

# Tenure Workshop May 2023

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Derek Gray**

Adapted from Dr. Glenda Wall (2022),  
Dr. Laura MacDonald (2019), and  
Dr. Debbie Chaves (2021)



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# Agenda

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- Process
- Criteria
- Application



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# The Process

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# Achieving Tenure

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- Tenure shall be granted when there is consistent evidence of satisfactory academic performance, demonstrated professional growth and the promise of future development (15.7.4)



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# Before you do anything...

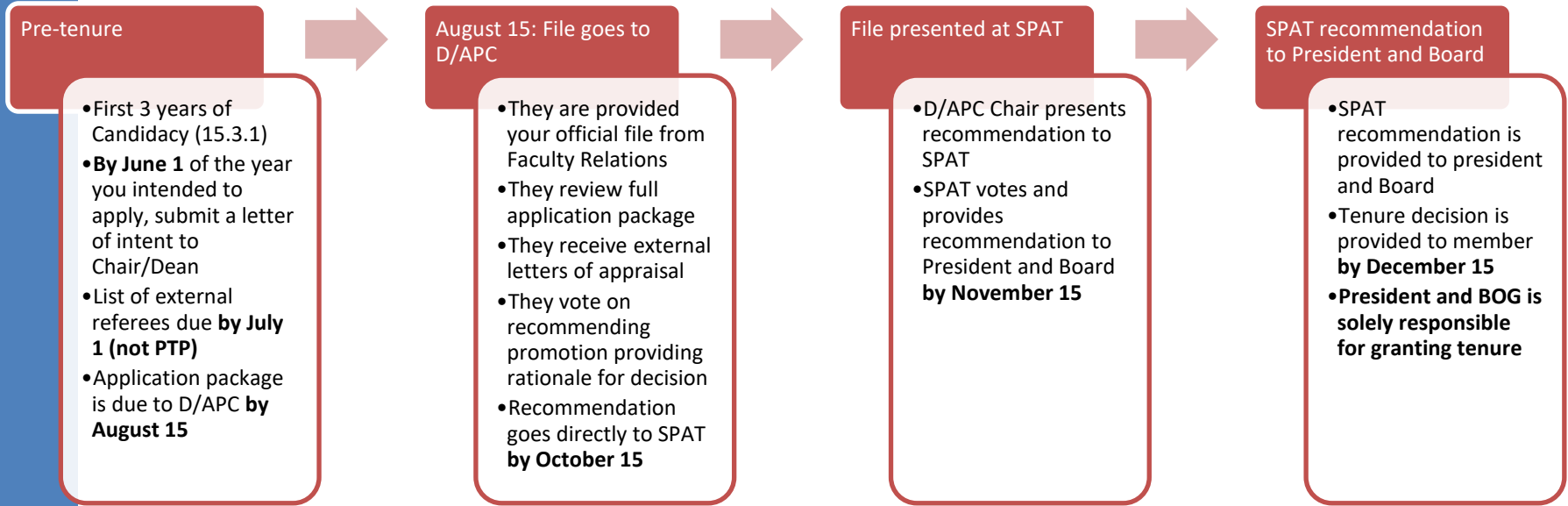
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- Become familiar with the collective agreement!
- Everything is in your collective agreement (CA). Article 15 deals with tenure and promotion
- <https://www.wlufa.ca/wp-content/uploads/2020/10/wlufa-collective-agreement-full-time.pdf>



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# At a glance



Keep in mind, these deadlines can change (i.e., parental leave, reduced workload, etc.).  
Consult CA 15.7.2 to clarify how leaves impact tenure clock





**Tenure clock is 6 years; indicate intent in June before beginning your 6<sup>th</sup> academic year**

# Pre-Tenure

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01

Get to know your unit and colleagues – they serve as your D/APC

02

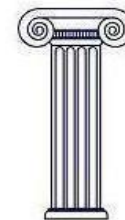
Leverage your annual report to document important milestones, and trajectory of work

03

Connect annually with a peer mentor or WLUFA rep to ensure you are striking a balance across scholarship, teaching, and service

04

You must be considered for tenure by 3rd year of Candidacy



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# Pre-Tenure

Still early days for you<sup>1</sup>? Think about where you put your energies...

