



**SIMON FRASER UNIVERSITY**  
ENGAGING THE WORLD

# **Guidelines for Evaluating Health Sciences Faculty Members: Appendices**

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

**Updates to Biennial Review Form Appendix D  
Approved by the Faculty of Health Sciences Faculty Council 2023.04.23**

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# Contents

## Appendices

- A Faculty of Health Sciences Tenure and Promotion Committee Terms of Reference (2017) / 3
- B Faculty of Health Sciences Teaching Equity Policy (2015) / 9
- C Examples of Service Opportunities / 17
- D Faculty of Health Sciences Biennial Review Form (Updated 2019.04.18) / 18
- E Guidelines for Preparing Dossiers / 28

# Appendix A: FHS TPC Terms of Reference (2022)

## Preamble

This document describes terms of reference for the FHS TPC. Relevant stipulations from the Simon Fraser University Faculty Association (SFUFA)-Simon Fraser University (SFU) Agreement are noted in the Appendix. Faculty of Health Sciences (FHS) Faculty Executive Council and FHS Faculty Council reviewed and endorsed these updated Terms of Reference in April 2022.

## TPC Tasks and Responsibilities

The TPC holds responsibility for reviewing the performance of faculty members with primary or secondary appointments in the FHS. It therefore makes recommendations on all cases of contract renewal, tenure, and promotion. It also undertakes biennial reviews of continuing faculty and advises the Dean on salary increments; considers requests for retention awards; and provides recommendations to the Dean on the hiring of new faculty with tenure. TPC processes and decisions will follow existing FHS processes and policies. If there is a conflict, policies outlined in the SFUFA-SFU Agreement will supersede those of the FHS.

## Membership and Quorum

The TPC will consist of the Chair plus six continuing faculty members, elected each April by the faculty of the unit. Where appropriate, the Dean may request that one tenure track faculty member (Associate Professor or Professor) from outside the unit be included among the six, this member to be recommended by the Chair and ratified by Department Members. External members require the same ratification process as other TPC members. The Chair and all regular TPC members are voting members.

Aside from the Chair, members will include at least one Professor, at least one Associate Professor, one Assistant Professor (if there is a Member at this rank in the FHS), and one Teaching Faculty (if there is more than one Teaching Faculty Member in the FHS). There should be a gender balance where possible. Within these limits, the TPC should represent a diversity of disciplines and interests across the various areas of expertise in the FHS. A faculty member who is on study leave, sick leave, long-term disability, parental leave, or another leave of absence is not normally eligible to serve on the TPC. A faculty member whose case for renewal, tenure, or promotion is being considered by the TPC is also not eligible for membership for that year.

One or two alternate tenure-track members may also be elected or ratified to serve on the TPC each year. The alternate(s) may attend meetings if 1) a TPC member is recused from considering a case due to conflict of interest or perceived bias and there is concern about maintaining quorum, in which case the alternate substitutes for the TPC member for consideration of that case only; 2) a TPC member becomes seriously ill (beyond a minor temporary condition) or is otherwise unable to continue serving and the work is at a sufficiently early stage that the alternate can participate fully; or 3) expertise is needed that may not be well represented in those willing/able to run for the TPC in any given year.

All members will complete training in equity, diversity, and inclusion each year prior to serving on the TPC.

A quorum is four TPC members plus the Chair. Any deviation from the above membership requires written approval from the Dean.

## **[Appendix A: FHS TPC Terms of Reference (2022) Continued]**

### **Selecting TPC Members**

The TPC Chair will invite nominations for membership on the TPC in mid-March each year. Applicants may volunteer or may be nominated by other faculty members, after consultation and agreement from the faculty member being proposed for the ballot. Based on the composition requirements listed above, the Chair will construct a ballot with slots for ratification or election. Slots where there is no competition require a ratification vote. Slots where there is competition require an election. The FHS confidential secretary will conduct ratifications or elections using web-based balloting where all voters remain anonymous. All Applicants must receive more than 50% of the votes to be elected to serve on the TPC. If there are more than two Applicants for one slot on the TPC and no Applicant receives more than 50% of the votes, there will be a runoff election between the top two Applicants.

Once the new TPC is constituted, the Chair will nominate an alternate for ratification by FHS faculty members. The normal rules regarding rank, gender, and representation of diverse interest areas within the FHS do not necessarily guide the choice of alternates.

The TPC Chair is elected by voting FHS faculty members and will normally be appointed for a three-year term. The Chair must be either a tenured Associate Professor or tenured Professor who has been a faculty member at SFU for at least five years. Applicants for TPC Chair may volunteer or may be nominated by another tenure-track faculty member, with the Applicant's agreement. The Dean's office will conduct a ratification vote if there is only one nominee and an election if there is more than one. To be appointed TPC Chair, a nominee must receive more than 50% of the votes, whether ratification or election. In the event that no Applicant receives more than 50% of the votes, there will be a runoff election between the top two Applicants.

All tenure-track faculty are eligible to vote for regular TPC members and for the TPC Chair. Votes should be concluded before April 15. For the election/ratification of the new TPC to be valid, more than 66% of the FHS tenure-track faculty must vote. If the number of faculty voting has not exceeded 66% by the end of the voting period, the faculty will be notified and the voting period will be extended. If a new TPC has not been successfully constituted by May 15, the Dean will recommend an appropriate TPC composition, method of election or selection, and procedures to the Vice-President, Academic, then inform the TPC Chair. If needed, members may be sought from other faculties at SFU. If the new TPC is not constituted by April 15, the existing TPC will continue to serve until a new TPC is approved.

### **Term of Appointment**

Regular TPC members serve one-year terms from April 15 through April 14 the next year. The TPC Chair serves for three years.

