FoMD
Tenure & Promotion

Strategies for Success

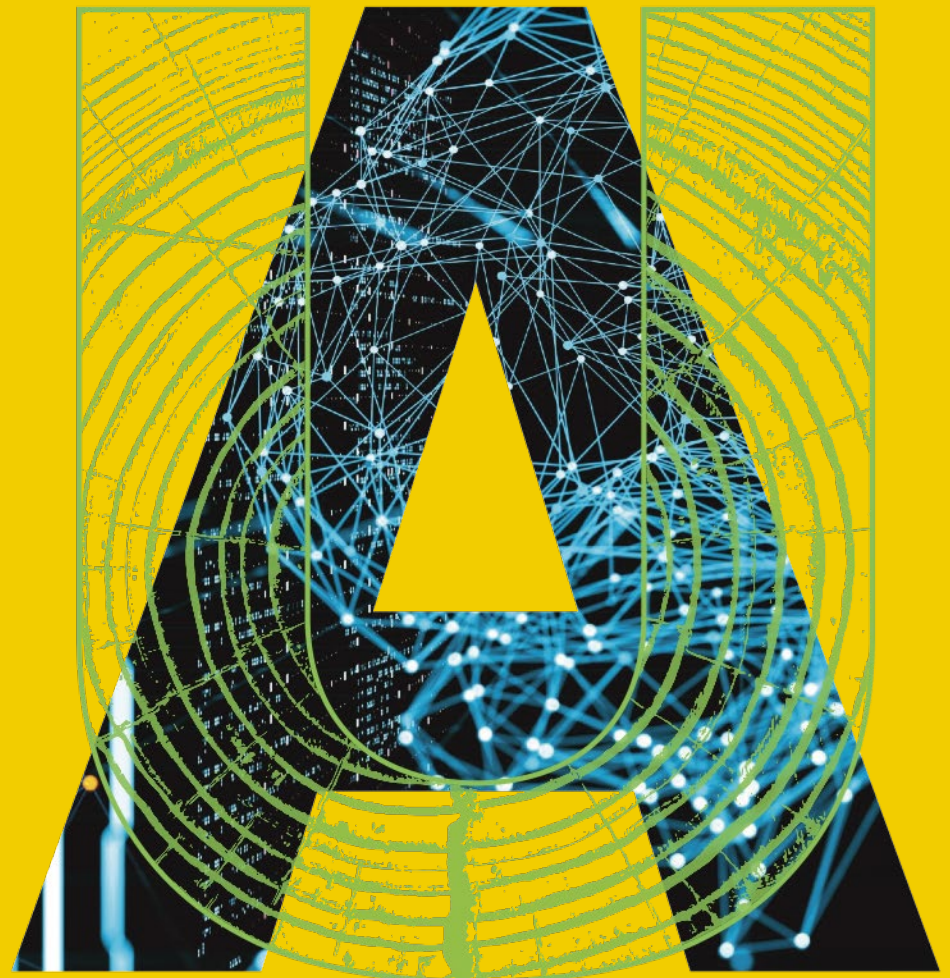
November 4, 2026

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Acknowledgements

Mia Lang, MD, PhD – former Associate Dean, Faculty Development

Some of the content of these slides are adapted from her previous slide deck.

(all other embellishments and formatting are either mine or Gemini AI's)

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Objectives

By the end of this session, you will be able to:

1. Describe the process of tenure and promotion
2. Formulate a plan to achieve tenure and promotion success

Resources

Collective Agreement

Specific Schedules:

- A. Academic Faculty Members
- B. Faculty Service Officers
- D. Academic Teaching Staff

Performance Standards:

- Faculty Evaluation Committee (FEC) Standards for Academic Faculty Members
- FEC Standards for Faculty Service Officers
- ATSEC Standards for Academic Teaching Staff

Faculty Development Website:

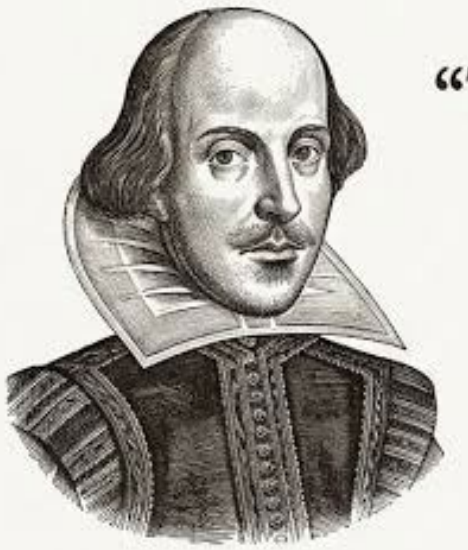
Merit and Promotion

Templates:

- CV
- Teaching Dossier

Miscellaneous:

- University of Alberta Framework for Effective Teaching
- A,B,Cs of Scholarship



"THIS ABOVE ALL:
TO THINE OWN
SELF BE TRUE."

