

# Tenure and Promotion Workshop

May 11, 2021



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# Agenda

- Welcome – Mark Trowell
  - Ananya Mukherjee Reed, Provost and Vice-President Academic, UBCO
  - Alan Richardson, President, UBC Faculty Association
- Guide to Tenure & Promotion – Robin Roff and Kristin Cacchioni
- Senior Appointments Committee – Marion Pearson
- 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 Tenure Streams

## The Professorial Stream

Acting Assistant Professor



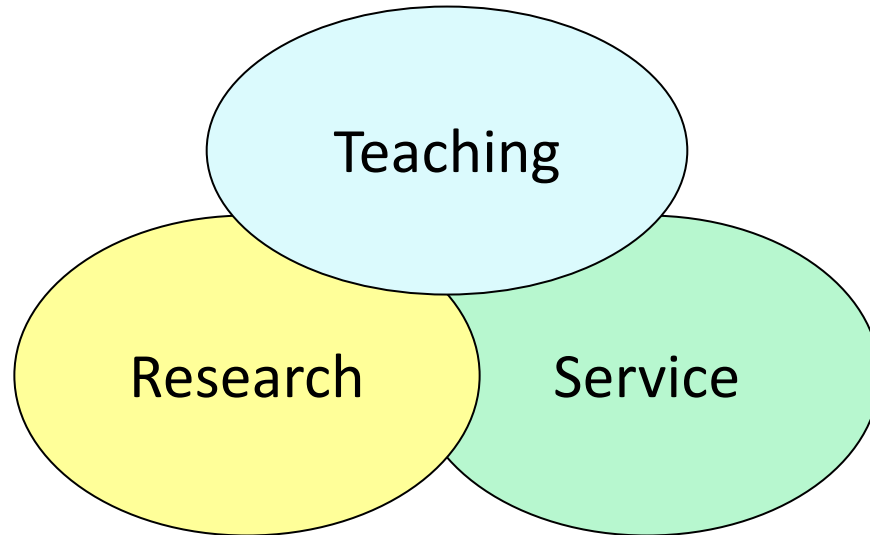
Assistant Professor —————> Associate Professor —————> Professor



# The Criteria

## The Professorial Stream

*Three pillars: Teaching, Research and Service*



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# Educational Leadership Stream

## The Educational Leadership Stream

Assistant Professor of Teaching → Associate Professor of Teaching → Professor of Teaching



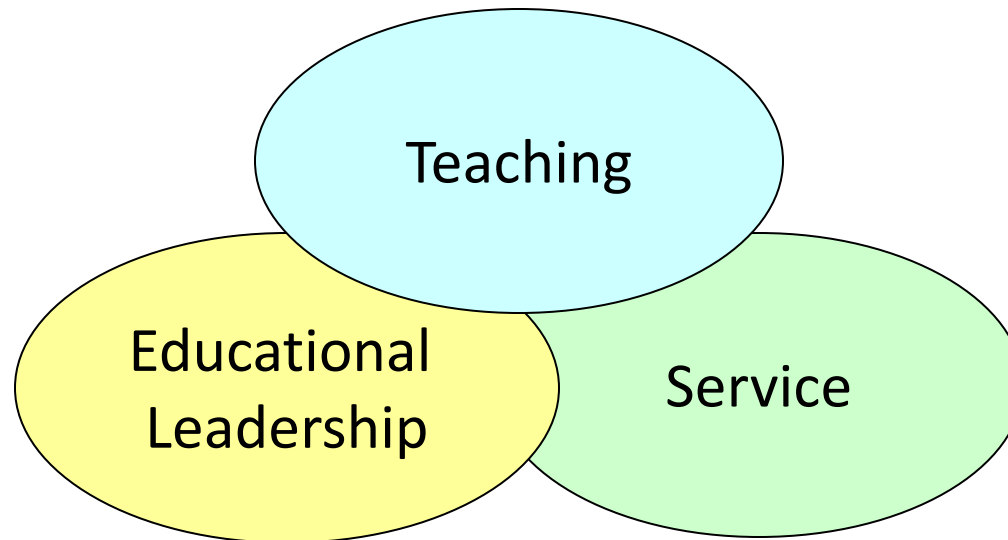
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# The Criteria

## The Educational Leadership Stream

*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 *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)
- A tenure track Assistant Professor or Assistant Professor of Teaching may be reviewed early for promotion to Associate Professor/Associate Professor of Teaching and if granted, tenure will be automatic
- An optional review for tenure for all other ranks may be conducted in any year with the consent of the Head and candidate
- Assistant Professors will be reviewed for promotion/tenure no later than year 7 of their appointment; all other ranks will be reviewed in year 5 of their appointment



# Timing of Review for Promotion & Tenure

Rank	Optional Review	Tenure Review
Assistant Professor	Any Year	Year 7
Associate Professor	Any Year	Year 5
Assistant Professor of Teaching	Any Year	Year 5



# Optional Review for Promotion

May be conducted...

