

# Tenure and Promotion Workshop

May 3, 2018



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# Agenda

- Welcoming Message – Gill Henderson
- Opening Remarks – Cynthia Mathieson
- Guide to Tenure & Promotion – George Athans & Robin Roff
- 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 Tenure Streams

## The Professorial Stream

Acting Assist Professor

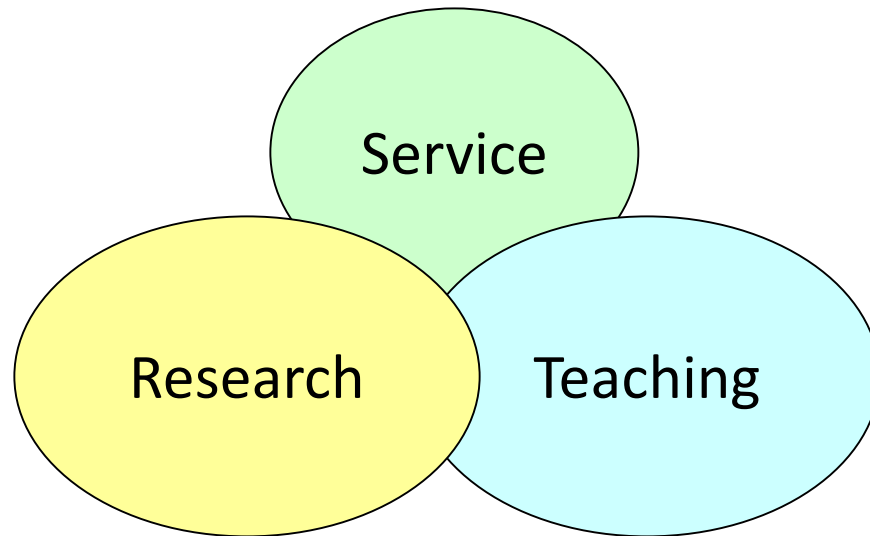


Assistant Professor ———> Associate Professor ———> Professor



# The Criteria

## The Professorial Stream



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# Educational Leadership Stream

## The Educational Leadership Stream

Instructor I → Senior Instructor → Professor of Teaching

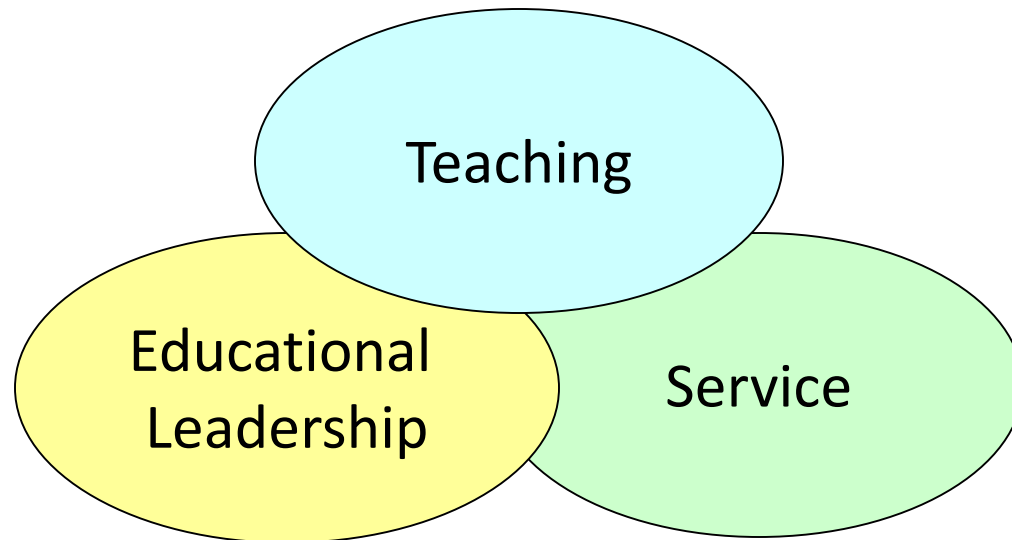


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# The Criteria

*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 *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)
- All ranks, except Assistant Professor, may be reviewed early for tenure
- A tenure track Assistant Professor/Instructor may be reviewed early for promotion to Associate Professor and if granted, tenure will be automatic
- Assistant Professors will be reviewed for promotion/tenure in year 7 of their appointment; all other ranks will be reviewed in year 5 of their appointment



# Periodic Review for Promotion & Tenure

Rank	Optional Review	Tenure Review
Assistant Professor	Any Year	Year 7
Associate Professor	Any Year	Year 5
Instructor 1	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

- By June 30, the Head must meet with all pre-tenure faculty annually.
- 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, 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 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.

