Tenure Workshop
May 2024

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Social Work
Tenured in 2020

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Health Studies
Tenured in 2015

Agenda

Process

Criteria

Application

Quick Guide to Acronyms

CA = Collective Agreement

TPC = Tenure and Promotion Committee

PTP = Professional Teaching Position

SPAT = Senate Promotion and Tenure Committee

THE PROCESS

Achieving Tenure

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)
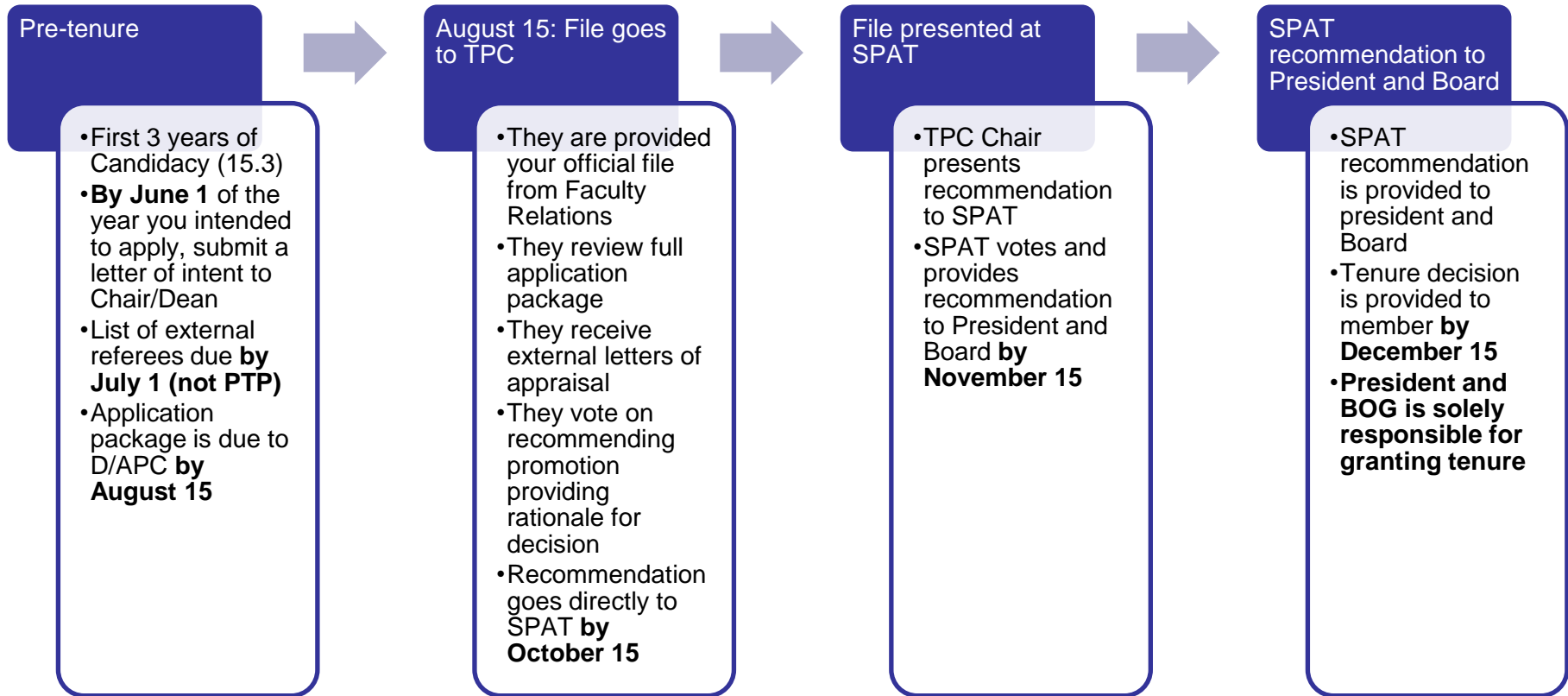
Before you do anything…

1

Become familiar with the collective agreement

- Article 15 deals with tenure and promotion

2

Determine if your department/program/unit has approved a set of Tenure and Promotion Guidelines (as per Appendix K)

