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1. Introduction

This document summarizes the criteria to be used for evaluating members at contract renewal, tenure, and promotion in the Department of Statistics and Actuarial Science. Article 28 of the SFU Faculty Association’s Collective Agreement (SFUFA-CA) detail the procedures and university criteria for appointment, tenure and promotion. This document is as required under SFUFA-CA Articles 28.14 – 28.17:

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 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.

This document has four parts: first, the expectations for members of the Department; second, what elements are considered in evaluation contributions to the various areas; third, what are the standards to be applied at points in a tenure-track faculty member’s career; and fourth, what are the standards to be applied at points in a teaching faculty member’s career.

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.

2. Expectations

2.1 Teaching Expectations:

All teaching members of the faculty 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 are "stat-phobic" and require encouragement and support to do well in statistics. At the same time, we have high standards for our students and expect the best from them. Members are expected to maintain current curricula for their courses and are encouraged to experiment with alternate modes of delivery (e.g., technology, teaching aids, methods of evaluations) with suitable feedback mechanisms.

All members are expected to supervise graduate students both as senior supervisors and by serving on graduate committees. This is the first opportunity for some of these students to experience the joy of research, and members are encouraged to act as suitable mentors. The number of students supervised will depend upon the research interests of the students and the stage in the member's career.

Members are encouraged to supervise distance education courses or offer reading or directed studies courses from time to time. Certain teaching outside SFU is also encouraged. For example, offering short courses at local organizations or for scientific bodies is a valuable way to obtain feedback on what topics are needed by students who take statistics.

The Department provides teaching relief for members at the start of their careers at SFU, for members with significant administrative duties (e.g., Chair of the Department, Chair of the Graduate Studies Committee, Chair of the Undergraduate Studies Committee, Coordinator of the Actuarial Science program, Accreditation Actuary, Surrey Coordinator), or for specially funded positions (e.g., Canada Research Chairs, research intensive periods approved by the Dean). This relief will modify the expectations for those members.

From time to time members may be asked or may volunteer to teach extra courses according to the needs of the Department. This results in modified expectations 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 investigate freely areas of their choice. Research areas can be broad or narrow, can be in any field (e.g., methodological, application driven, education driven), and can involve individual or team efforts. It is recognized that Assistant Professors are usually developing their own research programs while more senior members will have a well-developed program. More senior members may specialize in more review type articles, generalizations of methodology, unification of methodologies, etc.

Research dissemination is extremely important and is expected from all members.

As part of their research program, members are expected to seek research funding from appropriate outlets 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 are encouraged to engage senior undergraduates in their research program. Members are also encouraged to work with faculty at other institutions.

An important part of statistical practice lies in statistical consultancy. Members are encouraged to participate with the department's Statistical Consulting Service, maintain links with industry and/or government, and/or engage in collaborative research projects both within and external to SFU. Few projects are "routine" and members are encouraged to use these opportunities to broaden their experience and to investigate new areas of research.

2.3 Service Expectations:

All members are expected to fulfill service responsibilities both inside and outside the Department. The Department has reduced service expectations for junior faculty members (e.g., Assistant Professors). As well, the terms of certain awards (e.g., Canada Research Chair, Michael Smith Foundation Scholar) require reduced service expectations.

The usual expectations of members for service activities within SFU include:

- Serving on student committees at the M.Sc. and Ph.D. levels,
- Refereeing papers for scientific journals,
- Serving on departmental/faculty/university committees,
- Serving on Tenure and Promotion Committees within and outside our Department.

Other forms of service are also encouraged including:
- Community outreach,
- Providing expert media commentary.

Service external to the Department, whether within or external to SFU, will be recognized and may also be used to help meet service expectations.

3. Elements used in evaluating contributions

The expectations of members in the areas of teaching, research, and service can be met in a number of ways as listed below. The items below are examples of common activities; the list is NOT meant to be exhaustive or exclusive.

In all cases, the quality of the contributions is the primary consideration – quantity of the contributions is a secondary consideration.

