

# Standards and Workloads for Academic Responsibilities and of Faculty Members in the Department of Biochemistry and Microbiology

## 1.0 Preamble

1.1 These Standards are the normal duties and workload distributions for Faculty Members holding regular tenure tenure-track or continuing appointments in Research and Teaching Streams governed by the University of Victoria Collective Agreement in the Department of Biochemistry and Microbiology (BCMB).

1.2 These Standards are prepared in accordance with Section 13 of the Collective Agreement (CA). Where there is a discrepancy, the Faculty Evaluation Policy and Collective Agreement shall prevail. Revisions to these standards will be made periodically, or in the event of a substantive change to the overall academic objectives, mandate or operational requirements of the department (CA 13.1). Changes to the standards must be agreed to by a simple majority of voting members of the department and approved by the Dean of Science.

## 2.0 Workload Distribution:

2.0.1 The Chair has the final responsibility to assign each Member's Teaching and some Service in order to fulfill the operational and academic obligations of the Unit. The Assignments will be done in consultation with the Member.

2.0.2 For a Member with a Joint Appointment, the Chair or Director of each of the Member's Units shall agree on the assignment of Teaching and Service. In the event of a disagreement between Chairs and/or Directors, the Member's Dean(s) shall jointly assign the Member's Teaching and Service.

2.0.3 The Chair will seek to make an equitable distribution of duties and responsibilities among Members of the Unit and shall give consideration to factors listed in Section 12.9 of the CA as well as the following:

- a) the duties and responsibilities assigned to the Faculty Member in previous years;
- b) the number of HQP supervised by the Faculty Member;
- c) academic advising of students as Undergraduate, Honours, or Graduate Advisor;
- d) contributions to student life in relation to their academic success;
- e) outreach activities;
- f) contributions of service extra to the University.

### 2.1.0 Teaching Workload Standard:

2.1.1 BCMB is committed to providing high-quality education and training to a broad range of personnel including the undergraduate and graduate students, technicians, post-doctoral fellows, research associates, visiting scientists, and volunteers. All Members are expected to contribute to this mission by performing their assigned teaching duties, and where appropriate integrating research and teaching. For the purpose of evaluation of teaching performance, all forms of teaching and student supervision will be considered. Material to be considered will include the Performance File, curriculum vitae, teaching dossier, peer evaluations of

teaching, course experience survey (CES) reports in the form of frequency distributions, member meetings with the Chair and/or Appointment, Renewal, Promotion and Tenure (ARPT) committee, and appropriate summary document as described in the Faculty Evaluation Policy (FEP).

2.1.2 Within BCMB teaching duties include, but are not limited to:

- a) creation, delivery, coordination, and administration of courses including utilization of online learning management systems (e.g. Course Spaces);
- b) maintaining at least 2 hours of office hours per week, and providing assistance to students outside of lecture hours;
- c) revising and updating of course material to ensure it is up to date and relevant;
- d) delivery and development of new courses and curriculum including laboratory courses;
- e) demonstrating commitment to improvement in teaching effectiveness;
- f) supervision, examination, and mentoring of undergraduate and graduate students
- g) ensuring a safe, equitable workplace, and providing appropriate training for HQP within the workplace.

2.1.3 Members on study leave or administrative leave, may at their sole discretion supervise undergraduate students in the form of honours, directed studies, and volunteer course experiences, although there is no expectation of such participation, nor adjustment to workload credit or balance.

2.1.4 Members are expected to make arrangements for the supervision of graduate students during study or administrative leaves.

2.1.5 It is recognized that fluctuations in the Workload associated with Teaching and Service may occur from year-to-year based on the operational needs of the Unit. However, the workload of each Member shall be equivalent to the Normal Workload identified in Section 2.1 when averaged over a maximum of five years.

2.1.6 The normal average annual teaching contribution for research stream Members in BCMB is the equivalent of 4 courses of undergraduate and graduate teaching (~6 units). Research Stream Members are expected to contribute to a minimum of at least one undergraduate lecture-based course per year and where possible teach at the various levels of the undergraduate program. Research Stream Members are expected to engage in teaching, supervising, mentoring, and examination of graduate students and other forms of highly qualified personnel (HQP) including but not limited to, undergraduate students, postdoctoral fellows, research associates, and technicians.

