CRITERIA FOR TENURE AND PROMOTION
RESEARCH AND TEACHING FACULTY

Produced in accordance with the Simon Fraser University Faculty Association (SFUFA) and Simon Fraser University (SFU) Collective Agreement

Presented to the Faculty of Education at the Faculty Meeting, November 26, 2018 and approved by Electronic Ballot on December 4, 2018
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“Not everything that counts can be counted, and not everything that can be counted counts.” (William Bruce Cameron)

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Faculty of Education Criteria for Tenure and Promotion: Research Faculty

The Faculty of Education sees the renewal, tenure, promotion and salary review processes as aligning with the Faculty of Education’s core values of equity and diversity, a culture of inquiry, and Indigeneity. We see our standards as rooted in the pedagogical principles, scholarly knowledge base, and public service commitments we espouse with our students and demonstrate within our communities. The individual success of each member of our community is recognized as a contribution to the overall success of the entire Faculty, and as such we embrace an egalitarian and pedagogical approach to evaluation. We see collegiality as a core part of this process as it provides ways of recognizing and celebrating the diverse contributions and scholarship of our faculty, individually and collectively.

In all areas of assessment, success is demonstrated through an ongoing commitment to high quality contributions to the intellectual and communal life of the faculty.

It is important to note that the tables used throughout this document are intended to offer examples of the types of indicators candidates might provide to the FTPC. These lists should not be treated as checklists and faculty are not expected to engage in all of these activities, nor indeed should the list be viewed as ordered or exclusive. In fact, faculty members are encouraged to generate unique indicators specific to their own circumstances and submit relevant supporting evidence to demonstrate their contributions to excellence in teaching, scholarship and service.

While the candidate is responsible for providing the Committee with all of the material needed to evaluate their contributions in teaching, scholarship, and service, the Committee bears sole responsibility for evaluation of the material presented. The Committee and candidates should conceptualize presentation and evaluation of the dossier as a two-way conversation and seek out additional information or clarification as needed. Candidates should provide a descriptive narrative that guides the Committee’s understanding of the context and evidence provided toward assessing faculty contributions in teaching, scholarship and service.

These criteria are to be used in conjunction with the SFUFA and SFU Collective Agreement, Article 28: University Criteria for Appointment, Tenure and Promotion.

A research faculty member seeking tenure and/or promotion should refer to http://www.sfu.ca/faculty-relations/rtp.html for a timeline of the process.

All submissions will include a dossier of supporting materials describing achievements to date in the areas of scholarship, teaching, and service. The Faculty Tenure and Promotion Committee acknowledges the variability in academic careers in a faculty as diverse as ours. Different areas of study within Education have different priorities and ways of acknowledging achievement. Faculty members are responsible for describing how their dossier is exemplary of the work in their field(s) and demonstrates an ongoing professional commitment to teaching effectiveness, scholarly activity, and service to the University, academic discipline, or broader community.

The most relevant excerpts from Article 28 are provided below.
28.4 A faculty member who is being considered for contract renewal, tenure and/or promotion and for salary review must be evaluated on the basis of their performance in three key areas of activity: teaching effectiveness; scholarly activity and service to the University, their academic discipline or the broader community. At a minimum, satisfactory performance in both teaching effectiveness and scholarly activity must be demonstrated. Less than satisfactory performance in either will not meet the expectations of the University. In addition, there must be evidence of meaningful service contributions.

**Teaching Effectiveness**

28.5 Success as a teacher is of fundamental importance for evaluating the performance of a faculty member. Matters which should be taken into consideration in evaluating teaching include mastery of the subject, generation of enthusiasm in students, maintenance of appropriate academic standards, dedicated involvement within one’s field(s), openness to innovation, graduate supervision, and development of academic programs. Consideration shall be given to the ability and willingness of a faculty member to teach a range of subject matter and at various levels of instruction. Teaching effectiveness should be measured or assessed through a combination of methods, including student questionnaires, the observations of faculty colleagues, teaching portfolios, and the calibre of supervised dissertations and theses. At a minimum, faculty members must follow the general procedures developed by their departments to evaluate teaching effectiveness. Services to students over and above formal teaching should also be taken into consideration, particularly where the service is of a time-consuming nature.

**Scholarly Activity**

28.6 Research achievement is of fundamental importance in the evaluation of the performance of a faculty member. The nature of research achievement will vary by discipline. Consideration should be given to evidence of scholarship reflected in the ability of the faculty member to have their research published or otherwise subjected to appropriate peer evaluation. In judging research, emphasis must be placed on quality as well as quantity. Consideration should be given to the particular conditions of community-engaged research and knowledge-mobilization activities. Consideration should also be given to recognition by national and international professional societies and granting agencies, and special recognition by such societies, agencies or other universities should be noted.

