

JANUARY 2023



NAVIGATING YOUR FIRST PROBATIONARY TERM

AGENDA

- ▶ Introductions
- ▶ The reappointment process
- ▶ Expectations & assessment
- ▶ Your candidate brief
- ▶ Where to find support
- ▶ Questions



WHO WE ARE: FAUW AND AF&T

- ▶ Faculty Association: Represents all regular faculty
 - ▶ fauwpres@uwaterloo.ca
- ▶ Academic Freedom & Tenure Committee (AF&T)
 - ▶ Provides confidential advice and support for employment issues
 - ▶ Ensures fair treatment in accordance with policy
 - ▶ uwaterloo.ca/fauw/help
 - ▶ vershawn.young@uwaterloo.ca or mcdamphouse@uwaterloo.ca

THE PURPOSE OF PROBATION

- ▶ Show your potential
 - ▶ Satisfactory progress towards tenure
 - ▶ Likelihood that scholarly work continues after tenure
- ▶ Highlight your passion
- ▶ Read Policy 77: Tenure and Promotion of Faculty Members



THE REAPPOINTMENT PROCESS

FIRST PROBATIONARY TERM

- ▶ At least two years and ten months
- ▶ Less than three years and ten months
- ▶ If hired ABD (“all but dissertation”), starts after degree completion
- ▶ Formal reappointment process happens *before* the end of your first term

KEY PLAYERS AND DATES

- ▶ **Chair** gives written notice of consideration for reappointment
 - ▶ May or June, 13 months before the end of your 1st term
 - ▶ Meet to discuss process/materials; document everything
- ▶ **Department Tenure & Promotion Committee (DTPC)** makes a recommendation to the dean
 - ▶ Typically meets October–December
- ▶ **Dean** makes official decision
 - ▶ If negative, contact **AF&T**
 - ▶ Can appeal to **Faculty Tenure & Promotion Committee (FTPC)**

MORE ABOUT THE DTPC

- ▶ Chaired by department chair/director
- ▶ 4–6 tenured faculty members elected by department
- ▶ Votes and *makes recommendation* to the dean
- ▶ Can opt to express significant reservations instead
 - ▶ Contact AF&T if this happens to you
 - ▶ No decision is made yet
 - ▶ You get to make your case
 - ▶ Reservations at the renewal stage are rare

EXTENSIONS

- ▶ Pregnancy, adoption, parental leave
 - ▶ One- or two-year extension on request to your dean
- ▶ Serious illness or crisis
 - ▶ If it affects your ability to fulfil duties for a marked period
 - ▶ Contact AF&T and/or Occupational Health
- ▶ COVID-19 considerations

ACCOMMODATIONS

- ▶ Accommodations are adjustments to your working conditions due to long- or short-term disability, illness
- ▶ **Impacts of illness on your performance can be accounted for in reappointment process**
- ▶ Contact AF&T and/or Occupational Health to start
 - ▶ Occupational Health verifies your medical/professional documentation
 - ▶ Documentation states the limitations you have, not your diagnosis
 - ▶ Occupational Health informs your *dean, not your chair*
 - ▶ Chair gets only the information needed to provide the accommodation

REAPPOINTMENT LETTER

- ▶ The letter is an assessment of your progress to tenure
 - ▶ Usually included in your tenure package for review at that time
- ▶ When you get it:
 - ▶ Read it carefully and get clarification
 - ▶ **Act on suggestions** for improvement; show you're working on them between now and your tenure application
 - ▶ Do the same for performance review scores and comments

MAP OUT YOUR TIMELINE

- ▶ Put your 13-month mark in your calendar.
- ▶ Consider any extensions or accommodations you might need.
- ▶ Plan when you might take your pre-tenure sabbatical.
 - ▶ Don't skip it!
 - ▶ Identify when you should arrange a meeting with your chair to discuss timing.



EXPECTATIONS & ASSESSMENT

YOUR GOALS DURING PROBATION

- ▶ Demonstrate that you are or are becoming:
 - ▶ a strong researcher (positive trajectory)
 - ▶ independent research program
 - ▶ a strong teacher (or working towards it)
 - ▶ both undergraduate and graduate
- ▶ a good citizen and colleague

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, art works/installations
 - ▶ Research independence from supervisors
 - ▶ The importance of Tri-Agency grants
 - ▶ Course considerations: class size, level of difficulty, student perceptions

EXPECTATIONS FOR SCHOLARSHIP

- ▶ Find the expectations in your discipline for:
 - ▶ High-quality publications in peer-reviewed journals
 - ▶ Well reviewed books by reputable publishers
 - ▶ Peer-reviewed, high quality conference proceedings
 - ▶ Grants (especially Tri-Agency)
- ▶ How to estimate what the standard is:
 - ▶ Look at recent tenure cases (last 3–4 years) in your department.
 - ▶ Look at recent tenure cases in comparable depts at other institutions.
 - ▶ Talk to your chair. Ask if you are on track.