### **Meeting Frequency**

The TPC will meet as needed. Meetings will be called by the Chair or called upon written petition of a quorum (four TPC members plus the Chair). Email communication is adequate notice of a meeting. No error or omission in giving notice will invalidate a meeting or void any proceedings of the meeting. Whenever possible, meetings should be held in person, but telephone/video attendance is allowed.

## [Appendix A: FHS TPC Terms of Reference (2022) Continued]

### Operating Procedures

Full participation by all TPC members is essential and is expected given the gravity of the matters under consideration. In the absence of the TPC Chair, the remaining members will elect an ad hoc Chair. The Chair will circulate agendas and meeting materials at least three working days in advance of regularly scheduled meetings, and at least 24 hours in advance of special meetings. Decisions require a quorum. Voting within the TPC will be by show of hands, or by voice for telephone/video attendance, and can only be done by those attending, not by email or proxy. Every effort will be made to enable TPC members to vote by telephone/video when necessary. Motions should be framed in positive terms. All members have an obligation to form an opinion and to express it by voting. In the event of a tie vote, the motion will fail and the recommendation will be considered as unfavourable to the case of the faculty member. The TPC Chair does not have a second vote. The TPC will keep minutes of its meetings. At a minimum these will record the meeting date, attendance and action(s), e.g., decisions, motions and votes.

### Responsibilities of the TPC Chair

The TPC Chair is responsible for:

- Calling TPC meetings and ensuring notices of meetings and draft agendas are provided to all TPC members according to the operating procedures specified above;
- Ensuring that the TPC fulfills its tasks and responsibilities as specified above and according to FHS and SFUFA-SFU Agreement policies, processes and timelines;
- Ensuring that meetings are held on a timely basis and follow an agenda, and maintaining order and decorum during meetings;
- Conveying to all TPC members that all details about faculty members under review are to be kept in strict confidence and treated with respect and sensitivity, including ensuring that any conflicts of interest are declared and that committee members recuse themselves as appropriate in such cases;
- Ensuring that minutes are kept of decisions taken, and that minutes are available on the FHS shared drive to members of the TPC; and
- Reporting TPC decisions to the Dean as mandated by FHS policies and the SFUFA-SFU Agreement.

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### Relevant Stipulations in SFUFA-SFU Agreement

[See <https://www.sfu.ca/faculty-relations/collectiveagreement.html>.]

### Establishment of Tenure and Promotion Committees

29.1 Annually each department, school, or non-departmentalized faculty will establish a committee to consider renewal, tenure and promotion cases. Each committee will be known as the Tenure and Promotion Committee (the TPC). The TPC will assist Chairs in developing recommendations regarding reappointment, tenure, promotion, and salary review.

29.2 The term of the TPC is April 15th to April 14th of the following year.

### TPC Chairs

29.3 In a departmentalized faculty, the Chair of the TPC is the Departmental Chair or equivalent.

29.4 In a non-departmentalized faculty: 29.4.1 The TPC Chair must be either a tenured Associate Professor or tenured Professor who has been a faculty member at Simon Fraser University at least five years. They will normally be appointed for a three-year term.

29.4.2 Candidates for Chair of the TPC may be nominated by another tenure track faculty member or be

self-nominated. Five other tenure track faculty members in the faculty must sign the nomination form.

29.4.3 The Office of the Dean will conduct a ratification vote if there is only one nominee and an election if there is more than one nominee. All continuing faculty members are eligible to vote. To be appointed Chair of a TPC, a Simon Fraser University and Simon Fraser University Faculty Association Collective Agreement July 1, 2019 – June 30, 2022 42 nominee must receive a majority of the votes cast, whether the vote is a ratification or an election.

### **TPC Membership**

29.5 The TPC will consist of the Chair plus six continuing faculty members as specified below, elected each April by the faculty of the unit. Where appropriate, the Dean may request that one tenure track faculty member (Associate Professor or Professor) from outside the unit be included among the six, this member to be recommended by the Chair and ratified by Department Members. External members require the same ratification process as other TPC members. All TPC members will normally serve one-year terms.

### **Choosing Members of the TPC**

29.6 Academic administrators above the level of Chair and members of the Faculty College are not eligible for membership on a TPC. A faculty member whose case for contract renewal, tenure, and/or promotion will be considered by a TPC is not eligible for membership on that TPC.

29.7 Each department or equivalent must approve a method for electing or ratifying members of the TPC.

29.8 The six elected faculty members of the TPC will normally be comprised of:

29.8.1 at least one Professor;

29.8.2 at least one Associate Professor;

29.8.3 one Assistant Professor (if there is a Member at this rank in the unit);

29.8.4 one Teaching Faculty (if there is more than one Teaching Faculty Member in the unit).

29.9 A Member who is on study leave, sick leave, long-term disability leave, parental leave or other leave of absence is not normally eligible to serve on the TPC.

29.10 The composition of TPCs should follow membership guidelines provided by the Dean that are intended to demonstrate gender diversity, appropriate disciplinary representation, and equitable participation by all members of the unit over time.

29.11 If this composition is not possible, the Chair will submit to the Dean of the Faculty for their approval a proposal for the formation of the TPC that may include faculty members from another department or an alternative representation by rank from within the department.

### **Ratification when Election not Needed**

29.12 When an election is not needed in the selection of a member or members of the TPC, a ratification vote will be held. Ratification requires more than 50% of the votes cast in the ratification ballot. In the absence of the Chair of the TPC, the remaining members will elect an ad hoc Chair.

### **Approval of TPC Composition**

29.13 On or before April 15th of each year the Chair of the TPC will forward to the Dean a report on the composition of the TPC for the upcoming year, the procedure for electing its members and the operating protocol and criteria that have been adopted by the Committee.

