

# Tenure and Promotion Workshop

Research Stream



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FACULTY ASSOCIATION

# Agenda

- Opening Remarks – **Angela Redish & Mark Mac Lean**
- Guide to Tenure and 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

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



# The Professorial Tenure & Promotion Stream

Acting Assist Professor



Assistant Professor → Associate Professor → Professor

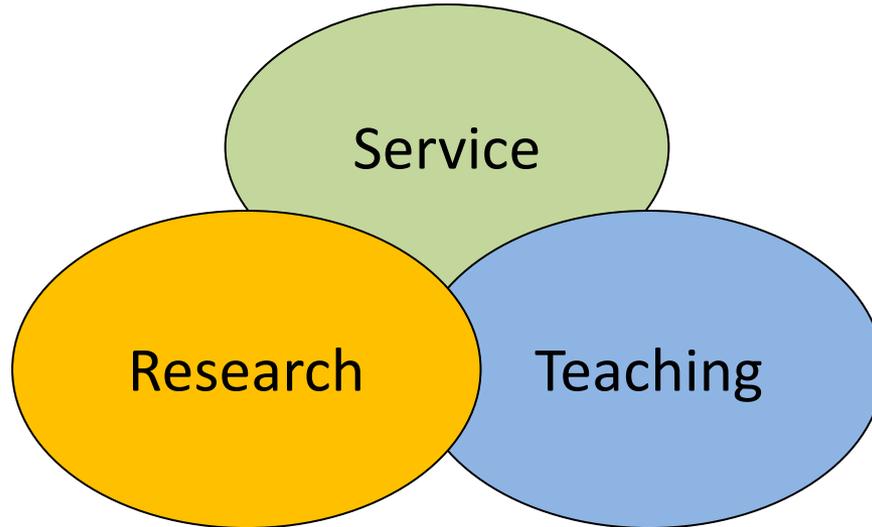


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# The Criteria

## The Professorial Stream



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# The Procedures

The reappointment, tenure & promotion procedures are set out in Articles 5 & 9 of *Conditions of Appointment for Faculty*, and are supplemented by the *Guide to Reappointment, Tenure and Promotion Procedures at UBC* (“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 (on a case by case basis)
- An individual may only be reviewed one time for tenure
- All ranks, except Assistant Professor, may be reviewed early for tenure
- A tenure track Assistant Professor may be reviewed early for promotion to Associate Professor and if granted, tenure will be automatic.



# Periodic Review for Promotion & Tenure

<b>Rank</b>	<b>Periodic Review Year</b>	<b>Tenure Review</b>
Assistant Professor	Year 5 then every 2 years	Year 7
Associate Professor	Year 5 then every 3 years	Year 5



# 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 opportunities for improvement
- It is also important to receive advice re the CV & 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.