2.1.7 For the purposes of teaching assignments for Research Stream Faculty, the Chair shall normally consider 1.5 units of assigned graduate course to be equivalent to 1.5 units of assigned undergraduate course. The Chair shall also consider each section taught of a multi-section course to be equivalent to 1 undergraduate course (1.5 units). Being a primary supervisor of any graduate student(s) regardless of the total number shall normally be considered the equivalent of 2 undergraduate courses (3 units). In addition, supervision of any undergraduate(s) regardless of the total number in the form of honours, co-op and directed studies shall be considered the equivalent of 0.5 undergraduate courses (0.75 units). Likewise, participation in department seminar based courses, evaluation of theses, including student committee memberships shall be considered 0.17 undergraduate courses (0.25 units equivalent to 48 hours of classroom time). Therefore, a member actively engaged in research and in these forms of teaching would be expected to teach the equivalent of 48 hours of classroom time. Major award holders (CRC, CIHR, MSHFR) shall be given an additional .17 course reduction in formal course release (.25 units to 42 hours of classroom time). Therefore, a major salary award holder engaged in these forms of teaching would be expected

to teach the equivalent of 42 hours of classroom time. The Director of Proteomics and Chair shall be given an additional .34 course reduction in formal course release. Therefore, these members would be expected to teach the equivalent to 36 hours of classroom time. Teaching workload, will be assessed by the Chair on a rolling 5 year average.

2.1.8 The normal average annual teaching contribution for a Teaching Stream Member is 7 undergraduate courses (10.5 units).

2.1.9 The normal average annual teaching contribution for a limited-term or adjunct Member is 0.33 courses (0.5 units). Limited-Term Members are expected to engage in teaching, examination, and supervising of graduate students and other forms of highly qualified personnel (HQP) including but not limited to, undergraduate students, postdoctoral fellows, research associates, and technicians.

2.1.10 In an effort to balance the teaching load of members, and with due consideration of all of the factors outlined in 2.1.2, where the overall teaching load is higher or lower than the average normal load in the department, the Chair shall attempt to balance this using any of the following measures:

- a) alternating teaching in service courses between high and low enrolment terms (e.g. Spring and Summer);
- b) alternating courses between those with high enrolments and low enrolments;
- c) providing reduced teaching over a period;
- d) providing marking assistance and/or TA support;
- e) assigning additional sections or courses;
- f) assigning courses with larger enrolments.

2.1.11 In courses with enrolments exceeding 100 registrants where evaluation of written work (i.e. not multiple choice) is a component of the course, marking assistance may be provided if requested by the member.

## 2.2.0 Research

2.2.1 All Research Stream Members will normally be expected, when not on leave, to devote approximately 40% of their effort to research activity. This includes obtaining and administering external funding, the supervision of Highly Qualified Personnel (HQP) related to the research program, the dissemination of research through publications and presentations at scholarly meetings or institutions, patents, and collaborations.

## 2.3.0 Scholarly Activity

2.3.1 All Teaching Stream members will normally be expected, when not on leave, to devote approximately 10% of their effort to scholarly activity. This includes development of curriculum, writing of scholarly works including textbooks, editorial reviewing of curricular material including textbooks, creation of online material relevant to their teaching (websites, blogs, etc...), providing mentoring and training in pedagogy, teaching innovation, and/or teaching delivery methods, updating or obtaining training in new research/techniques relevant to their teaching, and/or conducting pedagogical research.

### 2.4.0 Service

2.4.1 Service means contributions to the Department, Faculty, University, a profession, or the community that are described in the FEP and Standard for the Unit in which the Faculty Member holds an appointment. While service to the community and profession will be considered it cannot completely replace service to the University, Faculty, or Department. Service to the Faculty Association is considered service to the University.

2.4.2 All regular Members (research and teaching streams) will normally be expected, when not on leave, to devote approximately 20% of their effort to service which includes service on committees (non-supervisory) including occasional leadership of a committee, service in other areas of assigned or elected responsibility, and attendance at department meetings and retreats.

2.4.3 For the purposes of evaluating service workload outside of the University, it is the responsibility of the member to clearly articulate the effort involved in the service and its role in promoting the professional standing of the member.

