Department of Psychology RTP Criteria (January 2017)

This document consists of 4 parts:
- **Part A** deals with renewal, tenure, and promotion (RTP) within the tenure-track Research Faculty Ranks.
- **Part B** covers continuing Lecture Faculty Appointments.
- **Part C** pertains to the now-defunct Teaching Professor rank.
- The **Appendices** provide additional details about research in lecture faculty positions and the evaluation of nontraditional forms of scholarship.
A. RESEARCH FACULTY: CRITERIA FOR PROMOTION

The responsibilities and university criteria for promotion within the research faculty ranks are described in Article 28 of the 2014-2019 SFU-SFUFA Collective Agreement. Further, Article 28 contains a discussion of non-traditional forms of scholarship; this is discussed in Appendix B. Relevant excerpts from these Articles are reproduced verbatim (in italics) in the sections that follow, along with criteria specific to the Department of Psychology. Members considering application for promotion are urged to read Article 28 in its entirety.

A.1 RESPONSIBILITIES OF RESEARCH FACULTY

28.1 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.

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. At a minimum, satisfactory performance in both teaching effectiveness and scholarly activity must be demonstrated. Less than satisfactory performance in either will not meet the expectations of the University. In addition, there must be evidence of meaningful service contributions.

A.2. TENURE AND PROMOTION TO ASSOCIATE PROFESSOR OF PSYCHOLOGY

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.

Department of Psychology Criteria for Tenure and Promotion to Associate Professor:

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 is recognition among peers, (both internal to the university and nationally), that the candidate is an established scholar;

- there has been a sustained commitment to undergraduate and/or graduate teaching and supervision, and;

- he/she has become a responsible and contributing member of the University/academic community.

(A) Teaching

In the Department of Psychology, teaching will be assessed in a number of ways. The TPC will examine a portfolio of teaching accomplishments submitted by the candidate. Student evaluations will form part of the overall assessment, and will be considered with respect to such factors as required/optional course, lower/upper levels, course requirements, and positive/negative comments. It is anticipated that following appointment, the candidate will have contributed to the development or the revision of courses in his or her area. The committee will also recognize contributions to the
supervision of undergraduate directed studies courses and graduate directed studies courses. The candidate will normally be expected to have taught at a number of different levels including the graduate level. It is anticipated that by the time the individual is considered for tenure and promotion there will have been satisfactory demonstration of graduate supervision.

The interplay between professional and academic training of graduate students in psychology often creates situations in which significant teaching occurs outside the traditional classroom setting. For example, the Clinical Program requires one hour of supervision to each graduate student for each hour of therapy the student does. Similarly, graduate students often require significant individual consultation in research methods and statistical issues. Where appropriate, the TPC will recognize these forms of supervision and instruction by candidates for tenure and promotion.

(B) RESEARCH

In research it is anticipated that in order to achieve promotion to associate professor and be granted tenure, the faculty member will have established an independent research program. Candidates will be expected to have attracted external grant funding appropriate to the needs of their research activities. The ability to attract other sources of funding (e.g., contract money/ specialized organizations) may also be considered.

It is expected that the candidate will be productive in terms of generating refereed journal articles from his or her ongoing independent research program. No specified number of publications is required, but rather, emphasis will be placed on the quality of the publications, and impact on the field.

Factors used to assess quality may include such measures as citations of publications, evaluations of the work by external referees, and the impact factor of the journals in which they are published. The committee will also recognize the production of chapters in books, technical reports, and conference presentations. These non-refereed publications will, however, be given less weight than refereed publications unless it can be demonstrated that they have had a significant impact on the field. The committee will also examine and take into account the number and quality of student theses emanating from the faculty member’s research program.

(C) SERVICE

The Department of Psychology does not require a high level of service from untenured faculty in their first few years after initial appointment. The policy within the Department has been to protect untenured faculty from those administrative and service roles in the Department that are time-consuming. It is, however, expected that untenured faculty will have demonstrated willingness to be members of appropriate committees and to participate in the governance of the Department by attendance at meetings and contributions to debates surrounding developments within the Department. The TPC will also recognize service to the wider University community on Faculty and University committees and to the wider academic community where it can be demonstrated and shown to pertain to the activities of the Department.
A.3 PROMOTION TO PROFESSOR OF PSYCHOLOGY

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 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.

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 for Professor outlined above.

