TPC GUIDELINES

I. Contract Renewal, Tenure, and Promotion Guidelines for Tenure-track Faculty

Introduction

Simon Fraser University Faculty Association Collective Agreement Article 28 requires the Beedie School of Business to prepare a document specifying criteria that are to be applied to cases involving tenure and promotion to Associate Professor and promotion to Full Professor. The precise wording of the applicable University requirement is set out in Article 28.

In the Beedie School of Business, the Tenure and Promotion Committee is responsible for drawing up the relevant guidelines, criteria and methods of assessment. After being approved by a formal vote of the Tenure and Promotion Committee, the guidelines must be approved by the Dean and receive approval by a majority vote from continuing faculty members.

Beedie School of Business Criteria for Contract Renewal

The Simon Fraser University Faculty Association Collective Agreement addresses the schedule for consideration of a faculty member for contract renewal in Article 30.

30.8: For those with an initial appointment as instructor:

30.8.1: Consideration for renewal of the contract for an additional four-year term will only occur if the Ph.D. is completed, and will occur in the third year of the initial appointment.

30.9: For those with an initial appointment as Assistant Professor:

30.9.1: Consideration for renewal of the contract for an additional four-year term will occur in the third year of the initial appointment.

The SFU criteria for contract renewal are subsumed under Article 28 of the collective agreement, University Criteria for Appointment, Tenure and Promotion. Specifically, a faculty
member who is being considered for contract renewal will 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. Candidates for contract renewal are encouraged to familiarize themselves with Article 28.5, Teaching Effectiveness (see page 7 of this document); Article 28.6, Scholarly Activity (see page 3 of this document); and Article 28.7, General Contributions to the University and to Society (see page 9 of this document).

**Teaching Effectiveness**

In the Beedie School of Business, success as a teacher is of fundamental importance for evaluating the performance of a faculty member. It is recommended that prior to the time of consideration for contract renewal, the faculty member arrange for observation by faculty colleagues, in the interest of enhancing their teaching effectiveness.

**Scholarly Activity**

In the Beedie School of Business, 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 shall 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.

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

In the Beedie School of Business, it is expected that each faculty member will be an active participant in the collegial governance of the University.

**Beedie School of Business Criteria for Tenure and Promotion**

This section includes six sub-sections: (1) a discussion of the basic categories of assessment used by the University and by the Faculty; (2) the Faculty’s guidelines for scholarly activity; (3) the Faculty’s guidelines for teaching effectiveness; (4) the Faculty’s guidelines for service to the University and the community; (5) guidelines for other categories of cases; and (6) fairness, collegiality, and academic freedom in the tenure and promotion process.

*(1) Categories of Assessment*

The guidelines used for tenure and promotion decisions within the Faculty must adhere to general university requirements for tenure and promotion. More precisely, a number of key subsections of the Simon Fraser University Faculty Association Collective Agreement are to be
applied to tenure and promotion cases in the Beedie School of Business. These subsections are listed below.

The standards that have to be met are given in the following Article 28:

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. (emphasis added)

In keeping with this requirement, the Beedie School of Business guidelines for tenure and promotion are organized around three dimensions: scholarly activity, teaching effectiveness, and service. Minimum standards must be met for both scholarly activity and teaching effectiveness. It is not possible to use exceptional performance on one of these two dimensions to offset substandard performance on the other. Satisfactory performance in the areas of scholarly achievement, teaching, and service must be demonstrated for a positive recommendation.

In addition to the areas of performance set out in 28.4, it is highly recommended that members of the Faculty familiarize themselves with Simon Fraser University Faculty Association Collective Agreement Article 28: University Criteria for Appointment, Tenure and Promotion. Faculty members applying for tenure and/or promotion are also advised to familiarize themselves with the Simon Fraser University Faculty Association Collective Agreement Articles: Article 27. Research Faculty Workload, and Article 20, Outside Activities. Candidates for tenure/promotion should also familiarize themselves with the Code of Faculty Ethics and Responsibilities [Policy A30.01]. Further, candidates for tenure and/or promotion are encouraged to discuss their application documents with the Chair of the Tenure and Promotion Committee as well as faculty colleagues prior to submitting these for consideration.
(2) Scholarly Activity

Simon Fraser University Policies and Procedures provide the following description of the standard for scholarly activity:

Article 28.6: Scholarly Activity

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 his/her 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.

