Criteria and Standards for Tenure and Promotion to Associate Professor

Research
The candidate must demonstrate the establishment of a productive and sustainable independent research program and continued growth as a scholar since beginning the tenure track position. Scholarly excellence and productivity are expected as demonstrated by publications in internationally recognized, peer reviewed journals appropriate for the research area. For the assessment of the quality of the research, the opinion of the external referees are of special importance. The rate of publication should fall within disciplinary norms and be consistent with funding opportunities. A record of success, likely to be sustainable, in obtaining research funding via peer reviewed external grants, such as from national, provincial, international, and/or non-government organizations, is expected. In some instances, funding via contracts may be appropriate. Additional indications of research productivity and impact may include: contributed or invited presentations at other institutions and national or international conferences; awards in recognition of scholarly activities; contributed or invited review articles; book chapters and books; creation and distribution of new software related to the research program; deposition of data into public repositories (eg. NCBI, PDB, EMDB etc.); and patents filed and issued. Such contributions would be recognized as evidence of research productivity, but would not in themselves be sufficient to satisfy the criterion of an independent research program.

Teaching
Tenured faculty are expected to be able to teach effectively at all levels of instruction including both lower and upper division undergraduate courses though they may not have had the opportunity to demonstrate teaching at all levels. The candidate should have undertaken graduate supervision and would normally be expected to have graduated an MSc and/or PhD student. Additional evidence of teaching contributions may include Research and Directed Readings courses and graduate courses. There should be evidence of a sustained commitment to teaching and improving teaching skills and course content. Teaching effectiveness will be evaluated as outlined in policy A11.05, section 2.2. Candidates for tenure should provide for consideration a teaching portfolio that includes a statement of teaching philosophy and examples of their teaching activities that demonstrate a successful teaching strategy (e.g., summary of course evaluations and comments, course outlines, lecture notes, samples of assignments and exams, examples of student course work, testimonials, and role in developing new courses or programs).

Service Contributions
All faculty members are expected to actively participate in departmental affairs in an effective and collegial manner. This includes membership on Departmental committees and participation in departmental meetings, seminars, and other professional interactions. Additional evidence of service contributions may include membership on Faculty and University committees; participation in graduate student examining committees, service to the profession via activities in external organizations including grant evaluation and advisory committees of government and non-government scientific agencies; active participation in external organizations that promote
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Criteria and Standards for Promotion to Professor

Research

The candidate should have an established research program that is sustainable, distinguished nationally, and/or recognized internationally, as confirmed by external peer reviewers. The candidate must have a significant record of publication of high quality, original research in internationally recognized, peer-reviewed journals according to the norms of their discipline. There should be other evidence of the significant standing of the candidate in the field such as: awards; invited presentations at conferences and research institutes; invited reviews and book chapters; books; editorships; service on editorial boards; membership on grant and fellowship review committees; membership on management, advisory, and planning committees of government and scientific organizations; and membership on the boards of national and international scientific societies; electronic forms of knowledge dissemination (e.g. ebooks, software, databases); data deposition; and participation in international research consortia.

Teaching

Promotion to Professor requires a continuing commitment to teaching. Candidates are expected to have demonstrated a capacity to teach effectively at all levels of instruction, including lower and upper division undergraduate courses, graduate courses and graduate supervision. Additional evidence of teaching contributions may include Research and Directed Readings courses. Teaching effectiveness will be evaluated as outlined in policy A11.05, section 2.2. Candidates should provide a teaching portfolio for consideration.

Service Contributions

The candidate should have made significant contributions or taken a leadership role in Departmental, Faculty, or University committees. In the external scientific community, the candidate would have participated in activities that raise the profile of the department and university, such as the activities outlined under Recognition of Research and those outlined under the Criteria for Tenure and Promotion.

Approved 2007  
Ratified by DMBB, June 25, 2010  
Re-ratified by MBB, April 5, 2013  
Re-ratified by MBB, February 17, 2017
University Lecturer
35.14 A University Lecturer will have responsibilities that encompass the normal requirements of classroom teaching plus activities in the areas of educational leadership, teaching mentorship and curriculum development. University Lecturers will focus on accomplishments in teaching and educational innovation and the impact on student learning.

35.15 Promotion to University Lecturer will require demonstration of:
35.15.1 outstanding achievement in teaching;
35.15.2 distinction in the field of teaching and learning including demonstrated innovation resulting in a positive impact on student learning;
35.15.3 outstanding achievement in educational leadership;
35.15.4 sustained and innovative contributions to curriculum development, course design, and other initiatives that advance the University’s ability to excel in its teaching and learning mandate;
35.15.5 an appropriate level of involvement in service to the academic profession, to the University, or to the community.

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Criteria for Promotion from Senior Lecturer to University Lecturer

For promotion to University Lecturer, candidates will have demonstrated a sustained record of excellence in teaching and a strong commitment to the Department’s teaching program. Candidates are expected to submit a teaching and service dossier that addresses the criteria outlined in section 35.15 of the Collective Agreement. Candidates should have demonstrated the ability to teach a wide range of courses. This could include both lecture and lab courses or a variety of lower and upper division courses. In curriculum development and course design, candidates should also have demonstrated the ability to work cooperatively with the Departmental Undergraduate Curriculum Committee (DUCC) to advance the department’s teaching mandate. Candidates are encouraged to provide specific examples of teaching innovation and educational leadership to highlight their achievements in these areas. An appropriate level of service may include membership on Departmental, Faculty or University committees, outreach activities, conference organization, contributions to teaching and learning workshops and conferences, and on-line knowledge dissemination.

Ratified by MBB, February 17, 2017