A. TENURE TRACK FACULTY

Faculty members who are being considered for contract renewal, tenure and/or promotion must be evaluated on the basis of their performance in three key areas of activity: scholarly activity; teaching effectiveness; and service to the University, their academic discipline and/or the broader community. Candidates must meet performance standards in all three areas of activity.

[1] SCHOLARLY ACTIVITY

TRADITIONAL SCHOLARSHIP
Scholarly achievement is an essential factor in successful faculty performance. Faculty members are expected to establish and pursue a sustained program of research. Since Humanities is an interdisciplinary, multidisciplinary, and diverse field of study, our criteria include a variety of factors, the importance of which may differ somewhat for individuals in different subfields. Evidence of scholarly activity includes the following in order of significance, with more weight given to refereed publications:

- Books and monographs
- Published translations with extended scholarly apparatus
- Peer-reviewed journal articles (including internet journals)
- Book chapters
- Edited books or journal issues
- Other scholarly publications
- Published translations
- Book reviews, review essays, and published reports on the state of a field of inquiry

NON-TRADITIONAL SCHOLARSHIP
The TPC intends to follow the SFUFA criteria set out in the Collective Agreement sections 2.8.18-22, including the request to seek input from an external referee with expertise consistent with the non-traditional nature of the work to be reviewed.

We will adhere to section 28.19 in the Collective Agreement to assess non-traditional Humanities scholarship. The TPC will consider the following aspects in its assessment of such scholarship:

- 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.
TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

In accordance with section 28.11 of the Collective Agreement between SFU and SFUFA, in order to be granted tenure and be promoted to the rank of Associate Professor, the Department expects a candidate to have a record of scholarly achievement that demonstrates professional growth in the discipline and the promise of a distinctive contribution in the future. Our assessment is based on a combination of quality and quantity and takes into account the assessments from external letters of reference in making the Department’s final recommendation. In general, we expect candidates to show that they have published high-quality scholarly work on a continuing basis.

Original scholarly work is the most important and essential criterion for establishing scholarly quality. Extended single-authored work is the traditional form of Humanities scholarship. Shorter works, such as journal articles and book chapters, are another form of original scholarship. We normally view approximately 6 distinct refereed articles, or comparable publication such as a single-authored book as a basic standard for tenure and promotion. Satisfactory continuing performance must be demonstrated in scholarly activity to qualify for a positive recommendation. Also, translations with extended scholarly apparatus of classic texts or other scholars’ works are a valuable contribution to Humanities scholarship. In addition, publication for different audiences is considered a worthwhile ancillary part of scholarly work in the Humanities. Dissemination of research in public forms, as recognized by the Social Science and Humanities Research Council.

PROMOTION TO PROFESSOR

The criteria for promotion to Professor are in accordance with sections 28.12-13 of the Collective Agreement between SFU and SFUFA. Original scholarly work is the most important and essential criterion for establishing scholarly quality. Extended single-authored work is the traditional form of Humanities scholarship. Shorter works, such as journal articles and book chapters, are another form of original scholarship. Also, translations with extended scholarly apparatus of classic texts or other scholars’ works are a valuable contribution to Humanities scholarship. In addition, publication for different audiences is considered a worthwhile ancillary part of scholarly work in the Humanities. Dissemination of research in public forms, as recognized by the Social Science and Humanities Research Council. In considering promotion to the rank of Professor, the total overall career contributions of the faculty member are taken into consideration. In order to be granted promotion, candidates must have a sustained record of scholarly accomplishments considerably beyond that required for the rank of Associate Professor.

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.

[2] TEACHING

Success as a teacher is an essential criterion for evaluating the performance of a faculty member. Two elements are necessary to establish teaching effectiveness: teaching
activity and teaching quality. Instructional/program development and extra service to students may also be considered when assessing teaching success.

Candidates for tenure and/or promotion must prepare a teaching dossier containing the information and documentation specified in appended Table 1: Teaching Dossier. A successful teacher should meet the expectations of the required teaching elements 1 and 2 as described. Elements 3 and 4 may be included in the dossier to strengthen a faculty member’s overall teaching profile. The optional elements may also be used to supplement perceived weaknesses in the required teaching.