Flexibility in research expectations, as discussed in Article 28.6, is meant for the benefit of the candidate. In keeping with the spirit of Article 28.6, the Beedie School of Business recognizes the value of community-inspired research and knowledge-mobilization activities. Candidates should document the special context of those activities, impact and scholarly contributions of their accomplishments in that regard.

• Scholarly Activity Guidelines for Tenure and Promotion to Associate Professor

An Assistant Professor in the Beedie School of Business must be considered for promotion to Associate Professor at the same time he or she is considered for tenure. To satisfy the scholarly activity standard for promotion and tenure to Associate Professor, it is expected that candidates will have developed substantially as scholars during the time between their hiring date and the tenure and promotion decision. The successful candidate is expected to have developed a clear program of research and be able to show prospects for future and ongoing contributions to the literature within their field. The case for scholarly achievement is most easily established by the candidate’s peer reviewed publications. Other research output such as publications in non-refereed outlets, peer reviewed conference presentations, conference proceedings, major book reviews, and other indicators of research success (e.g., research grants, prizes and awards), while all given less weight than peer reviewed publications, will be considered. Additionally, weight will be given to such activities as community-engaged research and knowledge-mobilization activities.
The Tenure and Promotion Committee will assess the candidate’s case for tenure and promotion to Associate Professor by carefully attending to all data submitted by the candidate. The letters of external referees are vital in assisting the Tenure and Promotion Committee in assessing the candidate’s program of research, contributions to the literature and prospects for future and ongoing research. In employing the external referees’ letters, the members of the Tenure and Promotion Committee will factor in the professional reputation of the referee and the referee’s publication record in the field of research in which the candidate works.

Factors that may affect the Committee’s decision may include, but are not limited to: rank of the journals in which the candidate has published; citation counts of key publications; reviews of the candidate’s published books; the candidate’s role in producing co-authored work; indications of journal quality such as acceptance rates, circulation, and editorial board composition.

Candidates seeking tenure and promotion to Associate Professor would do well to consider these indicators when creating their ‘statement of research interests and accomplishments’ to accompany the documents they submit to the Tenure and Promotion Committee.

In all cases, the Tenure and Promotion Committee will provide the candidate with a written rationale for the recommendation decision.

- **Scholarly Activity Guidelines for Promotion to Full Professor**

  The candidate must elect when they believe that they are ready to be considered for promotion to Full Professor. For promotion from Associate to Full Professor it is expected that the candidate will provide evidence of continuing growth and a deepening of research activity since their promotion from Associate Professor. Evidence of continuing growth and deepening of research activity shall consist of such factors as those discussed in the following paragraphs.

  The successful candidate for promotion to Full Professor must make the case for their reputation as an established scholar in their discipline and must establish the case that their research program has achieved a national and/or international reputation. The candidate’s research must have made significant scholarly impact. Proof of this impact requires a record of ongoing significant research that is high quality and has been published in what are considered rigorous and influential outlets. If the candidate’s scholarly activity is of a cross-disciplinary nature, the candidate should provide information to aid the TPC’s assessment of the scholarly impact of that activity.

  Evaluation of the candidate’s success in meeting these criteria will be influenced by the prestige and national or international recognition of the publication outlets and the quality, quantity, and originality of the work. Factors that may affect the committee’s decision include: rank of the
journals in which the candidate has published; citation counts of key publications; reviews of the candidate’s published books; the candidate’s role in producing co-authored work; indications of journal quality such as acceptance rate, circulation, and editorial board composition.

Other research output such as publications in non-refereed outlets, peer-reviewed conferences, conference proceedings, major book reviews, and other indicators of research success (e.g., research grants, prizes, and awards), will also be considered.