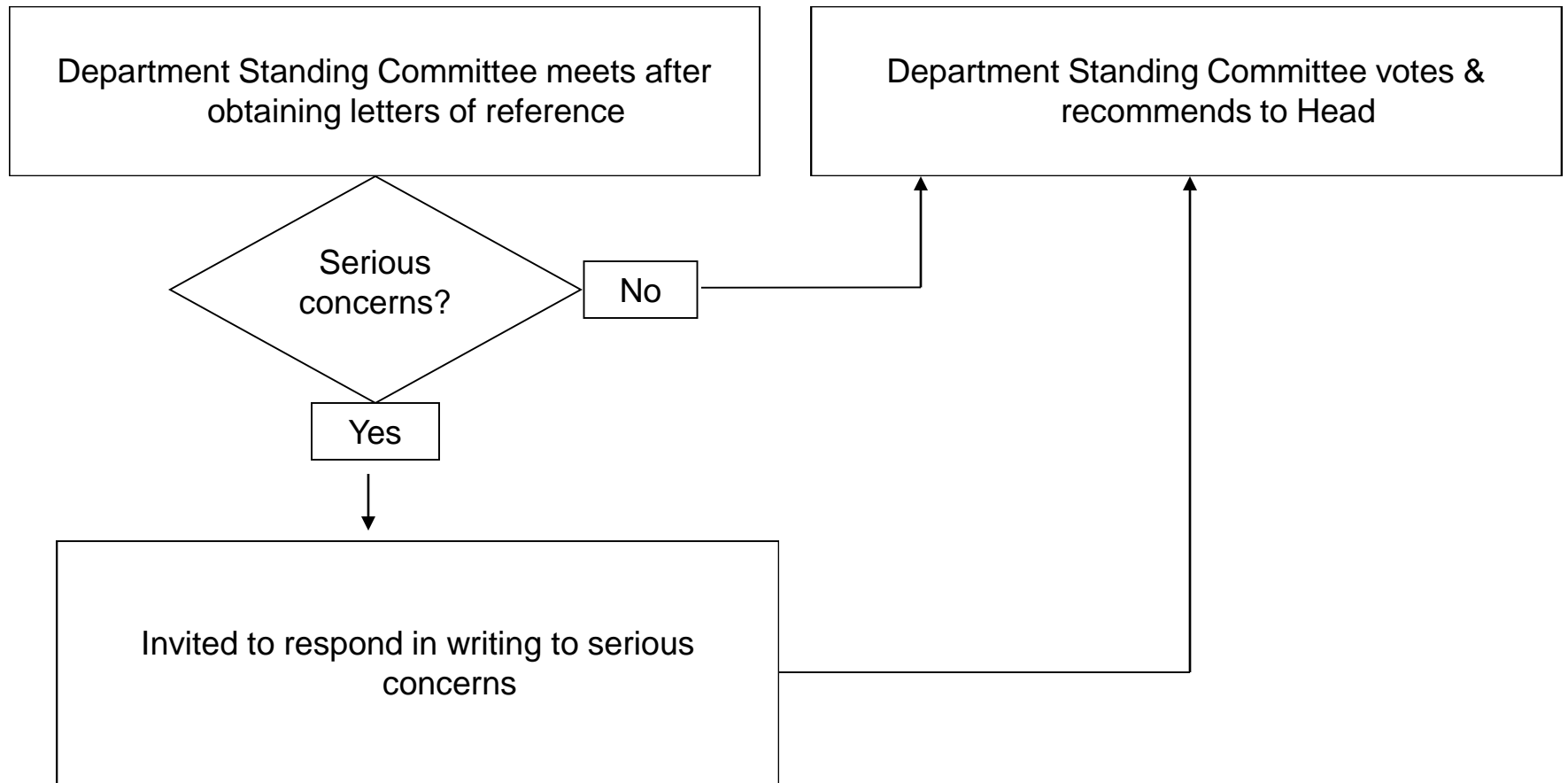


# What referees receive

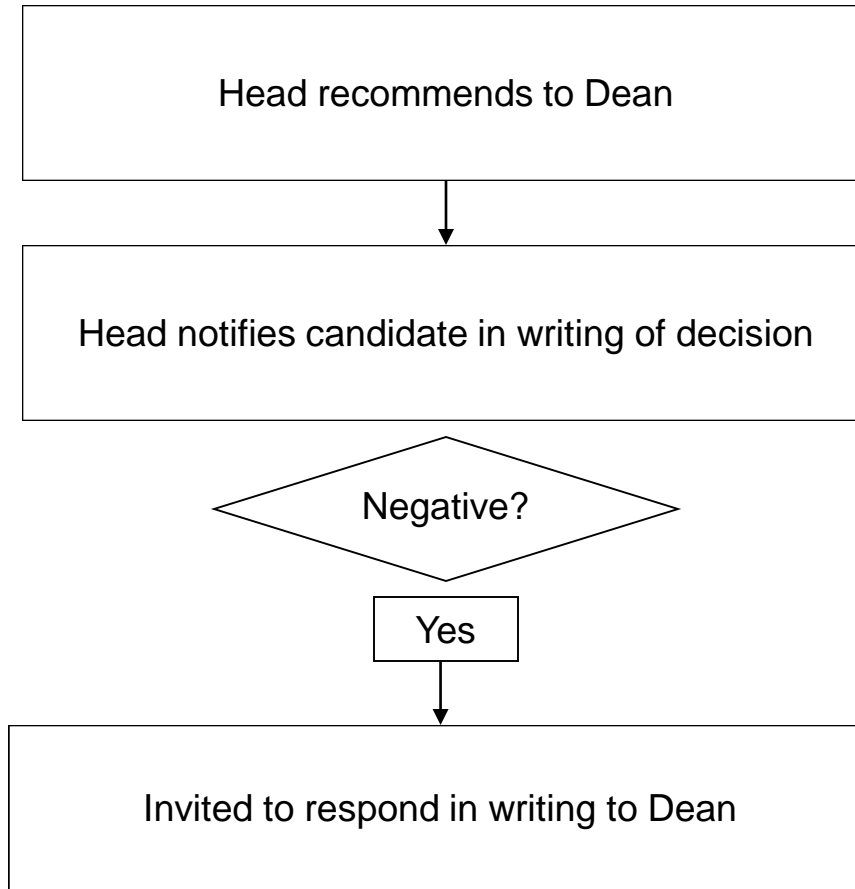
- The letter of request is only accompanied by the candidate's CV and selected materials relevant for the assessment of scholarly achievements.
- Teaching dossiers are usually only included for cases involving Senior Instructor & Professor of Teaching.



