Policy A11.05 specifies university-wide criteria for promotion and tenure of Research Faculty, in the areas of teaching effectiveness, scholarly activities, and contributions to the university and society. Policy A12.01 specifies university-wide criteria for promotion of Teaching Faculty, and policy A11.10 specifies criteria for promotion to the tenured rank of Teaching Professor. In the following, the minimal expectations for tenure and promotion to the rank of Associate Professor, and for promotion to the ranks of Professor, Lecturer, Senior Lecturer, and Teaching Professor are specified for the Department of Geography. The onus is on the candidate to make the case.

TEACHING

Teaching in our Department includes both undergraduate and graduate training. Success as an undergraduate teacher is paramount to our profession. The candidate must demonstrate teaching effectiveness in a breadth of courses, which should normally include large enrollment service courses and (for Research Faculty) smaller, specialized courses in their discipline. **Effectiveness should encompass** mastery of the subject, maintenance of academic standards, and currency within the field. **Evidence for teaching competence and effectiveness** should include official student evaluations, and a teaching dossier. The dossier should document teaching approaches among courses taught, as well as course content, method of course delivery, evaluation methods, and grading practices. It may also include student comments and observations of faculty colleagues. Other teaching contributions that supplement formal teaching may include participation in course development and curriculum revisions, and pedagogic innovation. Consideration will be given to the type and number of courses taught, class sizes, and development of new courses. Research Faculty must also demonstrate success in graduate training, as indicated by the quantity and quality of successful thesis completions. Indications of training quality may include publication records of graduate students, graduation times, awards, and professional success beyond graduation.

For tenure and promotion to Associate Professor, it is normally expected that the candidate has established a record of undergraduate teaching effectiveness, based on the available evidence as cited above, by the time that application is made. A normal expectation is also that the candidate has graduated at least one Masters or Ph.D. student (as senior supervisor), and served as senior supervisor or supervisory committee member for at least one additional graduate student or post-doctoral fellow.
For promotion to Professor, the candidate must demonstrate on-going effectiveness in undergraduate teaching, as cited above, and normally will be expected to have developed courses or programs, or to have revised them, and to have taught at a variety of levels in the undergraduate program. The candidate must also demonstrate continued success in graduate training, with an on-going, effective and productive graduate program, which should include both Masters and Ph.D. students. In addition, continuing activity as a committee member of other graduate students is expected for all Research Faculty, and as appropriate, research supervision of senior undergraduate students.

For promotion to Lecturer, there must be demonstrated ability as an effective university teacher, as cited above. For promotion to Senior Lecturer, there must be demonstration of superior ability as an effective university teacher as well as leadership in curriculum development or innovative pedagogy.

For promotion to University Lecturer, there must be a sustained record (a normal minimum of 15 years) of department-leading achievement in educational leadership and teaching that goes beyond the normal requirements of classroom teaching success. This requires evidence of sustained and innovative contributions to curriculum development, course design and other initiatives that advance the Department's ability to excel in its teaching and learning mandate. This rank is intended to recognize outstanding leadership in education, teaching, and curriculum development, as assessed both within the University and externally through achievements and recognition in the broader academic community beyond SFU. Weight will be given to outstanding accomplishments in educational innovation and teaching that positively impact student learning, and accomplishments that connect the candidate's work at SFU to academic and professional communities beyond the University. We also expect that the candidate will have a department-leading performance in large enrollment and lower division courses, and will have engaged in proactive and effective knowledge-transfer of Geographic pedagogy to Departmental colleagues and others, including those external to the University.

RESEARCH

The University expects a proven record of scholarly achievement, and continued growth as an established scholar. For the Department of Geography, this means that Research Faculty must establish and maintain a continuing, independent research program of high quality at SFU. Evaluation of research is based on total career contributions in all scholarly forms, of which articles in peer-reviewed journals are essential. Important contributions may also include books, and chapters in peer-reviewed scholarly presses. Both quantity and quality of publication are important. In general, refereed scholarship is preferred. However, non-traditional scholarship will be considered where it can be demonstrated that the former has had a significant impact on the field. Evidence of impact may include citations of publications, impact factors of journals where work is published, demand for membership as an expert reviewer or as an advisor on professional boards/councils, invited presentations at high profile conferences, and professional awards.
For tenure and promotion to Associate Professor, we normally expect that the candidate has obtained, as principal investigator, funding from an external granting agency. Additional support through contracts or joint grants is encouraged. The total funding level should be appropriate for the sub-discipline; it should normally be sufficient for the research expenses and a 1 semester per year support stipend for two graduate students. At the time of tenure and promotion to Associate Professor, the candidate will have published significant results from work s/he has initiated at SFU, in refereed publications appropriate for the sub-discipline. For the assessment of the quality of the research publications, the opinions of external referees are of special importance. The number of publications is important, but secondary to their quality and total impact, and to the applicant's contribution to the research publications.

For promotion to Full Professor, the total overall career contributions of the faculty member in the area of research shall be taken into consideration, and the candidate shall have evidence of having excelled in 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. The candidate must have a strong, continuing research program of high quality at SFU, with on-going funding at a minimum level, as specified above, and an appropriate publication record. The number of publications is important, but secondary to the cumulative impact of the overall publication record.

SERVICE

Active, collegial participation in academic self-administration is an essential contribution of any faculty member. While junior faculty members need to focus first on establishing their research and teaching programs, we expect gradually increasing service contributions prior to promotion. Minimally, candidates for tenure and promotion to Associate Professor should have served for two years on standing committees, and contributed to other service demands such as ad-hoc or search committees. We expect gradually increasing service contributions prior to promotion to Professor. Candidates for promotion to Professor should have a continued record of effective service to the Department and the University, and have served on various committees, including leading roles (e.g. Chairing committees). In addition, there should be evidence of service to the broader academic community. This may include being a member of an external review committee, organizing a regional or national conference, participating in the deliberations of professional bodies, holding office in national or international professional organizations, appointment to an editorial role of a major journal, or professional service to the general public.

Currently, the University does not expect service contributions for promotion from Laboratory Instructor to Lecturer. Once at the rank of Lecturer, gradually increasing service contributions are expected. For promotion to Senior Lecturer, a minimum of 2 years of service on Departmental Committees, and/or contribution to other aspects of service such as outreach and recruitment initiatives, is expected.
For promotion to University Lecturer, we expect continued participation in service to the Department, University, broader community, and the discipline, in addition to taking a leadership role in Departmental outreach, recruitment, and curriculum articulation.

CONTRIBUTIONS ACROSS THE THREE AREAS

Expectations of the relative contributions of research, teaching, and service, as specified in the University Policy, can vary among faculty due to formal arrangements (e.g. research chairs or awards, or major administrative duties). In cases with such formal arrangements, faculty who contribute relatively less to one or two of the three areas are expected to contribute relatively more to the other area or areas. Lower than normal contributions in research, however, cannot be compensated by higher than normal service contributions. Unusual allocations of work load should be specifically addressed in the tenure and/or promotion application materials submitted by the candidate. In such circumstances, the onus is on the candidate to make a detailed case within their application for why and how their contributions should be weighted more heavily in one or two of the areas. The candidate specifically should justify their work load allocation and suggest percentage weightings that the TPC could fairly use to evaluate their case. In such cases, the TPC will decide, based on the arguments presented, how the case will be weighted prior to formal evaluation, and will inform the candidate of the percentages it will use.