
Full Professor Workshop

May 2023

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Adapted from Laura MacDonald, Debbie Chaves



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Who am I?

- Margaret Walton-Roberts, BA (Hons), MA, PhD
- GES and BSIA
- Equity officer WLUFA, SPAT member
- Contact me mwaltonroberts@wlu.ca



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Agenda

- Introduction
 - Important considerations
 - Tips
- APC Process
 - Deadlines
 - Steps in Process
- The Criteria
 - Teaching
 - Research
 - Service
- Your Application
- SPAT Process



Quick Guide to Acronyms

- CA = Collective Agreement
- APC = Appointment and Promotion Committee
 - Includes Department APC, Program APC, Business Department AP Committee, Faculty APC (in non-departmentalized Faculties)
- PTP = Professional Teaching Position
- SPAT = Senate Promotion and Tenure Committee



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Important Considerations

- PTP have the same assessment categories
- Librarians have their own process
- Discipline-dependent differences mean each individual will have different needs and questions
- Make sure you take a look at your official file – don't be surprised
- Have you seen any departmental examples?
- Everything is in your collective agreement (CA) – this presentation gives you the article numbers <https://www.wlu.ca/about/working-at-laurier/assets/resources/collective-agreement-wlufa-full-time-faculty-and-librarians.html>



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Tips

- Keep records from the beginning
 - Leverage your annual review time (i.e., now)
- Start planning early
- Tell a coherent story
 - Connect all aspects of the application
 - This does not represent a limitation to your research diversity
 - Connect your teaching, service & research
 - What's important to you?
- Impact not metrics



More Tips

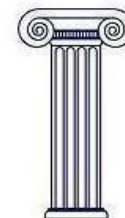
- Focus on a mission - sharing knowledge, expanding opportunity, mentorship and stewardship
- Service matters – don't ignore it
- Be careful with advice
 - Laurier's process may be different
- This is an emotional process
- Your application is not just about you, it models the process for others, especially underrepresented groups.



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Quick & Dirty Process

- You apply
- Goes to APC
 - They should know you
 - They see your official file
 - They get external letters
 - They invite you to come to meeting (most don't)
 - They vote
 - They lay out the rationale for the vote
 - They cannot use negative information without giving you the opportunity to respond



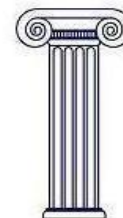
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Timeline

Assessment Process for Promotion and Tenure		
Process Steps	Tenure and Promotion*	Promotion to Professor
Member informs Chair of their intent to apply	June 1	June 1
Member's list of referees in accordance to 15.4.6, for Tenure and Promotion, or 15.4.7, for Promotion to Professor	July 1	July 1
Chair confirms availability of referees	August 1	November 1
Member's Application	August 15	November 1
Department Committee recommendation to Senate Committee	October 15	March 15
Senate Committee to faculty member	November 15	May 15
Senate Committee to President	November 15	May 15
Board decision	December 15	June 1

Different collective agreements, different procedures

- At Laurier, tenure and promotion decisions can be grieved and there are no limits to what an arbitrator can decide
- Other CAs may limit what can be grieved (e.g., procedural grounds only) or may put limits on remedies awarded by arbitrators
- Other CAs may allow for appeals but not grievances (not an ideal situation because it means that peers are determining career outcomes, not the employer)



Decision process

- 15.1.3 Decisions on the granting of tenure and the awarding of promotions in rank to Members shall be made by the **Board** upon the recommendation of the **President** who, in making their recommendation, shall consider, among other things, the recommendations of:
 - (a) the **Appointment and Promotion Committee** and,
 - (b) the **Senate Promotion and Tenure Committee**.



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Collective Agreement

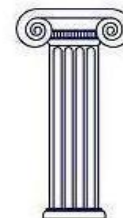
- 15.1.1 Promotion in rank...from **Associate Professor to Professor**, is a recognition of the **Member's growth and development as a teacher and scholar, and of their service to the University and the academic community.**
- Take this seriously address each of these pillars.



