Preamble

This document describes processes and criteria related to contract renewal, tenure, and promotion that will be applied by the Tenure and Promotion Committee (TPC) in the Faculty of Health Sciences (FHS). It serves as an update to previous FHS general criteria from 2011, noting that additional updates will follow in the coming year. FHS Faculty Executive Council and FHS Faculty Council reviewed and endorsed these updated criteria in April 2017, and endorsed the plan to conduct further updates in the coming year. This document also serves as a supplement to the policies and procedures outlined in the 2014–2019 Collective Agreement between the Simon Fraser University Faculty Association (SFUFA) and Simon Fraser University (SFU) (hereafter, the SFUFA-SFU Agreement; applicable individual clauses are noted below). As specified in the SFUFA-SFU Agreement:

28.14 Each department, school and non-departmentalized faculty or area within a non-departmentalized faculty will draw up and have adopted by the tenure-stream faculty in the department sets of criteria, standards and methods of assessment for tenure and for promotion that will be reviewed and either reaffirmed or revised no less than every three years. These departmental criteria must be approved by the Dean, copied to the Vice-President, Academic and the Association, and must be consistent with the general University requirements for tenure and promotion contained in this Agreement.

All applicants for contract renewal, tenure and promotion are responsible for reading and understanding the SFUFA-SFU Agreement as it pertains to renewal, tenure and promotion. (See http://www.sfufa.ca/agreements-and-policies(collective-agreement-2014-2019/ for more information.)

Guiding Principles

• The FHS values and rewards faculty members’ excellence, creativity and innovation in all three pillars of academic activity: 1) research and scholarly activity; 2) teaching; and 3) service to the Faculty, SFU and the external community. For evaluation of evidence toward promotion and tenure, these three areas of academic activity are broadly defined and inclusive of a variety of scholarly work and academic activity.

• Promotion is recognition of past performance at a given academic rank according to criteria and weightings established by the FHS and in accordance with relevant policies and procedures in the SFUFA-SFU Agreement. The standards of assessment for advancement increase in relation with the academic rank under consideration.

• Tenure is recognition by the FHS and SFU that based on previous accomplishments and contributions to research and scholarly activity, teaching, and service, the FHS should invest in a continuing appointment for a faculty member, with the expectation that previous performance is predictive of continued success and contributions.

• TPC has established a weighting of criteria for promotion or tenure that informs its assessments. In its review of an individual’s activities and accomplishments, TPC usually will have equal and higher requirements for research and teaching contributions and lesser requirements for service contributions. The weighting is typically 40% research, 40% teaching and 20% service. Each area is assessed commensurately with the workload distribution and assessed independently such that, for instance, doing a superb job in one category does not imply “extra credit” or reduced expectations in the other categories. Faculty with special requirements (e.g., holding research chairs) may have the 40:40:20 weighting modified for a specified period of time. Where there is a different weighting, expectations will be adjusted to reflect the different emphases in the workload. The FHS policies will also guide the TPC’s assessments. The onus is on individual faculty members to clearly document any exceptions to the standard 40:40:20 expectations when being reviewed, by providing a letter from the Dean.
• Concrete research outputs (i.e., “products” such as peer-reviewed publications and grants) are given emphasis and have more weight than inputs (i.e., activities such as papers in preparation and grant applications). Peer-reviewed outputs (e.g., publications, awarded grants, conference presentation abstracts) will typically be given more weight than non-peer-reviewed outputs.

• Role of the faculty member: In applying for contract renewal, promotion to a particular rank, or tenure, the onus is on the faculty member to provide sufficient evidence and explanation (through the application letter, CV, and Portfolio statements in the Dossier), to demonstrate the merit of the application relative to the criteria for assessment and any contextual considerations that the applicant may want to bring to the attention of the committee.

• Role of the TPC: The TPC has the responsibility to provide fair, balanced, procedurally just, consistent and careful consideration and justification of their recommendations regarding the merit of an application. The TPC will strive to have its work be consistent with the mission and values of the FHS.

Timing and Process

The SFUFA-SFU Agreement mandates timelines for contract renewal, tenure and promotion. Since promotions are recommended on the basis of merit, there is some flexibility in the timeline for movement through the academic ranks by promotions. The typical time in the rank of assistant professor is six years (an initial three-year contract followed by another three-year contract. It is generally assumed that five years is the minimum time required to meet the standards of merit required for promotion to the next rank. Materials are submitted in the year prior to the final year in this timetable.

