

DEPARTMENT XYZ
STANDARD FOR THE DISTRIBUTION AND EVALUATION OF ACADEMIC RESPONSIBILITIES*

*This Standard builds on and elaborates on the 2019-2022 Collective Agreement between the University of Victoria Faculty Association and the University of Victoria and the Faculty of ABC Evaluation Policy ([insert link](#)). Members of the Department of XYZ are advised to familiarize themselves with both documents. Where there is a conflict between this Standard and the Faculty Evaluation Policy, the FEP shall govern. The Collective Agreement supersedes all documents.

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1. Preamble

The [Collective Agreement](#) (the “CA”) between the University of Victoria Faculty Association and the University of Victoria regulates how Academic Responsibilities are assigned and evaluated. Further elaboration of the process and criteria for evaluation of Academic Responsibilities is made in the ABC Faculty Evaluation Policy (FEP). Faculty members also need to comply with the [Graduate Studies Supervision Policy](#).

Article 13 of the CA stipulates that each Unit must create and distribute an approved written Standard by March 31st 2020 unless extensions are granted by waiver. The Department of XYZ Standard (the “Standard”) presents complementary information to that contained in the CA and the FEP and establishes and defines Normal Workload including expectations for supervision of graduate and undergraduate students, Alternative Workload that commonly arises through course release or Service expectations, the norms and processes for the allocation of Academic Responsibilities giving consideration to the requirements in s. 12.9 and s. 13.6 d), the standards for meeting and exceeding performance expectations congruent with appointment type (teaching and research stream) and stage of career for the purposes of salary evaluation and, separately, defining the criteria for meeting standards for Reappointment, Continuing Appointment, and Promotion (including Promotion with Tenure).

This Standard reflects the primacy of collegiality, transparency, equity, and accountability as values that organize the research and teaching work of XYZ faculty. This Standard aspires to embed these values into all of our practices at the Department, including the evaluation of Research or Scholarly Activity, Teaching, and Service performance across both streams and all ranks.

2. Departmental Mandate and Academic Objectives

Note: This is an optional section intended to allow for explanation and context related to the Unit's values, vision, mandate and/or academic objectives and operational requirements (see s. 13.1). If the Unit Standard plans to describe operational requirements consultation with the Dean is encouraged.

3. Assignment of Responsibilities

Faculty Members appointed to Research-stream appointments have Academic Responsibilities in the areas of Teaching, Research and Service. Faculty Members appointed to Teaching-stream appointments have Academic Responsibilities in the areas of Teaching, Scholarly Activity and Service. These are further described in Article 25. Academic Responsibilities are a combination of self-directed and assigned tasks in each of the areas. The balance of commitment between each area of activity is as outlined in Article 13.

Assigned Academic Responsibilities are in the areas of Teaching and Service. Assigned Academic Responsibilities shall be distributed in an equitable and transparent manner, giving consideration to all relevant factors as outlined in s. 12.9 of the CA. Recognizing that there may be fluctuations in workload in a given year, equitable distribution of Academic Responsibilities should be assessed over a period of no more than five years (s. 13.13 in the CA).

Academic Responsibilities are further defined in s. 12.5 of the CA.

Where a Faculty Member wishes to take a contiguous vacation period of one month and the normal scheduling of their Teaching does not enable a contiguous period, the Faculty Member shall notify the Chair at least one month in advance of the notification of the proposed Teaching assignment (and in no case later than two weeks after notification of the proposed Teaching assignments. The Chair shall ensure Teaching is scheduled such that there is a period of one month free of Teaching during which the Faculty Member may take vacation. (s.52.2)

3.1 Assignment of Teaching Responsibilities:

The Chair/Director/Dean* (in non-departmentalized Faculties) is responsible for the assignment of Teaching responsibilities. Best efforts will be made to align the final assignments of Teaching responsibilities with the requested assignment of the Faculty Member, recognizing that the operational mandate of the Unit and the constraints noted in the CA will take precedence over individual preferences for course assignments. In addition to s. 12.9, the following principles apply to the assignment of Teaching responsibilities: (list any considerations beyond those in s. 12.9)

* Chair/Director/Dean recognizes the role of Deans in non-departmentalized Faculties to take on the referenced responsibility. This responsibility may be delegated to an Associate Dean.