2.4.4 In assigning service duties, the Chair will consider all of the factors described in section 2.4 above, including the relative workload of committees, frequency of meetings, number and type of reports or material reviewed, and importance or consequences of the decision making. The Chair shall attempt to balance this service relative to the average normal service load over a period no greater than 5 years.

### 2.5.0 Normal and Alternative workloads within BCMB

2.5.1 Newly appointed Research Stream Members shall be granted their first year free of assigned teaching responsibilities. Teaching Stream members will receive 1.5 units/FTE relief during their first year.

2.5.2 Within BCMB there are a number of positions that are associated with alternative workloads (Table 1). These workload distributions are to be used for the purpose of evaluation.

Title	Teaching	Research /Scholarly activity	Service
Research Stream	40	40	20
Teaching Stream	70	10	20
Department Chair	20	20	60
Director of Proteomics centre	10	60	30
CRC or other major salary awards (CIHR, MSFHR)	20	60	20

**Table 1. Alternative Workloads within BCMB.**

### 3.0 Standards for the Biennial Evaluation of Salary

3.0.1 A description of the evaluation process and documentation required for Biennial Evaluation of Salary can be found within the Collective Agreement (CA) and FEP. Members are urged to familiarize themselves with these documents and seek advice from the Chair and mentors in preparing documents for evaluation. In BCMB, Members will be evaluated based on information contained within or obtained from the performance file, CV, TD, Summary Statement, and meeting with the Member. Statistical data from reputable sources provided by the Member may be used. The Chair may also utilize Journal impact factors and data from Google Scholar (i.e. citations, and h-indices). Research Stream Members are expected to maintain a Google Scholar account.

Members may choose to keep the account private but will be expected to provide H-indices and citation data for the period of review.

3.0.2 In assessing contribution to teaching and service the Chair shall place greater weight on quality over quantity.

3.0.3 Members must meet expectations in research, teaching, and service to receive a CPI.

### 3.1.0 Standard for Meeting Expectations (Research Stream)

3.1.1 To meet expectations and therefore be eligible for a career progress increment (CPI), during the period of review, Research Stream Members are expected to have most of the following attributes:

- a) hold external sponsored funding;
- b) publish in reputable peer reviewed journals;
- c) perform their assigned teaching duties at a high quality as assessed through peer review, CES reports (frequency distributions), student feedback, and documentation contained within the Performance File;
- d) stay abreast of one's field and ensure course material remains current and relevant;
- e) train and supervise graduate students at a quality that is consistent with Department norms in terms of progression through the program and student outcomes;
- f) serve on graduate supervisory committees and examinations;
- g) integrate research and teaching including the supervision and training of undergraduates;
- h) contribute to department, faculty and university life through service on committees;
- i) provide assistance to students outside of lecture hours;
- j) ensure all trainees are appropriately trained and research is compliant with applicable regulations and standards;
- k) uphold the policies of the University.

### 3.2.0 Standard for Meeting Expectations (Teaching Stream)

3.2.1 To meet expectations and therefore be eligible for a career progress increment (CPI), during the period of review, teaching stream members are expected to have most of the following attributes:

- a) perform their assigned teaching duties at a high quality as assessed through peer review, CES reports (frequency distributions), student feedback, other documentation contained within the Performance File;
- b) stay abreast of one's field and ensure course material remains current and relevant;
- c) contribute to Department, Faculty and University life through service on committees;
- d) participate in curriculum development, teaching innovation, and/or student engagement activities;
- e) provide assistance to students outside of lecture hours;

f) have ongoing scholarly activity (defined in 2.3 above);

g) uphold the policies of the University.

### 3.3.0 Standards for exceeding expectations

3.3.1 Some faculty will exceed expectations consistent with a Performance Pay Increment (PPI) recognition. By definition, PPI recognition is an exercise in relative ranking and since there is a fixed number of PPI available, members may exceed expectations and not receive an increment.

