

Faculty of Education

University of Regina

CRITERIA DOCUMENT

Relating to

Career Progress Performance Review

December 2006

*Updated to Reflect the University of Regina
Faculty Association Collective Agreement 2005-2008*

UNIVERSITY OF REGINA
FACULTY OF EDUCATION

PREAMBLE

The following criteria are to be understood in the context of a Faculty whose mission is centred on teacher education, and includes adult education. This context has important implications for the interpretation of the criteria and the sorts of activities that are to be valued. The criteria themselves must be discrete, but it is understood that successful teacher education involves significant integration and focus. Some of the areas where integration appears to be of paramount importance include: the relationship between studies of education (theory) and the preparation of teacher practitioners (practice); the mutual enhancement that can occur between teaching, practicum supervision, research and scholarship; the way in which post-graduate studies can build upon and feed into undergraduate programs; inter-disciplinary linkages between the various subject areas; and the critical interface between Faculty members' academic, professional and administrative pursuits. The same areas apply for the Adult Education and Human Resource Development programs, but with a focus on the development of Adult Ed/HRD practitioners.

Another aspect of the contextual setting is the fact that Faculty, including Instructors, belong to a community of teacher educators. Again, the criteria represent discrete measures to some extent, but performance needs to be assessed in terms of its contribution to the general working environment and the promotion of team building. For the Faculty of Education, 'team' is understood to comprise students, staff and Faculty members.

Annual Review Process

The annual review process is based on the calendar year. The procedures, criteria, standards, and application of standards that apply in the review process are outlined below.

I. The Procedures

A. For Career Growth Increments, Promotions, Merit Increments

1. Upon the request of the Dean, Faculty members complete and submit their Annual Faculty Information Forms along with any necessary supporting documents. Academic staff members who hold tenure-track appointments shall submit their forms by December 15 of the year under review. All others shall submit their completed forms one month later (by January 31).

An academic staff member who desires to be reviewed in an "off" year shall make application for such consideration in writing to the Dean prior to November 30.

An academic staff member who seeks tenure, promotion or merit increment shall make application in writing to the Dean by November 30. Supporting documentation shall be produced at this time.

2. As the initial step in the review process, the Initial Reviewer prepares a review (based on the documentation outlined in Article 17.6) for each member who is eligible for consideration and completes the Performance Review Form. The Initial Reviewer makes a recommendation and records it on page 4 of the Performance Review Form. This recommendation will be communicated in writing to the academic staff member as soon as possible (preferably two weeks) before the next level of review by the Review Committee. The recommendation will be discussed by the Initial Reviewer with the academic staff member. The academic staff member shall sign the Performance Review Form indicating that they have read the document. Clarifying information may be added by the academic staff member as soon as possible (within one week of reading the Performance Review Form or having received the communicated information from the Performance Review Form). This additional information will be attached to the Performance Review Form prior to its review by the Review Committee.
3. The next step in the review process is an independent review by the Review Committee. (As per Article 17.16). The Review Committee shall review the statements included in and attached to the Annual Information Form and the Performance Review Form in light of the established criteria of the Faculty, make written recommendations, and record them on page 4 of the Performance Review Form. The Review Committee shall schedule a meeting with the Dean to provide the committee's recommendations to the Dean. (As per Article 17.16).
4. The academic staff member has the right to see the Performance Review Form after all statements have been made on it prior to those of the Dean or equivalent. To that end, when all written statements have been included on or appended to the Performance Review Form, the Dean or equivalent will invite, in writing, every academic staff member who is being reviewed to make an appointment for the purpose of perusing and discussing the information on the Form, and the forthcoming career decision or recommendation of the Dean or equivalent. Further opportunities for input from the academic staff member are outlined in Article 17.17.
5. The decision or recommendation of the Dean or equivalent shall be entered on page 4 of the Performance Review Form and signed. (As per Article 17.20).