**General Contributions to the University and to Society**

28.7 It is expected that each faculty member will be an active participant in the collegial governance of the University. The faculty member’s contributions to all levels of the administration of the University should be considered. Account should also be taken of the faculty member’s contributions in initiating and participating in seminars, public lectures or similar activities on campus, and of the stimulation and help they may afford to other faculty members of the University. Included in this category are the public service contributions which faculty
members may make. It is recognized that certain faculty members or groups of faculty members may have exceptional service duties or expectations due to their membership in a particular group. These contributions should be taken into account in the context of the faculty members’ overall contribution encompassing teaching, scholarly activity, and service. There should, however, be a strong focus on the academic content of the contribution by the faculty member in this category.

A. Requirements for Tenure

28.9 A candidate for tenure who is an Assistant Professor must be considered for promotion to Associate Professor at the same time. Therefore, they must meet the requirements for promotion to Associate Professor set out in Requirements for Associate Professor below.

28.10 All candidates for tenure will be expected to demonstrate that, since the commencement of the tenure-track appointment:

28.10.1 there has been continued growth as an established scholar, as evidenced by the development of a significant program of research and scholarship;
28.10.2 there has been a sustained commitment to undergraduate and/or graduate teaching and supervision;
28.10.3 they have become a responsible and contributing member of the University/academic community.

B. Promotion to Associate Professor

28.11 Requirements for Associate Professor

Appointment or promotion to the rank of Associate Professor is based on a record of successful teaching, scholarly achievement, and participation in service to the University and the community. An important criterion is the demonstration of continued professional growth of the individual in their field(s) including recognition as an established scholar. External referees of high academic stature must assess the individual’s research contributions.

1) Evidence of Success as a Teacher and Teaching Effectiveness

High quality teaching is an expectation in the Faculty of Education for faculty members at all ranks. Teaching occurs in many areas of our work and is not limited to contributions in the classroom. In accordance with Article 28.5, teaching effectiveness is evaluated on the basis of a combination of factors that may include the items in the following tables, as provided by the candidate. Faculty are expected to create a teaching portfolio that demonstrates their contributions to teaching and their teaching effectiveness.
**Quality and Commitment to Teaching.** The quality of teaching is assessed by the FTPC as informed by material presented by the candidate.

<table>
<thead>
<tr>
<th>Categories Quality and Commitment to Teaching</th>
<th>Indicators of achievement and activity available to the candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commitment to Curriculum and Pedagogy</strong></td>
<td></td>
</tr>
<tr>
<td>• Continuing engagement in recent scholarship and teaching techniques that are pertinent to your field(s)</td>
<td>• Regularly updating course content and curriculum (including an explanation of and rationale for the changes as they relate to improving the learning experiences of students and your own professional teaching practice).</td>
</tr>
<tr>
<td></td>
<td>• Engaging in professional development related to teaching and learning (e.g., conferences, workshops, programs)</td>
</tr>
<tr>
<td></td>
<td>• Engaging in professional development to advance content expertise (e.g., conferences, workshops, programs)</td>
</tr>
<tr>
<td></td>
<td>• Revision and experimentation with different teaching practices and instructional materials</td>
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<tr>
<td></td>
<td>• Receipt of teaching grants</td>
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<tr>
<td></td>
<td>• Development and/or implementation of new teaching practices (e.g., problem-based learning, experiential education, etc.) and instructional delivery methods (e.g., arts-based, web-based, distance education, Indigenous ways of knowledge sharing, etc.)</td>
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<tr>
<td></td>
<td>• Samples of feedback provided to students and/or description of the course assessment system</td>
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<tr>
<td></td>
<td>• Participation in formative assessment of teaching</td>
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<tr>
<td></td>
<td>• Evidence of formative activities undertaken to improve teaching (e.g., peer-observation, workshops, conferences, programs, courses, etc.)</td>
</tr>
<tr>
<td></td>
<td>• Engaging in scholarly teaching / teaching research (e.g., action research, practitioner research, systematic instructional inquiry, etc.)</td>
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<tr>
<td></td>
<td>• Other activities identified by the candidate demonstrating commitment to curriculum and pedagogy</td>
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<tr>
<td><strong>Commitment to the Student Experience</strong></td>
<td></td>
</tr>
<tr>
<td>• Advancing student intellectual engagement and challenge</td>
<td>• Standardized student evaluations (only if provided by the candidate). This is currently collected by the University through SETC¹.</td>
</tr>
</tbody>
</table>

¹ SETC data is currently collected by the University and shared with administrative structures at the Faculty level. In the Faculty of Education, this includes the Dean and Program Directors. While the SETC data will not be used by the TPC unless voluntarily provided by the candidate, this data may still be used by administrators to inform decisions around course assignment and recommendations for targeted instructional support or development.
| Supporting student learning and development | Faculty member designed student surveys  
| Supervision of graduate students | Student testimonials and work samples  
| | Supervision of student teaching and research assistants (TAs, RAs)  
| | Supervision of student research projects, capstone projects, research creations at the undergraduate or graduate level (e.g., MEd, Diploma Certificate students, etc.)  
| | Senior supervision of theses (MA/PhD/EdD)  
| | Active membership on MEd/MA/PhD/EdD committees  
| | Supervision of directed study/readings courses  
| | Reading of graduate comprehensive exams (i.e., as senior supervisor or as committee member)  
| | Other activities identified by the candidate demonstrating commitment to the student experience  