29.14 The Dean of the Faculty will determine whether the composition, election, and the operating protocol and criteria are satisfactory and consistent with this Article. If satisfactory, they will notify the Chair of the Department, by May 1st, to proceed with the TPC deliberations specified in this document. If not satisfactory, they will state, within 14 calendar days (excluding university closures and statutory holidays) of receipt, their objections in writing to the Department Chair, with a copy to the Vice-President, Academic, and request that the Department modify all or any of the composition, election, and the operating protocol and criteria.

29.15 If the Dean of the faculty has not approved the composition, method of election, and procedures of a TPC by May 15th the Dean will recommend an appropriate committee composition, method of election

or selection, and procedures to the Vice-President, Academic and will so inform the Department Chair.

29.16 Within one week of receipt of the Dean's recommendation, the Vice-President, Academic will determine whether the recommendation is satisfactory. If it is satisfactory, they will notify the Dean to proceed, following the Dean's recommendation. If the Dean's recommendation is not satisfactory, the Vice-President, Academic will modify the recommendation and instruct the Dean to implement the modified recommendation.

### **TPC Procedures**

29.17 All members of the TPC will be voting members.

29.18 If a Chair of the Department is to be considered by the TPC, they are eligible to consider other cases, but they will not take any part in the consideration of the case.

29.18.1 Persons chosen to serve on TPCs may only carry out such duties after successfully completing a program of training, within the last five years, which covers the principles, objectives, best practices, rules, and institutional expectations with respect to equity, diversity, and inclusion. Training program draft material will be provided to the Association for consultation prior to use.

29.19 Full participation by all members of the TPC is important given the gravity of the matters to be considered.

29.20 To be eligible to take part in the vote on any TPC recommendation, a TPC member must have been present at each and every discussion of the case.

29.21 TPCs will keep minutes. At a minimum the minutes will record the date of the meeting, attendance, and the action of the Committee, e.g. motions and votes.

29.22 All members of the quorum have an obligation to form an opinion and to express it by voting. A quorum for the TPC is four members plus the Chair, all of whom must be eligible to take part in the vote on any TPC recommendation (Article 29.20). Abstentions are not permitted. Tied votes will defeat a motion. Simon Fraser University and Simon Fraser University Faculty Association Collective Agreement July 1, 2019 – June 30, 2022.

29.23 TPC motions should be framed in positive terms.

## Appendix B: FHS Teaching Equity Policy (2015)

### Preamble

FHS is a unique faculty at SFU that brings together researchers and teachers from a wide spectrum of disciplines. The Faculty aims to foster respect and equity between disciplines. This document reviews the teaching environment in FHS to help forward that aim.

According to SFU policy, the normal teaching workload for tenure-track faculty members is 4 course equivalents per year, taught over a minimum of two semesters (SFU policy A 30.03). The Dean has determined that tenure-track faculty members in FHS are normally expected to teach 3 courses except wet lab scientists, who are expected to teach 2.5 courses per year. In FHS, all tenure-track faculty are expected to supervise graduate students and contribute to instructional development activity to develop interdisciplinary curricula as the 4-course equivalent. A normal annual teaching workload for teaching faculty is defined as twice that of tenure-track faculty in the same department (6 courses) (SFU policy A 12.01). With the exception of online courses, the term “course” refers to a scheduled activity that provides at least 3 credits to enrolled students.

In FHS, the Dean is responsible for interpreting SFU policy to administer the course load of individual faculty members. The Dean may approve a reduction in course load under specific circumstances. Some teaching reductions are mandated by external policies or contractual obligations (e.g., salary awards such as MSFHR, CIHR, NIH, etc.). Others follow practices established to incentivize administrative commitments (e.g., Administrative course release (ACR)). In rare circumstances, faculty may negotiate a Dean’s course release (DCR) during periods of heavy research activity or other personal circumstances. Course release is also granted during periods of study leave (SL), administrative leave (AL) and medical leave ML). See Appendix 1 for a more complete list. With the approval of the Dean, FHS has determined that the minimum load for any faculty member not on leave is 1.5 courses per year.

### Purpose

Once a teaching load has been finalized by the Dean, the Associate Dean, Education (ADE or other person designated by the Dean to fill this role) in consultation with members of the course scheduling committee, is charged with assigning specific courses and determining their timing, as well as confirming that the instructor has demonstrated that they have met their teaching load requirements including courses and course equivalents. This policy was created to assist the ADE in this process as well as to provide faculty with specific policies related to teaching that will ensure that their assignments are reasonable and that within the expectations of their teaching workload, they are contributing broadly across the curriculum.

To make the course load for wet lab scientists similar across units within SFU, wet lab scientists in FHS have been assigned 2.5 courses/year and for equity, the rest of the tenure-track faculty were given a 1-course reduction from 4 to 3 courses per year. This was deemed necessary in an interdisciplinary faculty.

This policy outlines the principles of teaching equity and the procedures that support them. The social solidarity approach employed in the creation of this policy recognizes two things: 1) that our mutual objective is to provide the highest level of education to all students in our various degree programs; and 2) that not all faculty are equally capable of teaching all courses across the curriculum and that the curriculum varies by discipline, so there may be more or fewer opportunities for teaching at specific levels. Nevertheless, it is the goal of FHS to ensure that teaching expectations be as equal and as fair as possible in terms of workload and intellectual engagement. Curriculum requirements, study leaves, and availability of faculty in particular subject areas may lead to some inequity over the short term; however, the ADE will work with faculty members to rebalance teaching assignments over the longer term.



## [Appendix B: FHS TPC Teaching Equity Policy (2015) Continued]

For the purposes of this document, “faculty members” include limited term faculty members who do not have course assignments specified in their contract, teaching faculty and tenure-track faculty members.