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Collective Agreement

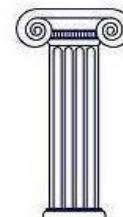
- 15.4.7 A recommendation for promotion from Associate Professor to Professor usually requires that a Member's scholarly or professional achievements be of sufficient significance to be recognized **outside of**, as well as within, the University community.
 - (a) Accordingly, the APC will solicit written appraisals of the candidate's scholarship or professional achievement, or teaching under 15.7.6 if applicable, from **at least 3 external referees** who are recognized experts in the candidate's field of scholarly activity and who are able to conduct **an arms-length assessment of the candidate's work**.



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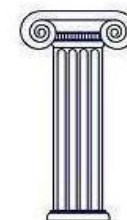
External referees

- shall hold the rank of Professor (or equivalent) if they are academics**. **Two of the referees shall be chosen from a list of no fewer than 5 names furnished by the candidate** pursuant to the date specified in 15.6.6. The candidate shall be informed of the names of referees selected and, if they have concerns about the referee not on the candidate's list, the candidate may add a written statement about those concerns to the application file. Letters requesting an assessment of the candidate shall be in accordance with the model letter attached as Appendix F, including **confirmation by the assessor that they can conduct an arms-length assessment.**



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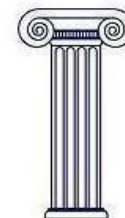
Teaching



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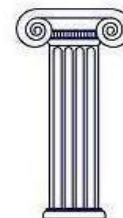
Teaching – 15.7.2 a

- A requirement for tenure or promotion to any rank is
 - demonstrated competence and responsibility in teaching and
 - a commitment to the facilitation of student learning
 - including contributions to the development of curriculum and programs of study within a Member's academic unit or sub-unit.
- Indigenous forms of teaching shall be recognized
- Teaching performance which is superior to the necessary requirement counts additionally in the candidate's favour



Teaching – 15.7.6

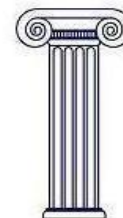
- Members with a PTP under 13.2 shall also be eligible for promotion to Professor based on sustained excellence in teaching, together with a satisfactory record of scholarly or creative work. ...Any assessment of the scholarly activity of a Member with a PTP shall recognize the Member's additional teaching beyond the teaching load norms and variations prescribed under 18.2.1 for Members not holding a PTP.



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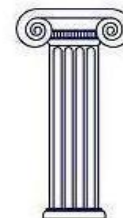
Teaching – 15.7.10

- 15.7.10 A recommendation for promotion from Associate Professor to Professor usually requires that a Member's scholarly or creative achievements be of sufficient **significance to be recognized outside of, as well as within**, the University community, but notwithstanding the provisions above, **sustained excellence in teaching and/or academic service, together with a satisfactory record of scholarly or creative work**, shall make a Member eligible for promotion to Professor.

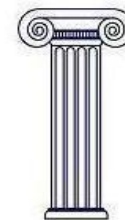


Teaching – What to include?

- Teaching awards – nominations, awarded
- Courses taught and developed
- Program development activities
- Ways you facilitate student learning
 - Mentor (e.g. case competitions)
 - Independent studies
 - Graduate supervision
 - Program development
- Growth/improvement in teaching
 - Teaching & Learning activities
- Teaching Evaluations – Kaplan



Scholarship



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Scholarship – 15.7.2 b

- A requirement for tenure or for promotion to any rank is
 - evidence of scholarly activity and achievement,
 - or creative work in the performing and fine arts,
 - and recognition of one's work by academic peers.



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Scholarship – 15.7.2 b

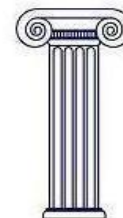
- (i) a commitment to continuing growth in the Member's academic discipline, and to intellectual and/or artistic pursuits generally,
- receipt of research and publication grants
 - and academic research activity which has resulted in the presentation or publication of findings in a credible academic forum.