3.1 Contributions to teaching
Contributions to teaching are evaluated by considering the following items, where applicable (not in order or importance):

- Courses taught. The number, level (lower division, upper division, graduate), and type (directed studies, reading, correspondence) are considered.
- Course materials produced by the member such as assignments, examinations, supplemental readings, web sites, etc.
- Supervision of TAs. Where appropriate, the direction and supervision of TAs is considered, as this supervision often involves both teaching and mentoring the TA.
- Student evaluations. Both the numerical course and instructor ratings and the written comments by students are reviewed taking into account: the level of the course; if the course is a required course for students in a program; if students are likely to be “stat-phobic”; the number of students in the course; and so on. It should be emphasized that ratings in themselves are not an endpoint – the quality of the instruction is of prime importance and may not be reflected in the student evaluations.
- Peer evaluations of teaching. While the Department does not have a formal peer evaluation system, members are encouraged to receive feedback on teaching from peers at SFU or from the TLC.
- Development of distinctive and innovative courses or programs.
- Efforts to try new technologies, techniques, or other experiments in teaching.
- External courses. The number, scope (short, specialized courses), and type. Examples include team-taught courses with other departments, and workshops and short courses at SFU, for professional societies, or for government agencies.
- Graduate and undergraduate research student supervision, as senior supervisor and/or by serving on student committees.
- Professional development.
- Teaching awards and nominations.
- Directed studies and special projects.
- Availability to students for one-on-one interaction and mentoring.

Members should maintain a teaching dossier to document their teaching activities. This should include a statement of teaching philosophy.

SFUFA-CA Article 28.5 indicates how teaching will be evaluated:

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, 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.

3.2 Contributions to research

Contributions to research can take many forms (not in order of importance):

- Peer reviewed publications
- Consulting contracts
- Collaborative research projects
- Posters, abstract, technical reports
- Books
- Presentations at conferences and other universities
- Development of computer software
- Organizing scientific programs at scientific meetings
- Graduate student theses
- Industrial experiences and 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 (e.g., policy development, Canada Pension Plan)

Contributions in this area will be evaluated based on a combination of the following factors (not necessarily listed in order of importance):

- The quality and number of publications. The quality of contributions is evaluated by
  - Comments from peer reviewers and external referees;
  - The quality of the outlet where the contribution occurs. The Department does not have a formal list of journal ranked by "quality", but members should usually choose research outlets that are appropriate for the quality of the work and the targeted audience.
  - The number and role of the authors of papers. 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 on members' curriculum vitae.
- Student projects and papers/reports resulting from such projects
- Success in mentoring efforts with students, colleagues and faculty at other institutions
- Research awards, fellowships, etc.
- Research funding relative to peer group (that is, taking into account area of
research and stage of career)
- Role in infrastructure funding requests.

Members should maintain a current curriculum vitae that includes an outline of the member’s research activities. Authorships listed should be consistent with those in the published works. Members may find it helpful to outline their significant contributions in each year under consideration.

SFUFA-CA Article 28.6 indicates how scholarly activity will be evaluated:

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.

3.3 Contributions to service

The service contribution will be evaluated by considering the extent and nature of the contribution. Within-SFU service activities that deserve special notice include:

- Coordinating equipment grant and other infrastructure grant applications;
- Serving on high-profile University-wide committees such as Senate, pension trustees, high-level administrative searches, SFUFA Executive Committee
- Giving public lectures;
- Providing intellectual stimulation to other faculty members;
- Coordinating the establishment and maintenance of department-wide resources such as database servers, computing resources, computing networks, etc.

Notable service activities external to SFU that deserve special notice include:

- Membership in or chairing of an NSERC Evaluation Group
- Membership in or chairing of granting council committees, e.g., CIHR, NSERC, etc.
- Membership in the review panels for bodies such as CRC, Michael Smith Foundation, PIMs, Fields, BIRs, CRM, etc.
- Membership in external commissions, panels, review bodies, etc.
- Service on the executive of a scientific society
- Lead and associate editorships for scientific journals
- Refereeing papers for scientific journals
• Service awards, citations, etc.
• Outreach, including school, industry, government, and public activities

Members should maintain an up-to-date curriculum vitae that includes a list of service activities.

