

## Faculty Council

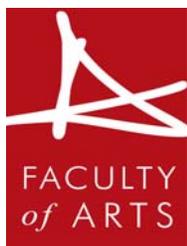
Meeting of Wednesday 19 November 2008 at 2:30 p.m.  
Classroom Building Room 128

### AGENDA

1. Adoption of the agenda **2:30**
2. Approval of the minutes of 17 September 2008 (*Appendix I, pp. 2-7*)
3. Business Arising
4. Report of the Dean (*Appendix II, pp. 8-10*) **3:15**
5. Report of the Associate Dean (Undergraduate) (*Appendix III, p. 11*)
6. Report of the Associate Dean (Research & Graduate) (*Appendix IV, pp. 12-13*)
7. Revisions to Criteria Document (*Appendix V, pp. 14-33*) **3:00**
8. Committee Reports **3:45**
  - 8.1 Academic Program Development Committee (*Appendix VI, pp. 34-108*)
  - 8.2 Research and Graduate Studies Committee (*Appendix VII, pp. 109-133*)
  - 8.3 Space Committee (*Appendix VIII, pp. 134-137*)
9. Reports from representatives to other Faculties
10. Reports from representatives from other Faculties
11. New Business:
  - 11.1 Campus Digital Archive (C. Hixson)
12. Other business and announcements
13. Adjournment **by 4:45**

TC/dg

*The next meeting of this Council is scheduled for 21 January 2009*



## Faculty Council Minutes

Meeting of 17 September 2008

Education Bldg Room 191, at 2:30 p.m.

The University of Regina Faculty Council of Arts met at 2:30 p.m. on Wednesday 17 September 2007 in the Education Building Room 191 (ED 191).

**PRESENT:** T. Chase (Chair), B. Anderson, L. Anderson, K. Arbuthnott, D. Blachford, K. Bond, T. Bredohl, M. Calkowski, P. Campbell, N. Chevalier, J. Childs, H. Chow, J. Conway, M. Diamantopoulos, D. Elliott, B. Fiore, D. Flood, V. Galushko, I. Germani, T. Grande, H. Greenberg, V. Greifenhagen, H. Hadjistavropoulos, P. Hansen, K. Hodder, R. Hordern, J. Jaffe, S. Johnston, N. Jones, D. Juschka, R. Kleer, W. Kubik, S. Kueling, D. Lane, G. Lankauskas, C. Louis, L. Loutzenhiser, A. Magnan, S. McCarthy, H. Meek, D. Miller, J. Mulvale, F. Obrigewitsch, C. Oriet, A. Patenaude, Y. Ren, J. Shami, D. Sharpe, W. Smythe, E. Soifer, L. Sykes Tottenham, B. Thraves, C. Torres de la Hoz, M. Trussler, M. Vetter, L. Wang, L. Wells, S. Wilson, J. Wright, Y. Zhu, M. Zimmermann

**SENATE MEMBERS:** M. French, S. Susut

**FROM OTHER FACULTIES:** G. Ashoughian (Library), D. Brown (Education), D. Heinrichs (Business Administration), D. McMartin (Engineering) A. Rubalcava (Business Administration), X. Yang (Science)

**STUDENT REPRESENTATIVES:** K. Bergman, M. Eisler, D. Ward, C. Young

**REGRETS:** M. Anderson, L. Bumbac, T. Dahms, M. Jones, C. Marsh, N. Onder, J. Rayner, C. Stark

**VISITORS:** G. Boire (Vice-President, Academic), K. O'Brien

**1. Adoption of the Agenda**

The Agenda was adopted as circulated.

**2. Vice-President (Academic) and Professor of English: Dr Gary Boire**

Dr Boire gave a brief statement indicating that he is delighted to be at this University and that he looks forward to working with us.

**3. Introduction of new Department Heads and faculty members in the Faculty of Arts**

Thanks were extending to Drs C. Louis (English) and G. Tompkins (Economics) for their hard work and dedication to their departments and the Faculty over the years. Introduction of new Departments Heads: Drs S. Wilson (Economics), D. Lane (English) and B. Thraves (Geography). Department Heads introduced their new faculty members: Dr S. Kuehling (Anthropology); Drs Child and Galushko and Mr J. Wright (Economics); Ms. B. Beckman-

Long, Drs Boire and Meek, and Ms C. Nazarian (English); Ms L. Wang (International Languages); Ms P. Elliott (Journalism); Dr A. Patenaude (Justice Studies); Dr M. Hewson (Political Science); Mr K. Bond (Religious Studies); Mr Alfaro and Mr Magnan (Sociology & Social Studies); and, Ms B. Anderson (Luther/Women's Studies).

**4. Approval of the Minutes of 14 May 2008.**

MILLER/FIORE moved that the Minutes of the Meeting of 14 May 2008 be approved with one correction as noted below:

- #8. Committee Reports: International Studies motions  
The abstentions recorded reflect members' concern that the 4 International Studies items were not included with the printed agenda.