- During any year with the consent of Head and candidate
- May be stopped by University or candidate
- For pre-tenure faculty: after reappointment, only candidate may stop an optional review



# Optional Review for Promotion

For tenured faculty:

- If a promotion is denied, another optional review will not be conducted for three years from the time of submission
- At any time, the Head may make a recommendation for a promotion review and if the candidate agrees, a review shall be conducted
- If an optional review is stopped by the University, only the Candidate may stop the next optional review
- An optional review is considered to have been conducted once referee letters have been solicited



# Head's Meeting

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



# Head's Meeting

- During candidate's first year of appointment – will review criteria and expectations for reappointment/tenure/promotion
- Candidate must provide updated CV and other relevant information to Head before meeting



# Head's Meeting

Purpose of meeting:

- Discuss timing of next review
- Review criteria and expectations of the next review and means of assessment
- Review of candidate's record including strengths and potential difficulties and where necessary, identify support
- Relevant dossier documentation
- Head and Candidate must agree, in writing, on matters discussed





# The Initial File

- Unless otherwise agreed with the Head, the faculty member's dossier and all relevant documentation to be reviewed must be submitted by July 1.



# 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 at least 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.

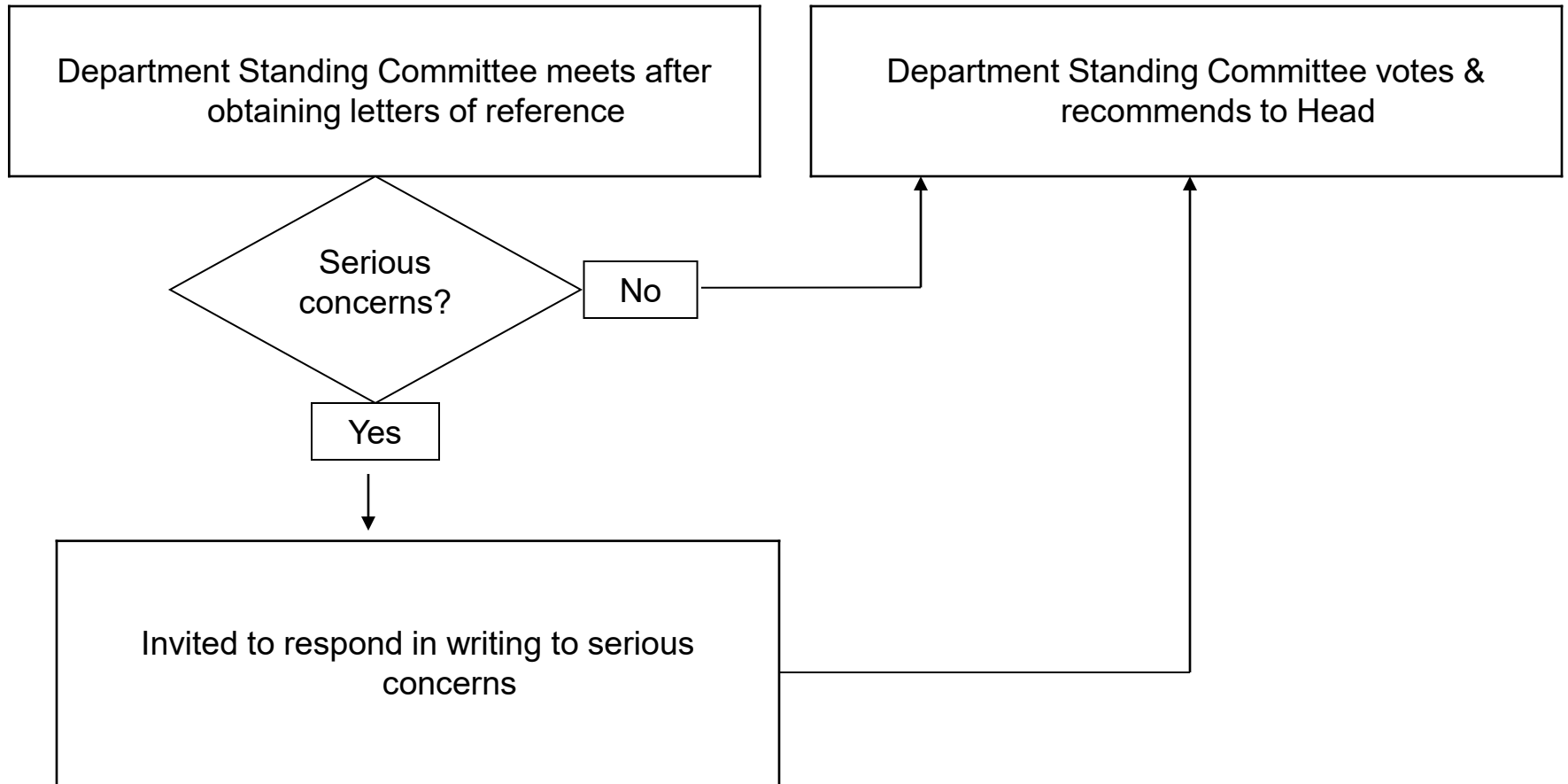


# What referees receive

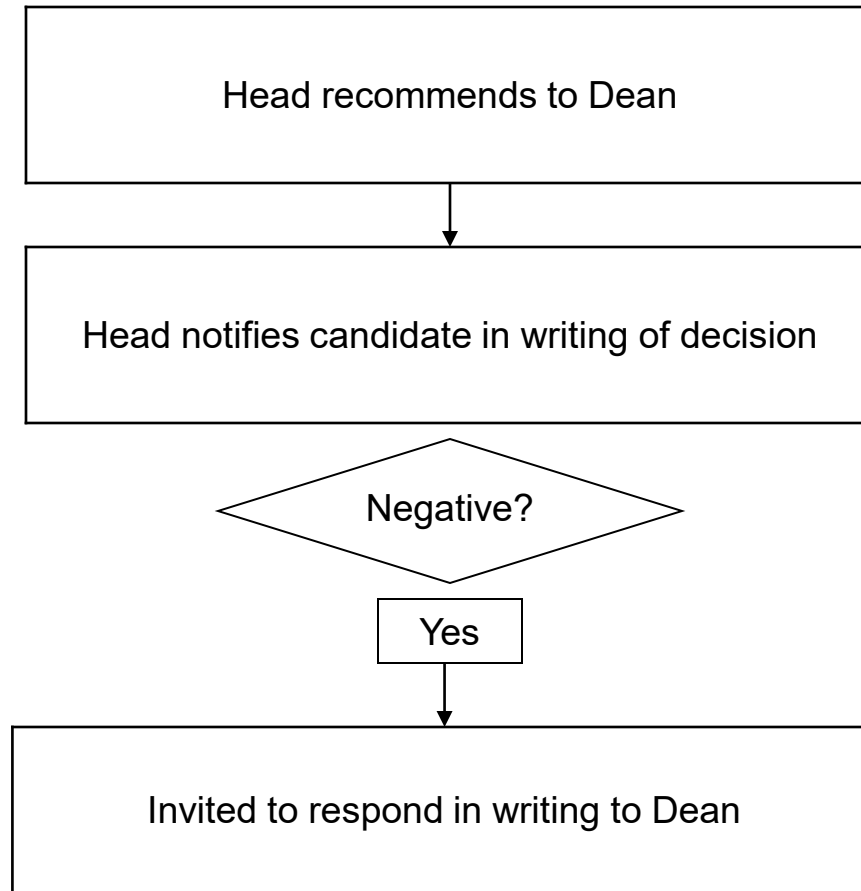
- The letter of request is only accompanied by the candidate's CV and selected materials relevant for the assessment of scholarly achievements.
- Teaching dossiers are usually only included for cases involving Associate Professor of Teaching & Professor of Teaching.