— HAMLET, Act I, Scene iii

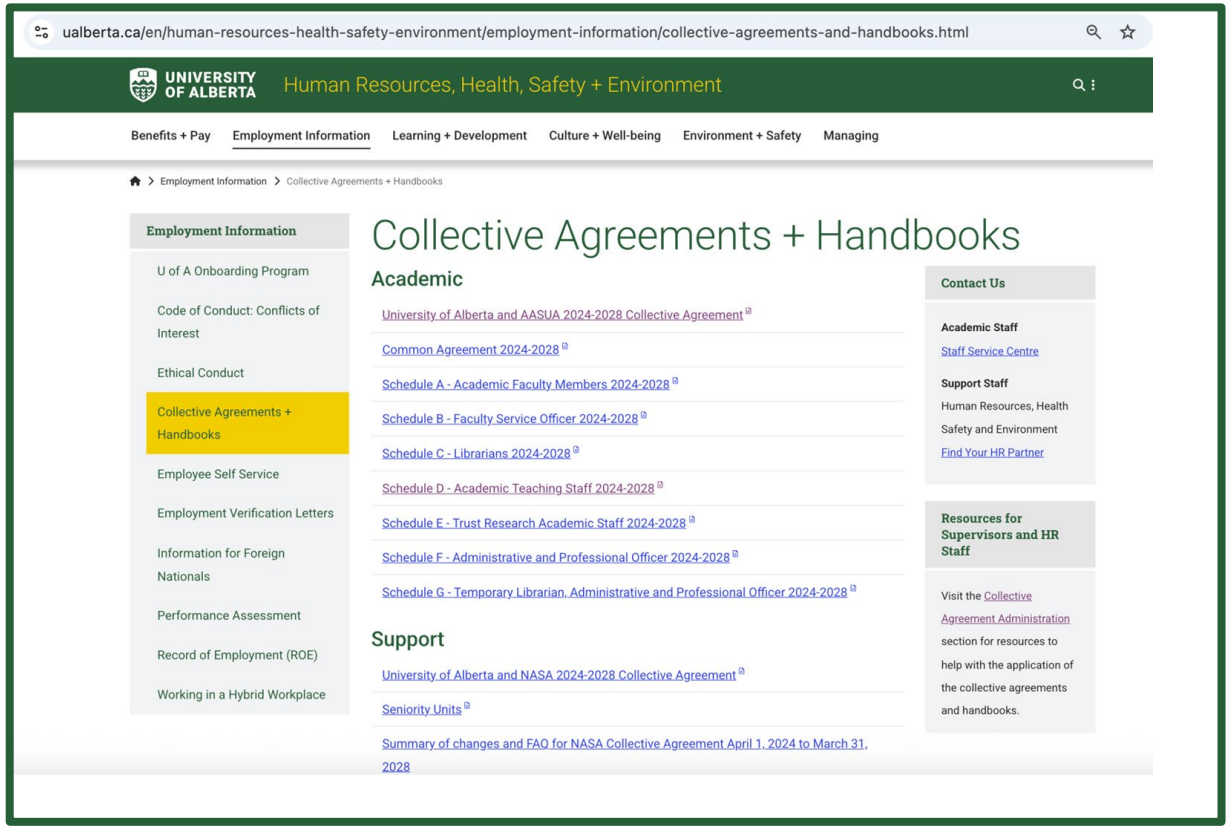
WILLIAM SHAKESPEARE

Tip #1: To thine own self be true

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“Same, same, but different” (Thai expression)

Collective Agreement: “an Academic Faculty member is expected to be a scholar: active in teaching, in research, and in service.”



