APPLYING FOR TENURE

JANUARY 2021
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
  ▸ Lori Curtis (Chair, faculty) - ljcurtis@uwaterloo.ca
  ▸ Katie Damphouse (staff) - mcdampho@uwaterloo.ca
WHO YOU ARE

- Emoji poll in the chat:
  - When are you planning on going up for tenure?
  - Respond to the relevant message with an emoji.
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 PROCESS
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
THE TENURE PROCESS

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
**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 (contact AF&T asap)
  - 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
  - You can withdraw your file and reapply later (if there’s enough time in your contract)
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 recommendation
  - Candidate is not notified of recommendation (no opportunity to respond)
The president considers the recommendation from FTPC and the advice of UTPC

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 second year of your second probationary period
  ▪ End of the third 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
THE TENURE PROCESS

EXTENSIONS

▸ COVID-19
  ▪ Optional one-year extension on request to your dean
  ▪ Can decide up until original tenure application date
  ▪ In addition to other extensions (e.g., parental, medical leave)

▸ Pregnancy, adoption, parental leave
  ▪ One-year extension on request to your dean

▸ Serious illness or crisis
  ▪ Impacts ability to fulfil duties for a marked period
  ▪ Contact AF&T and/or Occupational Health
ACCOMMODATIONS

- Adjustments to your working conditions due to long- or short-term disability, illness
  - Even if you don’t take a leave
- You can address the impact of these circumstances on your annual reviews and your performance/output
  - E.g., tenure clock extension, special consideration
- Requires medical/professional documentation, not information about your diagnosis
- First step: contact AF&T and/or Occupational Health
  - Occupational Health, Karen Parkinson kparkinson@uwaterloo.ca
  - Information or discussion will then go through your dean
YOUR TENURE CHECKLIST

MAP OUT YOUR TIMELINE

▸ Put in your calendar talk to your chair by the start of your 5th year.
▸ Consider any extensions you might need.
▸ Plan when to take your pre-tenure sabbatical.
   ▸ Typically, year 4
   ▸ Don’t skip it!

▸ (See more items on the full 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/look at recently tenured faculty (last 3–4 years) in your department, comparable departments at other institutions
- Talk to your chair: am I on track?
EXPECTATIONS & ASSESSMENT

TEACHING

▸ Undergraduate teaching
  ▸ Considerable weight on student perception surveys
    ▷ Ask your chair for department averages for your courses (for your own reference only)
    ▷ Not qualitative comments
  ▸ 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 from colleagues, chair
EXPECTATIONS & ASSESSMENT

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
NORMS

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 ARE CRITICAL

- 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
  - Ideally 5 letters in the end

- 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
  - Some departments allow referees from outside of universities (e.g. government, private sector)
EXPECTATIONS & ASSESSMENT

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
YOUR TENURE CHECKLIST

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):
  1. Curriculum vitae
  2. Copies of relevant scholarly work
  3. Candidate's statement
  4. Any other relevant information the candidate feels may be useful

- Ask your chair about format and templates
YOUR TENURE PACKAGE

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 course perception surveys, provide evidence of attempts to improve
  ▪ Never blame the students or claim (for example) that 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
4. OTHER INFORMATION

If not already in your C.V., Consider:

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

- Teaching
  - Course perceptions summary and comparison numbers
  - Teaching dossier
  - Peer teaching evaluations
    - Your chair may arrange these; if not, ask to have one
  - Student success stories (publications, jobs)
# YOUR TENURE PACKAGE

## 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, but may send 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 + ½ + ½.</td>
</tr>
<tr>
<td></td>
<td>No additional template.</td>
<td>Template includes tables for annual performance reviews, papers counts, funding, student evaluations.</td>
<td>No additional template.</td>
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</tbody>
</table>
YOUR TENURE CHECKLIST

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
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](http://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
  - Blog: 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.
QUESTIONS?
THANKS FOR COMING!

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Katie Damphouse, mcdampho@uwaterloo.ca