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

Additions approved by the Faculty of Education at the Faculty Meeting, June 19th, 2017

Approved by the Faculty of Education at the Faculty Meeting, October 28th, 2013
Faculty of Education Criteria for Tenure and Promotion: Research Faculty

“Not everything that counts can be counted, and not everything that can be counted counts.” (sign hanging in Einstein’s office at Princeton)

These criteria are to be used in conjunction with 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 and outline a career path for the future. 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 somewhat different priorities and ways of acknowledging achievement. Faculty members are responsible for presenting evidence from their particular field that shows how they have satisfied University and Faculty criteria in the areas of scholarship, teaching and service.

The most relevant excerpts from Article 28 are provided below.

CATEGORIES OF EVALUATION

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.

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.

In all areas of assessment, a record of success is a combination of quality and quantity.

1) Evidence of Teaching Effectiveness

High quality teaching is an expectation in the Faculty of Education for faculty members at all ranks. In accordance with Article 28.5, teaching effectiveness is evaluated on the basis of a combination of factors that include, but are not limited, to the following in no particular order:

• awards or special recognitions
• intellectual engagement, challenge, and support for students
• high ratings on student evaluations
• positive commentary in student evaluations.
Further a “sustained commitment to undergraduate and/or graduate teaching and supervision” (as per Article 28.10.2) is evaluated on the basis of a combination of factors that may include, but are not limited to, the following in no particular order:

- teaching a variety of courses and across programs or program areas
- revision of courses and/or programs
- revision of teaching practices and instructional materials in response to student evaluations or suggestions by colleagues
- development of new courses and/or programs
- development and implementation of new instructional or delivery methods (e.g., web-based, distance education, etc.)
- active involvement in graduate student supervision as a senior supervisor and/or committee member
- supervision of graduate students who have been awarded funding or other honours
- supervision of directed study/directed readings courses
- supervision of teaching/research assistants.

2) Evidence of Scholarly Achievement

Scholarship includes research publications and presentations, creative productions, and other activities (see Article 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 the following:

Work Subjected to Peer Review
Publication in high-quality, peer-reviewed outlets is usually the strongest evidence of scholarly achievement in the Faculty of Education. This typically refers to articles in refereed journals of high academic stature and books published by prestigious scholarly presses. Additional peer-reviewed publication outlets include, but are not limited to, book chapters, refereed conference proceedings, and book reviews.

For faculty members whose scholarship is in the fine and performing arts, peer-reviewed creative work is considered equivalent to published scholarly work. In evaluating creative work, peer review will be of paramount importance.

For faculty members who are engaged in scholarship as described in Article 28.19 of the Collective Agreement, consideration will be given to the nature of peer or public review and the standards needed to appear in a chosen venue.

Faculty members in the fine and performing arts and those who are engaged in non-traditional scholarship also are expected to maintain a record of published scholarship as previously described.

Quality
The quality of scholarship is assessed on the basis of comments provided by the external reviewers, the quality of an outlet or venue, and review by the FTPC.
Establishment of a Research Program, Impact, and Continued Growth as a Scholar

These are demonstrated by a combination of factors that may include, but are not limited to, the following in no particular order:

- continuing scholarly productivity
- solo or first authorship in peer-reviewed publications
- special recognition in the field by national or international professional societies or agencies
- success in securing grants from external and/or internal sources
- recognition by the scholarly community (e.g., invitations to participate or collaborate in scholarly events or activities)
- citations index, impact factor (where applicable), or acceptance rates of journals.

Impact of Research on the Field

This is demonstrated by a combination of factors that may include, but are not limited to, the following in no particular order:

- publications for teachers or other non-academic audiences
- published reviews of the candidate’s work
- application of the candidate’s work to practice or policy development
- adoption by colleagues in the field of the candidate’s research-based curriculum materials and/or resources (e.g., applets, websites, pamphlets)
- recognition by the community (e.g., invitations for talks or keynotes, awards)
- consultation and contracts related to the candidate’s area of research.

3) Evidence of Service

Reliability and commitment in service is an essential part of a consideration for tenure and promotion in the Faculty of Education.

Contribution to Life of the Faculty and University

This is demonstrated by a combination of factors that may include, but are not limited to, the following in no particular order:

- 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
- coordination of academic programs.