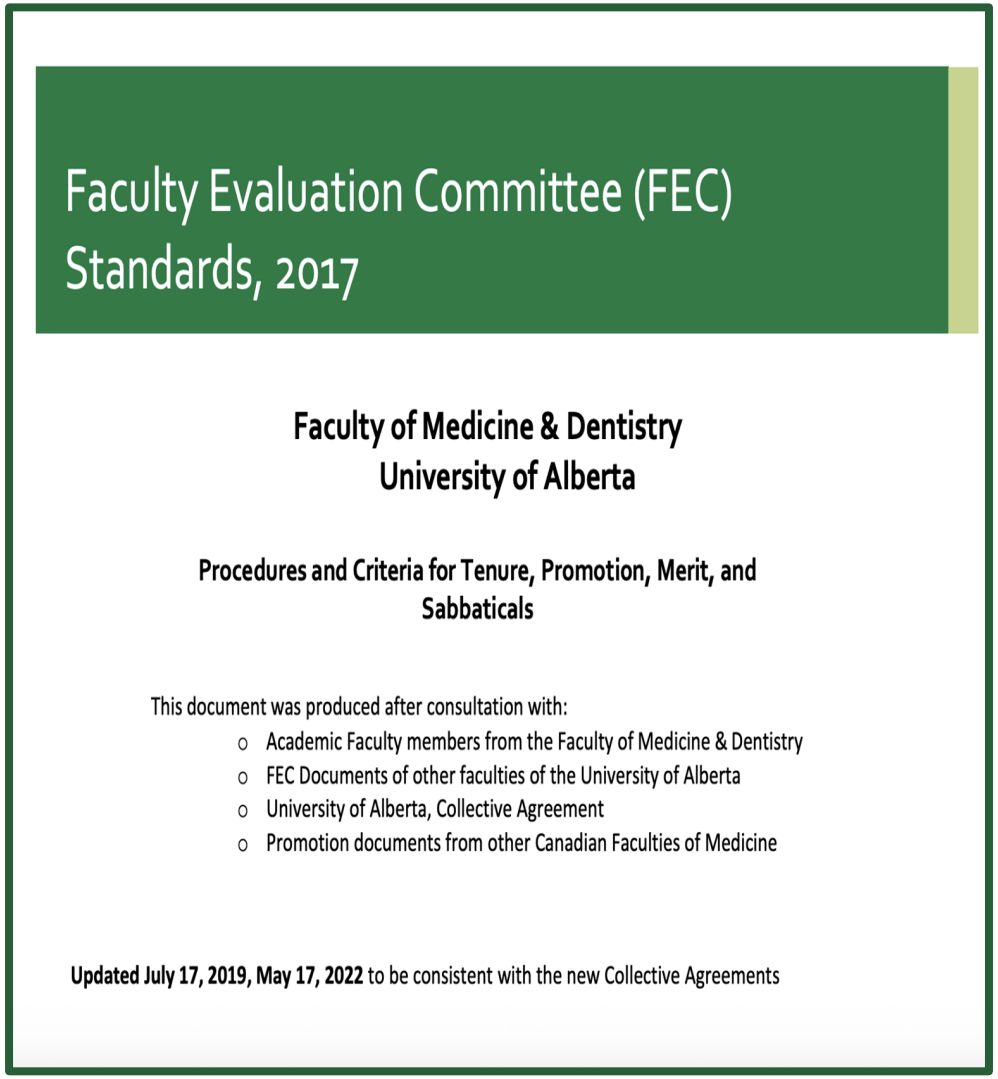
Collective Agreement includes:

- **Common Agreement**
  - applies to all
- **Schedules**
  - specific for each appointment type

FEC Faculty Standards

Each local **Faculty Evaluation Committee (FEC)** prepares its own **Standards of Performance**.

The relative proportions of teaching, research, and service varies from one Academic Faculty member to another.



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

Updated July 17, 2019, May 17, 2022 to be consistent with the new Collective Agreements

Example of different workloads

Faculty Member A

Research: 10%

Clinical: 50%

Education: 20%

Administration: 10%

Faculty Member B

Research: 75%

Clinical: 20%

Education: 10%

Administration: 5%

Faculty Member C

Research: 40%

Clinical: 0%

Education: 40%

Administration: 20%

Check your understanding!

