



SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

Guidelines for Evaluating Health Sciences Faculty Members

**Tenure and Promotion Committee
Faculty of Health Sciences
Simon Fraser University**

Originally prepared by Kelley Lee and Charlotte Waddell
for the Tenure and Promotion Committee
Faculty of Health Sciences

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**BLUSSON HALL
8888 UNIVERSITY DRIVE
SIMON FRASER UNIVERSITY, BURNABY BC
CANADA, V5A 1S6**

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Acronyms and Abbreviations

ADE	Associate Dean, Education
ADR	Associate Dean, Research
CIHR	Canadian Institutes of Health Research
CRC	Canada Research Chair
CV	Curriculum vitae
FC	Faculty Council
FEC	Faculty Executive Council
FHS	Faculty of Health Sciences
GSC	Graduate Studies Committee
HSCI	Health Sciences (referring to courses)
MPC	MSc and PhD Committee
MPH	Master of Public Health
MSc	Master of Science
MSFHR	Michael Smith Foundation for Health Research
PhD	Doctor of Philosophy
PI	Principal Investigator
SFU	Simon Fraser University
SFUFA	Simon Fraser University Faculty Association
TA	Teaching assistant
TPC	Tenure and Promotion Committee
UGSC	Undergraduate Studies Committee

1. General Comments

1.1 Overview

In accordance with the *Collective Agreement* between the Simon Fraser University Faculty Association (SFUFA) and Simon Fraser University (SFU) for the period of July 1, 2019 – June 30, 2022 (hereafter the Agreement), this document sets out criteria, standards and methods of assessment (hereafter Criteria) regarding the interpretation of the Agreement by the Faculty of Health Sciences (FHS), particularly for Articles 28–35 related to procedures and criteria for faculty biennial review, contract renewal, and tenure and promotion. Each faculty member is responsible for familiarizing themselves with the relevant articles of the Agreement. The Criteria will be reviewed, and either reaffirmed or revised, no less than every three years. The Criteria must be approved by the Dean, copied to the Vice-President, Academic, and to SFUFA and must be consistent with the Agreement.

1.2 Definitions

Continuing appointment	An appointment given to a faculty member for an indefinite period of time, also known as a tenured appointment.
Contract renewal	The assessment of a tenure-track research faculty member's contributions to research, teaching and service, following a period of mutual appraisal by the University and the faculty member. This assessment, usually within the first three years of the initial appointment, determines whether the faculty member's contract is renewed for an additional three years.
Dean	The Dean of the Faculty of Health Sciences.
Faculty member	A member of SFUFA, with "faculty" meaning all members of the association collectively.
Grant tenure	An academic appointment without term where funds to support 50% or more of the salary for the appointment come from an external source.
Limited term	An appointment given to a faculty member for an agreed period of time which, while this period can be renewed, stipulates a point of termination.
Biennial review	The biennial assessment of a faculty member's performance in the areas of research, teaching, and service, in the case of tenure-track and practitioner faculty, and to teaching and service, in the case of teaching faculty, and the awarding of salary steps in recognition of those contributions.
Practitioner faculty	A category of academic appointment used for practitioners in professional fields wherein the University offers academic programs and wherein students will benefit from a professional perspective. The ranks of practitioner faculty are Assistant Professor, Associate Professor, and Professor.

Promotion	The recognition of an agreed level of performance by a faculty member at a given academic rank, according to criteria established by the FHS and the Agreement, resulting in an increase to that academic rank. For tenure-track faculty, recognition will be based on performance in research, teaching, and service. For teaching faculty, recognition will be based on performance in teaching and service. For practitioner and other faculty, recognition will be based on research, teaching, and service, as appropriate. Performance will be measured as against the negotiated distribution of responsibilities for research, teaching, and service.
Teaching faculty	A category of continuing or limited term academic appointment used for faculty with teaching and service responsibilities. The ranks of teaching faculty are Laboratory Instructor, Lecturer, Senior Lecturer, and University Lecturer.
Tenure	The recognition given for an agreed level of performance to tenure-track faculty members based on meeting responsibilities in research, teaching, and service according to criteria established by the FHS and the Agreement. The granting of tenure results in a continuing appointment for an indefinite period for a tenure-track faculty member.
Tenure-track faculty	A category of academic appointment used for research faculty focused on research, teaching, and service who are eligible for tenure or where tenure has been granted. The ranks of tenure-track faculty are Instructor (where a PhD or equivalent has yet to be completed), Assistant Professor, Associate Professor, and Professor.
Term research faculty	A category of academic appointment granted for a specified term only, for example, temporarily replacing a faculty member on leave, where terms normally do not exceed five years.

1.3 Guiding Principles

- 1.3.1 The TPC's Terms of Reference will be determined by both the FHS and by the Agreement (see Appendix A, FHS TPC Terms of Reference [2022]). The TPC will also adhere to existing FHS policies and procedures. If FHS policies and procedures change in future, based on majority vote in the FHS, or if the Agreement changes in future, the TPC guidelines will be updated accordingly.
- 1.3.2 The TPC will aim to be consistent and fair in its application of the procedures and criteria set out in this document and in its careful consideration of applications, and will provide written justification for its recommendations accordingly.
- 1.3.3 The TPC will weigh the activities of the faculty member relative to the faculty member's responsibilities, as agreed by the Dean, for the period under review. The standard workload distribution for tenure-track faculty is 40% research, 40% teaching, and 20% service. The standard workload distribution for research chairs is 75% research, 15% teaching, and 10% service. The standard workload distribution for teaching faculty is 80% teaching and 20% service. The standard workload distribution for practitioner and other faculty is determined by individual agreements with the Dean.
- 1.3.4 Additional contributions in one area of responsibility (research, teaching or service) will not be

considered as compensation for any deficit in contributions to another area, except where the Dean has approved modifications or exceptions.

- 1.3.5 The TPC will recognize both discipline-based and interdisciplinary research. When assessing contributions, in its deliberations the TPC will take appropriate account of disciplinary variations in norms, conventions, and standards, and/or will take appropriate account of interdisciplinary norms, conventions, and standards. To support the TPC's deliberations in assessing the quality and quantity of contributions for particular disciplines or for interdisciplinary work, each faculty member is encouraged to cite external standards and supporting evidence in their application. The TPC may engage external experts to assist with deliberations.
- 1.3.6 The faculty member will, when applying for contract renewal, tenure, promotion, or biennial review, be responsible for providing the TPC with appropriate and sufficient evidence, accompanied by explanation (e.g., through cover letters, curriculum vitae, dossiers, syllabi, and supporting statements and materials according to the type of review) to demonstrate the strength of their application relative to FHS assessment criteria and standards. The application will also include supporting documentation regarding any exceptional or extenuating circumstances that the TPC is requested to consider.
- 1.3.7 The TPC will, in its assessment of research (scholarly activity) by a faculty member, give greater weight to outputs achieved than outputs in progress. The TPC will also give greater weight to peer-reviewed outputs that are deemed essential evidence of high-quality scholarly activity. However, the TPC will also recognize the value of other types of scholarship as demonstrated through the production of non-peer-reviewed outputs, for example Indigenous and policy- and/or community-engaged scholarship.
- 1.3.8 The TPC will, in its assessment of teaching by a faculty member, apply the expectations set out in current FHS teaching policies and guidelines (see Appendix B, FHS Teaching Equity Policy [2015]).
- 1.3.9 The TPC will, in its assessment of service contributions by a faculty member, consider contributions to the institution (FHS and SFU); contributions to the faculty member's academic or professional community; and contributions to and engagement with the broader community as relevant to the faculty member's scholarly expertise. To support the principle of fair and equitable distribution of service roles within the FHS, the TPC will give greater weight to service roles internal to the FHS and/or to roles involving representation of the FHS on SFU and external committees. As faculty members become more senior in rank within the FHS, increased leadership in service contributions will be expected.
- 1.3.10 The TPC will apply the following standards as a guide in assessing a faculty member's contributions in research, teaching and service:
 - a) **Exceeds expectations:** The faculty member is assessed during the review period as having gone beyond standards of what is expected for those at their current academic rank;
 - b) **Meets expectations:** The faculty member is assessed during the review period as having met standards of what is expected for those at their current academic rank; or
 - c) **Does not meet expectations:** The faculty member is assessed during the review period as having gone below standards of what is expected for those at their current academic rank.

