

Criteria for Evaluating Performance of Faculty in the

Division of Medical Sciences

Evaluation of performance of Faculty Members takes place for the purposes of reappointment, tenure, promotion, and salary adjustment. The criteria used at these different times are basically the same. The following section defines the criteria used in Faculty evaluations in the Division of Medical Sciences.

The basis of evaluation

In accordance with the Framework Agreement, *Article 13.0*, the criteria for evaluation of Members' performance are as follows

For Faculty Members, other than Senior Instructors and Teaching Professors, evaluation is based on:

- Teaching effectiveness
- Scholarship and professional achievement
- Other contributions

For Senior Instructors and Teaching Professors, evaluation is based on:

- Teaching effectiveness
- Other contributions

For Academic Administrators, evaluation is based on:

- Administrative contributions
- Teaching effectiveness, scholarship and professional achievement, where such duties are included in the appointment

These terms are stipulated by Article 13 of the Framework Agreement. In the case of any conflict between this document and the Framework Agreement, the Framework will be paramount. The criteria for evaluation are described below and are in accordance with *Article 13.1.2*.

Assessment of "Teaching Effectiveness"

Teaching effectiveness means the effectiveness of all of a Faculty Member's methods and forms of teaching and student mentoring and supervision. Teaching effectiveness includes contributions to the Division's teaching program and to scholarship related to teaching.

The assessment will be based on:

- peer review of teaching (if applicable) submitted in the form of a document signed by the peer reviewers.
- student evaluations of teaching in a variety of forms including tutorial, evaluation forms, workshop evaluations, evaluation of classes/lectures when available, and unsolicited comments from students. Standard evaluation forms in use by the UBC Faculty of Medicine MD Undergraduate Program should be used where applicable. Statistical summaries of all teaching evaluation questionnaires administered during the period of review, when available, should be included in the Teaching Dossier. If students' narrative comments are included, all comments for a particular block or course must be submitted.
- student evaluations of teaching at the University of Victoria, using the evaluation forms in use by the relevant department. Statistical summaries of all teaching evaluation questionnaires administered during the period of review, when available, should be included in the Teaching Dossier. If students' narrative comments are included, all comments for a particular block or course must be submitted.
- contributions to the teaching program in the form of MD undergraduate contact hours and UVic courses taught, if applicable.
- supervision of undergraduate and graduate students (if applicable), as well as postdoctoral trainees, in research.
- contributions to the enhancement of existing courses, development of new courses and the application of new approaches or methodologies in teaching.
- attendance at teaching and faculty development workshops, creation of new faculty development modules and contributions to teaching other faculty how to teach.
- contributions to professional development.
- awards and honors won for teaching excellence.
- contributions to the scholarship of teaching.

Scholarship related to teaching includes, but is not limited to, the following:

- scholarly works relating to teaching, curriculum development or learning.
- presentations and addresses related to teaching, curriculum development or learning.
- contributions related to the Division's teaching program in the form of curriculum development, course design or other contributions that advance the Division's ability to meet its teaching responsibilities.

The evaluation of teaching effectiveness will be conducted on the basis of a Faculty Member's teaching dossier. In addition to teaching evaluations, the teaching dossier should include a statement of teaching philosophy, peer reviews of teaching, student evaluations of teaching, and may also include evidence of innovative teaching, evidence

of contribution to the Division's teaching program, teaching awards, and scholarship related to teaching.

Individuals with a primary faculty appointment in the UVic Division of Medical Sciences who provide education services to the UBC Faculty of Medicine MD Undergraduate Program will be appointed as an affiliate faculty member in a relevant department in the UBC Faculty of Medicine. Where the primary appointment of a UBC affiliate faculty member is at UVic, UVic processes will be used to consider promotion and tenure. In accordance with the UBC/UVic Affiliation agreement, a formal review of the educational contribution of an Affiliate Faculty Member to the UBC MD Undergraduate Program will be requested and included in Promotion and Tenure discussions at the collaborating university (UVic).