B. For Tenure-Track or Tenured Appointments

The first four steps in A above apply. The fifth step is:

5. The Dean may also seek input from the Academic Review and Development Committee before coming to a decision.

II. The Categories for the Assessment of Faculty Performance

Article 17.12 (and by implication 16.1.1) of the current Agreement will be interpreted to include the following:

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|---------------------------------|--------------------------------------|
| A. Teaching | E. Program/Committees/Administration |
| B. Research | F. Professional Activities |
| C. Practica Supervision | G. Community Service |
| D. Graduate Studies Supervision | |

III. Criteria for Assessment of Scholarly Work

A. Teaching

Effective teaching is highly valued by the Faculty. While good pedagogy can be taught through discussion and practice, students also learn through observing effective teaching modeled by Faculty members. Such modeling may include classroom instruction itself, as well as choices around curriculum, methodology and assessment, and the intellectual practice of reflecting on one's own teaching.

Criteria for effective teaching and its documentation may include, but are not limited to: personal reflection; peer coaching and assessment; analyses of, and responses to student evaluations; regular review of course content and evaluation methods; the development of new classes and/or programs, including the innovative use of appropriate learning technologies; and a commitment to professional development.

B. Research

The Faculty of Education values collaborative and individual research. It recognizes that research activities may take many forms. The dissemination of research may include, but is not limited to: articles in non-refereed journals and refereed journals, art installations, books, conference papers, creative works, curricular materials, edited works, manuals, monographs, participation in symposia and conferences, reports, reviews, public performances, software programs, videos, and other technologies. Dissemination activities may include individual or collaborative endeavours—both of which are valued in the Faculty of Education.

Because peer evaluation and interaction are integral to research activity, it is important that academic faculty members provide evidence of peer responses to their work. Examples of peer responses include, but are not limited to: publications in peer-reviewed journals and other media, reviews, commentaries, adoptions of material and citations.

C. Practica Supervision

Our Faculty has developed a sequence of field experiences at the undergraduate level which culminates in the internship. There are also individual classes, graduate and undergraduate, which may have a field experience component.

The supervision of practica and field experience is a specialized form of teaching beyond the confines of the university classroom, and may involve individualized instruction, mentorship, guidance and counseling. Academic faculty members may be expected to engage in the supervision process; to assist students in endeavouring to improve their professional practice; to support relationships between preservice teachers and professionals in the field; to contribute to existing support for preservice teacher supervision, such as the Internship Seminar; and to develop innovative and effective approaches to supervision.

D. Graduate Studies Supervision

The supervision of graduate students is regarded as important to our Faculty's mission. While it is recognized that no merely quantitative or mechanical measures exist for assessing an individual Faculty member's contribution or competence in this area, general considerations such as their willingness to be involved as supervisors, membership on committees, numbers and success of students shall be taken into account. Over and above these considerations, however, an attempt should be made to judge the significance and substance of the member's contribution: thus, membership on a committee might be less valued than an active and time consuming role in working with a graduate student. Furthermore, particular value is placed on graduate work which builds upon and enhances the undergraduate program(s).

E. Programs/Committees/Administration

Given the vital role played by programs in our Faculty of Education, the variety of functions essential to making these programs effective and successful is clearly recognized. Moreover, it is acknowledged that these involvements should carry significantly more weight in the Faculty of Education than might be the case in some other Faculties whose missions differ quite considerably from ours.

Involvements beyond the Faculty level are also recognized, such as University committees of various sorts, responsibilities in the Faculty Association and the development/implementation of international education projects.

Programs/Committees/Administration, therefore, includes but is not limited to: administrative duties; program counselling; student counselling and availability; involvement in program activities outside of the classroom, such as Internship Seminars, outdoor education modules, student selection, program development, and program maintenance; committee work, both within the Faculty and University wide; international education projects.

F. Professional Activities

One of the defining features of a professional Faculty is, of course, its linkages with the profession. The 'profession' in question includes, but is not limited to: a) preK - 12 education, teachers and their professional organization(s), schools, school divisions and their administrations; b) post-secondary education, university, regional colleges, First Nations/Metis teacher education programs, as well as other institutional settings (in industry, health and social care, business); i.e., especially relevant to the vocational technical and human resource development areas; and c) both K - 12 and post-secondary education, activities relating to Saskatchewan Learning, as it is designated from time to time.

