The Department of English additional criteria for appointment, tenure, and promotion

Approved by the Dean of the Faculty of Arts and Social Science, Feb. 10 2017

Article 28: University Criteria for Appointment, Tenure and Promotion

General

28.1 Faculty members in accepting appointment undertake to uphold and promote the aims of the University in the creation, dissemination and application of knowledge. A faculty member’s professional efforts should be directed primarily to teaching, research and service to the University and the community. As teachers, they should be effective in transmitting knowledge of and interest in their fields and should keep abreast of knowledge in their fields. Their research should be of such calibre as to contribute to the advancement of their fields. Faculty members should expect to carry their share of service work. Career advancement will be based upon the extent to which these obligations are fulfilled.

28.2 It is accepted that the criteria for appointment and advancement may differ among disciplines as a result of conditions that are internal and external to the University.

28.3 It is the responsibility and commitment of the University to seek continuous improvement in standards. Such improvement is generally a gradual process. Within the terms set by this Agreement, evaluation criteria may be adjusted so that the rigour with which they are applied realistically parallels the growing excellence of the institution and of the candidates for appointment and advancement.

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 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.

**University Requirements for Appointment, Tenure and Promotion**

**Requirements for Assistant Professor**

28.8 Appointment 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 aptitudes of a successful teacher, the potential to grow in stature as a scholar as well as a willingness to play an active role in the University. These views should be supported by strong referee reports. 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.
28.10 All candidates for tenure will be expected to demonstrate that, since the commencement of the tenure-track appointment:

28.10.1 there has been continued growth as an established scholar, as evidenced by the development of a significant program of research and scholarship;
28.10.2 there has been a sustained commitment to undergraduate and/or graduate teaching and supervision;
28.10.3 they have become a responsible and contributing member of the University/academic community.

Requirements for Associate Professor

28.11 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.

Requirements for Professor

28.12 The total overall career contributions of the faculty member in areas of teaching, research and service to the University and the community will 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.

Departmental Criteria for Tenure and/or Promotion

28.14 Each department, school and non-departmentalized faculty or area within a nondepartmentalized faculty will draw up and have adopted by the tenure-stream faculty in the department sets of criteria, standards and methods of assessment for tenure and for promotion that will be reviewed and either reaffirmed or revised no less than every three years. These departmental criteria must be approved by the Dean, copied to the VicePresident, Academic and the Association, and must be consistent with the general University requirements for tenure and promotion contained in this Agreement.

28.15 Departments are encouraged to develop departmental criteria for evaluating contributions pursuant to Criteria for Assessing Non-Traditional Scholarship and Criteria for Assessing Scholarship in the Fine and Performing Arts that may be particularly relevant to their disciplines.
28.16 When a faculty member is hired into a tenure-track position, they must be given a copy of the most recently approved departmental criteria for tenure. These will be the applicable standards when that faculty member is considered for tenure unless they opt to be evaluated against the department’s most recently approved criteria for tenure.

28.17 When a faculty member is being considered for promotion to Professor, their performance will be measured against the most recently approved criteria for promotion to Professor in existence at the time of consideration.

Criteria for Assessing Non-Traditional Scholarship

28.18 Without diminishing the requirement of faculty to demonstrate a record of achievement consistent with the relevant provisions above, the English Department recognizes that certain faculty members or groups of faculty members may engage in non-traditional forms of scholarship.

28.19 Examples of such contributions include but are not limited to:

28.19.1 Indigenous or other non-Western forms of scholarship and/or teaching;

28.19.2 public dissemination of scholarly work through engagement with government or community organizations;

28.19.3 technology transfer of discoveries, innovations and inventions (including patents and licensing);

28.19.4 work that bridges traditionally academic and traditionally artistic forms of knowledge production;

28.19.5 products of community-engaged scholarship that bridge the boundaries of teaching, research, and service.

28.20 Faculty members who expect to engage in such scholarship are encouraged to consult with their TPC Chair well in advance of a contract renewal, tenure and/or promotion application to discuss how this work might be best presented for evaluation by the TPC.

28.21 In particular, consideration should be given to presentation of:

28.21.1 the complexity or time taken to produce the work;

28.21.2 the nature of peer or public review, the standards needed to appear in the chosen venue, and the view/usage rate of the product;

28.21.3 the impact made by the work.

