

**UNIVERSITY OF VICTORIA**  
**FACULTY OF HUMAN AND SOCIAL DEVELOPMENT**  
**FACULTY EVALUATION POLICY 2019 - 2022<sup>1</sup>**

*Approved 16 January 2020 by HSD Faculty & Dean*

*Approved 23 January 2020 by Vice-President Academic and Provost*

---

<sup>1</sup> In accordance with the 2019 – 2022 Collective Agreement (CA), this Faculty Evaluation Policy will be reviewed by the Faculty of Human and Social Development by December 31 of the year in which a new CA comes into effect.

## Table of Contents

1.	Preamble and Purpose .....	3
2.	The Unit Standard (s. 13.1 – 13.8) .....	4
3.	Evaluation criteria for each component within Academic Responsibilities .....	4
3.1.	Teaching performance (s. 25.5 – s. 25.7) .....	5
3.2.	Research, Scholarship and Creative Activity for Research Stream faculty (s. 25.8 – 25.10 19.8) .....	9
3.3.	Scholarly Activity for Teaching Stream faculty (s. 25.11 – s. 25.13) .....	15
3.4.	Service (s. 25.14).....	16
4.	Processes and Documentation to Submit for Reappointment, Promotion, Tenure and/or Continuing Appointment .....	17
4.1	Required and Optional Supplementary Documents for Evaluation for RPT purposes .....	18
5.	Processes and Documentation to Submit for Consideration for Salary Adjustments .....	20
6.	References & Resources.....	23
7.	Appendix A: <i>Recognizing Excellence in Community Engaged Scholarship: Support for Faculty Promotion, Tenure &amp; Merit</i> .....	26
8.	Appendix B: <i>Sample Guidelines and Format for Peer Review of Online Teaching</i> ...	29
9.	Appendix C: <i>Faculty Summary Form for Salary Evaluation</i> .....	33

## 1. PREAMBLE AND PURPOSE

The Faculty of Human and Social Development (HSD) Faculty Evaluation Policy (FEP) arises from the July 2019 – June 2022 Collective Agreement (CA) between the University of Victoria Faculty Association and the University of Victoria (see the Collective Agreement at <https://www.uvic.ca/vpacademic/assets/docs/Collective%20Agreement.pdf>).

All faculty members should familiarize themselves with the Collective Agreement (CA) in its entirety. The CA may be searched online by clicking on any heading in the Table of Contents at <https://www.uvic.ca/vpacademic/assets/docs/Collective%20Agreement.pdf>. Faculty members can also use the search function in the navigation pane of the online CA to call up a specific section number. Where there is a conflict between this Faculty Evaluation Policy and the 2019 – 2022 CA, the CA supersedes this document. For further detail on specific expectations for faculty performance within each academic Unit, faculty members should familiarize themselves with their Unit Standard, which must align with the Collective Agreement and this FEP, and must be shared with all faculty.

The HSD FEP provides general guidance and direction for Units within our Faculty on criteria and procedures for the evaluation of faculty members for the purposes of Reappointment, Tenure, Promotion, Continuing Appointment, and salary adjustment on the basis of demonstrated achievement. As such, this Policy is guided by the provisions of the CA pertaining to evaluation of Faculty Members contained in Articles 12 (Academic and Professional Responsibilities), 13 (Standards and Workload), 16 (Equity and Inclusion), 25 (Evaluation of Members), 26 (Review of Career Progress), 27 (Reappointments), 28 (Tenure), 29 (Promotion), 31 (Stopping the Clock), 32 (ARPT Committees), 33 (Consideration Processes for RPT) and 50 (Salary). Faculty Members are advised to consult these Articles in their entirety in the CA. The CA table of contents <https://www.uvic.ca/vpacademic/assets/docs/Collective%20Agreement.pdf> is hyperlinked to the relevant Articles and sections, and is always kept up to date as editorial changes or letters of understanding are generated.

The Faculty of Human and Social Development is distinguished by the fact that its constituent Schools and Programs (academic units) provide a wide range of academic professional programs and research intensive academic programs. We value the work of educating our students for their academic and professional advancement because of its impact in making uniquely important contributions to health and society. Increasingly, our graduates are called upon to work in teams for the interests of our communities, and therefore, the culture of the Faculty is one where multidisciplinary and interdisciplinary work is highly valued, Indigenous scholarship is recognized for its distinct contributions, and community linkages are critical.

The Faculty is responsive to community needs and considers social responsibility for action and change in the human services to be important. We are actively engaged in influencing policy and practice. Many faculty members work in partnerships in their

teaching and research programs and are community engaged scholars, contributing to the betterment of a rapidly changing global society. We aspire to be a Faculty that best integrates outstanding scholarship, inspired teaching and social change.

## **2. THE UNIT STANDARD (s.13.1 – 13.8)**

As per Part 3- Article 13 of the 2019-2022 Collective Agreement, each Unit must create and distribute an approved written Standard by March 30, 2020 that sets out the Normal Workload and performance expectations with regards to each component of Academic Responsibilities (See below: #1, 2, 4 for Research Stream faculty and #1,3,4 for Teaching Stream faculty). The Unit Standard must also outline the distribution of assigned duties for both Regular Faculty Members and Limited Term Faculty (the “Standard”).

HSD Units and their members must follow the procedures and provisions outlined in s.13.1 to 13.8 of the CA to develop and approve their Unit Standards. Unit Standards must include examples of meeting performance standards as well as exceeding them at each stage of career for:

1. Teaching (for all faculty covered by the CA),
2. Research, Scholarship and Creative Activity (for Research Stream Faculty),
3. Scholarly Activity (for Teaching Stream Faculty), and
4. Service (for all faculty covered by the CA).

Unit Standards must also describe specific expectations for faculty members designated as Clinical under Article 21, or those whose work is community-engaged, where such work is carried on by faculty members of the Unit.

General faculty-wide criteria for each of Teaching, Research, Scholarship and Creative Activity, Scholarly Activity, and Service at each stage of career are provided in Section 3 below of this FEP. Each HSD Academic Unit must provide further detail about and examples of meeting as well as exceeding performance expectations at each stage of career in its Unit Standard statement as reviewed and approved by the Dean.

## **3. EVALUATION CRITERIA FOR EACH COMPONENT OF ACADEMIC RESPONSIBILITIES WITH EXAMPLES**

In the Faculty of Human and Social Development, the Academic Responsibilities of Teaching, Research, Scholarship and Creative Activity, Scholarly Activity and Service are often closely linked, and we value this integration. It may be challenging to categorize a contribution in only one area, but at the same time, while a Faculty Member’s work may cross the boundaries of Teaching, Research or Scholarly Activity and/or Service, work may only be recorded and considered in one component of Academic Responsibility for the purposes of evaluation. Furthermore, the evidence of achievement, in total, must

describe contributions that reflect a satisfactory quantity as well as quality of those contributions in accordance with the CA.

With each component of Academic Responsibilities, evaluation of performance must take into account the faculty member's stage of career. In the Faculty of Human and Social Development, this means that performance expectations of Research Stream and Teaching Stream faculty members rise over time. Research Stream Professors and Teaching Stream Professors are therefore expected to have greater experience and expertise in all areas of their work than Associate professors in their respective streams, and Associate Research and Teaching professors are expected to have greater experience and expertise in all areas of their work than Assistant faculty in their respective streams.

As with this FEP and the provisions of Part 5 - s. 25.17 - 25.18, Units must specify in their Standard that expectations for a faculty member's performance must be consistent with their stage of career as well as with any Reduced Workload or Alternative Workload arrangement or any approved leave or reduced period of service applicable to a Member during the evaluation period. The qualitative and quantitative expectations for the performance of members with approved Reduced or Alternative Workload Arrangements are outlined in s. 25.18 of the CA.

The Faculty of HSD values cultural humility and respect for diverse knowledges, pedagogies and methodologies in the review of each other's work and in the conduct of any evaluative activity.

### **3.1 Criteria to Evaluate Teaching Performance for Research Stream and Teaching Stream Faculty (s. 25.5 – s. 25.7)**

Provisions and general examples of criteria for the evaluation of teaching performance are laid out in CA Article 25.5 through 25.7. The evaluation of Teaching in HSD includes, but is not limited to, consideration of evidence in the teaching dossier related to the criteria outlined in this section of the FEP and to the examples provided for each stage of career in the Unit Standard of each faculty member's academic Unit. Teaching Stream faculty should record Scholarship of Teaching activities under the Scholarly Activity component of their Academic Responsibilities.

The evaluation of Teaching Performance shall involve, but is not limited to, consideration of the factors in s. 25.5 – 25.7 of the CA. The Unit Standard may set out more specific expectations and examples in relation to Teaching Performance. Every Unit must develop examples and indicators in their Standard that are consistent with each stage of career to identify Teaching which meets performance expectations and Teaching which exceeds performance expectations for the purposes of awarding Reappointment, Promotion, Continuing Status or Tenure, and for the purposes of salary review.

## HSD Teaching Dossier Components – Available at

<https://www.uvic.ca/hsd/assets/docs/policies/hsdteachingdossiertemplatejan2020.pdf>

Faculty Members must maintain a teaching dossier in a format specified in this FEP and provide their teaching dossier to their Director as follows:

- **Annually by February 1:** For Assistant Professors and Assistant Teaching Professors submitting for annual review of career progress
- **By Sep 1:** For faculty members submitting materials for RPT review for re-appointment, continuing appointment, or promotion and tenure
- **By Oct 1:** For Associate Professors or Associate Teaching Professors submitting materials for promotion to Full Professor or Teaching Professor

The HSD Teaching Dossier includes the components 3.1.1 – 3.1.13 outlined below. For Reappointment, Promotion and/or Tenure (RPT) purposes under the 2019 – 2022 CA:

- All HSD Faculty Members are required to provide complete information on 3.1.1 – Teaching Responsibilities and 3.1.2 – Course Experience Survey Results
- Component 3.1.3 – Peer Reviews of Teaching are required for Teaching Stream faculty and optional for Research Stream faculty
- All HSD Faculty Members are expected to provide all information they have for 3.1.3 - 3.1.11 in their Teaching Dossier.

**3.1.1 Overview of Teaching Responsibilities (Required for All Teaching Stream and Research Stream Faculty):** Faculty members must provide a list of teaching responsibilities for the relevant period of review that includes:

- a) assigned courses taught, listed by course number, title, delivery method, contact hours, unit weight (eg. 1.5, 3, other) and number of students taught;
- b) a listing of directed studies taught; and
- c) details on graduate student supervision/co-supervision, graduate student committee work, and related work (eg. committee exam chairing, external examiner)

**3.1.2 Course experience survey results (Required for All Teaching Stream and Research Stream Faculty):** A table of generated frequency distribution reports from all course experience surveys administered during the period of review, including the response rate for each course, is required. Means and median scores may not be used to evaluate teaching performance. The interpretation of the results from course experience surveys requires attending to factors impacting the validity of the data including, but not limited to, response rate and empirically proven bias. Faculty Members may include a statement of interpretation to address the course experience survey results (1 page single space maximum).

Evaluation of teaching performance must not be based solely on student evaluation scores and must consider all materials in the teaching dossier. A Faculty Member may choose to include or not include anecdotal or subjective comments by students or former students in their teaching dossier. Where such comments are included that have been collected as part of a survey of students in a course, all the comments from that course must be included in the Faculty Member's teaching dossier.

**3.1.3 Peer reviews of teaching (Required for All Teaching Stream Faculty and Optional for Research Stream Faculty):** Assistant Teaching Professors must include in their teaching dossier evidence of **two** recent peer reviews of teaching conducted within the previous 18 months. The relevant provisions of section Article 33 apply. Associate Teaching Professors applying for a Continuing Appointment must include in their teaching dossier evidence of **three** peer reviews of teaching no older than 18 months.

It is important that peer reviews of teaching, when used as part of an evaluative process, be fair and transparent, rigorous and undertaken in ways that are consistent with and supported by current learning and teaching research and responsive to the pedagogic approaches in use. To ensure these criteria are met, faculty must use the evidence-informed format(s) and guideline(s) for peer reviews of teaching that are outlined in their Unit Standard. Peer reviews of teaching performed for RPT processes must be done in accordance with the format(s) and guidelines established in the Unit Standard.

Unit Standards must also specify which kinds of peer reviewers are acceptable for evaluating which modes of teaching (for example, land-based experiential teaching, clinical teaching, simulation teaching, online teaching, flipped learning classroom teaching, Circle pedagogy, seminar teaching, etc). The list of recommended peer reviewers compiled by each Director for various kinds of peer reviews of teaching must be approved by the Dean (s. 27.15). Faculty members should then provide written rationale to their Director for the suggested peer reviewers from the Director's approved list, based on the knowledge and skills required to review the mode of teaching to be reviewed.

