DEPARTMENTAL STANDARDS AND CRITERIA FOR BIENNIAL SALARY REVIEW, CONTRACT RENEWAL, TENURE, AND PROMOTION
(Effective: April 1, 2019)

This document provides the School of Resource and Environmental Management's (REM) standards and criteria used to evaluate Teaching and Research faculty performance in teaching effectiveness, scholarly activity, and service. REM standards and criteria follow the general criteria presented in SFUFA Collective Agreement (Articles 28, 30, & 33 and SFU Policy A11.05) with some modifications specific to the interdisciplinary field of resource and environmental management.

Candidates for biennial salary review, contract renewal, tenure, and promotion must provide concise documentation of their performance and achievements related to teaching, research, and service contributions as set out in the SFUFA Collective Agreement.

Candidates are encouraged to demonstrate how their achievements contribute to implementing their philosophies of teaching and research strategies, as well as how these strategies advance the mission of REM. The TPC will take these statements into account as a context for evaluating the candidate's achievements.

TEACHING EFFECTIVENESS
Effective teaching at undergraduate and graduate levels is fundamental to REM. All research and teaching faculty must demonstrate the ability and willingness to successfully teach a range of subject matter within the REM curriculum and at various levels of instruction. At a minimum, effective teaching includes mastery and delivery of course content that reflects the current state of theoretical and applied knowledge, maintaining high academic standards, and commitment to mentoring and supervision of undergraduate and graduate students. When evaluating teaching effectiveness, REM TPC will consider the number, type, and levels of courses taught, as well as the number of supervised students who have successfully completed undergraduate honours, MRM, and PhD research projects and theses.

Evidence provided in support of teaching effectiveness may include course development (new and existing), scholarship of teaching, official student course evaluations, peer evaluations, development and application of innovative teaching approaches, dedicated involvement in one's field(s), and service to students beyond normal teaching requirements, particularly where the service does not fall within the standard time allotted for teaching (i.e., lectures, tutorials, and office hours). Evidence of quality supervision may also include completion times for graduate students, student academic and research awards, student research publications, and post-graduation indicators of student success, achievement, and leadership.

For Biennial Review: the candidate must demonstrate sustained teaching effectiveness consistent with their rank over the two-year period of the review, while maintaining teaching loads consistent with the Faculty of Environment Workload Guidelines.

For Contract Renewal: the candidate must demonstrate teaching effectiveness consistent with their rank since joining REM. Under normal circumstances, the candidate should have successfully taught at least 5 courses, of which at least three should normally be at the undergraduate level. The candidate also should be actively engaged in graduate student supervision as senior supervisor.
For Tenure and Promotion to Associate Professor: the candidate must have a record, since joining REM, of sustained growth toward excellence in teaching and student supervision. It is expected that the candidate has taught at least 4 undergraduate courses, developed and delivered at least one new course, has been senior supervisor for at least 6 Master's students, has graduated at least 3 Master's students as senior supervisor, and supervised a cumulative total of at least 6 students comprising some combination of MRM and PhD.

For Promotion to Professor: the candidate must demonstrate a career record of sustained teaching excellence over a range of topics at both undergraduate and graduate levels. The candidate's teaching career must include: development of new courses, along with updates and revisions to ongoing courses; sustained high academic standards; an outstanding record of student research supervision, having graduated at least 10 MRM and 1 PhD student; serving on committees of students supervised by other Research Faculty; and demonstrated supervision quality via a productive research program that includes student-authored publications in high-quality outlets, as well as student post-graduation professional success.

For Promotion to University Lecturer: a candidate must have completed at least 5 years as Senior Lecturer and, over their career, achieved distinction in the field of teaching and learning via sustained teaching excellence, high-quality teaching scholarship, and strong educational leadership. In addition, the candidate must demonstrate innovative contributions to curriculum development that help the University and REM achieve their excellence in teaching mandate.

SCHOLARLY ACTIVITY

High-quality research is the foundation for excellence in teaching and scholarship in REM. All Research Faculty in REM must establish and maintain a productive, high-quality program of research with impacts on the field, as well as in practical applications.

