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## **Guidelines for Promotion to Professor of Teaching**

Effective July 1, 2011, the rank of Professor of Teaching has been introduced into the teaching stream. This new rank reflects the commitment of the University to provide educational leadership, outstanding teaching, and curriculum development, and to recognize and reward it when it happens. The rank is new and while the criteria are in place there has been no experience in interpreting and applying those criteria. These guidelines are provided to offer assistance in helping faculty and academic units anticipate what is expected of the new rank, both in terms of meeting the criteria and understanding the procedures for review for promotion to the rank of Professor of Teaching. The guidelines are suggestive in nature and not intended to be exhaustive or directive. Evidence supporting a promotion will vary, depending on the discipline and the Faculty. Candidates are responsible for presenting their own case and each discipline will have its own specific interpretation of the criteria for promotion. Finally, it is anticipated that the expectations for this new rank will evolve and develop as cases come forward and are considered.

### **1. Introduction**

The rank of Professor of Teaching is the highest academic rank for the teaching stream (which includes Instructors and Senior Instructors) and it is designed to mirror the position of Full Professor, which is the highest academic rank for the research and teaching stream (which includes Assistant Professors and Associate Professors). In both cases, outstanding achievement is required. Specifically, appointment at or promotion to the rank of Professor of Teaching requires:

... 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. Initial appointments at this rank are normally tenured appointments (Art. 3.05 of the *Agreement on Condition of Appointment for Faculty*).<sup>1</sup>

Candidates will also be assessed on their service to the academic profession, the Department, the University and the community (Art. 4.01, 4.04).

The rank signifies a level of excellence that goes beyond the normal requirements of classroom teaching to recognize outstanding educational leadership, teaching and curriculum development, as

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<sup>1</sup> [www.hr.ubc.ca/faculty-relations/collective-agreements/](http://www.hr.ubc.ca/faculty-relations/collective-agreements/)



measured and assessed both within the University and externally through achievement and recognition in the broader academic community beyond UBC. It is focused on outstanding accomplishments in teaching and educational innovation, and their impact on student learning. Given that the Senior Instructor rank requires excellence in teaching, it follows that promotion to Professor of Teaching requires evidence of outstanding achievement in teaching. The Professor of Teaching rank does not require achievement in the scholarship of teaching and learning (which is recognized to be a form of research within the domain of the existing research and teaching stream) but scholarship of teaching and learning and its application can be used as evidence of educational innovation and teaching excellence.

## 2. Eligibility

Senior Instructors are eligible for a periodic review for promotion to Professor of Teaching beginning in the fifth year of appointment at or promotion to this rank (Art. 9.01(c)<sup>2</sup>). Candidates may request to be reviewed for promotion earlier than five years in the rank of Senior Instructor, with the approval of the Head and the Dean. The case will be reviewed on the candidate's (1) achievements in teaching, learning and educational leadership and (2) service to the academic profession, the Department, the University and the community.

## 3. Timeline and Process

- a. Article 5.02 of the *Agreement on Condition of Appointment for Faculty* requires that the promotion review begins with the Head's meeting with the candidate, no later than June 30<sup>th</sup> of the academic year preceding the year of review.
- b. Candidates must supply the necessary documentation to the Head, no later than September 15<sup>th</sup> of the review year. The documentation will include:
  - i. An up to date *curriculum vitae* in the UBC format
  - ii. The dossier of materials demonstrating educational leadership, teaching distinction and curriculum development, and service. For further discussion regarding the dossier, see item 4 below.
  - iii. A list of at least four potential (arm's length) referees, of which at least two will be asked by the unit to provide letters of appraisal regarding the candidate's accomplishments. At least two of the candidate's referees should be external to UBC and the remaining should be external to their unit.

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<sup>2</sup> *Agreement on the Conditions of Appointment for Faculty*



- c. The Department Head consults with the Department Standing Committee and selects at least two referees from the candidate's list. Normally, of the four referees, two will be external to the unit and two will be external to UBC. Then the Head solicits the reviewers for the four letters of appraisal.
- d. The case will proceed through the promotion process as set out in Article 5 of the *Agreement on Conditions of Appointment for Faculty*; see also the Guide for Reappointment, Tenure and Promotion Procedures at UBC<sup>3</sup>.