# 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.

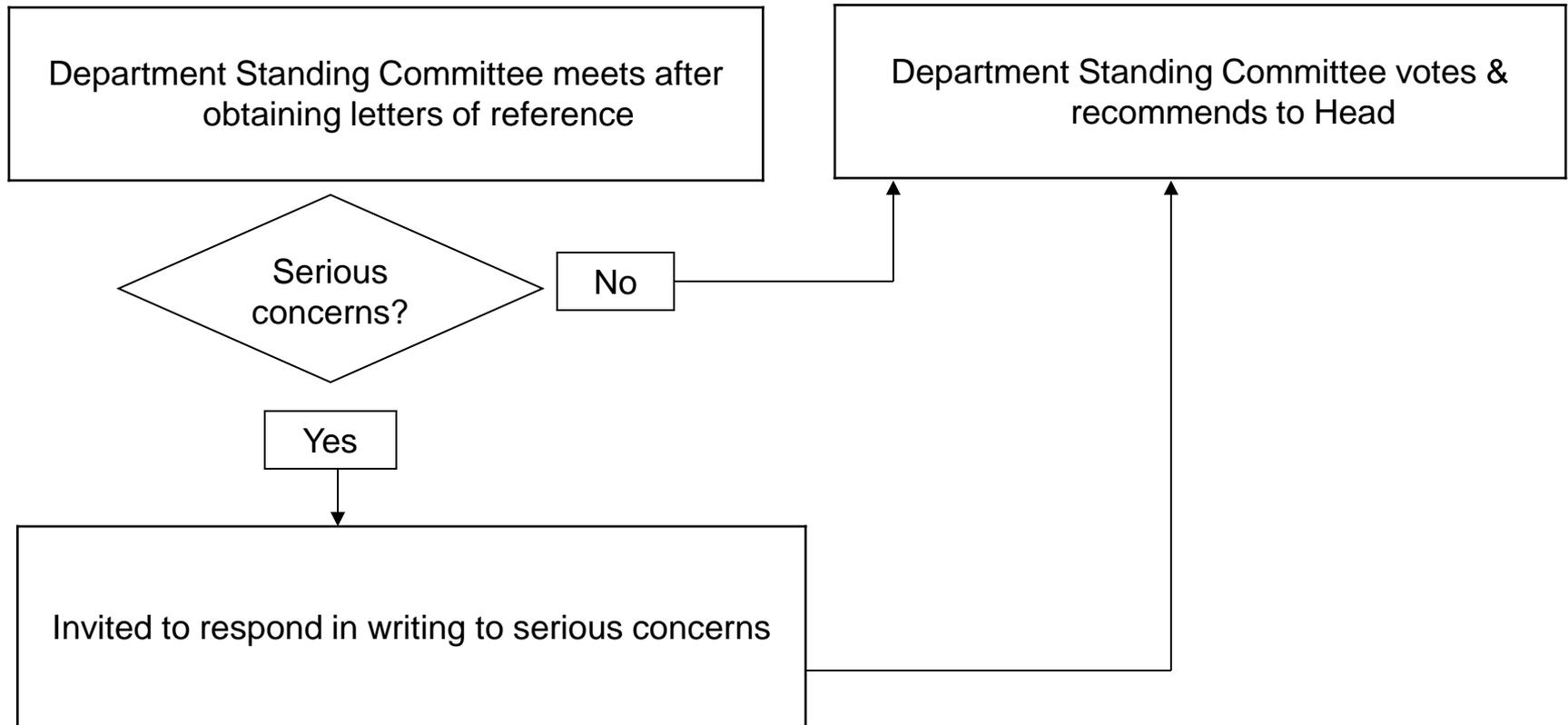


# What referees receive

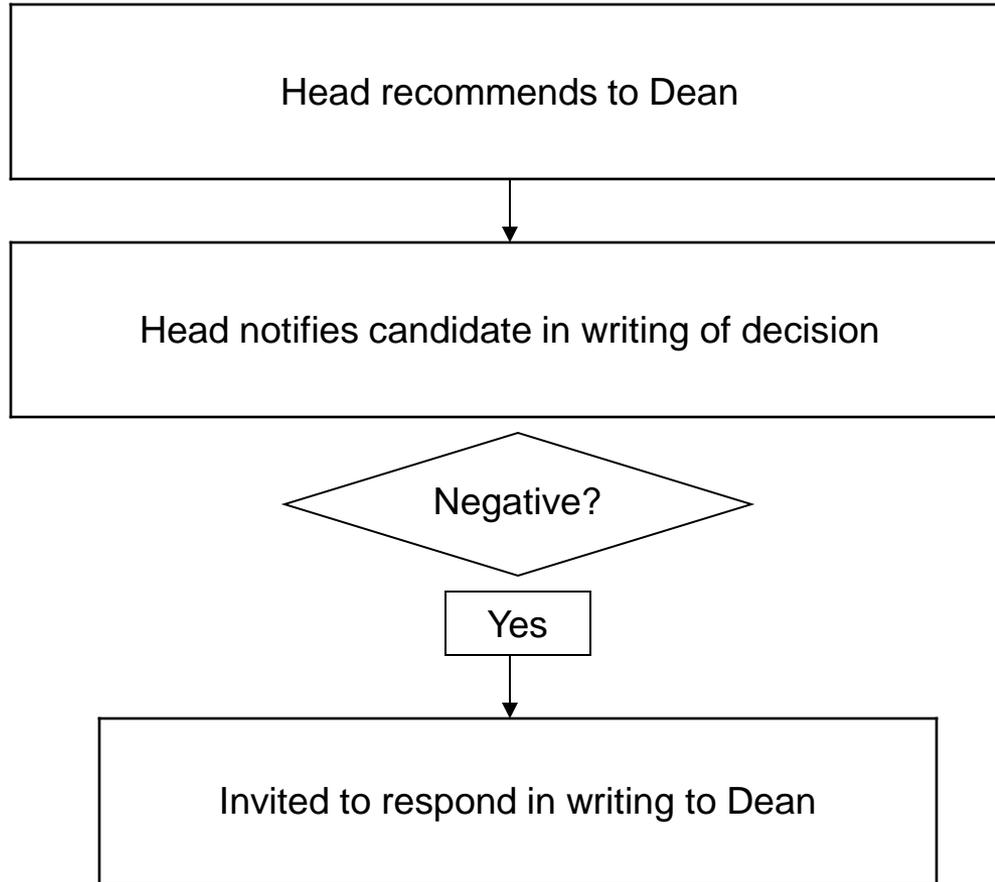
- The letter of request is only accompanied by the candidate's CV and selected materials relevant for the assessment of scholarly achievements.
- Teaching dossiers are usually only included for cases involving Senior Instructor & Professor of Teaching.



