School of Criminology
Simon Fraser University
Tenure and Promotion Criteria

Approved by School of Criminology Tenure and Promotion Committee
under delegated authority from Criminology Faculty:

February 1\textsuperscript{st}, 2017

Approved by Dr Jane Pulkingham, Dean,
Faculty of Arts and Social Sciences:

February 10\textsuperscript{th}, 2017
8.0. Information Requested of Faculty Members Applying for Renewal and Tenure and Promotion

Faculty members applying for renewal and tenure and promotion will be requested to provide the Committee with the information prescribed in the University Policy and Procedure affecting renewal, tenure and promotion.

In addition, faculty members should provide,

(a) information relating to the matters set out in 10.0 below;
(b) an updated curriculum vitae; and,
(c) any other information the faculty member considers relevant.

9.0. Criteria for Decision-Making

In accordance with University Policy, renewal, tenure, promotion and salary review decisions for tenure stream faculty will be made on the basis of three major considerations: (a) teaching effectiveness; (b) scholarly activity; and (c) contributions to the University and to the community.

Members of the Committee will bear in mind the interdisciplinary nature of criminology and recognize the need for flexibility in considering faculty members of diverse disciplinary backgrounds. In particular, the Committee will recognize that there is a considerable diversity of publication patterns amongst those scholars who publish their works in criminology and closely related disciplines. The Committee will, therefore, adopt a flexible approach to issues such as the forum(s) in which a faculty member's publications appear and it will be guided primarily by a concern for the quality of such publications.

The general principles relating to consideration of a faculty member in light of the three major criteria outlined above will be those expressed in the current version of University Policy A 11.02 and which are set out below.

9.1 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 the development of academic programs. Teaching effectiveness may be measured or assessed through comments from students and through the opinions of faculty colleagues. Faculty members are expected to follow the general procedures developed by the School 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.
For the purposes of evaluating teaching effectiveness, the School Renewal, Tenure and Promotion Committee must consider the following:

(a) Student course and instructor evaluations, particularly the proportion of “very good” and “good” assessments given by the students in a faculty member’s course, and the positive and negative comments made by students.

(b) Faculty mentor evaluations and/or the evaluations of the Director and/or Undergraduate Director if the faculty member is either an untenured faculty member or a lecturer during the probationary period of his or her appointment.

(c) The size and nature of the courses taught by the faculty member, particularly whether they are lecture/tutorial or seminar courses, whether they are mandatory courses, and whether they are graduate or undergraduate courses.

(d) Whether the faculty member supervises directed readings and directed studies students.

(e) Whether the faculty member is involved in creating and/or offering distance education courses.

(f) Whether the faculty member supervises field practice students.

(g) Whether the faculty member supervises honours students.

(h) Whether the faculty member supervises graduate students (M.A. and Ph.D.) and the numbers of graduate students who complete their degrees.

(i) Whether the faculty member participates in Ph.D. comprehensive examinations.

(j) Whether the faculty member upgrades his or her teaching skills and methods by taking courses, attending workshops, or otherwise.

(k) Whether the faculty member explores and utilizes effective, innovative teaching methods.

(l) Any other factor relevant to the faculty member’s teaching effectiveness.

9.2 Scholarly Activity

Research achievement is of fundamental importance in the evaluation of the performance of a faculty member. 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 upon quality as well as the quantity of the research undertaken. Consideration should be given to recognition by national and international professional societies and special recognition by such societies or other universities should be noted.

For the purposes of evaluating scholarly activity, the Committee must consider the following:

(a) Whether the faculty member has a clearly defined, active, and productive research programme.

(b) Whether the faculty member has obtained research funding in support of his or her programme, and the extent and source of such funding.

(c) Whether the faculty member has published in his or her area/s of expertise and, if so, the nature of the publications. In this regard, the Committee will consider the faculty
member’s productivity with respect to the following, in descending order of importance, refereed publications (i.e., those reviewed by independent reviewers selected by the publisher or editor prior to publication) being given greater weight than un-refereed publications:

(i) sole authored, or first (i.e., primary) authored, books, monographs, journal articles or original book chapters;
(ii) jointly authored books, monographs, journal articles or original book chapters where the faculty member is not first (i.e., primary) author;
(iii) new editions of previously published books;
(iv) sole edited books or editions/issues of journals;
(v) jointly edited books or editions/issues of journals;
(vi) re-published journal articles or book chapters;
(vii) book reviews.

(d) Whether the faculty member has produced technical and/or government reports in his or her area/s of expertise, or other technical material, including co-authored reports, legislation, and other material.

(e) Whether the faculty member has produced a film or video in his or her area of expertise.

(f) Whether the faculty member has published newspaper or magazine articles or commentaries in his or her area of expertise.

(g) Pending publications of the kind listed in (c) above if these are “in press.”

(h) Presentations of papers at professional conferences, including being a plenary or keynote speaker, chairing panels, and being a panel member.

(i) Any other factor relevant to the faculty member’s scholarly activity.

(j) Scholarly achievement may take the form of traditional and non-traditional scholarship, in accordance with Article 28.18 of the Collective Agreement. Non-traditional scholarship is considered worthy of respect in the assessment of tenure and promotion of faculty members. Examples of contributions that will be considered valuable include those listed in Article 28.19 of the Collective Agreement, and shall include, but are not limited to:

(i) Indigenous or other non-Western forms of scholarship, such as the development of oral histories, and the adoption of Aboriginal teaching styles;
(ii) Public dissemination of scholarly work through engagement with government or community organizations;
(iii) Technology transfer of discoveries, innovations and inventions (including patents and licensing);
(iv) Bridging traditionally academic and traditionally artistic forms of knowledge production, such as the production of documentary films;
(v) Products of community-engaged scholarship that bridge the boundaries of teaching, research, and service.