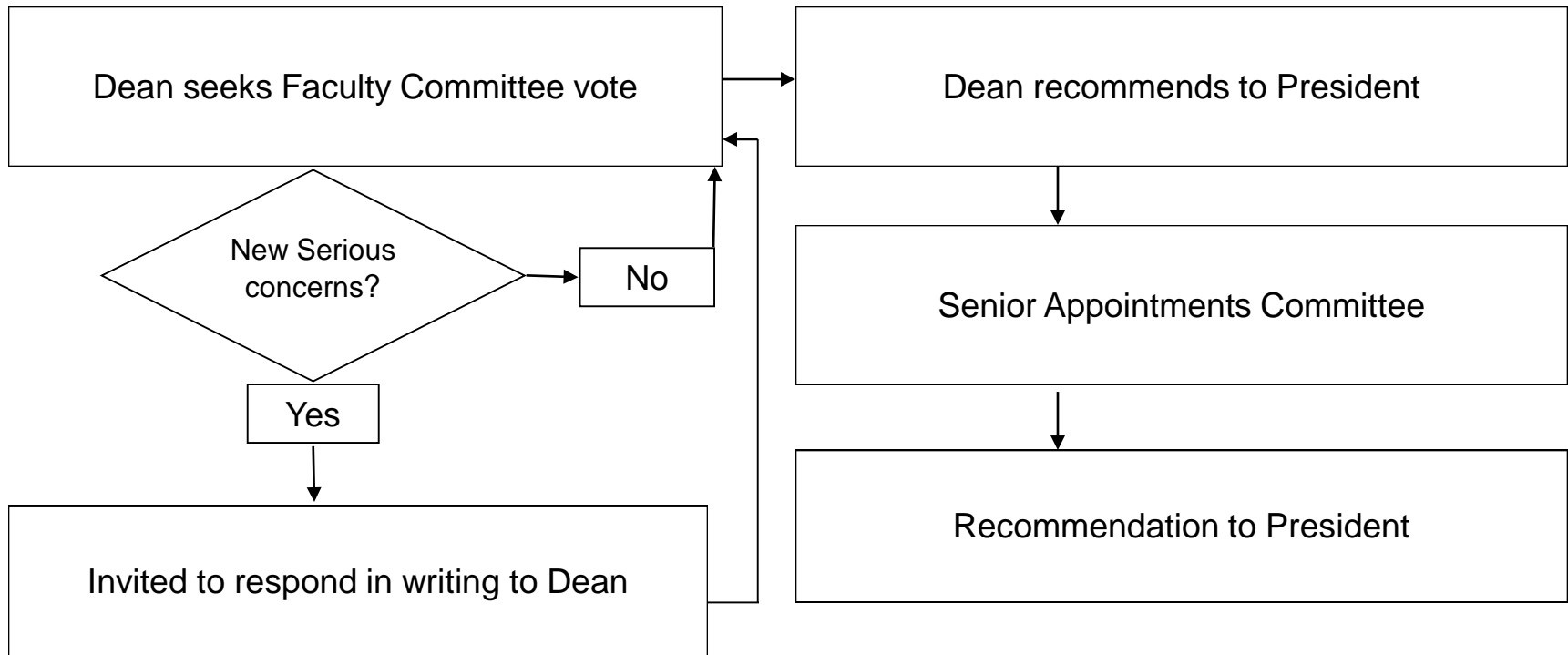
# Tenure & Promotion Reviews



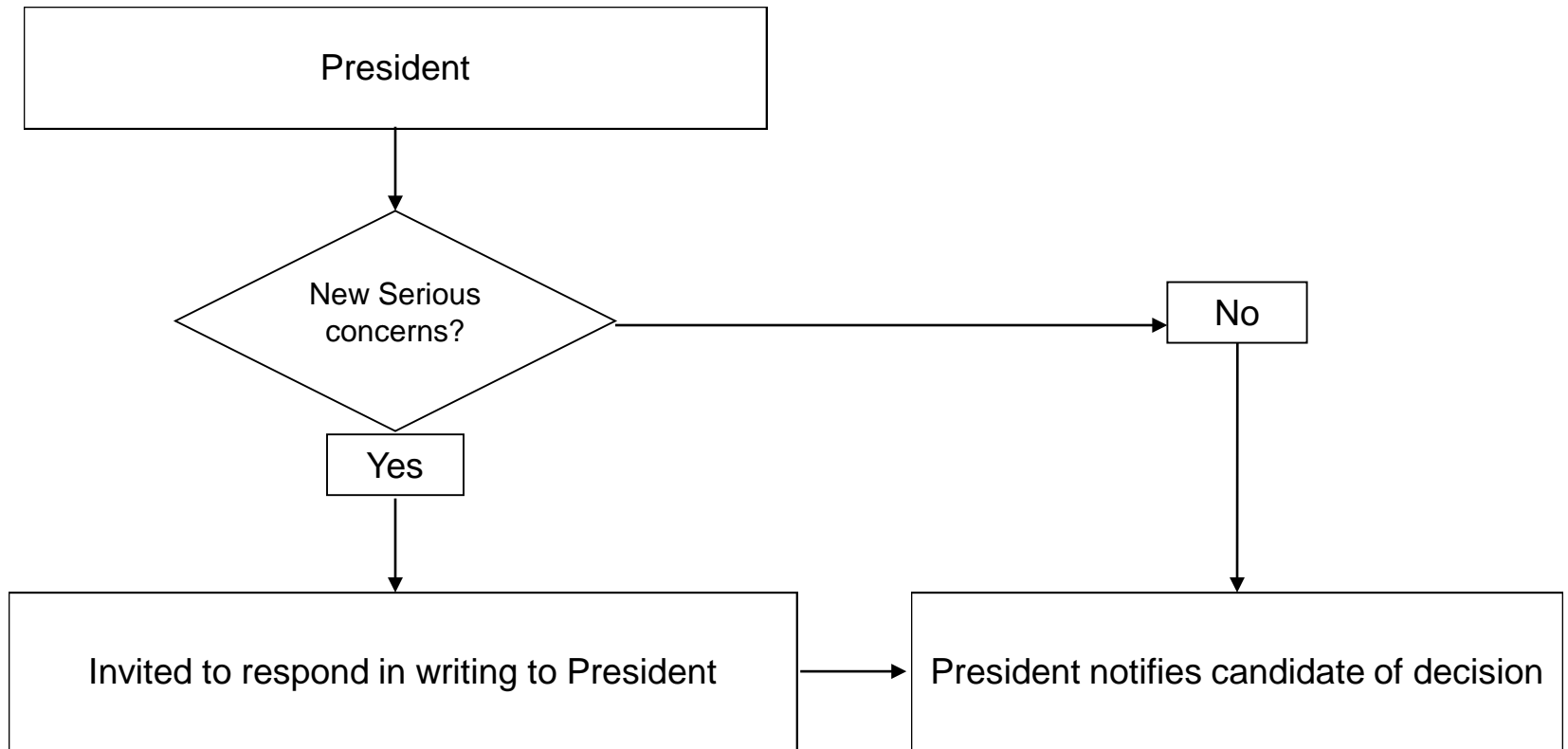
# Tenure & Promotion Reviews



# 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.