Units may adopt the *Guidelines for Peer-review Process for Teaching Enhancement* (objectives, process, and forms) developed by the Division of Learning and Teaching Support and Innovation in their Unit Standard (see these resources at <https://www.uvic.ca/learningandteaching/faculty/resources/peerreview/index.php>), or the Unit may choose a range of formats and guidelines to accommodate peer reviews of class, seminar, distributed/online, simulation, clinical/practice, field, land-based and/or other modes of teaching.

An example of a format and guidelines for peer review of online teaching is found in Appendix B of this FEP. Whatever format(s) and guidelines(s) each Unit adopts, these must be clearly outlined and provided within the Standard approved by the Dean and distributed to faculty.

**3.1.4 Statement of Teaching Philosophy:** HSD values a variety of pedagogies including but not limited to critical social, Indigenous, student centered, and other theoretically informed approaches to teaching and learning. The written teaching philosophy narrative distinguishes the faculty member's approach to learning and teaching and provides a scholarly conceptual framework that explains the values, principles and goals that underpin the faculty member's pedagogy, teaching decisions and actions (1 page single space maximum).

**3.1.5 Evidence of mentoring to support faculty teaching development:** including through providing peer reviews of teaching, providing teaching-related consultations to peer faculty, research assistants and/or teaching assistants, sessional instructors.

**3.1.6 Evidence of Contributions to the School or Faculty's Teaching Program:** These include contributions in the form of course delivery, curriculum development/substantive revisions, course co-ordination, program assessment or development, course design/substantive redesign and educational leadership.

**3.1.7 Evidence of innovative teaching:** This includes research-enriched, clinical, practicum and/or community engaged teaching on behalf of the University, including but not limited to: land based teaching, creative and artistic works, productions and performances, web publishing, including the production of archives and blogs, and use of diverse educational technology tools. This written narrative illustrates how the faculty member's philosophy is enacted in the teaching process. The emphasis is on providing examples of evidence of innovative teaching. It is advisable to link teaching strategies to learning outcomes (3 page single space maximum). There may be references to documents attached in appendices including evidence of impact of teaching activities.

**3.1.8 Evidence of development/substantive scholarly innovations of syllabi, examinations, other methods of assessment or other course materials**

**3.1.9 Evidence of professional development supporting growth as a teacher, supervisor or scholar of teaching and learning:** This refers to completion of any teaching development activity within or external to the University including but not limited to LTSI workshops, EQHR workshops, ICAT or other preparation in cultural humility and cultural acumen, anti-racism development, or other development.

**3.1.10 Evidence of internal teaching awards and grants from the University, Faculty or Unit**



**3.1.11 Other contributions to the Department’s or Faculty’s teaching program:** This might include, but is not limited to: providing faculty and/or student and/or staff orientations to teaching or advising practices of the Unit, coaching on prevention and/or management of student academic issues, leading or co-leading a specific teaching initiative for the Unit or faculty, episodic or ongoing mentoring of colleagues on teaching and teaching related work, or other contributions.

UVic’s Division of Learning and Teaching Support and Innovation is a valuable resource and support to faculty members and instructors at all career stages to develop their teaching, enhance student learning, and learn how to prepare teaching dossiers. For more information on preparing a teaching dossier, see:

- *Teaching Excellence: A Briefing Paper* (2019) at <https://www.uvic.ca/learningandteaching/assets/docs/teaching-excellence-a-briefing-paper-ltsi-february-14-2019.pdf>
- *Guide to Preparing Your Teaching Dossier* at <https://www.uvic.ca/learningandteaching/assets/docs/instructors/for-review/Teaching%20Support/Guide%20to%20Preparing%20Teaching%20Dossiers%20for%20Instructors.pdf>
- *The Teaching Activity Report. Teaching Dossier Preparation Guide for Regular Faculty Members* (2016) at <https://www.uvic.ca/learningandteaching/assets/docs/instructors/for-review/tagged%20but%20not%20in%20another%20folder/TeachingActivityReportGuidelines.pdf>

### **3.2 Criteria to Evaluate Research, Scholarship and Creative Activity for Research Stream faculty (s. 25.8 – 25.10 19.8)**

Research, Scholarship and Creative Activity (“Research”) refers to 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, scholarship and creative activity as described in the FEP and Unit Standard applicable to the Faculty Member (s. 25.8). The evaluation of Research will be conducted on the basis of a Faculty Member’s curriculum vitae, except where otherwise stipulated in the CA for RPT purposes (s.25.10).

The evaluation of Research shall involve, but is not limited to, consideration of the factors in s. 25.8 – 25.10 of the CA. The Unit Standard may set out more specific expectations and examples in relation to Research. Every Unit must develop examples and indicators in their Standard that are consistent with each stage of career to identify Research which meets performance expectations and Research which exceeds performance expectations for the purposes of awarding Research Stream faculty Reappointment, Promotion and Tenure, or Promotion to Full Professor, and for the purposes of salary review.

Research will be evaluated in all possible manifestations in accordance with the FEP and Unit Standard, and may include, but is not limited to, the following criteria:

**3.2.1 peer-reviewed publications and scholarly papers**, especially insofar as they reveal the quality of Research, including alternate and emerging forms of Scholarship and digital contexts;

**3.2.2 other forms of creative achievement** in areas that are directly relevant to a Faculty Member's discipline;

**3.2.3 research grants, awards and fellowships** granted by institutions other than the University;

**3.2.4 documented activities and outputs related to community-engaged, Indigenous and other diverse forms of Research and related Scholarship**

**3.2.6 recognition of appointments to professional and scholarly adjudicatory or review boards or councils** at federal, provincial and university levels.

**3.2.7 recognition by learned and professional societies;** and

**3.2.8 evidence of reputation for Scholarship** that the Faculty Member establishes among professional colleagues at the University and at other academic and professional institutions (s. 25.9)

Research, Scholarship and Creative Activity for Research Stream faculty are broadly defined and highly valued in this Faculty. The scholarship of teaching, integration, and application are valued as well as the scholarship of discovery (Glassick, Huber & Maeroff, 1997). In addition to the traditional controlled experimentation typical of the sciences, research may include, but is not limited to, studies using qualitative or interpretive methods, descriptive surveys, needs assessment studies, applied evaluation projects, action research, theoretical work integrating the empirical work and hypotheses of others, ethical or philosophical work, model building, creative arts-based projects, and literature surveys.

Community engaged research (CER) and Community engaged scholarship (CES) are highly valued within our faculty, as they generate creative spaces between university and community partners to develop and mobilize knowledge for system change. There is no universally adopted definition of community engaged scholarship, which includes research, learning, knowledge mobilization activities, and working in partnerships with local and global communities. For purposes of this document, we use the definition adopted by the UVic UNESCO Chair, which is "the teaching, discovery, integration, application and engagement that involve the faculty member in a mutually beneficial partnership with the community. It has the following characteristics: "clear goals,

adequate preparation, appropriate methods, significant results, effective presentation, reflective critique, rigor and peer-review”. This description of community engaged scholarship comes from a 2017 University of Victoria resource: *Recognizing Excellence in Community Engaged Scholarship: Support for Faculty Promotion, Tenure & Merit* (see <https://www.uvic.ca/cue/assets/docs/promotion-tenure-ces.pdf>).

The UVic document on Community Engaged Scholarship (Appendix A) identifies the following criteria for assessing CES:

- reciprocal relationships,
- recognition from both scholarly and community peers,
- a focus on quality engagement, and
- work that is defined by the community as meaningful.

Caine et al (2018) identify several potential long-term impacts of CER which could also be considered when assessing its quality, including:

- enriched, trusting relationships between researchers and community members
- personal and professional growth
- participants experience deepened connections with other community members
- opportunities are provided for authentic engagement and sustainable partnerships
- meaningfully engaged community members in each stage of the project
- responsive to learning needs of participants
- inclusion of experiential learning opportunities such as story-telling and body-mapping
- participants’ increased capacity for and confidence in research
- participants become involved with organizations following the project
- participants and researchers have enhanced capacity to advocate
- new programs are developed
- increased skill in providing culturally safe, respectful care/services
- participants develop confidence and leadership capacity
- new relationships and networks are established and existing ones are sustained

It is common for a community engaged research faculty member to have a research portfolio that balances publications directed at academic audiences with other professional or creative activities. The differing time lines that may be appropriate for the variety of methodologies in CER and CES are recognized.

Collaborative and interdisciplinary scholarship is encouraged and valued in the Faculty. As with single-authored work, faculty members will receive credit for multi-authored publications and research grants. The specific nature of the faculty member’s role and contributions to the project must be noted in the documentation. Similarly, with community-based or participatory action research (both of which involve partnerships

with community members) the specific nature of the faculty member's role and contributions to the project must be made explicit.

The community-led development and sharing of Indigenous knowledge, research and scholarship is important to the Faculty of HSD. Indigenous scholarship is highly diverse, but it invariably places the specific priorities and experiences of Indigenous peoples, communities and territories at the centre. Indigenous research and scholarship seek to explore the social, cultural, economic and political conditions impacting Indigenous children, youth and adults as well as families, communities, nations and homelands: ultimately promoting Indigenous cultural, physical, emotional, mental and spiritual wellbeing. Although what constitutes Indigenous research is not limited to Indigenous methodologies, it is recognized that in Indigenous research paradigms, a strong ethic of relational accountability to human and non-human relations (including the earth, plants, animals, water, cosmos, etc.) permeates all research endeavors. In other words, Indigenous research is “answerable to all relations” (Wilson, 2001, p. 177). The Reference List for this Faculty Evaluation Policy includes several references that may be of use to faculty and/or reviewers regarding Indigenous research and teaching.

The evaluation of Indigenous research may include attention to the development of family, community and land-based relationships and partnerships, ethics and methodologies. Indigenous research paradigms recognize that central to Indigenous wellbeing is a connection to land, “where ceremonies are properly held, stories properly recited, medicines properly gathered, and transfers of knowledge properly authenticated” (Battiste, 2002, p. 13).

It would be common for a faculty member engaging in Indigenous research to have a balanced research portfolio that features publications directed at academic audiences, knowledge sharing activities carried out with community, and other professional and creative activities aimed at supporting the meaningful engagement of Indigenous protocols, partners and communities.. The differing time lines that may be appropriate for the variety of Indigenous scholarship and research methodologies are recognized.

Scholarship of teaching (Indigenous, Community Engaged, Distributed, Simulation, Clinical, other pedagogies) may be considered in the category of Research, Scholarship and Creative Activity for Research Stream Faculty.

Peer review is generally considered an indicator of quality of the work. Unit Standards must specify what sources of peer review are important for which forms of research and scholarship, including as appropriate the inclusion of anonymous or disclosed academic colleagues for peer reviewed journals, Old Ones, community members, community research partners, expert practitioners, or other experts as peer reviewers.

While refereed publications are generally considered to be of high value in the evaluation process, the Faculty of Human and Social Development supports the broader conception

of research assessment that is outlined in the San Francisco Declaration on Research Assessment (DORA) (see: <https://sfdora.org/read/>) endorsed by CIHR and SSHRC, which emphasizes the need to:

- eliminate the use of journal-based metrics, such as Journal Impact Factors, in funding, appointment, and promotion considerations due to valid issues with the calculation of these metrics;
- assess research on its own merits rather than on the basis of the journal in which the research is published; and
- capitalize on the opportunities provided by online publication (such as relaxing unnecessary limits on the number of words, figures, and references in articles, and exploring new indicators of significance and impact).

Publications will be given credit at the time that a letter of total acceptance has been obtained, at which time it may be documented on the faculty member's CV as a publication in press. Acceptance subject to revisions will be treated as material that is still in preparation. Materials that are still in preparation are not considered in the evaluation until they have been accepted without further changes for publication or presentation.

It is also recognized that non-refereed publications make important contributions to disseminating knowledge and they, too, are encouraged. For non-refereed publications that make a significant impact on the field or discipline, evidence of the contribution (e.g. book reviews, citations, letters to the editor, etc.) and the intended or actual impact may be provided to demonstrate the quality of the work.

It should be emphasized that it is the *quality, significance and impact* of any contribution that is of paramount importance. Size of a research grant or payment for a professional or scholarly activity, e.g. honorarium for a workshop, royalties for a book, presentation, film, etc., do not, in themselves, constitute either positive or negative support for the *merit* of the activity. Faculty are encouraged to provide evidence of the quality, significance and impact of their scholarship (refereed and non-refereed, written and oral) and so may include assessments from a range of users (e.g. academic peers, government officials, NGOs officers, Indigenous community leaders, conference participants, academic and community awards, community members, patients, youth).

