

- Be attentive to disciplinary norms and expectations.
- Communicate with Head/Director/Dean about challenges and obstacles.
- Be thoughtful when nominating potential referees.
- Be informative when preparing your Dossier.
- Provide appropriate contextual information on CV, when possible (e.g., class size, brief narrative sections).



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Practical Advice: Nominating Referees

- Be mindful of rules regarding eligible referees.
- Nominate referees who are likely to be familiar with relevant disciplinary norms and expectations.
- Nominate referees who are likely to understand the nature of your contributions to teaching and educational leadership.
- Nominate referees whose credibility is unassailable.
 - Transparently arms-length.
 - Well-qualified; relevant expertise; intellectual leaders.
- If possible, nominate referees affiliated with institutions of stature comparable to (or greater than) UBC.
- If possible, nominate referees whose affiliations may help to convey impact of your work.
- Provide Head/Director with detailed information on referees.



Practical Advice: CV Preparation

- Use standard UBC CV format; modify as appropriate. (Follow advice in “SAC Guide”; see annotated CV in Appendix 4).
- Make sure CV is complete, accurate, and up to date.
- Provide complete and accurate information in appropriate sections (and don’t duplicate).
- Provide clear and accurate information conveying your specific role and/or personal contribution to “collaborative” projects (e.g., team-taught courses, publications with multiple authors, committees)—especially if your contribution was substantial, unusual, and/or diagnostic of educational leadership.
- Take full advantage of Section 9 (“Educational Leadership”).
- Use (but do not abuse) opportunities to provide narrative context.
- Consider opportunity to submit CV updates while the case is working its way through the process.
- Bottom line: Be inclusive, and be judicious too.



Practical Advice: Dossier Preparation

- Be mindful of the criteria pertaining to the specific promotion that you are applying for, and include material accordingly.
- Follow the guidance provided in “SAC Guide” (Appendix 1).
- Whenever possible, highlight evidence attesting to broader impact (impact beyond your own classroom, beyond UBC, etc.).
- Construct dossier so that the information that matters most is readily findable and eye-catching.
- Be aware that some material (e.g., course materials) may be removed before it reaches SAC and the President. Organize accordingly.
- Bottom line: Be inclusive, and be judicious too.



Practical Advice (In General)

- Be attentive to relevant norms and expectations.
- Talk to your Head, Director and/or Dean.
- Seek advice from senior colleagues.
- Read relevant sections of the Collective Agreement.
- Read relevant sections of the “Guide to Reappointment, Tenure and Promotion Procedures at UBC” (a.k.a. the “SAC Guide”).
- Allocate time wisely, so as to maximize opportunities to exhibit excellence and produce accomplishments in domains that are weighed most heavily in promotion and/or tenure decisions.
- Aim high.



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Questions?

As always.....

- Please check the Faculty Relations website, email, or call
- Contact the Faculty Association for assistance

Thank you!



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