

Tenure and Promotion Workshop

May 27, 2025



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Agenda

- Welcome – Mark Trowell, Executive Director, Faculty Relations
 - Janice Stewart, Deputy Provost and Associate Vice-President, Academic Affairs, UBCV
 - Dory Nason, President, UBC Faculty Association
- Guide to Tenure & Promotion – Robin Roff and Kristin Cacchioni
- Key Criteria – Sally Thorne, Professor Emeritus
- Senior Appointments Committee – Merje Kuus, Chair
- Questions and Discussion
- Special Presentation – Indigenous Scholarly Activity



Our Objective

- To provide academic leaders and administrators with an understanding of the tenure and promotion processes.
- To enable you to support faculty members who are going forward for tenure and promotion.



Tenure & Promotion

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



The Tenure Streams

The Research Stream

Acting Assistant Professor



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



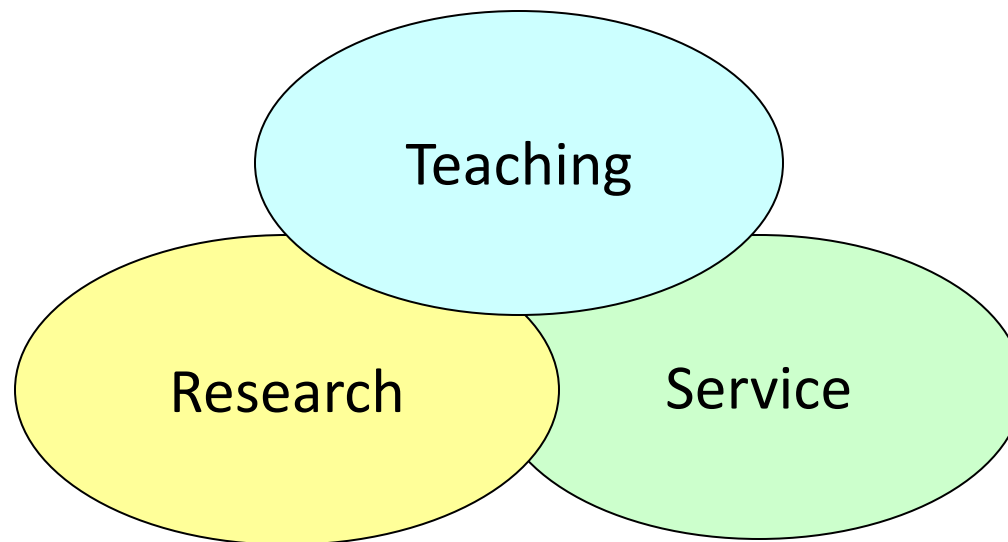
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The Criteria

The Research Stream

*Three pillars: **teaching, research and service***



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Educational Leadership Stream

Acting Assistant Professor of Teaching



Assistant Professor
of Teaching



Associate Professor
of Teaching



Professor of Teaching



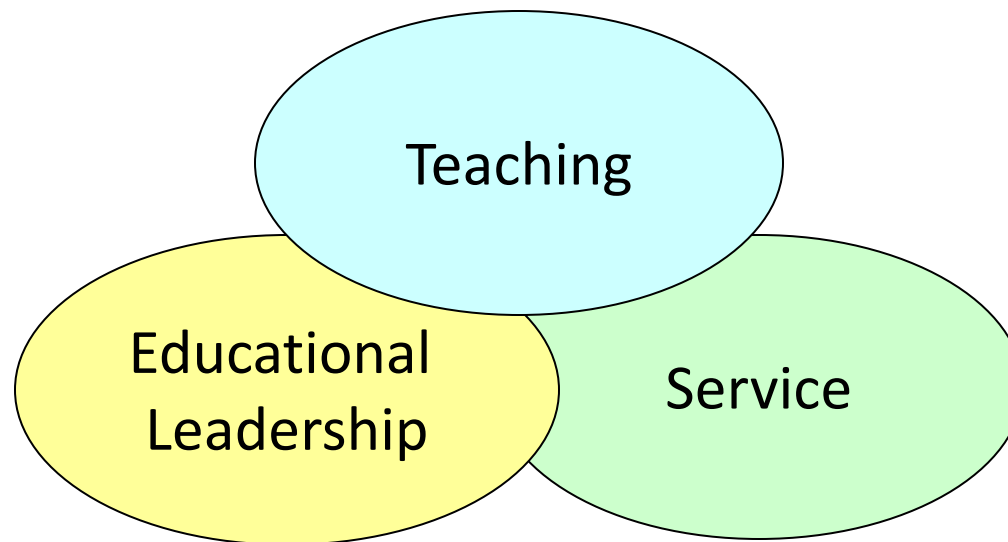
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The Criteria