**Commitment to Faculty Programs**

| Contributing to the cognate group(s) | Teaching a variety of courses  
| Contributing to faculty teaching | Teaching across programs and areas, including PDP  
| | Significant revision of courses and/or programs  
| | Development of new courses and/or programs  
| | Program coordination  
| | Delivering professional development to the Faculty of Education community (e.g., instructors, students, staff) and/or external partners (e.g., school districts, organizations, community stakeholders)  
| | Co-teaching with community-based instructors or other faculty  
| | Participation in teaching mentorship programs  
| | Other activities identified by the candidate demonstrating commitment to faculty programs  

**Other Recognition of High-Quality Teaching**

| Peer recognition | Nomination for teaching awards  
| Professional recognition | Participation in a peer observation/feedback process (formally or informally constituted)  
| | Receipt of a teaching award at the Faculty, Institution, or provincial/national level  
| | Supervision of graduate students who have been awarded research funding or other honours (e.g., dissertation of year award, recognition of excellence and contribution to the field by the external examiner within their report, convocation medal, etc.)  
| | Supervision of graduate students whose work introduces
innovative research and/or representation in their scholarship and/or demonstrates significant impact to their field of study or professional practice

- Other activities identified by the candidate demonstrating recognition of quality teaching

2) **Evidence of Scholarly Achievement**

Scholarship includes research publications and presentations, creative productions, and other activities (see Articles 28.6, 28.18 and 28.19). In all cases, scholarship that shows rigour, originality and depth is expected in the Faculty of Education. Scholarly achievement is evaluated on the basis of a combination of factors that includes the items noted in the following table, as provided by the candidate. The Faculty of Education recognizes the diversity of scholarship that our members create, and also the changing nature of scholarly dissemination venues; therefore, this list should not be considered exclusive or static.

**a. Work Subjected to Peer Review**

Dissemination in peer-reviewed outlets is usually the strongest evidence of scholarly achievement in the Faculty of Education, in accord with Article 28.6 of the Collective Agreement. This typically refers to articles in refereed journals and books published by scholarly presses, book chapters, refereed conference presentations and proceedings, book reviews, and public performances, exhibits, films, and/or collaborative events.

The University recognizes the diversity of scholarship in Articles 28.18 and 28.19 of the Collective Agreement. For faculty members who are engaged in scholarship as described, consideration will be given to the nature of peer or public review and the standards needed to appear in a chosen venue. There is also recognition of forms of scholarship dissemination that fall outside the above categories, and while described as “non-traditional,” the Faculty of Education values such forms (as noted below) as important contributions to the field.

The Faculty of Education considers multiple forms of knowledge representation and dissemination (e.g., creative works, open access resources, Indigenous gatherings, and communal gatherings of other minoritized groups), equivalent to scholarly work published in print venues. In evaluating new forms of knowledge representation and dissemination, peer review is usually considered strongest evidence of scholarly achievement, however recognition of public reviews or other forms of evaluation, including self-evaluation, may also be considered relevant in areas in which adjudication or critique may or may not be available or standard practice for the discipline. Candidates should be careful to fully explain how such other forms of evaluation contribute to the quality of scholarship and demonstrate appropriate evidence of scholarly achievement.

**b. Quality of scholarship**

While a record of public and peer-reviewed scholarship is required of all faculty, demonstrating quality of scholarship and impact can also be done through diverse forms of representation, dissemination and evaluation. The quality of scholarship is assessed by the FTPC based on the
The FTPC’s assessment is also informed by comments provided by external reviewers, as applicable.