3.2 Other considerations in Teaching and course delivery:

The primary responsibility for developing and updating course material falls to the faculty member assigned to the course. (Insert any further expectations in relation to teaching and course delivery specific to the Unit)

3.3 Assignment of Service Responsibilities

Collegial and shared governance is valued and is only made possible through active citizenship of faculty in Department/School, Faculty, and University committees.

Service to the Department/School includes regular attendance at Department/School meetings, serving on elected committees, as well as other Service roles assigned by the Chair/Director/Dean*. Best efforts will be made by the Chair/Director/Dean to align Service assignments with the preferences and interests of the Faculty Member. Efforts shall be made to allocate Service work equitably across Faculty Members in the Department/School/Faculty.

In addition, faculty are encouraged to participate in Service activities outside the Department/School, including to the Faculty, the University, the Association and the community. Such self-directed Service activities shall be factored in when making Service assignments.

There is an increasing expectation of Service activity with career stage. Academic leadership is an expectation of Professors and late-stage Associate Professors in both Research and Teaching streams. Academic leadership includes such activities as chairing Department/School, Faculty and University committees, or leadership roles in Service activities outside the University.

4. Normal Workload

4.1 Normal Workload for Faculty Members with Research-stream appointments

Samples of possible language

Sample 1

Research-stream Faculty are expected to participate in both the undergraduate and graduate program and teach a mixture of introductory courses, more advanced undergraduate courses, and graduate seminars. Other Teaching activities that form part of Normal Workload include undergraduate and graduate student supervision and participation on graduate committees

Research-stream faculty members will normally teach X units to be assigned (insert details to reflect the norm. E.g. "equally over two terms, with one four-month term within each 12-month period to be free of assigned teaching.")

Sample 2

The Normal Teaching Workload for Research Stream Faculty includes teaching 4 courses. In addition, the Faculty Member is expected to undertake a reasonable amount of student supervision and participate in curriculum development as expected of all colleagues.

Sample 3

The Normal Teaching Workload for Research Stream Faculty is 10 units. Each course is worth 1.5 units. Each PhD supervision is worth .5 unit and a Masters' supervision is .25 unit. Faculty are expected to provide between 2-4 units of supervision. Participation in curriculum development or course coordination is 1.0 unit per 20 hours.

The following courses are to be given differential unit values to reflect consideration of differential amount of time/effort required (e.g. large enrollment courses, field study, online courses, directed study, practicum, lab, etc.).

Note: If there is normally a course reduction for new faculty, insert language identifying the usual arrangement:

Sample of possible language

Newly appointed Research Stream Faculty Members will be given X course releases in the first X years of their appointment, to enable them to develop new courses and/or develop their research program. If this impacts expectations in either Research or Service, an Alternative Workload arrangement should document the rebalancing of Academic Responsibilities.

All full-time Research-stream faculty are expected to be active in research in their fields, work towards mastery of knowledge in their field and remain aware of current scholarship.

Service is a required component of the Normal Workload for Research-stream faculty members. It is recognized that Service load should normally be lower for pre-tenure Research-stream faculty members. Service is further defined in the CA 25.14.

4.2 Normal Workload for Faculty Members with Teaching-stream appointments

Sample language provided above for Research Stream may be modified for use in this section.

The Normal Workload for Faculty Members with Teaching-stream appointments includes Teaching, Scholarly Activity, and Service. Teaching-stream Faculty Members will normally teach a total of X courses/units over a 12-month period. Other teaching activities that form part of a Normal Workload may include (e.g. supervision, course coordination, curriculum development).

Teaching-stream faculty members who are part of the Faculty of Graduate Studies may also elect to supervise graduate students or participate in the teaching of the graduate program. This is/is not a required part of Normal Workload for Teaching Stream faculty.

Note: If there is normally a course reduction for new faculty, insert language identifying the usual arrangement:

Sample of possible language

Newly appointed Teaching Stream Faculty Members will be given X course releases in the first X years of their appointment, to enable them to develop new courses and/or develop their Scholarly Activity program. If this impacts expectations in either Scholarly Activity or Service, an Alternative Workload arrangement should document the rebalancing of Academic Responsibilities.

