Article 28: University Criteria for Appointment, Tenure and Promotion

General
28.1 Faculty members in accepting appointment undertake to uphold and promote the aims of the University in the creation, dissemination and application of knowledge. A faculty member’s professional efforts should be directed primarily to teaching, research and service to the University and the community. As teachers, they should be effective in transmitting knowledge of and interest in their fields and should keep abreast of knowledge in their fields. Their research should be of such caliber as to contribute to the advancement of their fields. Faculty members should expect to carry their share of service work. Career advancement will be based upon the extent to which these obligations are fulfilled.

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

28.3 It is the responsibility and commitment of the University to seek continuous improvement in standards. Such improvement is generally a gradual process. Within the terms set by this Agreement, evaluation criteria may be adjusted so that the rigor with which they are applied realistically parallels the growing excellence of the institution and of the candidates for appointment and advancement.

Categories of Evaluation
28.4 A faculty member who is being considered for contract renewal, tenure and/or promotion and for salary review must be evaluated on the basis of their performance in three key areas of activity: teaching effectiveness; scholarly activity and service contributions to the University, their academic discipline or the broader community. 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.

Teaching Effectiveness
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 shall 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.

28.xx Teaching effectiveness should be measured or assessed through a combination of methods. Faculty members should be made aware of and must follow the general procedures developed by their units to evaluate teaching effectiveness, as per Article 28.xx (Criteria for Assessing Teaching).

28.xx Faculty members shall maintain a teaching dossier, in a format consistent with the Departmental Criteria. The teaching dossier will be submitted to the Chair according to the dates set for tenure and promotion and biennial review as per Articles 30 – 33.
28.xx The evaluation of teaching performance will be conducted on the basis of the teaching dossier which shall provide evidence for the consideration of teaching effectiveness. Evaluation will be based on the criteria contained in this Article and in compliance with Departmental Criteria, and must consider all relevant materials in the teaching dossier.

28.xx Engagement with the student experience will be documented in the teaching dossier and should reflect all courses taught during the period of review. Student comments may be included at the Faculty member’s discretion; should the faculty member choose to include student comments, all comments from the relevant course must be provided.

Criteria for Assessing Teaching

28.xx Departments will establish criteria by which teaching will be evaluated, and these criteria will be approved by the Dean. In addition to the University expectations (Article 28.5), Departmental criteria may include:

28.xx.1 contributions related to the unit’s teaching program;
28.xx.2 professional development supporting growth as a teacher;
28.xx.3 quality of syllabi, examinations, and other course materials;
28.xx.4 mentoring and/or departmental leadership in teaching and learning;
28.xx.5 participation in panels or presentations related to teaching and learning;
28.xx.6 demonstration of innovation, including research-engaged or community-engaged teaching;
28.xx.7 teaching awards and grants;
28.xx.8 other criteria appropriate to the discipline and context as established by the Academic unit.

Methods for Assessing Teaching

28.xx Departments will establish methods by which teaching will be evaluated and these methods will be included in Departmental criteria which will be approved by the Dean.

28.xx Specific teaching assessment methods may include but are not limited to:

28.xx.1 Review by colleagues through classroom observation and examination of teaching materials;
28.xx.2 Self-reflection and teaching philosophy, as described in the teaching Dossier;
28.xx.3 The caliber of student work (e.g. projects, theses, and dissertations;
28.xx.4 Student experience surveys, subject to the provisions of this Article.

28.xx The University may survey student opinion to provide a gauge of student experience. Aggregate statistical results 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.

28.xx Student comments will not be available to TPCs and will not be used in summative teaching evaluation except as provided for in Article 28.xx

28.xx The role of student experience surveys in summative processes of evaluation is restricted to assessing faculty engagement with the student experience as described in this Article. Where a unit 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.
Scholarly Activity
28.6 Research achievement is of fundamental importance in the evaluation of the performance of a faculty member. The nature of research achievement will vary by discipline. Consideration should be given to evidence of scholarship reflected in the ability of the faculty member to have their research published or otherwise subjected to appropriate peer evaluation. In judging research, emphasis must be placed on quality as well as quantity. Consideration should be given to the particular conditions of community-engaged research and knowledge-mobilization activities. Consideration should also be given to recognition by national and international professional societies and granting agencies, and special recognition by such societies, agencies or other universities should be noted.