Professional activities may take many forms, such as: working on committees; conducting workshops and seminars; presenting at conferences; giving talks/keynote addresses; research, curriculum and other writing projects (may also be included in B above); and doing 'consultative' work of other kinds.

The Faculty acknowledges that within the larger constituency the reputation of both the Faculty and University depends upon activities of this sort. For this reason, such activities may be expected to carry much more weight in the annual review process for a Faculty of Education than would likely be the case for a non-professional Faculty.

G. Community Service

This criterion relates to the contribution of Faculty members to the community-at-large - municipal, provincial, national and international. Such activities have significance because it is understood that the university and its academic staff ought to be 'good citizens', and these activities contribute to the social good, as well as to the esteem in which the university is held.

GENERAL PROVISIO: it is understood that with respect to E - G, as well as A - D (where the provision has been made explicit), in the annual review process, Faculty member's contributions should be weighed as to substance and significance as much as possible; thus whilst mere membership on a committee may be of some weight, more significant involvements, leadership, and responsibilities would be weighed more heavily.

IV. Application of the Standards

Although the seven criteria are not ranked, it is recognized that the criteria in Group I and Group II are most important for the annual review process. Neither of these two Groups is intended to be more important than the other; the criteria they encompass include a range of duties and activities that represent the essence of a Faculty member's role in Education.

evidence of various kinds is germane to each of the criteria and it is recognized that the responsibility for accumulating and presenting the appropriate evidence rests with the individual Faculty member. The material submitted with an application for promotion or tenure application should, therefore, contain the necessary documentary grounds upon which the applicant expects her/his case to be assessed.

Notwithstanding the fact that the burden of proof rest with the individual Faculty member to provide evidence of having met the various criteria, and notwithstanding the fact that the adjudicating stages follow a judicial model (not that of a prosecution), it is recognized that with respect to the criterion of 'Practica Supervision', an adjudicating stage (Committee Chair, Associate Dean or Dean) may solicit confirmatory evidence from the Field Experience Office with respect to the individual's performance. Evidence so solicited must be in writing, and must be made available to the individual in question - with opportunity for response - prior to its consideration.

PROMOTION AND TENURE

A. For Promotion

When an academic member is applying for promotion and/or tenure, the performance review will cover the member's entire career, (Article 17.7). The academic member who is applying for promotion and/or tenure shall make written application to the Dean no later than November 30th. All supplementary documentation must be submitted at this time, (Article 17.10).

Academic staff members with appointments in Faculty or Instructor categories shall be promoted when there is evidence of consistent performance of duties specified in the relevant clause of Article 16.

1. From Associate Professor to Full Professor

This promotion represents the crowning achievement of a Faculty member within the community of teacher scholars. For this reason, the Faculty member's whole academic career shall be taken into account.

It is understood that candidates presenting themselves for promotion to the rank of Full Professor would possess an earned doctorate, exceptions being permitted only on the basis of independent evidence of outstanding scholarship. The peer judgement that an individual's achievements indicate grounds for this promotion shall include the following evaluations, on the basis of the criteria categories already identified:

Group I - 'exceptional' in one, and 'appropriate' in the other

Group II - 'exceptional' in one, and 'appropriate' in the other two

Group III - 'appropriate'

Candidates shall indicate which areas of their performance should be considered for 'exceptional' in Group I and Group II.

To be promoted to Full Professor, a Faculty member shall have gained a reputation, academic and professional, well beyond this University and the Province of Saskatchewan. As per Article 17.19, a Campus Promotion Committee will review an academic staff member's file and all material related to the decision for promotion to Full Professor. This committee is advisory to the Dean of the academic staff member's Faculty.

2. From Assistant Professor to Associate Professor

This promotion will normally, but not necessarily, accompany the granting of a tenured appointment. The granting of this promotion signals peer affirmation of an assured place in the community of teaching scholars.

The peer judgement that an individual's achievements indicate grounds for this promotion shall include the following evaluations:

Group I - 'appropriate' in both

Group II - 'appropriate' in each of the three

Group III - 'appropriate'

Normally, the successful applicant will possess a doctorate, or in special areas and appointments where such an expectation is out of keeping with market realities, there should exist the commitment to complete a doctoral program.

