

DEPARTMENT OF PHYSICS AND ASTRONOMY
Distribution and Evaluation of Academic Responsibilities
Standard for Faculty Members

Approved by the Department – April 2, 2020
Approved by the Dean of Science – April 4, 2020

This standard was prepared to comply with, and should be read in conjunction with, the 2019-22 Collective Agreement (CA) between the University of Victoria and the University of Victoria Faculty Association, and the 2019-22 Faculty of Science Evaluation Policy (FEP). It sets out expectations for academic responsibilities and the distribution of assigned duties for faculty members in the components of Teaching, Research or Scholarly Activity, and Service. It also addresses the evaluation of members as detailed in the CA and the FEP.

1) Principles

- a) The department is committed to research of an international caliber, high quality undergraduate and graduate teaching, and service in support of these objectives.
- b) Teaching and service duties will be distributed equitably amongst all members to achieve the collective academic objectives, mandate and operational requirements of the Department.
- c) Although transient variation in Normal Workload is expected, any significant and sustained deviation in activity across the three areas of academic responsibility should be reflected in an agreement regarding Alternative or Reduced Workload as provided for in the CA.

2) Workload Distribution

- a) The balance of commitment in the Normal Workload (NWL) for research and teaching stream faculty is described in CA 13.10 and 13.11.
- b) As described by the CA, the teaching and service workload allocations outlined below will be rescaled pro rata for faculty with AWL or RWL agreements.
- c) Alternate Workload (AWL) Distributions (% Teaching : Research : Services)
 - i) Members holding a research chair (CRC or equivalent): 20:60:20
 - ii) Department Chair: Normally 20:40:40
 - iii) Graduate Advisor: 30:40:30
 - iv) Director of a Research Centre: 30:40:30
 - v) Other cases to be determined by agreement with the Member, Chair, Dean and Provost (CA 13.28,13.37)

3) Research or Scholarly Activity Expectations

- a) The components of Research and Scholarly Activity appear in CA 25 and FEP 3.4-5.
- b) NWL expectations for Research Stream faculty:
 - i) Maintain an active research program, including acquiring external funding as required.
 - ii) A strong record of research dissemination, with more weight given to peer-reviewed publications, proceedings, books, patents, technical reports, and presentations at scholarly meetings or institutions, by themselves or their HQP.
- c) Failing to maintain an active research program will be understood as little or no research activity in comparison to disciplinary norms for the period reviewed (normally 4 years).
- d) NWL expectations for Teaching Stream faculty:
 - i) Ongoing engagement in scholarly activity, as defined in CA 25 and FEP 3.5.

4) Teaching Expectations

- a) The components of Teaching are described in CA 25 and FEP 3.3.
- b) Course allocations:
 - i) Allocations are defined in terms of the equivalent number of average-workload 1.5 unit courses taught. The weighting of an individual course may be higher to account for additional teaching

demands, depending for example on the level of the course (introductory, upper-level, graduate), the class enrolment, the requirements for multi-section course coordination, the additional preparation needs for a course that is new to a faculty member or to the Department, and the availability of TA and/or lab staff support.

c) **NWL expectations for Research Stream Faculty:**

- i) Teach the equivalent of 4 undergraduate or graduate courses per academic year as requested.

- (1) Active supervision of graduate and undergraduate students will count toward the teaching allocation. Acting as the primary supervisor of one or more graduate students averaged over the review period will count as a minimum of 1 course.

- ii) Supervise undergraduate student research (e.g. in PHYS 499), and directed studies courses as required.

- iii) Serve on supervisory or examining committees for graduate students as required.

d) **NWL expectations for Teaching stream faculty:**

- i) Teach the equivalent of 7 courses per academic year.

e) **New junior faculty are allocated a reduced number of courses as part of normal teaching workload during their first two years, in recognition of their additional course preparation needs.**

f) **Other than short-term transient changes, teaching duties that are distinct from those outlined in this section require AWL or RWL agreements as provided for in the CA.**

g) **There is also the expectation that faculty members will engage in the development of the course curriculum and the development of laboratories as required.**

5) Service Expectations

a) **The components of Service are described in CA 25 and FEP 3.6.**

b) **NWL expectations for Research and Teaching Stream Faculty:**

- i) Serve on, participate and/or chair department committees (about 3 per year), and Faculty or University committees as requested.