EXPECTATIONS FOR TEACHING

- ▶ Undergraduate teaching
 - ▶ Considerable weight on student course perception surveys
 - ▶ Supplement with peer teaching evaluations
- ▶ Graduate supervision
 - ▶ Number of grad students
 - ▶ Their progress: published, graduated, placed
 - ▶ In some departments, may be evaluated as research
- ▶ Evidence of conscientious effort to improve
 - ▶ CTE, teaching courses & workshops, colleagues, chair
- ▶ Estimate the bar
 - ▶ Department averages for your courses

FIND A CTE WORKSHOP

- ▶ See which workshops you need to do at your stage
 - ▶ uwaterloo.ca/cte/new
- ▶ Find upcoming offerings of those workshops
 - ▶ uwaterloo.ca/cte/events
 - ▶ Audience filter: “New Faculty”

EXPECTATIONS FOR SERVICE

- ▶ Service includes:
 - ▶ Internal e.g., committee membership at all levels, administrative appointments, student advising
 - ▶ External 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

FIND YOUR APR GUIDELINES

- ▶ Your faculty's performance review guidelines and departmental addenda are all online
 - ▶ Find links in the [FAUW Faculty Guide](#)
 - ▶ [Arts](#)
 - ▶ [Engineering](#)
 - ▶ [Environment](#)
 - ▶ [Health](#)
 - ▶ [Mathematics](#)
 - ▶ [Science](#)

FORMAL ASSESSMENT

Annual performance review scale

- ▶ Memorandum of Agreement section 13.5

2.00	Outstanding
1.75	Excellent
1.50	Very Good (typical department average)
1.25	Good
1.00	Satisfactory (different than Policy 77 definition)
0.75	Needs Some Improvement
0.50	Needs Improvement
0.25	Needs Major Improvement
0.00	Unsatisfactory

FORMAL ASSESSMENT

- ▶ Watch for downward trends
- ▶ Below 1.00 is a serious concern
 - ▶ Talk to your chair: what are the concerns?
 - ▶ Work out a plan to improve and show it to your chair
- ▶ Written comments: heed any warnings or encouragement to focus more on some aspect
- ▶ Confirm any conversations with your chair in writing afterwards



CANDIDATE BRIEF

THE REAPPOINTMENT BRIEF

- ▶ Candidate contributes:
 - ▶ Curriculum vitae
 - ▶ Candidate's statement
- ▶ Department chair (or sometimes candidate) adds:
 - ▶ Annual performance reviews, other written assessments
 - ▶ Teaching evaluations and comparative information
 - ▶ References not usually required
- ▶ Ask your chair about format and templates

YOUR CV: DON'T SKIP THESE

- ▶ **Scholarship**

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

- ▶ **Teaching**

- ▶ Student supervision (undergrad, grad)
 - ▶ in progress, plus where former students are now
- ▶ CTE programs and workshops attended
- ▶ Maybe: course perceptions summary (compare against departmental average for each course)

CANDIDATE'S STATEMENT

- ▶ Summary of contributions in scholarship, teaching, and service
- ▶ **Scholarship**
 - ▶ Convey why your research is interesting and important
 - ▶ Show impact on practice, subsequent research
 - ▶ Address any productivity gaps, delays in research
 - ▶ Address continuing productivity, what's in the pipeline, show trajectory

CANDIDATE'S STATEMENT 2

► Teaching

- Convey your enthusiasm for teaching
- Address any poor student surveys; provide evidence of attempts to improve
- Never blame the students or your “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

GET REAPPOINTMENT BRIEF DETAILS

- ▶ Talk to your chair about the required formatting or templates for your reappointment brief, and about arranging peer reviews of teaching
- ▶ Create a file to collect notes about your teaching, research, and service contributions and supporting documentation



FINDING SUPPORT

SOURCES OF SUPPORT

- ▶ Identify your sources of support
 - ▶ Your chair, department colleagues (they want you to succeed!)
 - ▶ Individuals/groups willing to talk about pre-tenure concerns
 - ▶ Other new or recently hired faculty
- ▶ 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

IDENTIFY YOUR KEY PEOPLE

- ▶ Identify one or two faculty members in your department to whom you will reach out if you have questions about expectations.
- ▶ Save these people in your contacts for quick questions:
 - ▶ Your department's administrative manager/officer
 - ▶ Your faculty's executive officer and faculty relations officer

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

FAUW RESOURCES

- ▶ AF&T Committee
 - ▶ Provide confidential advice and support
 - ▶ Accompany you to meetings with DTPC, FTPC if needed
 - ▶ Help interpret the policies that affect you
- ▶ FAUW website & blog
 - ▶ Faculty Guide: uwaterloo.ca/fauw/guide
 - ▶ Blog: fauw.blog