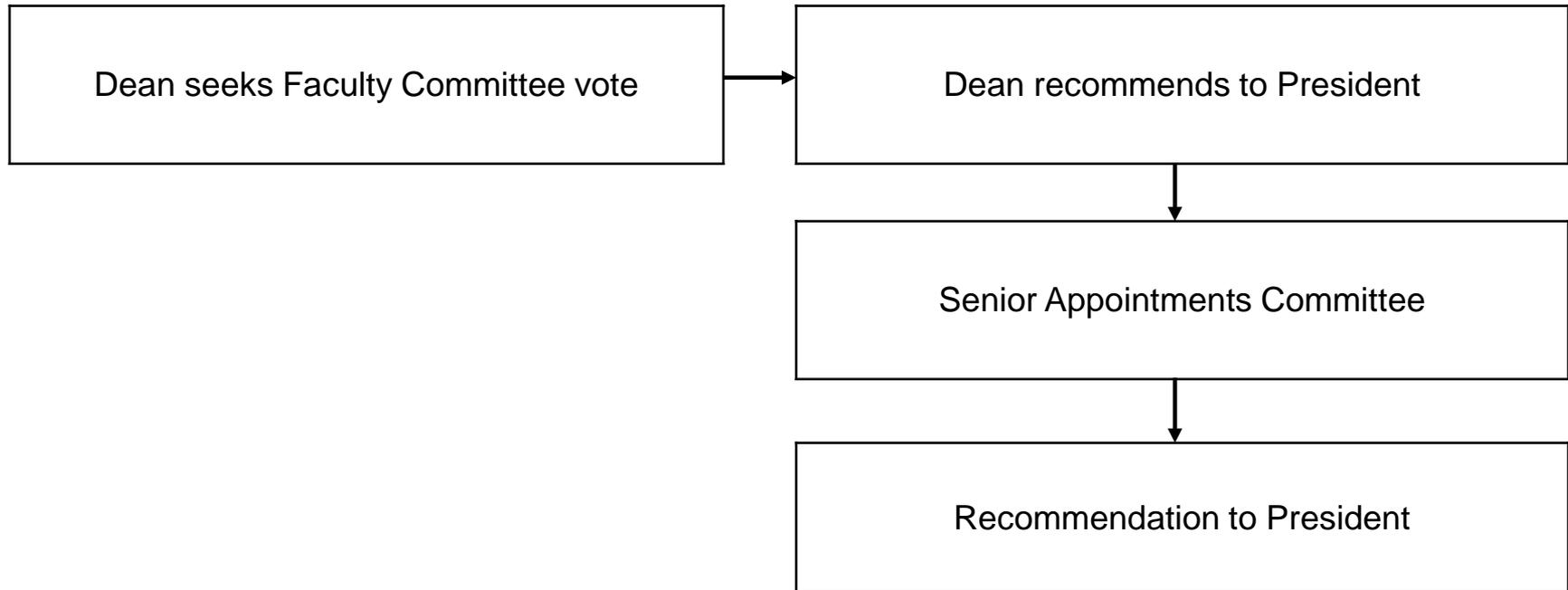
# Tenure & Promotion Reviews



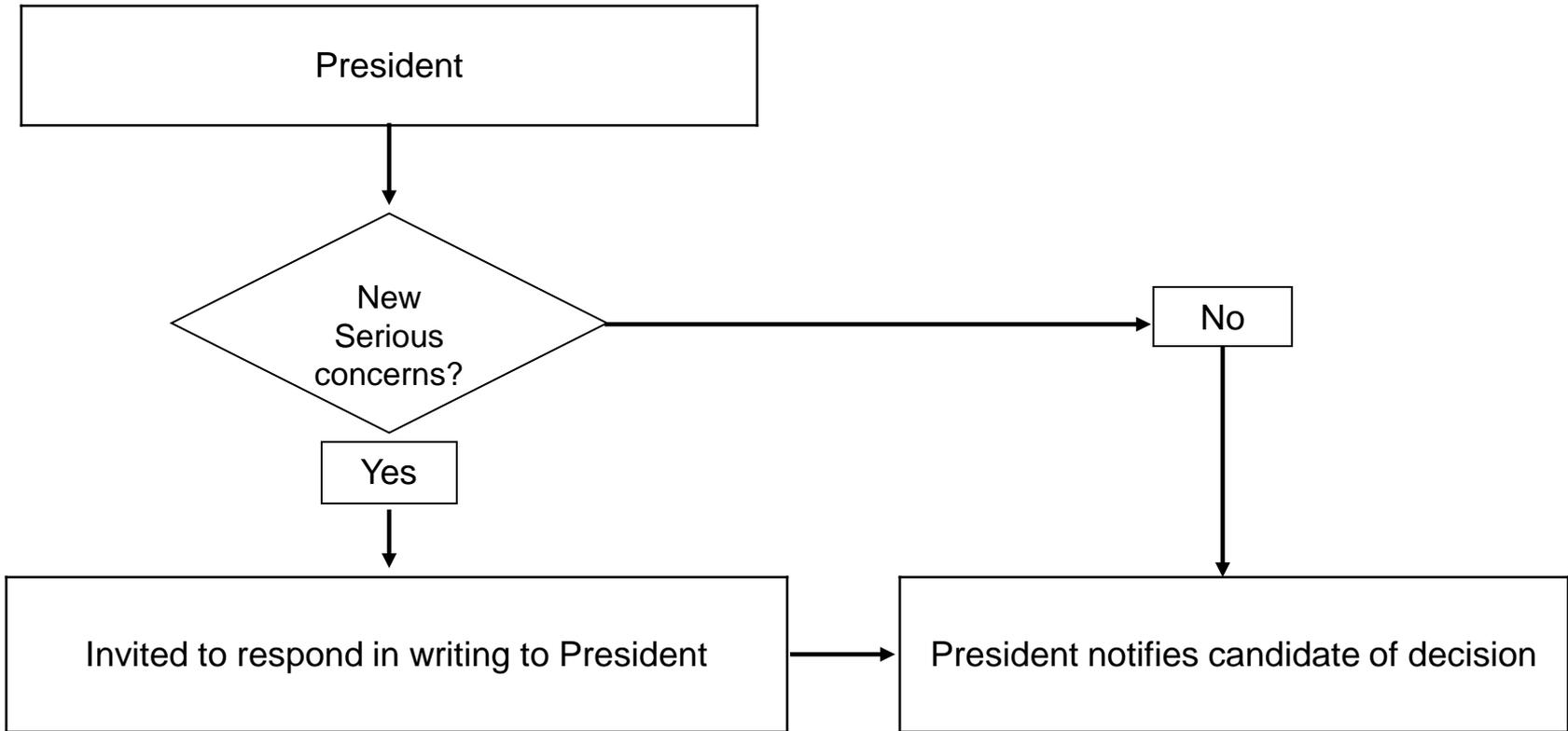
# Tenure & Promotion Reviews



# 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!



# 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/](http://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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# Overview