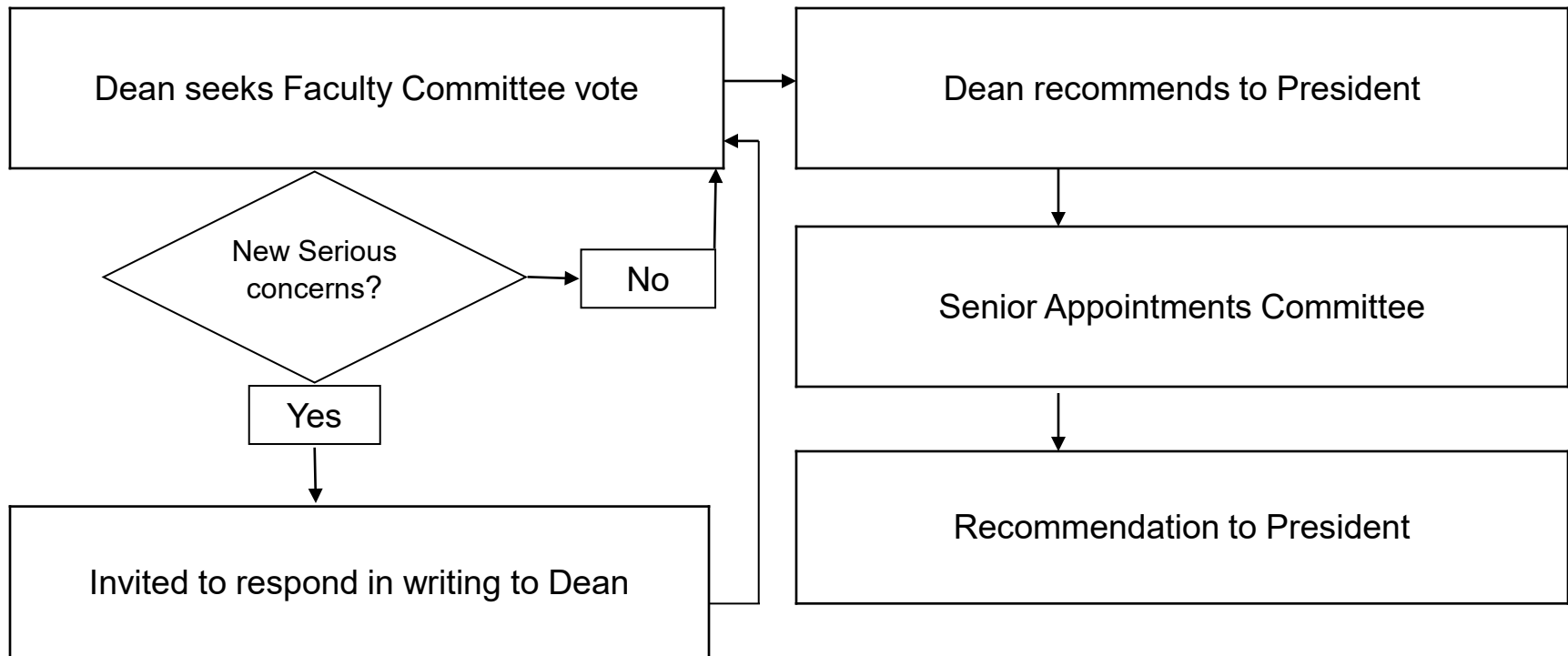
# Tenure & Promotion Reviews



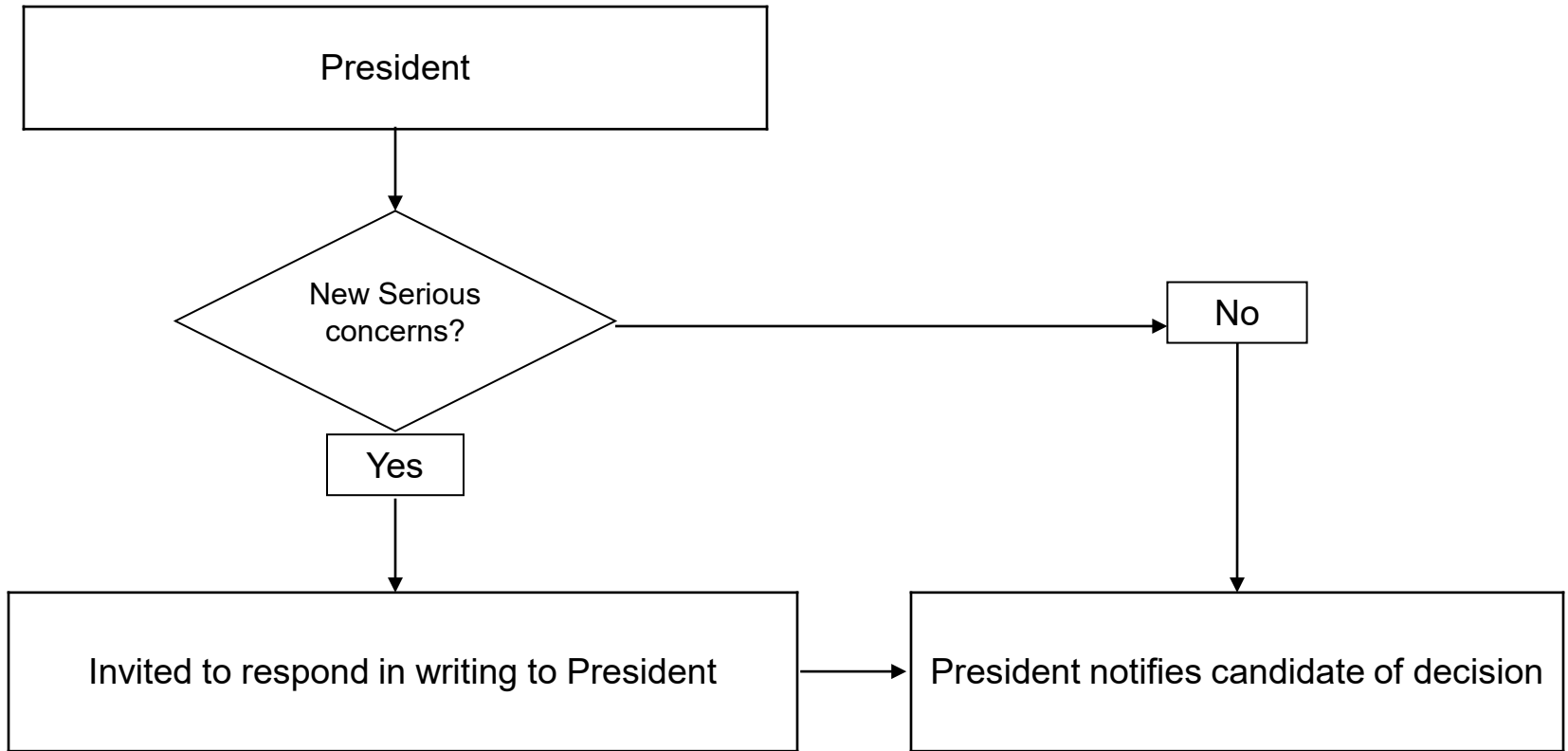
# Tenure & Promotion Reviews



# 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.



# 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*
- Faculty Relations website: <https://hr.ubc.ca/career-development/appointment-reappointment-tenure-and-promotion>
- Faculty Association website: <https://www.facultyassociation.ubc.ca/worklife/promotion-tenure-process/>
- Call us!