Examples of evidence to demonstrate fulfillment of the criteria for Research, Scholarship and Creative Activity are provided below. It is emphasized that not all possible contributions of a faculty member are captured by these examples; there is no expectation that a faculty member will have publications or other types of scholarly achievements in each category.

### ***Research grants and contracts***

For each grant or contract received, faculty should outline at minimum in their CV:

- the title of the grant/contract,
- Their role (Principal Investigator, Co- Principal Investigator, Co-Investigator, Collaborator, Other)
- the funding agency, amount of funds, and whether the funds are competitive [C] or non-competitive [NC]
- the start and end dates of the project.
- details on other team members and research partners may also be provided to help reviewers understand the nature and scope of the research.

It is recognized that the process of application for funding is time consuming and is not always successful. For faculty members at the lower ranks in particular, or those who are beginning new research programs, consideration should be given to rewarding research grant/contract applications. It is also recognized that some research (e.g. philosophical or theoretical research, as well as some types of empirical research) may not require funding.

It should be noted that peer review is important in assessing the merit of research grant/contract applications. The amount or size of the grant/contract is not as important as the fact that the contract/grant has been refereed and deemed worthy of funding. Credit for research grants and contracts will be given at the time that written confirmation of funding has been provided.

### ***Scholarship and Creative Activity***

Examples of scholarship include, but are not limited to, the following:

- peer-reviewed publications (see below);
- non-peer-reviewed material (see below);
- films, videos, computer software, web-sites, pod-casts;
- tests, questionnaires, or assessment instruments;
- research grants and contracts (see below);
- research proposals;
- conference presentations;
- invited addresses to professional associations/societies/community groups;
- editing a research or professional journal;
- invited contributions to policy development
- developing a new practice technique;
- building university-community partnerships;
- developing research protocols;
- distance education, distributed or blended learning course development; and
- artistic creations and productions.

### ***Peer-reviewed publications***

These have been reviewed by peers prior to publication and are considered substantial evidence of scholarship. They can be in either paper or electronic format. Examples are listed as follows:

- papers in refereed journals;
- papers published by an organization or other body using referees in the publishing process;
- books published by university or other publishing houses using referees in the publishing process;
- refereed chapters in edited books; and
- abstracts and papers in published conference proceedings (not conference program) where a peer review process can be documented; films, videos or computer software where a peer review process can be documented.

### ***Non-peer-reviewed material***

These are publications, papers and other materials that have not been peer-reviewed prior to publication. Examples are listed as follows:

- non-peer-reviewed examples of those above;
- articles in association newsletters or journals;
- publications for clients;
- papers presented at scholarly or professional meetings;
- occasional papers;
- educational pamphlets;
- technical reports;
- program manuals;
- briefs or reports to governments, organizations or other bodies; and
- reviews of scholarly articles and research grant applications.

## **3.3 Criteria for Evaluating Scholarly Activity for Teaching Stream Faculty (s. 25.11 – s. 25.13)**

There is an expectation that Teaching Stream faculty will keep abreast of current developments in their respective fields and are expected to make contributions to Scholarly Activity. Scholarly Activity includes activities which enhance teaching ability or effectiveness, including:

- 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 own work;
- independent research on the scholarship of teaching and learning; and
- activities enhancing one's ability to engage in research-enriched teaching, as described in the FEP and Unit Standard applicable to the Faculty Member (s. 25.11).

These activities include the development of teaching that integrates current research that reflects multiple ways of knowing (eg. Indigenous pedagogies, community-engaged teaching, etc).

The evaluation of Scholarly Activity for Teaching Stream Faculty shall involve, but is not limited to, consideration of the factors in s. 25.11 – 25.13 of the CA. The Unit Standard may set out more specific expectations and examples in relation to Scholarly Activity. Every Unit must develop examples and indicators in their Standard that are consistent with each stage of career to identify Scholarly Activity which meets performance expectations and Scholarly Activity which exceeds performance expectations for the purposes of awarding Reappointment, Promotion, Continuing Status, or Promotion to Teaching Professor with Tenure, and for the purposes of salary review.

Scholarly Activity for Teaching Stream faculty will be evaluated, in accordance with the FEP and Unit Standard, in all possible manifestations and may include, but is not limited to, the following:

**3.3.1 Peer-reviewed publications and scholarly papers**, especially insofar as they reveal the quality of research, including alternate and emerging forms of scholarship and digital contexts

**3.3.2 Other forms of creative achievement** in areas that are directly relevant to a Faculty Member's discipline

**3.3.3 Awards and fellowships** granted by institutions other than the University: eg. 3M Fellowships in Teaching

**3.3.4 Documented activities and outputs related to community-engaged scholarship**, including but not limited to the development of long-term relationships with communities

**3.3.5 Documented activities and outputs related to the scholarship of Indigenous teaching**, including but not limited to the development of long-term relationships with communities

**3.3.6 Appointments to professional and scholarly adjudicatory or review boards or councils** at federal, provincial and university levels.

**3.3.7 Recognition by learned and professional societies**

**3.3.8 Evidence of reputation for Scholarly Activity** that the Faculty Member establishes among professional colleagues at the University and at other academic and professional institutions. This could include invited contributions to policy development



**3.1.6 Evidence of teaching/scholarly awards, fellowships and grants from institutions other than the University**

**3.1.7 Participation in panels, presentations and addresses related to teaching, curriculum development, assessing academic performance or learning:** This includes invited or peer reviewed presentations, plenaries, or other forms of knowledge sharing related to expertise in teaching and learning.

### **3.4 Criteria for Evaluating Service (s. 25.14)**

Service refers to contributions to the Department, Faculty, University, a profession, or the community that are described in the FEP and the Standard for the Unit in which the Faculty Member holds an appointment. The Faculty values engaged citizenship and therefore recognizes professionally-related service and community-engaged outreach as integral to the activities of faculty members. There is a wide variety of ways that individuals contribute to the University, their profession, and the community, and Unit Standards provide further detail and examples of service to be considered. Professional activity is considered particularly important to members of a professional school, especially insofar as they provide evidence of leadership and innovative contributions, and should be rewarded.

The evaluation of Service shall involve, but is not limited to, consideration of the factors in s. 25.14 of the CA. The Unit Standard may set out more specific expectations and examples in relation to Service. Every Unit must develop examples and indicators in their Standard that are consistent with each stage of career to identify Service which meets performance expectations and Service which exceeds performance expectations for the purposes of awarding Reappointment, Promotion, Continuing Status or Tenure, and for the purposes of salary review.

Service may include, but is not limited to:

**3.4.1 Contributions through Service to or development of the Faculty Member's Academic Unit**

**3.4.2 Service in a defined administrative position within the Unit as the Chair of a Department, or the Director of a School, Faculty, or a centre or institute**

**3.4.3 Contributions through Service to the University or the Association**

**3.4.4 Contributions to student life in relation to their academic success**

**3.4.5 Attainment of extra-University recognition of a Faculty Member's University related activities**

**3.4.6 Contributions to the Faculty Member's profession or community**, including membership on boards or councils devoted to research and professional affairs, and in certain fields the extent to which the Faculty Member's professional services are in demand by academic, professional and community organizations outside the University.

#### **4. PROCESSES AND DOCUMENTATION TO SUBMIT FOR REAPPOINTMENT, TENURE, OR PROMOTION (Article 33)**

Processes within the Faculty and the University pertaining to reappointment, the granting of tenure or continuing status, and promotion for faculty members, including the information to be considered, are governed by Article 33 of the 2019 – 2022 CA.

HSD abides by the deadlines outlined in the 2019 – 2022 CA for the process and submission of documentation. A summary of the major steps in the processes regarding reappointment, the granting of tenure or continuing status, and promotion, including the deadlines associated with them, are outlined in a Resource at the end of the 2019 – 2022 CA. Note that deadlines for promotion that will confer tenure adhere to the deadlines for Tenure.

Faculty Members must be evaluated commensurate with their normal workload commitments (13.1 – 13.14), alternate workload commitments (13.25 – 13.40), or reduced workload commitments (13.41 – 13.56), which are outlined in Article 13 of the 2019 – 2022 CA. All workload arrangements that vary from the Normal Workload outlined in the approved Unit Standard must be documented and approved by the Unit Director, Dean and Vice-President Academic and Provost in alignment with the provisions of the 2019 – 2022 CA. In accordance with s. 25.18, any period of approved leave under the CA will be removed from the assessment period, with the consequent pro-rata reduction of expectations.

In the Faculty of Human and Social Development, a minimum of three letters from referees is required for tenure and promotion to Associate Professor or to the rank of Associate Teaching Professor or Teaching Professor. Four letters from referees are required for promotion to Professor.

Letters from external referees must also be provided to the Unit ARPT Committee Chair for applications for tenure and promotion. Article 33 of the 2019 – 2022 Article 33 of the CA describes the process to be used for selection of referees and the documentation that is sent to referees.

In the case of a consideration for Tenure and/or Promotion of a Teaching Stream Faculty Member, two peer reviews of teaching, no older than 18 months, may be submitted by the faculty member in place of one of the external letters of reference. The peer review of teaching process must be done in accordance with the guidelines and format established

in the Unit Standard approved by the Dean. The peer reviewer must be approved by the Dean (s. 33.7.1).

Other provisions for letters of reference are found in Article 33.8 and 33.9.

Reappointments of Limited-Term Appointments are covered in Article 27.18 – 27.19.

A person holding a Limited-Term appointment is eligible to be considered for Reappointment; however, there is no right of renewal or Reappointment.

#### **4.1 Required and Supplementary Documentation for Applications for Reappointment, Tenure, Continuing Status and/or Promotion (s. 33.19)**

Documentation submitted for consideration for reappointment, the granting of tenure or continuing status, and/or promotion covers the faculty member's entire academic career.

(S. 33.19). Article 33.19 covers the documentation which must be submitted for RPT review. **By September 1**, a Faculty Member who will be considered for Reappointment, Continuing Appointment, Tenure or Promotion conferring Tenure must submit the documentation outlined in 4.1 – 4.4 below to the Director. **By October 1**, a Faculty Member who will be considered for Promotion to Full Professor or Teaching Professor only must submit the documentation outlined in 4.1 – 4.4 below to the Director.

**4.1.1 Curriculum Vitae (s. 25.19):** Faculty Members shall maintain a curriculum vitae that records their achievements in the Academic Responsibilities for their faculty stream. The Faculty Member shall update their curriculum vitae and provide a copy to their Director and the Dean annually, **no later than January 31**.

CVs must be updated when faculty apply for Reappointment, Continuing Appointment, Tenure or Promotion conferring Tenure (**due Sep 1**) or for Promotion to Full Professor or Teaching Professor (**due Oct 1**).

HSD faculty members should submit their updated CVs in the University of Victoria template format outlined at [www.uvic.ca/vpacademic/resources/templates](http://www.uvic.ca/vpacademic/resources/templates). The Director shall maintain a copy of the Member's curriculum vitae for public access.

**4.1.2 Teaching Dossier (s. 25.21):** The format of the teaching dossier in HSD should consist of a completed HSD Short-Form Teaching Dossier, which is available at <https://www.uvic.ca/hsd/assets/docs/policies/hsdteachingdossiertemplatejan2020.pdf> Required evidence to be included in the teaching dossier and supplementary evidence which may be submitted in the teaching dossier are outlined in Part 3.1 of this FEP.

As per Article 27.10, before a Continuing Appointment is granted, an Assistant Teaching Professor must be reviewed by the Unit and be recommended by the Dean as having met the standard for evaluation set out in section s. 27.7. Assistant Teaching Professors must include in their teaching dossier evidence of two recent peer reviews of Teaching conducted within the past 18 months. The relevant provisions of section Article 33 apply.

In the case of a Member appointed as an Associate Teaching Professor, before a Continuing Appointment is granted, the Associate Teaching Professor must be reviewed by the Unit and be recommended by the Dean as having met the standard for Continuing Appointment for their Department. Associate Teaching Professors must include in their teaching dossier evidence of three peer reviews of Teaching no older than 18 months. The peer review of Teaching process must be done in accordance with the guidelines established in the Faculty Evaluation Policy. The peer reviewer must be approved by the Dean (27.15).

**4.1.3 Copies of or citations to the scholarly or creative works** that the candidate wants the committee and referees to consider; this must include, but is not limited to, those works provided under s.33.22 of the CA.

**4.1.4 A summary of the candidate's major achievements during the period under review:** At the option of the candidate, this may include a statement of any special circumstances during the period under review which may have affected the candidate's achievements during the period under review.

