



## *Weekly Bulletin for Department & Program Heads*

*Number 2: Tuesday 6 November 2007*

### **CUPE job action – update**

You will have seen Rick's email regarding Banner and Web Mark Entry. Access to both systems was restricted over the past few days. WME has now been made available again, and limited access to Banner will be available to APT staff tomorrow morning.

Students will understandably be concerned about delays in registration for the January 2008 term. Please direct them to the FAQs for students available online at <http://www.uregina.ca/hr/CLDU/pdf/November%202%20Student%20FAQ.pdf>

All student financial holds have been removed.

Students have been very accommodating over the past few days with regard to litter and generally keeping washrooms in good condition. At the end of classes, please encourage your students to deposit all litter in the bins before leaving. (Having now cleaned out the CL lecture halls twice, I can assure you that, at the end of the day, the number of coffee cups -- to name just one thing -- left behind on floors and under desks is staggering. It has given me a keen understanding of what our cleaning staff face every day, day after day, week after week ...).

For the duration of job action, would you please notify Rick and me via email of class cancellations owing to instructors' illness? We are answering telephone enquiries normally directed to CUPE staff in department offices, and need to know about cancellations. We also need to prepare and post written notices of class cancellations on classroom doors.

## Performance review – key information and dates

Date	Step	Notes
<b>By Friday 30 November</b>	Applications for tenure, promotion and merit due	<ul style="list-style-type: none"> <li>From those seeking promotion or tenure, <i>complete</i> packages are due in the Dean's Office by this date (see CA 17.10 and 17.11).</li> <li>CA 17.11 advises members "to submit representative samples of their work for consideration by the referees" by 30 November. <u>Six copies of each sample are to be provided.</u></li> <li>Those seeking tenure or promotion to professor need to provide referees' names and contact information <u>no later than 30 November</u>. If it is possible to do so earlier, please do.</li> </ul>
<b>By Monday 17 Dec</b>	AIFs from tenure-track members due	<ul style="list-style-type: none"> <li>All members being reviewed are encouraged to include an up-to-date <i>curriculum vitae</i> with their Annual Information Forms and other supporting material.</li> <li>Supporting documentation required by this date (CA 17.9)</li> <li>Please ensure that citations on CVs and AIFS are complete.</li> </ul>
<b>By Thursday 31 Jan</b>	AIFs from all others due	<ul style="list-style-type: none"> <li>All members being reviewed are encouraged to include an up-to-date <i>curriculum vitae</i> with their Annual Information Forms and other supporting material.</li> <li>Please ensure that citations on CVs and AIFs are complete.</li> </ul>

- Please ensure that members of your Department seeking promotion or tenure know that *complete* materials (AIF, CV, teaching dossiers, copies of publications, etc., *as well as* names of referees) are due in the Dean's Office no later than Friday 30 November.
- The two documents that everyone needs to know well are Article 17 of the *Collective Agreement* (pages 48-58) and the Faculty's *Criteria for Performance Review*, which forms Appendix A of our *Faculty Handbook* (pages 86-96, including several sub-appendices for members, Department Heads, and the Performance Review Committee). Those planning to apply for promotion to full professor are advised to consult URFA's document at [http://www.urfa.uregina.ca/pages/Path%20to%20Professor%20rank%20\(site\).htm](http://www.urfa.uregina.ca/pages/Path%20to%20Professor%20rank%20(site).htm).
- If you don't have paper copies of these documents, both are available online. The *Collective Agreement* can be found at <http://www.urfa.uregina.ca/contracts/academic20052008.html> and the *Faculty Handbook* at [http://www.uregina.ca/arts/deans\\_office/index.html](http://www.uregina.ca/arts/deans_office/index.html).
- Please read these very carefully with regard to dates, criteria and expectations, and information you need to provide to the Performance Review Committee.
- Fair performance review depends on accurate, full documentation. URFA recommends (in *Do's and Don'ts of Performance Review*) that all being reviewed "attach an updated curriculum vitae." URFA goes on to say that "[t]his is a must for tenure, promotion, and special consideration." The Faculty joins URFA in recommending that everyone being reviewed include an updated, complete *curriculum vitae* with their Annual Information Form.
- If you are uncertain about any aspect of the Performance Review process, please do not hesitate to contact the Dean's Office.

### **Executive of Council, 31 October**

On 31 October, Arts had two motions before E of C. One was that UNIV 101 (and, upon friendly amendment, INDG 104) be granted credit as an introductory open elective in Arts during 07-08 as a pilot, with renewal of the arrangement contingent on review and approval of APDC and FC. The other motion proposed that lists of approved electives be reviewed by APDC and forwarded to CCUAS once a year for approval. Both were passed.

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### **Conference Fund applications**

This year saw an unusually large number of very fine applications to the Conference Fund. To be eligible for CF monies, applications first need a commitment for financial support from the Dean's Office. Requests from the Faculty of Arts (very deserving ones) exceeded the available funds, and some decisions had to be made that disappointed several colleagues. Be assured that the decisions stem from lack of funds rather than any lack of confidence in the worth of the proposals. Funding decisions will be announced by the Vice-President (Academic) in late November.