<table>
<thead>
<tr>
<th>Timing for Renewal and Tenure</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hired without Tenure</td>
<td>Contract length</td>
<td>Contract renewal (Apply in previous May)</td>
</tr>
<tr>
<td>Professor</td>
<td>5 years</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Associate</td>
<td>5 years</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Assistant</td>
<td>3 years + 3 years</td>
<td>3rd year</td>
</tr>
</tbody>
</table>

The process begins with a written request by a tenure-track faculty member to apply for contract renewal or promotion or tenure (the Dean sends a notice by May 1 to people due for contract renewal asking them whether they wish to apply). The initial application includes a cover letter and full Curriculum Vitae. The complete application contains additional items as specified in the table above, according to the SFUFA-SFU Agreement and FHS policies and processes. For tenure and promotion applicants, letters from external referees (as per the SFUFA-SFU Agreement) about the applicant’s research are attached to the application for the TPC’s confidential review.
### Renewal, Tenure and Promotion Review Processes and Timelines

<table>
<thead>
<tr>
<th>Required Actions</th>
<th>Contract Renewal (Assistant Professors)</th>
<th>Tenure and Promotion (Assistant Professors)</th>
<th>Promotion (Associate Professors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean notifies candidates who will be reviewed</td>
<td>By April 15</td>
<td>By April 15</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Candidate provides package to Dean and TPC Chair; cover letter, full CV, a Dean’s letter if FHS workload is not full-time and 40:40:20</td>
<td>By May 1 (Assessment based only on record at FHS/SFU)</td>
<td>By May 1 (Assessment based only on record at FHS/SFU)</td>
<td>By May 1 (Assessment based on cumulative/career record)</td>
</tr>
<tr>
<td>Candidate provides TPC Chair with list of 5 or more independent/external referees</td>
<td>Not applicable</td>
<td>By May 15</td>
<td>By May 15</td>
</tr>
<tr>
<td>TPC provides candidate with list of 5 or more independent/external referees</td>
<td>Not applicable</td>
<td>By May 15</td>
<td>By May 15</td>
</tr>
<tr>
<td>Candidate and TPC each provide comments on suggested referees</td>
<td>Not applicable</td>
<td>By May 30</td>
<td>By May 30</td>
</tr>
<tr>
<td>Candidates provide 3 publications for review by external referees</td>
<td>Not applicable</td>
<td>By May 30</td>
<td>By May 30</td>
</tr>
<tr>
<td>TPC requests letters from 6 referees, ensuring 3 or more are from candidate’s list; a minimum of 4 letters must be received in total (2 of which must be from candidate’s list)</td>
<td>Not applicable</td>
<td>Starting June 1</td>
<td>Starting June 1</td>
</tr>
<tr>
<td>Candidate provides TPC with teaching data (student evaluations and syllabi at a minimum)</td>
<td>By September 1</td>
<td>By September 1</td>
<td>By September 1</td>
</tr>
<tr>
<td>Candidate provides TPC with any additional materials to be considered, including research, teaching and service statements; research statements should address disciplinary norms</td>
<td>By September 1 (Optional)</td>
<td>By September 1 (Optional)</td>
<td>By September 1 (Optional)</td>
</tr>
<tr>
<td>TPC provides candidate with draft assessment, copying the Dean</td>
<td>By December 1</td>
<td>By December 1</td>
<td>By December 1</td>
</tr>
<tr>
<td>Candidate responds with any corrections, if they wish</td>
<td>By December 15 (Optional)</td>
<td>By December 15 (Optional)</td>
<td>By December 15 (Optional)</td>
</tr>
<tr>
<td>TPC provides recommendation to the Dean, copying candidate</td>
<td>By January 15</td>
<td>By January 15</td>
<td>By January 15</td>
</tr>
<tr>
<td>Dean provides recommendation to SFU, copying TPC and candidate</td>
<td>By February 15</td>
<td>By February 15</td>
<td>By February 15</td>
</tr>
<tr>
<td>SFU notifies candidate, Dean and TPC of decision</td>
<td>By June 30</td>
<td>By June 30</td>
<td>By June 30</td>
</tr>
</tbody>
</table>