Assessment of "Scholarship and Professional Achievement"

Scholarly and professional achievement means continuing mastery of one's field of knowledge and the awareness of current scholarship in one's own and closely related fields, and the nature, quality, and extent of one's research, professional, and creative activity.

Scholarly and professional achievement will be evaluated in all possible manifestations, including the following:

- publications and scholarly papers.
- authorship of invited book chapters or monographs.
- the delivery of invited seminars or plenary lectures at scientific conferences or at other universities or institutions.
- the presentation of posters or brief talks at conferences (regional, national, or international).
- external, peer-reviewed research funding.
- patents obtained.
- other forms of creative achievement in areas that are directly relevant to a Faculty Member's discipline.
- honors, awards and fellowships granted by institutions other than the University.
- membership on boards or councils devoted to research and professional affairs.
- recognition by learned and professional societies.
- general reputation for scholarship that the Faculty Member establishes among professional colleagues at the University and at other academic and professional institutions.
- educational and research collaborations involving other departments, centers and faculties at UVic and other universities.
- other evidence, including "in press" articles, non-peer-reviewed funding, patents applied for but not yet issued, and non-refereed publications.

In evaluating scholarship, it is important to give proper weight to the quality, as well as the amount of scholarship. Also, it is important to give proper weight to publications in which colleagues collaborate, either within a discipline or across disciplinary boundaries. The University and the Division of Medical Sciences are committed to the principle that there is merit in collaborative and interdisciplinary scholarship, and that there can be a uniquely synergistic character to such work, which must also be considered in making evaluations.

Evaluation of a Member's Scholarship and Professional Achievement will be based on information contained in his/her Curriculum Vitae.

Assessment of "Other Contributions"

Other contributions means contributions to the University, a profession or the community and include the following:

- contributions through service to or development of the Member's academic unit; the significance and impact of such contributions will be taken into account when evaluations are made.
- service as the Chair of a Department, or Director of a School, Centre, or Institute
- service to the University, the Faculty Association, or student life; as in contributions to the Member's academic unit, the significance and impact of such contributions will be taken into account.
- mentoring colleagues, students and members of other professions in teaching and research.
- contributions to student life.
- contributions to the Member's profession or community, including membership on boards or councils and grant selection committees devoted to research and professional affairs, and on organizing committees for conferences, including the extent to which the Faculty Member's professional services are in demand by academic, professional and community organizations outside the University
- attainment of extra-University recognition of a Faculty Member's University-related activities that reflects to the advantage of the University.
- contributions to public awareness of the Member's discipline or research area, or to public debate of issues related to academic matters.
- service to the MD undergraduate program at UBC.

Evaluation of a Member's "Other Contributions" will be based on his/her Curriculum Vitae.

Documentation of Achievement

The Official Performance File

All evaluations of achievement relevant to salary adjustments, promotion, or tenure are based on information contained in a Faculty Member's Official Performance File (OPF). The OPF (see Article 41.1.3 of the Framework Agreement) contains the Member's Curriculum Vitae, recommendations with regard to previous reappointment, tenure, promotion decisions, salary adjustments and annual reviews and any responses to them. The OPF is also deemed to contain the Teaching Dossier and any attachments relevant to teaching performance. That is, although the Teaching Dossier may not physically reside in the OPF, it is deemed to be there, and must be made available any time documents in the OPF are to be used for evaluations. A practical solution in the Division of Medical Sciences is to keep the core Teaching Dossier in the OPF, and when evaluations require it, to provide any relevant attachments, such as student comments from courses.

Performance Evaluations

Non-tenured Faculty Members who are tenure-track must be provided with a written statement of performance expectations with regard to attaining tenure. By May 15 of each year, such members must meet with the Division Head to discuss performance expectations and performance during the past 12 months, as well as any concerns relevant to attaining tenure. A detailed description of the annual review, including the generation of a written report and the opportunity for response is provided in the Framework Agreement, Article 14.1. All written material relevant to an annual review is to be contained in the Member's Official Performance File.