Full-time teaching-stream Faculty Members are expected to show evidence of Scholarly Activity within their field. As per the CA, Scholarly Activity is defined as encompassing those activities which enhance teaching ability or effectiveness. Evidence for Scholarly Activity is further defined in CA 25.11. and CA 25.12 and in the Faculty Evaluation Policy (insert section numbers).

Service is a required component of the Normal Workload for Teaching-stream faculty members. It is recognized that Service load should normally be lower for Teaching-stream Faculty Members without Continuing Appointment. Service is further defined in the CA 25.14.

4.3 Alternative Workload

As per CA 13.25 – 13.40 Faculty Members can apply for an Alternative Workload that will alter the balance between the three components of Normal Workload. Applications for an Alternative Workload must be made at least six months in advance of when the proposed arrangement would normally take effect. Alternative Workload arrangements must be approved by the Dean, and can be for all or part of an Academic Year, for consecutive Academic Years, or until the end of the Member's Appointment.

Note: Insert any AWL arrangements which will be provided in the normal course in a given circumstance.

Examples

Faculty Members with a Canada Research Chair will normally be recommended for approval of an Alternative Workload of 20% Teaching, 60% Research, 20% Service.

Responsibility for an academic program or major community-engagement Teaching or Research initiative, or responsibility for managing a major grant could warrant an AWL. The Unit Standard may articulate the thresholds for common AWL requests.

Alternative Workload arrangements will normally be recommended for approval for Faculty Members who serve as Chair, Associate Chair, Graduate Advisor or Undergraduate Coordinator. Faculty taking on these positions will normally teach no more than xx units.

5. Performance Expectations for the purposes of Reappointment, Continuing Appointment and Promotion (including Promotion with Tenure)

Guidelines and procedures for Reappointment, Continuing Appointment, and Promotion (including Promotion with Tenure) are outlined in CA articles 27, 28 and 29. Candidates are advised to familiarize themselves with the information contained in these articles.

Sample language

The Department/School/Faculty value clinical, community-engaged and Indigenous research and recognizes that indicators for successful achievement in these areas may be different than those for traditional academic activity. We also recognize that the pace of output may vary as well. These factors must be taken into account when assessing the Research and Scholarly Activity of Faculty Members. For further information on how to assess the value and impact of community-engaged scholarship for promotion and continuing appointment see <https://www.uvic.ca/cue/assets/docs/promotion-tenure-ces.pdf>

Note: It is in the interests of faculty members that criteria for reappointment, continuing appointment and promotion (with or without tenure) be as clear and detailed as possible, so that faculty are aware of the expectations required. It is also very useful for external reviewers to have access to clear and detailed criteria, so that they are able to use UVic standards in assessing candidates, rather than the standards of their own institutions.

5.1 Research-Stream Faculty Members

a) Reappointment

Research-Stream Faculty Members appointed at the Assistant Rank are reappointed on the basis of Teaching effectiveness and Service since appointment to the University, and scholarly achievements (Research) during their career.

The standard for Reappointment in the Department/School/Faculty is (example: that the candidate is making reasonable progress toward meeting written expectations for promotion to Associate Professor).

b) Promotion to Associate Professor

Research-Stream Faculty Members appointed at the Assistant Rank are considered for Promotion to Associate Professor on the basis of Teaching effectiveness and Service since appointment to the University, and scholarly achievements (Research) during their career.

The standard for promotion to Associate Professor is outlined in CA 28.16. (Reference any related requirements in the FEP and add all additional requirements that are discipline expectations not spoken to in the CA or the FEP)

See sample of more detailed language for Promotion to Associate Professor in a Humanities field in Appendix A.

c) Promotion to Professor

Research-Stream Faculty Members are considered for promotion to Professor on the basis of Teaching effectiveness and Service since appointment to the University, and scholarly achievements (Research) during their career.

The standard for promotion to Professor is outlined in CA 28.17. (Reference any related requirements in the FEP and add any additional requirements that are discipline expectations not spoken to in the CA or the FEP)

Note to consider: In addressing the definition of “outstanding achievements” in Research or Teaching as outlined in CA 28.17, Units are encouraged to define for themselves, in relation to their discipline, what they might mean by “outstanding achievements” in terms of promotion to Professor, and not rely on external definitions (eg Tri-Council definitions) which may be subject to change outside of Unit control.