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

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

- Extensions are granted for maternity & parental leaves (automatic) and sick leaves (on a case-by-case basis)



Optional Reviews

- Tenure and promotion have different standards. Generally, two simultaneous reviews at level of Assistant Professor/of Teaching
- Optional review for promotion can occur in any year with the agreement of your Head/Director (Note: there are no mandatory reviews for promotion after the Assistant Professor rank)
- Optional review for tenure (without promotion) at the rank of Associate Professor or Full Professor can occur in any year with the agreement of Head/Director
- Assistant Professor/of Teaching cannot be reviewed early for tenure , but if promoted to Associate Professor in optional review, tenure is automatic



Stopping the Process

- Mandatory reviews for tenure and promotion cannot be stopped
- Optional reviews may be stopped by the University or the Candidate at any point up to the President's decision
 - Except... only the candidate can stop a review the year after reappointment
- If a process is stopped by the University:
 - Candidate must wait 2 years from the date of submission before going up again
 - Only the candidate can stop the next review



Optional Review Decisions

What happens next...

- Optional reviews for promotion (Assistant/Associate/Full Professors)
 - **Successful:** Promotion granted (+tenure for Assistant Professors)
 - **Not successful:** Tenured candidates must wait 3 years from time of submission to apply again. Pre-tenure candidates can be reviewed for promotion in any year with the consent of the Head and the candidate.
- Optional reviews for tenure (Associate/Full Professors)
 - **Successful:** Tenure granted at current rank
 - **Not successful:** Terminal year



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



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The Initial File

- Unless otherwise agreed, the faculty member's dossier and all relevant documentation necessary for review 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 and educational leadership