A faculty member has been newly hired at the University of Alberta into the FoMD's Department of Oncology. To best understand expectations for academic performance, she should read and refer to which of the following documents?

a. The Common Agreement portion of the Collective Agreement
b. Any of the Schedules within the Collective Agreement
c. Any of the University of Alberta's FEC performance standards
d. It depends on her academic appointment type



Tip #2: Know the Goal Posts

ww.flickr.com/photos/27605104@N06/3371476022/

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Probationary Periods for Academic Faculty Members (Schedule A)

An Assistant Professor is hired into a probationary period. The Chair makes **recommendations** for Tenure to the Faculty Evaluation Committee, who decides on whether to grant tenure.

1st Probationary Period — 4 Years

1 of 3 decisions made:

- Second probationary period
- Offer of tenure
- No further appointment as Academic Faculty

2nd Probationary Period — +2 Add'l Years

Possible outcomes:

- Offer of tenure*
- No further appointment as Academic Faculty
- Extension of probationary period by 1 year

* For an Assistant Professor, offer of tenure comes with it promotion to Associate

Faculty Evaluation Committee (FEC)

A group of individuals within each Faculty tasked to evaluate the performance of its Academic Faculty members. (A6.01)

- **draft standards of performance**
- **decide on probation, tenure, and promotion**
- **decide on merit incrementation**
- **make recommendations about sabbatical**
- **etc.**

November (T and P and sabbaticals) January (merit incrementation)

Timelines

1

Jan – Mar Prep & Submission

Early Jan: Faculty contacted; Compile cover letter, CV & Teaching Dossier.

Feb – Mar: Assemble remaining materials;

Mid – Late Mar: Deadline to submit promotion package back to Chair's office

2

Apr – Jun Review & Revision

Late Apr –department interview review. consider tenure & promotion applications.

Late May – Early Jun: Applicants informed of recommendations to improve package.

Mid – Late Jun: Submit revised package. Chair submits candidate list to Dean.

3

Jul – Sep Referees & Dean's Office

Late Jun – Early Jul: Chair contacts referees.

Jul – Sep: Referee letters are received.

September: Chair prepares letter to FEC and forwards promotion materials to Office of Dean.

4

Oct – Dec FEC Decision

Mid – Late Oct: Applicants receive copy of Chair's letter to FEC.

Late Oct – Early Nov: Applicants provide updates on significant recent activities.

Late Nov – Mid Dec: FEC meets to consider applications. Decision letter sent by Dean in mid-late Dec.

5

Next July Promotion Effective

July 1

Approved promotions officially take effect on July 1 of the year following FEC approval.

Adapted from FoMD DoM *Tenure Track Promotion Timeline*

Promotion to Professor

Application to Full Professor is ***optional*** and recognizes distinction.

Eligible to apply when current salary is within 1 increment of, or is higher than, the salary minimum for Professor

2 outcomes possible: Promoted or Not Promoted

- If FEC decision in one year is NOT to promote, it is possible to apply again in future years.

Check your understanding!

How are the probationary period and an offer of tenure related to one another?

a. A probationary period precedes tenure for assistant professors
b. Tenure may be granted any time after the first probationary period
c. A decision to grant tenure is one of the possible outcomes from the FEC
d. All of the above