5.2 Teaching-Stream Faculty Members

a) Reappointment and Continuing Appointment

Teaching-Stream Faculty Members appointed at the Assistant Rank are reappointed on the basis of Teaching effectiveness, Scholarly Activity and Service.

The standard for reappointment as Assistant Teaching Professor is that the candidate has consistently met expectations for performance at this rank. Indicators for meeting expectations for reappointment include:

Sample language

- a. CES frequency distributions in which there are generally more responses in the “good” and higher response categories than in other categories; or, failing that, that there is an upward trend in the CES frequency distributions over the time period being considered. Positive peer evaluations are also considered, as is evidence of development of strong course outlines and attendance at LTSI workshops.
- b. Evidence of engagement in Scholarly Activity, as defined in CA 25.11 and 25.12. Such evidence can include syllabi, teaching statements, and work-in-progress, as well as material indicated in CA 25.11 and 25.12.
- c. A satisfactory Service record, consistent with early stage of career.

Teaching-Stream Faculty Members are recommended for Continuing Appointment on the basis of Teaching effectiveness, Scholarly Activity and Service.

Sample language

The standard for Continuing Appointment is that the candidate has met or exceeded the expectations outlined above for Reappointment.

b) Promotion to Associate Teaching Professor

Teaching-Stream Faculty Members are considered for Promotion to Associate on the basis of Teaching effectiveness, Scholarly Activity and Service.

The standard for promotion to Associate Teaching Professor is outlined in CA 29.5. (Reference any related requirements in the FEP and add any additional requirements that are discipline expectations not spoken to in the CA or the FEP)

c) Promotion to Teaching Professor

Teaching-Stream Faculty Members are considered for promotion to Teaching Professor on the basis of Teaching effectiveness, Scholarly Activity and Service.

The standard for promotion to Teaching Professor is outlined in CA 29.7. (Reference any related requirements in the FEP and add any additional requirements that are discipline expectations not spoken to in the CA or the FEP)

6. Performance Expectations for the Purposes of Salary Evaluation

Faculty Members are evaluated for the purposes of salary review on a biennial basis. Faculty Members in our Faculty are evaluated in even/odd-numbered years. As defined in CA 50.27, the period of review is four years ending the prior December 31.

The Department/School/Faculty value clinical, community-engaged and Indigenous research and recognizes that indicators for successful achievement in these areas may be different than those for traditional academic activity. We also recognize that the pace of output may vary as well. These factors must be taken into account when assessing the Research and Scholarly Activity of Faculty Members.

6.1 Materials to submit for the purposes of salary evaluation:

Refer to requirements in the FEP or, if devolved to the Unit Standard, insert here.

6.2 Salary Evaluation Process:

As per CA 50.28 each Faculty Member will submit the above materials by (insert date) and meet with the Chair/Director/Dean* to discuss their accomplishments during the review period. Following that meeting, the Chair/Director/Dean* will assess Faculty Members as “meeting,” “not meeting,” or “exceeding” expectations. The standard for meeting or exceeding expectations is defined below within each area of Academic Responsibility and increases with stage of career.

Subject to the eligibility bands defined in CA 50.14, all Faculty Members that are assessed as “meeting” or “exceeding” expectations will receive a CPI. A rating of “exceeding” expectations means that a Faculty Member is eligible for a Performance Pay Increment (PPI – distributed to approximately 30% of Faculty Members). The top 10% of those who are rated as “exceeding” expectations will be recommended to the Dean for an Outstanding Performance Reward (OPR).

The list of Faculty Members who are rated as “exceeding” expectations will be ranked within each stream and forwarded as a ranked list to the Dean, who will make recommendations to the Provost for the awarding of PPIs and OPRs. PPI and OPR will be distributed on a pro-rata basis across streams and ranks at the level of the Faculty. This means that a recommendation for a PPI or OPR from the Chair/Director is not a guarantee of receiving one. (Make necessary adjustments for non-departmentalized Faculties)

Further information on the value of CPIs, PPIs, and OPRs is found in CA Article 50.