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

**Marion Pearson**

Chair, Senior Appointments Committee



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# Overview

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

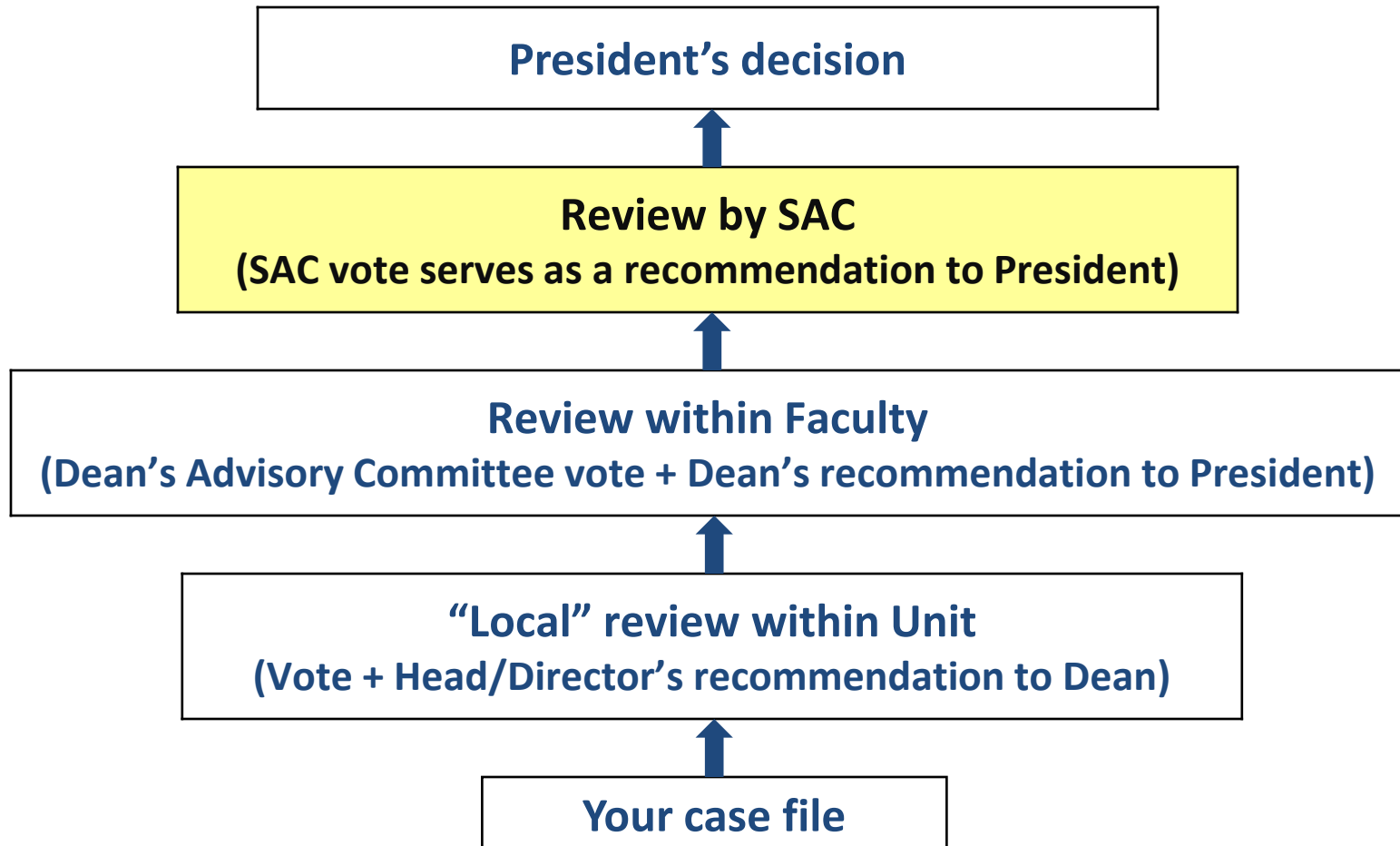


# What is SAC?

- Collective Agreement 5.14.(a):
  - “All recommendations to the President concerning initial appointments at or promotions to the rank of Associate Professor of Teaching, 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 in the P&T Process



# SAC's Mandate

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



# Evaluation of Cases by SAC

- SAC subcommittees review cases thoroughly and designate as “A”, “B”, or “D”
  - “A” Case: Relatively straightforward and meets criteria.
  - “B” Case: More complicated (for any of several reasons). The relevant Dean attends a SAC meeting to address questions.
  - “D” Case: SAC requests additional documentation to be added to the case file prior to designation as “A” or “B”.





# Overview

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



# Main Things SAC Attends To:

- Criteria (as stated in the Collective Agreement)
- Evidence (in the case file, pertaining to the criteria)
- Context (within which to sensibly assess the evidence)



# Key Criteria: Research Stream

## ■ 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”



# Key Criteria: Research Stream

## ■ 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”



# Key Criteria: Educational Leadership Stream

- **Promotion to Associate Professor of Teaching:**
  - “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”



# Key Criteria: Educational Leadership Stream

- **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 of Scholarly Activity (Research Stream)

## Collective Agreement (Part 4, Article 4.03):

“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...**”



# Evidence of Scholarly Activity (Research Stream)

- **Different forms:**

- *'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. This must be explicitly stated at the outset of the application for promotion.