# 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 2016/2017](#)
- Faculty Relations website: <http://www.hr.ubc.ca/faculty-relations/tenure-promotion-reappointment-confirmation/tenure-promotion-reappointment-for-faculty-members/>
- 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)

**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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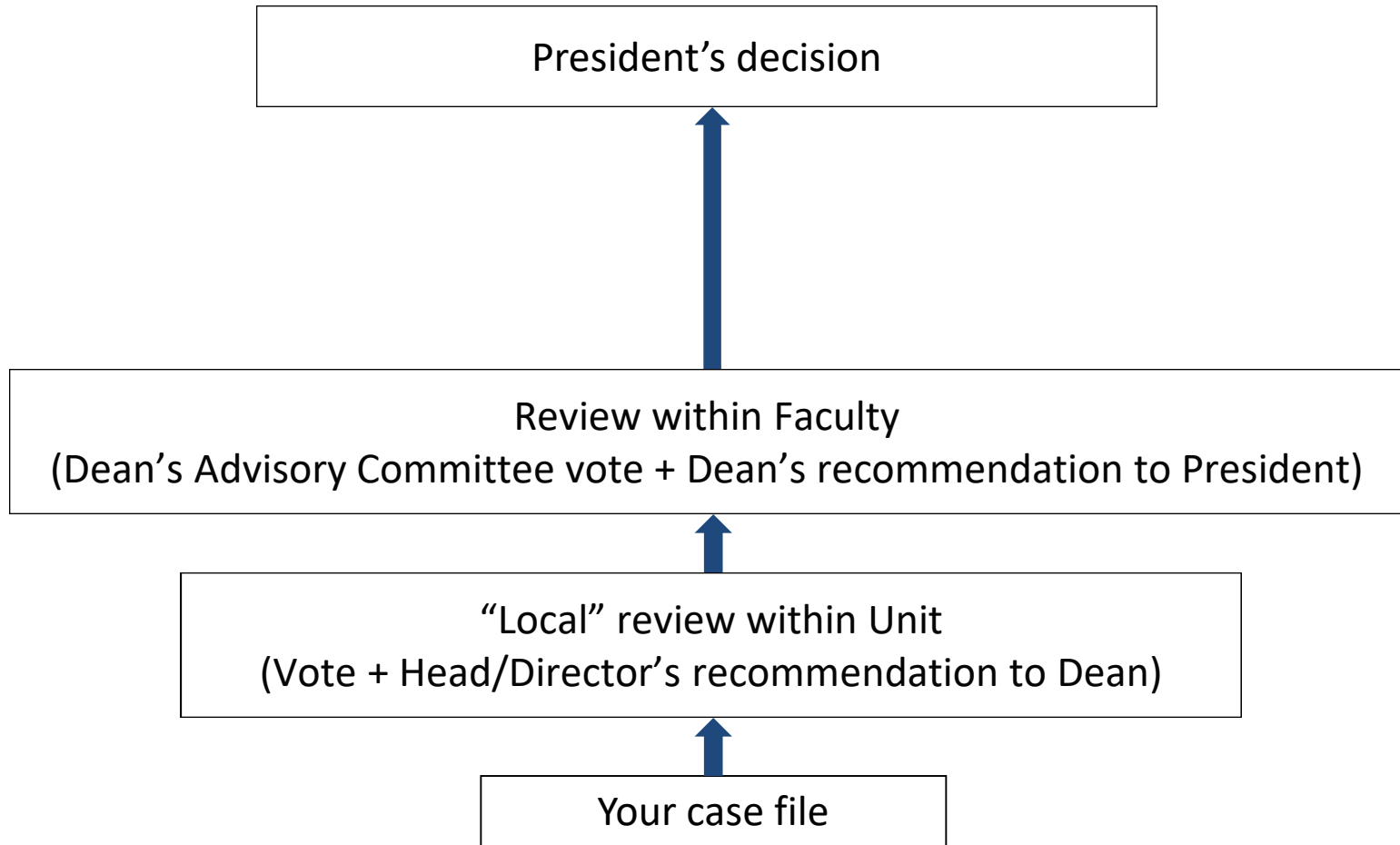