(See http://www.sfufa.ca/agreements-and-policies/collective-agreement-2014-2019/ for more information.)
The TPC receives the application in confidence. In accordance with the SFUFA-SFU timeline and when the application is complete, the FHS TPC considers the applicant’s case and makes a recommendation to the Dean of Health Sciences. The application is carried forward by the Dean or designate of Health Sciences to the Vice-President, Academic with the Dean’s recommendation. The application is then forwarded to and assessed by the President of SFU, who weighs the cumulative recommendations and makes his/her own recommendation to the Board of Governors. The Board of Governors makes the final decision on whether or not to award tenure or promotion as relevant to the application.

For information about the composition and selection of members of the TPC and other information about the committee, refer to the FHS TPC Terms of Reference.

Key dates in the review process are listed in the table above. The review process cycle normally takes 14 to 16 months in total. After the recommendation from the TPC is given to the Dean (by January 15), the Dean has two weeks to respond to the TPC. If the TPC’s recommendation is negative or split, the Dean reports this to VPA by Feb 15; if TPC’s recommendation is positive, the Dean conveys this to SFU’s President. After the steps in the review process are accomplished, the faculty member is notified of the final decision by June 30. Procedures for appealing a decision may be found in the SFUFA-SFU Agreement.

**General Criteria**

As stated in the SFUFA-SFU Agreement:

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.

28.2 It is accepted that the criteria for appointment and advancement may differ among disciplines as a result of conditions that are internal and external to the University.

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.

28.12 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. 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.
Research Activities and Scholarly Accomplishments

The SFUFA-SFU Agreement provides the following description of the standard for research:

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.

A faculty member is expected to generate peer-reviewed publications, and must do so to be considered for advancement.

While disciplinary expectations vary, for an Assistant Professor prior to contract renewal, an average of one high quality or important publication per year as first/senior author constitutes a general minimum expectation; disciplinary norms, or special or extenuating circumstances, may lead to justified deviation from this norm and will be considered. For tenure and promotion to Associate Professor or Professor, expectations are higher. The candidate should explain any exceptional or extenuating circumstances (e.g., lack of or delays related to laboratory facilities and set-up; disciplinary norms) so that those may be taken into account in the assessment. In assessing the research record of applicants for tenure or promotion, the TPC relies primarily on the letters provided by external referees.

A record of success, likely to be sustainable, in obtaining research funding via peer reviewed external grants, such as from national, provincial, international, or non-government organizations, is favorably regarded for all and for faculty in some disciplines (e.g., laboratory-based life sciences), expected. Funding via contracts may also be appropriate although the nature of the contract in terms of independent research should be made clear in the submitted CV or Dossier.

Practice- and Policy-Oriented Scholarship

The TPC recognizes that some practice- and policy-oriented health sciences faculty may have scholarly paths that are somewhat atypical. Although the TPC expects to see evidence of traditional academic outputs (e.g., papers in refereed journal articles; books; papers at scholarly and professional conferences), we also are prepared to honour “grey literature,” reports, monographs, and policy documents that are not formally published but that nevertheless represent scholarly achievements. The burden is on the applicant to provide (in a memo or letter to the TPC in the case of a renewal candidate, and in the Dossier for persons up for tenure or promotion) explanations to defend the scholarship, i.e., why a grey literature piece should be considered as scholarly productivity equivalent to a peer-reviewed piece, by virtue of, e.g., the problem addressed, methods and scholarly rigour employed, literature referenced, creativity and originality, and caliber of co-authors. Faculty members should describe their role as well as the intended scope, audiences, methods, and outcomes. The report should normally provide sufficient detail to permit replication of the work, as with academic publications, and sufficient detail to ensure intellectual independence, for example, in cases of government or industry funding. For other kinds of contributions, the influence on public policy outcomes and the import for population health could be described. These policy contributions could then be weighted alongside the usual peer-reviewed ones.
Research: Criteria, standards and evidence for Contract Renewal

Tenure-track FHS faculty members being considered for contract renewal should provide evidence that they have initiated an independent research program that is likely to be sustained.

Evidence:
• Publications and other evidence of research productivity since arrival at FHS should be listed in the candidate’s CV.
• An optional statement (see explanation in table above) about research contributions since arrival at FHS.
• Documentation may be provided that external funding for research was sought or obtained.

