The History (HIST) Department Tenure and Promotion Committee (TPC) will be guided by the following criteria for the evaluation of contract renewal and tenure/promotion cases:

DEFINITIONS

Publication Status:
In Press: the manuscript is out of the author's hands, fully copyedited, and in the final stages of the production process
Accepted for publication (or “Forthcoming”): a completed manuscript has been accepted by a press or journal, with a written confirmation from the publisher and a projected date of publication or electronic release
Under contract to . . .: a press and an author have signed a contract for a book in progress, but the final manuscript has not yet been approved by the editorial board
Submitted (or "under consideration"): the book or article has been submitted to a press or journal, but there is as yet no contract or agreement to publish

Lecture Faculty: Lecturers, Senior Lecturers, and University Lecturers collectively.
Research Faculty: Instructors, Assistant Professors, Associate Professors, and Professors.

PREAMBLE

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.

As faculty in the Department of History, we strive to be a department of active scholars, reflective teachers, and engaged members of our departmental, university, academic, and wider communities. In interpreting and implementing these guidelines, the TPC recognizes that individual faculty members will develop as scholars, teachers, and members of the academic community with different opportunities, constraints, objectives, and experiences and that these change over the length of a career. In assessing faculty for salary, tenure, and promotion, the TPC respects and encourages this diversity. The TPC will implement
these guidelines consistently and with clarity. It will exercise reasonable discretion in interpreting these guidelines and will clearly articulate its reasons. Ambiguities should be resolved in favour of the candidate for promotion.

1. CATEGORIES OF EVALUATION

1.1 General

Faculty members who are being considered for contract renewal, tenure and/or promotion and for salary review will be evaluated on the basis of their performance in three key areas of activity: teaching effectiveness, scholarly productivity and service to the University, their academic discipline and the broader community. At a minimum, satisfactory performance in both teaching effectiveness and scholarly productivity must be demonstrated. Less than satisfactory performance in either will not meet the expectations of the University. In addition, there must be evidence of significant service contributions.

1.2 Teaching Effectiveness

Effectiveness or quality of teaching will take into consideration any positive or negative evidence of an instructor’s relationship to his/her students, his/her role in the implementation of the Department’s teaching program, maintenance of appropriate academic standards, dedicated involvement in the disciplinary field(s), openness to innovation and graduate supervision. Consideration will 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 will be assessed through a combination of methods, including teaching portfolios, peer evaluation/assessment of teaching effectiveness, and student evaluations. At a minimum, teaching portfolios should consist of: a statement of teaching philosophy and examples of detailed course outlines and teaching aids. Teaching portfolios may also include: evidence of professional development in the area of instructional methods including training and workshop participation and incorporation of new and/or innovative instructional methods; self-designed course evaluations; documentation of student work; assignment prompts; and informed testimonials by students and/or faculty. Candidates for promotion to Senior Lecturer or University Lecturer should also include examples of educational leadership, such as the mentoring of colleagues and the supervision of undergraduate research projects in discipline-specific pedagogies; involvement in curriculum development and innovation; and continuing pedagogical development.

The Department recognizes that student evaluations are an imperfect measure of teaching quality and that the results often reflect systemic biases. These will be taken into consideration when the TPC examines the scores from the student evaluations and teaching effectiveness will not be evaluated solely on the basis of student evaluations.

Participation in the graduate teaching program will be positively regarded. This may include supervising students and teaching assistants, teaching courses, assessing applicants to our graduate programs, advising students, commenting on thesis and major research essay proposals, and serving as external examiners for other units and
institutions. We recognize, however, that not all faculty have the same opportunities to participate in graduate supervision.

1.3 Scholarly Activity

It is expected that faculty members will be regularly publishing the results of their research. While the Department recognizes that historical scholarship is most commonly disseminated through the peer reviewed article or monograph, it also recognizes that historical scholarship takes other forms, including but not limited to chapters in edited collections; major digital artifacts; published conference proceedings; publications that integrate and synthesize knowledge, such as textbooks, major book-length annotated bibliographies, review articles, book reviews, dictionary and encyclopedia entries; presenting conference papers and other public talks; translations and annotated critical editions; consulting work in the public and private sectors; curating museum or gallery exhibitions relevant to the discipline; and successful grant writing. Scholarly editing, where it can be shown to require sustained research and original or critical activity, may be offered as another example of scholarly activity. In most instances, however, journal editing or similar activity will be understood as service. The Department values equally work produced in languages other than English or French.