# What is SAC?

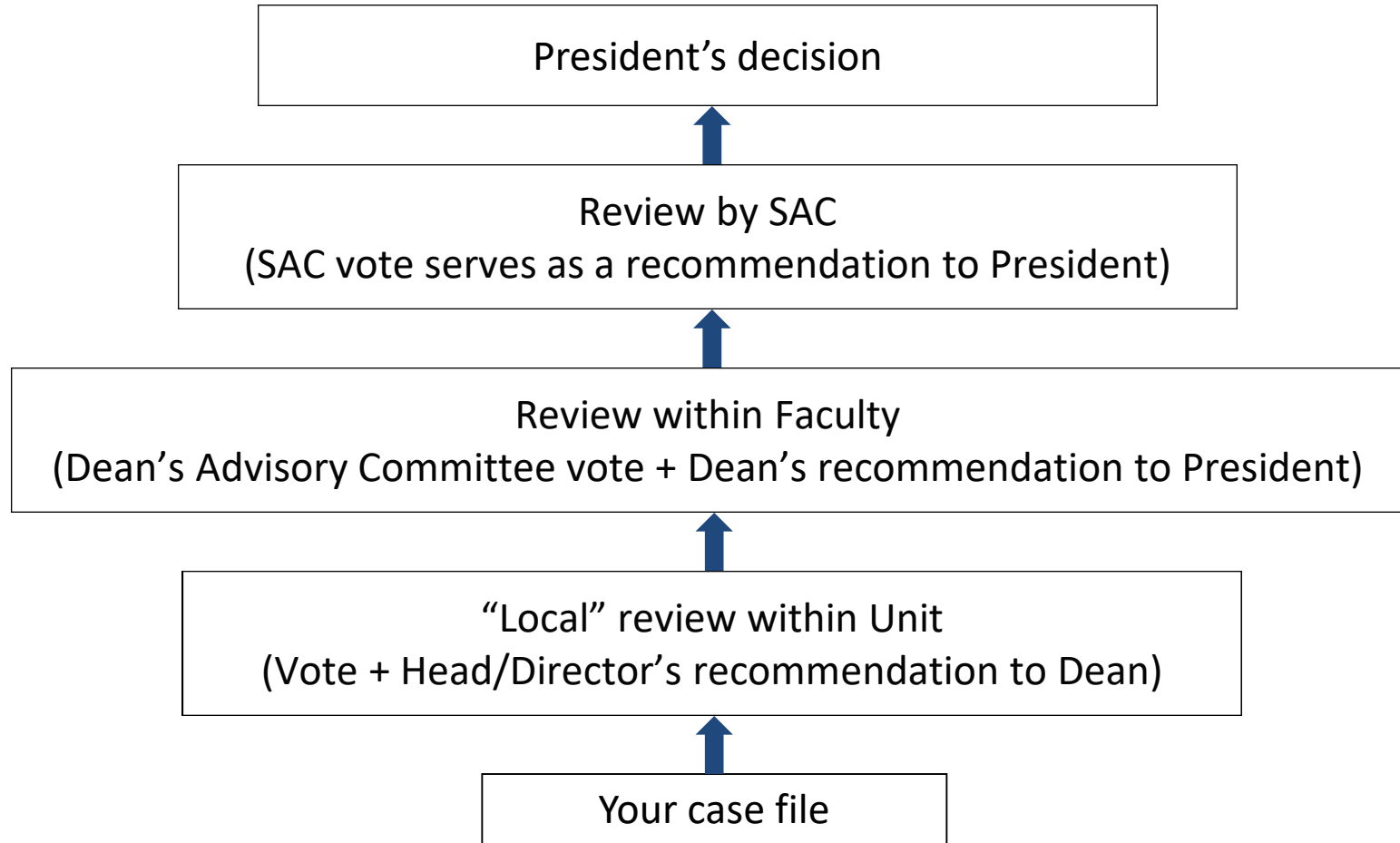
- Collective Agreement 5.14.(a):
  - “All recommendations to the President concerning initial appointments at or promotions to the rank of Senior Instructor, Associate Professor, Professor, or Professor of Teaching, or concerning tenure decisions, shall be reviewed by the Senior Appointments Committee 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 2016-2017 Academic Year