28.22 A faculty member may request that one external referee have expertise consistent with the non-traditional work to be reviewed; where appropriate, and with agreement of the TPC, this referee may be a person with expertise and stature who may not have academic credentials.

Criteria for Assessing Scholarship in the Fine and Performing Arts

28.23 Creative work presented to the public by faculty whose scholarly work involves activity in creative areas may be considered tantamount to a published scholarly work for all purposes of renewal, tenure, promotion or salary review. Such creative work might
include but is not limited to the publication of a work of creative writing, the creation or direction of a play, a choreographed dance, a painting, a sculpture, a film, a musical composition or a media event, especially when such work is presented, performed, or exhibited in a professional venue. The English Department recognizes that faculty members may engage in creative work and non-traditional forms of scholarship and that participation in these may vary over the course of a faculty member's career.

28.24 In evaluating creative work, consideration will be given to both its originality and its quality.

28.25 The consideration of creative work as research does not obviate the assessment of such work in relation to teaching effectiveness when students are involved.

28.26 Any work of art being considered for the purpose of renewal, tenure, promotion or salary review must be evaluated with rigorous scrutiny, in a way appropriate to the nature of the art and to the subjective nature of art judgment. Peer judgment will be of paramount importance to this evaluation.

Lecturer

35.10 A Lecturer will have full responsibility for the preparation and instruction of courses, including laboratory courses, and for curriculum development.

35.11 A Lecturer should show:

35.11.1 evidence of ability and commitment to teaching;

35.11.2 evidence of promise of educational leadership;

35.11.3 involvement in service to the academic profession, to the University, or to the community as appropriate.

Senior Lecturer

5.12 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.

35.13 Promotion to Senior Lecturer will require demonstration of:

35.13.1 excellence in teaching;

35.13.2 examples of educational leadership;

35.13.3 involvement in curriculum development and innovation and other teaching and learning initiatives;

35.13.4 continuing pedagogical/professional development;

35.13.5 an appropriate level of involvement in service to the academic profession, to the University, or to the community.

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.

35.15 Promotion to University Lecturer will require demonstration of:

35.15.1 outstanding achievement in teaching;

35.15.2 and may include, but is not limited to, distinction in the field of teaching and learning including demonstrated innovation resulting in a positive impact on student learning and an established engagement with the Scholarship of Teaching and Learning, and recognition and distinction in the form of awards, fellowships and other acknowledgment of teaching and learning related activities (internal to SFU and beyond);

35.15.3 outstanding achievement in educational leadership, including the mentoring and inspiration of colleagues and the supervision of undergraduate research projects in discipline-based pedagogies;

35.15.4 sustained and innovative contributions to curriculum development, course design, and other initiatives that advance the English Department’s ability to excel in its teaching and learning mandate. These may include activities to advance interdisciplinary, inter-professional and inter-institutional collaborations in teaching and learning;

35.15.5 an appropriate level of involvement in service to the academic profession, to the University, or to the community. This may include the organization of and/or contributions to conferences, programs, symposia, colloquia, workshops and other teaching and learning events; the securing of resources for teaching and learning innovation or enhancements, and leading the implementation of funded initiatives or activities. Applicants are not precluded from demonstrating involvement in service by means of contributions to the practice and theory of teaching and learning literature, publications in peer-reviewed and professional journals, conference publications, book chapters, textbooks, or open education resources.

Responsibilities of Lecture Faculty

35.16 Lecture Faculty have full responsibility for: the preparation and instruction of courses, including laboratory courses; the supervision of any teaching assistants or laboratory Simon Fraser University and Simon Fraser University Faculty Association Collective Agreement July 1, 2014 – June 30, 2019 58 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.
35.17 The primary obligation of Lecture Faculty is teaching and associated duties. They are fully responsible for courses in the same manner as other faculty members.

35.18 Occasionally, where the needs and resources of the department allow, and with the Member’s agreement, a Chair may assign limited duties related to the scholarship of teaching and learning for a defined period. These duties will be taken into account in assignment of workload.

35.19 In those semesters in which the lecturer is teaching less than a full teaching load they are expected to undertake teaching-related or professional development activities or other activities in lieu of classroom teaching assigned by the Chair.

35.20 Lecture Faculty are expected to undertake administrative functions assigned by the Chair in consultation with the Lecturer.

35.21 Lecture Faculty (term and continuing) will maintain teaching dossiers that must be updated each academic year. A summary of activities (or curriculum vitae update) will be forwarded to the department Chair by January 15th, annually.