**4.1.5 Optional Supplementary Documents:** Faculty may also submit copies of other optional, supplementary documents that they want the committee to consider. Additional supplementary evidence of teaching performance may include but is not limited to: formative (i.e. content, process and design aspects of instruction) and summative (outcomes of instruction) evaluations, reviews of syllabi, evidence of quality graduate student supervision, evaluation of graduates/alumni, self-evaluations of teaching and learning, feedback from co-teachers, coordination of practicums, courses, co-op, etc.)

Faculty Members may also elect to submit a brief statement to provide context to the submission to the referees if they feel this is necessary to convey an adequate picture of their achievements.

## **5. PROCESSES AND DOCUMENTATION TO SUBMIT FOR BIENNIAL SALARY EVALUATION, PERFORMANCE PAY INCREMENTS AND OUTSTANDING PERFORMANCE RECOGNITION (CA – Article 50)**

A Career Progress Increment (CPI) recognizes career progress of a Member whose performance is judged to have satisfied the expected standard of career progress, as articulated in the Faculty Evaluation Policy and Standard for their Unit, relative to career stage, in the period of review (s. 50.12). The Performance Pay Increment (PPI) serves to recognize and reward performance which substantively exceeds expectations for performance relative to career stage as articulated in the Faculty Evaluation Policy and Unit Standard (s. 50.17). The Outstanding Performance Recognition (OPR) is awarded to Members in the Group evaluated who have extraordinary accomplishments in the review

period (s. 50.21). A Promotion Recognition Award (PRA) is applied to base salary of eligible faculty members who are promoted to the next rank on July 1 of the year in which the promotion is effective (s. 50.23).

Each eligible faculty member who wishes to be considered for the award of a CPI, PPI, OPR and/or PRA must submit all documents for review to their Director no later than **February 1** of the year in which an evaluation is to be conducted. In the Faculty of Human and Social Development, salary evaluations are conducted biennially in odd numbered years. Earlier deadline dates may be set by the Director as long as these are communicated well in advance to Faculty Members in the unit. Directors will submit documents for their own review to the Dean by **February 1** of each evaluation year.

Documentation submitted for the biennial salary adjustment process should cover the relevant period for the review as specified in Article 50.28 of the CA, and covers the four years of service preceding January 1 of the year in which the Member is being evaluated. Documents which must be submitted include:

- **An updated Curriculum Vitae in the UVic template**
- **a completed 2 – 3 page maximum Faculty Summary for Salary Evaluation at <https://www.uvic.ca/hsd/assets/docs/policies/hsdapprovedfacultyevaluationform2019-2022.pdf>** which highlights the Faculty Member's key accomplishments during the period of review. This form (See Appendix C of this FEP) was collaboratively developed by UVic's Faculty Relations and Academic Administration and the Faculty Association to assist Academic Units in collecting the performance summaries of faculty for the purpose of salary evaluation required in the collective agreement, s. 50.28.
- **A signed conflict of interest form** (Article 49.5) at <http://www.research.uvic.ca/Forms>

If the required documentation is not submitted, no assessment can be made and no CPI, PPI, OPR or PRA will be awarded.

**All Faculty Members** shall provide an updated curriculum vitae and a brief summary of accomplishments in the format described above **by January 31** and, for the purposes of salary evaluation, meet with their Director to discuss their accomplishments during the review period. The Faculty Member and the Director may agree to a discussion format other than an in-person meeting where warranted.

**Faculty Members with eligibility for tenure or continuing appointment** may discuss their summary of accomplishments with the Director during their Annual Review meeting under s. 26.4.

The Director will review Faculty Members' documents and make recommendations to the Dean **by April 1** of an evaluation year. If agreed to by Faculty Members in the School or

Program prior to May 1 of the year prior to the review, the Director may seek the advice of an advisory committee on salary review regarding the recommendations to be made.

Unless a different review period has been agreed on and approved in writing by the Director and the Dean in alignment with the 2019 – 2022 CA, the Director will undertake a qualitative assessment of each faculty member's performance in each of the categories of activity for which the faculty member is responsible for the relevant period of review specified in the CA 50.27 (above). In developing their recommendations, Directors must consider the provisions in Article 50.30 and 50.31 of the 2019 – 2022 CA.

The process of awarding Career Progress Increments (CPIs), Performance Payment Increments (PPIs), and Outstanding Performance Recognition (OPR) will be undertaken in accordance with the provisions of Article 50 of the 2019 – 2022 CA. Faculty members should familiarize themselves with all aspects of salary adjustment evaluation as outlined in the CA.

The distribution of PPIs shall be in accordance with the Collective Agreement, subject to the required distribution of Performance Pay Increments in s. 50.19. The number of PPIs available for distribution is equal to the Member headcount for the Faculty/Library multiplied by thirty percent. Faculties are expected to distribute PPI to no more than thirty percent of the Member headcount, taking into account pro-rata distribution among ranks and between Streams. In exceptional circumstances, a Dean may approve a higher distribution in the Unit. Should the Dean/University Librarian need to exceed the thirty percent distribution at the Faculty/Library level, the permission of the Vice-President Academic and Provost must be obtained.

In addition to making recommendations regarding PPIs and OPRs for faculty in their Unit, Directors will rank all faculty members they recommend for PPIs or OPRs. In these cases, the Director will forward the recommendation to the Dean, accompanied by the documentation submitted by the faculty member. The Dean may ask the Director to justify any recommendation for PPI or OPR.

The Dean will submit her/his/their recommendation to the Vice-President Academic and Provost **on or before May 1**.

## 6. References & Resources

Academic Matters. Decolonizing the University in an era of Truth and Reconciliation. [https://academicmatters.ca/assets/AcademicMatters\\_Spring2019.pdf](https://academicmatters.ca/assets/AcademicMatters_Spring2019.pdf)

Archibald, J. (2008). *Indigenous storywork: Educating the heart, mind, body, and spirit*. Vancouver, BC: UBC Press. Archibald, J., & La Rochelle, J. (2018). Raven's response to teacher education: NITEP, an Indigenous story. In P. Whitiui, C. Rodriguez de France, & O. McIvor (Eds.), *Promising practices in Indigenous teacher education* (pp. 207–220). Singapore: Springer.

Battiste, M. (2013). *Decolonizing education: Nourishing the learning spirit*. Vancouver, BC: UBC Press. Canadian Association of University Teachers. (2018). The slow march towards equity. Retrieved from <https://www.caut.ca/bulletin/2018/04/slow-march-toward-equity>

Battiste, M. (2002). Indigenous knowledge and pedagogy in First Nations education: A literature review with recommendations. Retrieved from [http://www.afn.ca/uploads/files/education/24\\_2002\\_oct\\_marie\\_battiste\\_indigenousknowledgeandpedagogy\\_lit\\_review\\_for\\_min\\_working\\_group.pdf](http://www.afn.ca/uploads/files/education/24_2002_oct_marie_battiste_indigenousknowledgeandpedagogy_lit_review_for_min_working_group.pdf)

Caine, V., Mill, J., Chaw-Kant, J., McGinn, M., & Chorney, R. (2018). Opening doors: A thematic analysis of the long-term impact of community-based research in the field of HIV. *Journal of Nursing Education and Practice*, 9(2), 85. doi:10.5430/jnep.v9n2p85

Castleden, H. Sylvestre, P. Martin, D. McNally, M. (2015). "I Don't Think that Any Peer Review Committee . . . Would Ever 'Get' What I Currently Do": How Institutional Metrics for Success and Merit Risk Perpetuating the (Re)production of Colonial Relationships in Community-Based Participatory Research Involving Indigenous Peoples in Canada. *International Indigenous Policy Journal*, 6 (4). <https://ojs.lib.uwo.ca/index.php/iipj/article/view/7473>

Cote-Meek, S. (2018). Making a long-term commitment to Indigenous education. University Affairs. <https://www.universityaffairs.ca/opinion/from-the-admin-chair/making-a-long-term-commitment-to-indigenous-education/>

Dei, G. J. S. (2000). Rethinking the role of indigenous knowledges in the academy. *International Journal of Inclusive Education*, 4(2), 111–132.

Fiske, J. A., & Patrick, B. (2000). *Cis dideen kat (When the plumes rise): The way of the Lake Babine Nation*. Vancouver, BC: UBC Press.

Gaudry, A., & Lorenz, D. (2018). Indigenization as inclusion, reconciliation, and decolonization: Navigating the different visions for indigenizing the Canadian Academy. *AlterNative: An International Journal of Indigenous Peoples*, 14(3), 218–227.

Glassick, C.E., Huber, M.T., & Maeroff, G.I. (1997). *Scholarship assessed: Evaluation of the professoriate*. San Francisco: Jossey Bass.

Goulet, L. M., & Goulet, K. N. (2014). Teaching each other: Nehinuw concepts and Indigenous pedagogies. Vancouver, BC: UBC Press. Hampton, E. (1995). Towards a redefinition of Indian education. In M. Battiste & J. Barman (Eds.), *First Nations education in Canada: The circle unfolds* (pp. 5–46). Vancouver, BC: UBC Press.

Gustavson School of Business Faculty Evaluation Policy. Approved November, 2015, University of Victoria.

Henry, F., Dua, E., Kobayashi, A., James, C., Li, P., Ramos, H., & Smith, M. S. (2017). Race, racialization and Indigeneity in Canadian universities. *Race Ethnicity and Education*, 20(3), 300–314.

Henry, F. (2012). Indigenous Faculty at Canadian Universities: Their Stories. *Canadian Ethnic Studies*, 44 (2), pp. 101-132. <https://muse.jhu.edu/article/509924>

Kovach, M. (2015). Emerging from the Margins: Indigenous Methodologies in Eds. Susan Strega & Leslie Brown, *Research as Resistance, 2<sup>nd</sup> edition: Revisiting Critical, Indigenous and Anti-oppressive approaches*. Canadian Scholars' Press, Women's Press: Toronto, ON.

Kovach, M., Carriere, J., Montgomery, H., Barrett, M.J., & Carmen Gilles, C. (2015). Indigenous Presence: Experiencing and Envisioning Indigenous Knowledges within Selected Post-Secondary Sites of Education and Social Work. Available at <http://www.usask.ca/education/profiles/kovach/index.php>

Lee, D. (2008). Indigenous knowledges and the university library. *Canadian Journal of Native Education*, 31 (1). Pp.149-163. <https://harvest.usask.ca/handle/10388/293>

Louis P. L. (2007). Can you hear us now? Voices from the Margin: Using Indigenous Methodologies in Geographic Research. *Geographical Research*, 45 (2). <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1745-5871.2007.00443.x>

Louie, D. (2019). Aligning universities' recruitment of indigenous academics with the tools used to evaluate scholarly performance and grant tenure and promotion. *Canadian Journal of Education*, 42(3), 791-815. Retrieved from <http://search.proquest.com.ezproxy.library.uvic.ca/docview/2305516559?accountid=14846>



Mohamed, T., & Beagan, B. L. (2018). "Strange faces" in the academy: Experiences of racialized and Indigenous faculty in Canadian universities. *Race Ethnicity and Education*, 22(3), 338–354.

Mount Saint Vincent University. (2019). Tenure track faculty position (Indigenous Knowledge and pedagogy in education). Retrieved from <https://www.linkedin.com/jobs/view/assistant-professor-faculty-of-education-indigenous-knowledgeand-pedagogy-mount-saint-vincent-university-at-mount-saint-vincentuniversity-1057508255> [URL is no longer valid]

Office of Community University Engagement (March 2017). *Impact Assessment. Community-Engaged Research (CER) at the University of Victoria 2009—2015*. Retrieved on 20 November, 2019 from <https://www.uvic.ca/cue/assets/docs/CER.UVic.Report.pdf>  
San Francisco Declaration on Research Assessment (2012). Accessed 04 December 2019 at <https://sfedora.org/read/>

Pete, S. 100 ways to Indigenize and decolonize academic programs and courses. University of Regina, SASK. <https://www.uregina.ca/president/assets/docs/president-docs/indigenization/indigenize-decolonize-university-courses.pdf>

Poitras Pratt, Y., Louie, D., Hanson, A. J., & Ottmann, J. (2018). Indigenous education and decolonizing. *Oxford Research Encyclopedia of Education*. doi:10.1093/acrefore/9780190264093.013.240

Proulx, C. (2018). White backlash against Indigenous Peoples in Canada. *The Canadian Journal of Native Studies*, 38(1), 75–89.