2. Evaluation Procedures for Renewal, Tenure and Promotion

2.1 Tenure-Track Faculty

Table 1 below outlines the procedures and deadlines for evaluating tenure-track faculty for contract renewal, tenure, and promotion as mandated by the Agreement. Given that renewals and promotions are based on performance, individuals will move at varying speeds through the academic ranks. The typical time period at the rank of Assistant Professor is six years (two three-year contracts), unless other conditions are specified by the appointment. It is generally assumed that five years is the minimum time required to meet the standards required for promotion to each subsequent rank. These procedures and deadlines also apply for grant-tenure faculty.

Table 1: Procedures and Deadlines for Tenure-Track Faculty

	Contract Renewal (Assistant Professors)	Tenure and Promotion (Assistant Professors)	Promotion (Associate Professors)
Required Actions	Deadlines		
Application for Early Promotion			
Applicant makes request to Dean and TPC Chair and provides full CV	—	April 1	April 1
Dean informs Applicant and TPC Chair whether request is approved or denied, with reasons	—	April 15	April 15
Application for Contract Renewal, Tenure and/or Promotion			
SFU confirms scheduled renewal and/or tenure and/or promotion reviews	April 1	By April 1	April 1
TPC Chair notifies the Applicant, in consultation with the Dean	April 1	By April 1	April 1
Applicant provides TPC Chair with cover letter and full CV; Dean provides TPC Chair with confirmation of agreed workload distribution	April 15 (FHS/SFU record only)	April 15 (FHS/SFU record only)	April 15 (Cumulative/ career record)
Applicant provides TPC Chair with list of 5 or more independent/external referees	—	May 1	May 1
TPC provides Applicant with list of 5 or more independent/external referees	—	May 1	May 1
Applicant and TPC each provide comments on suggested referees; referees are then confirmed	—	May 15	May 15
Applicant provides 3 publications for review by external referees	—	May 15	May 15
TPC requests letters from 6 referees, ensuring 3 or more are from Applicant's list; a minimum of 4 letters must be received in total (2 of which must be from Applicant's list)	—	May 16	May 16
Applicant provides TPC with full package including complete research, teaching and service dossiers, and any CV updates	September 1	September 1	September 1
TPC provides Applicant with draft assessment, copying the Dean	November 15	November 15	November 15
Applicant may respond with additions or corrections	2 weeks after receiving draft (Optional)	2 weeks after receiving draft (Optional)	2 weeks after receiving draft (Optional)
TPC provides recommendation to the Dean, copying the Applicant	January 15	January 15	January 15
Applicant may respond with additions or corrections	2 weeks after receiving recommendation (Optional)	2 weeks after receiving recommendation (Optional)	2 weeks after receiving recommendation (Optional)
Dean provides recommendation to the Vice-President, Academic, copying TPC Chair and Applicant	February 15	February 15	February 15
For more information see: https://www.sfu.ca/faculty-relations/rtp.html			

2.2 Teaching Faculty

Table 2 below outlines the general procedures and deadlines for evaluating contract renewal and promotion for teaching faculty as mandated by the Agreement. Given that renewals and promotions are based on performance, individuals will move at varying speeds through the academic ranks. The time period at the rank of lecturer is typically five years or more, unless other conditions are specified at appointment. Five years is typically the minimum time required to meet the standards for promotion to each subsequent rank. Note that according to the Agreement, University Lecturer will normally be the highest rank for teaching faculty. In exceptional circumstances, however, a University Lecturer may apply for promotion to Professor under the criteria as outlined for research faculty.

Table 2: Procedures and Deadlines for Teaching Faculty

	Contract Renewal (Lecturers)	Promotion (Lecturers)	Promotion (Senior Lecturers)
Required Actions	Deadlines		
Application for Early Promotion			
Applicant makes request to Dean and TPC Chair and provides full CV	—	April 1	April 1
Dean informs Applicant and TPC Chair whether request is approved or denied, with reasons	—	April 15	April 15
Application for Contract Renewal and Promotion			
SFU confirms scheduled renewal and/or promotion reviews	September 1	September 1	September 1
TPC Chair notifies the Applicant, in consultation with the Dean	September 15	September 15	September 15
Applicant provides a written request to Dean and TPC Chair including cover letter, full CV and complete teaching and service dossiers; Dean provides TPC Chair with confirmation of agreed workload distribution	May 1	May 1	May 1
Applicant provides TPC Chair with list of 5 or more independent/external referees	—	—	May 1
TPC provides Applicant with list of 5 or more independent/external referees	—	—	May 1
Applicant and TPC each provide comments on suggested referees; referees are then confirmed	—	—	May 15
TPC requests letters from 6 referees, ensuring 3 or more are from Applicant's list; a minimum of 4 letters must be received in total (2 of which must be from Applicant's list)	—	—	May 16
Applicant provides TPC with full package they wish the TPC to consider and any CV updates	September 1	September 1	September 1
TPC provides Applicant with draft assessment, copying the Dean	November 15	November 15	November 15
Applicant may respond with additions or corrections	2 weeks after receiving draft (Optional)	2 weeks after receiving draft (Optional)	2 weeks after receiving draft (Optional)
TPC provides recommendation to the Dean, copying the Applicant	January 15	January 15	January 15
Applicant may respond with additions or corrections	2 weeks after receiving recommendation (Optional)	2 weeks after receiving recommendation (Optional)	2 weeks after receiving recommendation (Optional)
Dean provides recommendation to the Vice-President, Academic, copying the TPC Chair and Applicant	February 15	February 15	February 15
For more information please see: https://www.sfu.ca/faculty-relations/rtp.html			

2.3 Practitioner Faculty

Table 3 below outlines the general procedures and deadlines for evaluating practitioner faculty for contract renewal and promotion as mandated by the Agreement. Given that renewals and promotions are based on performance, individuals will move at varying speeds through the academic ranks. It is generally assumed that five years is the minimum time required to meet the standards required for promotion to each subsequent rank. In general, practitioner faculty will be reviewed in the same manner as for tenure-track faculty, with the exception that these appointments may not be converted to tenure-track.