Research: Criteria for Tenure and Promotion to Associate Professor

The candidate must demonstrate the establishment of a productive, sustainable research program and continued growth as a scholar since beginning the tenure track position. The TPC considers both quality and quantity of research, and takes into account the assessments from external referees’ letters. The acceptability of the scholarship will be assessed in terms of weighing all available assessments of scholarly productivity by external referees and recognized relevant scholarly bodies.

Evidence:
• Scholarly achievement and productivity is expected as demonstrated by peer-reviewed publications in venues appropriate for the research area as judged by peers. The rate of publication should fall within norms of the discipline or the interdisciplinary field.
• Success in obtaining research funding via peer reviewed external grants is favorably regarded for all and for some disciplines, expected.
• Funding of research from contracts may also be appropriate although the nature of the contract in terms of independent research should be made clear, as mentioned above.
• Additional or alternative indications of research productivity and impact may include: contributed or invited presentations at other institutions, in local and community venues, and at national or international conferences; awards in recognition of scholarly activities; contributed or invited review articles, book chapters, monographs, and books. Impactful policy reports may also be included.
• The Research Portfolio in the applicant’s Dossier.

Research: Criteria for Promotion to Professor

The rank of Professor is designed for those who have excelled in research. The candidate should have an established research program that is sustainable, distinguished nationally, and recognized internationally, as confirmed by external peer reviewers. The candidate is expected to have a sustained and recognized record of scholarly activity and accomplishment substantially beyond that required for the rank of Associate Professor. Appointment to this rank requires evidence of national and international reputation as a scholar, and the achievement of a level of originality or measure of innovation, and is supported by letters from external referees of high academic stature.

Evidence:
• Record of publication of high quality, original research in internationally recognized, peer reviewed journals or other recognized peer-reviewed forums specific to health-related disciplines.
• Additional evidence attesting to the significant standing of the candidate in the field, (e.g., awards; invited presentations at conferences; invited reviews and book chapters; monographs and books; editorships; service on editorial boards; membership on grant and fellowship selection committees; membership on management, advisory, and planning committees of government and scientific organizations; and
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Faculty of Health Sciences, Simon Fraser University  
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- membership on the boards of national and international scientific societies).
- The Research Portfolio in the applicant’s Dossier.

Quality and quantity of research will be given consideration but greater emphasis will be placed on the quality of research. According to the norms of the sub-discipline, collaborative research reflected in the form of joint or multiple authorship may be noted. Quality of scholarship will be assessed in terms of weighing all available positive and negative assessments of scholarly productivity by external referees and recognized relevant scholarly bodies.

**Teaching Activities and Effectiveness**

The SFUFA-SFU Agreement provides the following description of the standard for teaching:

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 in students, maintenance of appropriate academic standards, dedicated involvement within one's field(s), openness to innovation, graduate supervision, and development of 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. Services to students over and above formal teaching should also be taken into consideration, particularly where the service is of a time-consuming nature.

Faculty members are expected to demonstrate a high level of competence in teaching. Effectiveness or quality of teaching will take into consideration: student evaluations of teaching, faculty member’s commitment to improving teaching skills, maintenance of appropriate academic standards, methods and technologies used in teaching, record of and commitment to mentoring students. Teaching activity and effectiveness will be assessed through a combination of methods and, for applicants for tenure or promotion, presented for evaluation in the form of a Teaching Portfolio.

**Teaching: Criteria and Standards for Contract Renewal**

Tenure track FHS faculty members being considered for contract renewal should provide evidence that they are capable of teaching effectively or are making serious progress toward improving the quality of their teaching.

Evidence:
- Evidence of teaching development activities since arrival at FHS should be listed in the candidate’s CV
- An optional Teaching Statement about teaching contributions and effectiveness since arrival at FHS. The statement may also include discussion of self-assessments and other teaching development activities.
- Course evaluations for all courses taught since arriving at FHS. These should be requested from the Directors of the Graduate and Undergraduate Studies Programs.
Teaching: Criteria for Tenure or Promotion to Associate Professor

For tenure and promotion, faculty are expected to have a record of successful teaching. There should be evidence of a sustained commitment to teaching and improving teaching skills and course content. Tenured faculty should also be able to demonstrate sustained student mentorship (graduate, undergraduate or TA). Candidates for tenure in the Faculty of Health Sciences are asked to provide for consideration a Teaching Portfolio (see Appendix for description of its contents and format).

