

Faculty of Medicine & Dentistry

Tenure & Promotion

Strategies for Success

November 2024

Mia Lang, Associate Dean, Faculty Development

mlang@ualberta.ca

[FoMD Faculty Development Webpage](#)

Objectives

After reviewing this PPT, you will be able to:

1. Describe the process of how your tenure and promotion application is evaluated
2. Formulate a plan to achieve tenure and promotion success

E- Class external

- General
- Announcements
- Topic 1
 - Acknowledgements
- MODULE 1. SELF A...
 - Exercise - Quiz 1: Sel...
- MODULE 2. TENUR...
 - Presentation slides
 - FoMD Guidelines for ...
 - FEC Standards Appro...
 - UofA Collective Agre...
 - Exercise 2 - Quiz 2
 - Discussion Forum: R...
- MODULE 3. PREPA...

FoMD Tenure and Promotion Online

Course Settings Participants Grades Reports More

General

Collapse all



Announcements

Hidden from students

Topic 1

Welcome to the Course

Faculty Development Tenure & Assistant to Associate Professor Promotion Course for FoMD Members

FoMD Online Resources

🏠 > Resources > Faculty + Staff Resources > Faculty Development > Merit and Promotion

Faculty Development

Access the FAR

Merit and Promotion

Professional Development

Merit and Promotion

MERIT

Annual merit recommendations made by your Department Chair are deliberated and decided by the Faculty Evaluation Committee (FEC), using information you submit in your annual report compared to your respective guideline/standard documents.

PROCESS AND POLICIES

Please see the following documents that help describe the expectations and standards for different faculty members in FoMD.

- [Faculty Evaluation Committee \(FEC\) Standards for Academic Faculty](#)
- [Faculty Service Officer](#)
- [Academic Teaching Staff](#)

Faculty Evaluation Committee (FEC)
Standards, 2017

Faculty of Medicine & Dentistry
University of Alberta

Procedures and Criteria for Tenure, Promotion, Merit, and
Sabbaticals

This document was produced after consultation with:

- Academic Faculty members from the Faculty of Medicine & Dentistry
- FEC Documents of other faculties of the University of Alberta
- University of Alberta, Collective Agreement
- Promotion documents from other Canadian Faculties of Medicine

FEC Standards

Each Faculty has its own Faculty Evaluation Committee (FEC) Standards:

- All follow the Collective Agreement
- Assesses academic activity in reporting period
July 1 – June 30
- Used for annual assessment of merit
- Used at distinct career junctures:
 - Tenure & Promotion (mandatory)
 - Associate to Full Professor (optional)

[Benefits + Pay](#)[Employment Information](#)[Learning + Development](#)[Culture + Well-being](#)[Env](#)[Home](#) > [Employment Information](#) > [Collective Agreements + Handbooks](#)

Employment Information

[U of A Onboarding Program](#)[Code of Conduct: Conflicts of Interest](#)[Statement of Ethical Conduct](#)

Collective Agreements + Handbooks

ACADEMIC

[University of Alberta and AASUA 2020-2024 Collective Agreement](#)[Common Agreement 2020-2024](#)[Schedule A - Academic Faculty Members 2020-2024](#)[Schedule B - Faculty Service Officer 2020-2024](#)

Contact Us

[Academic Staff Staff Service Centre](#)[Support Staff Human Resources, Health Safety and Environment Find Your HR](#)

Schedule A, Academic Faculty Members Collective Agreement

TABLE OF CONTENTS

Article A1: Appointments.....	61
Article A2: University Responsibilities	64
Article A3: Supplementary Professional Activities (SPA)	65
Article A4: Sabbaticals	68
Article A5: Probation and Tenure	69
Article A6: Faculty Evaluation	71
Article A7: Unsatisfactory and Unacceptable Academic Performance	82
Article A8: Appeals	84
Article A9: Salaries and Benefits.....	89
Article A10: Academic Reorganization.....	89
Article A11: Financial Emergency	94
Article A12: Delegation.....	98
Appendix A.1: Letter of Appointment	100
Appendix A.2: Annual Report.....	101
Appendix A.3: Detailed Procedures for Sabbaticals	103
Appendix A.4: Letter of Intent	112
Appendix A.5: Intersession Teaching	113
Appendix A.6: Academic Faculty Salary Scales	114
Appendix A.7: Copyright Regulations	119



What is Tenure ?

- Institutional endorsement of academic stature
- An endorsement to succeed
- Assistant professor probation periods (4 + 2)
- Most apply for tenure in 5th year
 - Extensions can be granted (illness, parental leave)

Early Application for Tenure

- Can apply at the end of the 1st probationary period
- Consider decision carefully
- Only one opportunity to apply for tenure **
if unsuccessful, you must leave the
academic track

Expectations for Awarding Tenure

The whole record of performance (all position domains) over the course of the applicant's entire career, to the date of consideration, will be assessed.

“For the award of tenure, the Academic Faculty member must demonstrate a strong record of achievement in teaching and research, and must demonstrate on the basis of performance while on probation that they are capable of contributing effectively as an Academic Faculty member in all areas of responsibility.”

(A6.03.3(c))

For the position domain that is the basis of the application for tenure with promotion from Assistant to Associate Professor:

- Documentation of how their major job domain has had an impact at least at a local level, or preferably to an emerging/established national recognition

Application for Professor (Full)

- Recognizes distinction in major field of study
- Not automatic, nor mandatory
- Work known internationally
- Eligible: salary within 1 increment or higher than min for Professor
- Take advice from Div/Dir, Dept Chair, Mentor
- Unsuccessful: may apply again, i.e. not as high stakes as step from Assistant to Associate

Application

- Submit all required documents to your Chair
- Follow internal departmental guidelines and timelines
- Dean's office has specific guidelines and timelines for Chairs to follow
- Chair submits final package to the Dean's Office



Who decides?