Table 3: Procedures and Deadlines for Practitioner Faculty

	Contract Renewal (Assistant Professors)	Promotion (Assistant Professors)	Promotion (Associate Professors)
Required Actions	Deadlines		
Application for Early Promotion			
Applicant makes request to Dean and TPC Chair and provides full CV	—	April 1	April 1
Dean informs Applicant and TPC Chair whether request is approved or denied, with reasons	—	April 15	April 15
Application for Contract Renewal or Promotion			
SFU confirms scheduled renewal and/or tenure and/or promotion reviews	April 1	By April 1	April 1
TPC Chair notifies the Applicant, in consultation with the Dean	April 1	By April 1	April 1
Applicant provides TPC Chair with cover letter and full CV; Dean provides TPC Chair with confirmation of agreed workload distribution	April 15 (FHS/SFU record only)	April 15 (FHS/SFU record only)	April 15 (Cumulative/ career record)
Applicant provides TPC Chair with list of 5 or more independent/external referees	—	May 1	May 1
TPC provides Applicant with list of 5 or more independent/external referees	—	May 1	May 1
Applicant and TPC each provide comments on suggested referees; referees are then confirmed	—	May 15	May 15
Applicant provides 3 publications for review by external referees	—	May 15	May 15
TPC requests letters from 6 referees, ensuring 3 or more are from Applicant's list; a minimum of 4 letters must be received in total (2 of which must be from Applicant's list)	—	May 16	May 16
Applicant provides TPC with full package including complete research, teaching and service dossiers, and any CV updates	September 1	September 1	September 1
TPC provides Applicant with draft assessment, copying the Dean	November 15	November 15	November 15
Applicant may respond with additions or corrections	2 weeks after receiving draft (Optional)	2 weeks after receiving draft (Optional)	2 weeks after receiving draft (Optional)
TPC provides recommendation to the Dean, copying the Applicant	January 15	January 15	January 15
Applicant may respond with additions or corrections	2 weeks after receiving recommendation (Optional)	2 weeks after receiving recommendation (Optional)	2 weeks after receiving recommendation (Optional)
Dean provides recommendation to the Vice-President, Academic, copying TPC Chair and Applicant			

3. Criteria and Standards for Evaluating Tenure-Track Faculty

3.1 Overview

The Agreement (Article 28) describes the general criteria and standards for contract renewal, tenure and promotion for tenure-track faculty. Tenure-track faculty must be evaluated regarding their contributions across three areas of activity: 1) research (scholarly activity); 2) teaching effectiveness; and 3) service to the FHS and/or SFU (the University), to scholarly disciplinary/interdisciplinary and/or professional communities, and/or engagement with non-academic partners or communities based on their scholarly expertise. The Agreement (28.4) states that faculty members “should excel in at least one of teaching effectiveness or scholarly accomplishment. Less than satisfactory performance in any of research, teaching, or service contributions will not meet the expectations of the University.” Sidebar 1 below describes expectations set out in the Agreement for tenure-track faculty.

Sidebar 1: Expectations for Tenure-Track Faculty

Requirements for Assistant Professor

28.18 Appointment to the rank of Assistant Professor presumes a strong academic record and completion of academic or professional training. There should be clear indications that the individual has the aptitudes of a successful teacher, the potential to grow in stature as a scholar, as well as a willingness to play an active role in the University. These views should be supported by strong referee reports.

Requirements for Tenure

28.19 A candidate for tenure who is an Assistant Professor will 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.

28.20 All candidates for tenure will be expected to demonstrate that, since the commencement of the tenure track appointment:

28.20.1 there has been continued growth as an established scholar, as evidenced by the development of a significant program of research and scholarship;

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

28.20.3 they have become a responsible and contributing member of the University/academic community

Requirements for Associate Professor

28.21 Appointment or promotion to the rank of Associate Professor is based on a record of sustained 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 that should be reflected in the biennial salary review record. External referees of high academic stature must assess the individual's research contributions.

Requirements for Professor

28.22 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 and demonstrated commitment to service contributions. 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.

28.23 A University Lecturer may seek promotion to Professor following the Requirements for Professor outlined above.

See: https://www.sfu.ca/content/dam/sfu/faculty-relations/collective-agreement/CA2019_2022.pdf

The following sections describe the criteria that the FHS TPC will use in evaluating research, teaching, and service for tenure-track faculty members.

3.2 Evaluation of Research

Article 28.16 of the Agreement describes general criteria for assessing research as follows.

Sidebar 2: Criteria for Assessing Research

28.16 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

See: https://www.sfu.ca/content/dam/sfu/faculty-relations/collective-agreement/CA2019_2022.pdf

The FHS interprets Article 28.16 to mean that, at a minimum, each faculty member whose workload distribution includes research is expected to contribute to scholarly activity during the period of review, in a relevant health sciences field, and at a level that is commensurate with their assigned workload, academic rank, and disciplinary/interdisciplinary norms, conventions, and standards. Research may consist of: conducting original scholarly enquiry; producing, publishing and/or disseminating scholarly outputs; securing, managing and administering research funding; and supervising and mentoring research trainees (other types of scholarly activity are discussed in Section 5).

Examples of the types of supporting evidence that could be submitted to the TPC in a **research dossier** (see Appendix E, Guidelines for Preparing Dossiers) for the assessment of a tenure-track faculty member's scholarly activity may include, but are not limited to:

- Named author contributions to peer-reviewed outputs including scholarly journal articles, books (monographs), and/or book chapters
- Named non-peer-reviewed outputs including practice/policy publications, reports, editorials, and commentaries
- Named contributions to local, regional, national, and/or international peer-reviewed research funding
- Named contributions to non-peer-reviewed research funding (e.g., contracts from partner organizations)
- Peer-reviewed presentations, abstracts, and posters at scholarly meetings
- Non-peer-reviewed (invited) presentations at professional or community meetings
- Named contributions to peer-reviewed and awarded research grants and contracts
- Mentorship and engagement of students/trainees in scholarly activities
- Awards or special recognitions for scholarly activities
- Comments of external/independent referees (where applicable)
- Contributions to faculty, university, or external initiatives that promote research
- Contributions to engagement with partners/communities and knowledge mobilization activities related to research

- Development and/or participation in research collaborations and associated outputs
- Roles in research service and/or leadership

Based on FHS guiding principles, the TPC takes into account variations in disciplinary norms, conventions, and standards in its assessment of scholarly activity by a faculty member, as well as the challenges of interdisciplinary and/or community-based or policy- or practice-oriented scholarship. Accordingly, faculty members are encouraged to submit supporting evidence to assist in the assessment of their research portfolio. Examples of the types of supporting evidence that could be submitted to the TPC may include but are not limited to:

- Statement describing norms regarding the relative value given to specific types of scholarly outputs (e.g., peer-reviewed articles versus book chapters)
- Statement describing conventions regarding contribution to research outputs (e.g., single author versus multiple authors, first versus senior author) and funding applications (e.g., Principal Investigator versus Co-Investigator)
- Statement describing norms and goals of research program as related to types of scholarly outputs
- Description of the faculty member's specific role(s) and the intended scope, audience(s), methods, and outcomes/impact
- Externally recognized standards to assess quality and quantity of scholarly outputs expected within or across disciplines
- Externally recognized standards to assess level of grant funding expected within the discipline or in interdisciplinary scholarship
- Comparisons to recognized research metrics relevant to the discipline or interdisciplinary scholarship such as citation indices

For each academic rank in the FHS, the standards below are considered to mean that a tenure-track faculty member “meets expectations” (satisfactory) regarding scholarly activity. The precise expectations commensurate with these standards will be adjusted according to the faculty member's workload distribution. The TPC will use these standards to assess whether a faculty member is performing at a level that exceeds, meets or does not meet expectations.