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR
In accordance with section 28.11 of the Collective Agreement between SFU and SFUFA, in order to be granted tenure and promoted to the rank of Associate Professor, the candidate is expected to have a proven record of effective teaching.

PROMOTION TO PROFESSOR
In accordance with sections 28.12-13 of the Collective Agreement between SFU and SFUFA, in considering promotion to Professor, the total overall career contributions of the faculty member in the area of teaching shall be taken into consideration. Consistent effective teaching is considered to be a mark of the rank of Professor.

[3] SERVICE
It is expected that each faculty member will be an active participant in the administration and governance of the University and will be an active contributor to the academic community in one (or more) sub-field of Humanities. Public service contributions to the larger community will also be taken into account.

Evidence of academic, University and community contributions includes:

Manuscript and grant reviewing
Editorial board memberships
Editorships
Officer or otherwise active in a professional society
Active, contributing membership on Departmental, Faculty, and University Committees
Conference organizing
Field School Directorship
Talks, addresses or other forms of communication with academic content presented to the community
Membership in a professional capacity on community committees, boards, executives
Opinion articles for the press, media interviews and commentary
Other activity by which faculty members provide academic/university-related service to the community

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR
In accordance with section 28.11 of the Collective Agreement between SFU and SFUFA, in order to be granted tenure and promoted to the rank of Associate Professor, candidates are expected to have demonstrated solid performance in the area of service as defined above.

**PROMOTION TO PROFESSOR**
In accordance with sections 28.12-13 of the Collective Agreement between SFU and SFUFA, in order to be granted tenure and promoted to the rank of Professor, candidates are expected to have demonstrated solid performance in the area of service as defined above.

**B. TEACHING FACULTY**

**LECTURER**
In accordance with sections 35.10-11 of the Collective Agreement between SFU and SFUFA, 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  
Involvement in service to the academic profession, to the University, or to the community as appropriate

**SENIOR LECTURER**
In accordance with sections 35.12-13 of the Collective Agreement between SFU and SFUFA, 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.

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  
An appropriate level of involvement in service to the academic profession, to the University, or to the community

**UNIVERSITY LECTURER**
In accordance with sections 35.14-15 of the Collective Agreement between SFU and SFUFA, 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.

The TPC intends to follow the criteria and expectations outlined in SFUFA 35.15 when considering cases of promotion from Senior Lecturer to University Lecturer. These include:

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
Extensive service to the academic profession, the University, and/or the community, including but not restricted to Outreach and Engagement activities identified by the Department.

REVISED JANUARY 2017
## APPENDIX I

### Table 1: Teaching Dossier

| 1. Teaching activity (required in dossier) | Expectation: Evidence of a variety of teaching roles such as lecturing, tutoring, leading seminars, supervising/examining undergraduate and graduate students, Field Schools, and Independent Studies. Evidence of successful teaching may also include evidence of a willingness/ability to teach courses at various levels of instruction (undergraduate and graduate) and in a variety of subjects in the faculty member’s field.  
Methods of evaluation: Information in Teaching Dossier on courses taught, and supervision undertaken (required) 
Letter from the Department Chair (required) 
Statement of Teaching Philosophy (optional) |
|------------------------------------------|----------------------------------------------------------------------------------|
| 2. Teaching quality (required in dossier) | Expectation: Mastery of subject, generation of enthusiasm in students, evidence of keeping abreast of knowledge in field, maintenance of high academic standards, thorough preparation and organization, clarity in conveying course information to students, responsiveness to student concerns and issues, fairness in evaluating students.  
Methods of evaluation: Student evaluations (required) 
Assessment of course materials by peers (required) 
Teaching awards/citations – departmental faculty, university or external awards and citations (optional) |
| 3. Instructional/Program development (optional) | Development of new courses, distance education courses, Field Schools, technological innovations and other such course enhancement activities. Also participation in instructional development programs and workshops.  
Methods of evaluation: Information on above included in teaching dossier (optional) 
Reference letters (optional) |
| 4. Extra Services to Students (optional) | Academic-related services to students beyond formal teaching/ supervisory activities listed in element 1, for example, participation in student-run workshops and conferences, Field Schools, and trips.  
Method of evaluation: Evidence provided in teaching dossier |