3. From Lecturer to Assistant Professor

Normally, to be considered for promotion from Lecturer to Assistant Professor, a PhD or equivalent degree is required. In addition, the candidate must demonstrate that she/he is capable of performing Group I duties of a Faculty member and be willing and able to undertake Group II and III responsibilities.

4. Instructor Appointments

The primary professional duty of an Instructor is teaching. Instructors may also be required to be involved in other related activities. Duties may vary between individuals or administrative units. Duties are assigned by the Dean or other appropriate person. In departments or equivalent units, where there are more than three Instructors, these duties will be assigned following consultation in committee as defined in Article 5.13.

Instructors shall maintain scholarly/professional competence and pedagogic effectiveness. Normally, an Instructor I is appointed for one year or less and possesses a Bachelor's degree or equivalent relevant professional experience. An Instructor II possesses a Master's degree and has relevant teaching experience, or possesses a four-year Bachelor's degree or equivalent and has four years of relevant teaching experience. An Instructor III normally possesses a

Ph.D. and has some relevant experience, or possesses a Master's degree and five years of relevant teaching experience. (Article 13.5).

Criteria for Promotion

Movement from one category to the next is by promotion following application (Article 17.10). Promotion to Instructor II normally requires successful completion of a Master's degree or four years of teaching experience at the university level, a solid record of appropriate teaching and the appropriate performance of assigned duties. Promotion to Instructor III normally requires successful completion of a terminal degree or five years of teaching experience at the university level, a solid record of appropriate teaching and the appropriate performance of assigned duties. An Instructor seeking promotion should demonstrate how she or he is attending to the factors listed under Teaching in the Faculty of Education Criteria document.

In accordance with Article 17.10 of the Collective Agreement, an Instructor applying for promotion or a merit increment shall make written application to the Dean on or before November 30. A copy of the member's current curriculum vitae must be attached to the application.

A career evaluation is undertaken when a promotion is requested.

CGI (Career Growth Increment)

A CGI shall be granted on an annual basis in recognition of demonstrated maintenance of appropriate achievement and progress, primarily in teaching and other assigned duties. The candidate is expected to maintain the scholarly/professional competence necessary for effective teaching.

B. 1. Tenure

Academic staff members shall be granted tenure when there is evidence of consistent performance that has met the standards for the category and rank of appointment through the probationary period including, in the case of Faculty members, professional growth and development demonstrated by contributions to their discipline and to the University and where there is promise of future contributions that will enhance the academic reputation of the University. (See Article 18.6)

Normally, an appointment with tenure will not be granted without the individual having completed doctoral work. Exceptions to this rule will only be admitted: a) where there is clear, independent evidence of scholarship, e.g., publication of a scholarly book, articles in refereed journals, significant curriculum writing, etc.; or b) where it can be demonstrated that the market conditions, equity or availability attenuate this requirement.

2. Instructors

Instructors are appointed to an initial five year term. Instructors may hold term, tenure track or tenured appointments. After satisfactory performance for each of these years, as demonstrated by annual performance reviews, the Instructor's appointment will be deemed to be with tenure. Instructors are requested to

submit a curriculum vitae and teaching dossier, along with their Annual Information Form, in their fifth year review. (See Appendix F: Memorandum of Agreement on Instructor Appointments).

C. Renewal of Probationary Appointments

Within the context of the Academic Review and Development Committee's guidelines, a tenure-track appointment shall be renewed where good evidence of satisfactory performance exists, in accordance with the individual's rank and position, and where it is judged that appropriate progress is being made with respect to any special conditions attached to the appointment.

D. Career Growth Increments (CGI's)

A CGI will be awarded on the basis of satisfactory performance in keeping with the individual's rank and position. In light of their importance, special attention shall be given to performance in relation to the duties identified as in Group I and Group II. It should also be noted that non-performance in any of these areas shall constitute grounds for not awarding a CGI.

E. Merit Increments

The purpose of a merit increment is to recognize and reward Faculty members' "exceptional" contributions or "sustained above average performance," considering the Faculty member's current rank and position. It is understood that categories of assessment are not absolute, but are relative to the rank and career stage in question.

