



THE UNIVERSITY OF BRITISH COLUMBIA

EXCERPT FROM THE 2019-2022 AGREEMENT ON CONDITIONS OF APPOINTMENT FOR FACULTY

The University of British Columbia and the Faculty Association of The University of British Columbia have agreed on the following conditions of appointment for faculty members at the University of British Columbia.

Article 1. Interpretation

1.01 For the purpose of this Agreement:

...

“Scholarly activity” means research of quality and significance, or, in appropriate fields, distinguished, creative or professional work of a scholarly nature; and the dissemination of the results of that scholarly activity.

...

Article 3. Titles and Ranks

...

3.03 Assistant Professor of Teaching

Appointment to this rank normally requires completion of academic (or where appropriate, professional) qualifications, evidence of ability and commitment to teaching, and promise of educational leadership.

3.04 Associate Professor of Teaching

Appointment at or promotion to this rank requires evidence of excellence in teaching and, demonstrated educational leadership, involvement in curriculum development and innovation, and other teaching and learning initiatives. It is expected that Associate Professor of Teachings will keep abreast of current developments in their respective disciplines, and in the field of teaching and learning. An Associate Professor of Teaching may be promoted to the rank of Professor of Teaching in the fifth or subsequent years in rank.

3.05 Professor of Teaching

Appointment at or promotion to this rank requires evidence of outstanding achievement in teaching and educational leadership, distinction in the field of teaching and learning, sustained and innovative contributions to curriculum development, course design and other initiatives that advance the University's ability to excel in its teaching and learning mandate. Initial appointments at this rank are normally tenured appointments. Promotion to this rank is neither automatic nor based on years of service and it is expected that some persons will not attain this rank.

...

3.07 Assistant Professor

Appointment to this rank normally requires completion of academic qualifications, and evidence of ability in teaching and scholarly activity. Evidence will ordinarily be required to demonstrate that the candidate is involved in scholarly activity, is a successful teacher, and is capable of providing instruction at the various levels in their discipline, but it is sufficient to show potential to meet these criteria. The evidence may include the opinion of scholars familiar with the candidate's work and capability.

3.08 Associate Professor

Appointment at or promotion to this rank normally requires evidence of successful teaching and of scholarly activity beyond that expected of an Assistant Professor. The candidate will be judged on teaching as defined in Article 4.02, on sustained and productive scholarly activity, on ability to direct graduate students, and on willingness to participate and participation in the affairs of the Department and the University. Initial appointment at this rank may be based upon evidence of the candidate's potential to meet these criteria, including the opinion of scholars or other qualified persons familiar with the candidate's work and capability.

3.09 Professor

- a) Appointment at or promotion to this rank is reserved for those whose contributions (judged by the criteria as set out in Article 4) are considered outstanding.
- b) These persons will have met appropriate standards of excellence and have wide recognition in the field of their interest. They must have shown high quality in teaching and sustained and productive scholarly activity, have attained distinction in their discipline, and have participated significantly in academic and professional affairs. Promotion to this rank is neither automatic nor based on years of service and it is expected that some persons will not attain this rank.

Article 4. Criteria for Appointment, Reappointment, Tenure and Promotion

4.01

- a) Candidates for appointment, reappointment, tenure, or promotion, other than those dealt with in paragraph (b), are judged principally on performance in both teaching and in either scholarly activity or educational leadership. Service to the academic profession, to the University, and to the community will be taken into account but, while service to the University and the community is important, it cannot compensate for deficiencies in teaching, scholarly activity, or educational leadership. Tenured appointments are granted to individuals who have maintained a high standard of performance in meeting the criteria set forth below and show promise of continuing to do so.
- b) ...
- c) Judgments of an individual should be made objectively.
- d) The decision to grant a tenured appointment shall take into account the interests of the Department and the University in maintaining academic strength and balance but no person holding a pre-tenure appointment shall be denied reappointment or a tenured appointment on the ground that the University has established quotas in a Department or Faculty for those holding a tenured appointment.
- e) A person holding a pre-tenure appointment may be denied reappointment or a tenured appointment on the grounds of financial exigency or redundancy. This shall be done in accordance with any applicable criteria and procedures established under Article 12 below.