Service is important, but it won't mitigate shortcomings in research or teaching

Pay attention to the culture of service in your unit

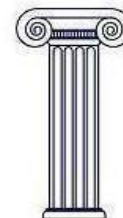
Develop solid teaching practices

Prioritize preparation of outputs (i.e., peer-reviewed articles, community reports, events, etc.) - whatever counts the most as "research" in your discipline

Try to ensure continuity of your pipeline

Have conference presentations, grant apps, published papers/books (want to see consistency of effort/output)

It is possible to go up early for tenure; recommend connecting with WLUFA to determine potential benefits and drawbacks, including CDI impacts



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# Pre-Tenure

## Hired after 2015 but before 2020

Re: referees for tenure (15.4.6b)

The D/APC will solicit written appraisals of the member's scholarship or professional achievement from at least 2 externals

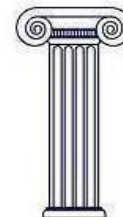
- Member must provide at least 5 options
- Must have an “arms length” relationship.
  - Not a former supervisor or someone you have recently collaborated with or plan to collaborate
- Knowledgeable in field
- Ranked associate or higher

## Hired on or after 2020

Re: referees for tenure (15.4.6b)

The D/APC will solicit written appraisals of the member's scholarship or professional achievement from at least 3 externals, 2 of whom must be chosen from the list provided by the candidate.

- The candidate will be informed of referees chosen and can register their concerns in the application file if needed.

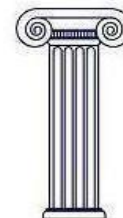


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# Planning for D/APC

- Make their job easy! Prepare materials WELL in advance of August deadline
  - Seek advice from your Chair/Dean when putting together materials
  - Check with your department/Faculty to determine submission format (electronic, hybrid, etc.)
  - Provide them with draft copies of your letter and CV well in advance and ask for feedback
  - Consider asking respected colleagues for copies of their tenure application letters to use as models
  - Consider asking a recent tenured colleague to review your materials
  - Make sure you communicate with your chair during the tenure process and advise them of additions or changes to your CV occurring after August



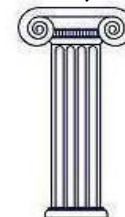
# Planning for D/APC

- When your file is set to be reviewed, you will be notified by the D/APC Chair
- You will be invited, as per the CA, to attend the meeting (most decline)
- D/APC assesses Member's overall record of performance using the appropriate conditions and criteria pursuant to 15.4.5
- In the event any negative information is presented to the Committee, the Member shall be provided with such information in writing and shall be provided (prior to any vote being taken by the Committee) with a reasonable opportunity of responding to such negative information
- A recommendation of the DAPC shall be based only on documentation presented pursuant to this clause and clauses 15.4.1, and 15.4.3.



# Moving through SPAT

- You can ask a WLUFA representative to join you if you have challenges or concerns re: D/APC recommendation
- Members receive a copy of D/APC recommendation when forwarded to SPAT
- D/APC Chair presents application and their recommendation to SPAT
- Check who is on SPAT – people you don't know? What does that mean for your application
- SPAT has access to the same materials as D/APC, only they also have the letter from DAPC
- SPAT follows the same review and voting process as D/APC, but they are a separate committee
- SPAT makes a recommendation on tenure; only the President and BOG grant tenure



# SPAT Processes

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- D/APC chair
  - Presents the DAPC recommendation to SPAT
  - Answers any questions SPAT members have
- VP Research
  - Provides opinion on research record
- Associate VP Teaching and Learning
  - Provides opinion on teaching record and pedagogy
- Equity Rep
  - Ensures correct process is followed,
    - E.g. parental leaves are recognized, no conflict of interests, etc.



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# Tenure & Promotion Decision

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- Faculty granted tenure will also be promoted to Associate (15.7.8)
- This is not the case of librarians who usually apply separately for promotion
- Faculty can only apply for tenure once (15.3.7)
- If denied, members should contact WLUFA; tenure denials have always been grieved as they are career terminating.

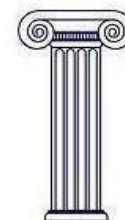


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# Criteria for Tenure and Promotion: 15.7.1

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- Teaching
- Scholarship
- Academic, Professional and University Community Service



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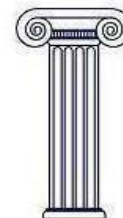
# Teaching – 15.7.4

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- Tenure shall be granted when there is consistent evidence of satisfactory academic performance, demonstrated professional growth and the promise of future development...

## Criteria

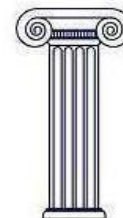
- satisfactory record as a teacher;
- satisfactory record of scholarly activity and achievement, including Indigenous forms of knowledge, or creative work in the performing and fine arts...;
- satisfactory record of academic, professional and university community service...