Merit will be considered for contributions and performance in one or more criteria areas, with particular attention to those criteria contained in Groups I and II. "Appropriate" performance in *all* assessment categories is required for consideration for merit. For Instructors, consideration shall be given to contributions in the area of their assigned duties.

Determination of merit is based on Faculty members' contributions since the last merit increment received, or since initial appointment, if no merit has been awarded. (See Articles 17.7 and 18.3).

To be considered for merit, an individual may make application to the Dean, or equivalent, on or before November 30. The application will include a clear statement outlining a rationale for the request and a current curriculum vitae.

In addition, the Initial Reviewer and/or Peer Review Committee may recommend an academic staff member to the Dean or equivalent for a merit increment, whether or not the academic staff member has applied for a merit increment.

V. Supporting Documentation

A. Obtaining and Submitting Data

The responsibility for providing appropriate documentation and evidence in keeping with the seven categories outlined in this document (Section II), for the Dean's Advisory Committee on Performance Review and Sabbaticals, shall rest with the individuals being reviewed. Instructors should provide appropriate documentation relevant to their assigned duties. Normally, the submission of these data to the Committee may be made through the Dean's Office.

There are 3 main sources of feedback about one's teaching: (a) current and former students, (b) one's peers, and (c) reflection on one's own practice. Further, an individual's critical analysis of the relationship between these three data sources would be most useful as part of the performance review process.

It is suggested that care be taken to ensure as much clarity as possible in documenting one's teaching and other scholarly work. For example, on-line and print publications and conference presentations should be clearly identified as peer-reviewed or invited or not. A variety of forms may be used for student assessment of teaching; completed forms are submitted directly to the Dean or equivalent.

A summary of such data and an accompanying interpretation, including a discussion of the context and parameters of the class, are more useful than the raw data gathered for the period under review. In other words, the ability of the academic staff member to make sense of the data is as important, if not more so, than the data itself.

Assessment of the elements of one's course and classroom practice by peers can also be useful to the academic staff member. Documentation should include a critical reflection on the process by which such peer assessment occurred.

B. Letters of Reference

In relation to the granting of tenured appointment, and promotion to the rank of Professor, letters of reference will be solicited by the Dean. The candidate shall supply a list of three referees to the Dean by November 30. The Dean will request a letter of reference from each of them. In addition, the Dean may obtain letters of reference from up to three additional referees. For further details regarding letters of reference, see Article 17.11.

With the concurrence of the affected academic staff member, the above procedures may be used for those being considered for promotion to Associate Professor.

VI. Sabbaticals

Sabbaticals may be applied for, and granted, in accordance with "Performance of Duties" in the URFA Collective Agreement, specifically Section 16.7 (Sabbaticals). As such, the Faculty

endorses Sabbaticals, "...as a means of encouraging continuous professional development and productive scholarship which will be mutually beneficial to the member and the institution".

In assessing Sabbatical applications within the Faculty of Education, these purposes shall be understood in terms of the following criteria:

1. A performance record, based on the Faculty's Criteria Document, which demonstrates that the Faculty member has worked towards a Sabbatical, and that their teaching and scholarship will be enhanced by the Sabbatical.
2. A detailed Sabbatical plan which clearly outlines:
 - the research and professional development project(s) to be undertaken; for Instructors, the detailed Sabbatical plan should be connected to the teaching work of the Faculty.
 - a schedule for the Sabbatical period, including projected dates for the achievement of various aspects of the project, research sites/venues, institutions to be visited, names of academic collaborators, etc.
 - a clear statement of written (or other) scholarly outcomes, e.g., articles, titles/outlines of books, conference presentations, names of journals targeted for publication, names of publishers, etc.
3. Evidence that the Sabbatical will make a positive contribution to the Faculty member's professional development, e.g., his/her teaching, graduate students and research program, and to the Faculty of Education itself. Further, the possibility should exist for the Faculty to derive benefit from the Sabbatical for a reasonable period of time after the applicant's return.
4. The results of the last Sabbatical: all Sabbatical applications shall include a copy of the report of the last Sabbatical taken.

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