- Voting members of FoMD Faculty Evaluation Committee (FEC):
 - Dean (only votes in case of a tie)
 - All FoMD Dept Chairs
 - 8 Elected tenured Academic Faculty
 - 1 Elected tenured rep from your dept
 - 1 Tenured Academic Faculty member from another Faculty
 - 1 Faculty Service Officer (FSO) rep whenever an FSO being discussed

Decision Process and Outcomes

- FoMD FEC meets in late November
- FEC quorum = 80% of voting members
- Anonymous voting
- Simple majority decides

3 Outcomes:

- Successful: tenure starts July 1 of next academic year
- Unsuccessful: academic appt terminated
- Extension for one year

Keys to Success

- Know and follow your job description
- Hard work NOT necessarily = promotion
- Activities and productivities should
 - Reflect career goals
 - Be aligned with the FEC Standards
 - **Demonstrate scholarship:**
 - especially in the position domain of highest percent
 - utilize any opportunity for scholarly work

Keys to Success: Stay on track

🏠 > Resources > Faculty + Staff Resources > Faculty Development > Professional Development > Mentorship

Professional Development

Mentorship

Peer Consultation for Teaching Program

Teaching

Research Skills

Service + Administration

Mentorship

Mentorship may be defined as a personal relationship in which a knowledgeable person (the mentor) helps a less experienced person gain experience and knowledge.

Within our the FoMD a mentor is a faculty member with wisdom who offers advice, information, guidance, support to a junior faculty member, thereby assisting their professional development. A mentor helps a junior faculty member to adopt our shared academic values, manage their time, and maintain a productive network of colleagues.

Objective

Key to Success

Teaching (p 15 – 17 FEC Standards)

- Peer Review
- Self-Reflection
- Accomplishments of your trainees
- Scholarship (mandatory if 30% or more teaching, or basis of tenure/promotion)

🏠 > Resources > Faculty + Staff Resources > Faculty Development > Professional Development > Peer Consultation for Teaching Program

Professional
Development

Mentorship

Peer Consultation for
Teaching Program

Teaching

Peer Consultation for Teaching Program

Description

Enhance reflective teaching practice to improve teaching skills and learner experience in the Faculty of Medicine and Dentistry.

Support for Teaching

CTL has a continuously-growing library of online resources for instructors to support their teaching (whether face-to-face, blended or online). We encourage you to use these resources as a starting point and to then [request a consultation](#) with an Educational Developer should you require more bespoke support.



[Preparing Your Course](#)



[Implementing Your](#)



[Assessing Learning](#)



[Reflecting on Teaching](#)

ctl@ualberta.ca

780- 492-2826

Key to Success

Research (p 17 – 20 FEC Standards)

Lower Quality Research Activities	Higher Quality Research Activities
Scope is local	Scope is national, international
Work not peer-reviewed (e.g. Presentation at a local Dept. Research Day)	Work is peer-reviewed
Role/contributions poorly defined	Clearly defined role/contributions
Limited impact	Publications with high impact factor, or with description of impact, citations.
Non-competitive selection for research presentation (e.g. industry sponsored talk)	Competitive selection for research presentation; or invited keynote/plenary by major research group

Contact a UofA Librarian to assist you with your clarivate analytics:

- may help you describe your research contributions via:
 - your citation/H-index
 - impact factors of your publications
 - other analytics

Key to Success

Service/Administration (p 20 -21 FEC Standards)

- Choose wisely
- Outcomes from your role on committees

DOCUMENTATION: Getting started

- Start collecting *early*
- Use/keep data from your annual reports (FAR)
- Have material internally reviewed (Mentor/DD)
- Obtain sample documentation from successful senior colleagues (Mentor/DD)

Supporting documentation required (p 10 -12 FEC Standards)

1. Cover letter of accomplishments
2. Curriculum vitae:
 - a. Research
 - b. Teaching
 - c. Clinical
 - d. Service (Administrative)
3. Education/Teaching Dossier
4. Supporting letter from Chair
5. Referee letters
6. Five best papers if Research 30% or more or basis of tenure)

Cover Letter: Do's

- Detail to justify promotion (4-5 pages max)
- Start with job description
- Start with major portfolio and work downward
- Outline accomplishments under headings
 - Teaching, Research, Clinical care, Service (Admin)
 - Make it easy to read
- Describe all major achievements
- Draft and revise
- Highlight impact & scope of achievements (national, international)

Cover Letter: Don'ts

- Self-efface, embellish, or “pad”
- Engage in emotionalism/defensive posturing
- Indicate limitations or assign blame (lack of resources or protected time/ uncooperative DD)

This is inappropriate and counterproductive

CV

- List activities by domain:
 - Teaching
 - Research
 - Service
 - Clinical
- Not descriptive (that is in Teaching Dossier and Cover Letter)

Education/Teaching Dossier

- Critical document if teaching is high % of job description
- Comprehensive list of all teaching activities
- Keep record of all learners and evaluations

Chair's Letter

- Assessment by leader “closest” to applicant
- Detailed (2-3 pages)
- Put accomplishments in local/national/international context
- Highlights accomplishments that may not be obvious (innovations in teaching etc)
- Provide benchmarks and objectives
- Anticipates and addresses concerns

Referees

- 3 letters from referees All external to University
 - You only provide the names of your referees
 - Familiar with your work/area, but should not be a recent supervisor
 - At least one rank higher to which you are applying
- Chair does not have to use your choices
- FEC considers All responses received by Chair

Q & A