Contract Renewal as Assistant Professor

The faculty member should demonstrate the capability to conduct independent, original, and sustained scholarly activities commensurate with the expectations of their academic discipline, or have made concerted progress towards achieving this goal. This standard should be supported by evidence of achievements during the period of review such as the following: a good record of contributions to peer-reviewed and non-peer-reviewed scholarly outputs; named contributions to grant funding applications or grant funding received; and peer-reviewed or non-peer-reviewed presentations.

Promotion from Assistant Professor to Associate Professor with Tenure

The faculty member should demonstrate an established level of independent, original, and sustained scholarly activities commensurate with the expectations of their academic discipline. This standard should be supported by evidence of achievements during the period of review such as the following: a good record of contributions to peer-reviewed scholarly outputs; named contributions to grant funding received; peer-reviewed presentations; engagement of students/trainees in scholarly activities; positive comments of external/independent referees; named contributions to faculty or university initiatives that promote research; contributions to community engagement and knowledge-mobilization activities related to research participation in research collaborations; and roles in research service.

Promotion from Associate Professor to Professor

The faculty member should demonstrate a high level of independent, original, and sustained scholarly activities that are nationally and internationally recognized, commensurate with the expectations of their academic discipline. This standard should be supported by evidence of achievements during the period of review such as the following: an excellent record of contributions to peer-reviewed scholarly outputs; lead contributions to grant funding received; an exceptional number of peer-reviewed and non-peer-reviewed presentations; successful supervision and mentoring of substantial numbers of students/trainees in scholarly activities; positive comments of external/independent referees; leadership contributions to faculty, university, or external initiatives that promote research; leadership contributions to community engagement or knowledge-mobilization activities related to leadership in research collaborations; and awards or special recognitions for scholarly activities.

3.3 Evaluation of Teaching

Article 28.5 of the Agreement describes general criteria for assessing teaching effectiveness as follows.

Sidebar 3: Criteria for Assessing 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 (including fair and reasonable evaluation of student work), engagement with student experience, and organization and preparation for class. Consideration will be given to the ability and willingness of a faculty member to engage in student supervision, teach a range of subject matter and at various levels of instruction, and to contributions over and above formal teaching, particularly where the contribution is of a time-consuming nature.

See: https://www.sfu.ca/content/dam/sfu/faculty-relations/collective-agreement/CA2019_2022.pdf

The FHS interprets Article 28.5 to mean that, at a minimum, each tenure-track faculty member is expected to contribute to teaching within the FHS during the period of review, at a level commensurate with their assigned workload distribution, academic rank, and in accordance with the 2015 FHS Teaching Equity Policy (see Appendix B). Teaching activity is expected to include course instruction at the undergraduate and/or graduate levels; supervision of undergraduate and graduate students; and contributions to the development of FHS academic programs.

Methods of assessment or types of supporting evidence that could be submitted to the TPC relevant to the period of review as a **teaching dossier** (see Appendix E) for the assessment of a tenure-track faculty member's teaching effectiveness may include but are not limited to:

- Completed course instruction as assigned or an explanation, with documentation, if not achieved
- Initiation, design and implementation of new modules, courses, and learning approaches
- Honours undergraduate student, graduate student and/or postdoctoral fellow supervision, particularly trainees enrolled in the FHS or at SFU
- Contributions to faculty/university initiatives that promote teaching and learning
- Awards, grants or special recognitions for teaching and learning activities
- Evidence of career progression for former students/trainees
- Evidence of progression through professional development activities related to teaching
- Publications related to teaching
- Syllabi, examinations, and other course materials

- Mentoring and/or departmental leadership in teaching and learning
- Participation in panels or presentations related to teaching and learning
- Demonstration of innovation, including research-enriched or community-engaged teaching
- Review by colleagues through classroom observation and examination of teaching materials
- Self-reflection and teaching philosophy
- Student work (e.g. projects, theses, and dissertations)
- Student experience surveys

28.13-15 of the Agreement states: “Aggregate statistical results of surveys will be made available to TPCs, Chairs, and Deans, to be considered on the basis of a frequency distribution and not solely an average or mean. Student comments will be available only to the faculty member, Department Chairs, and Deans. Student comments will not be available to the TPC. The role of student experience surveys in summative processes of evaluation is restricted to assessing faculty engagement with the student experience. Where the TPC considers student experience survey data, it must demonstrate that steps have been taken to consider factors impacting the validity of the data, including but not limited to response rate and empirically-proven bias.” The TPC will not consider this data in its deliberations unless the faculty expresses a desire that it do so.

For each academic rank in the FHS, the standards below are considered to mean that a research faculty “meets expectations” (satisfactory) regarding teaching. The precise expectations commensurate with these standards should be adjusted according to the faculty member’s contractual workload distribution. The TPC will use these standards to assess whether a faculty member is performing at a level that exceeds, meets, or does not meet expectations.

Contract Renewal as Assistant Professor

The faculty member should demonstrate capability to teach effectively or have made concerted progress towards achieving this goal. This standard should be supported by evidence of achievements during the period of review such as the following: successful completion of assigned course instruction; well-organized syllabi and other teaching materials; successful recruitment and supervision of honours undergraduate and/or graduate students; and completion of professional development activities related to teaching.

Promotion from Assistant Professor to Associate Professor

The faculty member should demonstrate a strong record of teaching effectiveness. This standard should be supported by evidence of achievements during the period of review such as the following: successful completion of assigned course instruction; initiation, design, and implementation of new courses; positive peer assessments of teaching effectiveness; well-organized syllabi and other teaching materials; successful recruitment, supervision, and completion of honours undergraduate and graduate students; positive contributions to educational service roles; and progression in teaching and learning practice gained from professional development activities.

Promotion from Associate Professor to Professor

The faculty member should demonstrate an excellent record of teaching effectiveness. This standard should be supported by evidence of achievements during the period of review such as the following: successful completion of assigned course instruction; initiation, design, and implementation of new modules, courses, and other learning approaches; sustained positive peer assessments of teaching effectiveness over time; exemplary and innovative syllabi and other

teaching materials; awards, grants, or special recognitions for teaching; recognized contributions to faculty or university initiatives that promote teaching and learning; an established record of successful recruitment, supervision, and mentorship of honours undergraduate and graduate students; positive contributions to educational leadership roles; completion of professional development activities related to teaching; and publications related to teaching.

3.4 Evaluation of Service

Article 28.7 of the Agreement describes general criteria for assessing service as follows.