(k) The School’s Tenure and Promotion Committee will attach greater weight to non-traditional scholarship that is shown to meet the criteria outlined in Article 28.21 of the Collective Agreement, including that shown to:
(i) Reveal a high level of complexity and sophistication;
(ii) Have taken a long period of time to produce the work;
(iii) Have been subject to meritorious peer or public review, meeting the standards needed to appear in the chosen venue;
(iv) Reflect a level of viewership or usage commensurate with outstanding acceptance of the product;
(v) Have made a significant impact on the discipline or the community.

9.3 Contributions to the University and to the Community

The faculty member’s contributions to the administration of the University should be considered as should the effectiveness of his/her cooperation with colleagues. Also, the faculty member may make a contribution through initiating and participating in seminars, public lectures or similar activities on campus, as well as by 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. There should, however, be a strong focus on the academic content of the contribution by the faculty member in this category.

For the purposes of evaluating a faculty member’s contributions, the Committee must consider the following:

(a) Membership of, and contributions to, School committees.
(b) Membership of, and contributions to, Faculty committees and like bodies (e.g., Task Forces).
(c) Membership of, and contributions to, University committees and like bodies (e.g., Task Forces).
(d) Membership of, and contributions to, the Senate of the University.
(e) Membership of, and contributions to, any other University-wide body (e.g., involvement with SFUFA).
(f) Editorships and editorial board memberships.
(g) Manuscript and grant reviewing.
(h) Activities in a professional society or other body.
(i) Conference organizing.
(j) Talks, addresses, or other forms of communication with academic content presented to the community or government or professional bodies.
(k) Membership in a professional capacity on community, government or professional committees, boards, executives and other like bodies.
(l) Media interviews and commentaries.
(m) Other activity by which the faculty member provides academic or university-related service to the community or a government or professional body.

9.4 Continuing teaching faculty will be assessed for renewal, promotion and salary review on the basis of criteria similar to tenure stream faculty; however, their primary obligation is teaching and associated duties, in accordance with Article 35.17 of the Collective Agreement. To the extent that they have been engaged in scholarly activity, it is expected to primarily be in relation to teaching pedagogy.
10.0 External Assessment of Scholarly Activity: Tenure and Promotion Cases

The University Policy and Procedure affecting the external assessment of the scholarly activity of a faculty member seeking tenure and promotion, or promotion, must apply in all cases.

11.0 Criteria for Tenure and Promotion

The Committee must adhere to the principles established in University Policy and Procedure (A11.02).

11.1 Requirements for Assistant Professor

Appointment or promotion to the rank of Assistant Professor presumes a strong academic record and completion of academic or professional training. There should be clear indications that the individual has the aptitude of a successful teacher and the potential to grow in stature as a scholar. These views should be supported by strong referee reports.

11.2 Requirements for Associate Professor

Appointment or promotion to the rank of Associate Professor is based on actual performance in teaching, scholarship, and participation in service to the University and the community. An important criterion is the demonstration of the continued professional growth of the individual in his/her field(s). The individual's contributions must be assessed by external referees of high academic stature.

11.3 Requirements for Professors

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 as a scholar, supported by letters from external referees of high academic stature.

11.4 Requirements for Senior Lecturers

Senior Lecturers in the School will have responsibilities that encompass the preparation of a wide range of undergraduate and/or graduate level courses, and will have demonstrated leadership in curriculum development, in accordance with Article 35.12 of the Collective Agreement.

Promotion to Senior Lecturer will require demonstration of the criteria outlined in Article 35.13 of the collective agreement, and must include:

a. A completed doctoral degree, or a graduate degree in law beyond the LLB/JD level;
b. A teaching record that reflects excellence in teaching as demonstrated by consistently excellent student evaluations, evaluation by peers, and nomination for an award for excellence in teaching;

c. Educational leadership as shown by a record of providing workshops to new teaching faculty, and mentorship of new teaching faculty;

d. Consistent involvement in curriculum development and the development of innovative teaching strategies and other teaching and learning initiatives;

e. Consistent and continuing pedagogical and professional development;

f. An enhanced level of involvement in service to the criminology profession, to the University, and/or to the community;

g. At least five years of service as a Lecturer at Simon Fraser University prior to application for promotion, in accordance with Article 35.50 of the Collective Agreement.

11.5 Requirements for University Lecturers

University Lecturer’s in the School 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 their impact on student learning, in accordance with Article 35.14 of the Collective Agreement.

Promotion to University Lecturer will require demonstration of the criteria outlined in Article 35.15 of the Collective Agreement, and must include:

a. Outstanding achievement in teaching, as reflected in superior evaluations by students, peers and administrators;

b. Distinction in the field of teaching and learning including demonstrated innovation resulting in a positive impact on student learning;

c. Outstanding achievement in educational leadership;

d. A commitment to provide mentorship to junior faculty, including sessional instructors;

e. Sustained and innovative contributions to curriculum development, course design, and other initiatives that advance the School’s ability to excel in its teaching and learning mandate;

f. A superior level of involvement in service to the academic profession, to the School, to the University, or to the community.