Tremblay, C. (October 2017). *Recognizing Excellence in Community Engaged Scholarship: Support for Faculty Promotion, Tenure & Merit*. Prepared for the Office of Vice President Research, University of Victoria. Retrieved on 20 November 2019 from <https://www.uvic.ca/cue/assets/docs/promotion-tenure-ces.pdf>

University of Victoria and University of Victoria Faculty Association  
Collective Agreement July 1, 2019 – June 30, 2022

Wilson, S. (2001). What is Indigenous research methodology? *Canadian Journal of Native Education*, 25(1), 175-179. *e & Merit*.

## APPENDIX A

# Recognizing Excellence in Community Engaged Scholarship

Support for Faculty Promotion, Tenure & Merit

Prepared for the Office of Vice President Research, University of Victoria

*Dr. Crystal Tremblay,  
Research Associate  
Office of Community  
University Engagement  
University of Victoria*

*April 2017, updated October 2017*



## Table of Contents

Executive Summary	3
Acknowledgements	4
I. Recognizing Community Engaged Scholarship	5
II. Introduction	6
III. What is Community Engaged Scholarship?	8
IV. Assessing Community Engaged Scholarship	10
V. Criteria for peer review	13
VI. Research outputs and significance of impact	17
References	19
Appendix I: Peer review criteria and impact rubric	22

## Executive Summary

This document is a resource for evaluation of promotion, tenure and merit of Community Engaged Scholarship (CES). CES involves the researcher in a mutually beneficial partnership with the community and results in scholarship deriving from teaching, discovery, integration, application or engagement. This is different than 'service', which implies offering one's expertise to the institution, the discipline or the community, but lacks the core qualities of scholarship mentioned above. This resource is informed by a comprehensive literature review and empirical research conducted by the Office of Community University Engagement (OCUE) between August-December 2016. An impact rubric for assessing CES accompanies this resource. It is the intention that this resource be used to support a meaningful consultation process for reviewing and implementing tenure, promotion and merit policies for CES at UVic.

## Acknowledgements

Numerous colleagues have been involved in this project. A very special thanks to Dr. Norah McRae who has provided instrumental guidance throughout the research project. To Dr. Budd Hall, providing strategic insight, support and guidance. Many thanks also to the following individuals: Dr. David Castle, Dr. Leslie Brown, Dr. John Lutz, Maeve Lydon, Jen Kyffin, Dr. Catherine Krull, Dr. Patricia Marck, Dr. Oliver Schmitke, Dr. James McDavid, Tony Eder, Chelsea Falconer, Jennifer Robinson, Valsy Bergeron. Thanks to Rhianna Nagel who provided research assistance for the literature review.

*We acknowledge and respect the Lekwungen peoples on whose traditional territories the University stands and the Songhees, Esquimalt and the WSÁNEĆ peoples whose historical relationships with the land continue to this day.*

# I. Recognizing Community Engaged Scholarship

Drawing from O'Meara *et al.* (2015) the following five criteria have been identified as a useful template for institutional recognition of Community-engaged Scholarship:

1. **The need to value, define, describe, and differentiate community-engaged scholarship.** The following section defines CES and how it differs from 'service';
2. **The need to identify criteria for evaluating community-engaged scholarship.** It is important that this criteria be used both to differentiate between engaged scholarship and community service and to evaluate the quality of engaged scholarship. The accompanying peer review criteria and impact rubric builds from Glassick et al's (1997) criteria of clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique to judge the quality and impact of community-engaged scholarship;
3. **The need to consider what constitutes documentation and evidence.** A major challenge faced by engaged scholars is how and where to publish their scholarship (*i.e. not all community-engaged scholarship results in peer-reviewed journal articles*). Policy language that values a diversity of knowledge outputs and that recognizes a range of acceptable scholarly products is needed. In promotion, tenure and merit evaluations, products of engaged scholarship are named and valued (*i.e. reports and studies, workshops, broadcasts, artistic and creative exhibits and performances, websites, and technical reports*).
4. **The need to make peer review more inclusive.** In many cases the best reviewers of CES are outside the university and may not be faculty members. Reform in this area should address the need to include community and public partners from outside academe, along with colleagues within a faculty member's field who also do engaged scholarship. Policy language should clearly specify how such reviewers are to be chosen as well as what they may review and evaluate; and
5. **The need to value local impact.** The question of whether impact on the local community is accorded the same credibility as international, regional, and national impact is essential, because the issue of impact is always a major factor in the evaluation of candidates for promotion, tenure and merit.

## II. Introduction

Community Engaged Scholarship (CES) is recognized as a core value in many higher education institutions of the 21st century – both to the civic mission of the institution and to generating and transmitting new knowledge (Hall *et al.*, 2015; Sandmann *et al.*, 2016). Faculty are increasingly valuing and integrating community involvement, internships, and various forms of experiential learning in their courses and view them as critical components of education. Numerous faculty are also engaging in research with community, which entails working with local organizations, businesses, and governments to solve problems.

There is extensive literature that documents the scholarship and pedagogical impact of community engagement strategies in teaching and research (Moore, 2014; Tremblay & Bagleman, 2017).

Despite evidence of the impact of these engagements across higher education and society, few institutions have made the structural reforms that values community engagement as a core function of the institution. A major hurdle, as articulated in Sandmann *et al* (2016), is that the dominant epistemology of the academy runs counter to the civic engagement agenda – producing a technocracy that places certain kinds of expertise and knowledge above all else. This narrow disciplinary view has significantly limited the kinds of knowledge and scholarly practices that are valued and therefore supported. Brunk *et al* (2010) describe this paradigm of scholarly research as highly dependent on the individual scholar, crafting text into a publishable form, within a discipline that has well-defined disciplinary boundaries. Evaluation and merit of this scholarship is therefore focused on the individual effort – often in the form of solo authored peer review journal articles.

Scholars across the disciplines at the University of Victoria are engaging in various types of community engaged scholarship (See OCUE typologies). These include collaborative, action oriented and participatory processes, which are often interdisciplinary in nature and require different time frames, methods, outputs (i.e. videos, reports, blogs) and support structures (i.e. honoraria for community participation, co-teaching). Traditional modes of evaluation for community engaged scholarship are widely viewed as insufficient since:

- 1) they focus on the product and do not acknowledge the often lengthily collaborative process involved;
- 2) they do not provide an easy way to evaluate individual contributions of researchers who work collaboratively;
- 3) they often require researchers to provide additional types of evidence supporting the merit of the individual effort, creating more burden on the researcher; and
- 4) they require peer assessments where the criteria for selecting peers may not reflect the expertise needed for making a fair and appropriate assessments of quality.

O'Meara *et al.*, (2015), in a call for institutional reform, describes the tenure, promotion and merit process as part of a larger effort towards inclusive excellence within universities. Organizing practices such as promotion, tenure and merit can serve to privilege some groups and exclude others. When engaged scholars for example, are told they can only publish in certain disciplinary journals and those journals do not publish engaged work, a form of structural inequality has been set up that disadvantages those scholars (see Susan Sturm's work on the "architecture of inclusion" 2006).

The University of Victoria's 2012 Strategic Plan holds community-engagement as a key strategy to meet the University's mission and communicates the aspiration to be a "cornerstone of the community, committed to the sustainable social, cultural and economic development of our region and our nation" (p. 36). One of their approaches for achieving this is through the promotion of community engagement in research and teaching activities [SP 28, 29, 301]. In 2012, the ad hoc Civic Engagement Steering Committee at UVic overviewed the spectrum of community engagement activities at UVic and made recommendations relating to CES, including that "all faculties and academic units to be tasked to review tenure, promotion and merit policies to recognize and reward community engagement scholarship where judged meritorious and worthy of recognition" and to "develop measurements and evaluation policies for recognizing the work of faculty in the community". In 2015, a document outlining the structure and priorities of Community University Engagement (CUE) at UVic clearly articulates supporting and recognizing CES:

## 1.2 Nurture tenure and promotion systems that support CES

1.2.1 Review merit, tenure and promotion criteria to enhance recognition of CES

1.2.2 Develop standards (indicators of merit) for CES

1.2.3 Provide training and support for chairs, RPT committees and Deans

UVic participates, as one of eight universities across Canada, in the "Rewarding Community Engaged Scholarship" initiative launched in 2011, aimed to promote and advance institutional supports and recognition for CES (Elliott, 2014).

Some units at UVic have since developed their own criteria for evaluating CES. This resource is not intended to override those efforts.

### III. What is Community Engaged Scholarship?

Community Engaged Scholarship (CES) involves the researcher in a mutually beneficial partnership with the community and results in scholarship deriving from teaching, discovery, integration, application or engagement<sup>1</sup>. Greenwood (2008) articulates this approach as the design of problem-solving actions through collaborative knowledge construction with the legitimate stakeholders in the problem. Boyer (2009) originally distinguished between four different types of scholarly work, and later added another form of scholarship: the scholarship of engagement.

1. **Scholarship of Discovery:** Inquiry and knowledge generation. Represents traditional notions of scholarly research, which hold prominence in most current tenure and promotion decisions.
2. **Scholarship of Integration:** Synthesizing research findings from across contexts and disciplines. Provides new perspectives, interpretations and ways of understanding findings.
3. **Scholarship of Application:** Application of knowledge generated from research to understand and solve real-world problems. Coming together of theory and practice.
4. **Scholarship of Teaching:** Engaging in scholarly teaching. Conducting scholarly research on pedagogy.
5. **Scholarship of Engagement:** requires active interaction with people outside of the academic institution in informing scholarly activities, from goal setting and choosing methods of inquiry to reflection and dissemination of results.

Faculty in the tenure-stream are normally evaluated based on their teaching, research and often their service to the institution. While the means of assessment for 'service' vary from institution to institution, common activities might include: participation in departmental/ divisional/institutional committees, participation in institutional governance processes, academic administrative appointments, community service (where relevant to academic expertise), and faculty association responsibilities.

CES differs from 'service', which implies offering one's expertise and effort to the institution, the discipline or the community, but it lacks the core qualities of scholarship. Key characteristics of scholarship include work that is public, peer reviewed and available in a platform that others may build on. Faculty members take a scholarly approach when they systematically design, implement, assess and redesign an activity, drawing from the literature and best practices in the field (Diamond & Adam, 1993).

<sup>1</sup> Community Engaged Scholarship Institute: <http://www.cesinstitute.ca>



CES encompasses the three realms of scholarship that are generally measured in a promotion, tenure and merit review process: research, teaching and service (see Figure 1 below).

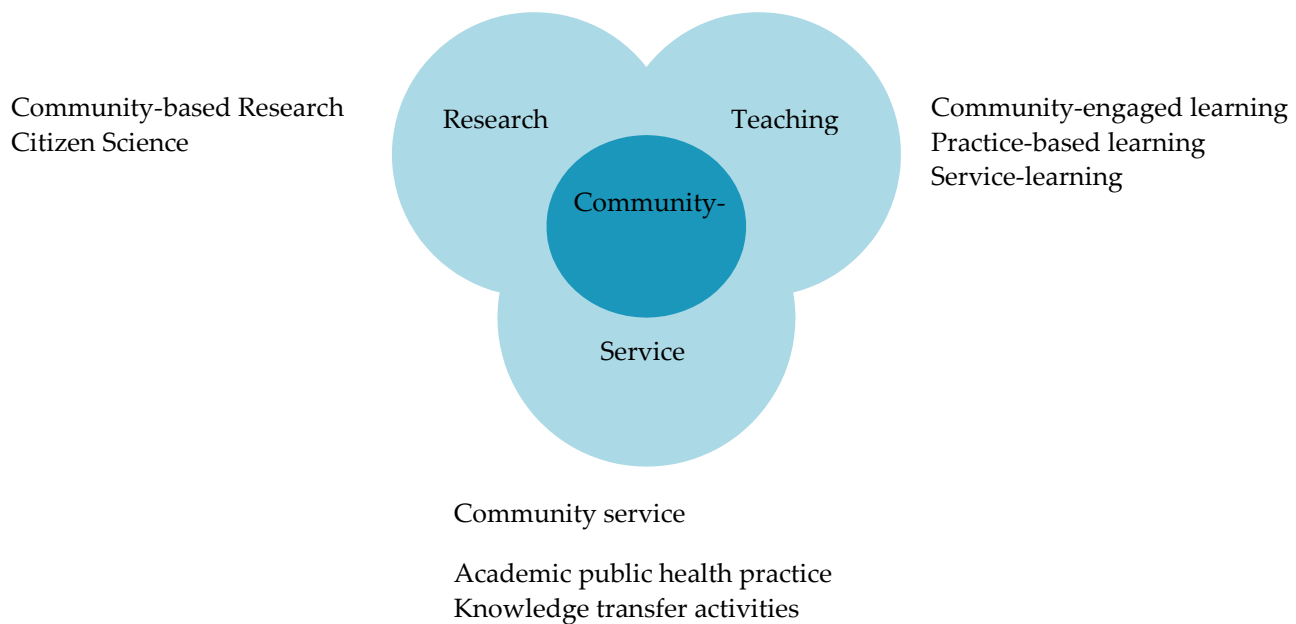


Figure 1: Community-engaged Scholarship. Community-Campus Partnerships for Health, 2005.