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



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- **What SAC is and what it does**
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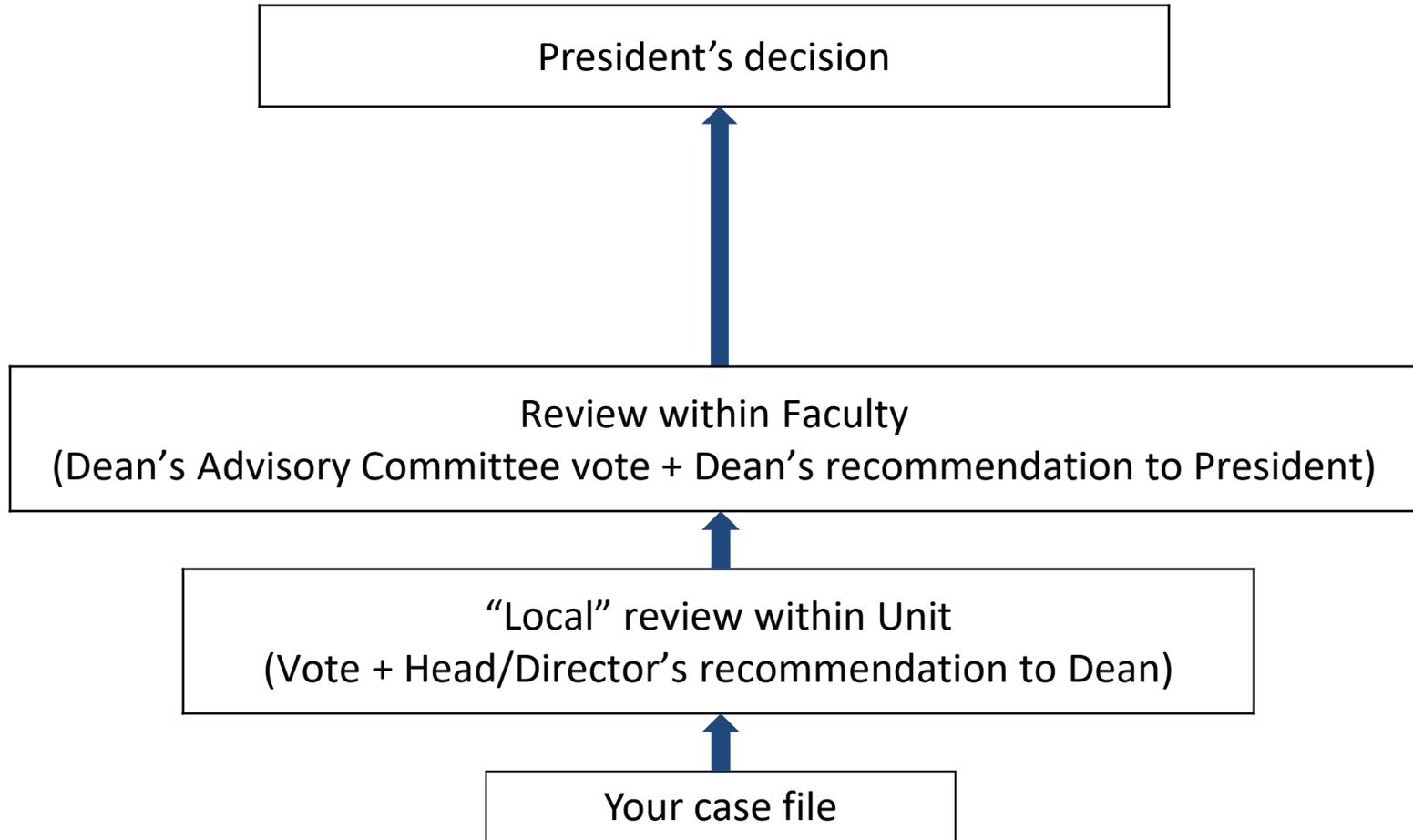


