APPLYING FOR TENURE
MARCH 2022
AGENDA

- Introductions
- The tenure process
- Expectations & assessment
- Your tenure package
- Where to find support
- Questions
WHO WE ARE: FAUW AND AF&T

▸ Faculty Association: Represents all regular faculty

▸ Academic Freedom & Tenure Committee (AF&T)
  ▸ Provides confidential advice and support for any employment issue
  ▸ Ensures fair treatment in accordance with policy
  ▸ uwaterloo.ca/fauw/help

▸ Contacts
  ▸ Katie Damphouse (staff) mcdampho@uwaterloo.ca
  ▸ Roydon Fraser (co-Chair, faculty) rafraser@uwaterloo.ca
  ▸ Jasmin Habib (co-Chair, faculty) jhabib@uwaterloo.ca
  ▸ J-P Lam (co-Chair, faculty) jplam@uwaterloo.ca
STANDARDS FOR TENURE

- Policy 77: Tenure and Promotion of Faculty Members

- Tenure is awarded based on a record of strong performance in scholarship and teaching
  - Highlight your impact and trajectory
  - Show that you are a good teacher
  - Show independent, high quality, peer-assessed scholarship
  - In exceptional cases, tenure is based on very strong performance in one of scholarship or teaching, with at least satisfactory performance in the other two areas.
The tenure timeline (approximately)

- DTPC & FTPC created
- Notice of intent to apply due
- Candidate brief due
- Referees chosen
- DTPC meets
- FTPC meets
- UTPC meets
- President's decision
- Tribunal (if needed)

- May 1
- June 1
- July 1
- July-Aug
- Oct-Dec
- Jan-Feb
- February
- Mid-March
- April-June
THE TENURE PROCESS

DEPARTMENT TENURE AND PROMOTION COMMITTEE (DTPC)

- Chaired by department chair/director
- Includes:
  - 4–6 tenured faculty members elected by department
- Outcomes:
  - Votes and makes recommendation to the dean
  - May opt to express significant reservations instead
  - Candidate is informed in writing, including basis for decision
FACULTY TENURE & PROMOTION COMMITTEE (FTPC)

- Chaired by the dean

- Includes:
  - At least 5 tenured faculty members, elected by the faculty
  - Voting member external to faculty, appointed by the provost
  - Non-voting advisor from University Tenure & Promotion Advisory Committee

- Outcomes:
  - Votes and makes recommendation to the president
  - May opt to express significant reservations instead
  - Candidate is informed in writing, including basis for decision
THE TENURE PROCESS

RESERVATIONS

- If DTPC or FTPC believes there are enough concerns that there may be a negative outcome, the candidate must be given a chance to address those concerns.

- If reservations are expressed:
  - No decision is made
  - You are notified
  - You are given a complete, redacted copy of your promotion file, including a written explanation of the nature of the reservations
  - You can provide a written response and meet with committee
  - Contact AF&T to discuss your options
THE TENURE PROCESS

UNIVERSITY TENURE AND PROMOTION COMMITTEE (UTPC)

- Advisory to the president on tenure files
- Chaired by the Vice President Academic & Provost
- Includes:
  - Faculty deans
  - Associate Provost, Graduate Studies
  - Vice-President, University Research
  - Two non-voting student members (grad, undergrad)
- Outcomes:
  - President is informed of its advice
  - Candidate is not notified (no opportunity to respond)
PRESIDENT’S DECISION

- President considers the recommendation from FTPC and advice of UTPC.
- The final decision is the president’s.
- Outcomes:
  - Decision is communicated to you in writing
  - If positive: congratulations!
    - Forwarded for formal approval by the Board of Governors
  - If negative: contact AF&T about appealing.
THE TENURE PROCESS

WHEN TO APPLY?

▶ Two options:
  ▶ End of the first year of your second probationary period
  ▶ End of the second year of your second probationary period
  ▶ Applying the first time is not early; applying the second time is not late.