It is recognized that the University is required to provide human-rights based accommodations from time to time as circumstances arise that may affect the ability of a Faculty Member to engage in Academic Responsibilities and/or may affect performance in these areas. Approved

accommodations must be taken into account when assessing performance for the purposes of biennial salary evaluation.

6.3 Meeting Expectations

Teaching (Research Stream Faculty):

Meeting expectations in the area of Teaching means fulfilment of assigned Teaching duties. (Reference any related requirements in the FEP and add any additional requirements that are discipline expectations not spoken to in the CA or the FEP)

Sample language

This means:

- Preparing and updating syllabi as required
- Informing the Chair/Director if you will be missing one or more classes and making advance arrangements for planned absences
- Preparing and delivering lectures and other course material/class activities on-campus or through distance modes
- Administration of tests and exams
- Timely grading and grade submission
- Reviewing grade appeals and marking deferred assignments
- Willingness to accept at least two honours or graduate students per year, if asked by the Graduate Director
- Adequate supervision of the Faculty Member's graduate students, if applicable
- Participation in graduate supervisory committees, if applicable

Teaching: (Teaching stream faculty):

Sample language

This means:

- Preparing and updating syllabi as required
- Informing the Chair/Director if you will be missing one or more classes and making advance arrangements for planned absences
- Preparing and delivering lectures and other course material/class activities on-campus or through distance modes
- Administration of tests and exams
- Timely grading and grade submission
- Reviewing grade appeals and marking deferred assignments

Research (Research-Stream Faculty):

Meeting expectations in the area of Research means evidence of activity and engagement in scholarship, research, and creative activity, as defined in CA 25.8 and 25.9.

Note: Bearing in mind that research productivity can be cyclical, Units may explicitly accept evidence of ongoing work on a research/creative project as the minimum requirement for meeting Research expectations.

Sample language

Evidence of activity for the purposes of biennial salary evaluation includes the items listed in 25.9 (Units may add to this list or identify the relative importance or weight of items in the list). Faculty Members may choose to submit evidence of work-in-progress (e.g. submitted articles, book sections, chapters and other partially completed manuscripts/creative projects); evidence of grantsmanship activity (including unfunded grants). In addition, Faculty Members may elect to submit indicators of successful and/or ongoing community engagement, creative activity or clinically-based work.

Scholarly Activity (Teaching-Stream Faculty):

Sample language

Meeting expectations in the area of Scholarly Activity means evidence of tangible and intangible engagement with the field in ways that will contribute to the Department/School/Faculty's teaching program and enhance the Faculty Member's Teaching effectiveness. Indicators of Scholarly Activity are described in CA 25.11 and 25.12. (Reference any related requirements in the FEP and add any additional requirements that are discipline expectations not spoken to in the CA or the FEP)

Members may elect to submit evidence of work-in-progress and grantsmanship (funded and unfunded). In addition, Faculty Members may elect to submit indicators of successful and/or ongoing community engagement/creative projects and may wish to enumerate research/bibliographic work/conference attendance intended to enhance one's teaching.

Note to consider: The addition of Scholarly Activity for Teaching-stream faculty as an Academic Responsibility in the CA was intended to recognize the scholarly work that Teaching faculty have already been doing in relation to their Teaching, as well as in relation to the Scholarly Activity that has been required for promotion to Teaching Professor. It was not intended to add significantly to the existing expectations for teaching stream faculty.

Service

Service in all of its manifestations is defined in CA 25.14. (Reference any related requirements in the FEP and add any additional requirements that are discipline expectations not spoken to in the CA or the FEP)

Sample language

Meeting expectations in the area of Service means active participation in internal committees and as requested by the Chair/Director/Dean*. While external Service is encouraged, it does not normally replace internal Service for the purposes of meeting expectations. However, significant external Service will be taken into account in Service assignments and in the evaluation of Service.

