



University
of Victoria

Standards for Distribution of Duties and Responsibilities

School of Earth and Ocean Sciences

1.0 Preamble

1.1 This Standards document address the requirements of Sections 12, 13, and 25 of the 2019–2022 Collective Agreement (CA). It sets out expectations for academic responsibilities and the distribution of assigned duties for faculty members in the School of Earth and Ocean Sciences (SEOS), thereby defining the Normal Workload for members. It also addresses the performance expectations and evaluation of members as detailed in the CA and the Faculty of Science Faculty Evaluation Policy (FEP).

1.2 These Standards consider Research-Stream faculty members only, since SEOS does not employ Teaching-Stream faculty.

1.3 Where there is a disagreement between this document and the CA or FEP, the CA and FEP shall prevail (in that order). Revisions to these Standards will be made periodically, as needed. Changes to the Standards must be agreed to by a simple majority of the votes cast by regular faculty members of the School and be approved by the Dean of Science.

2.0 Workload Distribution

2.1 According to the CA, the academic responsibilities of a faculty member include a combination of self-directed and assigned tasks in the areas of Teaching, Research, and Service. Subject to the provisions relating to Alternative Workloads, the Normal Workload of members shall reflect a balance of commitment between Teaching, Research, and Service such that the commitment to Teaching activities is roughly equal to the commitment to Research activities, and that the commitment to Service is roughly half of the commitment to Teaching activities.

2.2 The assigned duties and responsibilities of members will reflect the established working practices and the academic and operational obligations of the School. Although the specific components of individual workloads will vary, reflecting the circumstances of each member and the needs of the School, workloads will be distributed equitably such that the workload of each member shall be equivalent to the Normal Workload when averaged over a maximum of five years.

2.3 The Director has the final responsibility to assign Teaching and Service related to fulfilling the operational and academic obligations of the School. Assignments will be made in consultation with individual members.

2.4 For a member with a joint appointment, the Director or Chair of each of the member's units shall agree on the assignment of Teaching and Service. In the event of a disagreement between the Director/Chair, the member's Dean(s) shall jointly assign the member's Teaching and Service.

2.5 The Director will seek to make an equitable distribution of academic responsibilities among members of the School and shall consider factors such as:

- a) the academic objectives, mandate, and operational objectives of the School;
- b) the Standards for the School laid out in this document;
- c) the academic responsibilities assigned to the member in previous years;
- d) the faculty member's Workload balance as established by the Normal Workload or any Alternative or Reduced Workload arrangement;
- e) the faculty member's administrative and other contributions outside the School;
- f) the faculty member's career stage;
- g) factors relevant to teaching which are beyond the norm;
- h) the legal duty to accommodate;
- i) the responsibilities of the School to contribute to the University community.

2.6 As described in Sections 13.25–13.40 of the CA and Section 2.2 of the FEP, it is possible for a member's Workload distribution to deviate from the Normal Workload under an Alternative Workload for a specified period. Members whose salaries are externally funded (e.g., research chairs) may have a reduced teaching load, as described in the FEP. The Director of the School will normally have a teaching/research/service workload distribution of 20/40/40. Sections 13.41–13.56 of the CA describe the possibilities and processes for Reduced Workloads.

3.0 Teaching Workload Standard

3.1 Unless specified otherwise by the Director, teaching of a course normally includes the following, where relevant:

- a) preparation of suitable course materials including a course outline, handouts, etc.;
- b) preparation and presentation of lectures and other teaching activities;
- c) preparation and administration of tests and examinations;
- d) preparation of assignments;
- e) preparation of labs and/or field trips, and/or co-ordination of individuals assigned to those tasks;
- f) holding office hours for student advising/consultation;
- g) invigilation of examinations;
- h) marking of assignments, labs, tests, and examinations, and/or co-ordination of individuals assigned to those tasks.

3.2 Members are normally expected to teach the equivalent of two 1.5-unit undergraduate courses per year. Teaching at the various levels of the undergraduate program, as needed, is expected.

3.3 An undergraduate course with an enrolment of fewer than 10 students is not normally assigned or counted in the formal undergraduate teaching load of a member. Undergraduate Directed Studies courses and the supervision of Honours students are not normally counted in a member's formal undergraduate teaching load, but are encouraged and considered in the evaluation of performance.

3.4 Members are normally expected to contribute to graduate-student education through the supervision of graduate students, by serving on graduate-student Supervisory Committees, and by the teaching of graduate courses as required by graduate enrolments and student demand. Members are expected to supervise undergraduate students, as appropriate, and are encouraged to supervise other highly-qualified personnel (HQP) such as postdoctoral fellows, research associates, and technicians.

3.5 Newly-appointed faculty members are normally expected to teach half of the normal undergraduate course load (i.e., one 1.5-unit course) in their first year, and to take up full undergraduate teaching responsibilities in their second year. Graduate teaching is not expected of tenure-track Assistant Professors in their first few years while graduate-student supervision is being established. This short-term initial reduction in teaching assignment does not normally constitute an Alternative Workload as the expectation is that greater time is required to prepare course material.

