



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Pharmaceutical Sciences

Promotion & Tenure for Educational Leadership Stream

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Guiding Documents

- Collective Agreement Between The University of British Columbia and The Faculty Association of The University of British Columbia (July 1, 2022 to June 30, 2025), aka “[The Collective Agreement](#)” (CA). **See in particular Articles 3, 4, 5, and 9 of Part 4.**
- Guide to Reappointment, Promotion and Tenure Procedures at UBC, aka “[The SAC Guide](#)”. **See in particular Appendix 1.**



Expected Areas of Productivity

Teaching: See CA Part 4 Article 4.02 + SAC Guide Appendix 1

Educational Leadership: See Article 4.04 + SAC Guide Appendix 1

Service: See Article 4.05 + SAC Guide Appendix 1

Note:

- **These three areas can be hard to separate!**
- “While service to the University and the community is important, it cannot compensate for deficiencies in teaching, scholarly activity, or educational leadership.” (CA Part 4 Article 4.01a)



Key Criteria

For promotion to Associate Professor of Teaching:

“evidence of excellence in teaching”

“demonstrated educational leadership”

“involvement in curriculum development and innovation, and other teaching and learning initiatives”

“keep abreast of current developments in their respective disciplines, and in the field of teaching and learning”

For tenure:

“high standard of performance in meeting [these criteria] and show promise of continuing to do so”



Key Criteria

For promotion to Professor of Teaching:

“outstanding achievement in teaching and educational leadership”

“distinction in the field of teaching and learning”

“a growing body of innovative contributions to curriculum development, course design and other initiatives that advance the University’s ability to excel in its teaching and learning mandate”



Definition of Teaching

“Teaching includes all presentation whether through lectures, seminars and tutorials, individual and group discussion, supervision of individual students’ work, or other means **by which students... derive educational benefit.** An individual’s entire teaching contribution shall be assessed. **Evaluation of teaching shall be based on... effectiveness rather than popularity...**as indicated by command over subject matter, familiarity with recent developments in the field, preparedness, presentation, accessibility to students and influence on the intellectual and scholarly development of students.... **Consideration shall be given to...ability and willingness...to teach a range of subject matter and at various levels of instruction.”**



Definition of Educational Leadership

“Educational leadership is activity taken at UBC and elsewhere to advance innovation in teaching and learning **with impact beyond one’s classroom**” and includes:



- **Engagement in the scholarship of teaching and learning**
- Contributions to curriculum development, pedagogical innovation and other initiatives that extend beyond the member’s classroom
- Teaching, mentorship and inspiration of colleagues
- Formal educational leadership responsibility

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Definition of EL (cont'd)

- Organization of and **contributions to conferences...and other educational events on teaching and learning** locally, nationally and internationally
- **Contributions to the theory and practice of teaching and learning**
- Other activities that support evidence-based educational excellence, leadership and impact within and beyond the University”

Note: “Judgement of educational leadership is based mainly on the quality and significance of the individual’s contributions.”



Definition of Service

“Service is a combination of assigned and self-directed tasks. This includes service performed for the benefit of Departments, Faculties, Extended Learning, or other parts of the University...and for professional organizations and the community at large...”



Evidence of Impact

Impact on people: Students
Colleagues

Impact on processes: Approaches and priorities
Support

Impact on products: Curriculum
Literature

See: [CTLT Teaching and Learning Impact Framework](#)
[CTLT Educational Leadership resources](#)





Is Scholarship of Teaching Required?

SAC Guide: “Although not required, contributions to the scholarship of teaching and learning can serve as evidence of educational leadership and/or teaching excellence. Traditional scholarship in areas other than teaching and learning is not considered evidence of educational leadership and/or teaching excellence.”

SAC reality:

It is very unusual to see an Educational Leadership file with no evidence of scholarship of teaching and learning productivity (e.g., TLEF grants, conference presentations, and publications).

Pro Tips

- ✓ Plan ahead: Read relevant documents, get advice, find out about the P&T process in your own Department and Faculty.
- ✓ Understand expectations for teaching, educational leadership, and service, and seek opportunities to fill gaps in your record.
- ✓ Have your teaching evaluated by students and peers.
- ✓ Start (really) early on preparing CV and dossier.
- ✓ Use the correct CV form and complete it correctly and accurately.
- ✓ Make good use of the narrative sections of the CV.
- ✓ For collaborative work, be clear about your contributions.



Pro Tips

- ✓ Tell the best, most coherent story you can about your teaching, educational leadership and service.
- ✓ The CV and dossier should complement each other, but not be duplicative or repetitive.
- ✓ Consider possible arm's length external referees. For promotion to Assoc PoT, they can all be at UBC but ideally some are elsewhere.
- ✓ Be patient: It can take many months from dossier submission to President's decision.
- ✓ Get advice and feedback, and support each other.

