
Full Professor Workshop

May 2024

Kathie Cameron & Marc Kilgour

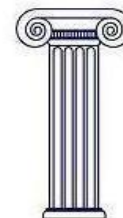
**Adapted from Margaret Walton-Roberts, Laura
MacDonald, and Debbie Chaves**



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Kathie Cameron

- Served as the equity representative on SPAT for one year and on department committee for two years
- Presented one full-professor application to SPAT
- Alternate on SPAT for 2 years
- Served on many department advisory committees for tenure and promotion
- 9 years of service on the Board, 7 years on Senate (4 as vice-chair), 14 years on JLC (including 7 as co-chair), 3 negotiating teams



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Marc Kilgour

- 11 years on various Senate-level promotion and tenure committees, including 5 years on SPAT
- 13 years of service as Chair of Department-level Tenure & Promotion Committee (or DAP or equivalent)
- Presented many Full-Prof cases to SPAT, including 3 in 2024



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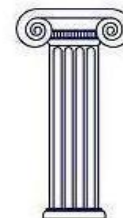
Agenda

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



Quick Guide to Acronyms

- CA = Collective Agreement
- TPC = Tenure and Promotion Committee
 - Includes Department TPC, Program TPC, Business Department TP Committee, Faculty TPC (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 the collective agreement (CA) – this presentation gives you the article numbers https://www.wlufa.ca/wp-content/uploads/2023/09/FT_Collective_Agreement_2023_2026.pdf



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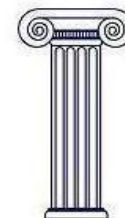
Tips

- Keep records from the beginning
 - Leverage your annual review time (i.e., now)
- Start planning early
- Tell a coherent story
 - Think about connections among your teaching, service, and research
 - What's important to you?
- Impact is more important than metrics



More Tips

- Do you have a mission (sharing knowledge, expanding opportunity, mentorship, stewardship)
- Service matters – don't ignore it
- Be careful with outside advice
 - Laurier's rules may be different
- This may be an emotional process



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Procedure, Quick & Dirty

- You apply
- Goes to TPC
 - They see your application and 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

Decision Process for Promotion to Professor		
Process Steps		Deadlines
Member informs Chair of intent to apply		June 1
Member's list of referees in accordance with 15.4.7 (Promotion to Professor)		July 1
Chair confirms availability of referees		November 1
Member's application		November 1
Department TPC recommendation to SPAT		March 15
Senate Committee to faculty member		May 15
Senate Committee to President		May 15
Board decision		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 institutions may limit what can be grieved (e.g., procedural grounds only) or may put limits on remedies awarded by arbitrators
- Other institutions may allow for appeals but not grievances



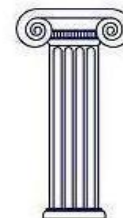
Decision process

- 15.1.3 Decisions on 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 **Tenure and Promotion Committee** and,
 - (b) the **Senate Promotion and Tenure Committee**.



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.**
- Address each of three these pillars.



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Collective Agreement

- 15.4.7 A recommendation for promotion from Associate Professor to Professor requires that a Member has demonstrated evidence of **satisfactory** performance in scholarly or creative achievements, teaching and service as listed under 15.7.2 with **substantive and recognized impact** in one or more of the three areas.



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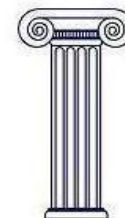
External Referees (1)

- The TPC will solicit written appraisals of the candidate's scholarship or creative achievement, teaching, or service if applicable, from **at least 3 external referees** who are recognized experts in the candidate's identified area(s) of impact and who are able to conduct **an arms-length assessment of the candidate's work**.
- **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.



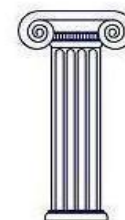
External Referees (2)

- 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 (1)

- 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 – 15.7.2 a (2)

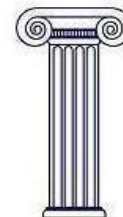
A consideration for promotion to Professor with Teaching as an identified area of impact requires evidence of pedagogical innovation and/or sustained teaching excellence that impacted the learning experience of students. Solely carrying out one's routine teaching duties is insufficient for consideration in this context.



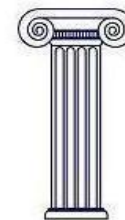
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Teaching – What to include?

- 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



Scholarship



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Scholarship Record (1)

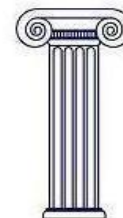
- 15.7.2(b) A requirement for tenure or for promotion to any rank is
 - evidence of scholarly activity and achievement, or of creative work in the performing and fine arts, and
 - recognition of one's work by academic peers.