3.6 Limited-term faculty members are expected to engage in teaching and/or supervision of graduate students and other HQP.

3.7 In an effort to balance the teaching load of members, and with due consideration of the factors outlined in Section 2.5 above, where the overall teaching load is higher than the average normal load in the School, the Director shall attempt to balance this by using measures such as:

- a) providing additional marking assistance and/or TA support;
- b) providing reduced teaching over a period.

3.8 Teaching release, paid through external research grants held by a member, must be approved in advance by the Director, the Dean of Science, and the Provost, and will not normally reduce a member's teaching assignment by more than 50%, with concomitant Alternative Workload.

3.9 Members are expected to ensure that sufficient arrangements are in place for the supervision of graduate students during study or administrative leaves.

3.10 Members on study or administrative leave may, at their sole discretion, accept and supervise undergraduate students in the form of Honours and Directed Studies.

4.0 Research Workload Standard

4.1 Faculty members, when not on leave, are normally expected to devote approximately 40% of their effort to Research, as described in Sections 25.8–25.10 of the CA. According to the FEP, this includes, but is not limited to, obtaining and administering external funding and the authorship of refereed research publications in recognized scholarly journals.

5.0 Service Workload Standard

5.1 Section 25.14 of the CA defines Service as contributions to the Department, Faculty, University, a profession, or the community. Service to the Faculty Association is considered Service to the University. While Service to the profession and community is important, it cannot replace Service to the School, Faculty, and University.

5.2 Regular faculty members are normally expected, when not on leave, to devote approximately 20% of their effort to Service. Internal service to the School, Faculty, and University normally includes the following, as appropriate for the member's career stage:

- a) regular attendance at Department Meetings and Seminars;
- b) assigned service on Department committees (normally one or two committee memberships per year);
- c) service on the ARPT Committee and Search Committees of the School when elected or appointed by the Director;

- d) chairing a Department committee or serving as Undergraduate, Graduate, or Honours Advisor (normally every few years);
- e) assigned, elected, or volunteer service on Faculty or University committees (normally every few years);
- f) mentoring colleagues in teaching and research.

External service to the profession or community can include:

- g) ad hoc reviews of journal submissions and grant applications;
- h) memberships on boards, councils, or committees devoted to research or professional affairs or to the dispersal of grants;
- i) journal editorships;
- j) conference or session organization;
- k) contributions to public awareness of the member's discipline or research area or to public debate of issues related to academic matters.

Other internal and external service contributions may be considered, as appropriate.

5.3 Chairing the School's Undergraduate or Graduate Committees and serving as the Undergraduate Advisor are not normally assigned to tenure-track faculty.

5.4 For the purposes of evaluating Service workload and contributions external to the University, it is the responsibility of the member to articulate clearly the effort involved in and the significance of the Service, and its role in promoting the professional standing of the member.

5.5 In assigning Service duties, the Director will consider the factors described in Section 2.5 above, and also the relative workload of committees, frequency of meetings, number and type of material reviewed, and importance or consequences of decision making.

6.0 Standard for the Biennial Evaluation of Salary Adjustments

6.1 The salary increment process is described in Section 50 of the CA. Biennial evaluations and the documentation required are described in Section 25 of the CA. Members are recommended to familiarize themselves with these documents and seek advice from the Director and/or mentors in preparing documents for evaluation.

6.2 The Director may utilize journal impact factors and citation metrics from Web of Science and Google Scholar in biennial evaluations.

6.3 According to the CA, Course Evaluation Surveys (CES) are a required element of teaching evaluation for salary adjustments, with the recognition that CES scores provide "evidence of a student's experience of a member's teaching," and are not an evaluation of teaching effectiveness. In evaluating CES scores, only frequency distributions may be considered, and the response rate and known biases (e.g., in relation to gender, race, age, first language) must be taken into account. In SEOS, CES scores represent only a minor component in the overall evaluation of teaching.

7.0 Career Progress Increment

7.1 Members who meet expectations in all of Research, Teaching, and Service for the review period receive the Career Progress Increment (CPI). To meet expectations, members are normally expected to undertake most or all of the following activities, as appropriate for their career stage:

- a) obtain and administer external funds to support their research program;
- b) publish in the peer-reviewed literature with an impact consistent with disciplinary standards within the School;
- c) teach a normal course load, commensurate with their appointment, at a quality that is consistent with department standards;
- d) demonstrate a commitment to continuing growth in teaching through a consistent record of course delivery, peer evaluation, student feedback, and/or professional development;
- e) train and supervise graduate students and other HQP;
- f) contribute to the supervision of graduate students through participation on Supervisory and Examination Committees;
- g) contribute to School, Faculty, and University life through collegial service on committees, as required;
- h) participate in peer review, both internal and external to the University;
- i) participate collegially in the intellectual life of the School by attending Department Meetings, Department Seminars, and student presentations.