# Satisfactory

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- Based on norms of your department, discipline, research field
- Onus is on you to demonstrate satisfactory performance

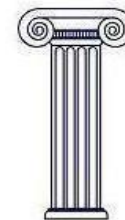


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# 15.7.4

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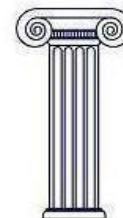
- A demonstrated record of excellence in teaching may be used to lessen the usual standards required of scholarly or creative work.
- In the same way, an exceptional record of scholarly or creative work may be used to lessen the standards usually applied under criteria (a) [i.e., teaching] and (c) [i.e., service].
- Service cannot lessen expectations in other areas



# Important

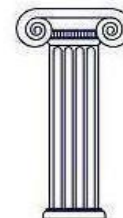
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- Variability of nature of criteria
- Boundaries between categories can blur
- Departmental Tenure and Promotion Guidelines



## 15.7.5: PTP

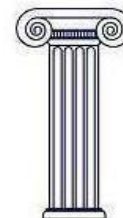
- A. **Satisfactory** record as a teacher [per 15.7.2(a), including but not limited to in-class peer evaluation (13.32, 15.4.4)]
- B. **Satisfactory** record of academic, professional and university community service.
- C. **Satisfactory** record of scholarly activity and achievement, or creative work in the performing and fine arts, or a satisfactory record of scholarly activity and achievement combined with professional activity, as listed under 15.7.2(b), and with appropriate weighting of activities under 15.7.2 (b)(iii), 15.7.2(b)(iv), 15.7.2(b)(v), and 15.7.2(b)(vi).



## 15.7.5 (PTP)

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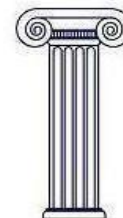
- Without minimizing the importance of (b) and (c) above, principal duties for Members with a Professional Teaching Position shall be those noted in (a) above.
- A demonstrated record of excellence in teaching, or teaching and service, may be used to lessen the standards required in scholarly and/or professional activity.



# Teaching: 15.7.2 (a)

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- A requirement for tenure ... 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...

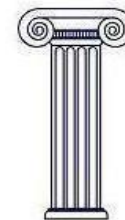


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# Examples of evidence of satisfactory teaching

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- 31.6 Teaching Dossier



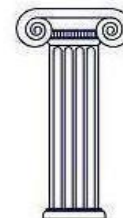
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# PTP in-class review: 15.4.4

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- Evaluation shall take place in the year prior to applying for tenure (also one done in year prior to Candidacy).
- Shall be conducted by the department Chair or designate (mutually agreed)
- Shall include at least one visit, and no more than three visits, to the Member's classes (mutually scheduled)
- Shall be in writing, presented to the Member, and copied to the Dean and Member's Official file.



# Examples of evidence of satisfactory scholarship

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- 15.7.2(b) Scholarship



# Service: 15.7.2(c)

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- A consideration for tenure or promotion to any rank is evidence of active participation in the corporate life of the University community.

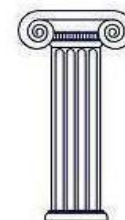


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# Examples of evidence of satisfactory service

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- 15.7.2(c)

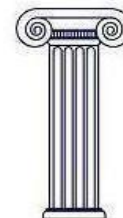


# The Application

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## 15.4.1

- The application shall be accompanied by
  - a curriculum vitae,
  - a copy of all scholarly publications listed in the curriculum vitae,
  - a teaching dossier (31.6)
  - a teaching dossier (31.6)
  - such other documentation as the Member considers as evidence of fulfillment of the criteria.



# Common Elements

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- Letter of application
- CV
  
- Research dossier
- Teaching dossier
- Service dossier?
  
- Examples and appendices



# Letter of Application



Derek K. Gray  
Assistant Professor  
Department of Biology

dgray@wlu.ca  
1-519-884-0710 x2500  
graylaboratory.ca

WATERLOO | Brantford | Kitchener | Toronto

Dr. Matthew Smith, Chair  
Department of Biology  
Wilfrid Laurier University  
Waterloo, ON, N2L 3C5

June 18, 2021

**Re: Application for progression to tenure**

Dear Dr. Smith,

Please find enclosed a copy of my *curriculum vitae*, documentation related to service and scholarship, and my teaching dossier, in support of my application for progression to a tenured appointment as Associate Professor at Wilfrid Laurier University. This application has been organized into three binders: 1) CV and service; 2) Scholarship; and 3) Teaching.

Binder #1 contains my *curriculum vitae* that provides an overall summary of my academic background, and my teaching, research, and service achievements. I have also included copies of my annual reports of activities which have been submitted each year since starting at Laurier in 2016.