SFUFA-CA Article 28.7 indicates how service will be evaluated:

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.

4. Standards for Tenure-Track Faculty

SFUFA-CA Article 28 outlines general criteria at the University level. The current standards have been reproduced for convenience below. Then in each section, after the general statement from the SFUFA-CA, specific departmental criteria are 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. The member may supply additional documentation as appropriate.

4.1 Relative Weighting of Expectations:

SFUFA-CA Article 28.4 indicates:

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 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.

1Where the SFUFA-CA differs from this document, The SFUFA-CA takes precedence.
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 weightings are approximately in the 40:40:20 ratio. Members at the start of their careers, or appointed under special programs (e.g., Canada Research Chairs), or in research/teaching intensive periods as approved by the Dean will have this weighting modified appropriately.

4.2 Specific requirements for appointment as Assistant Professor

SFUFA-CA Article 28.8 indicates:

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.

This normally implies that appointments in Statistics and Actuarial Science will require a Ph.D. or equivalent competency; in some cases a suitable actuarial competency may provide that equivalent. Appointments in Actuarial Science will require completion of some professional exams (as appropriate for the area and geographical location of the candidate).

4.2 Specific requirements for contract renewal

SFUFA-CA Article 28.4, cited above, offers some guidance on expectations for contract renewal.

The Department places a high priority on newer members becoming productive faculty members. Consequently, service contributions prior to contract renewal may be limited to duties assigned by the chair. 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 program
- Development of successful teaching skills.

4.3 Specific requirements for appointment as or promotion to Associate Professor

SFUFA-CA Article 28.11 gives the requirements for an Associate Professor:
28.11 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.

Candidates will be evaluated with reference to the following (not an exclusive list):

- Success in obtaining appropriate research funding
- Extent of collaboration with other faculty both at SFU or external to SFU
- Establishment of an independent research program
- Dissemination of research over and above that from thesis
- Development of teaching skills at lower, upper, and graduate levels as assigned by the Chair
- Evidence of graduate student supervision
- Participation in departmental service activities as appropriate.

4.4 Specific requirements for appointment as or promotion to Professor

Article 28.12 gives the requirements for an Associate 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. 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.

Promotion to Professor indicates that a candidate has a well-established research record, has established him or herself as a dedicated teacher, and has served the Department well 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 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 first two criteria.

4.5 Specific requirements for Tenure

SFUFA-CA Articles 28.9 and 18.10 give university 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.

The Department has no special requirements for tenure over and above those for the rank at which tenure is sought.

5. Standards for Teaching Faculty

SFUFA-CA Article 35 describes responsibilities of teaching faculty at all ranks: Laboratory Instructors, Lecturers, Senior Lecturers, and University Lecturers. Unlike tenure-track faculty, teaching faculty are not required to maintain a record of scholarship in addition to their assigned teaching. Instead, depending on rank, they may be expected to engage in instructional preparation and teaching assistance, such as through supervision of the Statistics Workshop; course and curriculum development; and/or teaching and pedagogical innovation. Details on each rank and on criteria for promotion are given below.

5.1 Definitions of ranks

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

Laboratory Instructor

35.5 Laboratory Instructors provide instructional preparation and support to assist other faculty in laboratory instruction and in the curriculum development of laboratory courses. The Chair (or designate) assigns teaching responsibilities, in consultation with the Laboratory Instructor. The Laboratory Instructor is responsible to the Department Chair (or designate) for assigned duties and for
professional activities undertaken in a semester in which no laboratory duties are assigned.

35.6 A Laboratory Instructor is expected to perform their duties in a professional and effective manner, to maintain currency in the discipline, to prepare appropriately for classes, to be available to and to provide feedback to their students, and to be available to consult with faculty responsible for the laboratory course(s).

35.7 A Laboratory Instructor is also expected to undertake administrative functions related to their teaching responsibilities as assigned by the Chair (or designate) in consultation with the Laboratory Instructor.

35.8 Where a Laboratory Instructor becomes voluntarily involved in service within or outside the university community, it should be compatible with their normal instructional responsibilities.

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 for teaching faculty

Teaching 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. Additional expectations are laid out below.

