THE DEPARTMENT OF FIRST NATIONS STUDIES (FNST)
Criteria for Renewal, Tenure and Promotion

March 31, 2017

The Department of First Nations Studies (FNS) is the newest addition to the Faculty of Arts and Social Sciences. Fundamental to its mission statement is the examination of the historical experience of Aboriginal people and their contemporary discourse. It follows an interdisciplinary approach to social science research and the production of creative works and compositions, which is reflected in the structure of its core faculty and their research foci in cognate disciplines such as Archaeology, Anthropology, English, Linguistics, Criminology, and Contemporary Arts. Faculty members in FNS consider community engagement to be a prominent feature of their mission, which they encourage through academic partnerships, research and fieldwork.

In consideration of applications, the First Nations Studies Department’s Tenure and Promotion Committee (FNS TPC) will employ criteria that conform with those renewal, tenure and promotion in the SFU Faculty Association Collective Agreement (SFUFA CA)\(^1\) while also considering a variety of approaches to and measures of research, teaching and service that includes high standards of scholarly, artistic and creative work.

A faculty member\(^2\) who is being considered for contract renewal, tenure and/or promotion and for salary review will be evaluated on the basis of their satisfactory performance in three key areas of activity: teaching effectiveness, scholarly activity and service to the University, their academic discipline and/or the broader community.

Criteria and standards in the Department of First Nations Studies are based on the university-wide requirements specified in the Collective Agreement between Simon Fraser University Faculty Association and Simon Fraser University, Articles 28 and 35.15.

**University Criteria for Promotion to Associate Professor:**

Article 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.

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\(^1\) SFUFA CA Articles 28, 30.24-30.31, and 35. At the time of this printing, term of the current CA is 2014-2019.

\(^2\) Tenure Track Research Faculty ranks include Assistant Professor, Associate Professor, and Professor.
University Criteria for Promotion to Full Professor:

Article 28.12 and 28.13:

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 considered. 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 of Professor outlined above.

University Criteria for Tenure:

Articles 28.9 and 28.10

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 the Requirements for Association Professor below.

28.10 All candidates for tenure must 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) that there has been a sustained commitment to undergraduate and/or graduate training and supervision and;

(28.10.3) that s/he is a responsible and contributing member of the University/academic community.

In addition to tenure track research faculty appointment promotions, in promotion cases regarding teaching faculty in the promotion of Lecturer to Senior Lecturer, and from Senior Lecturer to the newly established rank of University Lecturer, the FNS TPC will follow the criteria as outlined in SFUFA CA Article 35. The candidate is also required to have demonstrated teaching success in areas specific to indigenous pedagogy.
Lecturer

35.10 A Lecturer will have full responsibility for the presentation 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

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.

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 initiative;
(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 the community.

Department of First Nations Studies Criteria for Promotion to University Lecturer

The University requires that those promoted to University Lecturer must have excelled in teaching, educational leadership, mentorship and curriculum development. Promotion to University Lecturer will require demonstration of accomplishments in teaching and educational innovation in an appropriate field core to the teaching in the Department. In addition to teaching evaluations, the FNS TPC will examine the portfolio of teaching accomplishments submitted by the candidate, as well as evidence of the development of innovative content in such forms as textbooks, digital and other media, guide- and work-books, curriculum design, experiential learning and field courses. Instruction of graduate students, and the preparation of innovative content for graduate student education will be a significant component of the evaluation. Excellent training of graduate students and demonstrated positive impact on student learning will be regarded as evidence of excellence in teaching. A candidate will have developed or revised courses and, if relevant, programs.

University Criteria for Promotion to University Lecturer:

Article 35.15

Promotion to University Lecturer will require demonstration of:
(35.15.1) outstanding achievement in teaching;
(35.15.2) distinction in the field of teaching and learning including demonstrated innovation resulting in a positive impact on student learning;
(35.15.3) outstanding achievement in educational leadership
(35.15.4) 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;
(35.15.5) an appropriate level of involvement in service to the academic profession, to the University, or to the community.

Department of First Nations Studies Criteria for Tenure & Promotion to Associate Professor

All candidates for tenure and promotion to Associate Professor must demonstrate that, since the commencement of the tenure-track appointment,

(a) they continue grow and establish themselves as scholar, by illustrating their development of a significant program of research, creative production and scholarship;

(b) they enjoy recognition as an established scholar among their peers, (both internal to the university and nationally),

(c) there is a sustained commitment to teaching and supervision, and;

(d) s/he is a responsible and contributing member of the University/academic community and the broader public.

Teaching
The results of the review must include evidence of teaching effectiveness that is based on a variety of assessments of teaching success. Criteria of evaluation will include mastery of the subject, response of students, maintenance of appropriate academic standards, currency within the field(s), pedagogical innovation, graduate supervision, course and program design, and versatility within the range of the faculty member’s academic program. All candidates are expected to teach successfully at different levels of the curriculum. Teaching effectiveness will be assessed through a combination of qualitative and quantitative measures presented in the form of the candidate’s teaching portfolio. The latter will include a reflexive statement of the faculty member’s teaching philosophy or approach, and summarizes teaching responsibilities (courses taught, course level, enrolment, format, graduate and undergraduate supervision/training), professional development activities, and course and curriculum development activities. Its appendix will present formal student course evaluations with quantitative and qualitative components (75% of courses evaluated during the period under review), course outlines and, optionally, informal testimony and/or peer assessment of the candidate’s teaching effectiveness by students or faculty. At a minimum, satisfactory performance must be demonstrated in the area of teaching in order to qualify for a positive recommendation.
Research & Creative Production
Scholarly achievement is likewise an essential factor in the review of a faculty member’s performance. Faculty members are expected to establish a coherent and sustained program of research and/or creative production that results in regular publication and/or other forms of dissemination in venues subject to peer evaluation. A faculty member’s scholarly achievement will be assessed using qualitative and quantitative measures, although greater emphasis will be placed on the quality of research and creative production.