## IV. Assessing Community Engaged Scholarship

In developing criteria for assessing CES, many scholars have identified the need for a clearly defined, yet un-restricting, concept of what CES is considered to be (see for example, Saltmarsh *et al.*, 2009). The review processes should be relevant to the university, faculty and department at hand. In this light, tools, such as criteria for assessment, must consider the diverse realities of the audience. This could mean a large pool of criteria presented for the choice of the reviewer, or it could mean a set of basic criteria to be applied universally with a secondary set of criteria that can be chosen based on the context or discipline.

Many of the descriptions of meaningful scholarship as elaborated by Glassick *et al.* (1997) - clarity of goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique - are included in the literature on developing criteria for assessing CES. Baker (2001) attributes this to a more process-based and descriptive assessment rather than purely quantitative assessment and highlights that it establishes a common foundation that links all scholarship. Others, including McDougal & Moore (2012), suggest that evaluation of non traditional forms of scholarship rely on peer review, determined on a case by case basis, and that impacts be evaluated through anecdotal evidence. UNC (2013) outline four useful questions that can help establish whether or not the activity should be included as CES:

1. Are there partners from *both* the university and another non-university sector (but not an academic disciplinary society - the intention is to identify connections to entities external to higher education)
2. Are there expressed goals and anticipated and/or achieved outcomes for *both* the university and community partners?
3. Is knowledge or expertise being exchanged across the university *and* community to meet the goals of the activity?
4. Does the project address a specific community interest?

The following are key criteria identified in the literature on assessing CES in promotion, tenure and merit review:

1. **Reciprocal relationship.** Consistently relevant, responsive and significant to both the scholarly community and the public (Doberneck & Fitzgerald 2008; Jordan 2006; Scott 2007; Gelmon *et al.*, 2013; Baker 2001, MSU 2006). This is a clear distinction between engagement “with” and engagement “in” community.

2. **Recognition from quality peers both scholarly and community** (UMB 2014) and honours/awards (Ellison & Eatman 2008; UIC 2001) e.g. National recognition (Jordan 2006).
3. **Quality of engagement process** (Gelmon *et al.*, 2013).
4. **Impact: Significance of Results.** In all aspects of community-engaged scholarship, whether in the domain of research, teaching, or service, significance of results is of critical concern. Identifying impact is in itself a scholarly endeavour that is assisted by imbedding evaluation within the given work (UIC, 2001; Wolff & Hart, 2011). Clearly defined social impact goals are required to determine the impact of the CES work (Wolff & Hart, 2011). It is helpful to focus on impact associated with the goals of the research, teaching or service and including criteria defined by the community as meaningful. This requires thinking beyond program evaluations resulting in quantitative data, funds acquired, and peer-reviewed publications (Foster, 2012; Baker, 2001; Freeman *et al.*, 2009).

While there is no agreed upon criteria to assess or ‘weight’ CES vs more traditional research outputs (*i.e. peer reviewed journals*), some, such as Sandmann (2007) below, have provided some illustrative examples. In this way, documentation must be open to a more diverse array of materials in order to treat newer forms of scholarship fairly. This would mean including more genres of published and unpublished work, in addition to various other engagement activities.

Traditional Outcomes	Expanded Outcomes
3 articles under review 6 national conference presentations 1 grant funded	Delivered individual feedback reports to 10 community-based organizations Presented findings to: 32 organizational leaders, local funders Over 100 service providers and managers Over 500 service delivery leaders and providers, policy makers Influenced local policies Facilitated 5 community workshops on training

In a review of policies from eight universities across Canada (including UVic), it was reported that all faculty members include non-traditional scholarly impacts in their promotion, tenure and merit files. It was also reported that committees weigh these activities with varying levels of importance at each institution and within each discipline on a case- by-case basis. “Since adequate metrics for evaluating non-traditional impacts have not been developed, committees must rely on peer review to determine the quality and importance of these scholarly activities” (Elliott, 2014; p.12). It is suggested therefore, that faculty members compose a committee with expertise in non-traditional scholarly activities for adequate judgment. Faculty members should also gather evaluation letters from external peers that describe the importance of any non-traditional

activities, such as letters from community members.

## V. Criteria for peer review

According to Merriam-Webster, peer review is defined as “a process by which a scholarly work (such as a paper or research proposal) is checked by a group of experts in the same field [i.e., peers] to make sure it meets the necessary standards before it is published or accepted. Peer review is fundamental to the definition of scholarship. To be considered scholarly, an activity is judged to be significant and meritorious (product, process, and/or results) by a panel of peers Diamond (2002).

In developing peer review criteria that are relevant to the nature of CES, further thought could be given to broadening the concept of ‘peer’. In particular, it is recommended in the literature that community partners be included in review processes as peers and as evaluators regarding the significance and quality of CES (Gelmon *et al.*, 2013; Ellison & Eatman 2008; Freeman *et al.*, 2009, UIC 2001). Nonacademic peers may include granting agency program officers, government officials, and community, nonprofit, and business leaders. Doberneck *et al.*, (2015) note the importance of including more peers whose qualifications are chiefly in their professional, rather than educational, experience.

Emergence as a leader in the relevant topical field is a particularly valid criterion for reviewing CES. There are still questions concerning how to include these kinds of qualified individuals in the peer review process. Furthermore, whilst implementing a more widespread use of peer-review criteria for CES, it would also be prudent to provide training for peer reviewers and resources for those who are facing this evaluation process (Gelmon *et al.*, 2013).

How does peer review of CES differ from traditional scholarship? Community-engaged scholarship includes “scholarly activities related to research and/or teaching that involve full collaboration of students, community partners, and faculty as co-educators, co-learners, and co-generators of knowledge and that address questions of public concern” (Jameson *et al.*, 2012, pg. 54). The process of collaboration and the inclusion of community partner voice in the scholarly process is the main difference from traditional scholarship.

Non-academic peer reviewers can participate in various ways, (as adapted from Freeman *et al.*, 2009):

- Community partners assist in writing the guidelines that help to define what skills, competencies, and other qualities a “community-engaged scholar” needs to demonstrate.
- Community partners serve as external expert reviewers commenting on the portfolios of community-engaged faculty.
- Community partners serve as ad hoc members on promotion, tenure and merit committees.

- Community partners identify and refer other community-engaged scholars from other universities as peer reviewers.
- Community partners help to write community-engaged scholarship guidelines for the promotion and tenure procedures.

The inclusion of community/student learner feedback into the review process can be seen on a continuum of engagement from minimal (i.e. providing input into review decision) to maximum (i.e. decision-making authority). Some examples of minimal input could be in the form of a letter or email in support of a portfolio, or video testimony about the impact of a project. An example of maximum input is illustrated in the review process of the *Journal of Community Engaged Scholarship*, where board reviewers are supplemented by a diverse range of additional reviewers, including community partners and students. The UK based *Research For All* journal also has a community peer review process.

Some of the key issues/questions in CES peer review are: Who are the appropriate “peers” in the peer review of CES? What expertise is relevant in CES? Who selects the peers? What makes the peer qualified to review? What training do/should peer reviewers get? Should all peers review the same things using the same criteria?

Other foundational criteria within peer review of both scholarly products and scholars themselves are rigor, significance, and impact. Research rigor relates to the appropriate application of the principles of the scientific method. In high-quality CES, rigor might also mean the appropriate application of principles of partnership and the use of community engagement to enhance the quality of the study (Calleson *et al.*, 2005; Jordan *et al.*, 2009).

The following peer review criteria are adapted from Jordan (2007) and Glasser *et al.* (1997). These criteria are well accepted in the literature for evaluation of promotion, tenure and merit in CES:

1. Clear academic *and* community change goals: A scholar should clearly define the objectives of scholarly work and clearly state basic questions of inquiry. Clarity of purpose provides a critical context for evaluating scholarly work.
  - Does the scholar state the basic purpose of the work and its value for public good?
  - Is there an "academic fit" with the scholar's role, departmental and university mission?
  - Does the scholar define objectives that are realistic and achievable?
  - Does the scholar identify intellectual and significant questions in the discipline and in the community?

2. Adequate preparation in content area *and* grounding in community. A scholar must be well-prepared and knowledgeable about developments in his or her field. The ability to educate others and conduct meaningful work depends upon mastering existing knowledge.

- Does the scholar show an understanding of relevant existing scholarship?
- Does the scholar bring the necessary skills to the collaboration?
- Does the scholar make significant contributions to the work?
- Is the work intellectually compelling?

3. Appropriate Methods: Rigour *and* Community Engagement. It is imperative for community-engaged scholars to provide evidence that demonstrates that rigour is maintained, or even enhanced, through community-engaged approaches

- Does the scholar use methods appropriate to the goals, questions and context of the work?
- Does the scholar describe rationale for election of methods in relation to context and issue?
- Does the scholar apply effectively the methods selected?
- Does the scholar modify procedures in response to changing circumstances

4. Significant results: Impact on the field *and* community. The scholar should explicitly state what knowledge they created or applied and what impact it has had or may likely have in the future.

- Does the scholar achieve the goals?
- Does the scholar's work add consequentially to the discipline and to the community?
- Does the scholar's work open additional areas for further exploration and collaboration?
- Does the scholar's work achieve impact or change? Are those outcomes evaluated and by whom?
- Does the scholar's work make a contribution consistent with the purpose and target of the work over a period of time?

5. Effective dissemination and presentation to academic *and* community audiences. Scholars should possess effective oral and written communication skills that enable them to convert knowledge into language that a public audience can understand.
  - Does the scholar use suitable styles and effective organization to present the work?
  - Does the scholar communicate/disseminate to appropriate academic and public audiences consistent with the mission of the institution?
  - Does the scholar use appropriate forums for communicating work to the intended audience?
  - Does the scholar present information with clarity and integrity?
  
6. Reflective critique. Scholars should demonstrate an ability to critically reflect on their work, their community partnerships, the issues and challenges that arise and how they are able to address these (for example, issues of power, resources, capacity, racism, etc)
  - Does the scholar critically evaluate the work?
  - What are the sources of evidence informing the critique?
  - Does the scholar bring an appropriate breadth of evidence to the critique?
  - In what way has the community perspective informed the critique?
  - Does the scholar use evaluation to learn from the work and to direct future work
  
7. Leadership and personal contribution. Community engaged scholars should demonstrate, within their discipline, within the area of CES, or both, that their work has earned them a reputation for rigour, impact and the capacity to move the discipline or community change work forward
  - Does the scholar receive invitations to present at community forums, to appear in the media or serve on editorial boards?
  - Does the scholar serve as a mentor for students, junior faculty or community partners?
  
8. Socially responsible conduct of research and teaching. Ethical behaviour ensures the responsible conduct of research and the respectful engagement of communities and individuals to conduct research and teaching. Ethical behaviour must consider cultural or community implications as well as university policies.
  - Does the scholar employ sound research techniques and appropriate engaged pedagogies that result in meaningful and beneficial contributions to communities?

## VI. Research Outputs and Significance of Impact

The following table is informed by the OCUE Impact Stories case studies, designed as a resource for decisions around which output might be the most appropriate for different levels of societal impact. Please note these are research outputs based on an assessment of CER impact at the University of Victoria. The type and appropriateness of outputs will vary from one project to the next. The following criteria have been adapted from the Social Planning and Research Council of British Columbia (2013), and included in the table below as guidance in determining level of impact of Community-engaged Research. The term ‘impact’ refers to the effect that a specific action or potential change may have in society.