Type of case	Number of cases
Associate Professor	71
Professor	65
Senior Instructor	14
Professor of Teaching	7
Tenure only	2
TOTAL	159

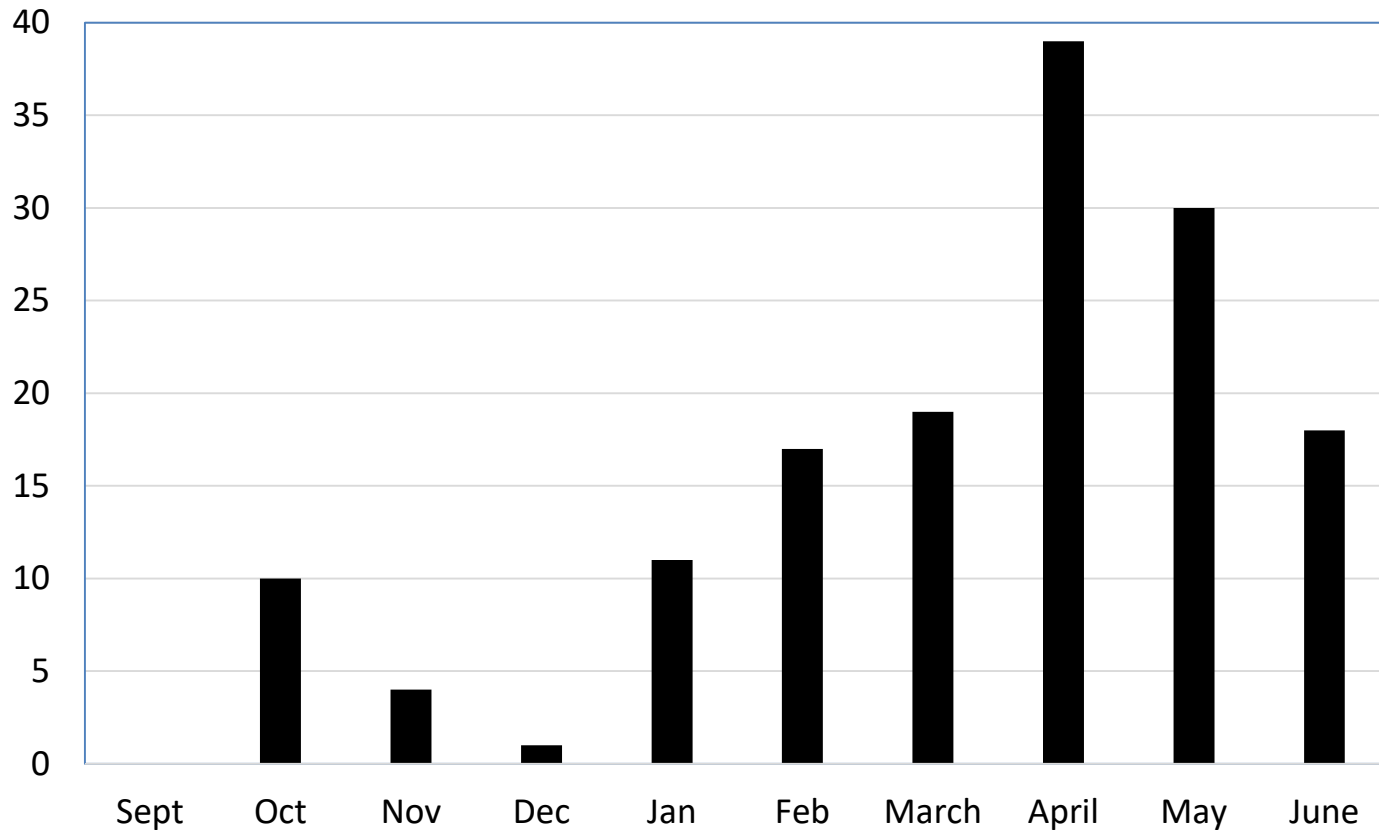


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# SAC's Typical Caseload

Cases Across the Academic Year (2016-2017)



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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 2016-2017 Academic Year

	Total Cases	‘B’ cases
Associate Professor	71	12
Professor	65	15
Senior Instructor	14	0
Professor of Teaching	7	1
Tenure only	2	0
TOTAL	159	28



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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 sensibly assess that 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”

- **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 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 of Scholarly Activity (Research Stream)

- **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 of Scholarly Activity (Research Stream)

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



# Evidence of 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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# Evidence of Educational Leadership

## **Additional advice in SAC Guide, Appendix 1: “The following list... 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.”



# Evidence of Educational Leadership

- **Primary sources of evidence:**
  - CV (e.g., curriculum development, pedagogical innovation)
  - Dossier prepared by candidate
  - Referees' letters





# Evidence Pertaining to Teaching (both Streams)

- **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.



# Evidence Pertaining to Teaching (both Streams)

- **Primary sources of evidence:**
    - CV (e.g., courses taught, students supervised, awards)
    - Peer reviews of teaching
    - Student evaluations of teaching
  
  - Dossier prepared by candidate \*
- \* SAC reviews teaching dossiers only for Educational Leadership cases*



# Evidence Pertaining to Service (both Streams)

- **Primary source of evidence:**
  - CV (committees, editorial work, etc.)



