1 Introduction

This document summarizes the criteria to be used for evaluating members at contract renewal, tenure, promotion, and biennial reviews in the Department of Mathematics. Throughout this document the SFU-SFUFA Collective Agreement is referred to as SFUCA. SFUCA Article 28 details the procedures and general criteria at the University level.

As extracted from SFUCA Article 28:

**Departmental Criteria for Tenure and/or Promotion**

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

28.15 Departments are encouraged to develop departmental criteria for evaluating contributions pursuant to Criteria for Assessing Non-Traditional 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.

References to “research”, “research expectations” and “graduate supervision” in this document are applicable to tenure-track faculty members only.

Throughout the document, the term “expected” refers to activities that members should undertake as part of their normal activities. The term “encouraged” refers to activities that are discretionary depending upon the interests of the member. Both expected and encouraged activities are listed under “Expectations”.
2  Expectations

2.1 Teaching Expectations

Excellence in teaching is demonstrated by mastery of the subject, generation of enthusiasm in students, maintenance of high academic standards, innovation, and development of academic programs. All members are expected to fulfill an equitable portion of the teaching responsibilities within the Department. This involves teaching courses at the lower division, upper division, and graduate level. The Department takes great pride in our teaching efforts – we recognize that many students have had difficulties with earlier mathematics study and require encouragement and support to do well in mathematics. At the same time, we have high standards for our students and expect the best from them. We expect all members who teach our courses to maintain these standards.

It is understood that the teaching of courses and curriculum development is not a solitary endeavor, and therefore members are expected to consult with colleagues, particularly those who have experience with these courses and curricula.

Members are expected to follow current syllabi for the courses they are assigned to teach. Members are encouraged to actively participate in curriculum and program development, and to examine and experiment with alternative or innovative modes of delivery (e.g., technology, teaching aids, methods of evaluations) with suitable feedback mechanisms.

All tenure-track faculty are expected to supervise graduate students both as senior supervisors and as members on graduate supervisory committees. The number of students supervised will depend upon the research interests of the students and the stage in the researcher’s career. Members are encouraged to mentor students at all levels (including high school), and to mentor and advise K-12 teachers.

Members are encouraged to offer reading or directed studies courses as appropriate. Such courses should be in support of the overall programs in the Department and reflect student interests.

The Department provides teaching release for members at the start of their careers at SFU, for members with significant administrative duties (e.g., Chair of the Department, Associate Chair, Chair of Graduate Studies Committee, Chair of Undergraduate Studies Committee), or for specially funded positions (e.g., Canada Research Chairs, research intensive periods approved by the Dean – see SFUCA Article 27.7). This teaching release will modify the relative weighting of expectations (see Section 4.1) for those members.

On occasion, members may be asked or may volunteer to teach extra courses according to the needs of the Department. This results in modified relative weighting of expectations (see Section 4.1) for those members both when they are teaching extra sections and when they are later compensated with lower teaching loads.
2.2 Research Expectations

Tenure-track faculty are expected to have an independent research program. The Department encourages its members to freely investigate areas of their choice within the mathematical sciences. Research areas can be broad or narrow, can be in any area reasonably covered by the Department's mandate (e.g. pure mathematics, applied mathematics, industrial mathematics, history and philosophy of mathematics, or subfields thereof; contributions can be application driven or education driven), and can be individual or team efforts. It is recognized that Assistant Professors are developing their own research programs while more senior members will have a well-developed program. Research activity should emphasize the production of new knowledge in the field via publication of findings in refereed outlets. Review articles and books synthesizing existing knowledge are recognized as research activity.

Research dissemination is extremely important and expected from all members. A balanced program of print/electronic publication, workshop and conference presentations is expected, though it is recognized that patterns will vary with the researcher's sub-discipline. The Department notes that frequency of publication, and the balance between journal articles, books, refereed conference proceedings, and so on, depends very much on the researcher and the field of endeavour. The relevance of citation counts and journal impact assessments are likewise agreed to vary.