Upon the initiative of the Member or the Division Head, there may also take place annual performance assessments of tenured Members

The Curriculum Vitae

There is a standard form for the Division of Medical Sciences CV, which is available electronically or as a hard copy from the Division Head's office. The Division Head's office requests that CVs be submitted annually as electronic documents, without hardcopy, either as MS "Word" document, rtf file, or pdf.

The Teaching Dossier

Each Member must maintain a Teaching Dossier, which is deemed to be contained in the Member's Official Performance File. A guide to preparing and maintaining a Teaching Dossier has been produced by the UVic Learning and Teaching Centre and is available electronically at the following website:

<http://web.uvic.ca/terc/resources/publications/teaching.htm>

In addition to the core Teaching Dossier, Members may attach, as appropriate, student comments on teaching, documentation of peer review of teaching, outlines of courses, and comments from former students.

The creation of a Teaching Dossier is not meant to be excessively burdensome; earlier teaching activities may not be as thoroughly documented as recent and future ones, and this is to be expected. The Division Head's office requests that Teaching Dossiers be submitted annually as electronic documents, without hardcopy, either as MS Word document, rtf file, or pdf.

A Member's Curriculum Vitae and Teaching Dossier may be submitted to the Division Head's office as a single document in one of the suggested formats, or as separate documents.

Peer Evaluation of Teaching

Peer evaluation of teaching performs two important functions: it provides a mechanism, particularly early in a Member's career, for obtaining helpful advice, and it is an important component of the overall evaluation of teaching. Faculty Members are encouraged to make use of the expertise and experience of colleagues to obtain informal evaluation of their teaching at any time. At the time of tenure and all promotion decisions, a more formal documentation of peer evaluation is required, normally with assessments of two or more different peers. A formal peer evaluation should comprise two evaluations preferably of separate teaching sessions taught by the Member. The evaluations of each teaching session are to be performed by different peers, who must be mutually acceptable as evaluators by both the Division Head and the Member being evaluated. It is the responsibility of the candidate to coordinate with the Division Head to ensure that the required peer evaluations are carried out on a timely basis.

The peer evaluators may choose to sit in on more than one lecture, laboratory or small-group teaching session. If applicable, they should also examine the course itself - its overall content, organization, supporting material (textbook, web-based material, handouts). The evaluation should be in the form of a signed document, giving the dates and courses at which the peer attended teaching sessions and examined course materials.

Peer evaluations are deemed to be current if they were carried out within three years of submission of documents for a given promotion or tenure application.

Written peer evaluations of teaching are part of a Member's Official Performance File. Informal peer evaluations are not.

Awarding of Merit Increments

Overview

The Division of Medical Sciences procedure will involve the following steps:

- the Division Head will assess the performance of each Faculty Member on the basis of the criteria described in this document, over the period ending March 31
- the final recommendations as approved by the Division will be forwarded to the Vice President Academic and Provost

Distribution of Merit Increments (MI) within the Division of Medical Sciences

The process of distribution of Merit Increments is governed by the Framework Agreement. The maximum number of MIs that may be awarded to a Faculty Member in one year is four. MIs are awarded only as whole increments.

The Division Head will assess the performance of all Faculty Members in the Division, using the appropriate criteria. For regular Faculty Members those include consideration of Teaching Effectiveness, Scholarship and Professional Achievements, and Other Contributions. For Senior Instructors, the appropriate criteria are Teaching Effectiveness and Other Contributions. The Division Head will make recommendations regarding MIs to the Vice President Academic and Provost.

In evaluating performance for the purpose of awarding merit increments, the evaluation will be based on the distribution of responsibilities for the Member. Normally, this is 40% Teaching Effectiveness, 40% Scholarship and Professional Achievements and 20% Other Contributions. For Senior Instructors the responsibilities are 80% for Teaching and 20% for Other Contributions. The Framework Agreement stipulates that a Member's evaluation can be changed by mutual agreement between the Member, the unit head, and the Dean, and that this change must be agreed upon before the beginning of the evaluation period to which it applies. In the case of the Division of Medical Sciences, such changes will be made by mutual agreement of the Member and the Division Head. Such changes will be for a fixed period not to exceed five years.