Service that is required in order to meet expectations includes:

- Service as a member on one or more School committees
- Regular attendance at Department/School meetings
- Representing the Department/School on committees and working groups as assigned by the Chair/Director/Dean*
- Participation on ARPT committees as mandated by the structures chosen by the Department/School/Faculty
- Attendance at at least one academic School/Department event (mini-conference, book launch, guest speaker, departmental seminar, etc) per year

There is an increasing expectation of Service activity with career stage. Academic leadership is an expectation of Professors and late-stage Associate Professors in both Research and Teaching streams. Academic leadership includes such activities as chairing Department/School or Faculty committees, or leadership roles in Service activities outside the School, Faculty, or University.

6.4 Exceeding Expectations

Sample language

Research (Research-Stream Faculty): Exceeding expectations in research means going substantively beyond what is required in order to meet expectations, either in terms of quantitative output (i.e number of peer-reviewed articles or a major monograph over the period of review) or substantive achievement (for example, a principal investigator on a major external grant, a major book award or other research award, or an indicator of substantive achievement in community-engaged research or creative activity). Units may also choose to assess research success in relation to external indices such as citations and journal rankings, if permitted by the FEP and defined clearly in the FEP or Unit Standard.

Teaching (Research Stream Faculty): Exceeding expectations in teaching means a substantive achievement in any one of the activities associated with fulfilling Teaching duties in the Department/School/Faculty. Examples include teaching awards, evidence of high achievement in graduate student mentorship, supervising to completion a particularly high number of graduate students, regular development of new and innovative courses, major achievements in the scholarship of teaching and learning or significant contribution to curricular renewal and development in the Department/School/Faculty.

Teaching (Teaching Stream Faculty): Exceeding expectations in teaching means a substantive achievement in any one of the activities associated with fulfilling Teaching duties in the Department/School/Faculty. Examples include teaching awards, regular development of new or innovative courses, supervising graduate students or serving on graduate committees (as graduate student supervision is not required for teaching stream faculty to meet expectations in teaching).

Scholarly Activity (Teaching-Stream Faculty): Exceeding expectations in Scholarly Activity means going substantively beyond what is required in order to meet expectations. Examples may include peer-reviewed articles, conference presentations at external conferences, successful grantsmanship, substantive achievement in community-engaged scholarship, creative activity, scholarship of teaching and learning, research linked to research-enriched teaching or significant contribution to curricular renewal and development in the Department/School/Faculty.

Service: Exceeding expectation in Service means a substantive and significant contribution to internal or external service over the period of review which goes well beyond that expected to meet expectations.

Evidence for exceeding expectations in any of the areas of evaluation should be highlighted in the evaluation document submitted by the Faculty Member to the Chair/Director/Dean. A Faculty Member may be ranked as exceeding expectations for substantive achievement in one, two, or all three of the areas of Academic Responsibility (depending on how defined in the FEP). Evaluation ratios will be used for the purposes of ranking those Faculty Members who are recommended to receive PPIs and/or OPRs. Evaluation ratios for Research-stream faculty are 40/40/20 and 70/10/20 for Teaching-stream faculty unless there has been an approved Alternative Workload in place during the period of review or an alternative evaluation ratio has been approved under s. 25.27.2.

6.5 Not meeting expectations

Not meeting expectations is defined as a failure to meet the minimum thresholds associated with meeting expectations in any one of the areas of Academic Responsibility. An assessment of not meeting expectations will consider the career stage of the Faculty Member. A Faculty Member who is assessed as not meeting expectations will be recommended by the

Chair/Director to receive ½ CPI as per CA 50.15 and will be given the opportunity to be re-evaluated in the following year.

A Note on CES

Note to consider: CES must form some part of the evaluation of teaching. Depending on the FEP, Unit Standards can determine the relative weighting of CES scores in the overall evaluation of teaching in the Unit, or whether CES frequencies will be assessed as part of the evaluation of teaching, without any specific weighting. The CA now defines CES as evaluations of the student experience of the course. Unit standards can also determine the threshold in terms of response rate for CES frequencies to be used in evaluation. The CA also requires that the known biases of CES scores (in terms of age, gender, race, first language, etc.) must be taken into consideration in any assessment of CES. Unit Standards can identify how the Unit will assess such biases in any use of CES in the evaluation of teaching.