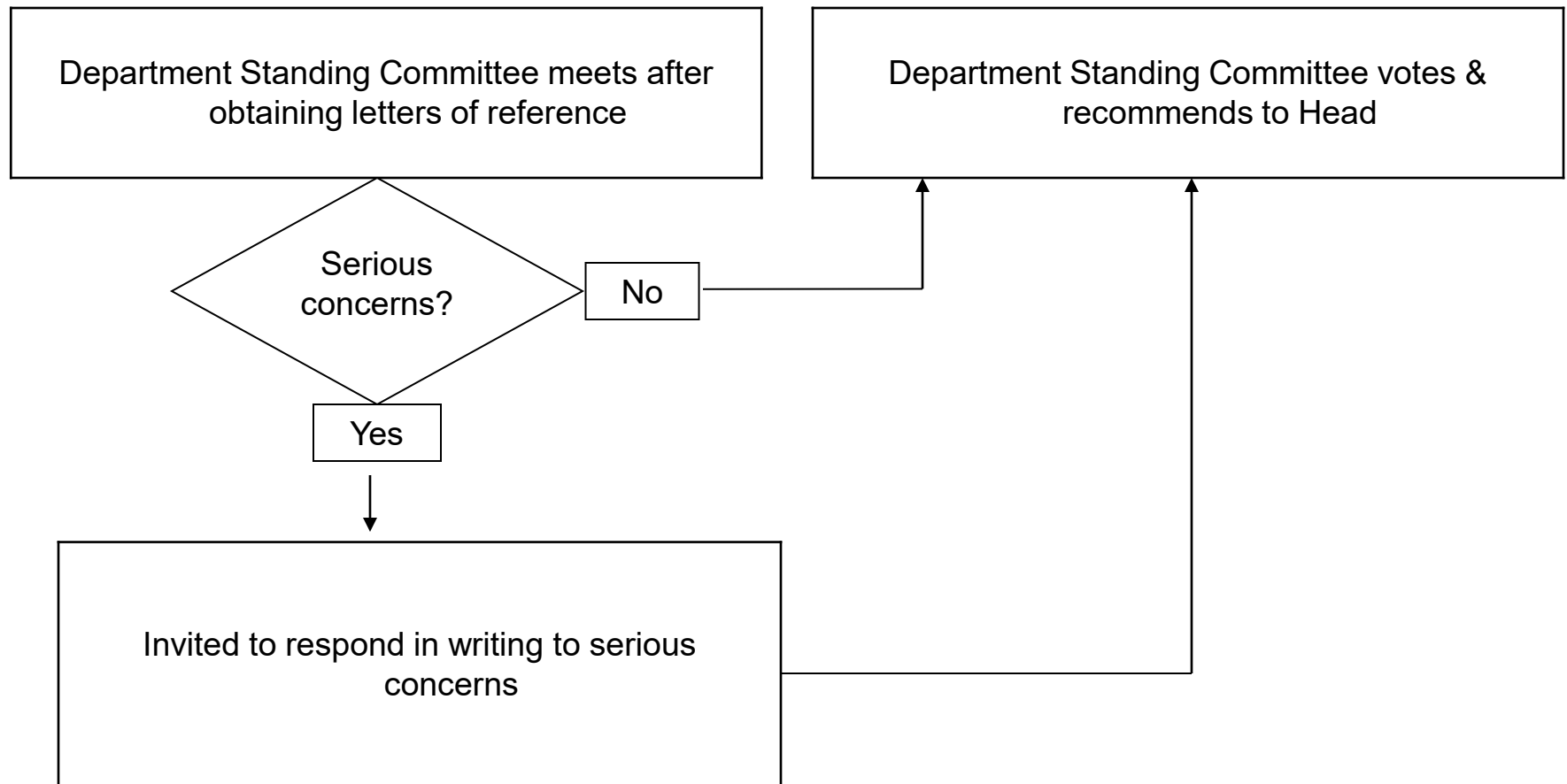


Community Reference Letters

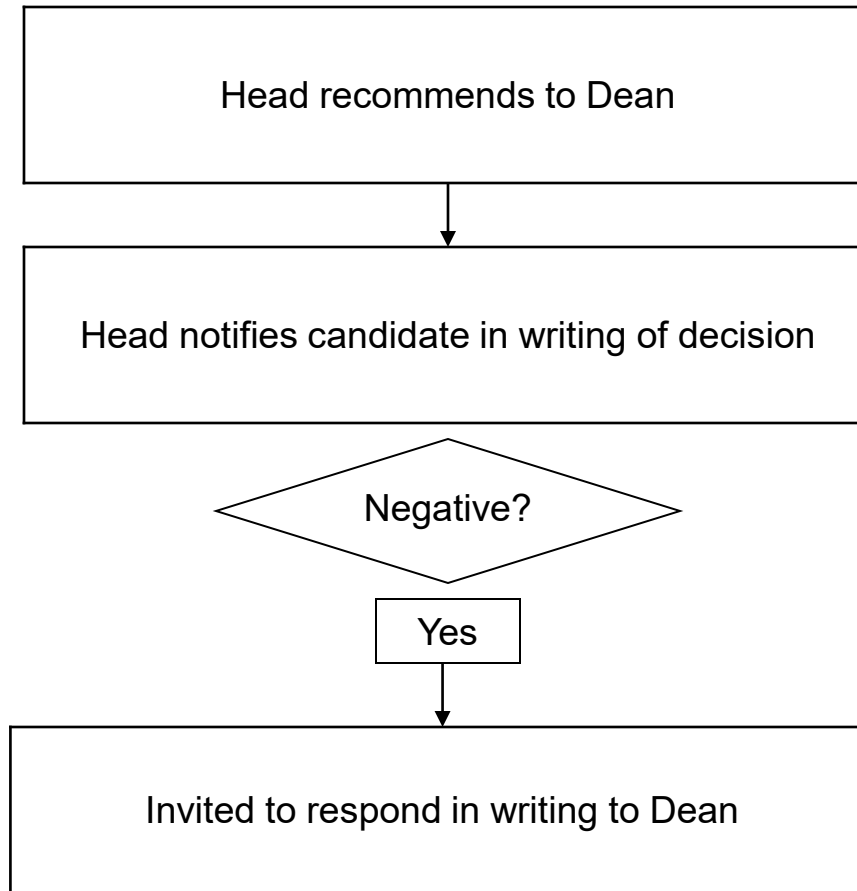
- **FOR INDIGENOUS SCHOLARLY ACTIVITY ONLY**
- Goal: To confirm impact, significance and dissemination of non-traditional outputs of ISA
- Candidate selects appropriate community reference for ISA activities listed in CV
- Candidate or Head will solicit written/oral reference
- For complete process information see ISA Special Section at end of workshop