The Framework Agreement stipulates that no category in the responsibilities of a Faculty Member, other than a Senior Instructor, may carry less than 20% weight. Normally, it is expected that one of the configurations shown in the following table would describe Members' roles, although there may be others. These descriptions acknowledge that: accepting administrative responsibilities, seen as "Other Contribution", will be met by reducing the Teaching requirement; being the recipient of an externally funded position such as a Canada Research Chair, requires a reduction in Teaching also; and some Members will have a reduced involvement in Scholarship, with a concomitant increase in teaching.

| Tenured/Tenure-Track Faculty Position | Teaching | Scholarship and Professional Achievement | Other Contributions |
|--|-----------------|---|----------------------------|
| Standard (the default) | 40% | 40% | 20% |
| Increased administration | 20% | 40% | 40% |
| Increased administration | 40% | 20% | 40% |
| Externally funded position | 20% | 60% | 20% |
| Heavy teaching | 60% | 20% | 20% |

For Senior Instructors in the Division of Medical Sciences, the distribution of duties will normally be 80% Teaching and 20% Other Contributions.

| Senior Instructor Position | Teaching | Scholarship and Professional Achievement | Other Contributions |
|-----------------------------------|-----------------|---|----------------------------|
| Standard (the default) | 80% | 0% | 20% |
| Increased administration | 60% | 0% | 40% |
| Increased administration | 40% | 0% | 60% |

The distribution of responsibilities reflected in a Member's job description must be clearly spelled out by the Division Head. For example, if a Member's job description contains a 60% Teaching weight, a greater contribution to the teaching program is expected, in terms of amount and possibly quality, than the average for the unit. As in all cases, assessments must be based on documentation (curriculum vitae, teaching dossier, and any appended relevant material).

Assessment of Achievement

The assessment of achievement of individual Members of the Division of Medical Sciences will be made by the Division Head either acting alone, or relying in part on the advice of others. The mechanism that will be used will be described by him/her to the Members of the unit in advance of considering a given year's annual assessment.

The period of review for awarding Career Progress Increments and Merit Increments is normally the three years preceding December 31 of the year in which the review is made, or less if the Member was appointed more recently. Provisions for periods during which the Member was on Leave are made in Article 74.11 of the Framework Agreement. Any adverse effect of sick leave, or of maternity or parental leave should be taken into account in the evaluation process.

The Framework Agreement speaks of the notion that higher standards of performance are expected with an increase in rank, and that within the Professorial rank, with number of years. The Division Head will consider this principle in making assessments. For regular Faculty Members, satisfactory performance is expected in Teaching Effectiveness, Scholarly Performance and Achievement, and Other Contributions. Exceptions to this expectation may be made for new regular Faculty Members, who are generally not expected to contribute as significantly to "Other Contributions".

The Division Head will also consider that sometimes Members will have been given a Merit Increment that may be slightly greater, or slightly less, than deserved, due to the integral nature of Merit Increments, and the unit head may make an appropriate adjustment in a subsequent year. Thus, a Member who is given 3 MIs in a given year may not necessarily receive 3 MIs in the next year, even though his/her performance is similar.

Since the number of merit increments available to the Division is fixed, the assessment of achievement is, in fact, an exercise in determining the relative order of merit: that is, in determining who in the Faculty is most deserving of merit increments, and who least. If, or as, the levels of performance in the Division increase, so will the effort and achievement required to attain a given Merit Increment. In any such guide, the awarding of 4 MIs will represent an exceptional award, whatever the average performance.