- ii) Members are also encouraged to serve within external professional organizations that support their discipline, provided that such involvement does not interfere with service duties within the University.

- iii) Attend Department and Faculty meetings.

- iv) Contribute to the Department and the University, e.g. with informal mentoring, attendance at seminars, outreach activities, and other contributions to collegial operation.

6) Evaluation for Salary Adjustment or for Reappointment, Continuing Appointment, Tenure and Promotion

a) **Evaluation of Teaching Performance**

- i) Assessed according to criteria listed in CA 25.7 and FEP 3.3

b) **Evaluation of Research (Research Stream)**

- i) Assessed according to criteria listed in CA 25.9,12 and FEP 3.4

c) **Evaluation of Scholarly Activity (Teaching Stream)**

- i) Assessed according to criteria listed in CA 25.9,12 and FEP 3.5

d) **Evaluation of Service**

- i) Assessed according to criteria listed in CA 25.14 and FEP 3.6

e) **Salary Adjustment Evaluation**

- i) The chair will use the criteria above to identify those members who meet expectations and those who exceed expectations:

- (1) Meeting expectations requires performance as defined in sections 3,4 and 5 of this Standard.

- (2) Exceeding Expectations requires a level of performance substantively above that required to meet expectations.

- (a) Evidence for exceeding expectations in research may include the quality and quantity of contributions of the type outlined in FEP 3.4, and also the number of citations, quality of journals, invitations for plenary talks and other presentations, research awards, other

- evidence of high quality longer-term ongoing research, and election to prestigious external discipline-specific leadership roles.
- (b) Evidence for exceeding expectations in scholarly activity may include the quality and quantity of contributions of the type outlined in FEP 3.5.
- (c) Evidence for exceeding expectations in teaching may include a consistently strong record of course delivery, peer evaluations, CES frequency distributions, and innovation in teaching or curriculum development. Evidence for exceeding expectations in supervision may include strong career outcomes, publications, presentations or awards for supervised graduate students or other trainees.
- (d) Evidence for exceeding expectations in service may include strong performance as a chair or member of major committees, or holding prestigious external leadership roles that advance the mission of the university and the discipline.
- f) Recommendations for Tenure/Continuing Appointment and Promotion to Associate Professor
 - i) Research Stream Assistant Professors should have met the expectations defined in CA 28.15, 28.16, FEP 6.3, and Sections 3, 4 and 5 of this Standard for their career stage. In addition, they should have contributed to undergraduate and/or graduate teaching with a quality consistent with department norms, and have supervised graduate students, normally at both MSc and PhD levels. They will also have established an active independent research program, secured external funding and built an international reputation for their scholarly achievements.
 - ii) Teaching Stream Assistant Professors should hold a PhD and have met the expectations defined in CA 27.13, 27.14, FEP 6.4, and Sections 3, 4 and 5 of this Standard for their career stage, and in addition have strived to continually improve their teaching effectiveness, and contributed to the pedagogy in the department.
- g) Recommendations for Promotion to Professor/Teaching Professor
 - i) Research Stream Associate Professors should have met the expectations defined in CA 28.17, FEP 6.3 and in Sections 3, 4 and 5 of this Standard for their career stage. In addition, they should have outstanding research achievements that have attained recognition at an international level.
 - ii) Teaching Stream Associate Professors should hold a PhD and have met the expectations defined in CA 28.18, FEP 6.4, and in Sections 3, 4 and 5 of this Standard for their career stage. In addition, they should have demonstrated substantial leadership in the improvement of pedagogy in the department.
- h) In assessing research or scholarly activity, the chair and RCPT committee may consult standard databases (including Web of Science, SLAC INSPIRE, NASA ADS, Google Scholar) to independently assess publications and citation metrics. In assessing teaching, the chair and RCPT committee may consult CES frequency distributions according to CA 25.22-25, and the measures of teaching effectiveness detailed in CA 25.7 and FEP 3.3.

7) **Revisions**

- a) The procedures for revising the Standard are described in CA 13.4. Proposed changes to the document must be agreed to by a simple majority of the Department members and approved by the Dean of Science.