#### 3.3.2 Research Stream:

To be eligible for a PPI, members are expected to have most of the following attributes:

a) be a principle investigator on one or more large grants;

b) publish frequently or have work of high impact in the field as a senior author as demonstrated through citations, h-index, publications in top journals or other measures of impact as appropriate;

c) have their expertise frequently sought in the form of invited presentations, keynote addresses, conference organization, board membership, consultations, and/or scientific panels;

d) receive recognition from peers (internal and external) in the form of citations, reviews of work, awards, and/or nominations;

e) make substantive contributions to the teaching programs that are of high quality as demonstrated through peer evaluations, and student feedback;

f) demonstrate a commitment to continuing growth in teaching through a consistent record of peer review, innovation in teaching, and/or research-inspired learning;

g) have a high impact on student mentoring and teaching as demonstrated through course delivery, record of student progression through program, student awards, student presentations at conferences and/or student career outcomes;

h) election to a leadership role that advances the mission of the university or discipline such as promotion to editor, leadership within a society, or professional organization.

3.3.3 For the purpose of Biennial Evaluation of Salary (Research Stream), the Chair shall rank research stream members who exceed expectations defined in 3.3.2 based on the following:

a) Funding support to the member per annum with emphasis placed on highly competitive (low success rates) health funding (i.e. CIHR, NIH, etc...);

b) Impact of research outputs as assessed by impact factors, citations, potential for societal impact (including health and economic), scientific impact (degree of innovation, originality, etc...) with emphasis on senior author primary literature and output directly from the Member's laboratory. Onus is on the Member to articulate the impact of their contributions;

c) Additional information contained within 3.3.2.

#### 3.3.3 Teaching Stream:

To be eligible for a PPI members are expected to have most of the following attributes:

- a) be making substantial contributions to scholarly works including journals, textbooks, and editing roles, and evidence of reputation for Scholarly Activity that the Faculty Member establishes among professional colleagues at the University and/or at other academic and professional institutions;
- b) demonstrate other forms of creative achievement in areas that are directly relevant to a Faculty Member's discipline;
- c) make substantive contributions to the teaching programs that are of high quality as demonstrated through peer evaluations, student feedback or awards and/or fellowships;
- d) appointment to professional and scholarly adjudicatory or review boards or councils at federal, provincial and university levels or recognition by these learned or professional societies;
- e) make significant enhancements in their ability to engage in research informed teaching;
- f) demonstrate a consistent record of high quality teaching, innovation in teaching, and/or research-inspired teaching as assessed through peer evaluation, and student feedback.

3.3.4 For the purpose of Biennial Evaluation of Salary (Teaching Stream), the chair shall rank members who exceed expectations defined in 3.3.3

3.4.0 Evaluation for exceeds expectations is a relative ranking exercise in which a maximum of 30% of members normalized across ranks and streams will receive a PPI across the University. As such, it is expected that some members will exceed expectations but not receive a PPI.

3.5.0 The Chair shall forward to the Dean of Science a single relative ranking of all members who exceed expectations for consideration for PPI.

### 3.6.0 Outstanding Performance Increment

3.6.1 The Outstanding Performance Increment (OPI) is intended to recognize singular career achievements of outstanding quality. It is awarded entirely at the discretion of the Dean. In considering members for an OPI, the Chair will assess the contributions of members over the evaluation period and nominate individuals to the Dean. Single outstanding contributions of high quality shall be given greater weight.

3.6.2 Examples of milestones that may warrant OPI recognition are found within the Faculty of Science Evaluation Policy (FEP)

## 4.0 Standards for Reappointment, Promotions, and Tenure

4.0.1 To be appointed as a faculty member in BCMB, all members (Research and Teaching Stream) must hold a PhD in Biochemistry, Microbiology, or the equivalent discipline at the time of appointment. A description of the evaluation process and documentation required for Reappointment, Promotion and Tenure can be found within the CA and FEP. Members are urged to familiarize themselves with these documents and seek advice from the

Chair and mentors in preparing documents for evaluation. In BCMB, Members will be evaluated based on information contained within or obtained from the performance file, Chair evaluations where applicable, CV, TD, Summary Statement, referee letters where applicable, and meeting with the Member (if desired or applicable). Statistical data from reputable sources provided by the Member may be used. The ARPT may also utilize Journal impact factors and data from Google Scholar (i.e. citations, and h-indices). Research Stream Members are expected to maintain a Google Scholar account. Members may choose to keep the account private but will be expected to provide H-indices and citation data for the period of review. It is expected that Members will normally progress through the ranks as they gain experience, reputation, and develop their profession careers.

