



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

**EXCERPT FROM THE 2014-2016 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.

....

3. TITLES AND RANKS

3.05 Professor of Teaching

Appointment at or promotion to the rank of Professor of Teaching 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.

....

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 scholarly activity. 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 and in scholarly activity. Competence is required both in teaching and in scholarly activity, provided that a candidate who does not meet the criterion of scholarly activity but who is judged to be an excellent teacher may be given a tenured appointment as Senior Instructor when, in the view of the University, its needs will be best served by that appointment. Appointments without term are granted to individuals who have



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

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 term appointment with review 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.

....

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 instructor, 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.

....

4.04 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:



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

- 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

This includes service performed for the benefit of Departments, Faculties, Continuing Studies, 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, and other forms of academic, professional, and public service.