The Tenure and Promotion Committee will assess the candidate’s case for promotion to Full Professor by carefully attending to all internal and external documentation. The letters written by the external referees are vital in assisting the Tenure and Promotion Committee in assessing the impact of the candidate’s research in their field, the candidate’s national and/or international research reputation, and the sustained nature of their research program. The letters written by external referees should confirm that the candidate has met the criteria for promotion to Full Professor. In employing the letters from external referees the members of the Tenure and Promotion Committee will factor in the professional reputation of the referee and the referee’s publication record in the field of research in which the candidate works.

Candidates seeking promotion to Full Professor would do well to consider these indicators when creating their ‘statement of research interests and accomplishments’ document to accompany the documents they submit to the Tenure and Promotion Committee.

In all cases, the Tenure and Promotion Committee will provide the candidate with a written rationale for the recommendation decision.

• **STATEMENT OF RESEARCH INTERESTS AND ACCOMPLISHMENTS**

In all cases, it is recommended that the candidate present their case for promotion and/or tenure in a ‘statement of research interests and accomplishments’ document. Candidates are encouraged to discuss the impact of their scholarly activities in the statement and to draw attention to details that the candidate wishes to highlight.

• **THE ROLE OF EXTERNAL REFEREES IN ALL TENURE AND PROMOTION CASES**

The external referees play an essential role in assessing the candidate’s overall record of scholarly activity, the impact of the candidate’s research program, and its sustainability. External referees are to possess appropriate expertise and should be at arm’s length from the candidate (i.e., not a recent thesis supervisor, co-author, former colleague, or personal friend). The Tenure and Promotion Committee will take account of the academic stature and the independence of each referee in weighing their assessment.
The process by which the letters of external referees are requested is specified in Article 31:

(31.5) The faculty member must submit a list of at least five referees to the Chair of the TPC by May 15th. Those referees should be at arm’s-length from the candidate.

(31.6) The TPC will develop a list of at least five potential referees, and will provide the list to the member by May 15th.

(31.7) The member and the TPC will have the opportunity to comment on the other’s list on or before May 30th.

(31.8) Starting June 1st, the TPC will request confidential letters of reference from six referees, at least three of which must be from the faculty member’s list. If additional referees are required, the faculty member must provide additional names so that there is always one more referee on the candidate’s list than the number of referees to be selected from that list.

(31.9) The TPC must use a template letter and guidelines for external referees that have been approved by the Department and the Dean. The references must be received in writing. If received by email, the TPC Chair must verify that they are satisfied that the reference is legitimate.

(31.10) There must be a minimum of four referees’ reports received before the case can be considered. At least two of the reports must be from referees who appear on the faculty member’s list.

In assessing the candidate’s case, each external referee will receive a package containing the candidate’s curriculum vitae, copies of relevant publications, and the ‘statement of research interests and accomplishments’ prepared by the candidate. The candidate may append any research-related material he or she deems to be relevant.

(3) Teaching Effectiveness

Article 28 of the Simon Fraser University Faculty Association Collective Agreement provides the following description of the standard for 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 caliber 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.

• **Factors Considered in Evaluating Teaching Effectiveness**

In assessing teaching effectiveness within the Beedie School of Business, a number of factors must be taken into account. The factors specifically listed in Article 28.5 are mastery of the subject, generation of enthusiasm in students, maintenance of appropriate academic standards, dedicated involvement within one’s field(s), openness to innovation, amount of graduate supervision, and development of academic programs. The candidate is expected to keep up with developments in their field.

In addition to the factors specifically listed in Article 28.5 above, the following factors may also be considered: the candidate’s reach and range of courses taught in respect to subject areas and/or course levels (lower division, upper division or graduate); the development of new courses; the preparation of courses not previously taught by the candidate; whether the assigned course or the method of delivery has undergone significant revision; the mode of instruction; the size of student course enrollment; the scheduled contact hours; the amount and type of preparation; the amount of grading; the supervision of teaching assistants and laboratory instructors; and the supervision of student dissertations, theses, and graduating projects or essays. However, it should be recognized that many candidates do not choose their courses but have them assigned.