1. Essential (E) – this output is essential for reaching high levels of impact and significance
2. Strongly Recommended (SR) – this output is strongly recommended to reach and impact wider society
3. Optional (O): – may or may not be useful as a research output

**Table 5. Outputs and significance of impact**

Type of output	Level of Impact		
	Micro: Individual (e.g. changed behaviour, skills, attitudes, knowledge or understanding)	Meso: Community (e.g. changes to a project, new collaborations or form ideas)	Macro: Systems (e.g. this usually takes years, but could take the form of changes to policy, structures or to
<b>Refereed publications</b>			
Journal articles	SR	SR	E
Books and monographs	SR	SR	E
Refereed conference papers	SR	SR	SR
<b>Non refereed publications</b>	E	E	E
Policy briefs	SR	SR	E
	SR	SR	SR



**Table 5. Outputs and significance of impact**

Newsletters	SR	SR	SR
Local/national Newspapers	SR	E	E
Multimedia products (e.g., video/audio documentaries, websites, podcasts ect)	SR	SR	E
<b>Other outputs</b>			
Advising/consulting with government and non government bodies	SR	E	E
Jointly prepared funding proposals and grants	SR	SR	O
Co-authored or co-edited research and publications	E	SR	SR
Invited presentations	SR	SR	O
Workshops	SR	SR	O
Artistic performances or exhibits	SR	SR	SR
Digital performances, exhibits, critical commentary	SR	SR	O
Commissioned works	SR	O	O
Fully produced films or videos	SR	SR	SR
Press coverage	SR	SR	E
Social media buzz	SR	SR	E

## References

- Baker, D.A. (2001). The Evaluation of University-Community Engagement Scholarship Within the College Level Promotion and Tenure Process. (Doctoral Dissertation) [http://scholar.lib.vt.edu/theses/available/etd-05102001-213726/unrestricted/della\\_ps.pdf](http://scholar.lib.vt.edu/theses/available/etd-05102001-213726/unrestricted/della_ps.pdf)
- Boyer E.L. (2009). Scholarship reconsidered: Priorities of the professoriate. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.
- Calleson, D., Kauper-Brown, J., & Seifer, S. D. (2005). Community-engaged scholarship toolkit. Seattle: Community-Campus Partnerships for Health. Retrieved from <http://www.communityengagedscholarship.info>
- Diamond, R. & Adam, B (1993). Recognizing faculty work. Reward system for the year 2000. San Fransisco: Jossey-Bass.
- Diamond, R. (2002, Summer). Defining scholarship for the twenty-first century. New Directions for Teaching and Learning, No. 90., pp. 73 79. New York, NY: Wiley Periodicals.
- Doberneck, D.D. and Fitzgerald, H.E. (2008). Outreach and Engagement in Promotion and Tenure: An Empirical Study Based on Six Years of Faculty Dossiers. <http://ncsue.msu.edu/files/OutreachEngagementPromotionTenure.pdf>
- Elliott, P. (2014). Integrating Community-Engaged Scholarship into Faculty Assessment Practices: A Workbook for Faculty Leaders. University of Regina Community Engaged Scholarship Partnership, 2014. [http://www.patriciaelliott.ca/wp-content/uploads/2015/07/CES\\_Assessment\\_Workbook.pdf](http://www.patriciaelliott.ca/wp-content/uploads/2015/07/CES_Assessment_Workbook.pdf)
- Ellison, J & Eatman, T. (2008). Scholarship in public: Knowledge creation and tenure policy in the engaged university. [http://imaginingamerica.org/wp-content/uploads/2011/05/TTI\\_FINAL.pdf](http://imaginingamerica.org/wp-content/uploads/2011/05/TTI_FINAL.pdf)
- Foster, K.M. (2012). Taking a Stand: Community-Engaged Scholarship on the Tenure Track. Journal of Community Engagement and Scholarship. 3(2).
- Freeman, E., Gust, S., Aloschen, D. (2009). Why faculty promotion and tenure matters to community partners. [https://ssl.uh.edu/class/hcpp/\\_docs/cbpr/32-MUJ\\_20-2\\_Freeman.pdf](https://ssl.uh.edu/class/hcpp/_docs/cbpr/32-MUJ_20-2_Freeman.pdf)

- Gelmon, S.B., Jordan, C.M., and Seifer, S.D. (2013). Rethinking Peer Review: Expanding the Boundaries for Community-Engaged Scholarship. *International Journal of Research on Service-Learning and Community Engagement*. 1(1): 1-10.
- Glassick CE, Huber MT, Maeroff G, Boyer EL. (1997). *Scholarship Assessed: Evaluation of the Professoriate*. Jossey-Bass, San Francisco, CA.
- Greenwood, D.J. (2008), "The deinstitutionalisation of activist research", in Hale, C.R. (Ed.), *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship*, University of California Press, Los Angeles, CA. [\[Google Scholar\]](#)
- Hall, B., Tandon, R., & Tremblay. C. (2015). *Strengthening Community University Research Partnerships: Global Perspectives*. University of Victoria Press: Victoria, Canada.
- Jordan, C. (2006). Developing criteria for review of community-engaged scholars for promotion or tenure, *Community- Engaged Scholarship for Health Collaborative*. [http://depts.washington.edu/ccph/pdf\\_files/Developing%20Criteria%20for%20Review%20of%20CES.pdf](http://depts.washington.edu/ccph/pdf_files/Developing%20Criteria%20for%20Review%20of%20CES.pdf)
- Jordan C. (2007). *Community-Engaged Scholarship Review, Promotion & Tenure Package*. Peer Review Workgroup, Community-Engaged Scholarship for Health Collaborative, Community-Campus Partnerships for Health. [document available online at [http://depts.washington.edu/ccph/pdf\\_files/CES\\_RPT\\_Package.pdf](http://depts.washington.edu/ccph/pdf_files/CES_RPT_Package.pdf)].
- Jameson, J., Jaeger, A. J., Clayton, P.H., & Bringle, R. G. (2012). Investigating faculty learning in the context of community-engaged scholarship. *Michigan Journal of Community Service-Learning* 18(1), 40 55.
- McDougal, E. & Moore, S. (2012). *Encouraging and Evaluating Non-Traditional Impacts of Scholarly Research*. Education Advisory Board, Washington, DC. <http://www.uky.edu/ie/sites/www.uky.edu.ie/files/uploads/Encouraging%20and%20Evaluating%20Non-Traditional%20Impacts%20of%20Scholarly%20Research.pdf>
- Michigan State University. (2006). *Four Dimensions of Quality Research*. [http://outreach.msu.edu/documents/flyers/FourDimensions\\_June06.pdf](http://outreach.msu.edu/documents/flyers/FourDimensions_June06.pdf)
- Moore, T.L. (2014). *Community-university engagement: A process for building democratic communities (ASHE higher education report 40:2)*. John Wiley & Sons. <http://dx.doi.org/10.1002/aehe.20014>

- O'Meara, K., Eatman, T & Petersen, S (2015). Advancing Engaged Scholarship in Promotion and Tenure: A Roadmap and Call for Reform. Association of American Colleges & Universities. <https://www.aacu.org/liberaleducation/2015/summer/o'meara>
- Sandmann, L., Saltmarsh, J., & O'Meara, K. (2016). An integrated model for advancing the scholarship of engagement: Creating academic homes for the engaged scholar. *Journal of Higher Education Outreach and Engagement*, 20(1), 157-175.
- Saltmarsh, J., Giles, D. E., Ward, E. and Buglione, S. M. (2009), Rewarding community-engaged scholarship. *New Directions for Higher Education*, 2009(147): 25–35. doi: 10.1002/he.355
- Scott, J. (2007). Engaging Academia in Community Research: Overcoming Obstacles and Providing Incentives. Center for Urban and Environmental Solutions (CUES), Florida Atlantic University, [http://consensus.fsu.edu/bog-fcsrc/pdfs2/Engaging Academic in Community Research FAU.doc](http://consensus.fsu.edu/bog-fcsrc/pdfs2/Engaging_Academic_in_Community_Research_FAU.doc)
- Sturm, S. (2006). The Architecture of Inclusion: Advancing Workplace Equity in Higher Education. *Harvard Journal of Law and Gender*, 29(2): 248–334.
- Tremblay, C. & Bagelman, C. (2017). Where pedagogy and social innovation meet: assessing the impact of experiential education in the third sector. In: Osman & Hornsby "Transforming Higher Education: Towards a Socially Just Pedagogy". Palgrave Macmillan.
- University of Illinois at Chicago. (2001). Report of the Task Force on the Scholarship of Engagement University of Illinois at Chicago. <http://www.uic.edu/depts/oa/TFSEreport.pdf>
- University of Massachusetts Boston. (2014). Advancing Community Engaged Scholarship and Community Engagement at the University of Massachusetts Boston. A Report of the Working Group for an Urban Research-Based Action Initiative.
- University of North Carolina (UNC). (2013). System Engagement Metrics <http://communityengagement.uncg.edu/wp-content/uploads/2014/07/2013-14-UNC-Economic-and-Community-Engagement-Metrics-Manual.pdf>
- Wolff, D., & Hart, A. (2011). Public engagement guide: working with local communities. National Co-ordinating Centre for Public Engagement website. <http://www.publicengagement.ac.uk/do-it/who-work-with/working-with-local-communities>

## Criteria for evaluating Community Engaged Scholarship and Impact Rubric

### 1. Clear academic and community change goals

A scholar should clearly define the objectives of scholarly work and clearly state basic questions of inquiry. Clarity of purpose provides a critical context for evaluating scholarly work.

#### Evidence of quality and impact:

- Clearly stating the basic purpose of the work and its value for public good
- Defining goals and objectives that are realistic and achievable
- Identifying intellectual and significant questions in the discipline and in the community
- Articulating one's program of research and objectives
- Articulating one's goals for teaching and student learning

#### Low

- Low degree of trust between scholar and community partners
- There is no value added to the community or society
- 
- 

#### High

- High degree of trust between scholar and community partners
- The issue being addressed is important to the scholarly community, specific stakeholders and the general public
  - All stakeholders demonstrate agreement with the goals and objectives of the research project
  - The value of the work goes beyond the goals and time-line of the work itself

#### OCUE Impact Story

Gutberlet, J. (Geography)

*“Over six years, the PSWM project introduced participatory approaches into waste management in Brazil. It has helped create a more inclusive culture amongst the local governments in this region, where empowered recyclers have now a voice in political meetings and decision-making. In our case, it has worked extremely well to have a participatory governance structure with an Executive Committee, with deliberative power, meeting regularly”*

## Criteria for evaluating Community Engaged Scholarship and Impact Rubric

### 2. Adequate preparation in content area and grounding in the community

A scholar must be well-prepared and knowledgeable about developments in his or her field. The ability to educate others and conduct meaningful work depends upon mastering existing knowledge.

#### Evidence of quality and impact:

- Investing time and effort in developing community partnerships
- Participating in training and professional development that builds skills and competencies in CES or specific models such as service learning or community-based participatory research
- Evidence of contribution to the community
- The formation and maintenance of good working relationships with community partners that have mutual benefits (e.g., grants, program development) and help build community and institutional capacity for engagement

Low	High	OCUE Impact Story
<ul style="list-style-type: none"><li>• There is no shared ownership or vision of the project</li><li>• Limited relationship or interaction between the scholar and community partners over extended period of time during which relationship develops</li></ul>	<ul style="list-style-type: none"><li>• Substantive relationships and interaction with faculty and community over extended periods of time during which relationships develop</li><li>• Demonstrated evidence from community partners indicating high levels of trust, and meaningful relationship</li></ul>	<p><i>Keller, P (Geography)</i></p> <p><i>“This project stemmed from a community-based multi-sector initiative by Lifecycles and the Community Social Planning Council and created by local education practitioners with local planners and First Nations groups. Innovative methods, relationships and connections with community was key to the success of the program”</i></p>

## Criteria for evaluating Community Engaged Scholarship and Impact Rubric

### 3. Appropriate Methods: Rigour and Community Engagement

It is imperative for community-engaged scholars to provide evidence that demonstrates that rigour is maintained, or even enhanced, through community-engaged approaches.

#### Evidence of quality and impact:

- Involving the community in grant management, fiscal control and accountability to increase community support for the success of the work
- Involving the community to improve study design - including: improving or reinforcing the conceptual framework, creating better understanding and characterization of study variables
- Improving acceptability to the community, ultimately resulting in increased study validity
- Using community member input to enhance plans for recruitment and retention of study participants
- Utilizing community feedback to improve the design of measurement instruments and/or collection of data
- Involving community members in interpretation of data allowing deeper understanding of the study's findings
- Developing policy recommendations and application or intervention ideas based on study's findings through brainstorming with community partners

Low	High	OCUE Impact Story
<ul style="list-style-type: none"> <li>• Simply informing or consulting with community partners, low levels of reciprocity</li> </ul>	<ul style="list-style-type: none"> <li>• Co-creation of research and high reciprocity on spectrum of engagement</li> <li>• There is consensus on common agenda and sustain shared action to make it a reality</li> <li>• All stakeholders have demonstrated agreement with the goals and objectives of the work</li> </ul>	<p>Wild, P (IIES)</p> <p><i>“There is consistent collaboration between the students, researchers and collaborators throughout the project. Each new research avenue is explored with direct consultation with partners, project scope is investigated and regular ‘check-ins’ on research findings occurs. Final outreach and findings dissemination is completed in conjunction with partners”.</i></p>

## Criteria for evaluating Community Engaged Scholarship and Impact Rubric

### 4. Significance; Impact on the field and in the community

The scholar should explicitly state what knowledge they created or applied and what impact it has had or may likely have in the future.

