School of Public Policy

POLICY ON CRITERIA AND STANDARDS FOR TENURE AND PROMOTION

Introduction

Faculty members being considered for contract renewal, tenure and/or promotion (and for salary review) must be evaluated in three key areas of activity: teaching effectiveness, scholarly activity and service to the Program, university, their academic discipline and the broader community.

Criteria and standards in the School of Public Policy are based on the university-wide requirements specified in the Collective Agreement between the Simon Fraser University Faculty Association and Simon Fraser University, Articles 28 and 35.15.

(Note: Please check for any recent amendments at: SFUFA - http://www.sfufa.ca/ or Faculty Relations - https://www.sfu.ca/faculty-relations.html).

University Criteria for Promotion to Associate Professor:

Article 28.11:
Requirements for Associate Professor
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.

University Criteria for Promotion to Full Professor:

Articles 28.12 and 28.13
Requirements for Professors
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.

University Criteria for Tenure:

Articles 28.9 and 28.10
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) that there has been a sustained commitment to undergraduate and/or graduate teaching and supervision and;
(28.10.3) that he/she has become a responsible and contributing member of the University/academic community.

**University Criteria for Promotion to University Lecturer:**

Article 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.

**School of Public Policy Criteria for Tenure & Promotion to Associate Professor**

All candidates for tenure and promotion to Associate Professor will be expected to demonstrate that, since the commencement of the tenure-track appointment,

(a) there has been continued growth as an established scholar, as evidenced by the development of a significant program of research and scholarship;
(b) there is recognition among peers, (both internal to the university and nationally), that the candidate is an established scholar;
(c) there has been a sustained commitment to teaching and supervision, and;
(d) he/she has become a responsible and contributing member of the University/academic community and the broader public.

**Teaching**

Criteria of evaluation of teaching include mastery of the subject, response of students, maintenance of appropriate academic standards, currency within the relevant field, pedagogic innovation, graduate
supervision, and course and program design.

The bases for such an evaluation are various and include teaching evaluations from current students and those who have completed the program, observations of faculty colleagues, teaching dossiers, and grading records. Consideration will be given to the type and number of courses taught, class size, and the development of new courses. Effective graduate supervision may be measured in part by the quantity and quality of successful completions of Capstone projects. Although excellent teaching evaluations are not expected in the first year or two of a candidate’s career, evaluations should be increasingly positive. It is expected that, following appointment, candidates will have contributed to the development or revision of courses in their area. The TPC will also recognize contributions to field instruction and supervision of any directed studies courses.

Research

Normally junior faculty members will have published the results of their doctoral research early in their careers. After several years as a faculty member, a candidate will have established an independent research program (beyond their doctoral work) from which a stream of publishable results has begun to flow. Evaluation of research is based on the total career contributions with emphasis on the last five years including disciplinary contributions, as well as inter-disciplinary contributions, non-traditional forms of scholarship as per Article 28.18 in the Collective Agreement -- Criteria for Assessing Non-Traditional Scholarship and public engagement to the fields of public policy, broadly defined. Peer-reviewed publications, articles in scholarly journals, and/or books, monographs, articles and chapters published in scholarly presses are essential. Secondary evidence of research activity may include other publications, edited collections, public dissemination of scholarly work through engagement with government, indigenous or community organizations, knowledge translation that could include work in popular media that represents one’s research, work that bridges traditionally academic and traditionally artistic and design-oriented forms of knowledge production, technical/government reports, contract research, reviews, presentation of papers, invited addresses, colloquia and service as a discussant, acquisition and administration of grants, participation in ongoing research, creation and distribution of data sets, curatorial work, and products of community-engaged scholarship that bridge the boundaries of teaching, research and service.

All forms of scholarly publication will be considered and both quality and quantity of publication are important although non-refereed work will be given less weight than refereed publications unless it can be demonstrated that the former have had a significant impact on the field. Non-traditional forms of scholarship will be given more weight if supported by evidence of the complexity or time taken to produce the work, peer or public review, the standards needed to appear in the chosen venue, the view/usage rate of the product, or the impact on public policy made by the work. Factors used to assess quality will include the evaluation of external referees, professional awards and demand for membership as an expert on professional and/or government panels, commissions, boards, and similar entities connected to the development and implementation of public policy. At the time of consideration, the annual publication rate of a candidate should be at the norm in their discipline and/or research specialty for an academic seeking tenure and promotion to Associate Professor. The School of Public Policy, as a multi-disciplinary department, recognizes that these norms may vary to some extent among the disciplines that comprise the department.