#### **4. Candidate's Dossier**

The candidate should supply a dossier to the Head that demonstrates and profiles their record of educational leadership, teaching and curriculum development, and provides evidence of distinction (i.e., confirming a record of outstanding achievement) in the field of teaching and learning, as well as the service contributions. Contributions beyond excellent teaching are required for promotion. The dossier must include the following:

- a. An up to date *curriculum vitae* in the UBC format
- b. A teaching portfolio that provides evidence of outstanding and innovative achievement in the field of teaching and learning, including a scholarly statement (e.g., describing the theoretical frameworks that inform the candidate's practice) regarding teaching contributions, and evidence of impact.

As part of the dossier, a candidate should include a statement regarding their teaching, educational leadership and curriculum development. Consideration should be given to including materials which demonstrate 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 mandates. Evidence that supports reflective teaching and learning practices, such as creating awareness, facilitating discourse, and encouraging collegial and community commitment to teaching and learning will be useful. Also useful will be evidence demonstrating that the candidate is able to work individually and collaboratively to enhance teaching and learning within their unit/the University and perhaps through larger collaborative initiatives. Developing relationships with other learning units or institutions that foster the exchange and development of information and resources on teaching and learning is also recognized as an important activity. The candidate is expected to have advanced scholarly approaches to teaching, learning and curriculum practices. Evidence of recognition/impact beyond the University (nationally and internationally) will be important. It is anticipated that weight will be given to evidence of accomplishment that connects the candidate's work at UBC to academic or professional communities beyond the University. The use of and contribution to scholarship of teaching may also be included in the dossier.

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<sup>3</sup> see: [www.hr.ubc.ca/faculty-relations/SAC-Guide-11/12](http://www.hr.ubc.ca/faculty-relations/SAC-Guide-11/12)



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At a minimum, the portfolio should include<sup>4</sup>:

**i. *Educational Leadership***

- Summary of leadership contributions and their impact
- Examples of leadership taken at UBC and elsewhere to advance innovation and excellence in teaching
- As appropriate, description of leadership positions or roles within the Department, University and other institutions and evaluations of those positions

**ii. *Teaching***

- Reflective statement regarding the candidate's teaching accomplishments
- Student evaluations of teaching
- Peer evaluations of teaching

**iii. *Curriculum Development and Pedagogical Innovation***

- Examples of sustained and innovative contributions to curriculum development, course design pedagogy and other initiatives that advance the University's ability to excel in its teaching and learning mandates

**iv. *Service***

- Service to the academic profession, the Department, the University and the community.

To support a case for promotion, the candidate may also include in the portfolio the following:

**i. *Educational Leadership***

- Informal advising time with students, and its evaluation
- Teaching, mentorship and inspiration of colleagues
- Funding obtained for advising or mentoring
- Leadership and significant contributions to the Department/Faculty curriculum and learning initiatives and committees
- Formal educational leadership responsibility within Department/Program/Faculty and its evaluation

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<sup>4</sup> Much of this list has been taken from the Guidelines for Promotion to Professor of Pedagogy, Practice, or Performance, developed by Emory University, January 22, 2009, revised May 2010.



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- UBC Faculty Certificate on Teaching and Learning in Higher Education; SoTL Leadership Program, or significant participation in workshops and conferences to improve curricula and pedagogical practices
- The organization of conferences, symposia and other educational events on teaching and learning.

### ii. *Teaching*

- Information on new courses, pedagogies, and course content
- 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
- Examples of syllabi, lectures or presentations
- Evidence of professional development in teaching
- Teaching recognition and/or awards received.

### iii. *Curriculum Development and Pedagogical Innovation*

- Description and evaluation of new or revised programs or teaching approaches (including, but not limited to: majors, minors, internships, lab courses, etc.)
- Development of innovative approaches to teaching methodology and curricula (including strategic and effective assessment of program-level learning outcomes)
- Funding obtained for courses and teaching and learning improvements, for example TLEF
- Publications such as widely used textbooks, print and electronic publications, book chapters, articles in peer-reviewed journals, book reviews, opinion articles, software, training guidelines or manuals
- Development of new assessment models
- Contributions to the scholarship of teaching and learning and resulting publications
- Explanation of the application of the scholarship of teaching and learning in curriculum development and/or pedagogy.