Within Binder #1 I have also included a summary of my service activities at Laurier, and supporting documentation related to those service activities. I have contributed time and effort to service activities at the department, faculty, and university level during the last five years. I am most proud of my service as a co-organizer for the Biology Department Seminar Series over the last three years, my contributions as a member of the Biology Part Time Appointments Committee for the last two years, and my role as co-director of the Laurier Institute for Water Science over the last year. In addition, I have consistently dedicated time to reviewing student scholarship applications, have represented the Biology Department at Open Houses and the Ontario Universities fair every year, and have participated in a variety of outreach activities.

Binder #2 outlines my research interests and achievements. Within this binder I provide evidence of the scholarly impact of my work, summarize the work conducted in my research program, and highlight my sources of research funding. My research program focuses on understanding how changes in the environment affect Canadian lakes. Over the last five years, my group has examined how drought and changing salinity levels will affect invertebrate communities in lakes on the Great Plains, and how stressors such as permafrost thaw, forest fires, and road construction affect fish and invertebrate communities in Arctic lakes in Canada's Northwest Territories. Since starting at Laurier, I have been very successful at competing for external research funding to support this work.

# Your Letter

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- Structure: Introduction, each of the 3 criteria (PTP should start with teaching), and concluding remarks
- Explain how you have fulfilled the criteria in all 3 areas plus
  - consistent evidence of satisfactory academic performance,
  - demonstrated professional growth and
  - the promise of future development
- Highlighting your achievements and the important aspects of your CV
- The committees cannot comment on or assess anything that isn't in the application package, even if it would help you.



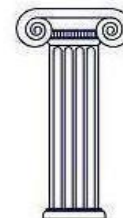
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# The CV

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- Suggest getting an example from recent applicant in your department/program
- Clarity and Organization
- Honest
- Do not pad



# Research Dossier

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## Binder #2: Scholarship

Within the Scholarship binder (binder #2 of 3), please find the sections below. The text can be clicked to jump to that section.

1. Evidence of scholarly impact
2. Summary of research program
3. Summary of research funding
4. Selected grant proposals
5. Peer-reviewed manuscripts published since my arrival at Laurier in July 2016  
*Names with symbols indicate \*graduate or †undergraduate students trained by D. Gray*
6. Peer-reviewed manuscripts published before starting at Laurier

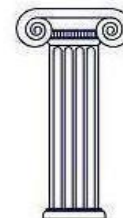
# Research Dossier

## Required:

- a copy of all publications

## Recommended:

- **Research statement/programme**
  - Overall research statement and plans for future
  - How past, current and future projects fit together within your program 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

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
  - A. Proof of any research awards
  - B. Anything else relevant

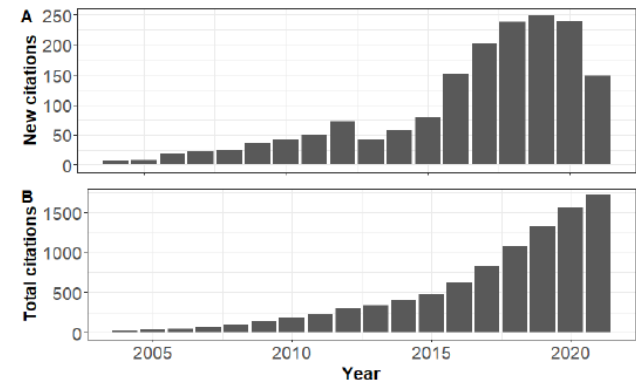
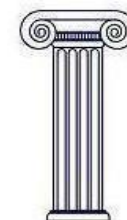


Figure 1. Bar plots summarizing the annual number of citations to my publications (panel A) as well as the cumulative total number of citations to my publications (panel B). Data were obtained from Google Scholar (as of June 2021).



# Teaching Dossier

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## Binder #3: Teaching

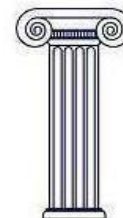
Within the Teaching binder (binder #3 of 3), please find the sections listed below. The text can be clicked to jump to the associated section.

1. Summary of teaching accomplishments
2. Summary of teaching experience
3. Teaching philosophy
4. Supervision of students
5. Curriculum development
6. Professional development
7. Samples of course outlines, exams, activities, and laboratories for the following courses:
  - a. WASC302
  - b. BI309
  - c. BI488
  - d. BI612
8. Summary of teaching evaluations
9. Copies of teaching evaluations:
  - a. 2017
  - b. 2018
  - c. 2019
  - d. 2020
  - e. 2021
10. Supporting documents

# 31.6.2

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1. List of courses taught
  - a. course number, title, credit value, and enrolment
2. The outline for each course listed above
3. List of individual student projects supervised, if any
  - a. completed or in progress, and
  - b. the nature of the faculty member's involvement (principal advisor, second reader, external examiner, etc.) at Laurier or elsewhere;
4. **The student teaching evaluations in a Member's Official File shall be considered as part of the Teaching Dossier.**
5. A statement of the Member's pedagogical goals and objectives.