<table>
<thead>
<tr>
<th>Categories of Research Achievement and Quality</th>
<th>Indicators of achievement and activity available to the candidate</th>
</tr>
</thead>
</table>
| • Articulation of a Research Agenda and Trajectory | • Scholarly productivity as documented through publication and presentation of work in peer reviewed or public venues that demonstrates one’s research agenda and trajectory  
| | • Special recognition in the field by national or international professional societies or agencies  
| | • Demonstrated work in community engaged research  
| | • Demonstrated participation in collaborative research  
| | • Success in securing grants from external and/or internal sources, and public or private sector granting bodies  
| | • Recognition by the scholarly and/or professional community (e.g., invitations to participate or collaborate in scholarly events/activities, etc.)  
| | • Demonstrated public dissemination of scholarly teaching / teaching research outcomes (e.g., blogs, open-access curriculum, social media, professional publications and magazines, etc.)  
| | • Other activities identified by the candidate demonstrating establishment of a research agenda  
| • Continued Growth as a Scholar | • Continuing professional productivity as documented through on-going publication and presentation of work in public venues  
| | • Published reviews of the candidate’s work  
| | • Evidence of the influence of the candidate’s research and scholarship on their fields of practice, the communities within which research is being conducted, or in policy development (e.g., changes in policy and practice linked to research products or partnerships)  
| | • Recognition by the community (e.g., invitations for talks or keynotes, awards, ongoing research projects and/or collaborations)  
| | • Consultation and contracts related to the candidate’s area of research  
| | • Citations index, impact factor (where applicable), or acceptance rates of journals, if provided by the candidate  
| | • Senior supervision of successfully defended dissertations/theses (PhD/EdD; MA)  
| | • Supervision of successfully completed MEd research projects |
• Mentorship through co-publishing or presenting with graduate students, co-organizing conferences with graduate students etc.
• Demonstrated participation in knowledge-mobilization activities
• Other activities identified by the candidate demonstrating continued growth as a scholar

3) Evidence of Service
Reliability, commitment, and active engagement in service is an essential part of a consideration for tenure and promotion in the Faculty of Education. Evidence of service is evaluated on the basis of a combination of factors that may include the items in the following table (as provided by the candidate).

<table>
<thead>
<tr>
<th>Categories of Service Contributions</th>
<th>Indicators of achievement and activity available to the candidate</th>
</tr>
</thead>
</table>
| • Contribution to Collegial Governance of the Faculty  
  • Contribution to Collegial Governance of the University | • Active and consistent participation in Faculty Councils, Faculty Forums, and public discussions  
• Active membership and participation on Faculty and University committees  
• Initiating and participating in seminars, public lectures or similar activities on campus  
• Other activities identified by the candidate demonstrating Faculty or University service |
| • Contribution to the Scholarly Community  
  • Contribution to the Professional Community | • Peer review for grants, journals, or conferences  
• Editorship of a journal  
• Membership on an editorial board  
• Conference organization  
• Leadership in professional organizations (such as through committees or through board or leadership positions)  
• Media engagement (media interviews, articles, contributions to public discussion, upon invitation and or initiated by candidate)  
• Social media engagement (scholarly engagement through Twitter, Facebook, etc.)  
• Other activities identified by the candidate demonstrating scholarly or professional service |
| • Special Contributions in Service | • It is recognized that certain faculty members or groups of faculty members may have exceptional service duties or expectations due to their membership in particular groups. Candidates should explain their contributions in this area |
and these particular contributions should be taken into account in the context of the faculty members’ overall contribution encompassing teaching, scholarly activity, and service.

C. Promotion to Professor

28.12 Requirements for Professor

The total overall career contributions of the faculty member in areas of teaching, research and service to the University and the community shall be taken into consideration. The rank of Professor is designed for those who have excelled in teaching and research. Appointment or promotion to this rank requires evidence of national or international reputation in their area of expertise, supported by letters from external referees of high academic stature.

28.13 A University Lecturer who has established, over a period of years, a national or international reputation in the scholarship of teaching and learning in addition to being an outstanding teacher, may seek promotion to Professor following the Requirements for Professor outlined above.

The following is considered in addition to the requirements for Associate Professors listed above.

1) Excellence in Teaching

Professors are expected to demonstrate excellence and leadership in teaching and to have successfully mentored as a senior supervisor a number of PhD, EdD, MA, MEd, and/or MSc students. As senior scholars in the faculty, leadership and mentorship are expected, as is leadership in one’s field of study. Therefore, providing evidence of one’s contributions to teaching and teaching leadership within the Faculty and/or in one’s field is expected through sustained contributions in a variety of programs areas and within one’s discipline. Teaching excellence is evaluated on the basis of a combination of factors that may include the items in the following table (as provided by the candidate).

<table>
<thead>
<tr>
<th>Categories of Teaching Excellence and Leadership</th>
<th>Indicators of achievement and activity available to the candidate</th>
</tr>
</thead>
</table>
| **Pedagogical Leadership** | **Leadership in the criteria identified under the Associate Professor rank, as appropriate**  
| | **Publication of textbooks or other teaching material within one’s field**  
| | **Work as a Teaching Fellow and/or teaching related service within the Faculty or University**  
<p>| | <strong>Pedagogical mentorship of faculty, graduate student</strong> |</p>
<table>
<thead>
<tr>
<th>Criteria for Tenure/Promotion: Research/Teaching Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>teaching assistants, research associates, or post-docs</td>
</tr>
<tr>
<td>• Teaching collaboration within the Faculty, across the</td>
</tr>
<tr>
<td>University and/or externally</td>
</tr>
<tr>
<td>• Other activities identified by the candidate demonstrating</td>
</tr>
<tr>
<td>pedagogical leadership</td>
</tr>
</tbody>
</table>