5.2.1 Workshop Supervision

The Statistics Workshop provides 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; mark assignments, midterms, and final exams; and invigilate these exams. The Workshop Supervisor is expected to effectively manage the TAs assigned to the Workshop so that they provide these services. The Workshop Supervisor is also expected to work with faculty who are teaching courses supported by the Statistics Workshop and to maintain currency in these courses. The Workshop Supervisor must also be available to work with students in workshop classes with respect to, e.g., assignment submission, grade changes, and other administrative functions. The Workshop Supervisor 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.

Evidence of these activities may include
- testimonials, solicited or unsolicited, from students, TAs and/or instructors associated with the Statistics Workshop;
- demonstration of new software or other innovations to improve efficiency and/or accuracy or TA work;
- implementation of innovative course management methods as they apply to Workshop courses;
- 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:
Teaching faculty at the Lecturer rank and above are expected to maintain currency in all of their courses and 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:
Teaching 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 with other faculty members. This may include
- investigating, experimenting with, or maintaining a leadership role in the use of teaching hardware, teaching software, and/or statistical 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 or participating regularly in 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 statistical outlets;
- delivering conference presentations on these subjects given at appropriate educational and/or statistical venues;
- delivering invited or plenary presentations on these subjects given at appropriate educational and/or statistical 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:
Teaching 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 statistics or actuarial science;
- reading and reporting on recent developments in these areas.

5.2.5 Service and Outreach:
Teaching faculty at the rank of Lecturer and above are expected to assume a leadership role in outreach activities for the promotion of statistics and actuarial science within the University and to the community at large, and are expected to serve on departmental, Faculty, or University committees.

5.3 Promotion and review criteria

The SFUFA-CA Articles 35.25 and 35.29 explain that teaching faculty undergo a probationary review after 12 months:

35.25 Initial Teaching Faculty appointments will commence with a probationary appointment of 12 months.
35.29 Upon appointment, Teaching Faculty will be provided with the unit’s expected standard of performance and the criteria by which this performance will be measured.

At each rank, the candidate is expected to demonstrate evidence of, or progress toward, each of the required responsibilities commensurate with that rank. The same criteria are used for probationary review as for promotions; examples are given in the previous section.

5.3.1 Specific requirements for promotion to Lecturer
SFUFA-CA Article 35.4 states,

35.4 A Laboratory Instructor may apply for promotion to Lecturer where:
   35.4.1 a substantial proportion of their permanent duties has become the full responsibility for the instruction of courses, including laboratory courses;
   35.4.2 they demonstrate ability and commitment to teaching.

We interpret "substantial proportion" as meaning that, on essentially an annual basis, a Laboratory Instructor is fully responsible for the instruction of courses in the same manner as other faculty members. "Commitment to teaching" could be judged, for example, by the development and improvement of course materials for the course(s) that they teach, and not merely delivering someone else’s class notes. "Ability" can be documented as described in Section 3.1.

5.3.2 Specific requirements for promotion to Senior Lecturer
SFUFA-CA CA Article 35.13 states,
35.13 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.

Examples of each of these criteria are given elsewhere in this document.

5.3.3 Specific requirements for promotion to University Lecturer

SFUFA-CA CA Article 35.13 states,

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.

Letters from independent internal or external referees of high academic stature are required by SFUFA-CA Article 35.56.2 to support promotion to University Lecturer:

35.56.2 Referees: Referee letters are not required for promotion to Senior Lecturer.
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. Letters from non-SFU sources are encouraged. Such letters, however, form only part of the assessment.

The candidate must have a sustained record of excellence in teaching a range of courses in statistics and/or actuarial science at various levels of instruction as evidenced through the elements listed in Section 3.1.
The candidate is expected to have significant recognition in statistics or actuarial science education as evidenced by diverse contributions to the respective discipline’s education community. This could include, for example, service on editorial, management, and planning boards; conference organizing committees; or boards of national and international societies.

5.3.4 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 analogous to those for promotion to Professor from Associate Professor as given in Sections 3.2 and 4.5. However, it is recognized that the area of scholarship is in educational and pedagogical contributions rather than in science research, per se.