## 4.0.2 Peer Evaluation of Teaching

Peer Evaluations of Teaching are required in BCMB for salary evaluations and promotion and tenure. It is expected that Members undergo peer evaluations at least once every two years. It is the Members responsibility to ensure timely peer evaluations. Evaluations should be conducted by different faculty members within or outside of BCMB each time, and over time should include all of the courses a Member teaches. Peer evaluators will arrange ahead of time with the Member the timing of lecture visits. Peer evaluators should utilize the BCMB form (Appendix A) and provide written comments to justify the scoring on the form. Evaluators are strongly encouraged to review all course material, evaluation methods, in addition to attending one or more lectures. For the purposes of Promotion and/or Tenure, evaluators must include 2 members of the ARPT and be within the last 2 years. For the purpose of Promotion/Tenure of Teaching Stream Faculty, peer evaluators must be approved the Dean of Science. All peer evaluations should be submitted to the Chair where they will become a part of a Member's performance file, in addition to providing a copy to the Member.

## 4.1.0 Standards for Reappointment

4.1.1 An Assistant Professor (Research Stream) under consideration for Reappointment is expected to be making reasonable progress towards establishing a research program at the University including: obtaining of external funding, the generation of senior author publications or expectation of senior author publications within the near future, be training and supervising students, and be meeting or exceeding expectations with respect to Teaching and Service.

4.1.2 An Assistant or Associate Teaching Professor under consideration for Reappointment is expected to be meeting or exceeding expectations with respect to Teaching, Scholarly Activity, and Service as outlined in section 3.3 above. Where this is achieved there is an expectation of reappointment.

4.1.3 A limited-term Professor at any rank under consideration for Reappointment must demonstrate meeting or exceeding expectations with respect to Teaching, Research/Scholarly Activity and Service as outlined in 3.2. Reappointment is dependent upon the requisite funds, resources, and physical space necessary to continue the appointment.

## 4.2.0 Standard for the Evaluation for Promotion and Tenure of a Research Stream Assistant Professor or Granting of Tenure to a Research Stream Associate Professor

4.2.1 Within BCMB, it is expected that Faculty Members seeking to become Tenured Associate Professors (research stream) will have the following attributes:



- a) have established a program of research that is independent of their previous supervisor and be building a national and international reputation
- b) have externally sponsored funding
- c) have normally published senior authored papers in peer reviewed reputable journals
- d) perform assigned teaching duties at a high quality that is consistent with Department standards (3.2 above).
- e) be training and supervising students and HQP at a quality that is consistent with Department norms as assessed through committee reports and progression of students through the program.
- f) contribute to the supervision of graduate students through service on graduate supervisory committees
- g) contribute to the development of the department, faculty and university life through service on committees
- h) uphold the policies of the University
- i) participate in outreach activities
- j) participate in professional societies or organizations relevant to the Member's field including the attending of conferences.
- k) participate in peer review of, for example, scientific works, academic programs, and grant allocations, both internal and external to the University

### 4.3.0 Standard for promotion to Professor or Granting of Tenure to a Professor

4.3.1 A member seeking promotion to Professor within BCMB will have the following attributes:

- a) have established a program of research that has attained a national and international reputation;
- b) have external sponsored funding and a strong consistent record of such funding;
- c) have made a substantive contribution to their field in the form of publications in peer reviewed reputable journals;
- d) perform assigned teaching duties at a high quality that is consistent with Department expectation (3.2 above);
- e) be training and supervising students and HQP at a quality that is consistent with Department expectations as assessed through committee reports and progression of students through the program. Normally, members will be expected to have graduated one or more PhD students;
- f) strong contributions to the supervision of graduate students through service on graduate committees;
- g) strong contributions to the development of the department, faculty and university life through service on committees, including assuming leadership roles on committees;
- h) uphold the policies of the University;
- i) participate in outreach activities;

j) participate in professional societies or organizations relevant to the Member's field including attending and presenting at conferences and/or institutions;

k) participate in peer review both internal and external to the University;

4.3.2 Within BCMB, the standard for granting tenure to a Professor are the same as those for promotion to Professor (above) except the expectation is that the evaluation material include data from experience at UVic.