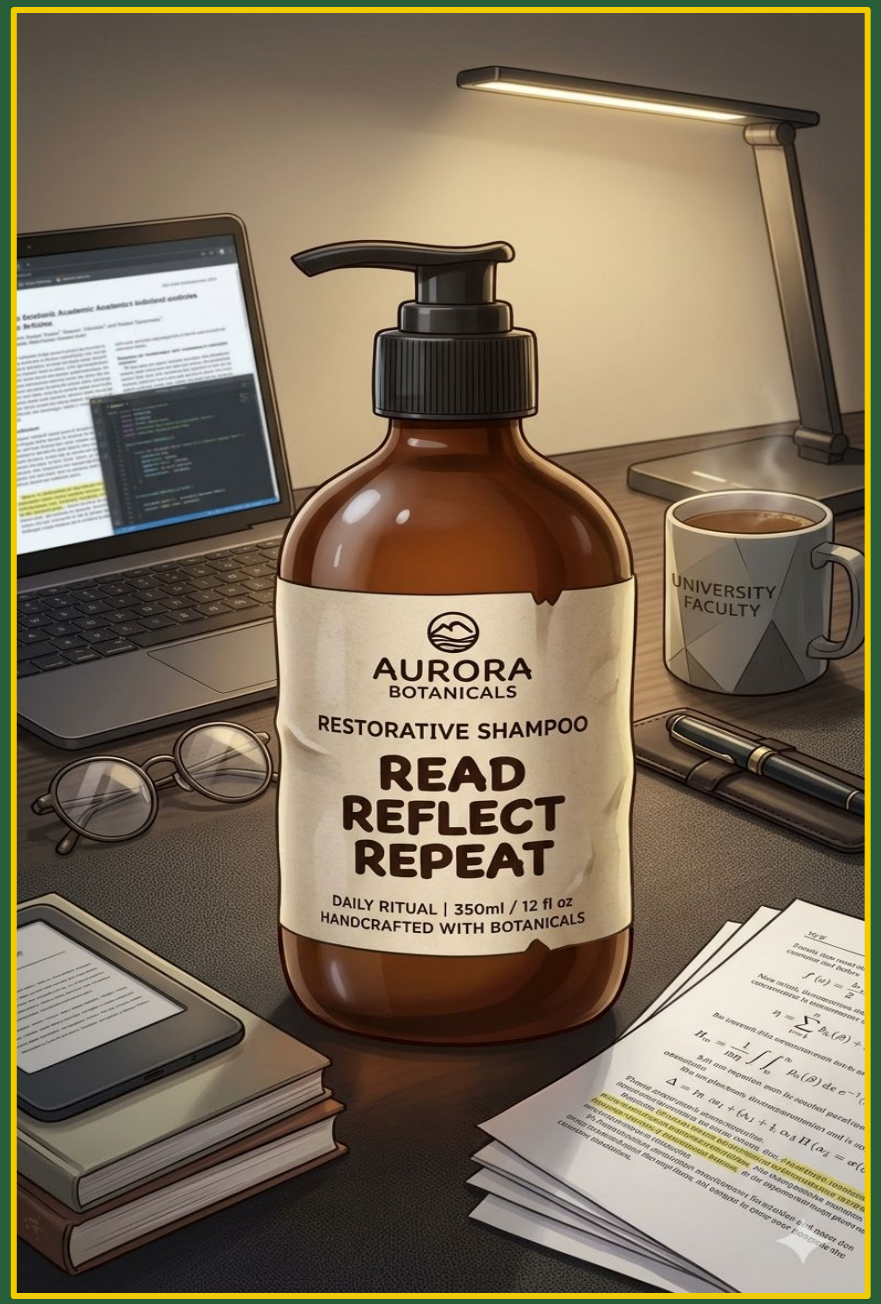
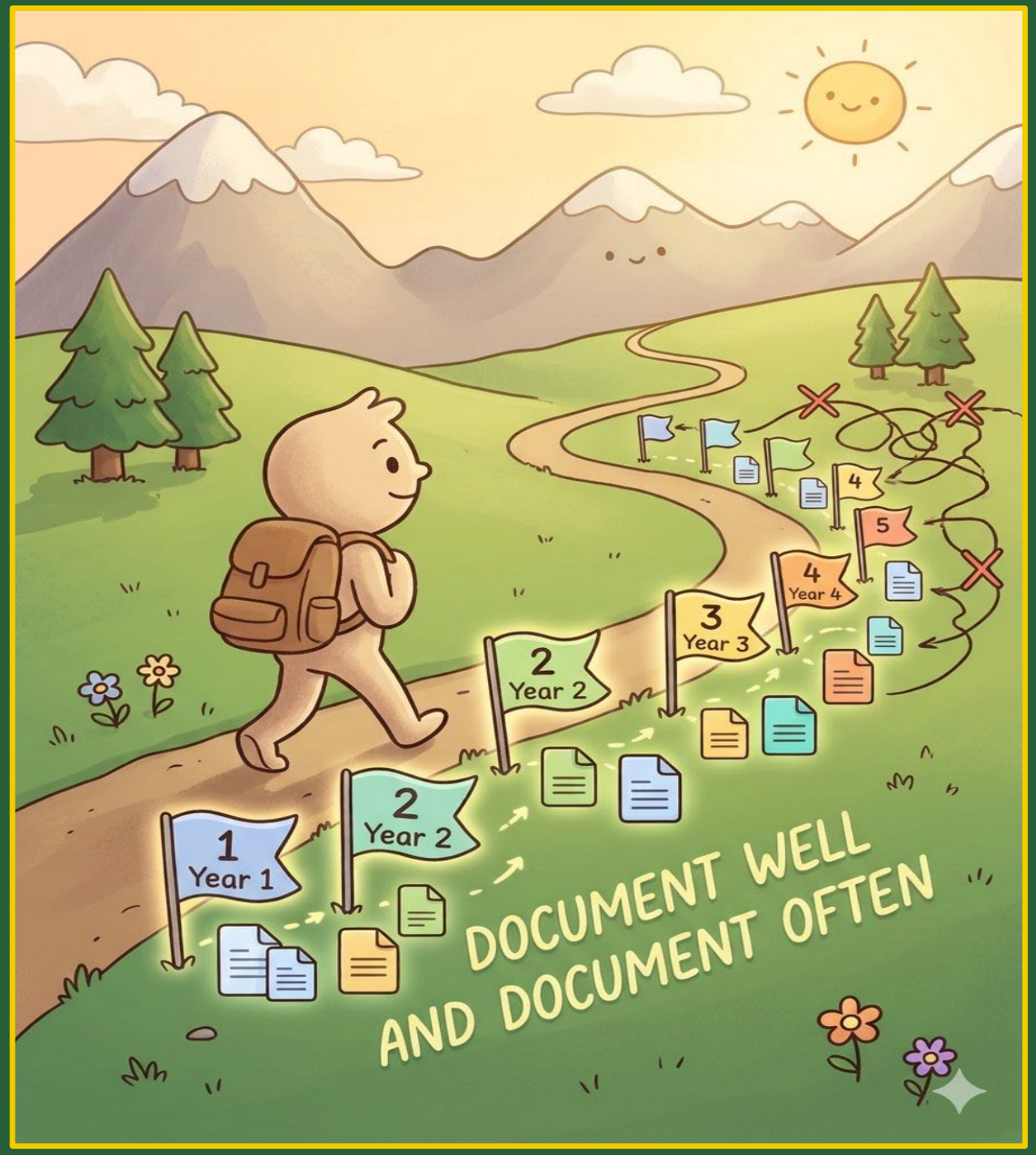