As part of their research program, members are expected to seek research funding from appropriate sources at appropriate levels to support their research program and graduate students.

In conjunction with their teaching responsibilities, members are expected to engage graduate students and senior undergraduates in their research program acknowledging the students' contribution in publications when appropriate. Similarly, members are also encouraged to work with Department colleagues and faculty at other institutions.

2.3 Service Expectations

All members are expected to fulfill service responsibilities both within and outside the Department. The Department expects less service from junior faculty members (Assistant Professors and Lecturers). Nonetheless, the seniority and gender structure of the Department's population will sometimes mean that junior faculty are asked to take on significant service commitments. If this occurs, the impact this service contribution has on research productivity and/or professional development must be taken into consideration.

The Department recognizes that the terms of certain awards may require reduced service expectations.
The expectations of all members for service activities within SFU, as appropriate, include:
- serving on student committees at the M.Sc. and Ph.D. level
- serving on departmental/faculty/university committees
- serving on Tenure and Promotion Committees within and external to our Department
- being actively engaged within the Department, which includes regular participation in Department Meetings, providing input in important departmental issues when called for, participating in or leading departmental initiatives, and/or assisting with requests by the Department Chair as needs may arise.

Service to the academic community as a whole is strongly encouraged and may include:
- refereeing papers for scientific journals
- conference planning and organization
- acting as liaison with regional or national bodies such as NSERC, PIMS, or other institutes and granting agencies
- serving on committees of the Canadian Mathematical Society, Canadian Applied and Industrial Mathematics Society, or like organizations

It is recognized that senior faculty will have enhanced opportunities to engage in this kind of service.

3 Elements Used in Evaluating Contributions

The items listed in this section are examples of common activities that are used in evaluating contributions and are meant to be neither exhaustive nor exclusive. The quality of contributions is of primary importance – quantity of contributions is a secondary consideration.

3.1 Contributions to Teaching

SFUCA Article 28.5 indicates how teaching will be evaluated:

Teaching Effectiveness. Success as a teacher is of fundamental importance for evaluating the performance of a faculty member. Matters which should be taken into consideration in evaluating teaching include mastery of the subject, generation of enthusiasm in students, maintenance of appropriate academic standards, dedicated involvement within one's field(s), openness to innovation, graduate supervision, and development of academic programs. Consideration shall be given to the ability and willingness of a faculty member to teach a range of subject matter and at various levels of instruction. Teaching effectiveness should be measured or assessed through a combination of methods, including student questionnaires, the observations of faculty colleagues, teaching portfolios, and the calibre of supervised dissertations and theses. At a minimum, faculty members must follow the general procedures developed by their departments to evaluate teaching effectiveness. Services to students over and above formal
teaching should also be taken into consideration, particularly where the service is of a time-consuming nature.