Quality and quantity of research will be given consideration but greater emphasis will be placed on the quality of research. Each piece of scholarship shall be assessed individually for its original research and its contributions to the advancement and integration of scholarly knowledge, whether historical, historiographic, or theoretical. While the venue of the publication is a significant consideration, the primary criterion will be the excellence in historical scholarship and recognition at the regional, national, or international level (depending on the rank for which the candidate is being considered) for the quality of historical work produced. Quality of scholarship will be assessed in terms of weighing all available positive and negative assessments of publications by reviewers, other colleagues, and recognized relevant scholarly bodies, including granting agencies and prize committees.

Ability to work independently in the form of sole authored/edited publications is expected, but collaborative research reflected in the form of joint/multiple authorship will be given due weight. In cases of collaborative scholarship, it is incumbent upon a candidate to provide a clear indication of the role they played in the research and writing of this scholarship, and if possible to provide an approximation of the percentage of the research and of the disseminated work for which they were responsible. Consideration will be given to the particular conditions of community-engaged research and knowledge-mobilization activities.

1.4 Non-Traditional Scholarship

The Department recognizes that certain faculty members or groups of faculty members may engage in non-traditional forms of scholarship. Examples of such contributions include but are not limited to: Indigenous or other non-Western forms of scholarship and/or teaching; public dissemination of scholarly work through engagement with
government or community organizations; products of community-engaged scholarship that bridge the boundaries of teaching, research, and service; and digital scholarship that “use[s] digital technologies in studying traditional humanities objects...[or] use[s] the methods of the contemporary humanities in studying digital objects.”

Non-traditional forms of scholarship should be assessed on their scholarly merit and for the contribution that the scholarship makes to the discipline through research, teaching, and/or service. Rigorous documentation and evaluation, including some form of peer review, should be part of the process of evaluating all forms of scholarship. Candidates presenting work in digital history, public history, community-based research, and research involving indigenous forms of knowledge must provide clear documentation of the ways in which their work qualifies as scholarship in the eyes of the historical profession as well as evidence of impact, quality, and peer review. For digital humanities projects, it is incumbent on the candidate to make clear their role in the construction of the digital project and in the research and development of the content of the project, while it is incumbent upon the TPC to evaluate the scholarship in its native digital medium, so that they can understand how the project works, what capacities it possesses, and how well those capacities perform.

Faculty members who expect to engage in such non-traditional 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.

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

1.5 General Contributions to the University and to Society

Active contribution to the administration of the Department and University, to the intellectual life of the Department, University and public (e.g. initiating and participating in seminars, public lectures or similar activities on and off campus), and participation in other outreach and recruitment activities will be assessed. Assessment of a faculty member’s contributions to public service should focus on the academic and/or disciplinary application of the content of the contribution. Faculty contributions to the University and to Society will be evaluated on the basis of their entire career, with greater emphasis on what they have achieved since joining S.F.U. 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.

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1.6 Teaching, Scholarship, and Service

While the criteria above clearly differentiate among teaching, scholarship, and service, the Department recognizes that in some cases these categories cannot be clearly separated. Community engagement in particular entails an active partnership between scholars and a community for the creation and application of knowledge through teaching and scholarship. It is incumbent upon the candidate to make such linkages explicit in their statements regarding teaching, research, and/or service, as relevant, and to demonstrate clearly how work that may have been traditionally categorized under a single category is in fact integrally linked to one or more other categories.

2. CRITERIA FOR PROMOTION

2.1 Requirements for Associate Professor

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. The candidate will be expected to demonstrate that, since the commencement of the tenure-track appointment, there has been continued growth as an established scholar, as evidenced by the development of a significant program of research and scholarship; there has been a sustained commitment to undergraduate and graduate teaching and supervision (if appropriate); and they have become a responsible and contributing member of the University community. An important criterion is the demonstration of continued professional growth of the individual, including recognition as an established scholar. External referees of high academic stature must assess the individual’s research contributions. For promotion to tenured Associate Professor, a faculty member will have produced a body of scholarship that has made a substantial contribution to historical knowledge. The normal scholarly requirement will be a monograph, accepted for publication by a reputable scholarly press, or the scholarly equivalent as represented by a concentration of scholarly outputs subjected to appropriate peer review that establishes and sustains a significant program of research.