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Tip #3: Read, Reflect, Repeat

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Tip #4: Document Well and Document Often

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Documentation for tenure and promotion

ALL APPLICANTS

Applicant's responsibility

- Cover letter
- CV
- Teaching Dossier
- ***Suggests*** referees

Chair's responsibility

- Chair's letter
- invites referees and collects 3 letters of reference

SOME APPLICANTS

Applicant's responsibility

- Clinical Dossier*
- Top 5 Manuscripts*
- Administrative Dossier*

* if ≥ 30% of job description

Logistics of documentation

- There are recommended (but not required) templates for CV, dossiers, and list of suggested referees
- Your department may provide you with their versions of these templates
- Start compiling your documents as early as possible
- Be organized – Use headers and subheadings
- Start from most recent to oldest activities and accomplishments
- CV is a list of activities. Dossiers expand on these.
- Avoid duplication or padding

What to document

Describe scholarly activity in the dominant domain.

Scholarly activity: Glassick's criteria of scholarship:

- clear goals
- adequate preparation
- appropriate methodology
- significant results
- effective presentation
- reflective critique

Assistant to Associate

Emerging/established national recognition

Associate to Professor

Established national and emerging international recognition

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

Remember: “research” takes on many different forms

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Cover letter tips

Tell your story! Assume that the FEC knows nothing about you or your area.

If your job description has changed over time, provide this information upfront.