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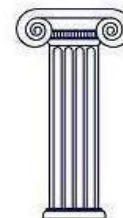
Scholarship Record (2)

- 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.



Scholarship 15.7.2 b (i): Examples

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



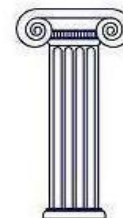
Scholarship – 15.7.2 b (1)

(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 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;



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Scholarship – 15.7.2 b (2)

(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 (3)

- (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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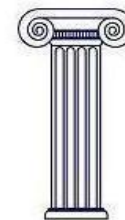
Scholarship – 15.7.2 b (4)

- (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



Service



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Service – 15.7.2 c (1)

- 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.

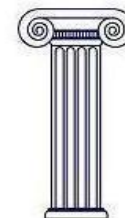


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Service – 15.7.2 c (2)

Academic and professional service includes:

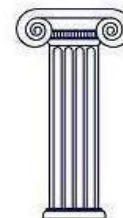
- contributions to professional or learned societies through service on the government or other commissions in a professional capacity,
- consulting work which involves more than the routine application of the existing body of knowledge, and
- contributions in a professional capacity to the community-at-large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



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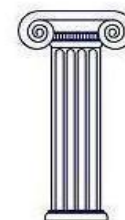
Service – 15.7.2 c (3)

- A consideration for promotion to Professor with Service as an identified area of impact requires evidence of sustained and significant academic, professional, and/or university service that has impacted one or more of the following: students, staff, faculty, government, and/or community-at-large. Solely carrying out one's routine administrative and service duties is insufficient for consideration in this context.



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The Application



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What does your application package look like?

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



Your Letter

- Link your CV to specific elements
- Highlight 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**
- Explain how you have fulfilled the criteria in all 3 areas (or cite the compensatory clauses you want to invoke).



Structure your letter

- Introduction
- Address each of the 3 criteria
 - Narrate a coherent progression, account for shifts, changes in direction.
 - Highlight overlaps among teaching, research and service.
- Demonstrate your success
- Be aware that you have several audiences – assessors, TPC, SPAT
- Conclusion



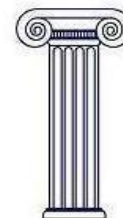
The CV

- Clear and Organized
- Honest
- Do not pad



Strategic Considerations

- Your CV should be organized and factual
- Structure your CV to tell your story, but remember that it's a list
- Your letter is free-form. You can mention anything that indicates, or suggests, your impact. Include links among disparate areas
- Your TPC chair will be summarizing your case for promotion. Make your letter a draft of their summary.



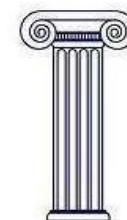
Evidence of Scholarship

- Think about your research pipeline
- Describe research impact
- Very dependent on what your research is
- Don't rely on metrics to demonstrate impact
- Make sure you include all scholarship – editing, reviewing etc.



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Research Dossier



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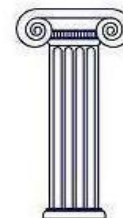
Research Dossier (1)

Required:

- a copy of all publications

Recommended:

- **Research statement/program**
 - Overall research statement and plans for future
 - How past, current and future projects fit together within your program of research
- **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 (2)

1. **Research Statement or research program (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

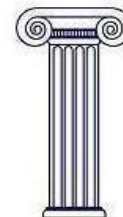
- Template



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Teaching Dossier – 31.6.1 & Appendix M

- 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

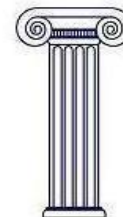


Teaching Dossier – 31.6.1 & App M

<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;

Student Course Surveys

- 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



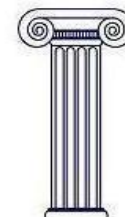
How your case proceeds



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TPC Recommendation – 15.4.8

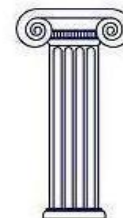
- The report and recommendation of the TPC go to the VPA and shall include
 - a numerical record of the vote upon which the recommendation is based
 - a written statement of reasons for the recommendation.
- If the recommendation is not unanimous, the statement shall include reasons supporting and opposing 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 - 15.5.2 & .3

■ Member's chair

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

■ VP Research

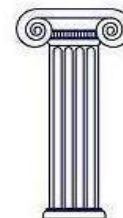
- Provides opinion on research record

■ 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 TPC 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 TPC**
 - No hearsay allowed!
 - Is not a rubber stamp of TPC, 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 TPC 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 careful and think ahead
- Don't forget service
- Contact the WLUFA office to be set up with a mentor before you apply



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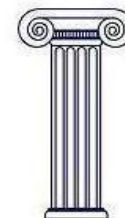
Questions



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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 Appendix M 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, workshops, 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 Appendix M 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 Appendix M 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.