Evidence may include:
- Evidence of effectiveness in teaching
- Sustained commitment to developing and improving teaching
- Evidence of mentorship of students
- Peer-review of course materials
- Peer review of classroom performance
- Self-assessments
- The Teaching Portfolio in the applicant’s Dossier

Teaching: Criteria for Promotion to Professor

The rank of Professor is designed for those who have excelled in teaching. Candidates should have fulfilled their portion of the teaching responsibilities within the Faculty (i.e., their workload or negotiated obligation). The candidate is expected to have a sustained and recognized history of mentorship activity and accomplishment substantially beyond that required for the rank of Associate Professor. Professors should have a continuous record as primary supervisor of graduate students and demonstrate a commitment to the professionalization of students.

Candidates are asked to provide a Teaching Portfolio for consideration (see Appendix for description of its contents and format).

Evidence may include:
- Evidence of having excelled in teaching
- Sustained commitment to developing and improving teaching
- Evidence of mentorship of students
- Peer review of course materials
- Peer review of classroom performance
- Self-assessments
- The Teaching Portfolio in the applicant’s Dossier

Service Contributions

The SFUFA-SFU Agreement provides the following description of the standard for service:

General Contributions to the University and to Society

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. Account should also be taken of the faculty member’s contributions in initiating and participating in seminars, public lectures or similar activities on campus, and of the stimulation and help they may afford to other faculty members of the University. Included in this category are the public service contributions which faculty members may make. It is recognized that certain faculty members or
groups of faculty members may have exceptional service duties or expectations due to their membership in a particular group. These contributions should be taken into account in the context of the faculty member’s overall contribution encompassing teaching, scholarly activity, and service. There should, however, be a strong focus on the academic content of the contribution by the faculty member in this category.

Faculty members are expected to do service. Service refers typically to “internal” contributions to FHS and SFU, and “external” contributions to the broader academic and general communities. FHS regards ongoing and active participation in FHS and SFU governance and administration as essential to the success and progress of FHS.

Examples of service internal to FHS include the Faculty Executive Committee, Undergraduate Studies Committee, Graduate Studies Committee, TPC, the MPH Graduate Admissions Committee, and program Working Groups. Additional types of internal service include participation on search committees, committees that meet infrequently, and other ad hoc committees.

Serving on committees at the University level can be used in addition to/or in some cases, in lieu of serving on FHS committees, although usually they are in addition to FHS service. An example of governance responsibility at the University level is serving on Senate. It is suggested that the candidate consult with the Dean or Chair of the TPC to investigate the workload generally involved in various committees. FHS recognizes that individual faculty members may have little influence over their committee placement and other service assignments to the Faculty and University (reflecting, for instance, election or appointment of a small number of members to major committees). Again, the burden is on the applicant to make their case clearly.

Internal service may also include activities with students beyond the teaching and supervision that are documented in the Teaching Portfolio (e.g., sponsorship of a student club or assistance with a community event).

Active service to the external community is also valued. Examples include: service on scientific advisory committees and editorial boards; roles in academic associations; reviews of articles or manuscripts; service on grant review panels; membership on committees outside SFU; invited presentations; participation in the organization of conferences and symposia; promotion of public understanding of science and the role of the university. Faculty members may provide significant service to the wider community as public intellectuals through activities such as policy consultation, public addresses, commentary on public issues, media interviews, provision of expert opinion, assisting non-governmental organizations (NGOs) and other organizations, etc. FHS does not limit faculty service to these categories, and a faculty member is welcome to describe these and additional service contributions.

The assessment of service contributions takes into account the kind, amount, and length of service, as well as its importance to others, reception by the field or wider community, and impact. If the guidelines suggested have not been met, yet it has been established by the candidate that the applicant has been willing to serve as requested by the Nominations Committee or the Dean, it is recommended that the candidate enter this in their ‘statement of service’ document.

**Service: Criteria and Standards for Contract Renewal**

The candidate should provide clear indications of their willingness to play an active role in the University. FHS Assistant Professors being considered for contract renewal should provide evidence that they are becoming effective Faculty citizens through their willingness to provide service.
Evidence:
• Service role(s) internal to the Faculty as documented in the CV.
• Services to the university and academic communities, as well as the public, are positive indicators, but do not constitute a requirement prior to contract renewal.

