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.

The Department values excellence in teaching and takes seriously the University’s policy of weighting equally teaching effectiveness and scholarly activity in matters of salary review, while assigning service half the weight accorded to each of the other two areas for research faculty. Thus, the TPC will assess Research Faculty candidates independently in the three areas and then determine the final assessment by assigning 40% of the total to each of teaching and scholarly activity and 20% to service, unless another distribution is indicated by disability accommodation or some other type of agreement. Lecturers will have teaching weighted at 80%, service 20%. The Chair of the department gets evaluated taking 60% assigned to administration, 20% to teaching, and 20% to research.

TEACHING EFFECTIVENESS

Teaching will be assessed on the basis of the whole of undergraduate and graduate 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 may include the response of students, maintenance of appropriate academic standards, currency within one's field(s), pedagogical innovation, teaching breadth, graduate supervision, and course and program design. As per university policy, the evaluation must make use of qualitative and quantitative measures for these criteria, which in the Philosophy Department will include student questionnaires, teaching dossiers, and the number and quality of supervised dissertations or graduate projects. The committee and chair must take these assessments into account in the final recommendation to the dean. Satisfactory performance must be demonstrated in the area of teaching in order to qualify for a positive recommendation.

Salary review deliberations will consider whether a faculty member has demonstrated a consistency in excellent teaching over an extended period of time.
TEACHING ASSESSMENT FACTORS:

UNDERGRADUATE TEACHING

This includes lower division courses, TA supervision, upper division courses, honors tutorials, and directed reading courses.

The TPC will take into consideration teaching range; extra teaching; service teaching; grading load; teaching innovations; pedagogic training; curriculum or program development; textbooks, software, and any other relevant factors.

MEASURES: quantitative and qualitative information contained in student evaluations, self-evaluations, teaching dossiers, teaching awards or other forms of recognition for teaching, documented action taken by candidate in response to evaluative data.

GRADUATE TEACHING

This includes graduate courses, directed reading courses, student supervision, general contribution to graduate program.

MEASURES: the same as for undergraduate teaching, plus the number of supervised graduate theses or projects, their quality as indicated by graduate student publications, conference presentations, the opinion of external examiners, admission to prestigious programs, and job interviews/offers.

It is desirable that supervisory responsibilities be distributed throughout members of the tenure track faculty in the department. It is expected that, ceteris paribus, each tenure track faculty member will supervise one graduate student per academic year, and supervision of up to four graduate students in any given year is deemed within normal supervisory load.

SCHOLARLY ACTIVITY

Research faculty are expected to establish a sustained program of research that results in regular publication or other forms of dissemination in venues subject to peer evaluation. As per university policy, this program will be assessed using both qualitative and quantitative measures. For something as complex as the evaluation of a research program, quantity and quality of publications, or the various more nuanced factors of assessment that fall within their scope, may be weighed and traded off against each other in seemingly countless ways. It is a qualitative norm of our profession, which the Department recognizes, to have a critical mass of one’s research published in reputable peer-refereed journals. It is a quantitative norm of our profession, also recognized by the Department, to publish the rough equivalent of at least one journal article per year on average. These measures are complicated by the fact that it is also a norm of our profession to publish in a variety of forms and venues, and to recognize these
publications as contributing both qualitatively and quantitatively to a research profile. Not all types of publication are considered to contribute equally to the assessment of quantity or quality, but to contribute differentially depending not just on their length but on how original and well-developed their content is, and on the type of peer review that they have undergone. Co-authored work presents a special problem of assessment and the TPC must determine what weight each author's contribution ought to be given in view of the complex factors just cited. That is, it is not only relevant what the relative contribution of each author is to the piece, but also what is the overall quantitative and qualitative value and impact of the publication.

In addition to publication, the following will also be taken into account: the attraction of external research support, citations of the candidate’s published work, editorial contributions (journals, collections, proceedings), invited presentations, presentations of papers at refereed conferences, and research prizes or other recognition by appropriate academic bodies. In cases where external letters of reference are required, the assessment of the candidate’s research by the referees must be given primary weight in arriving at and constructing the final recommendation.

RESEARCH ASSESSMENT FACTORS:

PUBLICATIONS:

For TPC purposes, a piece of work accepted for publication counts the same as one already published, but no piece can be counted more than once in successive review periods (That is, a publication does not count again, if it was counted because it was accepted in the previous period)

While a more nuanced assessment of publications will be made by the TPC, they fall roughly into two categories:

**Primary**: papers in refereed journals; papers in refereed collections; monographs published by reputable refereed academic publishers.