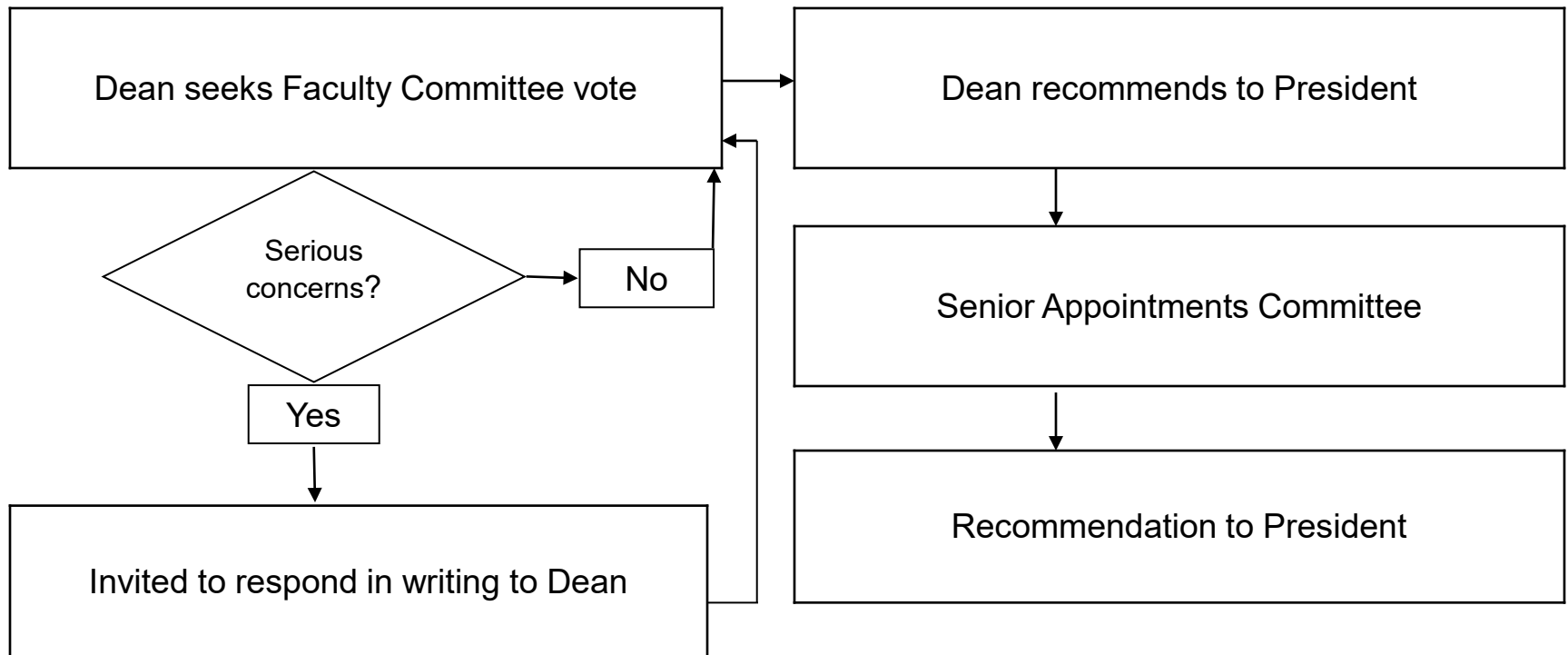
Tenure & Promotion Reviews



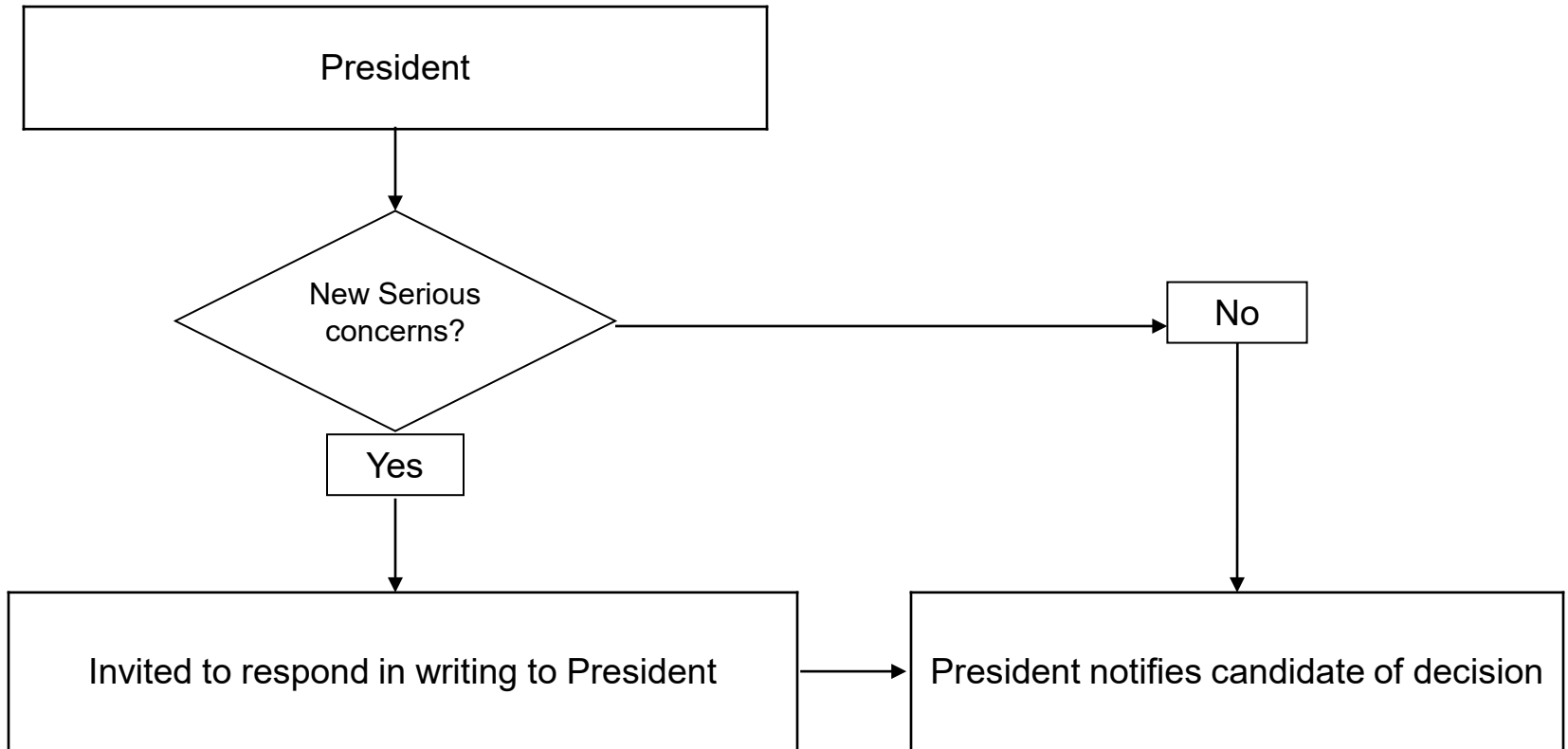
Tenure & Promotion Reviews



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.