Service: Criteria for Tenure and Promotion to Associate Professor

Appointment or promotion to Associate Professor requires a record of successful participation in service to the University and the community. From the point of contract renewal forward, FHS faculty members are expected to incorporate service activities for the Faculty, University, and external community (professional or lay) regularly into their professional lives.

Evidence:
• A candidate for tenure and promotion to Associate Professor should demonstrate a strong record of service to the Faculty, the University, and the community.
• A minimum satisfactory performance is required for tenure and promotion, as well as evidence of commitment to future contributions.
• The Service Statement in the applicant’s Dossier (see Appendix for description of its contents and format).

Service: Criteria for Promotion to Professor

For promotion to Professor, the total overall career contributions of the applicant in areas of service to the University and the community are taken into consideration. FHS expectations for service contributions rise with scholarly rank. A candidate for Professor should have made important and sustained contributions to Faculty or University committees, and at community, national, or international levels. Candidates for promotion to Professor are expected to have an on-going record of contributions to the profession consistent with growth as a scholar and colleague. Service to the wider community should reflect the scholar’s/researcher’s local, national, or international reputation and standing within the academic community. The candidate should have participated in activities that raise the profile of FHS and SFU.

Evidence:
• A candidate for tenure and promotion to Professor should demonstrate a strong, sustained record of satisfactory performance in service to the Faculty, the university, and the community.
• For promotion to Professor, the candidate should demonstrate excellence in a number of the elements of service.
• Evidence of mentorship of junior faculty.
• The Service Statement in the applicant’s Dossier (see Appendix for description of its contents and format).
Appendix: Tenure and Promotion Dossier Submission Guidelines

These guidelines clarify the documents and evidence expected from the Faculty of Health Sciences (FHS) faculty to support consideration for tenure or for promotion (from Assistant to Associate or from Associate to Full Professor).

All FHS candidates for promotion or tenure in FHS should provide a Dossier containing the documentation specified below. The Dossier is a centralized collection of supporting materials supplied by the candidate. The Dossier and the four to six letters of reference from external referees are the only evidence the TPC can consider in its deliberations. The Dossier should be submitted to the TPC no later than September 1st as per the SFUFA-SFU Agreement. The full timeline for the process is delineated in FHS’s “Criteria for Renewal, Tenure, and Promotion” document.

The Dossier should be submitted in electronic and hard copy formats. The hard copy version should consist of one or two three-ring binders (as needed, depending on the length of the submitted publications and other items) with tabs indicating the Portfolios/sections. The electronic copy should be in a clearly labeled, well organized folder or PDF document(s). The TPC prefers use of a standard 12-point or 11-point font in the submitted materials.

The Dossier provides evidence of the candidate’s performance in the three activity areas of teaching effectiveness [Teaching]; scholarly activity and research [Research]; and FHS, SFU, professional, and community service [Service]. The Dossier should contain the following materials, in the order specified.

The Dossier should be organized as follows in a binder(s) with labeled headers:

1. A memo to the TPC
2. CV
3. Teaching Portfolio
4. Research Portfolio
5. Service Portfolio

The expected content and format for these elements are explained below.

1. A short memo to the TPC should introduce the Dossier and provide any necessary background. For instance, if the faculty member has a joint appointment or has had a nonstandard research/teaching/service load in FHS, the applicant should explain that and include the dates during which the deviation from the standard load applies.

2. An up-to-date, full Curriculum Vitae (CV)

For tenure and promotion applications, the applicant should submit a full CV, i.e., it should cover the entirety of the applicant’s career. The CV may follow the SFU format, a Tri-Council format, or a similar format. If you follow a standard CV format, note that you will likely need to include additional categories to convey the requested teaching and service details, and to distinguish peer-reviewed from non-peered reviewed publications, presentations, and grants/contracts. A date should be given for items for which a date is relevant, and, within categories, items should be listed chronologically so that it is clear which activities and products occurred since arriving at FHS. Note that when the applicant’s name is part of an ordered list or group, e.g., a list of authors, all persons’ names should be provided and in the correct order. It is useful if the CV includes and distinguishes among the following:
Teaching section in CV
i) Course responsibilities by academic year for the period under review, including class sizes, number of tutorials and tutors, major course development and course revision, and the two major summary indicators from course evaluations, the Course Evaluation and Instructor Evaluation (including the number of students who turned in an evaluation for the course). If all this information is clearly and completely listed in the CV, simply refer to the pages in the CV.