Department of Psychology Criteria for Promotion to Full Professor:

(A) TEACHING

The University requires that those promoted to full professor should have excelled in teaching. Teaching will be assessed in a number of ways. In addition to student evaluations, the TPC will also examine the portfolio of teaching accomplishments submitted by the candidate. The instruction of graduate students will be a significant component in the evaluation. Excellent training of graduate students will be regarded as evidence of excellence in teaching. The candidate will be expected to have developed courses, programs or revised such courses and programs and will be expected to have taught at a number of different levels including the graduate level.

The interplay between professional and academic training of graduate students in psychology can create situations in which significant teaching occurs outside the traditional classroom setting. For example, the Clinical Program requires one hour of supervision to each graduate student for each hour of therapy the student does. Similarly, graduate students often require significant individual consultation in research methods and statistical issues. Where appropriate the TPC will recognize these forms of supervision and instruction by candidates for tenure and promotion.

(B) RESEARCH

For promotion to Full Professor, the candidate will need to present evidence of an international reputation in his or her field. This will normally be assessed by establishing that there is a significant body of research that has been published in peer reviewed journals. In addition to evaluations solicited from external referees, the quality of this research may be assessed using the citation figures for publications and by examining the impact factor of the journals involved. It is also anticipated that at this level the
candidate will have produced book chapters and perhaps books which have had an impact in the field. An international reputation will also be assessed by evaluation of invited papers to national and international meetings. Candidates for Full Professor will be expected to have a history of consistent external grant funding appropriate to the needs of their research activities. An international reputation would also be indicated by such things as service to academic journals (editorship, board member, ad hoc reviewer), granting agencies (panel chair, panel membership, ad hoc reviewer) and professional societies (executive membership, etc.). Normally, it is anticipated that there will be a number of students who have been awarded both MA and PhD degrees under the supervision of the candidate.

(C) SERVICE

The Department of Psychology relies upon its more senior members to assist in the governance of the Department by taking on committee work and frequently the Chair position on committees. Satisfactory service would therefore be shown by participation in such ways at the level of the Department. The TPC will also recognize service to the wider University community on Faculty and University committees, professional associations, and to the general public, with a focus on the academic content of these contributions.
(B) LECTURE FACULTY: CRITERIA FOR PROMOTION

The responsibilities and university criteria for promotion within the lecture faculty ranks are described in Article 35 of the 2014-2019 SFU-SFUFA Collective Agreement. Further, Article 28 contains a discussion of non-traditional forms of scholarship. Relevant excerpts from these Articles are reproduced verbatim (in italics) in the sections that follow, along with criteria specific to the Department of Psychology.

B.1 RESPONSIBILITIES OF LECTURE FACULTY

35.16 Lecture Faculty have full responsibility for: the preparation and instruction of courses, including laboratory courses; the supervision of any teaching assistants or laboratory instructors associated with these courses; curriculum development; and associated duties. Currency in the discipline is essential, but there is no requirement of research activity. Lecture Faculty are responsible to the Department Chair (or designate) for assigned duties.

35.17 The primary obligation of Lecture Faculty is teaching and associated duties. They are fully responsible for courses in the same manner as other faculty members.

35.18 Occasionally, where the needs and resources of the department allow, and with the Member’s agreement, a Chair may assign limited duties related to the scholarship of teaching and learning for a defined period. These duties will be taken into account in assignment of workload.

35.19 In those semesters in which the lecturer is teaching less than a full teaching load they are expected to undertake teaching-related or professional development activities or other activities in lieu of classroom teaching assigned by the Chair.

35.20 Lecture Faculty are expected to undertake administrative functions assigned by the Chair in consultation with the Lecturer.

35.21 Lecture Faculty (term and continuing) will maintain teaching dossiers that must be updated each academic year. A summary of activities (or curriculum vitae update) will be forwarded to the department Chair by January 15th, annually.

B.2. PROMOTION TO SENIOR LECTURER IN PSYCHOLOGY

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.

Department of Psychology Criteria for Promotion to Senior Lecturer:

TEACHING

In accordance with Article 35.13.1, promotion to Senior Lecturer in Psychology will require evidence of excellence in the teaching of psychology. The Psychology TPC may assess teaching excellence in a number of ways. Students’ course evaluations will be important in establishing extensive, high quality teaching experience at a variety of levels (possibly including the graduate level). In addition, the TPC will examine the portfolio of teaching accomplishments submitted by the candidate and consider other indicators of sustained teaching excellence. A non-exhaustive list of possible indicators includes contributions to development of courses and programs at a variety of levels (including the graduate level); involvement in revision/redesign of such courses and programs; evidence of significant impact and leadership in teaching outside the Department; receipt of Faculty- or University-wide (or beyond) teaching awards; and any other available markers of teaching excellence over the longer term. Service to students over and above formal teaching requirements may be taken into consideration, especially where the service is of a time-consuming nature. For example, significant individual consultation in research methods and statistical issues for undergraduate and graduate students.