# What is SAC?

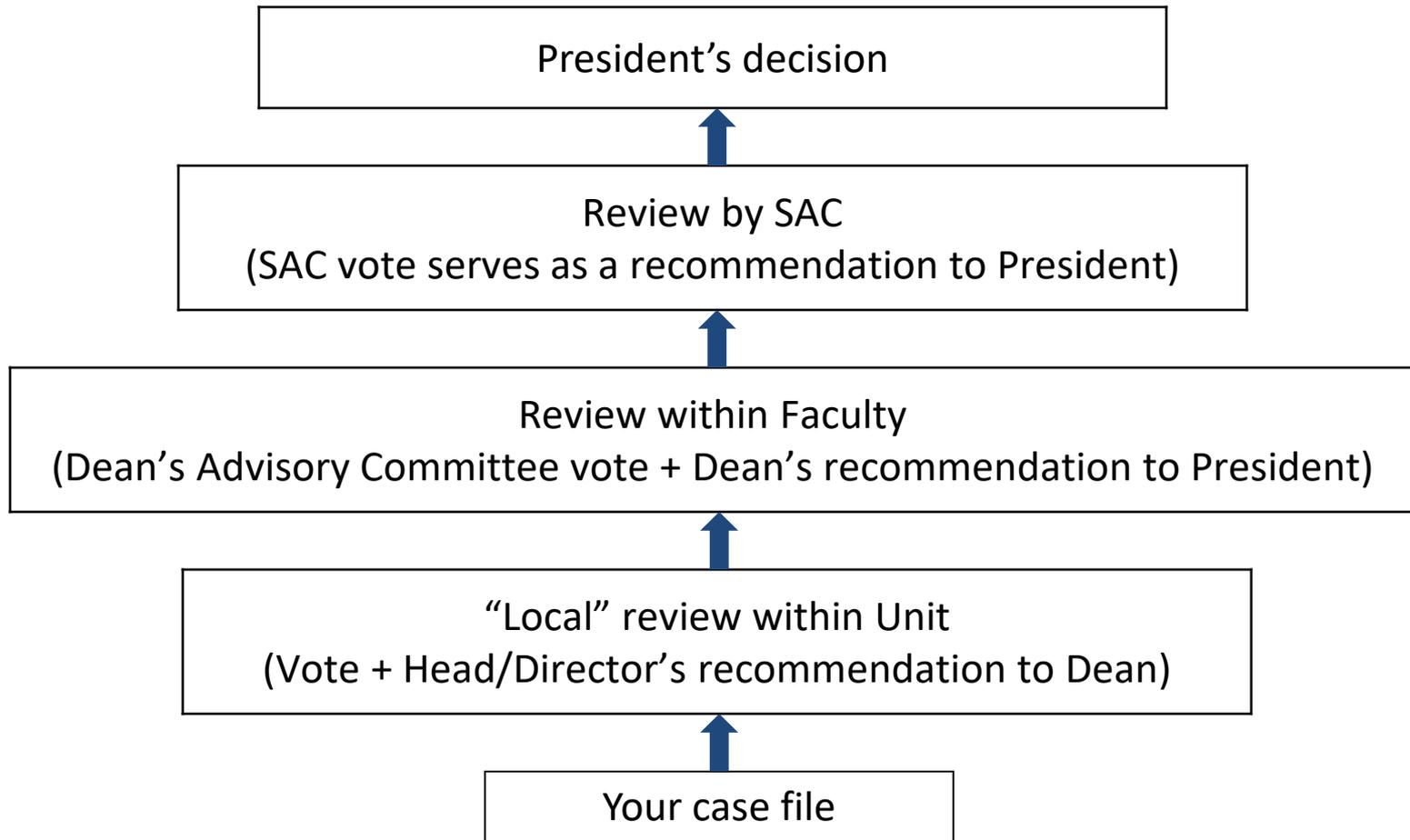
- Collective Agreement 5.14.(a):
  - “All recommendations to the President concerning initial appointments at or promotions to the rank of Senior Instructor, Associate Professor, Professor, or Professor of Teaching, or concerning tenure decisions, shall be reviewed by the Senior Appointments Committee 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