The post-doctoral work will be a coherent body of work of sufficiently high quality to have attracted
financial support appropriate for the nature of the research in one’s discipline from industries, funding agencies, or organizations at the local, provincial or national level. A successful candidate will have contributed to conferences and joined professional organizations or societies.

Service
It is expected that untenured faculty will have demonstrated willingness to be members of appropriate committees and to participate in the governance of the School. The TPC recognizes service to the wider University community on Faculty and University committees and in the public realm where it can be shown to pertain to scholarly activities.

School of Public Policy Criteria for Promotion to Full Professor

Promotion to the rank of Professor is recognition of substantial research contributions and a sustained commitment to teaching excellence and service.

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 teaching evaluations to include both current students and those who have completed the program, the TPC will examine the portfolio of teaching accomplishments submitted by the candidate. Teaching will also include supervision of Capstone projects at a level that is consistent with contributions made by all faculty (adjusted for any specific conditions of one’s appointment, e.g., Research Chairs held). Normally, it is expected that there will be a number of students who have been awarded graduate degrees under the supervision of the candidate. A candidate will be expected to have developed courses, programs or revised them and will be expected to have taught at a variety of levels including the graduate level.

Research
For promotion to Full Professor candidates must demonstrate that they are established scholars with a national or international reputation for quality research. Normally this status will be established by showing that there is a significant body of research published in peer-reviewed articles in scholarly journals, and/or books, monographs, articles and chapters published in scholarly presses. Evidence of research activity may include other publications, edited collections, public dissemination of scholarly work through engagement with government, indigenous or community organizations, scholarly work communicated in popular media, work that bridges traditionally academic and public policy relevant forms of knowledge production, technical/government reports, contract research, reviews, presentation of papers, invited addresses, colloquia and service as a discussant, acquisition and administration of grants, participation in ongoing research, creation and distribution of data sets, curatorial work, and products of community-engaged scholarship that bridge the boundaries of teaching, research and service. Consequential policy assignments that involve complex policy research, analysis and advice are also considered part of research activity. In addition to evaluations solicited from external referees, the quality of this research may be assessed using the citation figures for publications, by examining the impact factor of the journals involved, and/or the stature of the scholarly press, as appropriate to academic norms for the discipline.

Assessments may consider both disciplinary contributions as well as multi- and inter-disciplinary contributions to the candidate’s field(s) of studies, broadly defined, non-traditional forms of
scholarship as per Article 28.18 in the Collective Agreement -- Criteria for Assessing Non-Traditional Scholarship, and engagement with industry, governments, indigenous groups, non-governmental organizations and/or communities. Other evidence provided by the candidate of such a scholarly reputation may include, but is not limited to: awards from national or international professional associations; service to peer-reviewed journals; invited presentations at national or international conferences; service on grant selection committees, managing editorship, membership in scientific and policy advisory boards; and the significance of research contributions to industry or government. All forms of scholarship will be given more weight if supported by evidence of the complexity or time taken to produce the work, peer or public review, the standards needed to appear in the chosen venue, the view/usage rate of the product, or the impact made by the work.

Professors will have produced a body of research, comparable in quality and size to the norms of their discipline. Candidates for Full Professor will be expected to have a history of sustained external grant funding appropriate to the needs of their research programs.

Service
Promotion to Professor requires demonstration of ongoing service at a variety of levels, including service to the academic community, University, Faculty and the School of Public Policy. The candidate is likely to have been a member of an external examination or review committee, may have helped organize a regional or national conference, or participated in the deliberations of granting organizations or professional bodies. Candidates might also have held executive office in national or international professional associations or been appointed to the editorial boards of major journals. The TPC also recognizes service to the general public in a variety of forms where the involvement of the candidate centres on professional and academic contributions.

School of Public Policy Criteria for Promotion to University Lecturer

The University requires that those promoted to University Lecturer must have excelled in teaching, educational leadership, mentorship and curriculum development. Promotion to University Lecturer will require demonstration of accomplishments in teaching and educational innovation in a field of public policy core to the teaching in the School. In addition to teaching evaluations, the TPC will examine the portfolio of teaching accomplishments submitted by the candidate, as well as evidence of the development of innovative content in such forms as textbooks, digital and other media, guide- and work-books, curriculum design, experiential learning and field courses. Instruction of graduate students, and the preparation of innovative content for graduate student education will be a significant component of the evaluation. Excellent training of graduate students and demonstrated positive impact on student learning will be regarded as evidence of excellence in teaching. A candidate will be expected to have developed or revised courses and, if relevant, programs.

Signed: 
Director, School of Public Policy

Approved by the faculty at the School of Public Policy, January 28, 2017
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