▶ Consider:
  ▶ Pre-tenure sabbatical leave
  ▶ Probationary reappointment letter: address any concerns
  ▶ Annual performance reviews: scores and narratives
  ▶ Discussion with your chair
  ▶ Advice from trusted colleagues
EXTENSIONS

- Pregnancy, adoption, parental leave
  - One year extension for any pregnancy leave
  - Two years for combined pregnancy/parental leave of 68+ weeks
  - One year for any non-birth-parent parental leave of 16+ weeks
  - Granted upon notification to the Dean (see Policy 14)

- Serious illness or crisis
  - If it impacts ability to fulfil duties for a marked period
  - Explore possibility of extension (not explicitly stated in policy)
  - Contact AF&T and/or Occupational Health
ACCOMMODATIONS

- Adjustments to working conditions due to long- or short-term disability and/or illness
- Consider addressing the impact of these circumstances on your annual reviews and your performance/output
  - E.g., tenure clock extension, special consideration
- Requires medical/professional documentation to verify and identify symptoms, not information about your diagnosis
- First step: contact AF&T and/or Occupational Health
  - Occupational Health, Karen Parkinson kparkinson@uwaterloo.ca
  - Requests for accommodations negotiated at decanal level
YOUR TENURE CHECKLIST

MAP OUT YOUR TIMELINE

▸ Put in your calendar talk to your chair by the start of your 4th year (1st year of your second probationary term).
▸ Consider any extensions you might need.
▸ Plan when to take your pre-tenure sabbatical.
   ▸ Typically, year 4
   ▸ Don’t skip it!

▸ (See more items in the checklist)
EXPECTATIONS & ASSESSMENT
SCHOLARSHIP

▸ Publications in peer reviewed journals
  ▸ Originality, quality and impact
  ▸ Quality of venue

▸ For some disciplines:
  ▸ Well reviewed books by reputable publishers
  ▸ Peer reviewed, high quality conference proceedings
  ▸ Grants (especially Tri-agency grants)

▸ Know the norms.
  ▸ Talk to recently tenured faculty (last 3–4 years) in your department, comparable departments at other institutions

▸ Talk to your chair: am I on track?
TEACHING

▸ Undergraduate teaching
  ◀ Considerable weight on student perception surveys
    ◀ Consider reviewing department averages for your courses, especially for your own reference
    ◀ Caution using qualitative comments, unless supported by student outcome i.e. award, job
  ◀ Supplement with peer teaching evaluations

▸ Graduate supervision
  ◀ Number of grad students
    ◀ Their progress: published, graduated, placed
  ◀ Evaluated under research in some departments

▸ Evidence of conscientious effort to improve
  ◀ Centre for Teaching Excellence (CTE)'s courses & workshops
  ◀ Seeking mentorship, if possible from colleagues, chair
SERVICE

▸ Internal service
  ▸ E.g., committee membership at all levels, administrative appointments, student advising

▸ External service
  ▸ E.g., reviewing, program committees, editorial boards, conference and workshop organization

▸ Collegiality matters, but…
  ▸ Be aware of the pitfall of doing too much service
  ▸ Heavy service never overcomes deficiencies in research or teaching
  ▸ Most departments shield tenure-track faculty from major internal service
Your discipline and department will have unique norms around:

- The balance between teaching, research, service
- The role of books, journal papers, conference papers, level of productivity, rankings of journals and conferences
- Research independence from supervisor
- The importance of Tri-agency grants
- Course considerations: class size, level of difficulty, student perceptions
EXTERNAL REFEREES

- Pool of candidates
  - You provide at least 3 names (5–6 is best)
  - DTPC normally suggests additional names
  - You see (and can challenge) the pool of potential referees
  - You won’t see the final list of those contacted
  - Ideally 5 letters in the end
EXTERNAL REFEREE CRITERIA

- Arms-length
  - Yes: research colleague, attend same conferences but not collaborators
  - No: co-author, former supervisor
- Credible, nationally and internationally recognized scholars
- Generally: high rank, experienced, diligent
- In exceptional circumstances, some departments may allow referees from outside of universities (e.g., government, private sector)
MORE ON EXTERNAL REFEREES

- Contacting referees
  - The dean contacts referees (no one else)
    - Asks them to assess your work and compare it with others recently promoted at their institutions or those comparable to UW

- Challenges
  - You can challenge based on bias or apprehension of bias
    - Perceived conflict of interest
    - Perceived unsuitability
CLARIFY EXPECTATIONS

▸ Put in your calendar to ask your chair and colleagues about norms and requirements in your department
▸ Brainstorm potential referees (don’t contact them!)
▸ Brainstorm peer teaching evaluators
YOUR TENURE PACKAGE
THE TENURE BRIEF

- Department chair (or sometimes candidate):
  - Annual performance reviews
  - Probationary reappointment letter
  - Student course perception surveys