Sidebar 4: Criteria for Assessing Service

28.17 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

See: https://www.sfu.ca/content/dam/sfu/faculty-relations/collective-agreement/CA2019_2022.pdf

The FHS interprets Article 28.17 to mean that, at a minimum, each faculty member is expected to positively and constructively contribute to service as a form of citizenship. Service contributions are to be at a level commensurate with assigned workload distribution and academic rank, and with the principle of equitable distribution of service responsibilities within the FHS. Service contributions may comprise three types: 1) service to the institution (FHS and SFU); 2) service to the faculty member's academic or professional community; and/or 3) service to and/or engagement with the broader community and/or partner organizations as relevant to the faculty member's scholarly expertise (see Appendix C, Examples of Service Opportunities). The TPC will give greater weight to service roles internal to the FHS and/or to roles involving representation of the FHS on SFU and/or external committees, according to the FHS TPC guiding principles (see 1.3.9 above).

Examples of the types of supporting evidence that could be submitted to the TPC for the assessment of a tenure-track faculty member's service contributions may include but are not limited to:

- Roles on major and/or standing committees in the FHS such as supporting and/or leading the completion of tasks, putting forth initiatives to enhance the scholarly environment, or implementing change
- Roles on other committees in the FHS
- Roles on major committees outside of the FHS and within SFU (see appendix C)
- Roles in academic administration and leadership
- Roles in scholarly or professional organizations
- Contributions to the initiation and organization of scholarly events such as seminars, conferences, and symposia
- Peer-review activities for journals/publishers, conference organizers, funding bodies, and other scholarly organizations
- Activities to support the mentorship and career advancement of students and other scholars
- Expert opinion provided to regulatory agencies, government bodies, or legal proceedings

- Scholarly consultation for policy-makers, non-governmental organizations, and practice/advocacy groups
- Advisory roles in scholarly bodies, scientific organizations, and/or governmental or non-governmental institutions
- Intellectual engagement with the media and other “knowledge translation” activities that foster informed and constructive public dialogue
- Roles in research service and/or leadership including contributions to faculty, university, or external initiatives that promote research
- Roles in educational service and/or leadership including contributions to faculty, university, or external initiatives that promote teaching and learning

For each academic rank in the FHS, the standards below are considered to mean that a tenure-track faculty member “meets expectations” (satisfactory) regarding service. The precise expectations commensurate with these standards should be adjusted according to the faculty member’s contractual workload distribution. The TPC will use these standards to assess whether a faculty member is performing at a level that exceeds, meets, or does not meet expectations.

Contract Renewal as Assistant Professor

Research faculty should contribute to service to the institution and to at least one of the two remaining types of service, or demonstrate a concerted willingness to achieve this goal. This standard should be supported by evidence of achievements during the period of review for each type of service such as the following: participation in committees in the FHS and/or SFU; engagement in disciplinary or professional activities; and scholarly contributions to community engagement activities.

Promotion from Assistant Professor to Associate Professor with Tenure

The faculty member should actively contribute to the first two types of service and to the third type as appropriate. This standard should be supported by evidence of achievements during the period for each type of service such as the following: active membership on a major/standing committee in the FHS and/or SFU that supports a new initiative, development of policy, or implementation of change; active engagement in scholarly or professional service activities that advance the goals of the scholarly or practice community; and scholarly contributions to engaged service activities that enhance knowledge translation, public understanding of science, or public policy debate.

Promotion from Associate Professor to Professor

The faculty member should contribute leadership to the first two types of service and to the third type as appropriate. This standard should be supported by evidence of achievements during the period of review for each type of service such as the following: leadership contributions on a major/standing committee in the FHS and SFU that successfully accomplishes a new initiative, development of policy or implementation of change; leadership in scholarly or professional service activities that achieves the goals of the scholarly or practice community; and leadership contributions to engaged service that achieves knowledge translation, public understanding of science, or public policy debate.

3.5 Guide for Overall Assessment

As described above, the TPC reviews tenure-track faculty members for contract renewal, tenure, and/or promotion based on contributions to research, teaching, and service. In assessing an Applicant's submitted materials and in making a recommendation to the Dean, the TPC will use the criteria and standards for research, teaching, and service described above. The Applicant's workload distribution, academic rank, disciplinary or interdisciplinary norms, and individual circumstances will be taken into account. As a general guide, taking the above into consideration, the TPC will apply the following rubric to reach its overall assessment.

Table 4: Guide for Overall Assessment for Tenure-Track Faculty

Evaluation	Outcome
Recommended	Meets or exceeds expectations in all three areas (research, teaching, and service)
Not recommended	Meets expectations in two or fewer areas of activity

4. Criteria and Standards for Evaluating Teaching Faculty

4.1 Overview

The Agreement (Article 35) describes the general criteria and standards for assessing teaching faculty at different academic ranks for promotion and biennial review. Teaching faculty must be evaluated based on contributions in two areas of activity: 1) teaching effectiveness; and 2) service to the institution, their academic or professional community, and/or to the broader community as relevant to the faculty member's teaching expertise. Sidebar 5 below outlines expectations in the Agreement for teaching faculty.

Sidebar 5: Expectations for Teaching Faculty

Lecturer

35.10 A Lecturer will have full responsibility for the preparation and instruction of courses, including laboratory courses, and for curriculum development.

35.11 A Lecturer should show:

35.11.1 evidence of ability and commitment to teaching;

35.11.2 evidence of promise of educational leadership;

35.11.3 involvement in service to the academic profession, to the University, or to the community as appropriate.

Senior Lecturer

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 Appointment at or 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.

University Lecturer

35.14 A University Lecturer will have responsibilities that encompass the normal requirements of classroom teaching plus activities in the areas of educational leadership, teaching mentorship and curriculum development. University Lecturers will focus on accomplishments in teaching and educational innovation and the impact on student learning.

35.15 Appointment at or promotion to University Lecturer will require demonstration of:

35.15.1 sustained record of excellence 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 sustained record of excellence 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.

35.51 A Lecturer may apply to be considered for promotion to Senior Lecturer if they have, at the time of application, completed at least five years as a Lecturer at Simon Fraser University.

35.52 A Senior Lecturer may apply to be considered for promotion to University Lecturer if they have, at the time of application, completed at least five years as a Senior Lecturer at Simon Fraser University.

35.53 Normally University Lecturer will be the highest rank for Lecture Faculty. In exceptional circumstances, a University Lecturer may apply for promotion to Professor under the same criteria outlined in University Requirements for Appointment, Tenure and Promotion.

See: https://www.sfu.ca/content/dam/sfu/faculty-relations/collective-agreement/CA2019_2022.pdf

4.2 Evaluation of Teaching

The FHS interprets Article 35 to mean that, at a minimum, each teaching faculty member is expected to contribute to teaching within the FHS during the period of review at a level commensurate with their assigned workload distribution, academic rank, and in accordance with the 2015 FHS Teaching Equity Policy (see Appendix B). Teaching activity is expected to include course instruction at the undergraduate and/or graduate levels; supervision of undergraduate and graduate students; and contributions to the development of FHS academic programs.