Contributions to teaching are evaluated by considering the following items:
- courses taught: The number and level (lower, upper, graduate), and type (directed studies, reading, correspondence) are considered.
- course materials produced by the member such as assignments, examinations, supplemental readings, web sites, electronic study and exam resources, etc.
- supervision of TAs: The direction and supervision of TAs is important as TAs are often our first line of contact with students who may be experiencing difficulties.
- coordinating workshops supporting our large service course offerings.
- student evaluations: Both the numerical course summaries and written comments by students are reviewed in the context of the level of the course. Factors affecting evaluations include: whether the course is a required course for students in a program; whether students are likely to be “math-phobic”; the number of students in the course, etc. It should be emphasized that ratings by themselves are not an endpoint – the quality of the instruction is of prime importance and may not be reflected in the student evaluations, since these evaluations do not necessarily reflect whether students achieved the learning outcomes of the course. Indeed, the Department is sensitive to the dangers of manipulating student evaluations by lowering academic standards.
- peer evaluations of teaching: While the Department does not at present have a comprehensive formal peer evaluation system, members are encouraged to receive feedback on teaching from peers at SFU or from the TLC. Classroom visits by research and teaching faculty can be arranged by the Department. Those visits allow for assessment of various aspects of classroom teaching, such as delivery of content, employment of technical tools, or management of students. The primary purpose of these visits is constructive feedback to the faculty member.
- new course development and curriculum modification: Efforts for developing new courses and in trying new technologies, techniques, or other experiments in teaching are considered.
- external courses: The number, scope (short, specialized courses), and type. Examples include team-taught courses with other departments, and workshops or short courses at SFU or other universities, for professional societies, or for government agencies.
- graduate student supervision, both as senior supervisor and as member of supervisory committees.
- supervision of undergraduate research students
- professional development related to teaching
- teaching awards and nominations.
- directed studies and special projects
- mentoring efforts for students or other faculty with regard to teaching
- availability to students for one-on-one consultations and mentoring
- making special arrangements for students facing learning challenges, e.g., accommodating a blind student
- the ability to consider student complaints and suggestions.
Members should maintain a teaching dossier to document their teaching activities. The dossier should include a brief statement of teaching philosophy, and should focus on describing specific activities and examples.

3.2 Contributions to Research

SFUCA Article 28.6 indicates how scholarly activity will be evaluated:

**Scholarly Activity.** 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.

Contributions to research can take many forms:
- peer reviewed publications
- collaborative research projects
- consulting contracts
- posters, abstracts, technical reports
- books
- presentations at conferences and seminars at SFU and other universities
- development of computer software
- organizing scientific programs at scientific meetings
- graduate student theses: supervision, external examinations
- industrial collaborations
- any other publications or dissemination
- Non-traditional scholarship, such as:
  - Knowledge transfer and exchanges with indigenous groups
  - Knowledge transfer and implementation for government agencies

Contributions in this area will be evaluated by a combination of the following criteria:
- quality and number of publications. The quality of contributions is evaluated by:
  - peer review and referee comments
  - the quality of outlet where the contribution appears. The Department does not have a formal list of journal ranked by “quality”. Members usually choose research outlets that are appropriate for the quality of the work and the targeted audience.
  - when the paper has multiple authors, the role of the member in authorship. The Department does not have a formal preference for types of authorship, but the
contributions of the member in multi-authored papers should be clearly indicated either by a rough percentage or by a verbal description.
- impact of research, article citation counts
- student summer undergraduate research projects and papers/reports from these projects
- success in research mentoring efforts with students, or with faculty here or in other institutions
- research grants, fellowships, etc.: The quality of research funding should be assessed relative to the peer group (area of research and stage of career) and to the funding organization.
- honours and awards for research achievement, whether internal or external
- role in infrastructure or equipment funding requests

Members are expected to maintain a current curriculum vitae outlining research activities. Authorship lists should be consistent with that in the published works. Members are encouraged to outline their most significant contributions in each time period under consideration.

3.3 Contributions to Service

SFUCA Article 28.7 indicates how service activity will be evaluated:

General Contributions to the University and to Society. 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.

The service contribution will be evaluated by considering the quality and the extent of the service, together with the role that the member played. Within SFU service activities that deserve special notice include:

- serving on high-profile University-wide committees such as Senate, pension trustees, high-level administrative searches, SFUFA Executive Committee, and high-profile ad hoc committees formed to address critical issues within the University
- serving on faculty committees such as the Faculty Graduate Studies Committee or Faculty Undergraduate Studies Committee
- serving on significant departmental committees. Chairing such a committee is viewed as particularly important.
- successful coordination of infrastructure or equipment grant applications
- engaging in significant outreach activity: public lectures, creation and running of programs for schools

Notable service activities external to SFU include:

- member/chair of an NSERC Evaluation Committee
- site director or other executive role for PIMS, BIRS or professional societies
- member/chair of granting council committees, e.g. CIHR, NSERC, etc.
- member of reviewer panels for bodies such as CRC, Michael Smith Foundation
- member of other external commissions, panels, review bodies, etc.
- executive member of a scientific society
- lead and associate editorships for scientific journals
- extent of review papers for scientific journals
- engaging in mathematical programs in support of indigenous groups
- service awards, citations of excellence, etc.