When a faculty member is hired into a tenure-track position, they will be given a copy of the most recently approved departmental criteria for tenure, the current copy of the Collective Agreement, and applicable University policy. 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.

2.2 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 in their area of expertise, supported by letters from external referees of high academic stature. For promotion to Professor, a faculty member will have produced a
substantial and continuing body of influential research undertaken since promotion to Associate Professor. The normal scholarly requirement will be a monograph accepted for publication by a reputable scholarly press, or the scholarly equivalent, as represented by a concentration of scholarly outputs subjected to appropriate peer review that establishes and sustains a significant program of research. In assessing a faculty member’s scholarly influence and reputation, a variety of factors will be considered, including the reception and reviews of the candidate's published research, the frequency of readership or citation by others in the field, the reprinting or translation of published research, invitations to give talks at other institutions or keynote addresses at conferences, and invitations to edit collected editions or special issues of journals.

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.

2.3 Requirements for Senior Lecturer

Promotion to Senior Lecturer will require demonstration of: excellence in teaching; examples of educational leadership; involvement in curriculum development and innovation and other teaching and learning initiatives; continuing pedagogical/professional development; and an appropriate level of involvement in service to the academic profession, to the University, or to the community.

The criteria for and assessment of teaching effectiveness are outlined in Section 1.2 above. Research, scholarship, and presentations on the pedagogy of teaching and learning in the discipline of History, the creation of teaching materials such as textbooks and primary source collections, and contributions to scholarship related to their teaching fields will be considered part of teaching effectiveness as will other indications that they have kept abreast of current developments in their teaching fields.

2.4 Requirements for University Lecturer

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

The criteria for and assessment of teaching effectiveness are outlined in Section 1.2 above. Research, scholarship, and presentations on the pedagogy of teaching and learning in the discipline of History, the creation of teaching materials such as textbooks and primary source collections, and contributions to scholarship related to their teaching fields will be considered part of teaching effectiveness as will other indications that they have kept abreast of current developments in their teaching fields.
3. **CRITERIA FOR TENURE**


4. **COMMITTEE PROCEDURES**

4.1 All deliberations of the TPC must be kept confidential. All Committee members commit themselves not to divulge any information received or to discuss individual applications outside the Committee. The TPC may consult materials other than those supplied by the candidate and the referees, but will inform the candidate of its actions in this respect and allow the candidate to respond to any new materials. This applies when such additional materials are used as a basis for arguments made during TPC deliberations or during appearances of TPC members before the Faculty Review Committee (FRC).

4.2 The TPC will keep minutes. At a minimum the minutes will record the date of the meeting, attendance and the action of the Committee, e.g., motions and votes. All members present have an obligation to form an opinion and to express it by voting. Decisions regarding tenure and promotion require votes from all members of the TPC. TPC motions should be framed in positive terms.

4.3 The minutes will summarize the various aspects of the discussion of individual cases, but will not identity the individual committee members who advance particular viewpoints. No staff shall be present in TPC meetings where individual cases are deliberated. Proceedings/decisions will be recorded by a designated faculty member.

4.4 The Chair will write the final Committee recommendations and summary, stating the major arguments mentioned in the discussion and identifying the evidence on which they were based.

5. **DOCUMENTATION, DEADLINES, AND REFEREES**

The process and deadlines for putting together the candidate’s file and soliciting external referees are specified in SFU SFUFA Collective Agreement, July 2014-June 30, 2019 31.3-31.8 (for research faculty) and 35.56-35.56.2 (for teaching faculty).

6. **DEVELOPING RECOMMENDATIONS TO THE PRESIDENT**

The process for developing recommendations to the president is specified in SFU SFUFA Collective Agreement, July 2014-June 30, 2019 32.1-32.7.

7. **DEPARTMENT GUIDELINES AND UNIVERSITY POLICY**

7.1 Department guidelines and TPC deliberations will observe all provisions in the SFU SFUFA Collective Agreement, July 2014-June 30, 2019, Articles 28, 29, 30, 31, 32, and 35.