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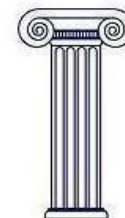
15.7.2 b (i) – Examples

- External grants (applications too)
- Peer-reviewed publications
 - Journal articles
 - Books (include reviews)
 - Published, in print, accepted for publication
- Internal grants
- Peer-reviewed conference proceedings
- Peer-reviewed conference presentations
- Articles/books under revise/resubmit



Scholarship – 15.7.2 b

- (ii) imaginative and innovative contributions in the performing and creative arts such as
- commissioned works,
 - publication of artistic and literary works and musical compositions,
 - presentations, performances and shows presented in a credible artistic forum.
- (iii) publications and/or presentations in a credible professional forum including
- the publication and/or airing of research-dependent works of Journalism in a credible journalistic forum;



Scholarship – 15.7.2 b

(iv) scholarship in teaching, including

- research, publications and academic presentations or workshops on teaching within universities and/or scholarly disciplines;

(v) publications, including textbooks and case studies, which may not result from original research but which constitute valuable or creditable additions to the discipline.



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Scholarship – 15.7.2 b

(vi) scholarly activity derived from the Member's expertise and recognition by one's peers including:

- book reviews,
- principal editorship of a journal,
- the **refereeing of manuscripts and proposals** for publishers, periodicals, and research agencies,
- and service as external examiners on graduate theses.



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Scholarship – 15.7.2 b

NEW LANGUAGE IN CURRENT COLLECTIVE AGREEMENT

- (vii) Community-engaged scholarship and public dissemination of scholarly work through engagement with government or community organizations;
- (viii) Indigenous forms of scholarship, including research, promotion and preservation of knowledge consistent with Indigenous traditional methods and protocols for researching and disseminating knowledge



How will this be evaluated by your peers?

- Think about your research pipeline
- How should you describe research impact?
- Very dependent on what your research is
- Care should be used with 'metrics'
- Make sure you include all scholarship – editor, reviewing etc.

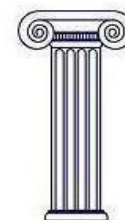


PTP Scholarship 15.7.5

- Will consider extra teaching and service load in determining what is “satisfactory”
- Considers Professional activity as scholarly activity
 - Creation of policy, cases or professional reports
- More appropriately weights scholarly activities related to teaching and profession (15.7.2 iii, iv, v and vi)
 - Professional publications
 - Scholarship in teaching (publications, presentations, workshops)
 - Publishing textbooks and case studies
 - Recognition from one’s peers for expertise
- Other scholarship still counts



Service



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Service – 15.7.2 c

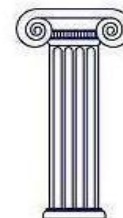
- A consideration for tenure or promotion to any rank is evidence of active participation in the corporate life of the University community. Such contributions include
 - service on University and Association committees,
 - assistance and leadership in department administration,
 - contributions to intellectual and cultural life of the campus.
 - ****“Diversity work”** “the ordinary and often painstaking labour of trying to transform institutions so they are more accommodating” S. Ahmed.



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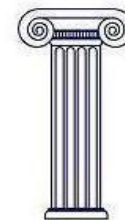
Service – 15.7.2 c

- academic and professional service includes:
- contributions to professional or learned societies through service on the government or other commissions in a professional capacity,
- consulting work which involves more than the routine application of the existing body of knowledge,
- and contributions in a professional capacity to the community-at-large and to cultural, community and service organizations.



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The Application



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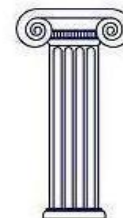
What does your application package look like?

- Letter of application
 - **Most important** - Be explicit and cite the CA if you are arguing for sustained excellence in one area compensating for satisfactory in another.
- CV-details
- Research dossier
- Teaching dossier



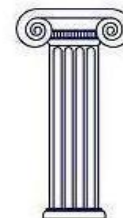
Your Letter

- Linking your CV to specific elements
- Highlighting your achievements
- The committees can not comment on or assess anything that isn't in the application package, even if it would help you. **So, comment on everything that is relevant**
- Know your audience
- Explain how you have fulfilled the criteria in all 3 areas plus, or cite the compensatory clauses you want to invoke.