Examples of the methods of assessment or types of supporting evidence that could be submitted to the TPC relevant to the period of review as a **teaching dossier** (see Appendix E) for the assessment of a lecture faculty member's teaching effectiveness may include but are not limited to:

- Completed course instruction as assigned or an explanation, with documentation, if not achieved
- Initiation, design and implementation of new modules, courses, and learning approaches
- Honours undergraduate student, graduate student, and/or postdoctoral fellow supervision, particularly trainees enrolled in the FHS or at SFU
- Syllabi and other teaching materials produced (e.g., textbook chapters)
- Contributions to faculty/university initiatives that promote teaching and learning
- Peer assessments of teaching effectiveness
- Awards, grants, or special recognitions for teaching and learning activities
- Evidence of career progression for former students/trainees
- Evidence of progression through professional development activities related to teaching and learning

For each academic rank in the FHS, the standards below are considered to mean lecture faculty “meets expectations” (satisfactory) regarding teaching effectiveness. The precise expectations commensurate with these standards should be adjusted according to the faculty member's contractual workload distribution. The TPC will use these standards to assess whether a lecture faculty member is performing at a level that exceeds, meets, or does not meet expectations during the period of review.

Contract Renewal as Lecturer

The faculty member should demonstrate capability to teach effectively or have made concerted progress towards achieving this goal. This standard should be supported by evidence of achievements during the period of review such as the following: successful completion of assigned course instruction; well-organized syllabi and other teaching materials; and completion of professional development activities related to teaching.

Promotion from Lecturer to Senior Lecturer

The faculty member should demonstrate a strong record of teaching effectiveness. This standard should be supported by evidence of achievements during the period of review such as the following: successful completion of assigned course instruction; initiation, design, and implementation of new courses; positive peer assessments of teaching effectiveness; well-organized syllabi and other teaching materials; successful supervision of honours undergraduate and/or graduate students; and progression in teaching and learning practice gained from professional development activities.

Promotion from Senior Lecturer to University Lecturer

To be considered for promotion to University Lecturer, Applicants are expected to submit a dossier that provides evidence regarding their teaching excellence, educational leadership and intellectual/scholarly engagement. In addition, four independent letters of reference are required commenting on the Applicant's teaching, leadership, and intellectual/scholarly contributions. Context may also be provided, noting that individual contractual arrangements may vary, e.g., regarding teaching assignments. Promotion to University Lecturer will require demonstration of the achievements and qualities as outlined in section 35.15 of the SFUFA-SFU Agreement. For each section, examples are provided of the types of evidence that may be used in TPC assessments, although these lists should not be considered exhaustive or exclusive.

35.15.1 sustained record of excellence in teaching

- Exceptional breadth of teaching, e.g., undergraduate lower and upper levels and graduate courses
- Honours undergraduate and graduate student supervision
- Syllabi indicating rigour and innovation
- Awards or special recognitions of teaching quality by the Faculty, University or professional associations
- Initiatives that promote intellectual engagement and support for students in promoting disciplinary and interdisciplinary scholarship
- Peer assessments reporting exceptionally high standard of teaching quality
- Positive letters of support from former students
- Evidence of learning from professional development activities and from student and other feedback, i.e., positive impact on teaching practice over time

35.15.2 distinction in the field of teaching and learning including demonstrated innovation resulting in a positive impact on student learning;

- Receipt of grants and other funding for projects on instructional development and disciplinary and interdisciplinary innovation
 - Supporting the enhancement of teaching and learning in the FHS, at SFU, and at other post-secondary educational institutions and agencies
- Success of former students and trainees working under the Applicant's supervision regarding career trajectories
- Publication of peer-reviewed and non-peer-reviewed writing related to innovative contributions to teaching practice and content
- Creative use of teaching methods, techniques, technologies, or other resources to enhance the student experience
- Active in teaching/learning scholarship, where scholarship is defined as public, open to review and used by others

35.15.3 sustained record of excellence in educational leadership

- Successful leadership roles on Faculty or University committees or other bodies that develop and implement policies related to teaching and learning, e.g., development of new FHS peer-review processes for evaluating teaching contributions, or development/application/adaptation of teaching/learning mentoring programs for all new FHS faculty
- Successful leadership roles in governance bodies concerned with teaching and learning beyond SFU
- Leading or initiating activities that resulted in exceptional impacts on increasing student recruitment
- Significant contributions that improve equity of access to teaching and learning by disadvantaged students
- Significant mentorship of early career scholars seeking to develop their teaching and learning skills
- University-level and professional association acknowledgement of leadership in teaching-related matters

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

- Initiation, design and implementation of new modules and courses, field schools, and/or degree programs including content or other materials, consistent with the FHS academic plan
- Design and implementation of new instructional approaches for existing courses, e.g., online, “flipped” classrooms, experiential learning, and/or community partnerships
- Collaborations with and leadership within FHS Undergraduate and Graduate Studies Committees
- Leadership in securing significant new resources that contribute to the strengthening of the teaching and learning programs
- Leadership in securing new funding to support students, e.g., scholarships, grants, bursaries

4.3 Evaluation of Service

The FHS interprets Article 28.17 (see Sidebar 4, Criteria for Assessing Service) to mean that, at a minimum, each faculty member is expected to positively and constructively contribute to service as a form of citizenship. Service contributions are to be at a level commensurate with assigned workload distribution and academic rank and with the principle of equitable distribution of service responsibilities within the FHS. Service contributions may comprise three types: 1) service to the institution (FHS and SFU); 2) service to the relevant scholarly or professional community; and/or 3) service to and/or engagement with the broader community and/or partner organizations as relevant to the faculty member’s teaching expertise (see Appendix C, Examples of Service Opportunities). The TPC will give greater weight to service roles internal to the FHS and/or to roles involving representation of the FHS on SFU and/or external committees, according to the FHS TPC guiding principles (see 1.3.9 above).

Examples of the types of supporting evidence that could be submitted to the TPC as a service dossier for the assessment of a teaching faculty member’s **service contributions** may include but are not limited to:

- Roles on major and/or standing committees in the FHS such as supporting and/or leading the completion of tasks, putting forth initiatives to enhance the scholarly environment, and implementing change
- Roles on other committees in the FHS
- Roles on major committees outside of the FHS and within SFU
- Roles in academic administration and leadership
- Roles in scholarly or professional organizations
- Contributions to the initiation and organization of teaching events such as seminars, conferences, and symposia
- Peer-review activities for journals/publishers, conference organizers, funding bodies, and

- other teaching-related organizations
- Activities to support the mentorship and career advancement of students
- Expert opinion provided to regulatory agencies, government bodies, or legal proceedings
- Teaching or educational consultation for policy-makers, non-governmental organizations, and practice/advocacy groups
- Advisory roles in bodies, scientific organizations, and/or governmental or non-governmental institutions related to teaching
- Intellectual engagement with the media and other “knowledge translation” activities that foster informed and constructive public dialogue related to teaching
- Roles in educational service and/or leadership including contributions to faculty, university, or external initiatives that promote teaching and learning

For each academic rank in the FHS, the standards below are considered as “meets expectations” (satisfactory) for service. The precise expectations commensurate with these standards should be adjusted according to the faculty member’s contractual workload distribution. The TPC will use these standards to assess whether a teaching faculty member is performing at a level that exceeds, meets, or does not meet expectations during the period of review.