#### 4.4.0 Standard for the Evaluation for Promotion and Continuing Appointment of a Teaching Stream Assistant Professor

4.4.1 Within BCMB, an Assistant Teaching Professor under consideration for a Continuing Appointment is expected to have the following attributes:

- a) evidence of teaching effectiveness which should include teaching in large classes;
- b) evidence of an ongoing commitment to staying abreast of one's field and ensuring course material is current and relevant;
- c) evidence of being accessible to students outside of lecture hours, and supporting students in achieving educational goals ( i.e. writing of reference letters, student nominations) and mentoring;
- d) contributions to student outreach;
- e) evidence of teaching innovation and/or research inspired teaching;
- f) meet or exceed expectations as defined in section 3.3;
- g) uphold the policies of the University;

4.4.2 For promotion of a Teaching Stream Assistant Teaching Professor to Associate Teaching Professor in addition to those items listed in section 4.8.1, the candidate will also demonstrate

- a) evidence of scholarly activity as defined in the CA and FEP and Section 2.3.0;
- b) contributions to curriculum development that improve BCMBs programming and/or student experience;
- c) strong evidence of service as defined in section 2.7.

#### 4.5.0 Standard for granting of Tenure and Promotion to Teaching Professor or Granting of Tenure to a Teaching Professor

4.5.1 Within BCMB, an Associate Teaching Professor seeking to be promoted to Teaching Professor with Tenure, in addition to the items 4.4.1-4.4.2, is expected to have the following attributes:

- a) strong record of leadership teaching innovation and/or curriculum development;
- b) evidence of an ongoing commitment to staying abreast of one's field and ensuring course material is current and relevant;

c) strong commitment to enhancing student experience;

d) strong record of scholarly activity as defined in section 2.3;

e) strong evidence of service as defined in section 2.7;

4.5.2 The standard for granting of Tenure to a Teaching Professor is the same as listed in 4.5.1 but may include relevant experience at UVic.

Approved by BCMB ballot:  
Monday February 10, 2020

Approved by Dean of Science:

\_\_\_\_\_

(Date)

## Appendix A Peer Evaluation of Teaching Form

### **Peer Review of Teaching**

### **Department of Biochemistry and Microbiology**

**Instructor:** \_\_\_\_\_

**Course Observed:** \_\_\_\_\_

**Time:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Observer:** \_\_\_\_\_

1) Please rate each of the following areas on a scale of 1 to 5.  
(1 = Poor; 2 = Fair; 3 = Good; 4 = Very Good; 5 = Excellent; 0 = No basis for evaluation).  
Teaching style varies with class size, lecture material and student level. If a particular topic area is not appropriate to the teaching situation, please indicate N/A and discuss in the written review.

**a. Time management:**

\_\_\_\_\_  
(Instructor starts and ends class on time, good balance of review and new information.)

**b. Delivery and projection:**

\_\_\_\_\_  
(Instructor can be heard throughout the room, is not monotone, and uses understandable diction.)

**c. Organization:**

\_\_\_\_\_  
(Instructor provides an overview, logical progression of ideas, continuity of ideas, and a summary.)

**d. Handling of subject material:**

\_\_\_\_\_  
(Material is presented with clarity and precision, examples are up to date, instructor uses techniques to aid learning such as relevant applications, discussion recognizes multiple ways of solving a problems, and the level of teaching is appropriate for the class.)

**e. Learning outcomes:**

\_\_\_\_\_  
(Instructor promotes critical thinking and problem solving, enhances topic-specific terminology, uses concept building, and provides interpretation and reasoning that is appropriate to the lecture material and the level of the course.)

**f. Student interaction:**

\_\_\_\_\_

(Students are attentive, involved, and inquisitive; instructor is respectful and solicits questions)

**g. Interest/enthusiasm of instructor:**

\_\_\_\_\_  
(Instructor is energetic, animated, and provides positive reinforcement.)

**h. Slides/Board Presentation**

\_\_\_\_\_  
(Instructor's writing is legible; figures, images, and presented materials are clear and sources are appropriately cited)

**i. If relevant, use of instructional/interactive support materials:**

\_\_\_\_\_  
(Instructor provides interesting iClicker questions, Moodle provides lecture notes/slide copies)

2) Please write a short review of the class that you observed using the same areas as a guide to explain scores given.