ii) A listing of advising and mentoring responsibilities, including students’ names, status (completed degree program or active), and starting/ending dates, by institution/program (e.g., SFU HSCI) and degree type (e.g., MPH, MSc, PhD, etc.).

iii) If relevant, a list and description of FHS and SFU-related curriculum and development activities, teaching research and reports, etc., engaged in.

Research: Publications
• Publications should be listed, and preferably numbered within categories, in such a way (e.g., headers for each category) as to differentiate clearly among: types of peer-reviewed journal articles; other reviewed [explain] publications; books; and other, non-refereed publications (e.g., book chapters, technical reports, position and policy papers, editorials, letters to the editor).

• Each publication should list all authors, in the order shown on the published work. The author’s own name should stand out (e.g., bold, underlined, or italicized) so that senior and co-authored publications can quickly be identified.

• Indicate which co-authors are post docs, graduate students, or undergraduate students directly supervised by the candidate or as a supervisory committee member. It’s helpful to indicate which is which by putting names in bold, underlined, or italicized, along with an explanatory footnote or key.

• For co-authored publications listed in the CV, the faculty member may wish to include a brief description of their role on the publication, particularly for those published during the most relevant review period. If the candidate was senior author, this should be indicated, since the placement of the senior author in a list of authors may vary by discipline and publication.

Research: Professional research presentations and abstracts
• Presentations and published abstracts should be listed separately from publications.

• Presentations/published abstracts should be listed under the following headings: peer reviewed presentations/published abstracts at professional conferences, and invited/contributed (non-peer reviewed) presentations at professional conferences, and other presentations. If the nature of the presentation is not obvious, explain. Note also that some non-peer-reviewed, invited presentations may be better placed in Service than in Research.

Research: Grants and contracts
• The CV should contain a listing of all grants and contracts received while at FHS (and prior to coming to FHS if relevant). For grants and contracts, each listing should include:
  • Peer-reviewed or non peer-reviewed
  • Status (awarded; pending)
  • Title of grant
  • Funding agency and program (if applicable)
  • Type of grant (e.g., operating; planning; service, etc.)
  • Role on grant or contract (if not PI, then indicate PI and their department and home institution)
  • Brief description of responsibilities on grant and percent effort
  • Brief description of research aims
  • Funding period
  • Total award amount (and, if applicable, amount of subcontract pertaining to the faculty candidate)

• Official documentation of each award (e.g., letter, cover sheet) should be provided for grants and contracts
in the period under review.
• If applicable, the CV may provide a similar listing for grants under review.
• If desired (e.g., by junior faculty), the CV might provide a similar listing of grants submitted but not funded, along with a brief description of the outcome (e.g., resubmitted).

Research: Other
You may need to add this section if you have other research activities that do not fit in the above categories. If so, list or otherwise describe them.

3. Evidence relating to Teaching – the Teaching Portfolio

Faculty should provide evidence of the quality and quantity of their teaching during the period under review. The Dossier should contain a Teaching Portfolio that contains (as listed below) at a minimum, a teaching statement, and evidence of teaching quality in the form of Teaching Evaluation summaries or other assessments. Where information requested in the list is already clearly documented in the CV, page numbers in the CV can be referred to.

i) A “Statement on Teaching” generally in 1 to 3 single-spaced pages. This should take the form of a narrative with sections on
a. “Teaching Philosophy and Pedagogical Approach”
b. “Teaching Successes and Challenges”
ii) Evidence of the overall quality of the candidate’s teaching, especially in FHS (and at SFU for joint appointments). Documentation of classroom teaching should include the full syllabus for three HSCI courses taught (or provide an explanation why fewer than three are provided). Additional materials are not required but allowed. These might include course maps assessment tools, and a sample lecture. These may be attached in Appendices to the Teaching Portfolio.
iii) If applicable, evidence of successful mentorship, e.g., abstracts of student presentations, theses, and journal articles, produced under the faculty’s mentorship.
iv) [Optional] Statements from FHS faculty peers who have observed the candidate’s teaching, and self-assessments.
v) Course evaluations. Include a section tab in the hard copy version of the Teaching Portfolio for Course Evaluations. The TPC will fill the section with copies of the applicant’s SFU teaching evaluations.