In addition to student teaching evaluations, evaluation of a candidate’s teaching effectiveness may draw on a range of additional factors. Such factors should be specified in the candidate’s ‘statement of teaching interests and accomplishments’ document. Student teaching evaluations, the present version or revised and improved options, as well as observation by other faculty members, may be used as measures of teaching effectiveness. In making an assessment of the
teaching effectiveness for a candidate, cases will not be overly influenced by the results of student teaching evaluations from one or two anomalous courses. These may include, but are not limited to: teaching awards or honours; innovation in teaching method or delivery; attendance at teaching development workshops and conferences; the development of cases for classroom use; and involvement in professional activities aimed at improving and/or developing teaching. Candidates for tenure or promotion may include in their ‘statement of teaching interests and accomplishments’ written statements regarding their teaching effectiveness from colleagues who observed their classroom instruction.

• **Expectations of Teaching Effectiveness for Tenure and Promotion to Associate Professor**

As identified in Article 28.11, “Appointment or promotion to the rank of Associate Professor is based on a record of successful teaching...” Further, the University criteria for tenure (Article 28.10) provides that, “All candidates for tenure will be expected to demonstrate that, since the commencement of the tenure-track appointment: [28.10.2] “there has been a sustained commitment to undergraduate and/or graduate teaching and supervision;” Hence, it is expected that a candidate will have demonstrated ongoing development of instructional effectiveness over a limited range of courses, as well as teaching-related contributions, such as membership on graduate supervisory committees.

• **Expectations of Teaching Effectiveness for Promotion to Full Professor**

As identified in Article 28.12, “The rank of Professor is designed for those who have excelled in teaching...” Indicators of teaching excellence may include: a consistently high level of teaching effectiveness; teaching awards and honours; a teaching portfolio with a diversity of courses (by subject areas and/or course levels); a record of ongoing instructional development and innovation; teaching-related presentations and publications; senior supervision and/or supervisory committee membership for graduate student dissertations and theses.

• **Statement of Teaching Interests and Accomplishments**

It is recommended that candidates provide a discussion of their teaching performance in a ‘statement of teaching interests and accomplishments’ document that can be included in the package of materials submitted to the Tenure and Promotion Committee. Candidates are encouraged to discuss their teaching philosophy and to draw attention to innovations they have developed in their teaching portfolio.
(4) Service to the University and the Community

Article 28 of the Simon Fraser University Faculty Association Collective Agreement provides the following description of the standard for service:

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 member’s 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.

In assessing this guideline for internal service to the University, it is recognized that most individual faculty members may not have direct influence over their committee placement and other service assignments that are allocated from year to year. It is suggested that the candidate consult with the Dean and/or Chair of the Tenure and Promotion Committee to investigate the workload generally involved in various committees, as well as which responsibilities qualify as major and minor contributions to university and/or faculty governance. If the service guidelines suggested here have not been met, yet it has been established by the candidate that he or she has been willing to serve on committees or to act in an administrative role, it is recommended that the candidate enter this in their ‘statement of service’ document. This may be considered a mitigating factor in the assessment of the candidate’s case for service.

• Service Contributions for Tenure and Promotion to Associate Professor

It is expected that the candidate for tenure and promotion to Associate Professor will have demonstrated “that they have become a responsible and contributing member of the University/academic community” (Article 28.10.3). Completing or undertaking ongoing service contributions to the governance of the faculty and/or university may include: serving on faculty and/or university committees; involvement in organizing activities and events such as seminars
and conferences; participating in student activities such as student clubs, case competitions or academic games.

In respect to service contributions to the wider community, it is expected that a candidate for tenure and promotion to Associate Professor will have reviewed articles for quality peer-reviewed publications or made alternative contributions to the activities of professional organizations.

**Service Contributions for Promotion to Full Professor**

Service expectations rise with scholarly rank. It is expected that a candidate for promotion to Full Professor will have shown leadership in service by having made significant and ongoing contributions to the governance of the faculty and/or university during their career at Simon Fraser University. Evidence of major internal service contributions may include: serving on the University Senate; performing senior administrative roles in the faculty; and serving on major faculty or university committees and task forces.