4.02 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, whether in degree or non-degree programs sponsored by the University, derive educational benefit. An individual's entire teaching contribution shall be assessed. Evaluation of teaching shall be based on the effectiveness rather than the popularity of the faculty member, 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. The methods of teaching evaluation may vary; they may include student opinion, assessment by colleagues of performance in university lectures, outside references concerning teaching at other institutions, course material and examinations, the calibre of supervised essays and theses, and other relevant considerations. When the opinions of students or of colleagues are

sought, this shall be done through formal procedures. Consideration shall be given to the ability and willingness of the candidate to teach a range of subject matter and at various levels of instruction.

4.03 Scholarly Activity

Judgment of scholarly activity is based mainly on the quality and significance of an individual's contribution. Evidence of scholarly activity varies among the disciplines. Published work is, where appropriate, the primary evidence. Such evidence as distinguished architectural, artistic or engineering design, distinguished performance in the arts or professional fields, shall be considered in appropriate cases.

When assessing scholarship for career decisions, consideration will be given to different pathways to academic and scholarly excellence. Diverse substantive contributions to knowledge and methods of dissemination, as recognized within the field of inquiry, are valued.

- a) For the scholarship of teaching, scholarly activity may be evidenced by originality or innovation, demonstrable impact in a particular field or discipline, peer reviews, dissemination in the public domain, or substantial and sustained use by others. For example, textbooks and curriculum reform that changed academic understanding or made a significant contribution to the way in which a discipline or field is taught might constitute useful evidence of the scholarship of teaching whereas textbooks or curriculum revision of a routine nature would not.
- b) In professional or clinical studies scholarly activity may be evidenced by research on or the creation of:
 - i) significant applications of fundamental theory; or
 - ii) significant forms and applications of professional or clinical practice.

Work with professional, technical, scholarly or other organizations or with scholarly publications which falls within the definition of scholarly activity may also be considered.

4.04 Educational Leadership

- a) Educational leadership is activity taken at UBC and elsewhere to advance innovation in teaching and learning with impact beyond one's classroom. Educational leadership includes but is not limited to such things as:
 - application of and/or active engagement in the scholarship of teaching and learning;
 - significant contributions to curriculum development, curriculum renewal, course design, new assessment models, pedagogical innovation and other initiatives that extend beyond the member's classroom and advance the University's ability to excel in its teaching and learning mandates;

- teaching, mentorship and inspiration of colleagues;
- formal educational leadership responsibility within Department/Program/Faculty;
- organization of and contributions to conferences, programs, symposia, workshops and other educational events on teaching and learning locally, nationally and internationally;
- contributions to the theory and practice of teaching and learning, including publications such as textbooks, print and electronic publications, book chapters, articles in peer-reviewed and professional journals, conference proceedings, software, training guidelines, instructional manuals or other resources; and
- other activities that support evidence-based educational excellence, leadership and impact within and beyond the University.

b) Judgment of educational leadership is based mainly on the quality and significance of the individual's contributions.

4.05 Service to the University and the Community

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 (including the Faculty Association), and for professional organizations and the community at large. Such service might include administrative or supervisory work, service on committees and university bodies, all continuing education activity in the community including professional education, special work with professional, technical, scholarly or other organizations or with scholarly publications not falling within the definition of scholarly activity, membership on or service to governmental or public councils and boards, mentoring activities including for members of Indigenous, racialized, or other historically marginalized groups, and other forms of academic, professional, and public service.

Service also includes professional, academic, and public service work done to advance the inclusion of all those who have been historically excluded based on gender, race, religion, sexuality, age, disability, or economic circumstance.