A list of the types of teaching and supervisory duties that occur in FHS is provided in Appendix 2.

Principle 1: Over one teaching cycle\*, each faculty member will teach courses that are roughly equal in terms of workload and intellectual engagement as other faculty.

Normally, over one teaching cycle, all faculty will be expected to teach at least one lower division core/selective undergraduate course, at least one upper level core undergraduate course, and have the opportunity to teach courses that offer more intellectual depth and engagement, i.e., upper division seminars and graduate courses. One course is considered to be worth 3 credits. Credit for courses taught that are more or less than 3 units may be adjusted accordingly.

If curricular need dictates that a faculty member’s teaching load strays significantly from that described above, it is expected that this will be balanced by a greater involvement in “course equivalents” (see Principle 6).

\* for a 6-course load, one cycle is 3 semesters; for a 2.5 or 3-course load, one cycle is 6 semesters; and for 1.5, it is 12 semesters.

Principle 2: New tenure-track faculty will only be required to teach 1 course during the first year and 2 over two semesters in their second. Normal expectations will apply beginning in year 3.

The total course load within the first 3 years for a new tenure-track faculty member is 6 courses. To satisfy curricular needs, the ADE, in consultation with the faculty member, may negotiate a different distribution of the 6 courses over the 9 semesters than that described in Principle 2 above, while retaining the 6-course limit. New faculty cannot use course development towards teaching credit in their first 3 years.

Principle 3: Faculty can expect to be assigned courses they have not taught previously.

Before tenure, tenure-track faculty should expect to teach no more than 3 distinct courses. After 3 years from the start of the contract, no tenure-track faculty member should be given more than 1 new course every two years. New courses should normally be assigned with a 1-semester notification (see Principle 10).

In their first 5 years, teaching faculty should expect to teach no more than 6 distinct courses. After 5 years from the start of the contract, no teaching faculty member should be given more than 1 new course every two years. New courses should normally be assigned with a 1-semester notification (see Principle 10).

Principle 4: Teaching faculty will be asked to teach no more than four distinct courses within one teaching cycle (6 courses over 3 semesters).

This principle recognizes the fact that significantly more time is required to prepare for teaching different courses compared to teaching multiple sections of the same course.

Principle 5: All tenure-track faculty members are expected to supervise graduate students including MPH, MSc and PhD students. A core course is one that is required by at least one of the BA or BSc majors.

## **[Appendix B: FHS TPC Teaching Equity Policy (2015) Continued]**

Normally, each tenure-track faculty member is expected to supervise 3 thesis students or 5 MPH students or a combination of these. It is recognized that in some disciplines such as the lab sciences, graduate training requires funding for supplies from the supervisor that may decrease the number of students that a faculty member can supervise. Students registered in other SFU units may be considered as part of graduate supervision if the faculty member in FHS is the senior supervisor.

Faculty supervisory loads vary normally from year to year; however, a long-term lack of supervisory activity will result in the assignment of additional courses. New tenure-track faculty are not expected to supervise MPH students during the first year unless they request to do so.

Principle 6: According to SFU policy (A12.01), teaching faculty are expected to make up course equivalents by teaching development and professional development activities.

An additional mechanism for course equivalents is advising MPH students. New teaching faculty are not expected to advise MPH students during the first year unless they request to do so.

The participation of limited term faculty in curricular development and student advising is subject to contract expectations.

Principle 7: Under exceptional circumstances, the ADE may use course equivalents (including but not limited to graduate directed readings, undergraduate directed studies, honours supervision, supervision of undergraduate research) in lieu of graduate supervision.

Principle 8: Each faculty member will be given the opportunity to request specific courses and semesters. Each January, the ADE will solicit feedback from faculty as to their teaching preferences for the next 6 semesters with the understanding that the teaching assignments for the first 3 semesters should remain unchanged except under compelling circumstances (e.g., study leave or other approved leaves) and that the second 3 semesters will be provisional. The course scheduling committee will consider instructor requests when creating the annual course plan.

Principle 9: Teaching credits earned will be reported annually to faculty when they receive their teaching assignment in the spring of each year.

Course assignments will list the courses for the upcoming 3 semesters along with a provisional schedule for the following year. In addition, the information collected on courses taught as well as course equivalents will be provided to each faculty member.

Principle 10: Teaching assignments and the names and supervisors of graduate advisees will be made public to the faculty.

Final teaching assignment spreadsheet will be released to all faculty by the course scheduling group annually. The names of supervisors and graduate advisees will be released in an annual report by the GSC.

Principle 11: The additional work of preparing a new course will be recognized as a course equivalent.

Concepts for wholly new courses should be developed with the UGSC or GSC to address fit and need within each program. It is recommended that new courses be offered first as Special Topics courses to

## **[Appendix B: FHS TPC Teaching Equity Policy (2015) Continued]**

gauge interest and to fine-tune curriculum. This principle does not apply to online courses run through CODE (see Principle 12).

Principle 12: Online instruction through the Centre for Online and Distance Education (CODE) may count towards a faculty member's teaching load only under specific circumstances.

CODE hires TAs to run online courses (only at the undergraduate level) and provides instructors stipends to develop and “supervise” such courses. The level of faculty involvement once a course is developed is minimal so this will not count for teaching credit. Teaching credit may be considered if:

- a) the faculty member is directly involved in course delivery (not only a supervisor but also as a tutor marker). Online course delivery will usually count as 0.5 of a course;
- b) the faculty member wishes to develop an online course and this is approved by the UGSC or GSC as appropriate. They will be granted, on approval of the ADE, a one course release to do so, with the expectation that the course will be ready for delivery the term following the buyout term; and
- c) the faculty member does graduate-level course development and delivery as agreed to by the faculty member and the ADE.