8.0 Performance Pay Increment

8.1 Members who exceed expectations will be nominated for a Performance Pay Increment (PPI). Exceeding expectations is evaluated in terms of criteria such as listed below, as appropriate for the member's career stage:

- a) Serve as Principal Investigator on one or more significant research grants.
- b) Publish work of high impact in the field, as demonstrated through measures such as number of citations, quality of journals, invited or highlighted papers, quantity of contributions, and other appropriate factors. In evaluation of publications, attention will be given primarily to the quality and impact of contributions, as well as the quantity of contributions.
- c) Have their expertise sought in the form of plenary or keynote addresses and invited presentations or seminars.
- d) Receive recognition from peers (internal and external) in the form of citations, reviews of work, and awards.
- e) Election or appointment to prestigious external roles that advance the mission of the University or discipline, such as leadership or service within learned societies, professional organizations, or granting agencies; journal editorships; and conference organization.
- f) Make substantive contributions to the teaching program that are of high quality as demonstrated through a consistently strong record of course delivery, peer evaluations, student feedback, innovation in teaching, research-inspired teaching, and/or professional development.
- g) Have a high impact on the mentoring of graduate students and other HQP as demonstrated through student success indicated by factors such as progression through the program, publications, conference presentations, awards, and career outcomes.
- h) Make a significant contribution to course or curriculum development.
- i) Provide exceptional Service to the School in roles such as Undergraduate or Graduate Committee Chair, or as Undergraduate Advisor.

8.2 Award of PPI involves a relative ranking exercise in which a maximum of 30% of members, normalized over ranks and streams across the Faculty, will receive a PPI. As such, some members may be ranked as exceeding expectations but may not receive a PPI.

9.0 Outstanding Performance Recognition

9.1 Members who are assessed as exceeding expectations are eligible for the Outstanding Performance Recognition (OPR). According to the Section 5.7 of the FEP, OPR awards recognize a singular achievement in any one of the Teaching, Research, or Service, as opposed to the cumulative record over the evaluation period. Examples of such achievements include, but are not limited to:

- a) a major external award or recognition;
- b) a significant publication or research achievement;
- c) a significant curricular development or achievement (e.g., a new program, an innovative development in curriculum, or teaching reform);
- d) election to a significant professional, national, or international leadership role;
- e) an output of high societal impact.

9.2 The Director shall assess the contributions of members over the evaluation period and nominate candidates to the Dean; the OPR is awarded entirely at the discretion of the Dean.

10.0 Standards for Reappointment, Promotion, and Tenure

10.1 A description of the evaluation process and documentation required for Reappointment, Promotion, and Tenure can be found in Sections 25 and 27 of the CA and in the FEP. Members are recommended to familiarize themselves with these documents and to seek advice from the Director and/or mentors in preparing documents for evaluation.

10.2 In SEOS, members will be evaluated based on information from their performance file; Director's evaluations, where applicable; CV; Teaching Dossier; summary statement; and referee letters, where applicable. Statistical data from reputable sources provided by the member may be used. The ARPT Committee may also utilize journal impact factors and citation metrics from Web of Science and Google Scholar.

10.3 According to the CA, CES scores are a required element of teaching evaluation for Reappointment, Promotion, and Tenure decisions. In SEOS, CES scores represent only a minor component in these evaluations, and are to be considered as described in Section 6.3 above.

10.4 It is expected that members will normally progress through the ranks as they gain experience and reputation and develop their profession careers.

11.0 Standard for Reappointment

11.1 An Assistant Professor under consideration for Reappointment must demonstrate progress towards establishing an active, independent research program at the University, and must have met or exceeded expectations with respect to Teaching, Research, and Service as outlined in the CA, the FEP, and Section 7.1 above. The capacity for continued development in Teaching, Research, and Service must be demonstrated

11.2 A Limited-term Professor at any rank under consideration for Reappointment must demonstrate meeting or exceeding expectations with respect to Teaching, Research, and Service as outlined in Section 7.1 above. Reappointment is dependent upon availability of the requisite funds, resources, and physical space necessary to continue the research.

12.0 Standard for Promotion and Tenure of an Assistant Professor and for Granting of Tenure to an Associate Professor

12.1 A tenured Associate Professor will meet or exceed expectations with respect to Research, Teaching, and Service as outlined in the CA, the FEP, and Section 7.1 above. They will have established a program of Research that is independent of their previous supervisors and be building an international academic reputation.

13.0 Standard for Promotion to Professor and for Granting of Tenure to a Professor

13.1 A tenured Professor will meet or exceed expectations with respect to Research, Teaching, and Service as outlined in the CA, the FEP, and Section 7.1 above. They will have made a substantive contribution to their discipline and will have established a program of Research that has attained an international academic reputation.

Approved by the School of Earth and Ocean Sciences: March 23, 2020
(Date)

Approved by the Dean of Science: _____
(Signature)
23 March 2020

(Date)