

## Professor of Teaching Guidelines - Faculty of Science DRAFT

For detailed information on the new rank of Professor of Teaching, please see:

<http://www.hr.ubc.ca/faculty-relations/files/Guidelines-for-Promotion-to-Professor-of-Teaching.pdf>

### **Who is eligible to vote regarding promotion from Senior Instructor to Professor of Teaching and serve on the department standing committee?**

- Tenured Associate Professor
- Tenured Professor
- Tenured Professor of Teaching

### **Rank and source of referees from institutions outside of UBC.**

Any professor noted for excellence in teaching and learning and educational leadership would be able to provide an external letter, particularly if they have received recognition for their teaching (eg won a Killam prize for teaching; or area 3M National Teaching Fellow). In addition, there are a number of other institutions that have the equivalent of Professor of Teaching (often called Professor of Practice):

- University of Victoria
- McMaster University
- University of Ottawa
- Emory (College of Arts and Sciences)
- Duke University
- Carnegie Mellon

As to rank, the preference is for the external referee to be at a rank senior to the rank in question. At the same time, the SAC guidelines suggest that if there is a clear rationale given then choosing a referee at the equivalent rank (senior instructor) would be acceptable. Therefore an outstanding senior instructor from another institution would be an acceptable referee. The wording of the relevant section is below:

5.3.8 Heads should take care in choosing referees who are qualified to render judgment on the quality and significance of a candidate's scholarly achievements. If a candidate is involved in more than one area of scholarly activity (i.e. traditional scholarship, scholarship of teaching and/or professional contributions), a reasonable number of referees should be chosen who can offer their opinion in each area. This may be accomplished by selecting referees who are able to evaluate more than one area or by choosing different referees for different areas. It is generally understood that the higher the profile of the referees, the more credible their appraisals. ***Referees are normally at a rank above the candidate's current rank, except for the rank of Professors; however, it is understood that in some cases, it is appropriate to use referees at other ranks or in other professions. In those cases, the Head should provide a reasonably detailed statement of the reasons for selection of the referee and of his or her qualifications and accomplishments.*** (emphasis added)

### **What will be useful in considering a promotion review: differentiating between Professor of Teaching and Senior Instructor**

The review will be of the candidate's teaching, related scholarship and educational leadership plus service. Based on the analysis of our best Senior Instructors we have come up with a series of distinguishing criteria, which the Dean plans to review in consideration of a promotion. Firstly, to be considered for promotion or appointment to Professor of Teaching, the candidate must be actively engaged in teaching. Secondly, the candidate must be contributing to educational leadership.

The candidate should have outstanding teaching evaluations (student and peer) compared to colleagues within the unit. Our best senior instructors have student evaluations that are significantly higher than departmental averages for similar courses taught at the same level (i.e. comparing 2nd year to other 2nd year courses).

Broadly speaking the evidence for outstanding contributions in teaching, educational leadership and teaching initiatives fell into:

- leadership (directing initiatives, directing curriculum review, organizing conferences, etc.)
- grants (TLEF within UBC for instance)
- awards (Killam for instance)
- professional development (personal and teaching others)
- program/curriculum development including a history of sustained and innovative contributions
- mentoring/advising (all ranks considered, undergrad, graduate, peers/colleagues etc.)
- scholarship in teaching, learning and education (publications, presentations, articles - not necessary in peer reviewed journals, conference participation, textbooks etc.)

The candidate should have evidence of achievement in most if not all categories to make the strongest case for promotion. The candidate should present evidence of activities with demonstrated impact or recognition outside of the unit and university, but this is not a requirement for any individual category.

With regards to service, beyond the expected service for the department and UBC, many of our best senior instructors are involved in community outreach including K-12 workshops, Science fair, contests, etc.). This degree of service to the community will also be deliberated as part of the promotion consideration though to a lesser extent.

Overall the candidate needs to show evidence of impact and sustained/continuous contributions within the department that has lead to recognition outside of the department/unit and ideally outside of UBC.