Departmental Criteria for Tenure and/or Promotion

The Hellenic Studies Program Tenure and Promotion Committee will be guided by the following criteria for the evaluation of contract renewal and cases of tenure and promotion.

1. Categories of Evaluation (SFUFA CA 27.1, 27.2, 28.2, 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.

The Hellenic Studies Program has a strong commitment to community engagement and recognizes the positive role that public intellectuals can have on society and to discourse in the public square. This is evidenced within our academic community through faculty members’ concurrent membership in the Stavros Niarchos Foundation Centre for Hellenic Studies, whose mandate includes community engagement and outreach. As such, in addition to the minimum satisfactory performance in teaching effectiveness and scholarly activity, there must be evidence of meaningful service contributions.

Hellenic Studies is at its heart an interdisciplinary and multidisciplinary project, with representation from the fields of history, literary studies, archaeology, and others. Consequently, the Hellenic Studies Program affirms the equivalence of contributions from different disciplines.

i. Teaching Faculty and Research Faculty (SFUFA CA 27.2, 35.16, 35.20)

it is recognized that the roles and responsibilities of Teaching Faculty and Research Faculty in the university are different and as such shall be evaluated accordingly.

a. The normal workload of Research Faculty will include contributions from all three areas of activity, though the particular components of a faculty member’s annual responsibilities may vary from time to time. Research and teaching will take precedence, but all faculty members will carry their share of service work and achieve an appropriate balance among all three areas of activity.

b. The primary obligation of Teaching Faculty, however, comprises teaching and associated duties; there is no requirement for research. As Teaching Faculty are also expected to undertake administrative functions in consultation with the Chair.

ii. Teaching Effectiveness (SFUFA CA 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 among students, maintenance of appropriate academic standards, dedicated involvement within one's field(s), openness to innovation,
graduate supervision, and development of new courses and 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 caliber of supervised dissertations and theses. At a minimum, faculty members must follow the general procedures developed by their departments to evaluate teaching effectiveness. Service to students over and above formal teaching should also be taken into consideration, particularly where the service is of a time-consuming nature.

iii. Scholarly Activity (SFUFA CA 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.

iv. General Contributions to the University and to Society (SFUFA CA 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. As all faculty members of the Hellenic Studies Program are also members of the Stavros Niarchos Foundation Centre for Hellenic Studies and are expected to participate in the Centre’s many activities and initiatives, account shall also be taken of the faculty member’s contributions in initiating and participating in Centre events such as seminars, conferences, public lectures or similar activities on and off campus. Similar contributions outside of the Centre shall also be taken into account, but it shall be understood that a positive assessment under this area of evaluation will include satisfactory contributions to the SNF Centre for Hellenic Studies.

v. Criteria for Assessing Non-Traditional Scholarship (SFU FA CA 28.18-28.22)

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

Examples of such contributions may 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;
- technology transfer of discoveries, innovations and inventions (including patents and
licensing);
• work that bridges traditionally academic and traditionally artistic forms of knowledge production;
• products of community-engaged scholarship that bridge the boundaries of teaching, research, and service;
• activities that integrate technology into research and teaching activities, broadly understood as digital humanities, such as the development of databases, online research tools, or mobile learning applications

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.

In particular, consideration should be given to presentation of:

• the complexity or time taken to produce the work;
• the nature of peer or public review, the standards needed to appear in the chosen venue, and the view/usage rate of the product;
• the impact made by the work.

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.

2. Criteria for Appointment, Tenure, and Promotion

i. Requirements for Lecturer (SFUFA CA 35.10-35.11)

A Lecturer will have full responsibility for the preparation and instruction of courses, including laboratory courses, and for curriculum development. A Lecturer should show evidence of ability and commitment to teaching; evidence of promise of educational leadership; and involvement in service to the academic profession, to the University, or to the community as appropriate.

ii. Requirements for Senior Lecturer (SFUFA CA 35.12-35.13)

Promotion to the rank of Senior Lecturer will require the 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 where appropriate, involvement in service to the academic profession, to the University, or to the community.

iii. Requirements for University Lecturer (SFUFA CA 35.14-35.15)

Promotion to the rank of University Lecturer will require the 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 where appropriate, involvement in service to the academic profession, to the University, or to the community.

i. Requirements for Assistant Professor (SFUFA CA 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.

ii. Requirements for Tenure (SFUFA CA 28.9-28.10)

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. All candidates for tenure 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/or graduate teaching and supervision; and
- they have become a responsible and contributing member of the University/academic community.

iii. Requirements for Associate Professor (SFUFA CA 28.11)

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. Emphasis will be placed on the faculty member’s record of teaching, scholarly achievement and participation in service at SFU. An important criterion is the demonstration of continued professional growth of the individual in his/her field(s) including recognition as an established scholar. The normal scholarly requirement will be the acceptance for publication by a reputable press of at least one major work of scholarship, (published during the assessed faculty member’s tenure at SFU), that makes a significant contribution to the candidate’s field, or the scholarly equivalent as represented by a concentration of articles in rigorously peer-reviewed journals that reflect a coherent program of research. Additional but not alternative evidence for promotion in this category may include the regular presentation of professional papers, winning grants and awards for scholarship, having one’s work translated or reprinted, and being cited by peers. Scholarly editing, where it can be shown to require sustained research and original activity, may be offered as another example of scholarly activity. In most instances, however, journal editing or similar activity will be understood as “professional service”.

4 Updated February 17, 2017
iv. **Requirements for Professor (SFUFA CA 28.12-28.13)**

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. The normal scholarly requirement will be the acceptance for publication by reputable press of a second major work of scholarship, or the scholarly equivalent, as represented by a concentration of articles in rigorously peer-reviewed journals that reflects a coherent program of research. Additional but not alternative evidence for promotion in this category may also include the other evidence detailed above, expect that at this level the TPC requests that the candidate will have achieved a full national or international reputation, as demonstrated by letters from external referees of high academic stature, citations, and reviews, and that they will have contributed to most of the categories of other evidence that are listed under promotion to Associate Professor. External referees of high academic stature must assess the individual’s research contributions.