According to Section 74.6.7 of the Framework Agreement, the Vice President Academic and Provost will retain 3% of the total MIs available to Faculty Members, to be awarded in recognition of:

- teaching effectiveness and scholarship and professional achievement, or
- substantial contributions to the functioning of the University in areas other than Teaching Effectiveness

Policy for Reappointment, Tenure and Promotion

Introduction

Article 22.1 of the Framework Agreement states that "By April 15 of the year preceding the academic year in which a Faculty Member must be considered for reappointment or tenure, the Chair of the Faculty Member's Department must notify the Faculty Member

of the documentation that the Faculty Member will be expected to submit". For Members who wish to be considered for tenure or promotion before the final year of their appointment, Article 22.2 indicates that "By April 15 of the year preceding the academic year in which a Faculty Member intends to apply for tenure or promotion, a Faculty Member must so notify the Chair of her or his Department in writing."

Regarding tenure, the Framework Agreement spells out the following:

- a full-time Assistant Professor must be considered for tenure not later than the sixth year in this rank at the University
- an Associate Professor shall be considered for tenure not later than the fourth year in this rank at the University
- if a Member's application for tenure is denied and the appointment of the Member continues beyond the year they applied, they may apply for tenure again
- If a Member's application for tenure is denied in the final year of his or her contract, the Member will be offered a one-year terminal appointment.
- an Assistant Professor who is promoted to Associate Professor is granted tenure automatically (but the awarding of tenure does not automatically confer promotion)

Guidelines for Reappointment

According to Article 15 of the Framework Agreement, an Assistant Professor who holds an appointment with eligibility for tenure is eligible for reappointment for a term that does not extend beyond the year in which the Faculty Member must formally be considered for tenure.

An Assistant Professor is evaluated for reappointment on the basis of: teaching effectiveness since being appointed to the University, scholarly achievements during his/her career, and service and professional activities since being appointed to the University. An Assistant Professor under consideration for reappointment must demonstrate that he or she is making reasonable progress toward meeting the written expectations of the Division with regard to the granting of tenure.

Senior Instructors are eligible to be reappointed for a term of four years. A Senior Instructor is evaluated for reappointment on the basis of teaching effectiveness and other contributions.

As stated in Article 15.2.3: A Senior Instructor under consideration for reappointment must demonstrate that she or he has met or exceeded the written expectations of her or his Department and continues to demonstrate superior teaching effectiveness. Where this is achieved, there is a normal expectation of reappointment.

As stated in Article 15.2.4: *At the time of the second reappointment and normally in the seventh year of service at the University, a Senior Instructor must be considered for a continuing appointment*

15.2.4.2 *Where, prior to July 1, 2008, a Senior Instructor has been reappointed at least twice, the Senior Instructor may, at the time of any subsequent reappointment, request consideration for a continuing appointment. Where the Senior Instructor does not request such consideration, the Senior Instructor will continue to be reappointed in accordance with Article 15.2.5. Nothing in Article 15.2.4.2 limits the right of a Senior Instructor who has not applied for a continuing appointment to request promotion to Teaching Professor*

15.2.4.3 *If a Senior Instructor requests consideration for a continuing appointment under Article 15.2.4.2 or Article 15.2.4.4 and is unsuccessful, then subject to any appeal available, the Senior Instructor may continue to be reappointed in accordance with Article 15.2.5 and may apply at a future date for reconsideration for a continuing appointment, provided that under the provisions of Article 15.2.5, the Senior Instructor is reappointed.*

15.2.4.4 *Notwithstanding Articles 15.2.4.2 and 15.2.4.5, a Senior Instructor who has served, as of July 1, 2008, fifteen years as a Senior Instructor at the University may request the Dean to recommend to the Vice-President Academic and Provost that he or she be granted a continuing appointment. The Vice-President Academic and Provost may award a continuing appointment in such a case where the Dean so recommends after the Dean has reviewed the past three years' teaching evaluations, activity reports and any other relevant information from the Senior Instructor*

15.2.4.5 *Except as set out in Article 15.2.4.4, before a continuing appointment is granted, a Senior Instructor must be reviewed by the Departmental committee that considers reappointments and the Faculty Advisory Committee (in a Faculty with Departments) and be recommended by the Dean as having met the Standard for Evaluation set out in Article 15.2.3. The Senior Instructor must include in his or her teaching dossier evidence of two recent peer reviews of teaching.*