**[Appendix B: FHS TPC Teaching Equity Policy (2015) Continued]**

**Appendix 1. Types of semesterly activities in FHS**

ACR	ADMIN COURSE RELEASE – negotiated with the Dean for faculty taking administrative positions
AL	ADMIN LEAVE SFU policy A 13.04
CHAIRS	HOLDS ENDOWED CHAIR WITH REDUCED TEACHING RESPONSIBILITIES – A 31.02 and Letter of Agreement between SFU and the SFU Faculty Association All research intensive policies – SFU policy A 30.03. Policies from specific organizations provided below.
CIHR	CIHR NEW INVESTIGATOR OR APPLIED PUBLIC HEALTH CHAIR AWARDS <a href="http://www.cihr-irsc.gc.ca/e/41208.html">http://www.cihr-irsc.gc.ca/e/41208.html</a> OR <a href="http://www.cihr-irsc.gc.ca/e/42160.html">http://www.cihr-irsc.gc.ca/e/42160.html</a>
CRC	CANADA RESEARCH CHAIR <a href="http://www.chairs-chaires.gc.ca/program-programme/admin_guide-eng.aspx">http://www.chairs-chaires.gc.ca/program-programme/admin_guide-eng.aspx</a>
CTEF	CTEF RELATED COURSE RELEASE <a href="http://www.sfu.ca/vpresearch/ctef/CTEFApplicationProcess.html">http://www.sfu.ca/vpresearch/ctef/CTEFApplicationProcess.html</a>
DCR	DEAN'S COURSE RELEASE – this release is at the discretion of the Dean in consultation with the faculty member
DEV & NT	DEVELOPMENT AND NON-TEACHING SEMESTERS FOR SENIOR LECTURERS DEV semester (eligibility of 1 semester in 9) is a semester devoted to curricular development and is a non-teaching semester, and the Non-Teaching semester (eligibility of 1 semester in 6 where teaching load requirements do not decrease) are described in SFU Policy A 12.01
MAT & PAR	MATERNITY LEAVE AND PARENTAL LEAVE SFU policy A 31.05)
ML	(MEDICAL LEAVE) SICK LEAVE AND LONG-TERM DISABILITY – SFU policy A 31.03.
MSFHR	MICHAEL SMITH FOUNDATION FOR HEALTH RESEARCH – SCHOLAR AWARDS <a href="http://www.msfhr.org/ourWork/activities/scholarAwards">www.msfhr.org/ourWork/activities/scholarAwards</a>
R	RESEARCH SEMESTER – SFU policy A 30.03
SL	STUDY LEAVE for tenure-track faculty, SFU policy A 30.02 and for teaching faculty, A 31.06

**Appendix 2. Description of the types of courses/supervision in FHS** A. Regular courses in FHS are of the following kinds:

- . 100-200 level elective courses with marking TA support only
- . 100-200 level core courses with tutorial support
- . 300-level core courses with tutorial support, some of these are writing courses
- . 300-level elective courses with marking support
- . 400-level lecture courses (TA support depends on enrolment and is typically restricted to marking)
- . 400-level lab courses (with TA support; includes GIS and statistics courses)
- . 400-level seminar courses, including “slash” 700-level courses
- . 800-level core MPH courses
- . 800-level graduate courses not required for the MPH
- . 900-level core course requirements for the MSc/PhD
- . Online CODE-supported courses
- . Online courses without CODE support (graduate courses, mainly) B. Honours and Directed Studies/Readings courses. These are typically restricted to a few students and do not count towards formal course load requirements, except to fulfill the 4th course equivalence (SFU policy requires 4 course equivalents per year) C. Supervision of MPH student practica and capstones D. Supervision of MSc/PhD research preparation, conduct, and thesis completion

## Appendix C: Examples of Service Opportunities

Service to the Faculty and University	
FHS Major or Standing Committees	Typical Terms or Time Commitments
Tenure and Promotion Committee	1-year term, weekly or monthly meetings, renewable
Undergraduate Studies Committee	3-year term, monthly meetings, renewable
Graduate Studies Committee	3-year term, monthly meetings, renewable
MSc and PhD Committee	3-year term, monthly meetings, renewable
Professional Programs and Accreditation Committee	3-year term, monthly meetings, renewable
FHS Academic Leadership Roles	
Associate Dean, Education	3-year term, renewable for second term
Associate Dean, Research	3-year term, renewable for second term
Director, MSc and PhD Programs	3-year term, renewable for second term
Director, Professional Programs and Accreditation	3-year term, renewable for second term
Director of Undergraduate Studies	3-year term, renewable for second term
Chair of Tenure and Promotion Committee	3-year term, non-renewable
Chair of search committee	Less than 1 year
FHS Minor Committees or Ad Hoc Roles	
Search committees	Less than 1 year
Faculty Executive Council	3-year term, monthly meetings, renewable
Leader of Research Challenge Area	Variable
Graduate Admissions Committees	Less than 2 weeks
Awards committees	Once or twice a year
Curriculum review committees	1-year term
Strategic planning committees	Less than 1 year
FHS Seminar Committee	Once or twice a year
Space Management Advisory Committee	Once or twice a year
FHS mentoring roles	Variable
Representing the FHS on Major SFU Committees	
Research Ethics Board	3-year term
University governance committees (e.g., Senate)	3-year term
Search committees	Less than 1 year
Infrastructure support or maintenance committees	2–3 years
Strategic planning committees	1–2 years
Task force or working groups	1–3 years
Fundraising committees	1–2 years
SFUFA executive and related committees	Variable
Service to the Discipline or Profession	
Senior editor or editorial board of scholarly journal	3–5 years
Member of scientific advisory body or commission	3–5 years
External reviewer for tenure and promotion	Less than 1 day
Peer reviewer for journal, publisher or funder	Less than 1 day to 1 week
Panel, workshop or conference organizer	3–6 months
Development of disciplinary or professional standards	1–2 years
Fundraiser for scholarly purposes	1–3 years
Service to the Broader Community, Pertinent to Scholarly Expertise	
Consulting with public policy/civic/community agencies	Varies widely
Presentations to public audiences on scholarly topics	Varies widely
Subject matter expert for media	1 day
Expert witness or testifying before legislative committees	1–5 days
Member of government appointed inquiry	2–3 years
Consulting that results in compensation	Varies widely