Members are expected to maintain a current curriculum vitae listing service activities.

4 Standards for Tenure-Track Faculty

SFUCA Article 28 outlines general criteria at the University level. The current standards have been reproduced for convenience below\(^1\). After the general policy statement, specific departmental criteria are also listed.

The member is responsible for furnishing evaluation committees with documentation on how the member meets the criteria. Normally, a teaching dossier will be expected for evaluating teaching performance, an up-to-date curriculum vitae and samples of research contributions will be expected for evaluating research contributions, and an up-to-date curriculum vitae is expected for listing service activities. Additional documentation may be supplied by the member as appropriate.

4.1 Relative Weighting of Expectations

SFUCA Article 28.4 indicates:

\(^1\) In the event that the SFUCA Article 28 differs from what is listed below, the actual SFUCA language takes precedence.
Categories of Evaluation. 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 to the University, their academic discipline or the broader community. At a minimum, satisfactory performance in both teaching effectiveness and scholarly activity must be demonstrated. Less than satisfactory performance in either will not meet the expectations of the University. In addition, there must be evidence of meaningful service contributions.

The Department will give equal weight to teaching and research contributions and lesser weight to service contributions. The approximate weights are 40%, 40% and 20%, respectively. Members at the start of their careers, under special programs or in research/teaching intensive periods as approved by the Dean according to SFUCA Article 27.7 will have this weighting modified appropriately.

4.2 Specific Requirements for Appointment as Assistant Professor

SFUCA Article 28.8 states:
Requirements for Assistant Professor. 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.

This normally implies that appointments in Mathematics will require a Ph.D. or equivalent competency.

4.3 Specific Requirements for Contract Renewal

SFUCA Article 28 is silent on university wide criteria for contract renewal.

The Department places a high priority on newer members becoming productive faculty members. Consequently, service expectations prior to contract renewal are minimal. As well, there may have been inadequate opportunity to supervise graduate students.

Candidates will be evaluated with reference to the following (not an exclusive list):
- dissemination of research
- success in obtaining appropriate research funding
- the development of an independent research programme
- development of effective teaching skills.

4.4 Specific Requirements for Tenure
SFUCA Article 28.9 and 28.10 indicate:

Requirements for Tenure

28.9. A candidate for tenure who is an Assistant Professor must 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.

4.4.1 Research

In the Department of Mathematics, the development of a significant program of research and scholarship is usually understood to involve consistent and ongoing research output since the commencement of the tenure-track appointment, and a research program that is clearly independent of the graduate and postdoctoral supervisors of the faculty member and that exhibits substantial growth compared with research carried out prior to the tenure-track appointment.

Provided these criteria are met, a publication record of six original high-quality papers appearing or accepted in highly-ranked venues since the commencement of the tenure-track appointment will usually constitute strong support for the research component of the tenure case; for multi-author papers the contribution by the faculty member must be substantial and clearly identified. Cases that do not meet this standard will be judged on a case-by-case basis. Consideration will be given, for example, to research of exceptional quality, publication in exceptional journals, importance of the research area, impact of research, and success in recent grant competitions. The quality of research will be determined in large part, but not exclusively, by the referee reports.

4.4.2 Teaching

The Department expects that candidates for tenure will have demonstrated a commitment towards their professional development with respect to teaching. This could be achieved, for example, by participating in courses offered by the SFU Teaching and Learning Centre or by actively seeking out mentoring and guidance from senior instructors in the Department. In particular, it is expected that any concerns raised during contract renewal or a biennial review about a candidate's teaching must be addressed in a timely fashion and by seeking suitable professional expertise.