4. Evidence relating to Research / Scholarship: the Research Portfolio

The Dossier should include a Research Portfolio with the following evidence of research and other scholarly accomplishments (if any of the information below is already clearly documented in the CV, the applicant may just refer to CV page numbers). For promotion to Associate Professor, emphasis should be on productivity since being hired at SFU; for full Professor, the whole career is assessed.

i) A one-page, narrative, Lay Description of the candidate’s “Research Interests and Program,” written for a non-specialist colleague or educated layperson. The description should situate their research within a particular discipline, set of disciplines, or interdisciplinary domain.
ii) A narrative description of the candidate’s “Most Important Scholarly Accomplishments.” In addition to (a) above, faculty may provide a brief description and additional documentation of other important research contributions to their field or area of research. For example, the applicant may describe or provide evidence of how research findings from recently completed (or ongoing) grants and contracts were disseminated beyond journal publications as well as other resulting knowledge translation/exchange activities, feature their patents or patent applications, or whatever is most relevant to their scholarship.
   i. The candidate should provide a brief written description of the scientific impact of 3 to 5 of their publications to their field of research, e.g., how each of these key publications contributed to scholarship
in their field. If applicable, the description may describe implications of each publication for policy, practice, or innovations in their field.

ii. Where appropriate, candidates may include evidence of how publications, programs, or activities had an impact on policy, the scholarly community, or the broader community (e.g., to other professional audiences, to the general public through media reports on research) and other evidence of knowledge translation or exchange activities.

iii. Local, national, and international reputation. For promotion to associate or full professor, each candidate should provide evidence of their reputation as an established scholar within their discipline(s) and area of research. For promotion to full professor, there should also be evidence of a national or international reputation in their area of expertise. Letters from external referees will be the major source of this evidence. However, candidates may wish to provide additional evidence of their growing or established scholarly reputation such as documentation of invitations to conferences, keynote speaker invitations, journal editorships, grant review panels, international steering committees, etc.

iii) Copies of publications. The faculty member should provide copies of at least three (3) and no more than five (5) publications or scholarly works (e.g., book, policy brief, professional report) that they feel best represent their contribution to scholarship in their field. For consideration for tenure, emphasis should be placed on works completed while employed at SFU. Any book(s) submitted will be external to the Dossier and will be returned to the candidate.

iv) If accepted or in press publications are included in the CV, official documentation of acceptance from the editorial office should be included in the Dossier.

5. Evidence relating to Service – the Service Portfolio

Dossiers should provide evidence of service in a Service Portfolio that includes, but is not limited to (note that the listings may be included in the CV and may be referred to accordingly):

i) “Statement on Service,” generally in from 1 to 3 single-spaced pages, that summarizes the faculty member’s service philosophy, interests, activities, and accomplishments and outcomes.

a. Important administrative and other service roles and responsibilities within the faculty and university as well as in service to one’s profession, involvement in the community, or clinical activities should be noted here or the relevant sections in the CV cited. Faculty may include descriptions of their role on committees, the mandate and responsibilities of the committee, as well as information on the workload involved in different types of service activities.

ii) If there is documentation available of any service-related outcomes (e.g., policy recommendations, joint publications or reports, scientific recommendations, etc.) produced and the faculty member’s role in producing these outcomes, this could be included here.
As mandated by the SFUFA-SFU Agreement, the FHS TPC has completed new criteria for assessing requests for promotion to University Lecturer. (See FHS TPC University Lecturer Criteria 2017.04.30). Faculties have also been asked to complete new criteria for assessing “non-traditional” scholarship.” The FHS TPC will complete this work in the coming year, conducting consultations with Indigenous scholars and with the wider FHS community.

New University Lecturer Criteria

Please see new FHS TPC University Lecturer Criteria (2017.04.30).

New Criteria for Assessing “Non-Traditional” Scholarship

The SFUFA-SFU Agreement mandates that each Faculty develop criteria for evaluating contributions in this newly-created category as per the following clauses:

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.