In respect to service contributions to the wider community, candidates for promotion to Full Professor are expected to have an on-going record of contributions to the profession consistent with growth as a scholar and colleague. In the case of promotion to Full Professor, service to the wider community should reflect the candidate’s national and/or international scholarly reputation and standing within the academic community. Such service contributions may include: serving on the editorial boards of major scholarly journals; serving as an officer of a professional organization with significant administrative responsibilities; serving as an organizer of a significant academic conference.

**Statement of Service**

It is recommended that candidates provide a discussion of their service contributions in a ‘statement of service’ document that can be included in the package of materials submitted to the Tenure and Promotion Committee. In this document, candidates should draw attention to their overall service contribution to the Faculty, University, and wider community, and highlight any specific significant contributions that they have made. In cases of professional affiliations, it is important to highlight continued contributions.

*(5) Guidelines for Other Categories of Cases*

The Tenure and Promotion Committee may be called on to evaluate cases not falling within the categories previously addressed. For example, the candidate may be applying simultaneously for tenure and promotion to Full Professor. Such a candidate would have been initially hired at
the Associate Professor level, without tenure. Another example would be a candidate applying for tenure at the Full Professor level. Such a candidate would have been initially hired at the Full Professor level, without tenure. The Tenure and Promotion Committee may also be involved in the hiring with tenure of Associate Professors and Full Professors. Such cases often have characteristics that are unique to the individual involved. Recognizing the anomalous character of such cases, the Tenure and Promotion Committee will endeavor to apply standards for scholarly activity, teaching effectiveness, and service that are consistent with the guidelines outlined in this document. In the evaluation process, the Committee will make such adjustments to the guidelines set out in this document as are needed to arrive at a fair and reasonable assessment.

(6) Fairness, Academic Freedom and Collegiality in the Tenure and Promotion Process

In keeping with Simon Fraser University Policies the Beedie School of Business highlights the value of fairness, academic freedom and collegiality. It honours the Code of Faculty Ethics and Responsibilities. This code requires that all faculty members including those serving on the Tenure and Promotion Committee “defend the right of their colleagues to academic freedom”. In the spirit of professionalism those serving on the Tenure and Promotion Committee should adhere to Simon Fraser University Policy A30.01, 3.3:

*They should refrain from denigration of the character and competence of their colleagues. When presenting a professional judgment on a colleague at the request of an appropriate university committee or authority (e.g. a committee dealing with appointments, tenure, dismissal or research grants), or in any other forum, they have the obligation both to the colleague and to the University to be fair and objective.*

The pursuit of fairness in an atmosphere of collegiality and academic freedom requires that all those who serve on the Tenure and Promotion Committee (A30.01, 3.3) “respect the confidentiality of information about a colleague gained during participation in the work of committees”. The tenure and promotion process is fair when those serving on it do so with an open mind regarding the evaluation of their colleagues and candidates feel that they have had ample opportunity to make their case and have it heard. The Tenure and Promotion guidelines in this discussion seek to capture this spirit and must be revised periodically to make sure they still capture the values of academic freedom, collegiality, and fairness.
II. Probationary Review and Promotion Guidelines for Lecture Faculty

Introduction

In the Beedie School of Business, the Tenure and Promotion Committee has the task of drawing up the relevant guidelines, criteria and methods of assessment for Lecture Faculty. After being approved by a formal vote of the Tenure and Promotion Committee, the guidelines must be approved by the Dean and receive approval by a majority vote from continuing faculty members.

These guidelines, based on the relevant sections and subsections of the Simon Fraser University Faculty Association Collective Agreement, address criteria for probationary review, promotion from Lecturer to Senior Lecturer, and promotion from Senior Lecturer to University Lecturer.

Beedie School of Business Criteria for Probationary Review and Promotion:

This section includes five sub-sections: [1] a discussion of the basic categories of assessment used by the University and by the Faculty; [2] the Faculty’s guidelines for teaching effectiveness; [3] the Faculty’s guidelines for service to the University and the community; and [4] fairness, collegiality, and academic freedom in the promotion process.