Contract Renewal as Lecturer

Teaching faculty should contribute to service to the institution and to at least one of the two remaining types of service, or demonstrate a concerted willingness to achieve this goal. This standard should be supported by evidence of achievements during the period for each type of service such as the following: participation in committees in the FHS and/or SFU; engagement in disciplinary or professional activities; and contributions to community engagement activities related to teaching and learning.

Promotion from Lecturer to Senior Lecturer

The faculty member should actively contribute to the first two types of service, and to the third type as appropriate. This standard should be supported by evidence of achievements during the period for each type of service such as the following: active membership on a major/standing committee in the FHS and/or SFU that supports a new initiative, development of policy, or implementation of change related to teaching and learning; active engagement in disciplinary or professional activities that advance the goals of teaching and learning; and contributions to community engagement activities that enhance knowledge translation, public understanding of science, or public policy debate related to teaching and learning.

Promotion from Senior Lecturer to University Lecturer

The University Lecturer role is intended to recognize outstanding leadership and service contributions at a very senior level. Promotion to University Lecturer will require demonstration of the following achievements and qualities as outlined in section 35.15 of the SFUFA-SFU Agreement. Examples are provided of the types of evidence that may be used in TPC assessments, although these lists should not be considered exhaustive or exclusive.

35.15.5 an appropriate level of involvement in service to the academic profession, to the University, or to the community:

- Active membership and substantive leadership contributions to relevant professional bodies concerned with teaching and learning
- Relevant outreach activities that significantly promote teaching and learning in the FHS and at SFU

- Successful leadership roles in organizing major education-related events
- Successful leadership roles in knowledge dissemination related to teaching and learning
- Active membership and substantive leadership contributions including chairing search and selection committees to recruit new teaching faculty and staff
- Substantial contributions to peer reviewing for the career advancement of teaching and learning faculty within the FHS and SFU and beyond

4.4 Guide for Overall Assessment

As described in Section 2.2, the TPC reviews teaching faculty members for contract renewal and/or promotion based on contributions to teaching and service. In assessing Applicants and in making recommendations to the Dean, the TPC uses the criteria and standards for teaching and service described in Sections 4.2 and 4.3. The Applicant’s contractual workload distribution, academic rank, disciplinary norms, and individual circumstances are also taken into account. As a general guide, taking the above into consideration, the TPC will apply the following rubric to reach its overall assessment.

Table 5: Guide for Overall Assessment for Teaching Faculty

Evaluation	Outcome
Recommended	Meets or exceeds expectations in both areas (teaching and service)
Not recommended	Meets expectations in one or fewer areas of activity

5. Criteria and Standards for Evaluating Practitioner Faculty

5.1 Overview

The Agreement (Article 37.9) describes general criteria for assessing practitioner faculty at different academic ranks for contract renewal, promotion, and biennial review. The contributions of practitioner faculty members within the FHS will vary and therefore each faculty member will be evaluated on a case-by-case basis in relation to their agreed contractual role. When being considered for renewal, promotion or biennial review, it is incumbent on the faculty member to provide a detailed description of their specific/negotiated expectations related to research, teaching, and service contributions to the FHS. If the practitioner faculty simultaneously holds another institutional appointment (or appointments) outside the FHS and/or SFU, an explanation of the contributions pertaining only to the FHS-specific appointment should be provided.

Sidebar 6: Expectations for Practitioner Faculty

37.6 Practitioner Faculty may be appointed at the rank of Assistant Professor, Associate Professor, or Professor, based on an assessment of professional and academic achievement and experience.

37.7 The rank of Instructor applies to appointments where the faculty member is appointed prior to, but contingent on, the completion of the Ph.D. or equivalent. Otherwise, appointments of Practitioner Faculty at any other rank may not require a Ph.D.

37.18 A Term Appointment may be made where there is need for the temporary employment of a Practitioner Faculty member and/or where only temporary or contingent funding is available. The term of appointment will be up to five years. Term appointments may be renewed for a further term of at least two years, but renewals beyond five years or successive appointments totaling more than five years (with no breaks in service of over four months) require approval of the Association.

37.25 Practitioner Faculty will be subject to performance reviews in the same manner as all other faculty and will be eligible for merit and progress through the ranks. Merit awards will be pro-rated to the level of SFU appointment.

37.26 Continuing Practitioner Faculty are eligible for probationary review and promotion on the same schedule and the same terms as Teaching Faculty, though criteria will be adjusted to reflect the responsibilities and expectations of the appointment. TPCs may be augmented by the addition of a Practitioner Faculty Member as appropriate.

37.27 Appointment as Practitioner Faculty does not carry with it the prospect or promise of conversion to a tenure track appointment.

See: https://www.sfu.ca/content/dam/sfu/faculty-relations/collective-agreement/CA2019_2022.pdf

5.2 Evaluation of Research

For evaluating practitioner faculty research contributions, the TPC will apply the Criteria and Standards for Evaluating Tenure-Track Faculty (see Section 3.2 of these guidelines).

5.3 Evaluation of Teaching

For evaluating practitioner faculty teaching contributions, the TPC will apply the Criteria and Standards for Evaluating Tenure-Track Faculty (see Section 3.3 of these guidelines).

5.4 Evaluation of Service

For evaluating practitioner faculty service contributions, the TPC will apply the Criteria and Standards for Evaluating Tenure-Track Faculty (see Section 3.4 of these guidelines).

5.5 Evaluation of Other Contributions

The TPC will evaluate any additional practitioner faculty contributions on a case-by-case basis, based on information on individual employment contracts provided by the Dean and supplemental information provided by the Applicant.

5.6 Guide for Overall Assessment

As described above, the TPC reviews practitioner faculty members for contract renewal and/or promotion based on contractual roles in research and/or teaching and/or service. In assessing Applicants and in making a recommendation to the Dean, the TPC will apply the Criteria and Standards for Evaluating Tenure-Track Faculty, Section 3. The Applicant's contractual workload distribution, academic rank, disciplinary and interdisciplinary norms, and individual circumstances will be taken into account. As a general guide, taking the above into consideration, the TPC will apply the following rubric to reach its overall assessment.

Table 6: Guide for Overall Assessment for Practitioner Faculty

Evaluation	Outcome
Recommended	Meets or exceeds expectations in all applicable areas (research, teaching and/or service)
Not recommended	Meets expectations in two or fewer areas of activity

6. Biennial Review

6.1 Procedures and Deadlines

According to the Agreement, the TPC must review each faculty member every two years to evaluate their performance and to allocate a set number of total “steps” provided annually by SFU. The total FHS allocation will not exceed 1.56 steps per eligible faculty member under review in a given year. In allocating steps, the TPC will use the criteria and standards set out in Sections 3–5. For each faculty member, the TPC can recommend 0, 0.5, 1.0, 1.5, 2.0, or 2.5 steps. The Dean also typically retains 1.5 steps each year from the overall FHS step pool, for allocation at their discretion. The total steps allocated to all faculty members must nevertheless remain within the total FHS allocation.

In its deliberations, the TPC will evaluate contributions relative to other faculty members, notably of the same academic rank or with similar roles within the FHS, taking into account variations in disciplinary/interdisciplinary norms and contractual roles. The TPC Chair will have access to past biennial reviews for all faculty members to facilitate assessments and consistency in providing feedback. Table 7 below outlines the general procedures and deadlines for biennial reviews. To facilitate biennial reviews, the TPC also asks all faculty members to complete a form to ensure that comprehensive information is gathered (see Appendix D, FHS Biennial Review Form).