Contribution to Scholarly and/or Professional Community

This can be seen in work as a reviewer, editor, editorial board member, conference organizer, member on committee(s) in professional organizations, and media presence, among others.
C. Promotion to Professor from Associate 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 Professor.

1) Excellence in Teaching

Professors are expected to be very good teachers and to have successfully mentored as a senior supervisor a number of PhD, EdD, MA, M.Ed. or MSc students.

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 the field. Such assessments are made by the members of the FTPC and by external reviewers of high academic stature. Total career contributions are considered, attending in particular to recent and ongoing research productivity.

3) Significance of Service

Professors are expected to have undertaken leadership roles in service to the Faculty, University, and/or to the scholarly or the professional community.
Faculty of Education Criteria for Promotion: Teaching Faculty

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

These criteria are to be used in conjunction with SFUFA and SFU Collective Agreement Article 35: University Criteria for Promotion, Teaching Faculty.

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 somewhat different priorities and ways of acknowledging achievement. Faculty members are responsible for presenting evidence from their particular field that shows how they have satisfied University and Faculty criteria in the areas of teaching and service.

The most relevant excerpts from Article 35 are provided below.

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.

Promotion to Senior Lecturer will require:

1) Excellence in Teaching

High quality teaching is an expectation for promotion to Senior Lecturer. Teaching effectiveness can be demonstrated by a portfolio containing but not limited to the following:

• consistently high ratings on student evaluations
• consistently positive commentary in student evaluations
• ongoing intellectual engagement, challenge and support for students
• teaching a variety of courses and across programs or program areas
• peer review of teaching.
2) **Examples of Educational Leadership**

This can be demonstrated by, but is not limited to the following:
- service to teaching at the Faculty or the University levels
- media presence on teaching-related issues
- leadership roles in community-based educational initiatives outside of the University
- leadership roles in teaching mentorship
- coordination of academic programs and/or site sponsorship in community graduate programs.

3) **Involvement in Curriculum Development, Innovation, and Other Teaching and Learning Initiatives**

This can be demonstrated by, but it not limited to the following:
- success in securing grants, focused on teaching/curriculum development, from external and/or internal sources
- development of distinctive and innovative courses
- development of distinctive and innovative programs
- development and implementation of new instructional or delivery methods (e.g., technology supported, blended, online education, etc.).

4) **Continuing Pedagogical/Professional Development**

This can be demonstrated by, but is not limited to, the following:
- completion of courses or workshops on teaching practice and methods and/or the area of one’s teaching interest
- attendance at relevant conferences
- seeking peer review of one’s teaching.

5) **An appropriate Level of Involvement in Service to the Academic Profession, University, or Community**

Participation in service to the University or the community or the discipline can be demonstrated by a combination of factors that may include, but are not limited to the following:
- 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
- membership on committees in professional or government organizations.
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.

Promotion to University Lecturer will require demonstration of:

1) **Outstanding Achievement in Teaching**

A sustained record of outstanding achievement in teaching over the course of an applicant’s instructional career can be demonstrated by submission of a portfolio containing, but not limited to, the following:

- consistently very high ratings on student evaluations
- consistently positive commentary in student evaluations
- ongoing intellectual engagement, challenge and support for students
- teaching a variety of courses and across programs or program areas
- peer review of teaching.

2) **Distinction in the Field of Teaching and Learning (including demonstrated innovation resulting in a positive impact on student learning)**

This can be demonstrated by, but is not limited to, the following:

- 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.

3) **Outstanding Achievement in Educational Leadership**

This can be demonstrated by, but is not limited to the following:

- key roles in service to teaching at the Faculty or the University levels
- key roles in international/national academic or practitioner communities
- media presence on teaching-related issues
- leadership roles in community-based educational initiatives outside of the University
- leadership roles in Ministry of 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.
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

This can be demonstrated by, but is not limited to the following:

- success in securing grants, focused on teaching/curriculum development, from external and/or internal sources
- development of distinctive and innovative courses
- development of distinctive and innovative programs for the Faculty or University
- development and implementation of new instructional or delivery methods (e.g., technology supported, blended, online education, etc.).

5) An Appropriate Level of Involvement in Service to the Academic Profession, University, or Community

Participation in service to the University, the community, or the discipline can be demonstrated by a combination of factors that may include, but are not limited to the following:

- 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.