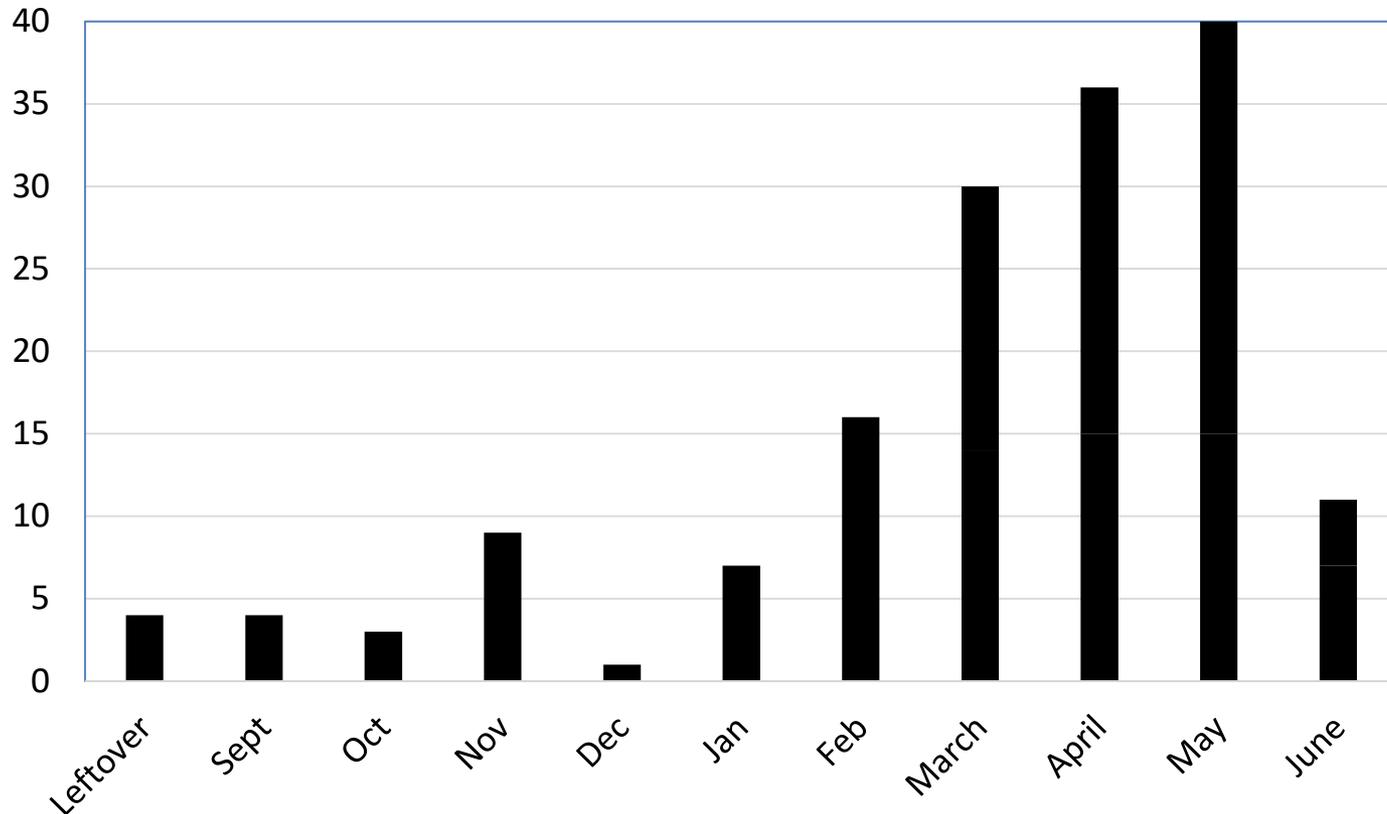


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# SAC's Typical Caseload

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



# 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 Associate Professor:**
  - “evidence of successful teaching and of scholarly activity beyond that expected of an Assistant Professor”
  - “sustained and productive scholarly activity”
  - “ability to direct graduate students”
  - “participation in the affairs of the Department and the University”
- **Tenure:**
  - “high standard of performance in meeting [relevant criteria] and show promise of continuing to do so”
- **Promotion to Professor:**
  - “reserved for those whose contributions...are considered outstanding”
  - “appropriate standards of excellence”
  - “sustained and productive scholarly activity”
  - “wide recognition...distinction in their discipline”
  - “high quality in teaching”
  - “participated significantly in academic and professional affairs”