Table 7: Procedures and Deadlines for Biennial Review

Required Actions	Deadlines
SFU notifies Dean and TPC Chair of faculty members to be reviewed	December 1
TPC Chair notifies Applicant	December 15
Applicant submits package to TPC Chair including: – completed FHS TPC Biennial Review Form (Appendix D); and – CV for relevant 2 years under review (only)	January 15
Dean provides TPC Chair with confirmation of contractual workload distribution for the review period	January 15
TPC reviews Applicant’s package and makes recommendations to the Dean, copying the Applicant	March 1
Applicant may respond with additions or corrections, giving reasons to the Dean	2 weeks after receipt of recommendations (Optional)
Dean provides recommendation to Vice-President, Academic, copying the TPC Chair and Applicant	May 1

6.2 Guide for Allocating Steps

As a general guide, taking the above into consideration, the TPC will apply the following rubric to assess performance (Tables 8 and 9). Upward or downward adjustments to the step(s) awarded are dependent on overall FHS TPC step availability. For tenure-track, grant-tenure, and practitioner faculty, Table 8 will apply. For teaching faculty, Table 9 will apply. In all cases, evaluations will be weighted according to agreed workload and roles.

Table 8: Guide for Steps for Tenure-Track, Grant Tenure and Practitioner Faculty

Steps	Evaluation Outcome
2.0 – 2.5	Exceeds expectations in two or three areas of activity (research, teaching and service)
1.5	Exceeds expectations in one of three areas of activity and meets expectations in two of three
1.0	Meets expectations in three areas of activity
0.5	Meets expectations in one or two areas of activity and does not meet expectations in one or two areas of activity
0	Meets expectations in one or no areas of activity and does not meet expectations in two or three areas of activity

Table 9: Guide for Steps for Teaching Faculty

Steps	Evaluation Outcome
2.0 – 2.5	Exceeds expectations in two areas of activity (teaching and service)
1.5	Exceeds expectations in one area of activity and meets expectations in one
1.0	Meets expectations in two areas of activity
0.5	Meets expectations in one area of activity and does not meet expectations in one area of activity
0	Does not meet expectations in two areas of activity

7. Evaluating Diverse Types of Scholarship

7.1 Overview

The Agreement (Article 28) describes general additional criteria for assessing “diverse” types of scholarship. Examples given (28.29) include Indigenous or other non-Western forms of scholarship and/or teaching; public dissemination of scholarly work through engagement with government or community organizations; technology transfer of discoveries, innovations and inventions (including patents and licensing); work that bridges traditionally academic and traditionally artistic forms of knowledge production; and products of community-engaged scholarship that bridge the boundaries of teaching, research, and service. As noted below, faculty members who expect to engage in these types of scholarship should consider consulting with the TPC Chair well in advance of contract renewal, tenure, promotion, or biennial reviews to discuss how their work may most appropriately be presented and evaluated.

Sidebar 7: Evaluating Other Types of Scholarship

28.28 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 diverse forms of scholarship.

28.29 Examples of such contributions include but are not limited to:

- 28.29.1 Indigenous or other non-Western forms of scholarship and/or teaching;
- 28.29.2 public dissemination of scholarly work through engagement with government or community organizations;
- 28.29.3 technology transfer of discoveries, innovations and inventions (including patents and licensing);
- 28.29.4 work that bridges traditionally academic and traditionally artistic forms of knowledge production;
- 28.29.5 products of community-engaged scholarship that bridge the boundaries of teaching, research, and service.

28.30 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.

28.31 In particular, consideration should be given to presentation of:

- 28.31.1 the complexity or time taken to produce the work;
- 28.31.2 the nature of peer or public review, the standards needed to appear in the chosen venue, and the view/usage rate of the product;
- 28.31.3 the impact made by the work.

28.32 A faculty member may request that one external referee have expertise consistent with the 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.

See: https://www.sfu.ca/content/dam/sfu/faculty-relations/collective-agreement/CA2019_2022.pdf

7.2 Indigenous Scholarship

Within the FHS, the TPC welcomes and invites Indigenous scholars to describe Aboriginal, First Nations, Inuit, and/or Métis methodologies and epistemologies and their work within the context of these, if applicable and should they wish, when preparing for reviews. The FHS TPC will also await further SFUFA and SFU guidance on developing new language suitable for evaluating Indigenous scholarship university-wide — language that should be developed through consultative processes that ensure substantive and meaningful input from Indigenous scholars. Future FHS TPC criteria will build on the results of this university-wide work, with input from the FHS community.

In the meantime, the TPC invites individual faculty members to identify when their work falls within the broad category of Indigenous scholarship, and to meet with the TPC Chair in advance of planning any reviews to ensure that their work is appropriately evaluated. The TPC may also invite external Indigenous experts to assist with its deliberations regarding contract renewal, tenure and promotion, and biennial reviews if such expertise does not exist among current TPC members. The faculty member will be informed of the identity of this expert if they are included in these deliberations.

A faculty member may also request that one external referee have expertise consistent with the work to be reviewed; where appropriate and with the agreement of the TPC, this referee may be a person with expertise and stature who may not necessarily have academic credentials. In these cases, the TPC will use a template letter and guidelines that have been approved by the Dean.

7.3 Policy- and Community-Engaged Scholarship

The TPC recognizes that many faculty members have scholarly paths that both require and reflect specific forms of rigorous policy partner or public/community engagement. The TPC recognizes that the production of “grey literature” (e.g., commissioned research reports, monographs, and other policy documents) can constitute scholarly contribution and achievement.

With respect to policy- and/or community-engaged scholarship, faculty members should describe their specific role(s), the intended scope, audiences, methods, and outcomes/impact. For example, Applicants could explain the significance of the problem being addressed; methods and scholarly rigour employed; scope and quality of the literature referenced; creativity and originality required; and policy, public health, or community impact. Any papers/publications should also provide sufficient detail to permit replication or translation of the work, and sufficient detail to ensure intellectual independence in the case of support from government or non-governmental or industry funding.

Overall, it is incumbent on the individual faculty member to identify when their work falls within the broad category of policy- and/or community-engaged scholarship and to appropriately describe the approach and impact. External policy and/or community experts may also be invited to assist the TPC in its deliberations regarding contract renewal, tenure, and promotion and biennial review if such expertise does not exist among current TPC members. The faculty member will be informed of the identity of this expert if they are included in these deliberations.

A faculty member may also request that one external referee have expertise consistent with the work to be reviewed; where appropriate and with the agreement of the TPC, this referee may be a person with expertise and stature who may not necessarily have academic credentials. In these cases, the TPC will use a template letter and guidelines that have been approved by the Dean.

Appendices (See Companion Document)

- A Faculty of Health Sciences Tenure and Promotion Committee Terms of Reference (2017)
- B Faculty of Health Sciences Teaching Equity Policy (2015)
- C Examples of Service Opportunities
- D Faculty of Health Sciences Biennial Review Form (Updated 2019.04.18)
- E Guidelines for Preparing Dossiers