RESEARCH

In accordance with Article 35.16, there is no requirement or expectation of research activity on the part of applicants for promotion to Senior Lecturer in Psychology. In some circumstances, the applicant may have participated in research activities related to the scholarship of teaching and learning as governed by Article 35.18 above. In such cases, the applicant may choose to include those activities in their application dossier for consideration by the TPC (see Appendices A and B). Ordinarily, these activities will have formed part of the assigned workload of the applicant as described in Article 35.18.

SERVICE

The Department of Psychology relies upon all its faculty members to assist in the governance of the Department through service on standing and ad hoc administrative
committees, and through other service roles as assigned by the Chair as part of the member’s workload. Satisfactory service would therefore be shown by such participation at the level of the Department. The TPC will also recognize service to the wider University community on Faculty and University-level committees. Lastly, the TPC will consider service to the wider, international academic community through involvement with scholarly societies, agencies, publishers, and other such organizations. Service to the general public may also be considered, with a focus on the academic content of these contributions.

B.3 Promotion to University Lecturer in Psychology

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.

Department of Psychology Criteria for Promotion to University Lecturer:

TEACHING

In accordance with Article 35.15.1, to be promoted to University Lecturer in Psychology the applicant must supply evidence of outstanding achievements in pedagogy. The Psychology TPC may assess achievements in teaching in a number of ways. Students’ course evaluations will be important in establishing an extensive record of exceptionally high quality teaching performance at a variety of levels (possibly including the graduate level). In addition, the TPC will examine the portfolio of teaching accomplishments submitted by the candidate and consider indicators of exceptional achievements in pedagogy. A non-exhaustive list of indicators includes sustained major contributions to
the development of courses and programs at a variety of levels (including the graduate level); leadership in major revision or redesign of such courses and programs; evidence of significant impact and leadership in teaching outside the Department; receipt of Faculty- or University-wide (or beyond) teaching awards; and any other available markers of outstanding achievements in teaching over the longer term. Service to students over and above formal teaching requirements may be taken into consideration, especially where the service is of a time-consuming nature. For example, significant individual consultation in research methods and statistical issues for undergraduate and graduate students.

**RESEARCH**

In accordance with Article 35.16, there is no requirement or expectation of research activity on the part of applicants for promotion to University Lecturer in Psychology. In some circumstances, the applicant may have participated in research activities related to the scholarship of teaching and learning as governed by Article 35.18 above. In such cases, the applicant may choose to include those activities in their application dossier for consideration by the TPC (see Appendices A and B). Ordinarily, these activities will have formed part of the assigned workload of the applicant as described in Article 35.18.

**SERVICE**

The Department of Psychology relies upon its more senior members to assist in the governance of the Department by taking on committee work and frequently the Chair position on committees. Satisfactory service would therefore be shown by such participation at the level of the Department. The TPC will also recognize service to the wider University community on Faculty and University-level committees. Lastly, the TPC will consider service to the wider, international academic community through involvement with scholarly societies, agencies, publishers, and other such organizations. academic journals (editorship, board member, ad hoc reviewer), granting agencies (panel chair, panel membership, ad hoc reviewer) and professional societies (executive membership, etc.). Service to the general public may also be considered, with a focus on the academic content of these contributions.
C. **CRITERIA FOR PROMOTION TO TEACHING PROFESSOR**

Note: This position is obsolete and has been superseded by the rank of University Lecturer as of 2016. No new Teaching Professors will be appointed.

(1) **Excerpts from University Policy A11.10: Eligibility and Criteria for Promotion to Teaching Professor:** [www.sfu.ca/policies/academic/a11-10.htm](http://www.sfu.ca/policies/academic/a11-10.htm)

1. **Criteria**
To be promoted to Teaching Professor, a candidate must demonstrate the following:
(a) A sustained record of excellence in teaching;
(b) Scholarship related to teaching and learning that has attained national or international recognition; and
(c) Participation in service to the University or the community or the discipline.

2. **Eligibility**
Senior Lecturers in continuing positions and tenured Associate Professors in an approved teaching-intensive alternative career path as set out in A30.03 - Faculty Workload Policy - may apply to be promoted to Teaching Professor. Letters of reference from internal or external referees of high academic stature must support promotion to this rank.