Appendix A – Sample language of detailed discipline specific criteria for promotion

Humanities department standard for Promotion to Associate Professor

Teaching: The Department expects tenured faculty to be effective teachers, as demonstrated by the broad range of activities documented in the Teaching Dossier, and to show a capacity and commitment to enhance their effectiveness throughout their career.

Research, Scholarly and Creative Activity:

It is expected that the candidate will regularly disseminate the fruits of their research through peer-reviewed publications and projects. Normally, the department expects that to obtain promotion to associate professor, candidates must have published a monograph with a respected academic press. An acceptable equivalent would normally be X full-length articles in peer-reviewed journals (on-line or in print) or full-length chapters in peer-reviewed books that together make a substantial contribution to the field. Contributions in the form of peer-reviewed digital works, or peer reviewed public humanities, community-based works of scholarship and research using indigenous forms of knowledge will normally each count as equivalent to not more than X journal articles or book chapters. The publication of textbooks, major book-length annotated bibliographies and edited (and translated/annotated where relevant) collections of essays or primary documents will normally each count as the equivalent of no more than X number of peer-reviewed journal articles or book chapters.

The department recognizes that some peer-reviewed publications and projects might take various forms, including substantial digital artifacts (e.g., but not limited to, visualizations, databases, web sites, digital tools or software) as well as substantial peer-reviewed contributions in the fields of public humanities, community-based research, and research using indigenous knowledge. Candidates presenting work in digital humanities, public humanities, community-based research, or research using indigenous knowledge must provide evidence of impact, quality and peer review as discussed below.

Given the modest pace at which the print publication process in Humanities moves, work will be considered a publication when it is confirmed by the publisher to have reached the final stage of the publication process, normally acceptance by a press of final revisions, with a written confirmation from the publisher of unconditional acceptance and a projected date of publication or electronic release.

The Department expects that the member, whatever their rank, will be able to provide evidence of on-going scholarly activity, and commitment to continued scholarly productivity.

Scholarly productivity also includes, but is not limited to, curating of museum or gallery exhibits relevant to the discipline; the writing of review articles, book reviews and dictionary and encyclopedia entries; the organizing of conferences and colloquia; the reviewing of article and book manuscripts for scholarly journals and presses; the writing of research grants and success in obtaining such grants, conference presentations, consulting work in the public and private

sector; non peer-reviewed publications demonstrating a high quality of scholarship or having significant public impact.

In considering the candidate's research output, including peer-reviewed publications, the quality of the work will be the major consideration. The quality will be determined in various ways, including the comments of external referees and the assessment of the candidate's peers on the departmental Tenure and Promotion Committee.

In assessing digital scholarship the following considerations will be addressed, as relevant: the comments of referees regarding quality and impact; the role of the candidate in the construction of the digital project and in the research and development of the content of the project; the contribution of the work in advancing the state of knowledge in the field, both in terms of content and new digital approaches to organizing and interacting with the content; its contribution to pedagogy and assessment; the long-term accessibility and viability of the project; the size of the website or other digital projects; the way it conforms to accepted standards in digital humanities; its links to respected websites and other digital media; peer-reviewed articles related to the project; positive academic and other reviews of the project; the receipt of peer-reviewed grant funding for the digital project and public awards, media reports, including social media, evidence of the use of digital projects in academic, educational and broader public venues, nationally and internationally, invitations to the creator to speak at academic and public venues, and other evidence of the value and broader impact of the project in the larger community and of the development of a national or international reputation through this work.

In assessing community-based and public humanities scholarship as well as research using indigenous knowledge the following considerations will be addressed, as relevant: the comments of referees regarding quality and impact; peer-reviewed articles and peer-reviewed grant funding for the project, higher level impacts of the research on the community, the public and/or the academy, including graduate and undergraduate students; the implementation, transfer and use of the knowledge gained through this research in community and academic settings, and community and broader public recognition of achievements, as identified through letters from community partners, academic peers, invitations to speak in academic, community and policy-based and broader public settings, academic and community reviews (of museum exhibits and other public history outputs, as relevant) media and policy reports, awards, continuation of grant funding and or community support for the work; the development of a national or international reputation through this work and other considerations as relevant.

Service: Candidates for promotion to Associate Professor are expected to have made contributions within the University and to their profession. Community activities relevant to their field are also recognized as valuable forms of service.