



Guidelines for Promotion from Assistant Professor of Teaching to Associate Professor of Teaching with Tenure

Approved by Department of Biology Standing Committee August, 2014

The Department of Biology at UBCO has developed these guidelines in an effort to aid faculty members in understanding the general expectations of the Department for promotion from Assistant Professor of Teaching to Associate Professor of Teaching at UBCO, and in the attainment of tenure.

Caveats:

1. Even if a candidate is of the opinion that he or she has met these expectations, there can be no guarantee that reviewers, or members of the Elected Standing Committee, DACOPAT, the Senior Appointments Committee (SAC) or the President of UBC will vote in favour of promotion or tenure. These guidelines do not constitute a checklist.
2. Evaluation of candidates for promotion and tenure is based on teaching, educational leadership and service, and it is important to understand that deficiencies in one area cannot be compensated for by achievement in another area. All three areas must be judged favourably for promotion and/or tenure.
3. The vote on promotion from Assistant Professor of Teaching to Associate Professor of Teaching with tenure will include the members of the Elected Standing Committee (ESC) of the Department of Biology who are not in conflict of interest. The ESC will be constituted of tenured members of the Department in either the Professor of Teaching stream or the Professoriate stream.

Expectations for Educational Leadership:

The SAC guidelines (3.4.1) state that “Educational leadership can include, but is not limited to, leadership taken at UBC and elsewhere to advance innovation, excellence in teaching, contributions to curriculum renewal, pedagogical innovation (including, but not limited to, the use of educational technology), scholarly teaching with impact within and beyond one’s own classroom (including interdisciplinary, cross-departmental, or cross-Faculty collaboration), and applications of and contributions to the scholarship of teaching and learning (including scholarship applied in one’s own classroom).”

When evaluating educational leadership, the Department will consider activities as suggested below, among other potential activities.

1. Contributions made by the Assistant Professor of Teaching to teaching at UBC, such as the development of innovative approaches to teaching and learning or new assessment models, and sharing these with colleagues at UBCO, and/or elsewhere.
2. Assistant Professors of Teaching should be active in the development and modification of courses for the Department whenever possible, and could demonstrate leadership by

interacting with other faculty members to ensure continuity and progression in courses that lead students through the 4 year degree.

3. The demonstration of leadership on committees that analyze and modify existing curricula and develop new curricula for both lecture and lab courses and programs; the development of interdisciplinary courses that integrate curricula with other departments or divisions.
4. Providing leadership and assistance to those who are interested in innovation or curriculum design. Assistant Professors of Teaching are encouraged to play a role in assisting other faculty members to integrate Learning Outcomes into courses.
5. Providing mentorship and inspiration to colleagues and to students at both the graduate and undergraduate level.
6. Working with the Centre for Teaching and Learning to increase student learning opportunities and the quality of teaching at UBCO.
7. Developing extra-curricular programs or activities that enhance learning, skill development or academic opportunities for students.
8. Dissemination of information on excellence in teaching and learning through, for example, the organization of, or presentation at, conferences, workshops or symposia.

Expectations for Teaching:

Assistant Professors of Teaching are expected to contribute to teaching in the Department of Biology that is of very high quality and to show a willingness to teach a range of subject matter at various levels.

1. **Undergraduate Courses:** The Department of Biology expects that Assistant Professors of Teaching will teach undergraduate courses in 3 of the 4 terms each year (Term 1, Term 2 and one term during the summer session).
2. **Directed Study and Honours Students:** Assistant Professors of Teaching are encouraged to engage undergraduate students in directed reading projects or to engage in the supervision of research-based directed study or honours projects in their area of expertise.
3. **Graduate Students:** The Department of Biology is supportive of faculty members in the Professor of Teaching stream serving on graduate committees in their area of expertise and encourages faculty members who are supervising graduate students to consider inviting Assistant Professors of Teaching to serve as committee members for their graduate students.
4. **Quality of Teaching:** Evaluation of teaching will be based on the effectiveness rather than the popularity of the Assistant Professor of Teaching. The Department of Biology expects to see evidence of excellence in teaching.
 - a. Peer reviews of teaching will be conducted during the pre-tenure period, and Assistant Professors of Teaching will be expected to address any concerns raised by the peer reviews. If initial peer reviews document concerns, improvement in the areas of concern should be apparent from subsequent peer reviews.
 - b. Demonstrating teaching effectiveness could include TEQ scores at or above relevant norms, or, for courses taught for a limited period, improvement of initially low scores to scores that approach or exceed the norms by the end of the qualifying period.
 - c. Evidence of student success can also be used to demonstrate effective teaching. Such evidence includes winning of awards, presentations at conferences, or success of mentored students in finding positions.

- d. We encourage faculty to engage with the Center for Teaching and Learning, but documentation of attending training sessions there does not replace the need to document that actual classroom performance meets standards of high quality instruction.

Expectations for Service:

The SAC guidelines (3.3.2) state that, "Service to the University and the community includes service performed for the benefit of Departments, Faculties and other parts of the University and for the community at large."

Assistant Professors of Teaching are expected to have 20% of their workload as service.

All faculty members are expected to attend Department of Biology meetings and Barber School Faculty Meetings unless teaching schedules are in conflict.

Service at the level of the Department for an Assistant Professor of Teaching could include student course and program advising, sitting on either standing or ad hoc committees, especially those that deal with curriculum.