- Candidate (per Policy 77):
  - Curriculum vitae
  - Copies of relevant scholarly work
  - Candidate's statement
  - Any other relevant information the candidate feels may be useful

- Ask your chair about format and templates
1. CURRICULUM VITAE

- Scholarship
  - Contributions to multi-authored papers
  - Quality of publication venues
  - Citations

- Teaching
  - Student supervision (undergrad, grad)
    - Those in progress, plus where former students are now
  - CTE programs and workshops attended
  - Student course perception scores
  - Peer or other reviews (you’re responsible for info beyond SCP scores)

- Can be updated during the process
  - Any time you get good news, bring it to the attention of the relevant committee and it will become part of the tenure brief
2. SCHOLARLY WORK

- What to include
  - Scholarship as broadly defined in policy 77
  - Your best work
    - Ideally in peer reviewed, high quality venues
    - Number based on dept/faculty norms (usually 3–5 papers)
  - Evidence of establishing an independent research program
    - Papers with students
    - Sole-authored papers
    - Multi-authored papers where you are corresponding author or can rightfully claim and document a major contribution
- Convey why your research is interesting and show impact
- Address any productivity gaps, delays in research
3. CANDIDATE’S STATEMENT

- Summary of contributions in scholarship, teaching, and service
- Will be read by specialists and non-specialists

- Teaching
  - Convey your enthusiasm for teaching
  - Address any poor student surveys, provide evidence of attempts to improve
  - Never blame students or claim (for example) it is because you have “high standards”

- Service
  - Demonstrate how you are a good colleague
  - Document how you contribute to your department, to the campus, and possibly to the larger community
If not already in your C.V., Consider:

- Scholarship
  - Contributions to multi-authored papers
  - Quality of publication venues
  - Citations

- Teaching
  - Course perceptions summary and departmental comparisons
  - Teaching dossier
  - Peer teaching evaluations
    - Your chair may arrange these; if not, ask to have one

- Evidence based student success stories (publications, jobs)
# Example Requirements

<table>
<thead>
<tr>
<th></th>
<th>Engineering</th>
<th>Science</th>
<th>Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CV</strong></td>
<td>Free form, but suggestions for inclusion</td>
<td>Free form</td>
<td>Required format</td>
</tr>
<tr>
<td><strong>Scholarship</strong></td>
<td>3-5 papers</td>
<td>Exactly 5 papers</td>
<td>3-4 papers of your best work, more if you wish</td>
</tr>
<tr>
<td><strong>Candidate’s statement</strong></td>
<td>Research, teaching, service in a max of 5 pages.</td>
<td>Research, teaching, service in 3-5 pages.</td>
<td>Research, teaching, service in 3 pages: $2 + \frac{1}{2} + \frac{1}{2}$.</td>
</tr>
<tr>
<td></td>
<td>No additional template.</td>
<td>Template includes tables for annual reviews, paper counts, funding, student surveys.</td>
<td>No additional template.</td>
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START ASSEMBLING YOUR PACKAGE

▸ Create a file to collect documentation
▸ Ask your chair about required templates or formatting
▸ Ask recently tenured colleagues in your department and faculty if they’d be willing to share their tenure package
FINDING SUPPORT
FINDING SUPPORT

SOURCES OF SUPPORT

▸ Identify your sources of support
  ▪ Individuals/groups willing to talk about pre-tenure concerns
  ▪ Your chair, department colleagues

▸ Find mentors
  ▪ Senior faculty, fair-minded with credibility in their department, and who want you to succeed
  ▪ Can advise on all aspects of the job: teaching, research, and service
FINDING SUPPORT

UNIVERSITY RESOURCES

- Centre for Teaching Excellence (CTE)
- Employee and Family Assistance Program (EFAP)
  - access to confidential, short-term, counselling services
    1.800.663.1142 www.homeweb.ca
FINDING SUPPORT

**FAUW RESOURCES**

- AF&T Committee
  - Provide confidential advice and support
  - Accompany you to meetings with DTPC, FTPC, etc.
  - Help interpret the policies that affect you

- FAUW website & blog
  - Faculty Guide: [uwaterloo.ca/fauw/guide](http://uwaterloo.ca/fauw/guide)
  - Blog: [fauw.blog](http://fauw.blog)
Identify Your Supports

- Find any guiding documents on tenure provided by your department or faculty.
- Identify two senior colleagues in your department who can help you understand the expectations and who could review your CV and candidate statement.