### Commitment to the Student Experience

- Advancing student intellectual engagement and challenge
- Supporting student learning and development
- Supervision of graduate students

- Leadership in and sustained commitment to criteria identified under the Associate Professor rank, as appropriate
- Mentorship and supervision of graduate students through degree completion
- Committee membership and mentorship of graduate students through to degree completion
- Financial support of graduate students through grants and other funding mechanisms
- Other activities identified by the candidate demonstrating commitment to the student experience

### Commitment to Faculty Programs

- Contributing to the cognate group(s)
- Contributing to faculty teaching

- Leadership in criteria identified under the Associate Professor rank, as appropriate
- Sustained teaching across program areas
- Demonstrated ongoing contributions to program and/or faculty/student experiences within program area
- Leadership as a program coordinator and/or director of a program area
- Cognate membership on search committees and/or the tenure and promotions committee
- Pedagogical mentorship of the cognate area: faculty, graduate student teaching assistants, research associates or postdocs
- Other activities identified by the candidate demonstrating commitment to faculty programs

### Other Recognition of High-Quality Teaching

- Peer recognition
- Professional recognition

- Leadership in criteria identified under the Associate Professor rank, as appropriate
- Recognition of excellence through receipt of formal Faculty, University, or external teaching awards
- Other activities identified by the candidate demonstrating recognition of quality teaching
2) Excellence in Research
Professors are expected to have a strong record of scholarly accomplishments indicated by a significant body of peer-reviewed work that makes a distinct and original contribution to their fields and/or the education profession. Such assessments are made by the members of the FTPC as informed by external reviewers of high academic stature. Total career contributions are considered for promotion to Professor. This aspect of one’s dossier should pay particular attention to recent and ongoing research productivity since the time of promotion to Associate Professor. Simultaneously, exemplary scholarly work and contributions prior to promotion to Associate Professor should also be weighted accordingly.

<table>
<thead>
<tr>
<th>Categories of Research Accomplishment and Excellence</th>
<th>Indicators of achievement and activity available to the candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Distinct and original contribution to the field(s) of research</td>
<td>• Leadership in criteria identified under the Associate Professor rank, as appropriate</td>
</tr>
<tr>
<td></td>
<td>• Continuing scholarly productivity as documented through on-going publication and presentation of work in peer reviewed and/or public venues</td>
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<tr>
<td></td>
<td>• Independently published reviews or acknowledgement of one’s research and scholarly contributions</td>
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<td></td>
<td>• Participation in research mentorship activities (for example work with visiting scholars and postdocs or in research mentorship programs)</td>
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<tr>
<td></td>
<td>• Collaborations within the Faculty, across the University and/or externally</td>
</tr>
<tr>
<td></td>
<td>• Other activities identified by the candidate demonstrating recognition of a distinct and original contribution to the field</td>
</tr>
</tbody>
</table>

| • Distinct and original contribution to the education profession | • Active engagement in knowledge creation, translation, and mobilization activities |
| | • Contribution of scholarship to policy change processes |
| | • Evidence of a national/international reputation or impact |
| | • Other activities identified by the candidate demonstrating recognition of a distinct and original contribution to the education profession |

3) Excellence in Service
Professors are expected to have undertaken formal leadership roles in service to the Faculty, University, and/or to the scholarly or the professional community.
<table>
<thead>
<tr>
<th>Categories of Leadership and Excellence in Service</th>
<th>Indicators of achievement and activity available to the candidate</th>
</tr>
</thead>
</table>
| • Contribution to Collegial Governance of the Faculty  
  • Contribution to Collegial Governance of the University | • Leadership in criteria identified under the Associate Professor rank, as appropriate  
  • Leadership within the Faculty of Education in roles such as a governance or ad hoc committee chair, Program Director, Associate Dean, or member of the Executive Committee, etc.  
  • Elected to a university-wide leadership position such as the Senate, Board of Governors, Faculty College, SFU Faculty Association, etc.  
  • Other activities identified by the candidate demonstrating contributions to collegial governance at SFU |
| • Contribution to the Scholarly Community  
  • Contribution to the Professional Community | • Leadership in criteria identified under the Associate Professor rank, as appropriate  
  • Senior editorship of a scholarly journal  
  • Elected to a senior leadership role in a scholarly or professional organization  
  • Active membership on national or international committees, Royal Commissions, or similar work  
  • Receipt of career recognition or awards  
  • Other activities identified by the candidate demonstrating contributions to the scholarly or professional communities |
| • Special Contributions in Service | • It is recognized that certain faculty members or groups of faculty members may have exceptional service duties or expectations due to their membership in particular groups. Candidates should explain their contribution in this area and these particular contributions should be taken into account in the context of the faculty members’ overall contribution encompassing teaching, scholarly activity, and service. |
Faculty of Education Criteria for Tenure and Promotion: Teaching Faculty

Teaching Faculty refers to Laboratory Instructors, Lecturers, Senior Lecturers, and University Lecturers, collectively. Lecture Faculty refers to Lecturers, Senior Lecturers, and University Lecturers collectively.