15.2.4.6 *If a continuing appointment is not granted to the Senior Instructor who must be considered for a continuing appointment under Article 15.2.4.1, the Senior Instructor will be granted a one-year terminal contract after which time the Senior Instructor's employment with the University will cease.*

15.2.4.7 *If the Dean denies a Senior Instructor a continuing appointment, the candidate may appeal the Dean's recommendation to the University Review Committee.*

15.2.5 *Senior Instructors Reappointed Twice Prior to July 1, 2008*

15.2.5.1 For a Senior Instructor who, prior to July 1, 2008, has been reappointed for a second four-year term and who has not been granted a continuing appointment under Article 15.2.4, there will be no review of the Senior Instructor's performance for the purpose of assessing the criteria in Article 15.2.3 on the occasion of any subsequent reappointment, unless the Senior Instructor has been denied a CPI in any one of the previous four years. Where a CPI has been received in each of the four previous years, the reappointment will not require an application or further documentation from the Senior Instructor.

15.2.5.2 In the event that a Senior Instructor has been denied a CPI in any one of the previous four years prior to a scheduled reappointment, the Departmental committee that considers reappointments shall determine whether the Senior Instructor has met the Departmental Standard for reappointment. Where the Committee determines that the standard has been met or exceeded, there is a normal expectation of reappointment and subsequent reappointments will be effected in accordance with Article 15.2.5.1. As provided in Article 40.1, a negative recommendation with regard to reappointment may be appealed to the University Review Committee.

As stated in Article 18.3.1 and Article 18.3.2:

18.3.1 A Senior Instructor may apply for promotion to Teaching Professor in the year in which the Senior Instructor will have completed eleven years' service as a Senior Instructor or during the fourth year of holding a continuing appointment, whichever is earlier. The workload assignment and study leave of a Teaching Professor with tenure are the same as those of a Senior Instructor with a continuing appointment. The title of Teaching Professor with tenure normally does not entitle a Member to a term free of teaching.

A Senior Instructor who is promoted to Teaching Professor is granted tenure.

18.3.2 To become a Teaching Professor, a Senior Instructor must have the appropriate academic credentials or evidence of appropriate professional achievement and must demonstrate:

- (a) a record of outstanding achievement in teaching;
- (b) scholarship related to teaching that has attained national or international recognition; and
- (c) service and professional activities that further the goals of the University and the Senior Instructor's discipline.

Guidelines for the Granting of Tenure to Assistant Professor

To be granted tenure, an Assistant Professor should have a record of performance that meets or exceeds the written expectations as provided by the Division Head at the initial appointment. According to the Framework Agreement, the Member should demonstrate the capacity to attain the standards of scholarship and teaching required to become an Associate Professor. The evaluation of teaching effectiveness includes written peer evaluations of teaching.

By the time they apply for tenure, Assistant Professors are expected to have begun to make other contributions to the institution or the discipline. This might include serving on at least one major departmental, faculty or university committee, or service to the scientific community or other activities as described under "Other Contributions".

The Framework Agreement (Article 16.3.2) provides that the candidate must be considered for promotion to the rank of Associate Professor at the time of tenure. This should be made explicit when letters of reference are requested, to ensure that the appropriate request for evaluation is made to referees.

A recommendation that tenure be granted may include also a recommendation for promotion to Associate Professor, *notwithstanding the absence of a formal application for promotion*. (Framework Agreement provides that the candidate MUST be considered for promotion – 16.3.2)

Guidelines for Promotion of a Tenured Assistant Professor to Associate Professor

Promotion to the rank of Associate Professor of a tenured Assistant Professor normally requires that the candidate has demonstrated a continuous record of teaching effectiveness and scholarship. The evaluation of teaching effectiveness will include written peer evaluations of teaching. Where such evaluations have been performed fairly recently (presumably in the awarding of tenure to the candidate while still an Assistant Professor), it is not necessary to perform them again. The Division Head will exercise discretion in determining whether the previous peer evaluations are satisfactory, or whether another set should be generated. Where overall teaching evaluations are below the established standard for the academic unit, evidence of both seeking expert assistance to improve teaching effectiveness, and improvement of teaching evaluations with time ("a progressing record"), must be presented.