General Contributions to the University and to Society
28.7 It is expected that each faculty member will be an active participant in the collegial governance of the University. The faculty member's contributions to all levels of the administration of the University should be considered. Account should also be taken of the faculty member's contributions in initiating and participating in seminars, public lectures or similar activities on campus, and of the stimulation and help they may afford to other faculty members of the University. Included in this category are the public service contributions which faculty members may make. It is recognized that certain faculty members or groups of faculty members may have exceptional service duties or expectations due to their membership in a particular group. These contributions should be taken into account in the context of the faculty member's overall contribution encompassing teaching, scholarly activity, and service. There should, however, be a strong focus on the academic content of the contribution by the faculty member in this category.

University Requirements for Appointment, Tenure and Promotion
Requirements for Assistant Professor
28.8 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
28.9 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.
28.10 All candidates for tenure will be expected to demonstrate that, since the commencement of the tenure-track appointment:
28.10.1 there has been continued growth as an established scholar, as evidenced by the development of a significant program of research and scholarship;
28.10.2 there has been a sustained commitment to undergraduate and/or graduate
teaching and supervision;
28.10.3 they have become a responsible and contributing member of the University/academic community.

Requirements for Associate Professor
28.11 Appointment or promotion to the rank of Associate Professor is based on a record of 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
28.12 The total overall career contributions of the faculty member in areas of teaching, research and service to the University and the community will be taken into consideration. The rank of Professor is designed for those who have excelled in teaching and research 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.
28.13 A University Lecturer may seek promotion to Professor following the Requirements for Professor outlined above.

Departmental Criteria for Tenure and/or Promotion
28.14 Each department, school and non-departmentalized faculty or area within a nondepartmentalized faculty will draw up and have adopted by the tenure-stream faculty in the department sets of criteria, standards and methods of assessment for tenure and for promotion in all three areas of responsibility that will be reviewed and either reaffirmed or revised no less than every three years. These departmental criteria should conform to the criteria for assessing teaching effectiveness in this Article, and must be approved by the Dean, copied to the Vice-President, Academic to ensure consistency with the general University requirements for tenure and promotion contained in this Agreement. Approved guidelines will be copied to the Association.
28.15 Departments are encouraged to develop departmental criteria for evaluating contributions pursuant to Criteria for Assessing Diverse Forms of Scholarship and Criteria for Assessing Scholarship in the Fine and Performing Arts that may be particularly relevant to their disciplines.
28.16 When a faculty member is hired into a tenure-track position, they must be given a copy of the most recently approved departmental criteria for tenure. These will be the applicable standards when that faculty member is considered for tenure unless they opt to be evaluated against the department’s most recently approved criteria for tenure.
28.17 When a faculty member is being considered for promotion to Professor, their performance will be measured against the most recently approved criteria for promotion to Professor in existence at the time of consideration.
Criteria for Assessing Diverse Forms of Scholarship

28.18 Without diminishing the requirement of faculty to demonstrate a record of achievement consistent with the relevant provisions above, the parties recognize that certain faculty members or groups of faculty members may engage in diverse forms of scholarship.

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

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

28.20 Faculty members who expect to engage in such scholarship are encouraged to consult with their TPC Chair well in advance of a contract renewal, tenure and/or promotion application to discuss how this work might be best presented for evaluation by the TPC.

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

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

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

Criteria for Assessing Scholarship in the Fine and Performing Arts

28.23 Creative work presented to the public by faculty whose scholarly work involves activity in creative areas is deemed to be the full equivalent of a published scholarly work for all purposes of renewal, tenure, promotion or salary review. Such creative work might include but is not limited to the creation or direction of a play, a choreographed dance, a painting, a sculpture, a film, a musical composition or a media event. The creative area in which a faculty member normally will be evaluated for renewal, tenure, promotion, or salary review will be indicated within the terms of appointment.

28.24 In evaluating creative work, consideration will be given to both its originality and its quality.

28.25 The consideration of creative work as research does not obviate the assessment of such work in relation to teaching effectiveness when students are involved.

28.26 Any work of art being considered for the purpose of renewal, tenure, promotion or salary review must be evaluated with rigorous scrutiny, in a way appropriate to the nature of the art and to the subjective nature of art judgment. Peer judgment will be of paramount importance to this evaluation.
This article is agreed to by the parties on this 19 day of Nov, 2019.

John O Neil, for SFU

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