## Appendix D: FHS Biennial Review Form (Updated 2019.04.18)

### Tenure and Promotion Committee Faculty of Health Sciences

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**DATE:** December 15, 2019  
**TO:** Applicants for Biennial Review  
**FROM:** Dr. XY, Chair, Tenure and Promotion Committee (TPC), Faculty of Health Sciences (FHS)  
**RE:** TPC Biennial Review for 2018 and 2019

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For your biennial review, the TPC needs to receive the following materials by **January 15, 2020**:

1. Your completed biennial review form, as outlined below; and
2. Your updated CV, highlighting activities for 2018 and 2019 (only).

The TPC's evaluations are based on the materials you provide, so it is to your benefit to ensure that your file is complete. The TPC will also apply our current guidelines (2018.08.31) which are available on the FHS website through Info Central (under Standing Committees).

After reviewing your materials, the TPC will forward its recommendations to you and to the Dean by March 1, 2020. Please note that your completed biennial review form will be attached to the TPC's letter.

Note that the TPC only counts publications that are in press or have been published; presentations that have been given or have already occurred; grants that have been received; courses that have been taught; and service that has been provided.

I look forward to hearing from you and please let me know if you have any questions.

Many thanks,

Dr. XY

**[Appendix D: Biennial Review Updated 2019.04.18 Continued]**

[Please prepare this form in Word or comparable formats, not PDF; for all tables, add rows/categories as needed.]

Name	
Rank and Full-Time-Equivalency	
Start date (month, year) in the FHS	
Review Period	January 1, 2018 through December 31, 2019
Leaves taken during the review period (give dates)	
Expected (contractual) workload*	XX% Research, XX% Teaching, XX% Service

\* The FHS Dean provides the TPC with a letter confirming your FHS contractual workload; if you also work outside the FHS, please provide the TPC with a memo specifying your contractual workload at that institution/department; here, please only report on your FHS work.

**[Appendix D: Biennial Review Updated 2019.04.18 Continued]**

**1. Research**

**1.1 Publications and Presentations in 2018 and 2019\***

[Only count publications that are released, i.e., that have a digital object identifier (DOI) number, and presentations that have already occurred; do not add any publications/presentations that you listed in previous TPC reports.]

Publications and Presentations	Total Number	Number With Trainees as Authors
Peer-reviewed journal articles as lead author		
Peer-reviewed journal articles as senior author		
Peer-reviewed journal articles as co-author		
Peer-reviewed journal articles as sole author		
<b>TOTAL (Peer-Reviewed Journal Articles)</b>		
Peer-reviewed book chapters or monographs as lead author		
Peer-reviewed book chapters or monographs as senior author		
Peer-reviewed book chapters or monographs as co-author		
Peer-reviewed books or monographs as editor		
Peer-reviewed books or monographs as sole author		
<b>TOTAL (Peer-Reviewed Book Chapters or Monographs)</b>		
Other publications/reports as lead author		
Other publications/reports as senior author		
Other publications/reports as co-author		
Other publications/reports as sole author		
Other publications (specify types: )		
<b>TOTAL (Other Publications/Reports)</b>		
Invited keynote presentations		
Invited panel presentations		
Invited other presentations (specify types: )		
Peer-reviewed scientific presentations as lead author		
Peer-reviewed scientific presentations as senior author		
Peer-reviewed scientific presentations as co-author		
Peer-reviewed scientific presentations as sole author		
Other presentations (specify types: )		
<b>TOTAL (Presentations)</b>		
Unnamed authorships on peer-reviewed or other publications/reports		

\* Add rows/categories as needed; if trainees are featured as lead authors, please note this in your reflections, below.



**[Appendix D: Biennial Review Updated 2019.04.18 Continued]**

**1.2 Research Funding in 2018 and 2019\***

[Only count funding that is currently held or that has already been awarded; for all, list topic and funding agency.]

Funding Types	Total Amounts	Year(s)
Chair/salary awards (specify type: )		
<b>TOTAL (Chair/Salary Awards)</b>		
Peer-reviewed grants as Lead/Nominated Principal Investigator (PI)		
i)		
ii)		
iii)		
<b>TOTAL (Peer-Reviewed Grants as Lead/Nominated PI)</b>		
Peer-reviewed grants Co-PI		
i)		
ii)		
iii)		
<b>TOTAL (Peer-Reviewed Grants as Co-PI)</b>		
Other grants and contracts as Lead/Nominated PI		
i)		
ii)		
iii)		
<b>TOTAL (Awarded Grants and Contracts as Lead/Nominated PI)</b>		
Other grants and contracts as Co-PI		
i)		
ii)		
iv)		
<b>TOTAL (Awarded Grants and Contracts as Co-PI)</b>		
Peer-reviewed grants as Co-I		
i)		
ii)		
iii)		
<b>TOTAL (Peer-Reviewed Grants as Co-I)</b>		
Other grants and contracts as Co-I		
i)		
ii)		
iii)		
<b>TOTAL (Awarded Grants and Contracts as Co-I)</b>		
<b>TOTAL (All Peer-Reviewed and Awards Grants and Contracts)</b>		

\* Add rows/categories as needed.