Structure your letter

- Introduction, each of the 3 criteria (PTP different order) and concluding remarks
 - Narrate a coherent progression, account for shifts, changes in direction.
 - Highlight areas where teaching research and service overlap.
- You have to demonstrate your argument as to why you have succeeded
- Make sure you know the audience

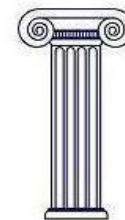


The CV

- Clear and Organized
- Honest
- Do not pad



Research Dossier



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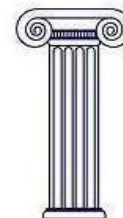
Research Dossier

Required:

- a copy of all publications

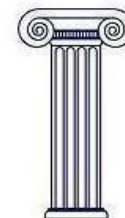
Recommended:

- **Research statement/programme (this is essential)**
 - Overall research statement and plans for future
 - How past, current and future projects fit together within your programme of research
- **Include any other documentation that provides evidence of achievement or potential**
 - E.g., book contracts, copies of emails from publishers, reviews of your work, journal rankings, citation counts,



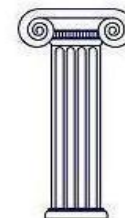
Research Dossier

1. **Research Statement or research programme (essential!!)**
2. List of contents
 - a. Copies of publications
 - b. Publications forthcoming (include letter/email from editor showing acceptance, and a copy)
 - c. Publications under review (copies plus email from editors)
 - d. Working Papers or draft publications (copies)
 - e. List of grant applications (can include application or letter e.g. 4A)
 - f. List of grants awarded (include notice of award)
 - g. Contracts for books, publications (email or letter or contract)
 - h. Publication ranking information or citation counts
 - i. Proof of any research awards
 - j. Anything else relevant



Teaching Dossier

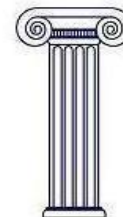
- Template



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Teaching Dossier – 31.6.2

- i. List of courses taught
 - course number, title, credit value, and enrolment
- ii. The outline for each course listed above
- iii. List of individual student projects supervised
 - completed or in progress, and
 - the nature of the faculty member's involvement (principal advisor, second reader, external examiner, etc.) at Laurier or elsewhere;
- iv. The student teaching evaluations in a Member's Official File shall be considered as part of the Teaching Dossier.
- v. Statement of Member's pedagogical goals and objectives



Teaching Dossier – 31.6.2

<u>Teaching Dossier</u>	Purpose
Teaching Statement - Pedagogy	<ul style="list-style-type: none">• Thoughtful summary of your teaching style, goals and overall commitment to student learning• This is listed as optional – but is really essential!!!
Teaching Record and course outlines	<ul style="list-style-type: none">• List of courses taught with course outlines in appendix• List of course co-ordination and course development• List of contributions to program development
Summary of Teaching Evaluations	<ul style="list-style-type: none">• Need to provide context and comment• Show trend over time (if it is upward)
List of teaching awards	<ul style="list-style-type: none">• Nominations and awarded
List of student projects supervised at Laurier or elsewhere	<ul style="list-style-type: none">• completed or in progress, and• the nature of the faculty member's involvement;

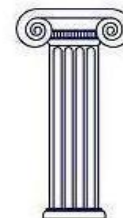
Teaching Evaluations

- Official file contains copies, so you need to provide context!
- What did you do when you get low scores?
- You should summarize highlights
 - Upward trend over time
 - Also comment on teaching professional development you have taken to improve
 - Courses that you score highly on vs. those that are lower and why
 - E.g., required courses or 1st/2nd year tend to be lower



APC Recommendation – 15.4.8

- The report and recommendation of the APC go to the VPA and shall include
 - a numerical record of the vote upon which the recommendation is based
 - a written statement of reasons for the recommendation.
- If the recommendation is not unanimous, the statement shall include reasons supporting and opposing the recommendation.
 - Such reasons shall relate only to the conditions and criteria for tenure and promotion.
- If the recommendation is not unanimous, contact WLUFA



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SPAT Composition

- Chaired by VP Academic
- 7 voting members
 - VP Academic
 - Dean of member's unit
 - 5 tenured faculty, elected by Faculty Council
- 3 non-voting members
 - VP Research
 - Vice-Provost Teaching and Learning
 - Equity Rep



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SPAT Process - 5.5.2 & .3

■ Member's chair

- presents the APC recommendation to SPAT
- Answers any questions SPAT members have → leaves

■ VP Research

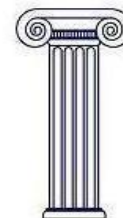
- Provides opinion on research record

■ Vice-Provost Teaching and Learning

- Provides opinion on teaching record and pedagogy

■ Equity Rep

- Ensures correct process is followed, e.g., pregnancy/parental leaves are recognized, no conflicts of interest, etc.