**Other**: edited collections/conference proceedings; invited articles in handbooks or encyclopedias; invited commentary or replies; textbooks; critical notices; reviews.

RELATED TO ONE’S PUBLICATIONS:

Reviews of one’s published work, citations of one’s published work by others, previously published papers reprinted in collections, awards or other forms of recognition by scholarly societies for one’s publications.
RESEARCH GRANTS

MANAGING A RESEARCH TEAM

PRESENTATIONS:

Giving invited keynote addresses at international or national conferences, Other invited presentations at conferences, giving papers at peer refereed conferences, invited talks at other universities, etc.

WORK IN PROGRESS: While work in progress cannot contribute to an assessment of better than ‘normal’ in the research component of a salary review, the department realizes that the nature of research in philosophy sometimes requires periods re-focusing or prolonged periods of preparation and will count evidence of such work in progress as contributing to a satisfactory assessment of research.

NON-TRADITIONAL SCHOLARLY ACTIVITY

While non-traditional scholarship, as set out in in Articles 28 of the Collective agreement has not generally been undertaken by members of the SFU philosophy department, should a faculty member wish to have it considered, the TPC will consider non-traditional scholarship and assess it in accordance with the guidelines articulated in the Collective Agreement:

28.18 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.

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.

Satisfactory performance must be demonstrated in the area of research in order to qualify for a positive recommendation.

Salary review deliberations will consider whether a faculty member has demonstrated a consistency in excellent scholarly activity over an extended period of time, for which he or she has not been previously compensated.

Teaching Faculty are not required to engage in research activity by their contracts, but the TPC will consider any such research activity in its deliberations.

**SERVICE**

Each faculty member is expected to be an active participant in the collegial governance of the university, at the departmental, faculty, and/or university level. In addition, the evaluation will take into account the member’s contributions to their discipline, and to public service more generally. TPC shall assess the overall level of service across the following categories.

**DEPARTMENT**: Department committees, *ad hoc* departmental committees (chairing, being a member) organizing department sponsored conferences; organizing clubs.

**UNIVERSITY**: University committees, *ad hoc* university committees or task forces, serving on Senate, serving on the executive of the Faculty Association; serving as a university administrator, service to other departments such as sitting on TPCs or other committees.

**PROFESSION**: serving on the executive or on a committee of a professional organization, serving on the editorial committee of a journal; serving on the adjudication committee of a research funding agency; refereeing for journals and for publishers; being on examination committees at other institutions.

**PUBLIC**: being interviewed in the media about one’s research or one’s professional interests; serving on an ethics board, giving a public lecture, being active in promoting
philosophy in the public school system, liaising between various public interests and the university.

Salary review deliberations will consider whether a faculty member has undertaken an extraordinary level of service over an extended period of time without any structural compensation (e.g., course release or stipend).

CRITERIA FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR.

SFU’s criteria for promotion to Associate Professor and for tenure are stated in the SFUFA Collective agreement are as follows:

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.

The Department of Philosophy will apply these criteria in its evaluation process, taking into account the range of assessment factors outlined above, and also, in the case of research, the qualitative and quantitative norms of the profession as articulated above.
CRITERIA FOR PROMOTION TO FULL PROFESSOR

SFU’s criteria for promotion to Full Professor are stated in the SFUFA Collective agreement as follows:

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.

The Department of Philosophy will apply these criteria in its evaluation process, taking into account the range of factors outlined above, and also, in the case of research, the qualitative and quantitative norms of the profession as articulate above. To be granted promotion to Full Professor, candidates should have a record of exemplary service

CRITERIA FOR PROMOTION TO SENIOR LECTURER

SFU’s criteria for promotion to Senior Lecturer are stated in the SFUFA Collective agreement as follows:

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 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

The Department of Philosophy will apply these criteria in its evaluation process, taking into account the range of assessment factors outlined above

CRITERIA FOR PROMOTION TO 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 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.

The Department of Philosophy will apply these criteria in its evaluation process, taking into account the range of factors outlined above. The department takes “sustained and innovative contribution to curriculum development” to include keeping current on major research being done in areas of instruction as well as in pedagogy. To be granted promotion to University Lecturer, candidates should have a record of exemplary service