### 1.3 Reflections on Your Research

Based on FHS guiding principles, in its assessment of scholarly activity, the TPC takes into account variations in disciplinary norms, conventions and standards. Please provide context on your research contributions in relation to the norms and values of the disciplines that you work within, as well as highlighting the significance of your research contributions in 2018 and 2019. Where relevant, please explain your research in relation to your discipline or research program. We also ask that you: note any research awards or recognitions you have received; note any constraints that may have affected your research; note significant supports that you have given trainees, e.g., to be lead authors on your papers; and if pertinent, describe any engaged scholarship you have undertaken such as policy or community collaborations or other knowledge translation activities such as meetings and news media interviews related to your research.

[Appendix D: Biennial Review Updated 2019.04.18 Continued]

**2. Teaching**

**2.1 Student/Trainee/Mentee Supervision and Evaluations /Examinations in 2018 and 2019**

[Only count students/trainees/mentees who were active or who completed their programs during the review period.]

Senior Supervision in the FHS	Total Number
Senior supervisor for honours undergraduate students	
Senior supervisor for MPH students	
Senior supervisor for MSc students	
Senior supervisor for PhD students	
Senior supervisor for Post-Doctoral Fellows (PDFs)	
Senior supervisor for research staff-trainees including research assistants and research associates	
TOTAL (Senior Supervision in the FHS)	
Other Supervision in the FHS	Total Number
Committee member for MSc / PhD / PDFs	
Other significant FHS student advising (specify: )	
Supervisor for teaching assistants	
Supervisor for groups of MPH students	
TOTAL (Other Supervision in the FHS)	
Supervision Outside the FHS	Total Number
Senior supervisor for students in other SFU units (specify units: )	
Committee member for students in other SFU units (specify units: )	
Supervisor for students at other universities (specify universities: )	
Committee member for students at other universities (specify universities: )	
Other significant student advising at other universities (specify: )	
Supervisor for research staff-trainees outside the FHS (specify unit or university: )	
TOTAL (Supervision Outside the FHS)	
Student Evaluations and Examinations	Total Number
Capstone MPH second reader in the FHS	
Examiner for MSc / PhD / PDFs in the FHS	
Examiner for MSc / PhD / PDFs in other SFU units	
Examiner for MSc / PhD / PDFs at other universities	
TOTAL (Student Evaluation and Examinations)	

**[Appendix D: Biennial Review Updated 2019.04.18 Continued]**

**2.2 Course Teaching in the FHS in 2018 and 2019\***

[Only count courses that were delivered during the review period; however, if you did substantial planning for a new course that is yet to be delivered, please describe this under “reflections” below.]

Health Sciences Course Number	Course Title	Semester / Year	Students Enrolled
		/ 2018	
		/ 2018	
		/ 2018	
		/ 2019	
		/2019	
		/ 2019	

\* Add rows as needed; please take overall course and instructor ratings from the SFU student form, section 2 (“overall, the quality of my learning experience in this course was ... ” and “overall, I would rate this instructor’s teaching ability as ... ”); list “slash” courses (undergraduate/graduate courses taught in the same classroom and semester) as one entry.

**2.3 Directed Studies and Directed Research Courses in the FHS in 2018 and 2019\***

Health Sciences Course Number	Title	Semester / Year	Students Enrolled

\* Add rows as needed.

**2.4 Other Teaching in 2018 and 2019\***

Description and Dates

\* Add rows as needed; include any guest lectures in others’ courses and any teaching in other SFU units or at other universities; also include any provision of continuing education, e.g., to practitioner/professional groups.

**2.5 Professional Development Related to Teaching in 2018 and 2019\***

Description and Dates

\* Add rows as needed; include any consultations or training/workshops/education you undertook to improve your teaching.

## 2.6 Reflections on Your Teaching

Please provide background or additional context to help the TPC better interpret your contributions to teaching such as describing: the significance of your teaching contributions in 2018 and 2019; any new course development or major course revisions you undertook; any teaching awards or recognitions you received; any constraints that may have affected your teaching, including whether students found your courses to be particularly difficult; how you interpreted student comments on your courses and how you responded to student feedback (if appropriate); any innovations in student evaluations you undertook; and any pedagogical scholarship you undertook such as teaching and learning grants held, workshops/presentations delivered, manuscripts written, or teaching or evaluation tools published.

**[Appendix D: Biennial Review Updated 2019.04.18 Continued]**

**3. Service**

**3.1 University, Scholarly and Community Service in 2018 and 2019\***

[Only describe service that was provided during the review period.]

FHS – Major service*	Dates	Role(s) + Time Required
FHS – Other service	Dates	Role(s) + Time Required
SFU Service	Dates	Role(s) + Time Required
Scholarly Service	Dates	Role(s) + Time Required
Community Service	Dates	Role(s) + Time Required
Paid Professional Work or Consultancies	Dates	Role(s) + Time Required

\* Add rows as needed; see FHS TPC Guidelines (2018.08.31) for definitions of different service types, e.g., “major” service includes being a member on the Graduate or Undergraduate Studies Committees, Tenure and Promotion Committee, MSc and PhD Committee or MPH Committee, or serving in Associate Dean or Director or Chair roles; major SFUFA roles should be noted; the TPC only counts service related to your academic expertise, i.e., not service related to your personal life.

**3.2 Reflections on Your Service**

Please provide background or add context such as: highlighting the significance of your service contributions in 2018 and 2019; noting any service awards or recognitions you received; or noting any constraints that may have affected your service.

**4. Other**

Please share any other information you wish the TPC to consider.