Ideally, candidates for tenure will have taught a reasonably wide range of courses at various levels, including service courses; it is incumbent on the Chair to suggest the appropriate teaching assignments.

When evaluating a dossier for tenure, consideration will be given to the teaching assessments of previous TPCs. If all assessments are satisfactory, then the teaching
requirement would normally be satisfied. If they all are unsatisfactory, and there is insufficient evidence of remedial action having been taken, then this would point towards the requirements being unfulfilled. If the assessments are inconsistent, emphasis would be given to more recent reviews and whether improvement has been clearly demonstrated.

4.4.3 Service
While the service expectations for an untenured faculty member are lower than for her/his tenured colleagues, there must be clear evidence of service to the Department and/or the University; possible contributions are membership on committees, curriculum development, departmental outreach activities, or organizing workshops and seminar series. The faculty member’s record must show collegial and supportive efforts towards the academic enterprise.

4.4.4 Appointments with Tenure
In cases where an appointment with tenure is contemplated, the candidate’s case must meet at a minimum the University criteria and departmental criteria for tenure.

4.5 Specific Requirements for Promotion to Associate Professor

Promotion to (or appointment as) Associate Professor at SFU requires that the candidate will also be granted tenure. Hence, in almost all cases, the tenure criteria will also have to be satisfied. There may be rare cases where a person is appointed to the rank of Associate Professor without tenure.

SFUCA Article 28.11 indicates:
Requirements for Associate Professor. Appointment or promotion to the rank of Associate Professor is based on a record of successful teaching, scholarly achievement, and participation in service to the University and the community. An important criterion is the demonstration of continued professional growth of the individual in their field(s), including recognition as an established scholar. External referees of high academic stature must assess the individual’s research contributions.

The Department places a high priority on newer members becoming productive faculty members. Consequently, service expectations prior to appointment as or promotion to Associate Professor are reduced. They are nonetheless recognized when they are present.

Candidates will be evaluated with reference to the following (not an exclusive list):
- success in obtaining appropriate research funding
- extent of collaboration with other researchers
- establishment of an independent research programme
- undertaking and disseminating research beyond that from the Ph. D. thesis
- successful teaching skills at lower, upper, and graduate levels as assigned by the Chair
- evidence of involvement in graduate student supervision
- participation in departmental service activities as appropriate.
Normally, letters from independent external referees will be given a high weighting in evaluating the criteria related to research. However, such letters form only part of the assessment.

4.6 Specific Requirements for Promotion to Professor

SFUCA Article 28.12 and indicates:

Requirements for Professor

The total overall career contributions of the faculty member in areas of teaching, research and service to the University and the community shall be taken into consideration. The rank of Professor is designed for those who have excelled in teaching and research. Appointment or promotion to this rank requires evidence of national or international reputation in their area of expertise, supported by letters from external referees of high academic stature.

A University Lecturer who has established, over a period of years, a national or international reputation in the scholarship of teaching and learning in addition to being an outstanding teacher, may seek promotion to Professor following the Requirements for Professor outlined above.

Promotion to (or appointment as) Professor indicates that a candidate has a well-established research record, has established himself or herself as a dedicated teacher, and has served the Department extensively, with evidence of leadership in service functions.

Candidates will be evaluated with reference to the following (not an exclusive list):
- long-term research record and prospects for successful continuation
- national and/or international reputation in research field
- long-term teaching performance
- successful graduate student supervision and their high quality of theses
- extent of and role in Departmental service activities.

Normally, letters from independent external referees will be given a high weighting in evaluating the criteria related to research. However, such letters form only part of the assessment.

