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THE UNIVERSITY OF BRITISH COLUMBIA



PATHOLOGY
laboratory medicine
UNIVERSITY OF BRITISH COLUMBIA

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DEPARTMENT OF PATHOLOGY AND LABORATORY MEDICINE

Faculty of Medicine, University of British Columbia

EXPECTATIONS OF ACADEMIC FACULTY

Overview

In order for the UBC Department of Pathology and Laboratory Medicine to successfully achieve its academic mission and to meet expectations of the Department by the Faculty of Medicine and the University, departmental faculty members are required to make ongoing contributions in the areas of scholarly activity, teaching, and academic service and to be accountable to the Department Head for these contributions. Academic Faculty refers to those departmental members in the Professoriate, Teaching, and Partner Streams (see Appendix).

The academic expectations outlined below, which vary according to rank, will provide guidance to prospective or current faculty members, and to the Department Head and the Academic Appointment, Reappointment, Promotion, and Tenure Committee when evaluating and making recommendations on appointments, reappointments, promotion and tenure, and merit. These expectations are in accordance with the *Agreement on Conditions of Appointment for Faculty* in the *Collective Agreement Between The University of British Columbia and the Faculty Association of The University of British Columbia (July 1, 2010 to June 30, 2012)*.

Scholarly Activity

Scholarly activity means research of quality and significance or, in appropriate fields, distinguished, creative, or professional work of a scholarly nature that is disseminated. Scholarly activity in the Department is broad in scope and encompasses traditional research activity, including basic investigative, translational, and clinical-applied research, scholarship of teaching and learning, and professional contributions.

Expectations vary according to rank and must be consistent with Departmental norms for the focus of scholarly activity. Scholarly Activity is not a criterion for promotion in the Teaching Stream, but scholarship of teaching and learning can be used as evidence of educational innovation and teaching excellence.

Assistant Professor: demonstrates potential for success as an independent investigator or scholar.

Associate Professor: has established an independent line of scholarly activity and is recognized locally and nationally for their work. Their work is published in the most important journals of the field, is disseminated and adopted by others, or influences the nature of practice in the field.

Professor: has established an independent line of scholarly activity and is recognized locally, nationally, and internationally for their work. Their work is published in the most important journals of the field, is disseminated and adopted by others, or influences the nature of practice in the field. Demonstrates scholarly leadership in their field.

Recognition of scholarly work may be indicated by but is not limited to publications, invitations to be a speaker or keynote lecturer at meetings or other institutions; participation in organization of meetings; service as a journal reviewer, editorial board member, or editor; and participation on grant or salary award panels as a reviewer, scientific officer, or panel chair. The significance of recognition will be reflected by the extent of local, national, or international involvement in these activities.

Teaching

All faculty members of the Department must be involved in teaching. Teaching is expected to encompass a broad range of activities and must be consistent with Departmental norms for rank. The extent and scope of educational contributions are to be determined by the Department Head or designate in consultation with the faculty member taking into account individual needs, opportunities for teaching, and the overall educational mission of the Department. For those on the Partner Stream, educational activities and the needs of the partner institution are an additional consideration.

The teaching activities of the Department are represented by scheduled teaching at undergraduate, graduate, and post-graduate levels, as well as continuing education, and involve lectures, seminars, tutorials, laboratories, and problem-based learning sessions, and one-on-one supervision of undergraduate and graduate students, residents, and clinical or research fellows.

Faculty members in the Professoriate Stream (Instructor II, Assistant Professor, Associate Professor, Professor) and Partner Stream (Assistant Professor, Associate Professor, Professor) are normally expected to devote a minimum of 10% of their time to educational contributions with at least 25 hours of scheduled teaching annually and the remainder devoted to one-on-one supervision and/or academic service related to

teaching and learning, with the majority of these contributions in programs of the Department and the Faculty of Medicine and those relevant to the partner institution.

Faculty members in the Teaching Stream (Instructor I, Senior Instructor, Professor of Teaching) are normally expected to devote a minimum of 80% of their time to scheduled teaching activities and leadership related to teaching and learning, with the majority of these contributions in programs of the Department and the Faculty of Medicine. From initial evidence of ability and commitment to teaching and promise of educational leadership, faculty members in this stream are expected to show increasing evidence of quality in teaching, educational leadership, innovation and contribution to curriculum development, course design, and other initiatives that enable the Department to excel in its teaching and learning mandate with outstanding and distinctive achievement required at the highest rank.

Faculty members are expected to register the majority of their graduate students in the Department.

It is expected that faculty members participate in programs to enhance their teaching abilities and to learn about and utilize, where possible and appropriate, the most demonstrably effective methods available to deliver their educational materials.

Each faculty member is expected to be able to demonstrate the effectiveness of his or her teaching by way of student and peer-based evaluations.

Academic and Community Service

All faculty members are expected to participate in service activities that support the academic mission of the Department and are of benefit to the Department, the Faculty, the University, and the Partner Institution (if relevant) as well as continuing studies, professional organizations, and the community at large.

Participation, consistent with rank, is expected in a broad spectrum of academic service activities that include but are not limited to: membership on or chairing student supervisory and examination committees, or ad hoc, programmatic, departmental, or executive committees; directorship or other leadership activities related to delivery of educational programs; involvement in curriculum or course development and innovation; peer evaluation of teaching; student advising and counselling; and mentorship of trainees, staff, and faculty. Community contributions including all continuing education activity, involvement in professional societies, membership on or service to government or public councils and boards, engagement in health leadership and related community service, and enhancement of Pathology in the community are also valuable and will be recognized.

Involvement in such activities is expected of all faculty members. Increasingly greater levels of academic and community service are expected over time with Full Professors and Professors of Teaching showing the greatest involvement.

Academic Accountability

All faculty members are expected to keep their curriculum vitae up to date.

An activity report summarizing academic contributions must be submitted annually.

Appendix

Professoriate Stream

- Instructor II
- Assistant Professor
- Associate Professor
- Professor

Teaching Stream

- Instructor I
- Senior Instructor
- Professor of Teaching

Partner Stream

- Assistant Professor
- Associate Professor
- Professor