Department of Chemistry
Criteria for Teaching Professors

In accordance with Policy A11.10, the position of Teaching Professor in the Department of Chemistry at SFU recognizes candidates who have demonstrated, and continue to perform, research into the pedagogy of teaching and learning in Chemistry, while also maintaining exceptional contributions to teaching and the wider community.

1) Teaching
The candidate should have demonstrated a sustained record of excellence in teaching a wide range of lecture and laboratory courses in Chemistry and related disciplines, such as nuclear science, biochemistry, general science for non-science students, etc.

Excellence in teaching is defined by exceptional performance in all of the following areas: (i) mastery of the subject, (ii) generation of enthusiasm in students, (iii) maintenance of high academic standards, (iv) innovation, and (v) development of academic programs. Consideration shall be given to the ability and willingness of a faculty member to teach a range of subject matter and at various levels of instruction. Teaching effectiveness should be measured or assessed through a combination of methods, including student questionnaires, the observations of faculty colleagues, and teaching portfolios. Service to students over and above formal teaching should also be taken into consideration, particularly where the service is of a time-consuming nature.

2) Scholarly Activity
The candidate should have demonstrated excellence in research into the pedagogy of teaching and learning in Chemistry and related disciplines, which has attained national or international recognition. The scholarship related to teaching and learning must be evidenced by a significant and ongoing body of original research publications in internationally recognized, peer-reviewed journals of chemical/science education.

It is expected that additional signs of scholarship would include contributed or invited presentations at other institutions and national and international conferences, awards, grants or non-peer-reviewed publications in the area of pedagogy of teaching and learning.

3) General Contributions
The candidate should have taken a leadership role in departmental, faculty, and university committees and outreach activities for the promotion of Chemistry and Science. The candidate would also be expected to have significant standing in the field of pedagogy as evidenced by diverse contributions to the chemical/science education community. This could include, for example, service on editorial, management and planning boards, conference organizing committees, and boards of national and international societies.

March 6, 2014

APPROVED
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The Dean of Science