Such promotion would normally require that a program of independent research has been successfully begun, as demonstrated by publications in peer-reviewed journals appropriate to the discipline, and by peer-reviewed funding from national or international granting agency or agencies. The candidate should have made a substantial contribution to his or her academic discipline. Research achievement must be documented in the curriculum vitae, and will be assessed as described under

"Criteria for Evaluating Performance". At the time of promotion, the candidate would normally be expected to be supervising graduate students and/or postdoctoral trainees.

The candidate for promotion at this level should have begun to make other contributions to the institution or the discipline. This might be indicated by serving on at least one major departmental, faculty, or university committee, or service to the scientific community or other activities described under "Other Contributions".

Guidelines for Promotion of an Untenured Assistant Professor to Associate Professor with Tenure

Promotion to the rank of Associate Professor with tenure normally requires that an Assistant Professor has developed, in addition to the teaching effectiveness and other contributions required for the granting of tenure to an Assistant Professor, an independent research program, as demonstrated by publications in peer-reviewed journals appropriate to the discipline, and by peer-reviewed funding from national or international granting agency or agencies. The candidate should have made a substantial contribution to his or her academic discipline. Research achievement must be documented in the curriculum vitae, and will be assessed as described under "Criteria for Evaluating Performance". At the time of promotion, the candidate would normally be expected to be supervising graduate students and/or postdoctoral trainees. Written peer evaluations of teaching are required.

Guidelines for the Granting of Tenure to an Associate Professor or Professor

The granting of tenure to an Associate Professor or Professor requires that they have met the standards for teaching effectiveness and "Other Contributions" required for their rank (see Article 16.3 in the Framework Agreement). Documentation normally includes written peer evaluations of teaching. If a significant part of the evaluation of teaching is dependent on prior service at another institution, the FAC must be convinced that teaching effectiveness has been adequately documented. To be granted tenure, such candidates must have demonstrated a level of Scholarly Achievement that is consistent with their rank.

"Early Application for Tenure and Promotion" to Associate Professor

The early promotion and granting of tenure requires at the least that the criteria described above are met. Sometimes prior service in rank at another university can reasonably be added to the service at the University of Victoria, to reduce the time required to achieve promotion or tenure. The critical question is always: Has the university had sufficient time to adequately assess the candidate's teaching effectiveness and scholarly research for the decision in question? A rapid rate of achievements for a short time, but which has not yet satisfied the question of assessment, is in itself not sufficient to merit promotion and/or tenure - the criteria given in the previous paragraphs must still be met in full by the evidence presented.

Guidelines for the Promotion to Professor

The Framework Agreement stipulates that, to become a tenured Professor, a Member must demonstrate scholarship that has made a substantial contribution to the academic discipline, and satisfactory teaching effectiveness, and, in addition, must have made outstanding achievements with regard either to teaching, or to scholarship that has attained recognition at a national or international level.

Promotion to Professor in the Division of Medical Sciences is usually an outcome of a Member having made substantial and continuing contributions to her or his research field, and to having established an international reputation in it, while maintaining a continuous and continuing record of effective teaching, as summarized in the Curriculum Vitae and the Teaching Dossier, and substantiated by appropriate supporting documentation. Such a successful candidate will have established a significant record of research publications in peer-reviewed journals, and success in obtaining national or international peer-reviewed grants. Evidence for standing within the scholarly community at this level might include: chairing of, or at least participation in, grant review committees at the national or international level; service as an editor of a scholarly publication, or at least frequent requests to review publications; or invitations to serve on organizing committees of important scholarly conferences.