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### **Arts website renewal – update**

On Thursday 25 October, Rick and I met with a number of potential vendors of services related to the redesign and overhaul of the Arts website. They asked a number of questions about the specific features and services for which the Faculty is looking. The closing date for them to submit formal bids was 5 November. Supply Management Services will work with us to select the winning bid by the end of that week. Thereafter Rick will convene a meeting at the earliest possible date with the vendor and those faculty members who expressed an interest in the website project. The first item of business will be to establish design parameters for the three or four page templates from which the website will be built.

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### **Social Work plans to require three PSYC courses in addition to ENGL 110**

Last week we reported that the Faculty of Social Work plans to require ENGL 110 of all of their incoming BSW students (annual intake is approximately 75 students) in addition to ENGL 100. Bill Smythe informs us that SW also plans to require PSYC 101, 102, and 210 (Developmental Psychology) of BSW students. The changes to the SW programs, if approved, will take effect in 2009. Arts welcomes these moves, and will ensure that sufficient places are available for SW students.

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### **Students traveling abroad to present their research**

The Faculty's Goldman Travel Fund provides modest annual support for student travel to conferences. Here's a passage from the report of one Goldman award winner who recently presented a paper in London, England: "In comparing the University of Regina students' papers with ones given by PhD candidates and professors from all over Europe and North America, it was clear to me that our education at the U of R prepared us very well for this experience. Our papers held their own in this environment .... We receive an education at the U of R that makes us competitive on an international level, and I was proud to be representing our university at this conference."

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### **Request for speakers**

In early March 2008, the University will host a Careers Day event targeted at students from grades 10 and 11. The event will include a session in which successful university graduands speak to the students about their own careers. The Student Recruitment Office sees this as an opportunity to interest students in specific careers and thereby in related academic programs. The Faculty of Arts should also see it as an opportunity for people with successful careers to speak to potential students about the contribution that an Arts education made to their lives. Please send Rick Kler the names of any Arts graduands of your acquaintance who you think might serve the University well in either of these capacities.

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### **Student Recruitment Initiatives**

The Student Services Office has begun thinking about what it can do to recruit more students into the Faculty of Arts and retain more of those who are already here. We will be meeting with students to get their views on the Faculty and on the effectiveness of various possible recruitment and retention tools. But we'd also like to hear from Heads and faculty members generally. If you have concerns about existing recruitment events (like UR Connected) or ideas for new strategies, please contact Rick Kler and/or Kevin O'Brien.

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### **Building links with Regina high schools**

*Tina Beaudry-Mellor*, sessional lecturer in Political Science, worked with colleagues to organize a candidates' forum on Thursday 1 November to which staff and students from the IB program at Campbell Collegiate were invited. Approximately 35 grade 12 Campbell students attended, and were greeted at the entrance to Riddell Centre by PSCI majors. This is excellent outreach to the community, and a potentially great recruiting initiative as we seek to build our student numbers.

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### **"Being here"**

At the risk of bringing winces to your already preoccupied visages this morning, we need as a group to revisit our discussion of expectations for teaching staff regarding their presence in the office. A Head who stopped by last week to talk mentioned that – at a time of a mid-October working day when teaching schedules would suggest that more people might reasonably be expected to be present in their offices – he was apparently the only person present in his Department. As we've said, during teaching terms frequent absence from the office, or a presence in the office that is habitually modest can generate hard feelings, perceptions of inequality, uncertainty among vulnerable (i.e., untenured) members of the teaching staff, and real dismay among other University employees, particularly instructors and sessional lecturers who carry heavy teaching loads and CUPE staff obliged to maintain normal University operating hours. There is also, as we have discussed, the problem of maintaining an inventory of office space (and making requests for more, as we are currently doing) when individual offices assigned to full-time colleagues seem to be vacant for large parts of the working day.

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### **Travel authorization requests: supporting documentation**

A reminder went out to you on 30 October that requests for travel authorization need to be accompanied by appropriate documentation (*Faculty Handbook* 8.2, pages 69-71). This includes program brochures, printed agendas, letters of invitation to act as chair of a conference session, or other external confirmation of the event and the applicant's role at that event. Providing such

documentation when requesting authorization to travel protects everyone's interest, and will simplify matters should questions arise in the course of an audit.

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### **Applications for sabbatical**

Nine applications have been received. The Performance Review Committee will begin its review of the applications on Wednesday 7 November. I hope to receive their recommendations within the next two weeks. Decisions on sabbaticals will be communicated to applicants and their Heads by the end of the year, as required by the *Collective Agreement* (16.7.7).

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### **Seed grant**

*Gary Tompkins* has been awarded a seed grant by the Interdisciplinary Capacity Enhancement Program of the Population Health Research Group for his team's application, *The Economic Impact of No Smoking Restrictions on Saskatchewan*.