The Faculty of Education sees the renewal, tenure, promotion, and salary review processes as aligning with the Faculty of Education’s core values of equity, diversity, a culture of inquiry, and Indigeneity. We see our standards as rooted in the pedagogical principles, scholarly knowledge base, and public service commitments we espouse with our students and demonstrate within our communities. The individual success of each member of our community is recognized as a contribution to the overall success of the Faculty, and such we embrace an egalitarian and pedagogical approach to evaluation. We see collegiality as a core part of this process as it provides ways of recognizing and celebrating the diverse contributions of our faculty individually and collectively.

These criteria are to be used in conjunction with SFUFA and SFU Collective Agreement Article 35: University Criteria for Promotion, Teaching Faculty. The most relevant excerpts from Article 35 are provided below.

Teaching Faculty members seeking promotion should refer to http://www.sfu.ca/faculty-relations/rtp.html for a timeline of the process.

All submissions will include a dossier of supporting materials describing achievements to date. The Faculty Tenure and Promotion Committee acknowledges the variability in academic careers in a faculty as diverse as ours. Different areas of study within Education have different priorities and ways of acknowledging achievement. Faculty members are responsible for describing how their dossier is exemplary of the work in their field(s) and demonstrates an ongoing professional commitment to University and Faculty criteria in the areas of teaching and service.

Teaching and Service is evaluated on the basis of a combination of factors that may include the items in the following tables (as provided by the candidate). These lists should not be treated as checklists and faculty are not expected to engage in all of these activities, nor indeed should the list be viewed as ordered or exclusive. In fact, faculty members are encouraged to generate indicators specific to their own circumstances and submit relevant supporting evidence to demonstrate their contributions to teaching and service. While the candidate is responsible for providing the Committee with the material needed to evaluate their contributions in teaching and service, the Committee bears sole responsibility for evaluation of the material presented.

A. Promotion from Lecturer to Senior Lecturer

| 35.12 | A Senior Lecturer will have responsibility for the preparation and instruction of a wide range of undergraduate and graduate level courses, and may be called upon to provide leadership in curriculum development. |
| 35.13 | Promotion to Senior Lecturer will require demonstration of: |
35.13.1 excellence in teaching;
35.13.2 examples of educational leadership;
35.13.3 involvement in curriculum development and innovation and other teaching and learning initiatives;
35.13.4 continuing pedagogical/professional development;
35.13.5 an appropriate level of involvement in service to the academic profession, to the University, or to the community.

Promotion to Senior Lecturer will require contributions in teaching, teacher leadership, and teaching service.

<table>
<thead>
<tr>
<th>Categories of Excellence in Teaching</th>
<th>Indicators of achievement and activity available to the candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commitment to Teaching Excellence</strong></td>
<td>• Student evaluations (if provided by the candidate)</td>
</tr>
<tr>
<td>• Advancing student intellectual engagement and challenge</td>
<td>• Faculty member designed student surveys</td>
</tr>
<tr>
<td>• Supporting student learning and development</td>
<td>• Student testimonials or work samples</td>
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<td></td>
<td>• Supervision of student teaching assistants (TAs)</td>
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<td></td>
<td>• Supervision of directed study/directed readings courses</td>
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<td></td>
<td>• Other activities identified by the candidate demonstrating commitment to the student experience</td>
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<tr>
<td><strong>Educational Leadership</strong></td>
<td>• Service to teaching at the Faculty or the University levels</td>
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<tr>
<td>• Leadership within the Faculty and/or University</td>
<td>• Media presence on teaching-related issues (scholarly work with press, radio, and television, and/or social media engagement on Twitter, Facebook, etc.)</td>
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<tr>
<td>• Leadership within the Profession</td>
<td>• Leadership roles in community-based educational initiatives or professional organizations</td>
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<td></td>
<td>• Leadership roles in teaching mentorship</td>
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<td></td>
<td>• Coordination of academic programs and/or site sponsorship in community graduate programs</td>
</tr>
<tr>
<td><strong>Curriculum Development, Innovation, and Other Teaching and Learning Initiatives</strong></td>
<td>• Success in securing grants, focused on teaching / curriculum development</td>
</tr>
<tr>
<td>• Curriculum development</td>
<td>• Development of distinctive and innovative courses</td>
</tr>
<tr>
<td>• Innovation in Teaching and Learning</td>
<td>• Development of distinctive and innovative programs</td>
</tr>
<tr>
<td></td>
<td>• Development and implementation of new curriculum</td>
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<tr>
<td></td>
<td>• Development and implementation of new instructional (problem-based learning, experiential learning, etc.) or</td>
</tr>
</tbody>
</table>
delivery methods (e.g., technology supported, blended, online education, etc.)