## Appendix E: Guidelines for Preparing Dossiers

These guidelines provide details on the evidence to be submitted in dossiers by FHS Applicants to support applications for contract renewal, tenure, and promotion. All FHS Applicants for renewal, promotion, or tenure should provide dossiers containing the documents specified below. The dossiers will constitute the evidence the TPC will consider in its deliberations, together with letters from external referees where appropriate. The dossier should be submitted electronically, including:

1. Cover Letter
2. Curriculum Vitae
3. Research Dossier
4. Teaching Dossier
5. Service Dossier

### 1. Cover Letter (suggested maximum 2 pages single-spaced)

The cover memo should introduce the dossier and provide any necessary background or context (e.g., explaining any joint appointments, non-standard workload arrangements, leaves of absence, disciplinary norms, or any other relevant contextual information that the Applicant wishes the TPC to consider).

### 2. Curriculum Vitae (CV)

Applicants should submit a full CV, covering the Applicant's entire academic career, or covering their time at SFU, where appropriate. The CV may follow any academic format. However, it is to the Applicant's benefit to ensure their CV is clear, concise, and complete. If incomplete, a CV may be returned to the Applicant and a delay in the review process may result. The following categories should be included with information dated in chronological order where possible:

- a) Educational background
- b) Additional credentials (if applicable)
- c) Employment history
- d) Consultancies or clinical roles (if applicable)
- e) Teaching record
  - University courses and/or classes delivered by academic year for the period under review, including class sizes, number of tutorials and tutors
  - Major course development and course revision
  - List of advising and mentoring responsibilities of student with name, degree, status (completed or active), and start/end dates
  - List and description of FHS and SFU-related curriculum and development activities, teaching research, and reports if relevant



## [Appendix E: FHS Guidelines for Preparing Dossiers Continued]

### f) Research record

#### *Research funding (grants and contracts)*

The CV should contain a list of all grants and contracts received while at the FHS (and prior to coming to FHS if relevant). For each grant and contract, the following information should be provided:

- Title of grant
- Funding agency and program
- Type of grant (operating, catalyst, planning, etc.)
- Peer-reviewed or non-peer-reviewed
- Status (awarded; pending)
- Role of Applicant on grant or contract (PI, coPI, co-applicant, etc.). If not PI, cite PI and their home institution.
- Brief description of Applicant's 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 Applicant)

#### *Research publications*

Publications in print or in press should be listed and numbered to differentiate by peer-reviewed journal articles; other peer-reviewed outputs; books; book chapters; non-peer-reviewed outputs (e.g., technical reports, policy papers, commentaries, editorials, letters to the editor). For each publication, the following information should be provided:

- Name of authors in published order with Applicant's name in bold with brief description of their role on the publication, including senior author if appropriate to discipline
- Name of co-authors who are undergraduate students, graduate students, or post-doctoral fellows under the direct supervision of the Applicant or as a supervisory committee member to be underlined (with explanatory footnote)
- Title, publisher, and year of publication
- If a publication is accepted and in press, formal documentation from the future publisher should be provided in the dossier.

#### *Research presentations, abstracts and posters*

Presentations/published abstracts should be listed under the following headings. If the nature of the presentation is not obvious, explain. Some non-peer-reviewed, invited presentations may be better placed under service than research contributions.

- Peer-reviewed presentations/published abstracts at professional conferences
- Invited/contributed (non-peer-reviewed) presentations at professional conferences
- Other presentations

#### *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.

### g) Service record

Contributions completed or ongoing categorized by the three types of service described in these guidelines and illustrated in Appendix C.

## [Appendix E: FHS Guidelines for Preparing Dossiers Continued]

### 3. Research Dossier (suggested maximum 4 pages)

The Applicant should submit a dossier comprising the following headings and content (referring to relevant pages of the CV where applicable):

- a) A narrative description (1 page, single-spaced) of the Applicant’s “Research Interests and Program” written in a style for a non-specialist colleague or educated layperson. The description should situate the Applicant’s research within a particular discipline, set of disciplines, or interdisciplinary domain.
- b) A narrative description (2–3 pages, single-spaced) of the Applicant’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.
  - The Applicant 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.
  - Where appropriate, Applicants 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.
  - Local, national and international reputation. For promotion to Associate or full Professor, each Applicant 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, Applicants 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, book reviews, awards, etc.
- c) The Applicant should provide a copy of three (3) to five (5) publications or scholarly works (e.g., book, policy brief, professional report) that they feel best represent their contributions 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 returned to the Applicant after review.

## [Appendix E: FHS Guidelines for Preparing Dossiers Continued]

### 4. Teaching Dossier (suggested maximum 4 pages)

The Applicant should submit a dossier comprising the following headings and content (referring to relevant pages of the CV where applicable):

- a) A narrative description (1 page, single-spaced) of “Teaching Philosophy and Pedagogical Approach.”
- b) A narrative description (1 page, single-spaced) of “Teaching Successes and Challenges.”
- c) Evidence of the quality of the Applicant’s teaching record, especially in the FHS (and at SFU for joint appointments), in the form of syllabi for up to three (3) HSCI courses taught (or provide an explanation why fewer than three are provided).
- d) Additional materials are not required but may be attached as appendices to the *Teaching Portfolio*. These might include course maps, assessment tools, and a sample lecture.
- e) Evidence of successful mentorship can be submitted if applicable including a list of mentors and their career paths; abstracts of student presentations, theses, jointly authored publications, and journal articles; statements from former mentors.
- f) Assessments of teaching by peers who have observed the Applicant’s teaching and reviewed teaching materials for courses taught during the period under review.

### 5. Service Dossier (suggested maximum 2 pages)

The Applicant should submit a dossier comprising evidence of service commensurate with the Applicant’s FHS appointment, contracted workload distribution, and academic rank. This should include a brief overview statement, a description of the activities and roles played, and the impact or outcomes of service roles and activities. Service contributions described should be categorised by the three types of service described in these guidelines and illustrated in Appendix C.