At a glance

Pre-tenure
- First 3 years of Candidacy (15.3)
- **By June 1** of the year you intended to apply, submit a letter of intent to Chair/Dean
- List of external referees due **by July 1 (not PTP)**
- Application package is due to D/APC **by August 15**

August 15: File goes to TPC
- They are provided your official file from Faculty Relations
- They review full application package
- They receive external letters of appraisal
- They vote on recommending promotion providing rationale for decision
- Recommendation goes directly to SPAT **by October 15**

File presented at SPAT
- TPC Chair presents recommendation to SPAT
- SPAT votes and provides recommendation to President and Board **by November 15**

SPAT recommendation to President and Board
- SPAT recommendation is provided to president and Board
- Tenure decision is provided to member **by December 15**
- **President and BOG is solely responsible for granting tenure**

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'

Tenure clock is 6 years; indicate intent in June before beginning your 6th academic year

Pre-Tenure

01
Get to know your unit and colleagues – they serve as your TPC

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

Pre-tenure

- Still early days for you[1]? 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

Pre-tenure

Hired after 2015 but before 2020

- Re: referees for tenure (15.4.6b)
- The TPC 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 TPC 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.

Planning for TPC

- 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 TPC

- When your file is set to be reviewed, you will be notified by the TPC Chair
- You will be invited, as per the CA, to attend the meeting (most decline)
- TPC 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 TPC shall be based only on documentation presented pursuant to this clause and clauses 15.4.2, and 15.4.3.

Moving through SPAT

- You can ask a WLUFA representative to join you if you have challenges or concerns re: TPC recommendation
- Members receive a copy of TPC recommendation when forwarded to SPAT
- TPC 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 TPC, only they also have the letter from TPC
  - SPAT follows the same review and voting process as TPC, but they are a separate committee
  - SPAT makes a recommendation on tenure; only the President and BOG grant tenure

SPAT Processes

TPC chair

- presents the TPC 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.

Tenure & Promotion Decision

- Faculty granted tenure will also be promoted to Associate (15.7.4)

- 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.

THE CRITERIA

Criteria for Tenure and Promotion: 15.7.1

1. Teaching
2. Scholarship
3. Academic, Professional and University Community Service

15.7.4

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

a) **satisfactory** record as a teacher;

b) **satisfactory** record of scholarly activity and achievement, including Indigenous forms of knowledge, or creative work in the performing and fine arts…;

c) **satisfactory** record of academic, professional and university community service…

- - -

Satisfactory?

- Based on norms of your department, discipline, research field

- Onus is on you to demonstrate satisfactory performance

15.7.4

- 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

15.7.5: PTP

(a) **satisfactory** record as a teacher [per 15.7.2(a), including but not limited to in-class peer evaluation (13.3.2, 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)

- 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)

- 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…

31.6 Teaching Dossier

- Examples of satisfactory teaching

PTP in-class review: 15.4.4

- 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.

Scholarship: 15.7.2(b)

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

- PTP Scholarship: 15.7.5

15.7.2(b) Scholarship

- Examples of satisfactory scholarship

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.

15.7.2(c)

- Examples of satisfactory scholarship

THE APPLICATION

15.4.2

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)
- such other documentation as the Member considers as evidence of fulfillment of the criteria.

Common Elements

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

Letter of Application

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Department of Biology graylaboratory.ca

LAURIER
Inspiring Lives.

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

- 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.

The CV

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

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
   i. Proof of any research awards
   j. Anything else relevant

Teaching Dossier

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

31.6.1

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 Evaluations

- Official file contains raw data/copies so you need to provide context !
- What did you do when you got 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

31.3.2

- Although student opinions provide important information about teaching performance, such opinions do not in themselves constitute an evaluation of teaching performance. No evaluation of teaching performance may rely exclusively or primarily on SCSs or student opinions.

31.3.3

- Teaching evaluations intended for the University's assessment of Faculty Members shall be supervised by individual departments or equivalent academic sub-units. The original evaluation forms and/or raw data shall be retained by the University for at least one year, and during such time shall be available to the Member.

Questions