Evidence of high quality research will include: Publication of refereed books and articles, presentation of papers at conferences, invited publications and presentations, editorial contributions (journals, books, and other compilations), review and citations of the candidates published research, the attraction of external research support, contributions to ongoing artistic studios, laboratories, centers, and institutions, organization of workshops and symposia, and research prizes or other recognition by appropriate academic bodies. For faculty members whose contributions pertain fully or partially to artistic and creative works, evidence of scholarly activity in this area will include: peer reviewed exhibition of artistic and creative works, performances, invited or competitive commissions, screenings, reprintings, curating of exhibits, and/or the organization of artistic workshops. These activities must be shown to require sustained research and original or critical content.

Secondary emphasis will be given to scholarship, research and knowledge disseminated in other venues and forms (e.g., popular media, research reports, working papers and film, exhibits). The First Nations Studies TPC will give special consideration to scholarly and artistic work that shows evidence of successful engagement with the indigenous community.

Where external letters of reference are required, the assessment of the candidate’s research by the referees must be taken into account in constructing the final recommendation. Satisfactory performance must be demonstrated in research in order to qualify for a positive recommendation.

Service
Each faculty member will be an active participant in the collegial governance and ongoing committee work within the University, at the departmental, faculty, and/or University level. In addition, the evaluation will take into account a faculty member’s contributions to their discipline through participation in the directorship or contributing activities associated with scholarly organizations. Public service to the community-at-large will be taken into account, giving special emphasis to service that includes and engages the indigenous community, and liaisons between the indigenous and non-indigenous community.

Department of First Nations Studies Criteria for Promotion to Full Professor
Promotion to the rank of Professor is recognition of substantial research contributions and a sustained commitment to teaching excellence and service.
Teaching
The University requires that those promoted to full professor excel in teaching, which will be assessed in a number of ways. In addition to teaching evaluations to include both current students and those who have completed the program, the TPC will examine the portfolio of teaching accomplishments submitted by the candidate. Teaching will normally include supervision of graduate students consistent with the contributions made by all faculty (adjusted for the specific conditions of individual appointments). Graduate student supervision in other academic units or in Special Arrangements will be considered given the absence of a graduate program in FNS.

Research and Creative Production
Candidates for promotion to Full Professor must demonstrate that they are established scholars with a national or international reputation for quality research or creative production. Evidence for this status consists of a significant body of research published in peer-reviewed journals, and substantive pieces of work in the form of a book, monograph or a series of significant articles or exhibitions. Research projects will be made public in the form most appropriate to the candidate’s field and intentions, and may include other publications such as edited collections, scholarly work commissioned through engagement with government, indigenous or community organizations, scholarly work communicated in popular media, work that bridges traditionally academic and publicly relevant forms of knowledge production, technical/government reports, contract research, reviews, presentation of papers, invited addresses, colloquia and service as a discussant, acquisition and administration of grants, participation in ongoing research, curatorial work, and products of community-engaged scholarship that blend the domains of teaching, research and service. In addition to evaluations solicited from external referees, the quality of this research may be assessed using citation figures for publications and reviews of exhibitions, by examining the impact factor of the journals involved, and/or the stature of the scholarly press, or the prominence of the venues for exhibition, consistent with the rigorous standards for the discipline as to the quality of conception and execution.

Assessments may consider both disciplinary contributions as well as multi- and inter-disciplinary contributions to the candidate’s field(s) of studies, broadly defined, non-traditional forms of scholarship, and engagement with industry, governments, indigenous groups, non-governmental organizations and/or communities. Other evidence provided by the candidate of such scholarly reputation may include, but is not limited to: awards from national and international professional associations; service to peer-reviewed journals; service to academic presses; invited presentations at national and international conferences; service on grant selection committees, managing editorship, membership in scientific and creative advisory boards; and the significance of research contributions to indigenous groups, governments and industry. All forms of scholarship will be reviewed for evidence of complexity or time taken to produce the work, peer review or public exhibition, the standards expected by the selected venue, the views/usage rate of the product, or the impact made by the work.

Professors will possess a body of research comparable in quality and size to the norms of their discipline. Candidates for promotion to Full Professor will have a history of sustained external grant funding appropriate to the needs of their research programs.
Service
Candidates for promotion to Full Professor must demonstrate ongoing service at a variety of levels, including service to the academic community, University, Faculty and the Department of First Nations Studies. The candidate receives the recognition of their peers by being a member of an external examination or review committee, by helping organize a regional or national conference, or by participating in the deliberations of granting organizations or professional bodies. Candidates might demonstrate their service to the academic community by holding executive office in national or international professional associations, or by appointment to editorial boards of major journals or academic presses. The FNS TPC also recognizes service to the general public in a variety of forms where the involvement of the candidate centres on the professional and academic contributions.

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