1. Categories of Assessment

The guidelines used for probationary review and promotion decisions within the Faculty must adhere to general university requirements for probationary review and promotion. In keeping with these requirements, the Beedie School of Business guidelines for probationary review and promotion are organized around two dimensions: teaching effectiveness, and service.

Faculty members applying for promotion are advised to familiarize themselves with the SFU Code of Faculty Ethics and Responsibilities; Articles 35.70 to 35.76 – Lecture Faculty Workload; and Article 20 – Outside Activities Policy. Further, candidates for probationary review or promotion are encouraged to discuss their application documents with the Chair of the Tenure and Promotion Committee as well as faculty colleagues prior to submitting these for consideration.
**2) Teaching Effectiveness**

The Simon Fraser University Faculty Association Collective Agreement provides the following description of the standards for teaching effectiveness:

*Article 28.5 Teaching Effectiveness*

*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 caliber 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.*

*35.16 Lecture Faculty shall have full responsibility for: preparation and instruction of courses, including laboratory courses; the supervision of any teaching assistants or laboratory instructors associated with these courses; curriculum development; and associated duties. Currency in the discipline is essential, but there is no requirement of research activity. Lecture Faculty are responsible to the Department Chair (or designate) for assigned duties.*

**Factors Considered in Evaluating Teaching Effectiveness**

In assessing teaching effectiveness within the Beedie School of Business, a number of factors must be taken into account. The factors specifically listed in Article 28.5 are mastery of the subject, generation of enthusiasm in students, maintenance of appropriate academic standards, dedicated involvement within one’s field(s), openness to innovation, amount of graduate
supervision, and development of academic programs. The candidate is expected to keep up with developments in their field.

In addition to the factors specifically listed in Article 28.5, the following factors may also be considered: the candidate’s reach and range of courses taught in respect to subject areas and/or course levels (lower division, upper division or graduate); the development of new courses; the preparation of courses not previously taught by the candidate; whether the assigned course or the method of delivery has undergone significant revision; the mode of instruction; the size of student course enrollment; the scheduled contact hours; the amount and type of preparation; the amount of grading; the supervision of teaching assistants and laboratory instructors; and the supervision of student dissertations, theses, and graduating projects or essays. However, it should be recognized that many candidates do not choose their courses but have them assigned.

In addition to student teaching evaluations, evaluation of a candidate’s teaching effectiveness may draw on a range of additional factors. Such factors should be specified in the candidate’s ‘statement of teaching interests and accomplishments’ document. Student teaching evaluations, the present version or revised and improved options, as well as observation by other faculty members, may be used as measures of teaching effectiveness. In making an assessment of the teaching effectiveness for a candidate, cases will not be overly influenced by the results of student teaching evaluations from one or two anomalous courses. These may include: teaching awards or honours; innovation in teaching method or delivery; attendance at teaching development workshops and conferences; the development of cases for classroom use; and involvement in professional activities aimed at improving and/or developing teaching. Candidates for probationary review or promotion may include in their ‘statement of teaching interests and accomplishments’ written statements regarding their teaching effectiveness from colleagues who observed their classroom instruction.

**Expectations of Teaching Effectiveness for Probationary Review for Conversion to Permanent Appointment at the Rank of Lecturer.**

As outlined in Articles 35.30 and 35.11, probationary review will normally occur when the faculty member has completed two semesters of employment. It is expected that the faculty member will have demonstrated an ability and commitment to teaching, and the promise of educational leadership, as well as involvement in service activities.

If their performance has been satisfactory, the Chair of the TPC will recommend to the Dean that the appointment be made a continuing appointment.

**Expectations of Teaching Effectiveness for Promotion to Senior Lecturer**
As identified in Article 35.13, appointment or promotion to the rank of Senior Lecturer requires demonstration of excellence in teaching, educational leadership and innovation, and involvement in service to the academic community, to the University, to the Faculty, or to the wider community as appropriate.