3. Teaching Professors are appointments with tenure and have the same terms and conditions as Research Professors. Expectations include excellence in teaching; scholarship related to teaching; and active service to the University, or the community, or the discipline. Teaching Professors have the same voting rights as Research Professors.

(2) **Department of Psychology Criteria for Promotion to Teaching Professor:**

(A) **TEACHING**

University policy A11.10 stipulates that for promotion to Teaching Professor, candidates should have demonstrated a sustained record of excellence in teaching. The Psychology TPC may assess teaching excellence in a number of ways. Students’ course evaluations will be important in establishing extensive, high quality teaching experience at a variety of levels (possibly including the graduate level). In addition, the TPC will examine the portfolio of teaching accomplishments submitted by the candidate and consider other forms of evidence of sustained teaching excellence. Examples of such evidence include major contributions to development of courses and programs, at a variety of levels (including the graduate level); leadership in major revision/redesign of such courses and programs; evidence of significant impact and leadership in teaching outside the Department; receipt of Faculty- or University-wide (or beyond) teaching awards; and any other available markers of teaching excellence over the longer term. Service to students over and above formal teaching requirements may be taken into consideration, especially where the service is of a time-consuming nature. For example, senior undergraduate and
graduate students often require significant individual consultation in research methods and statistical issues.

**(B) RESEARCH**

As described in Policy A 11.10, a Teaching Professor is equivalent in rank to a regular research-oriented full Professor with tenure. Accordingly, in parallel with departmental criteria for promotion to regular full Professor, candidates for promotion to Teaching Professor will be expected to have attained national or international recognition for an ongoing program of original scholarship related to teaching and learning in Psychology. The TPC may consider a variety of indicators of success in scholarship. A non-exhaustive list of indicators of high-impact scholarship includes a significant body of research that has been published in appropriate peer-reviewed journals; non-peer-reviewed publications such as books and book chapters; contributions at national or international conferences; editorships and executive service for educationally-oriented organizations; awards and honors received in recognition of scholarship in pedagogy; research grants applied for and received; contributions of reports and policy papers influencing teaching and learning outside the Department; evidence of a mentorship influence on the careers of established colleagues in the field. University policy also requires evaluation of the candidate’s record by external or internal referees of high academic stature; the referees’ reports will be an important component of the Psychology TPC’s overall evaluation. The TPC may additionally consider metrics such as citation figures, impact factors, or other such measures of the reach and impact of the candidate’s scholarship.

**(C) SERVICE**

The Department of Psychology relies upon its more senior members to assist in the governance of the Department by taking on committee work and frequently the Chair position on committees. Satisfactory service would therefore be shown by such participation at the level of the Department. The TPC will also recognize service to the wider University community on Faculty and University-level committees. Lastly, the TPC will consider service to the wider, international academic community through involvement with academic journals (editorship, board member, ad hoc reviewer), granting agencies (panel chair, panel membership, ad hoc reviewer) and professional societies (executive membership, etc.). Service to the general public may also be considered, with a focus on the academic content of these contributions.
Appendix A: Department of Psychology Criteria for Research Activity by Lecture Faculty

As noted above and in Article 35.16 of the SFUFA Collective Agreement, evidence of research activity is not normally expected or required for promotion to Senior Lecturer or University Lecturer. However, if the applicant has conducted research (usually as part of workload; Article 35.18), the applicant may request that this work be evaluated as part of their application. In such cases, the Psychology TPC may consider a variety of indicators of success in scholarship. A non-exhaustive list of indicators includes publications in appropriate peer-reviewed journals; non-peer-reviewed publications such as books and book chapters; contributions at national or international conferences; editorships and executive service for educationally-oriented organizations; awards and honors received in recognition of scholarship in pedagogy; research grants applied for and received; contributions of reports and policy papers influencing teaching and learning outside the Department; metrics such as citation figures, impact factors, or other such measures of the reach and impact of the applicant’s scholarship. Nontraditional forms of scholarship will also be recognized by the TPC, as described in Appendix B.

Appendix B: Nontraditional Scholarship

Within Article 28, the SFU-SFUFA Collective Agreement recognizes that scholarship may take forms that vary from traditional standards. The relevant language is reproduced below, and is deemed sufficient (subject to future revision) to cover any examples of nontraditional scholarship that might be anticipated in the Department of Psychology.

Criteria for Assessing Non-Traditional Scholarship

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.