# Primary Sources of Evidence (Some Practical Implications)

- Prepare your CV conscientiously.
- Prepare your Dossier (if relevant) 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 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 teaching and student supervision.
  - Norms and expectations regarding styles of teaching.
  - Extent to which specific pedagogical innovations already exist.



# 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.
  - Idiosyncratic personal circumstances (possibly, if relevant).



# Contexts that SAC Considers Carefully

- **Primary sources of information about context:**
  - Recommendation letters from Head/Director or Dean.
  - Referees' letters.
  - Dossier prepared by candidate. (Sometimes.)



# Contexts that SAC Considers Carefully (Some Practical Implications)

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





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# Practical Advice: CV Preparation

- Use standard UBC CV format. (Follow advice in “SAC Guide”; see annotated CV’s in Appendices 3 & 4).
- Make sure CV is complete, accurate, and up to date.
- Provide information in appropriate sections (and don’t duplicate).
- Provide appropriate details (on publications, grants, courses, etc.)
- Clearly 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; committee work)—especially if your contribution was substantial and/or distinctive.



# Practical Advice: CV Preparation (continued)

- Use (but do not abuse) opportunities to provide potentially useful details that might not otherwise be evident in the case file.
  - E.g., student co-authors on publications.
  - E.g., 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 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 (if relevant)

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



# 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 the nature of your work and appreciate your achievements.
- 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 broad impact of your work.
- Provide Head/Director with detailed information on referees.



# 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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