Promotion to the rank of Senior Lecturer is based on a record of excellence in teaching. All candidates for promotion to Senior Lecturer will be expected to demonstrate that, since the commencement of the full time appointment as Lecturer, there has been a sustained commitment to undergraduate and/or graduate teaching. It is expected that a candidate will have demonstrated ongoing development of instructional effectiveness over a wide range of courses, as well as teaching-related activities such as curriculum development.

EXCEPTIONS OF TEACHING EFFECTIVENESS FOR PROMOTION TO UNIVERSITY LECTURER

As identified in Article 35.15, appointment or promotion to the rank of University Lecturer requires demonstration of outstanding achievement in teaching, distinction in the field of teaching and learning including demonstrated innovation resulting in positive impact on student learning, outstanding achievement in educational leadership, sustained and innovative contributions to curriculum development and course design, and other initiatives that advance the University’s ability to excel in its teaching and learning mandate.

The rank of University Lecturer is intended for teaching faculty members whose responsibilities not only encompass excellence in teaching, but also include 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.

(3) Service to the University and to Society

The Simon Fraser University Faculty Association Collective Agreement provides the following general description of the standard for service:

Article 28.7 General Contributions to the University and to Society

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 he/she 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 member’s 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.

In assessing this guideline for internal service to the University, it is recognized that most individual faculty members do not have direct influence over their committee placement and other service assignments that are allocated from year to year. It is suggested that the candidate consult with the Dean and/or Chair of the Tenure and Promotion Committee to investigate the workload generally involved in various committees, as well as which responsibilities qualify as major and minor contributions to university and/or faculty governance. If the service guidelines suggested here have not been met, yet it has been established by the candidate that he or she has been willing to serve on committees or to act in an administrative role, it is recommended that the candidate enter this in their ‘statement of service’ document. This may be considered a mitigating factor in the assessment of the candidate’s case for service.

**SERVICE CONTRIBUTIONS FOR PROMOTION TO SENIOR LECTURER**

It is expected that the candidate for promotion to Senior Lecturer will have demonstrated that they have become a responsible and contributing member of the University/academic community. Completing or undertaking ongoing service contributions to the governance of the faculty and/or university may include: serving on faculty and/or university committees; involvement in organizing activities and events such as seminars and conferences; participating in student activities such as student clubs, case competitions or academic games.

In respect to service contributions to the wider community, relevant activities may include reviewing articles for quality peer-reviewed publications or contributions to the activities of professional organizations.

**SERVICE CONTRIBUTIONS FOR PROMOTION TO UNIVERSITY LECTURER**

It is expected that the candidate for promotion to University Lecturer will have a demonstrated record of contributions and service to the University/academic community at a senior level. Contributions to the governance of the faculty and/or university may include: serving on a number of faculty and/or university committees; involvement in organizing activities and events
such as seminars and conferences; participating in student activities such as student clubs, case competitions or academic games.

(4) Fairness, Academic Freedom and Collegiality in the Probationary Review and Promotion Process

In keeping with Simon Fraser University Policies the Beedie School of Business highlights the value of fairness, academic freedom and collegiality. It honours the Code of Faculty Ethics and Responsibilities (A30.01). This code requires that all faculty members including those serving as the Tenure and Promotion Committee “defend the right of their colleagues to academic freedom”. In the spirit of professionalism those serving on the Tenure and Promotion Committee should adhere to A30.01, 3.3:

They should refrain from denigration of the character and competence of their colleagues. When presenting a professional judgment on a colleague at the request of an appropriate university committee or authority (e.g. a committee dealing with appointments, tenure, dismissal or research grants), or in any other forum, they have the obligation both to the colleague and to the University to be fair and objective.

The pursuit of fairness in an atmosphere of collegiality and academic freedom requires that all those who serve on the Tenure and Promotion Committee (A30.01, 3.3) “respect the confidentiality of information about a colleague gained during participation in the work of committees”. The tenure and promotion process is fair when those serving on it do so with an open mind regarding the evaluation of their colleagues and candidates feel that they have had ample opportunity to make their case and have it heard. The Tenure and Promotion guidelines in this discussion seek to capture this spirit and must be revised periodically to make sure they still capture the values of academic freedom, collegiality, and fairness.