# Evidence of Scholarly Activity (Research Stream)

- **Primary sources:**
  - CV (e.g., publications, presentations, awards)
  - Referees' letters



# Evidence of Educational Leadership (EL Stream)

## Collective Agreement (Part 4, Article 4.04):

“Educational leadership is **activity** taken at UBC and elsewhere **to advance innovation in teaching and learning with impact beyond one’s classroom**” and includes:

- Engagement in the **scholarship of teaching and learning**
- Contributions to **curriculum development, pedagogical innovation** and other initiatives that extend beyond the member’s classroom
- Teaching, **mentorship** and inspiration of colleagues
- Formal **educational leadership responsibility**
- Organization of and **contributions to** conferences...and other **educational events on teaching and learning** locally, nationally and internationally
- **Contributions to the theory and practice of teaching and learning**
- 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.”



# Evidence of Educational Leadership (EL Stream)

- See also **SAC Guide Appendix 1** for further guidance
- **Primary sources of evidence:**
  - CV (e.g., contributions to curriculum development, pedagogical innovation, scholarship of teaching and learning, etc.)
  - Dossier prepared by candidate (if included in case file)
  - Referees' letters



# Criteria for Teaching (Both Streams)

- **Collective Agreement (Part 4, Article 4.02):**

“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.”



# Evidence Pertaining to Teaching (Both Streams)

- **Different forms of teaching:**
  - Effectiveness in teaching scheduled courses
  - Supervision / training of graduate students
- **Primary sources of evidence:**
  - CV (e.g., courses taught, students supervised, awards)
  - Peer reviews of teaching
  - Student evaluations of teaching
  - Dossier prepared by candidate \*
  - Summative review prepared by or for Head/Director

*\* SAC may review teaching dossiers for Educational Leadership cases*



# Evidence Pertaining to Service (Both Streams)

- **Primary source of evidence:**
  - CV (committees within the unit/Faculty/University, editorial work, positions held in professional organizations, etc.)

Note that “While service to the University and the community is important, it cannot compensate for deficiencies in teaching, scholarly activity, or educational leadership.” (Collective Agreement, Part 4 Article 4.01a)



# Contexts that SAC Considers Carefully

- **Discipline-specific norms of various kinds:**
  - 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 quantity and quality of teaching and student supervision
  - Norms and expectations for service contributions



# Contexts that SAC Considers Carefully

- **Situation-specific challenges and obstacles:**
  - Challenges associated with specific kinds of research
  - Challenges associated with resources / infrastructure
  - Challenges associated with specific teaching assignments
  - Personal circumstances (possibly, if relevant)





# Sources of Information about Context

- Recommendation letters from Head/Director and Dean
- Referees' letters
- CV
- Dossier prepared by candidate (sometimes)



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# CV Preparation

- Use standard UBC format. Follow advice in SAC Guide: see annotated CVs in Appendices 3 & 4.
- Make sure content is complete, accurate, and up to date.
- Provide information in appropriate sections (and don't duplicate).
- Provide appropriate details (on publications, grants, courses, etc.).
- Distinguish between meaningfully different things (e.g., different kinds of publications, supervisees, supervisory roles, etc.)
- If possible, provide information conveying your contribution to collaborative projects (e.g., team-taught courses, multi-authored publications)—especially if your contribution was substantial and/or distinctive.



# CV Preparation

- Use (but do not abuse) opportunities to provide potentially useful details that might not otherwise be evident, such as:
  - Student co-authors on publications
  - Awards, honors, and other indicators of distinction
- Use (but do not abuse) opportunities to provide narrative context
- Use (but do not abuse) opportunities to identify works in progress
- Consider submitting CV updates while the case is working its way through the process
- Bottom line: Be inclusive – and judicious



# Dossier Preparation

- Be mindful of the criteria for the specific promotion that you are applying for, and include material accordingly.
- Follow any relevant guidance provided in the SAC Guide. See Appendix 1 for the Educational Leadership stream.
- Highlight evidence attesting to broader impact.
- Be aware that material may be removed before it reaches SAC and the President.
- Construct dossier so that the information that matters most is readily findable and eye-catching.



# Nominate Referees Who:

- Are likely to be familiar with disciplinary norms
- Are likely to understand the nature of your work and appreciate your achievements
- Have unassailable credibility:
  - Transparently arms-length
  - Well-qualified; with relevant expertise; intellectual leaders
- Ideally, are at institutions of similar stature to UBC
- Have affiliations that may help convey broad impact of your work



# Overall...

- 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?**