Continuing Pedagogical/Professional Development

- Peer recognition
- Professional Recognition
- Professional development related to teaching and learning (e.g., conferences, workshops, programs)
- Revision and experimentation with different teaching practices and instructional materials
- Participation in formative assessment of teaching
- Engaging in scholarly teaching/teaching research (e.g., action research, practitioner research, systematic instructional inquiry, etc.)
- Seeking peer review of one’s teaching
- Other activities identified by the candidate demonstrating recognition of quality teaching

Service to the Academic Profession, University, or Community

- Service to the Faculty and/or University
  - Active and consistent participation in Faculty Councils, Faculty Forums and public discussions
  - Active membership and participation on a range of Faculty and University committees
  - Initiating and participating in seminars, public lectures or similar activities on campus
  - Other activities identified by the candidate demonstrating Faculty or University service

- Service to the Scholarly Community
  - Membership on committees in professional or government organizations
  - Peer review for teaching-focused grants, conferences, or journals
  - Membership on an editorial board
  - Conference organization
  - Member on committee(s) in professional organizations
  - Media engagement (interviews, articles, contributions to public discussion, upon invitation and or initiated by candidate)
  - Social media engagement (scholarly engagement through Twitter, Facebook, etc.)
  - Other activities identified by the candidate demonstrating scholarly or professional service

- Special Contributions in Service
  - It is recognized that certain faculty members or groups of faculty members may have exceptional service duties or expectations due to their membership in particular groups.
Candidates should explain their contribution in this area and these particular contributions should be taken into account in the context of the faculty members’ overall contribution encompassing teaching and service.

B Promotion from Senior Lecturer to University Lecturer

35.14: A University Lecturer will have responsibilities that encompass the normal requirements of classroom teaching plus activities in the areas of educational leadership, teaching mentorship and curriculum development. University Lecturers will focus on accomplishments in teaching and educational innovation and the impact on student learning.

35.15: Promotion to University Lecturer will require demonstration of:
   35.15.1 outstanding achievement in teaching;
   35.15.2 distinction in the field of teaching and learning including demonstrated innovation resulting in a positive impact on student learning;
   35.15.3 outstanding achievement in educational leadership;
   35.15.4 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;
   35.15.5 an appropriate level of involvement in service to the academic profession, to the University, or to the community.

Promotion to University Lecturer will require demonstration of outstanding teaching, distinction in the field of teaching and learning, outstanding achievement in educational leadership, contributions to curriculum development, advancing the university’s teaching and learning mandate, and service to the academic profession, university, or community.

Evaluation for promotion to University Lecturer will be based a combination of factors that may include the items in the following tables (as provided by the candidate). These lists should not be treated as checklists and faculty are not expected to engage in all of these activities, nor indeed should the list be viewed as ordered or exclusive. In fact, faculty members are encouraged to generate indicators specific to their own circumstances and submit relevant supporting evidence to demonstrate their contributions. While the candidate is responsible for providing the Committee with the material needed to evaluate their contributions in teaching, leadership, and service, the Committee bears sole responsibility for evaluation of the material presented.

<table>
<thead>
<tr>
<th>Categories of Excellence in Teaching</th>
<th>Indicators of achievement and activity available to the candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding Achievement in Teaching</td>
<td>• Contribution to student learning&lt;br&gt;• Student evaluations (if provided by the candidate)&lt;br&gt;• Faculty member designed student surveys</td>
</tr>
</tbody>
</table>
- Advancing student intellectual engagement and challenge
- Contribution to instructional programs
- Contribution to teaching and instructional methods

- Student testimonials or work samples
- Supervision of student teaching (TAs)
- Participation in MEd examinations and projects
- Supervision of directed study/directed readings courses
- Awards or special recognitions of teaching excellence
- Teaching a variety of courses and across programs or program areas
- Other activities identified by the candidate demonstrating commitment to the student learning

- Distinction in the Field of Teaching and Learning

- Awards or special recognitions of teaching excellence by the Faculty, University, or professional organizations
- Invitations to support teaching and learning at other universities or professional organizations
- Other activities identified by the candidate demonstrating commitment to teaching and learning

**Curriculum Development, Design, and Advancing the University’s Teaching and Learning Mandate**

- Contributions to Curriculum and Course Design
- Contributions to Initiatives that Advance Teaching and Learning at SFU

- Success in securing grants focused on teaching/curriculum development, from external and/or internal sources, and public or private sector granting bodies
- Development of distinctive and innovative courses
- Development of distinctive and innovative programs for the Faculty or University
- Development and implementation of new curriculum
- Development and implementation of new instructional (e.g., problem-based learning, experiential learning, etc.) or delivery methods (e.g., technology supported, blended, online education, etc.)
- Other activities identified by the candidate demonstrating commitment to the curriculum development, design, and advancing teaching and learning