# Evidence Pertaining to Scholarly Activity

- What the Collective Agreement says:
  - “Judgment of scholarly activity is based mainly on the quality and significance of an individual’s contribution. Evidence of scholarly activity varies among the disciplines. Published work is, where appropriate, the primary evidence. Such evidence as distinguished architectural, artistic or engineering design, distinguished performance in the arts or professional fields, shall be considered in appropriate cases ... consideration will be given to different pathways to academic and scholarly excellence...”
- Different forms of scholarly activity:
  - *‘Traditional’ scholarship* (most cases fit in this category).
  - Alternatively, *Scholarship of Teaching or Professional Contributions* may constitute all or part of the case for scholarly activity. Must be explicitly requested at the outset of the application for promotion.



# 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.”
- Different forms of teaching are relevant to criteria:
  - Effectiveness in teaching scheduled courses.
  - Supervision / training of graduate students.



# Primary Sources of Evidence

- Evidence bearing on scholarly activity:
  - CV (e.g., publications, presentations, awards)
  - Referees' letters
- Evidence bearing on teaching.
  - CV (e.g., courses taught, grad students supervised, awards)
  - Peer reviews of teaching
  - Student evaluations of teaching
- Evidence bearing on service.
  - CV (committees, editorial work, etc.)



# Primary Sources of Evidence (Some Practical Implications)

- Prepare your CV 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.**
  - Value placed on different kinds of scholarly products.
  - Value placed on specific publication outlets/venues.
  - Norms pertaining to authorship and authorship order.
  - Norms pertaining to quantity of publications.
  - Extent to which grant funding is relevant.
  - Norms pertaining to teaching and student supervision.
- **Situation-specific challenges and obstacles.**
  - Challenges associated with specific kinds of research.
  - Challenges associated with 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.



# 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.
- Provide appropriate contextual information on CV, when possible (e.g., class size, journal impact factor, brief narrative sections).



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# Practical Advice: Nominating Referees

- Nominate referees who are likely to be familiar with relevant disciplinary norms and expectations.
- Nominate referees who are likely to understand your work.
- Nominate referees whose credibility is unassailable.
  - Transparently arms-length.
  - Well-qualified; relevant expertise.
  - Intellectual leaders within the discipline.
- 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 international 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 3).
- Make sure CV is complete, accurate, and up to date.
- Provide information in appropriate sections (and don’t duplicate).
- Distinguish between publications that are and aren’t peer-reviewed.
- Provide complete and accurate details on publications (e.g., full list of authors, complete journal name, publication year, page numbers, etc.)
- Provide complete and accurate details on grant funding (e.g., dates, dollar amounts, formal role, etc.)
- Provide complete and accurate details about courses taught.
- Provide information about - and distinguish between - supervisees of different kinds (e.g., undergraduate, M.A., Ph.D., post-doc, etc.)
- Provide accurate information about supervisory roles (e.g., primary supervisor; co-supervisor; committee member).



# Practical Advice: CV Preparation (cont'd)

- Provide complete and accurate information regarding service, especially if indicative of recognition and/or distinction.
- Use (but do *not* abuse) opportunities to provide potentially useful details that might not otherwise be evident in the case file.
  - E.g., specific contribution to co-authored publications.
  - E.g., awards, honors, and other indicators of distinction.
  - E.g., student co-authors on publications.
  - E.g., other information that is diagnostic of supervisory success.
- Use (but do *not* abuse) opportunities to provide narrative context.
- Use (but do not abuse) opportunities to identify works in progress.
- 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 (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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