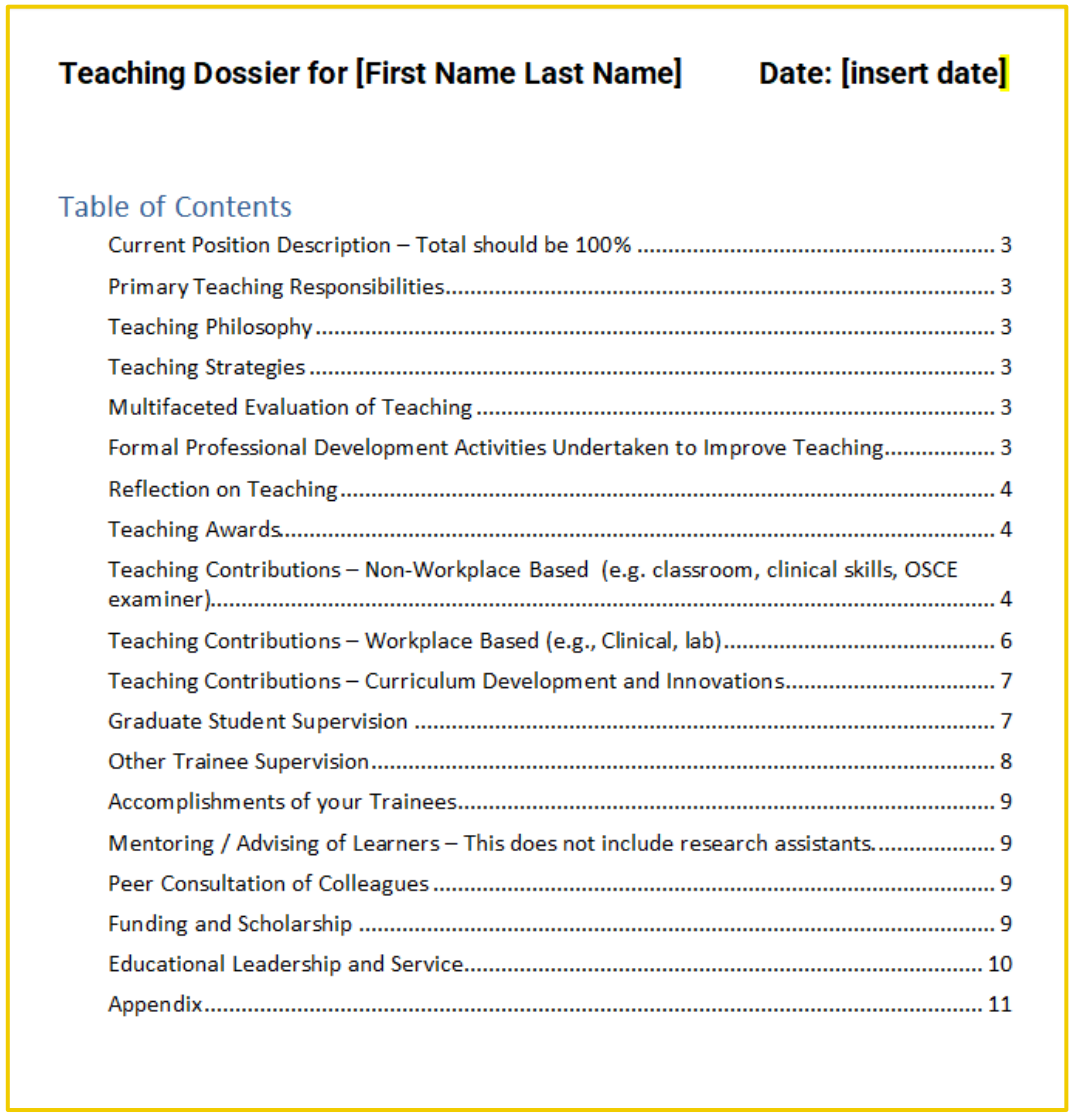
Years	Clinical	Education		Research	Administration
Nov 2012-June 2022	60%	20%		10%	10%
		General 10%	Workplace 10%		
July 2022-June 2023	55%	20%		10%	15%
		10%	10%		
July 2023-June 2025	55%	15%		10%	20%
		10%	5%		
July 2025-present	50%	10%		10%	30%
		5%	5%		

Major headings of the cover letter will reflect the major academic pillars of teaching, research, and service

Start with the largest domain of your job description, and the one for which you will be applying for promotion.

Make it easy for your chair to tell your story!

Teaching Dossier tips



Teaching Dossier for [First Name Last Name] **Date: [insert date]**

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Comments:

- Develop the Teaching Philosophy
- Multi-faceted evaluation of teaching:
  - Include teaching evaluations (single pdf)
  - Self-reflections on teaching
  - Peer review of teaching
  - Professional development to improve teaching
- See University of Alberta's Teaching Framework for Effective Teaching

University of Alberta's Framework for Effective Teaching

Framework for Effective Teaching

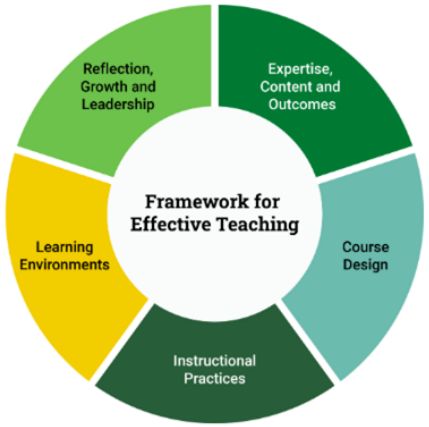
The University of Alberta is dedicated to providing transformative learning experiences. The Framework for Effective Teaching, aligned with the SHAPE: A Strategic Plan of Impact and grounded in research, offers comprehensive guidelines to enhance teaching quality. It promotes reflection, evaluation, and improvement of teaching practices to boost student outcomes and foster inclusive, engaging learning.