**Service to the Academic Profession, University, or Community**

- Service to the Faculty and/or University
- Service to the Scholarly and/or Professional Community

- Active and consistent participation in Faculty meetings, forums and discussions pertaining to developments within the Faculty
- Active and consistent involvement in a range of Faculty and University committees
- Leadership roles on committees in professional or government organizations
- Editor of scholarly or professional journal related to areas
Critera for Tenure/Promotion: Research/Teaching Faculty

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
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<tbody>
<tr>
<td>of expertise</td>
<td>Other activities identified by the candidate demonstrating commitment to service to the Faculty, University, professional, and/or scholarly communities</td>
</tr>
<tr>
<td>Special Contributions in Service</td>
<td>It is recognized that certain faculty members or groups of faculty members may have exceptional service duties or expectations due to their membership in particular groups. Candidates should explain their contribution in this area and these particular contributions should be taken into account in the context of the faculty members’ overall contribution encompassing teaching, scholarly activity, and service.</td>
</tr>
</tbody>
</table>

**Outstanding Achievement in Leadership in Education**

| Leadership within the Faculty or University | Key roles in service to teaching at the Faculty or the University levels |
| Leadership within the Profession | Key roles in international/national academic or practitioner communities |
| | Media presence on teaching-related issues (e.g., through blogs, public interviews, articles, websites, etc.) |
| | Leadership roles in community-based educational initiatives outside of the University |
| | Leadership roles in school district and Ministry of Education initiatives |
| | Leadership roles in post-secondary or adult education contexts and Ministry of Advanced Education initiatives |
| | Leadership roles in teaching mentorship |
| | Coordination of academic programs and/or site sponsorship in community graduate programs |
| | Professional development related to teaching at the national or international level |
| | Other activities identified by the candidate demonstrating commitment leadership in education |

**Faculty of Education Review Criteria: Practitioner Faculty**

Practitioner Faculty (Clinical Practitioner or Professional Practitioner) are faculty members appointed at the rank of Assistant Professor (Clinical or Professional Practice), Associate Professor (Clinical or Professional Practice), or Professor (Clinical or Professional Practice). Practitioner Faculty are subject to performance reviews in the same manner as tenure-track faculty and their work falls under the purview of the FTPC. They are eligible for merit and progress through the ranks.
The term of appointment is up to five years, and in the fourth year of their contract, where funding is to be available beyond the fifth year, the incumbent is given a performance review. If the review is positive, the appointment will be renewed for a further term not to exceed five years, as determined by the guarantee of funding. While evaluated in the same manner as tenure-track faculty, Practitioner Faculty are evaluated within the framework of the work described in their contract, and the FTPC should refer to that contract in assessing faculty performance for merit, progress through the ranks, and contract renewal, as informed by the Categories and Indicators identified in this document.
Criteria for biennial review are intended to recognize and celebrate the scholarship, commitment, and ongoing professional contributions of all our colleagues in the Faculty of Education as aligns with our Criteria for Tenure & Promotion. Per the Collective Agreement, evaluation will be based on the Member's performance of their responsibilities and opportunity to fulfill those responsibilities. It is important to acknowledge that this shift in cultural practice is does not contradict the Collective Agreement; in fact, the ability to take a growth development approach aligns with broader institutional conversations related to faculty development and retention.

The Faculty of Education endorses a growth development model for identifying merit that values collegial nurturing, mentoring, and feedback, thus focusing and recognizing shared responsibilities of scholarship and work together within the Faculty of Education. Notably the FTPC chair and the Associate Dean, Academic (whose portfolio contains faculty development) are key in supporting faculty throughout their careers.

Salary review consequently is seen as an ongoing process of goal-setting, reflection, and feedback that focuses on scholarly and communal growth; contributions and accomplishments of faculty (individually or in collaboration); recognition of the diversity of teaching and instructional practices; research practices, representations, and collaborative engagements (internal and external to the university); scholarship in a variety of educational fields and endeavors; and service contributions.

We lift up and make visible the ways that invisible contributions to teaching, scholarship and service are demonstrated, including through informal leadership, supervision, collaboration, and mentorship. The intent and focus of the Faculty of Education Merit Review is to acknowledge and value the diversity of contributions of our colleagues in a supportive and iterative feedback process that recognizes and values individual and collaborative engagements that are embarked upon, short term and over extended periods of time.

Through the biennial review process, Faculty’s intention is to:

- Recognize and celebrate the work of all our colleagues
- Lift up and recognize the ways that some of this work (e.g., informal leadership, supervision) is not easily recognized
- Make visible the invisible
- Acknowledge the diverse contributions of our peers in a supportive and iterative feedback process
- Provide support and formative guidance to our colleagues in the advancement of their careers at SFU
- Advance the values and protect the integrity of the discipline and Faculty through the review process.

Unless otherwise agreed to by the Faculty of Education, SFU, and SFUFA, the FTPC will apply these values to the best of their ability within the Collective Agreement.