#### Evidence of quality and impact:

- The community contributing to as well as benefiting from the research or learning project
- Changing public-policy
- Improving community processes or outcomes
- Securing increased funding for community partners
- Increasing capacity of individuals in the community and community organizations to advocate for themselves
- Enhancing the ability of trainees or students to assume positions of leadership and community engagement
- Utilizing the work to add consequentially to the discipline and to the community
- Opening up additional areas for further exploration and collaboration through the work, development of innovative products intended for application by diverse stakeholders that include practitioners, policy-makers, nonprofit organizations, community members and academics

Low	High	OCUE Impact Story
<ul style="list-style-type: none"> <li>• Minimal or limited change as a result of the research process or outputs</li> <li>• Progress of impact or change is not collected or communicated</li> <li>• Few students were involved in the research process, there has been limited learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• System-level change - make substantive contributions to policy or programs</li> <li>• Collect, track and report progress &amp; impact</li> <li>• New structures, processes or recognition have been developed</li> <li>• Learning is captured, used to refine action and is documented and shared</li> <li>• Develop intervention programs to prevent or remediate persistent negative outcomes for individuals or groups</li> </ul>	<p>Hall, B. (Public Administration)</p> <p><i>“There were numerous symposia and policy seminars organized around the world (GUNi, Canadian Bureau for International Education, International Association of Universities’, the Indian Association of Universities, ect). There was direct impact on the European Commission on Research, when they created the call for proposals for the SWAFS program – this is evidence that the book had impact on policy”.</i></p>



## Criteria for evaluating Community Engaged Scholarship and Impact Rubric

### 5. Effective Presentation/Dissemination to Academic and Community Audiences

Scholars should possess effective oral and written communication skills that enable them to convert knowledge into language that a public audience can understand.

#### Evidence of quality and impact:

- Publishing research results or terracing innovations in peer-reviewed journals, practitioner journals, professional journals
- Publishing in newspapers read by community members
- Disseminating through other media used by community members, practitioners, policy-makers (radio, TV, podcasts ect)
- Utilizing video, computer or distance programs to reach community
- Producing policy documents directed towards service providers, policy makers or legislators
- Presenting at community events
- Co-authoring any of the above with community partners

#### Low

Low number of people reached

Methods of dissemination are not appropriate for reaching intended or high impact audience

Dissemination is limited to peer-reviewed journals

#### High

See Table of CER outputs and Impact

#### OCUE Impact Story

Wiebe, S. (ISICUE)

*“We aimed to demystify the process of PAR based on our experience working with the Tsawout First Nation to “Light up the Night” through participatory video with Indigenous youth. Our outputs entailed a written article and accompanying videos that illuminate the creative approach to collaborative engagement with Indigenous communities.”*

## Criteria for evaluating Community Engaged Scholarship and Impact Rubric

### 6. Reflective Critique: Lessons Learned to Improve the Scholarship and Community Engagement

Community-engaged scholars should demonstrate an ability to critically reflect on their work, their community partnerships, the issues and challenges that arise and how they are able to address these (for example, issues of power, resources, capacity, racism, etc).

#### Evidence of quality and impact:

- Conducting debriefing sessions with community members
- Seeking evaluations from community members
- Changing project or course design based on feedback and lessons learned
- Engaging in personal reflection concerning, for example, issues of privilege or racism
- Enhancing curriculum by incorporating updated and real world information from community members to student learning of course material

Low	High	OCUE Impact Story
<ul style="list-style-type: none"> <li>• The research process provides minimal opportunities for students, faculty and community partners to reflect</li> <li>• There is limited or no critical reflection of the research process</li> </ul>	<ul style="list-style-type: none"> <li>• The research helps students, faculty and community partners apply and test what they are learning in new situations and provides opportunities to see how they're learning</li> <li>• The research plan is regularly updated and refined using data and learning from the group's actions</li> </ul>	<p>Brown, L (ISICUE)</p> <p><i>"An impact assessment was done of the Vancouver Island Social Innovation Zone at the end of 2015, which documented a number of outcomes that are helping to strengthen the social innovation sector on Vancouver Island."</i></p>

## Criteria for evaluating Community Engaged Scholarship and Impact Rubric

### 7. Leadership and personal contribution

Community engaged scholars should demonstrate, within their discipline, within the area of CES, or both, that their work has earned them a reputation for rigour, impact and the capacity to move the discipline or community change work forward

#### Evidence of quality and impact:

- Receiving invitations to present at national/international conferences
- Receiving invitations to present to community audiences, to testify before legislative bodies, to appear in the media, to serve on advisory or policy making committee, and/or to serve on editorial boards
- Mentoring students, junior faculty and community partners
- Receiving awards or letters of appreciation from community partners for contribution to community well-being

Low	High	OCUE Impact Story
<ul style="list-style-type: none"> <li>• Scholar makes minimal effort to share learnings to advance the discipline or change in community</li> </ul>	<ul style="list-style-type: none"> <li>• Scholar engages regularly with students, faculty and staff to share best practice in CES</li> <li>• Scholar is actively engaged with community, policy makers and governments on issues related to their topic of expertise</li> </ul>	<p>Easter, S (Business)</p> <p><i>“Engaging in this work showed me the value of taking up a community based approach in understanding a complex societal challenge and how this actually plays out in action. It also highlighted for me the power of collective action as well as the incredible challenges facing such a multi-faceted partnership that involves public, private and nonprofit actors in working to solve homelessness in the local community”</i></p>

## Criteria for evaluating Community Engaged Scholarship and Impact Rubric

### 8. Socially responsible conduct of research and teaching

Ethical behaviour ensures the responsible conduct of research and the respectful engagement of communities and individuals in teaching. Ethical behaviour most consider cultural or community implications as well as university policies.

#### Evidence of quality and impact:

- Cultivating the conduct of “good science”, sound research techniques and appropriate engaged pedagogies that result in meaningful contributions to communities
- Following the human subject review process and all other policies concerning the responsible conduct of research when conducting projects, and specifically subjecting work to a community research ethics board (REB) or a university REB committee for community based research, if these exist.
- Recognizing and valuing community knowledge systems and incorporating them into the research process and courses
- Acknowledging that customs and practices vary from one cultural community to the next and therefore should not be assumed when engaging a community
- Focusing scholarly work on community assets not deficiencies, allowing community members to take active, meaningful roles in courses, not for example, simply serving as research subjects

Low	High	OCUE Impact Story
<ul style="list-style-type: none"> <li>• Low or no attempts to consider and act in culturally and ethically appropriate manner</li> <li>• Low recognition of community partners as equal partners</li> <li>• No consideration of remuneration for community partners time</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging communities in a respectful and ethical manner</li> <li>• Approaching communities as mutual partners to foster trusting, equitable relationships</li> <li>• Appropriately acknowledging community partners when writing, presenting, etc about the collaborative work</li> <li>• Appropriately involving community partners in writing and reviewing products of the scholarship before they are published or otherwise disseminated.</li> </ul>	<p>Ranson, H (Business)</p> <p><i>“Every stage of this project was collaborative. They worked with us to define the project, its background and context and approach to the research process. Our Place was a result of getting in touch with us at the beginning of the project.”</i></p>

## APPENDIX B: SAMPLE RESOURCES FOR PEER REVIEWS OF TEACHING

### UVic School of Nursing: Example of one Peer Review Framework for Online Teaching

This framework was developed by drawing on information from the Learning and Teaching Center (Dawson, 2007) and Garrison's (2000) framework for online learning.

Steps in peer-review process:

1. Meeting with educator/peer reviewer to discuss a peer review process based on the educator's teaching-and-learning goals. Share teaching philosophies and a list of topics and criteria where the educator would like specific feedback.
2. Peer reviewer is provided access to the online course. Students will need to be informed of the reviewer's online presence. This can be done through a formal introduction and explanation of the reviewer's role and intent to assess faculty teaching. Subsequently, the educator can provide a forum for the reviewer to communicate directly with students. Through a confidential site, students can also be invited to send feedback about their experiences with the course and the educator's teaching. This can also all be done after the course is completed and students can be informed that the discussions will be viewed for this teaching evaluation purpose.
3. Peer reviewer visits the site and reviews the course syllabus, weekly postings, select podcasts, PowerPoint presentations, and discussion forums, etc..
4. Educator and peer reviewer meet again at the end for a follow-up to discuss the reviewer's observations and assessment. This process promotes learning and self-reflection rather than a purely evaluative activity.

Comments:

Online teaching offers unique challenges and opportunities for peer review. Because current guidelines assume on-campus teaching and observations, an alternative approach specific for online teaching and learning can be found in Garrison's work (2000, 2011). The *Community of Inquiry (CoI)* framework (Garrison, 2000, 2011) asserts that online learning results from three core constructs: **cognitive presence**, **social presence**, and **teaching presence** and is philosophically situated within collaborative constructivist perspectives. For these reasons, it offers a useful assessment guideline that is congruent with the School of Nursing's philosophical MN framework. Based on these core constructs, an educator teaching online can be assessed (and self-reflect).

1. **Cognitive Presence** - Cognitive presence is described as "the extent to which learners can construct meaning through sustained communication" (Garrison, 2000, p. 89). A student's cognitive presence is akin to their attention and interest in the class.
  - Reviewer provides specific examples and areas for growth.

Cognitive presence is fostered and facilitated by instructor social presence and teaching presence (Garrison, 2000) which are discussed below.

- Reviewer provides specific examples
2. **Social Presence** Social presence is defined as “individuals’ ability to convey themselves as real people” (Borup, West, & Graham, 2011, p. 9). Garrison (2011) defines it as “the ability of participants to identify with the group..., communicate purposefully in a trusting environment, and develop personal and affective relationships...” (p. 34). Social presence has three aspects: emotional expression, open communication and group cohesion.
- Emotional expression (provide examples)
  - Open communication (provide examples)
  - Group cohesion
3. **Teaching presence** consists of 3 core instructor responsibilities (course design and structure, facilitating critical discussion, and providing direct instruction).
- 3.1 Course design & structure. (provide examples)
  - 3.2 Facilitating critical discussion. (provide examples)
  - 3.3 Providing direct instruction. (provide examples)

Concluding Remarks:

## References

Borup, J., West, R. E., & Graham, C. R. (2011). Improving online social presence through asynchronous video. *The Internet and Higher Education*, doi:10.1016/j.iheduc.2011.11.001

Garrison, D. R. (2000). Theoretical challenges for distance education in the 21st century: A shift from structural to transactional issues. *The International Review of Research in Open and Distance Learning*, 1(1). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/2/333>.

Garrison, D. R. (2011). *E-Learning in the 21st century: A framework for research and practice* (2nd Ed.). London: Routledge/Taylor and Francis.



HSD, Room A102  
PO Box 1700 STN CSC  
University of Victoria  
Victoria, British Columbia  
V8W 2Y2 Canada  
Tel 250-721-8050  
Fax 250-721-7067  
Email hsddean@uvic.ca

## APPENDIX C

### HSD Faculty Summary Form for Salary Evaluation

**Due date: February 1 of evaluation year**

Year:

Name:

Period of Review:

Is there an approved Reduced or Alternative Workload Plan on record for the period of review? Does the period of review include an approved leave (other than study leave or unpaid leave)? If yes, please detail here.

Research (including research, scholarship and creative activity) or Scholarly Activity - Outline progress in your work in relation to the definition in the Collective Agreement, and criteria in your Faculty Evaluation Policy and Unit Standard. Provide a brief overview of work-in-progress, including planned grant applications and submissions.

Teaching activities: list courses taught over the period under review. Describe activities over the review period related to Teaching as defined in the Collective Agreement, relative to criteria in your Faculty Evaluation Policy and Unit Standard. List any awards and grants related to teaching.

**FACULTY OF HUMAN AND SOCIAL DEVELOPMENT FACULTY EVALUATION POLICY**

*Revised and approved by Faculty of Human and Social Development 16 January 2020*

Service activities: list committee membership and other internal and external Service activity as defined in the Collective Agreement, and the criteria in your Faculty Evaluation Policy and Unit Standard, over the period under review. Identify your role on committees and the nature of your contributions, if relevant.

Highlights/key achievements: Describe here any other major achievements or highlights in any of the three areas of Academic Responsibilities to be evaluated.

Other information: Please provide any other information relevant to the salary evaluation process.