5 Standards for Lecture Faculty

5.1 Definition of Ranks

The SFUFA-CA Article 35 defines the ranks of lecture faculty as follows:

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2 The term “Teaching faculty” refers to Laboratory Instructors and Lecture Faculty collectively. The Mathematics Department does not have positions at the rank of Laboratory Instructor.
Lecturer
35.10 A Lecturer will have full responsibility for the preparation and instruction of courses, including laboratory courses, and for curriculum development.

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.

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.

5.2 Elements Used in Evaluating Contributions by Lecture Faculty

Lecture faculty have the same expectations for classroom teaching and related activities that tenure-track faculty do, as given in Section 2.1, with elements to be evaluated in Section 3.1. Below are further examples of typical contributions by lecture faculty.

5.2.1 Workshop Supervision
The Mathematics Workshops (Burnaby: CW – Calculus Workshop, ACW – Applied Calculus Workshop, AW – Algebra Workshop, Q – Q Workshop, CSS – Calculus Support Sessions, Surrey: ACAW – Applied Calculus & Algebra Workshop, IMW – Introductory Math Workshop, PCW – Pure Calculus Workshop) provide teaching support to instructors teaching the Department’s service courses and learning support to the students enrolled in these courses. The TAs in the Workshop provide drop-in tutoring to students; monitor discussion boards associated with online assignments; mark a variety of assessments including assignments and exams; and invigilate these exams. The Workshop Coordinator is expected to schedule the working hours of TAs, and to effectively train, manage, and supervise the TAs assigned to the Workshop so that they provide these services efficiently and professionally. The Workshop Coordinator is also expected to work with and mentor instructors who are teaching courses supported by one of the Mathematics Workshops and to maintain currency in these courses. The Workshop Coordinator must also be available to work with students in supported classes with respect to assignment submission, grade changes, and other administrative functions. The Workshop Coordinator is encouraged to implement methods that improve efficiency and/or accuracy of the TAs’ work, explore innovative course management methods as they apply to these courses, and support instructors’ use of innovative teaching approaches. The Workshop Coordinator also trains any future workshop coordinator making available any necessary documentation and
templates to run a workshop. When this person takes on a workshop position for the first time, then the Workshop Coordinator provides a mentoring role. The Workshop Coordinator has sufficient experience with the standards of the department and the currency of the serviced courses to uphold these standards by guiding and supporting instructors teaching these courses.

Evidence of these activities may include
- testimonials, solicited or unsolicited, from students, TAs and/or instructors associated with the workshops;
- demonstration of new software or other innovations to improve efficiency and/or accuracy of TA work;
- implementation of innovative course management methods as they apply to service courses supported by workshops;
- documentation of support for instructors’ use of innovative teaching approaches;
- descriptions of time spent advising instructors on the use of Workshop materials;
- surveys of student satisfaction with the Workshop.

5.2.2 Curriculum Development
Lecture faculty are expected to participate in curriculum development. Curriculum development at the course level may also include reviewing and implementing new course content, new textbooks, and/or new software as appropriate. Additional curriculum development may include designing new programs or reviewing and revising existing ones to meet changing demands.

5.2.3 Educational Leadership
Lecture faculty at the rank of Senior Lecturer and above are expected, and Lecturers are encouraged, to explore teaching and pedagogical innovation and to communicate their findings to other faculty members. This may include
- investigating, experimenting with, or maintaining a leadership role in the use of teaching hardware, teaching software, and/or mathematical software;
- investigating, experimenting with, or maintaining a leadership role in the use of alternative modes of delivery for the instruction of courses at any levels, but especially service courses;
- obtaining funding to aid in these activities, especially but not exclusively through competitive programs;
- maintaining an open, online forum for discussion of teaching (e.g., a blog)
- publishing journal articles, especially refereed papers, on educational issues, policy, or pedagogical practice appearing in appropriate educational and/or mathematical outlets;
- delivering conference presentations (contributed, invited or plenary) on these subjects given at appropriate educational and/or mathematical venues;
- being consulted by others for advice and assistance in pedagogical improvements or innovations;
- producing learning materials that can be used by others, whether or not for commercial publication.
5.2.4 Pedagogical and Professional Development
Lecture faculty at the rank of Senior Lecturer and above are expected, and Lecturers are encouraged, to engage in professional development with regard to teaching and pedagogy. This may include
- attending seminars, workshops, meetings, conferences, and so forth on teaching and/or on education specific to mathematics;
- taking an active role in “Teaching Matters Seminar” series and similar events;
- reading and reporting on recent developments in these areas.