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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*
- 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!



Key Criteria and CV suggestions

Sally Thorne
Professor Emeritus



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Key Criteria: Research Stream

■ Promotion to Associate Professor:

- “evidence of successful teaching and of scholarly activity beyond that expected of an Assistant Professor”
- “a growing body of productive scholarly activity”
- “ability to supervise and mentor 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”
- “a growing body of 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”
- “a growing body of 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...**”



New: Indigenous Scholarly Activity (Research Stream)

“For Indigenous scholarly activity, evidence may include a **diverse set of outputs outside the general norms of any given discipline**, such as but not limited to curation or creation of artistic or cultural exhibits, significant oral dissemination of research, policy development, and community engaged scholarship under the ownership of Indigenous nations. **Evidence of oral dissemination shall be accessible for peer review and demonstrate impact.**”



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 (i.e., a "blended" case).
- New: “Innovation in Indigenous pedagogies at the university or in the community and/or the development of Indigenous curriculum for Indigenous communities.”



Evidence of Scholarly Activity (Research Stream)

- **Primary sources:**
 - CV (e.g., publications, presentations, awards, artistic or cultural exhibits, evidence of oral dissemination)
 - Referees' letters
- **Secondary sources:**
 - Letters from the Head/Director and Dean, sometimes unit-level ARPT committees



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.”



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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
- **Secondary sources:**
 - Letters from the Head/Director and Dean, sometimes unit-level ARPT committees



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*



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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.)
- **Secondary sources:**
 - Letters from the Head/Director and Dean, sometimes unit-level ARPT committees

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)



CV Preparation

- Use standard UBC format. Note advice in the SAC Guide; see annotated CVs in Appendices 3 & 4.
- Content should be:
 - complete, accurate and up to date
 - in the appropriate sections (and not duplicated)
 - sufficiently detailed (on publications, grants, courses, etc.).
- Distinguish between meaningfully different things (e.g., different kinds of publications, supervisees, supervisory roles, etc.)
- Where possible, provide information conveying contribution to collaborative projects (e.g., team-taught courses, multi-authored publications).



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
- CV addenda may be submitted at any time during the process
- Bottom line: Content should be inclusive – and judicious



Dossier Preparation (EL Stream)

- Should complement the CV and focus on the criteria for the specific promotion being sought, and include material accordingly.
- Should follow relevant guidance provided in the SAC Guide (see Appendix 1).
- Should highlight evidence attesting to broader impact.
- The dossier is not normally included in the case file that reaches SAC and the President, but portions can be where more evidence is required to demonstrate the criteria have been met (see SAC Guide Appendix 2).



Teaching Report (Both Streams)

- Normally completed by the Chair of the Summative Peer Review of Teaching Committee or the Head.
- 4 to 5 pages, with added tables/charts and separate peer review letters as needed.
- Include outline of teaching responsibilities, summary of results of student evaluations (including supervisees), peer evaluations, and description of contributions to educational leadership as appropriate.
- See template in Appendix 2 of the SAC Guide.