A key element is its multifaceted evaluation process, combining student feedback, peer reviews, and self-reflection to provide a holistic view of teaching effectiveness and support continuous improvement.

The Five Domains

Outlined in the Teaching, Learning and Evaluation Policy, the framework includes five domains, with decolonization, equity, and inclusivity embedded throughout. Appendix B of the policy articulates indicators of quality teaching within each of the five domains.

1. **Expertise, content, and outcomes:** Focuses on learning objectives, course content, and alignment with current research and trends
2. **Course design:** Emphasizes coherent learning objectives, constructive activities, and assessments
3. **Instructional practices:** Involves teaching methods, facilitation, and student engagement
4. **Learning environments:** Focuses on creating physical and virtual spaces that support diverse learning styles
5. **Reflection, growth, and leadership:** Encourages self-reflection, professional development, and leadership in teaching



By reflecting on these domains, the framework helps you improve your teaching practices and align them with the university's goals for high-quality, inclusive education. The framework will help you consider:

- How can you improve students' learning experience in our courses
- Aspects of your teaching practice that are effective, and what could be improved
- Methods to facilitate the continual development of your teaching practice
- How will you know if your newly learned interventions have impacted learning

- Expertise, Content and Outcomes Domain +
- Course Design Domain +
- Instructional Practices Domain +
- Learning Environments Domain +
- Reflection, Growth, and Leadership Domain +

REFEREES

Roles & Responsibility

Your responsibility is to ***suggest*** referees. Your chair is the one who ultimately decides which referees to ask.

IMPORTANT

Do NOT contact potential referees in advance.

Characteristics of Referees

Choose individuals from reputable universities with comparable guidelines and promotion criteria to UoA.

Must be tenured at Associate Professor or above (not clinical), **external to UoA**

↳ For promotion to Professor, the referee must be a Professor

Conflict of Interest Exclusions

- Must not be a former supervisor or mentor
- Must not be a personal friend
- Must not be a current collaborator (within the past 10 years)
- Must not be a retired faculty member

HIGHLIGHTS: SUMMARY OF CLINICAL EXCELLENCE

CLINICAL RESPONSIBILITIES

CLINICAL ADMINISTRATION AND LEADERSHIP

- Clinical Program Development
- Committee Work Associated with Clinical Practice

SCHOLARSHIP IN CLINICAL CARE

- Research and Dissemination in Clinical Care
- Grants/Program Funding

EVIDENCE OF CLINICAL EXCELLENCE

- Patient Care Advocacy
- Innovation in Clinical Care
- Quality Improvement
- Clinical Guidelines
- Creating a Clinical Environment to Foster Research and Medical Education
- Clinical Expertise that has Impact and Recognition
- Continuing Medical Education for Faculty, Staff, and Learners

CONTINUING PROFESSIONAL DEVELOPMENT

- Evaluation of Clinical Practice
- Continuing Medical Education - Conference Participation

EXAMPLES OF OTHER DOSSIERS: CLINICAL

EXAMPLES OF OTHER DOSSIERS: ADMINISTRATIVE

ADMINISTRATIVE POSITIONS

ADMINISTRATIVE RESPONSIBILITIES

ADMINISTRATIVE SERVICE

- Faculty Committees
- Department Committees
- University of Alberta Committees
- Regional Committees
- Provincial Committees
- National Committees
- International Committees

PROFESSIONAL DEVELOPMENT

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 objectifies
- Anticipates and addresses concerns

Communicate regularly with your Dept Chair so they understand your successes, and challenges.

Additional Recommendations

- Demonstrate scholarship: clear goals, sound methodology, significant outcomes, peer-review, dissemination (See Resources)
- Review documents with internal reviewers, mentors, divisional directors.
- Obtain example documents from successful, senior colleagues.
- Keep copies of previous activities reports.
- Service/Administration: Describe outcomes and your specific contributions