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

# Teaching Evaluations

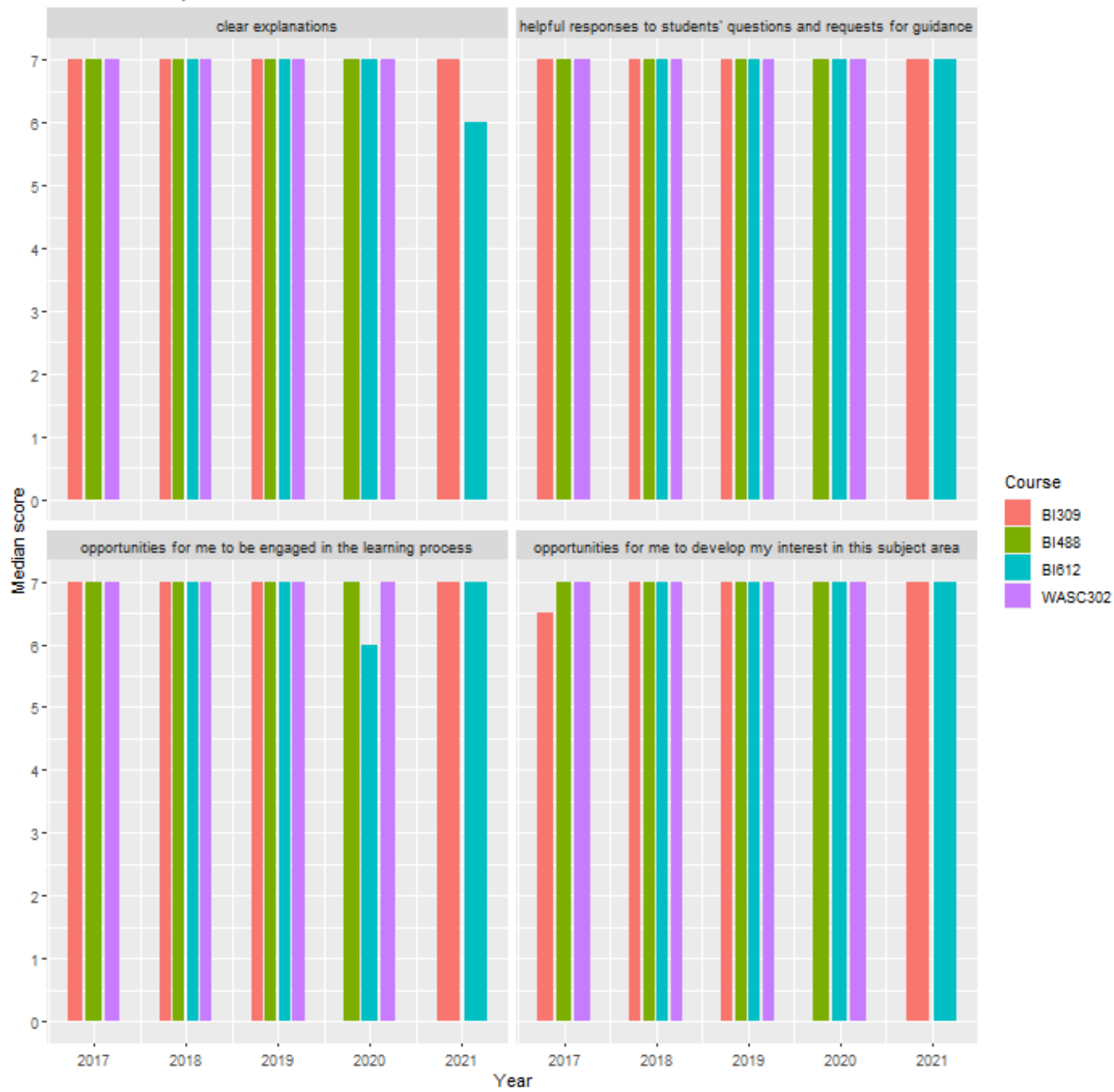
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- Official file contains copies so you need to provide context !
- What did you do when you get low scores?
- You should summarize highlights
  - Upward trend over time
    - Also comment on teaching professional development you have taken to improve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





# The instructor provided...



# Questions



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