A Member may be promoted to Professor based primarily on outstanding achievements in teaching. In such a case, there also needs to be a substantial record of scholarly achievement, as well as evidence of exceptional teaching effectiveness, as documented, for example, by exceptional teaching evaluations from students and peer reviewers, and recognized awards for teaching. As in the case of promotion being based primarily on research contributions, promotion to Professor based primarily on exceptional teaching effectiveness would normally require recognition from outside the University of Victoria, for example, by invited presentations or awards.

The candidate for promotion to Full Professor must, if applicable, submit recent peer evaluation of teaching (which should comprise two evaluations preferably of separate courses taught by the Member, as described under 'Peer Evaluation of Teaching'). It is expected that the candidate will have been invited to give scholarly presentations at important national or international scholarly conferences, and will have provided significant "Other contributions" to both their institution and their discipline.

Guidelines for Promotion of Senior Instructor to Teaching Professor

Under Article 18.3 of the Framework Agreement, a Senior Instructor may apply for promotion to Teaching Professor at the time of, or any time after, his/her third reappointment. A Senior Instructor who is promoted to Teaching Professor is granted tenure.

To become a Teaching Professor, a Senior Instructor must have the appropriate academic credentials or evidence of appropriate professional achievement and must demonstrate:

- a record of outstanding achievement in teaching;
- scholarship related to teaching that has attained national or international recognition; and
- service and professional activities that further the goals of the University and the Senior Instructor's discipline.

Evaluation of Prior Service

In some cases, the evidence for the level of teaching effectiveness and scholarly achievement may stem in part from prior service at another institution. In such cases, the FAC must be convinced that these contributions have been adequately documented, and that overall, standards have been met.

Evaluation of Teaching Effectiveness when there has been Less Teaching than Normal

Some Members may have contributed less to the teaching program than normal because they were supported by external agencies that have such requirements, for example, by the CIHR Canada Research Chair program. In evaluating teaching effectiveness in such cases, the FAC may place greater weight on teaching contributions at other institutions and to the supervision of undergraduate and graduate students in research at the University of Victoria. Such contributions, together with the expected contributions to the regular undergraduate teaching program, may be less than average in quantity, but must meet the qualitative standards normally expected for the granting of tenure or promotion.

Guidelines for the Appointment of a New Faculty Member with Tenure

Sometimes appointments are made for which it is appropriate to consider awarding tenure at the time of appointment. This would be the case, for example, for Canada Research Chairs who have held academic appointments elsewhere, or for more senior regular appointments. The letter of offer to such an individual will spell out the conditions of appointment, including rank and provision of tenure, so it behooves the academic unit, and the Head, to determine beforehand, to the degree possible, that the appointment rank and/or tenure is appropriate. (Letters of offer do not bind the university to an appointment; they constitute an agreement by the Division Head to recommend the appointment, but this recommendation may not be accepted by the President or Board.) Ideally, the case (i.e. for appointment with tenure) will have been recommended by the Faculty Advisory Committee before the offer letter is sent out, but this may not be generally feasible.

The following considerations will apply to cases of appointment with tenure:

- the Division Head will attempt to have the candidate submit as much relevant information as possible, including records and evaluations of teaching and other service, as well as research achievements, in previous positions held
- the FAC should attempt to translate the available documentation into terms that apply at UVic (e.g. interpreting letters of reference submitted in support of a job application into terms related to appointment with tenure)
- when an appointment with tenure is essentially a lateral move, e.g. the recruitment of a Professor with tenure from a recognized academic institution to the same position at UVic, this would normally constitute a strong basis for the UVic appointment. Where the appointment represents a de facto promotion (e.g. a non-tenured Assistant Professor from another institution being appointed as Associate Professor at UVic), the FAC must make every effort to determine whether the standards for such a position at UVic have been met; this does not require that the exact documentation described for normal internal promotion or tenure cases need to be provided, but the documentation available must enable these committees to determine that the candidate meets the standards in place at UVic
- notwithstanding any special circumstances of such an appointment, the FAC must exercise due diligence before recommending an appointment with tenure