Select Referees Who:

- Are likely to be familiar with disciplinary norms
- Are likely to understand the nature of the candidate's work and the UBC criteria for promotion and tenure
- Have unassailable credibility:
 - Transparently arms-length
 - Well-qualified; with relevant expertise; intellectual leaders
- Ideally, are at institutions of similar stature to UBC

Note: At least half must be from the candidate's list

See Letters of Reference chart:

https://hr.ubc.ca/sites/default/files/documents/Letters_of_Reference_Chart_2020.pdf



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Additional context and perspective from the Senior Appointments Committee (SAC)

Merje Kuus

Chair, Senior Appointments Committee



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Overview

- What SAC is and what it does
- Some practical advice
- Q & A



Composition of SAC

- 20 UBC Professors (+ Chair)
- Broad representation across Faculties & academic disciplines, Faculty Association representative
- Members from both Vancouver and Okanagan
- At least one Professor of Teaching



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SAC's Mandate

- Advise UBC President on the merits of applications for tenure and/or promotion, and appointments above Assistant rank
- 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



The Primacy of the Collective Agreement

- Read the criteria in the Collective Agreement that apply to your specific situation.
- SAC review of files is grounded in the text of the Collective Agreement and understood with an attentiveness to discipline-specific norms.



Evaluation of Cases by SAC

- SAC subcommittees review and designate as “A”, “B”, or “D”
 - “A” Case: Straightforward and meets all criteria.
 - “B” Case: More complicated (for any of several reasons). The Dean attends a SAC meeting to address questions and may need detailed information from the Head in advance.
 - “D” Case: SAC requests additional documentation prior to designation as “A” or “B”.
- Total caseload increasing annually. In 2023-2024: 168 cases



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



Overall...

- Be attentive to relevant norms and expectations ongoingly, and help others understand these via the Head's letter.
- Advise candidates on their performance accordingly.
- Ensure mentorship to help candidates achieve excellence in the relevant criteria, and for CV and dossier preparation.
- Be familiar with relevant sections of the Collective Agreement.
- Be familiar with the “Guide to Reappointment, Tenure and Promotion Procedures at UBC” (a.k.a. the “SAC Guide”).
- Ensure proper processes are followed and documented.



Questions?



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Indigenous Scholarly Activity

May 27 , 2025



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Definition

“Research or creative activity of quality and significance that is partially or entirely in the field of Indigenous scholarship and/or in collaboration with Indigenous community partners and peoples; and the appropriate dissemination of the result of that scholarly activity.”



Evidence (Research)

“For Indigenous scholarly activity, evidence may include a **diverse set of outputs outside the general norms of any given discipline**, such as but not limited to curation or creation of artistic or cultural exhibits, significant oral dissemination of research, policy development, and community engaged scholarship under the ownership of Indigenous nations. **Evidence of oral dissemination shall be accessible for peer review and demonstrate impact.**”

“Innovation in Indigenous **pedagogies at the university or in the community and/or the development of Indigenous curriculum for Indigenous communities.**”



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Contextual Factors

UBC and FA recognize that the context of ISA may differ from traditional scholarly activity

- Outputs may be slower
- Some ISA does not result in traditional academic products, some is not material (e.g. oral dissemination)
- Significance may be measured by impact on community/Nation rather than academic field
- Ownership of ISA by community partners may preclude publication

**EXPLAINING THE CONTEXT OF YOUR
WORK IS CRITICAL**



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Community Reference Letters

- Goal: To confirm impact, significance and dissemination of non-traditional outputs of ISA
- Candidate selects appropriate community reference for ISA activities listed in CV
- Candidate or Head will solicit written/oral reference



Community Reference

- For non-traditional outputs of ISA and confirmation of context of work
- Speak to impact and significance of work.
- Care taken to preserve and honor established relationships between Candidate and Community/Organization
- Number of community references determined by scope of work – discuss with Head during 5.02 meeting
- CR do not need to be arms-length



Community Reference

- Candidate selects appropriate CR in conjunction with relevant members of the Community
- Only the candidate will contact selected CR to inquire of interest/ability to provide reference
- Head of Unit will draft letter requesting commentary on specific work
- Letter delivered to CR by Candidate or Head based on CR's preference
- Oral reference possible (e.g. recorded telephone call, Zoom or pre-recorded submission)



Community Reference

- Candidate to ensure that Head of Unit is aware of appropriate title, honorific or position of the CR
- CR Letters added to file for internal use only (i.e. not sent to external referees)
- Maintained in confidence and the same manner as external referee letters
- Make take a long time to compile – start process early



Questions?



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