5.2.5 Service and Outreach
Lecture faculty are expected to assume a leadership role in outreach activities for the promotion of mathematics within the University and to the community at large, and are expected to serve on departmental, Faculty, or University committees.

5.3 Criteria for Promotion to Senior Lecturer

SFUCA Article 35.13 states
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.

The Department has no specific additional criteria for promotion to Senior Lecturer.

5.4 Criteria for Promotion to University Lecturer

In accordance with Article 35 of the Collective Agreement between SFU and SFUFA, the rank of University Lecturer in the Department of Mathematics at SFU recognizes candidates who have demonstrated excellence in teaching, the pedagogy of teaching and learning in mathematics, while maintaining exceptional contributions to teaching and service.

SFUCA Article 35.15 states
Promotion to University Lecturer will require demonstration of:

35.14.1. outstanding achievement in teaching;
35.14.2. distinction in the field of teaching and learning including demonstrated innovation resulting in a positive impact on student learning;
35.14.3. outstanding achievement in educational leadership;
35.14.4. 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;

35.14.5. an appropriate level of involvement in service to the academic profession, to the University, or to the community.

The candidate must have a sustained record of excellence in teaching a range of courses in mathematical sciences at various levels of instruction.

The candidate is expected to have significant recognition in the mathematics education community as evidenced by diverse contributions to the teaching and learning of mathematics. This could include, for example, service on editorial, management and planning boards, conference organizing committees, or boards of national and international societies.

SFUCA Article 35.56.2 states
For promotion to University Lecturer, at least four letters of reference from internal or external referees of high academic stature must support promotion to this rank. Referees will be chosen in the same manner as those for research faculty promotions.

These letters will be given considerable weighting in evaluating the criteria for promotion to University Lecturer. It is essential that referees are chosen who can comment on how the candidate meets or does not meet the criteria for promotion to University Lecturer; i.e., referees demonstrably must have the appropriate expertise. Such letters, however, will form only part of the assessment. Letters from non-SFU sources are encouraged.

5.5 Specific requirements for promotion to Professor

SFUFA-CA Article 28.13 indicates that a University Lecturer may be promoted to Professor in some cases:

28.13 A University Lecturer who has established, over a period of years, a national or international reputation in the scholarship of teaching and learning in addition to being an outstanding teacher, may seek promotion to Professor following the Requirements for Professor outlined [in Article 28.12, given in Section 4.5].

The Department criteria for this promotion are the same as those for promotion to Professor from Associate Professor as given in Sections 3.2 and 4.6. It is, however, recognized that the area of scholarship may be in educational and pedagogical contributions rather than in science research.
Signatures

Dean of Science, Dr Claire Cupples  

Department Chair, Manfred Trummer

Version History

Amended Apr 24, 2014 (Teaching Professor, 4.5) – the 2014 amendments have been approved by the Dean and VP Academic

Amended April 7, 2015 (Departmental Criteria for Tenure, 5) – approved by 21:0 ratification by Department, and By Dean of Science

Editorial Changes (removed references to UFAs), July 23, 2015.

Updated February 2017 reflecting the new SFU-SFUFA Collective Agreement. Removed section on criteria for Teaching Professor. Included a section clarifying standards for lecture faculty. Added criteria for promotion to University Lecturer. Editorial Changes. Approved by Department on February 14, 2017.