Stage 2 - SPAT

SPAT receives APC letter/report by Mar 15. (S 15.4.9)

Candidate receives invitation to appear or provide more information (S15.5.4)

- Most decline
- Some appear with WLUFAs rep

SPAT may request additional info (S15.5.4)

SPAT meets and makes its recommendation & report to President by May 15.(S 15.6.2)

SPAT may request you to respond if any negative information is presented (S15.5.4)

- good to appear and bring WLUFAs rep

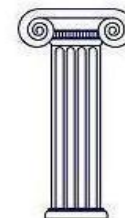
Candidate receives copy of letter – decision, vote count, reasons (S 15.6.1)

- Contact WLUFAs if negative recommendation

submit additional information by email or letter at any time!

SPAT Recommendation – 15.5.5

- **SPAT's recommendation shall be based only on** documentation presented and the evidence heard, and on the recommendation of the APC
 - No hearsay allowed!
 - Is not a rubber stamp of APC, considers criteria, etc.
- **Recommendation provides reasons as well as a numerical record of all votes**



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Stage 3 – President and B of G

SPAT meets and makes its recommendation & report to President by May 15.(S 15.6.2)

President considers recommendations from APC and from SPAT → makes recommendation to Board of Governors (S15.6.3)

Board of Governors approves.

Subject to grievance at this point S15.6.3(c)

Final notification letter June 1 (S15.6.6)

Candidate receives copy of letter – decision, vote count, reasons
•Contact WLUFA if negative recommendation



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What should you be doing?

- Talk to your colleagues
- Ask your chair for guidance
- You can update your application throughout the process
- Be strategic knowing what you have to write in your application
- Don't forget service
- Contact the WLUFA office to be set up with a mentor before you apply



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Questions

Teaching Dossier

DETAILS OF OPTIONAL ITEMS



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Teaching Dossier – may include

- (i) Course-related materials *(only to show something important)*
- (ii) Course evaluations conducted by the Member; any comments the Member may wish to make about these evaluations, or about the University teaching evaluations *(Useful to provide a summary of teaching evaluations by course (in whatever way is informative, by year, course, etc))*
- (iii) Information from students, including informal student evaluations, letters, and testimonials; *(Useful to provide testimonials if trying to show teaching excellence)*

Per 31.6.2 items that may be included:

(iv) A statement of the Member's involvement in professional development in the pedagogical area. Here one might describe steps taken to improve one's own teaching, such as

- participating in seminars, work-shops, or professional meetings concerned with the improvement of teaching
- publishing articles, commentaries or reviews related to teaching
- receiving instructional development grants
- attempting instructional innovations and evaluating their effectiveness
- evidence of special assistance given to colleagues in the area of improvement of teaching (e.g., through the Mentorship program), or activities connected with the training and orientation of teaching assistants

Particularly important if your teaching was less than satisfactory and you have worked on improving it or if it is still borderline.

Per 31.6.2 items that may be included:

(v) Description of duties connected with

- the coordination of multi-sectioned, sequenced, or otherwise inter-related courses, and
- with the direction and coordination of programs of studies including the academic counseling of students;

(vi) Evidence of contribution to course, program, or general curriculum development.

- Here one might list membership on committees concerned with teaching or curriculum matters, and describe one's involvement in the design of new courses, development of new programs, etc.;
- *Especially relevant if trying to prove teaching dedication and excellence*

Per 31.6.2 items that may be included:

- (vii) Information on a professor's contribution to the academic and cultural life of students (e.g., assistance with student clubs, special events, student conferences, exchanges, off-campus trips, etc.)
- (viii) Evidence of outstanding achievement by one's students (e.g. bibliographical information pertaining to publications by students on course-related work);
- (ix) Description of honours received as a result of teaching excellence (e.g. the awarding of or nomination for distinguished teaching awards at the university, provincial, or national level, invitations to teach for outside agencies or to act as advisor for development of educational programs);
- (x) Description of activities concerned with high school liaison;
- (xi) Other material that the Member deems relevant.