Evidence provided in support of scholarly activity must include original research articles published in peer-reviewed journals and sustained research funding. The quality, quantity, and significance of publications and research grants are important, and should be consistent with the candidate's rank and position (e.g., a research chair). Where appropriate, significant research contributions to one's field may be demonstrated via peer-reviewed books and book chapters. Further evidence in support of research excellence may include demand as advisor on expert panels, advisory boards, and review panels, as well as awards and invited lectures at conferences, universities, etc. Peer-reviewed outlets are also preferred for practical applications, although some applications may be disseminated via non-traditional routes as defined in Appendix A. Faculty members expecting to include non-traditional forms of scholarship should consult with the REM TPC Chair prior to deadlines for submitting their tenure, promotion, or biennial salary review materials.

Competitive research grants are normally preferred over non-competitive grants and contracts, and candidates should include a description of the peer-review process for research grants.

For Biennial Review: the candidate must demonstrate a sustained and productive research program consistent with their rank and position over the two-year period of the review.
For Contract Renewal: the candidate must demonstrate engagement in scholarly activity via original research and grant applications since joining REM.

For Tenure and Promotion to Associate Professor: the candidate must have a record, since joining REM, of sustained growth toward excellence in research. It is expected that since joining REM, the candidate has multiple peer-reviewed publications and at least 1 significant research grant. The candidate should be an established scholar in the field as confirmed by external referees of high academic stature.

For Promotion to Professor: the candidate must demonstrate a career record of sustained research excellence. Appointment or Promotion to Professor requires evidence of a national or international reputation in their area of expertise, supported by letters from external referees of high academic stature.

SERVICE:
Both Teaching and Research Faculty in REM are expected to contribute to collegiality and governance within REM, as well as to the broader University, academic, and professional communities. Evidence for service contributions include memberships on Departmental, Faculty, and University committees, as well as academic and professional societies. Other evidence includes membership on editorial boards, scientific committees, colleges of reviewers for granting agencies, ad hoc grant committees, as well as active involvement in the resource and environmental management community.

For Biennial Review: the candidate must demonstrate sustained service contributions consistent with their rank and position over the two-year period of the review.

For Contract Renewal: the candidate must demonstrate engagement in at least one REM standing committee given that early-stage career priorities should be on teaching and research.

For Tenure and Promotion to Associate Professor: the candidate must have a record, since joining REM, of sustained growth in service contributions between Contract Renewal and Tenure. Candidates should have served for at least two years on REM committees, at least one year on the Undergraduate or Graduate Curriculum Committees, and at least one year on the REM Tenure and Promotion Committee. Some ad hoc and/or search committees are also considered as appropriate.

For Promotion to Professor: the candidate must demonstrate a record of increasing contributions to REM and University committees, including leadership roles in some of these. Candidates should have served for at least four years on REM committees, which should include some combination of the Undergraduate Curriculum, Graduate Curriculum, and Tenure and Promotion Committees. Candidates should also have served the academic community via editorial board membership, office in a professional society, membership on an external review, or other services normally performed by prominent members of the academic and professional community.
Appendix A. Criteria for Assessing Non-Traditional Scholarship

Without diminishing the requirement of faculty to demonstrate a record of achievement consistent with the relevant provisions above, REM recognizes that certain faculty members may engage in non-traditional forms of scholarship. The following examples may be considered in all REM tenure and promotion cases:

- Indigenous or other non-Western forms of scholarship and teaching;
- Public dissemination of scholarly work via engagement with government and/or community organizations;
- Technology transfer of discoveries, innovations, and inventions (including patents and licensing);
- Work that bridges traditionally academic and traditionally artistic forms of knowledge production;
- Products of community-engaged scholarship that bridge the boundaries of teaching, research, and service.

Faculty members expecting to include non-traditional forms of scholarship should consult with the REM TPC Chair prior to deadlines for submitting their tenure and/or promotion application. In accordance with Article 28.21 (1-3), consideration of non-traditional forms of scholarship will collectively include:

- The complexity or time taken to produce the work
- The nature and standards of peer or public review, and the view/usage rate of the product
- The impact made by the work