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### **Rachel Davis award**

Psychology student *Erin Fogarty* (Campion), who gave her life in 2004 to protect a stranger, has been honoured as the first recipient of the Rachel Davis Award. The award was created by Bruce Davis and Janet Wright in memory of their daughter Rachel, who was shot while trying to protect a young man as several others attacked him outside a Vancouver nightclub on 4 January 2004.

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### **CHCs for the January 2008 term**

The speakers for next term's Coffee House Controversies talks are now confirmed: *Lynn Loutzenhiser* (January 10), *Tobias Sperlich* (January 24), *Patricia Elliott* (February 7), *Gedis Lankauskas* (February 28), and *Rozzet Jurdi* (March 13). Posters with titles will be going up in the next month.

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### **Furniture renewal**

We are in the process of finalizing the tender for office chair replacement throughout the Faculty. Approximately 170 chairs will be purchased. Two or three ergonomic and fully adjustable chairs will be made available in the departments for a short period to allow for some 'testing' and feedback. It will take a bit of time but we hope that by the New Year everyone in the Faculty will have a very comfortable new desk chair.

Budget permitting, we also plan to renew all the workstations (desks) of the teaching staff. The replacement of the out-of-date old furniture will be completed, we hope, shortly after the end of the 2007-08 fiscal year.

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### **Student payroll during CUPE strike**

The payroll for teaching, research and student assistants (CUPE 2419) paid monthly will continue as normal if CUPE staff are still engaged in job action on 15 November. For assistants who would normally hand in timecards for the hours worked, we ask that Heads direct these students to submit their timecards as usual (either to the faculty member or to you as Head) for approval.

Photocopies must be made for the office and the timecards delivered directly to Human Resources on Friday 16 November. Please contact Rose-Marie at 4150 if you have any questions.



### **Student retention**

The following excerpt is from "Teaching Professors to be Effective Teachers," by Elizabeth Redden. It appears at <http://www.insidehighered.com/news/2007/10/31/ballstate> in the 31 October edition of *Inside Higher Ed*:

In his weekly, 90-person lecture class on World Mythology, William Magrath, a full professor of classics, also saw significant drops in the number of Fs after developing targeted group work to attack a pressing problem: About a quarter of freshmen had been failing.

"I had been keeping very close records on student performance over the semester for the previous five or six years and noticed that there was a pattern wherein a lot of the freshmen were having real difficulty with the course. But it wasn't so much that they weren't performing on the instruments that they were given but rather that they weren't taking the quizzes or weren't taking the tests or weren't getting the assignments in," Magrath says.

Discovering that he could predict final grades based on student performance in just the first four weeks of class with remarkable accuracy, he divided the freshmen into groups based on their projected grades: the A/Bs, B/Cs and Ds/Fs (No – he didn't call them by those names, but instead gave the groups more innocuous titles like "The Panthers.")

Meeting with each set of students once every three weeks for one hour before class, he gave the A/Bs a series of supplemental assignments designed to challenge them. For instance, he would give them a myth on a particular theme and ask them to find three other myths connected to that theme for a group discussion. Meanwhile, the Ds/Fs took a more structured, step-by-step approach, completing readings together and discussing basic questions like, "How do you approach a story, what do you look for when you face a story, how would you apply this theory to a story?"

Meanwhile, Magrath says, the B/C students didn't complete supplemental reading, but were instead expected to post questions about the readings or lectures that he would answer on the electronic class bulletin board – with the idea that they would remain engaged and involved in class.

In the end, Magrath found the smallest difference for B/C students. But the overall average of students climbed from 1.9 in 1999-2002, before the group work was put in place, to 2.4 in 2003-5. Of all the Fs he gave, the percentage given to freshmen (as opposed to upperclassmen in the class, who did not participate in the group work) fell from 63 to 11 percent.

When, in 2006, Magrath stopped conducting the group work in order to see what the effect might be, performance returned to earlier levels.

"The dynamic of this class is a large lecture class with the lights dimmed at night on Thursdays once a week. The kids feel anonymous almost right away. That anonymity gets broken by virtue of being with me," Magrath says. He adds that while he has also replicated the group work format in the spring semester, the results weren't as dramatic — suggesting, he says, that freshman fall is the critical time to get students on track.

“If what [first-semester freshmen] are experiencing in the classroom isn’t accommodating for them, they don’t know what to do. They genuinely don’t know what to do,” he says.

As for steps forward, Ranieri, the leader of the initiative, says that the Lumina grant – which included funds for faculty stipends of \$2,400 the first year and \$2,000 in subsequent years (faculty who participated in the first two years continued to participate in workshops and receive funding through the end of the three-year cycle) — has been exhausted. However, he hopes to expand a report he’s writing — which tracks retention and GPA data for students who enrolled in the “Lumina” courses as freshmen throughout their college careers — for publication.

So far, Ranieri says, the various professors involved have given 13 national or international presentations and produced four peer-reviewed publications.

“One of the biggest problems you have in higher education,” he says, “is allowing faculty members to be rewarded for this kind of work.”

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