**CARRIED**

**5. Report of the Dean**

The following items were discussed as per previously distributed report:

- 5.1 Changes to Dean's Executive Committee (DEC)
- 5.2 Faculty changes for the 2008-09 academic year
- 5.3 Associate Dean (Research and Graduate), Faculty of Arts
- 5.4 Enrolments and teaching assignments
- 5.5 Meetings with individual Departments and programs
- 5.6 Fall Convocation and associated Arts event:  
October 15 – noon to 1 p.m. – “gathering on the Green”  
Convocation – installation of Dr Vianne Timmons as the University's new President and Vice-Chancellor.
- 5.7 Renovations and new furnishings
- 5.8 Reminder of important dates

In addition the following was discussed:

- Welcomed everyone back from a restful and productive summer. On campus there is a sense of excitement and anticipation for a new semester, new students and two new senior administrative appointments. We are facing a number of challenges – student recruitment and retention as a major one. The University and the Faculty have many strengths to draw from and we will continue to do great work.

**6. Report of the Associate Dean (Undergraduate)**

The following items were discussed as per previously distributed report:

- 6.1 Faculty of Arts Undergraduate Admissions and Registration Statistics
- 6.2 Environmental Studies major
- 6.3 Core curriculum
- 6.4 Undergraduate Calendar
- 6.5 Website redesign
- 6.6 Staffing changes in Arts Student Services Office

In addition the following point was discussed:

- 6.7 Undergraduate Scholarship Committee nominates the following:  
Tenille Thomson as our candidate for the President's Medal  
Dwayne Meisner as our candidate for the University Prize in Arts

**7. Report of the Associate Dean (Research & Graduate)**

- 7.1 Dean's Research Awards
- 7.2 Community Research Unit
- 7.3 Events
- 7.4 Institutional Strategic Research Plan
- 7.5 New SHRF Initiative
- 7.6 Upcoming Granting Agency deadlines
- 7.7 Reading and Writing Task Force
- 7.8 Research Space
- 7.9 Graduate Studies Initiatives
- 7.10 Major Research Conference
- 7.11 Research Successes

In addition the following points were discussed:

- 7.12 Space Committee: upcoming meeting scheduled for 6 October 2008. A notice will be going out soon requesting space needs.

**8. Business Arising**

8.1 Academic Program Development Committee: Tabled items:

- **Motion** to create HIST 239  
KLEER/BREDOHL moved the motion

**CARRIED**

- **Motion** to create HIST 339  
KLEER/BREDOHL moved the motion

**CARRIED**

Opposed – 2

Abstained - 1

- **Motion** to revise the pre-journalism program  
KLEER/DIAMANTOPOULOS moved the motion

**CARRIED**

**9. Committee Reports**

**9.1 Academic Program Development Committee**

KLEER/SHARPE moved that the convocation hood for the Bachelor of Health Studies be revised.

**CARRIED**

KLEER/D. WARD moved to revise the BA in Resource and Environmental Studies.

**CARRIED**

KLEER/D. ELLIOTT moved to replace all references in the Arts section of the *Undergraduate Calendar* and *Catalog* to LGC 100 and PHIL 250 with their replacement course numbers, PHIL 150 and 352, respectively.

**CARRIED**

KLEER/WILSON moved to permit students registered in the BSc and BSc Honours programs offered by the departments of Economics and Geography to participate in the Arts Coop program.

**CARRIED**

KLEER/DIAMANTOPOULOS moved to create JRN 480.

**CARRIED**

KLEER/JAFFE moved to revise ARBC 100.

**CARRIED**

KLEER/JUSCHKA moved to revise the requirements for Prairie Studies.

**CARRIED**

KLEER/ZIMMERMANN moved to revise the course descriptions of FR 202 and 203.

**CARRIED**

KLEER/ZIMMERMANN moved to revise the prerequisites for FR 219, 220, 221, 222, 226 and 230.

**CARRIED**

KLEER/WILSON moved to create ECON 280 and delete ECON 380.

**CARRIED**

KLEER/WILSON moved to create ECON 307 (*course title should read "Intermediate Microeconomics II"*) and to revise the title of ECON 301.

**CARRIED**

KLEER/WILSON moved to create ECON 308.

**CARRIED**

KLEER/WILSON moved to re-create ECON 321 and to delete ECON 324.

**CARRIED**

KLEER/WILSON moved to revise the prerequisites for ECON 401 and ECON 402.

**CARRIED**

KLEER/WILSON moved to create ECON 480; to revise the title, description and prerequisites of ECON 499; and, to delete ECON 498.

**CARRIED**

KLEER/WILSON moved to revise the BA Major in Economics and Society; to revise the BA Major in Economics; to revise the BA Honours Major in Economics; to revise the BA Combined Major in Economics and Business Administration; and, to revise the BA Combined Major in Economics and History.

**CARRIED**

KLEER/WILSON moved to revise the BSc Major in Statistics and Economics; to revise BSc Major in Economics; and, to revise the BSc Honours Major in Economics.

**CARRIED**

**9.2 Research and Graduate Studies Committee**

9.2 WELLS/D. Ward moved to create ARTS 800 and to approve the full proposal of the *Interdisciplinary MA in Text and Culture Program* – items were WITHDRAWN and referred back to RAGS for clarification.

**WITHDRAWN**

WELLS/BREDOHL moved to add HIST 879 and HIST 880.

**CARRIED**

WELLS/BREDOHL moved to change HIST 806.

**CARRIED**

WELLS/BREDOHL moved to change HIST 815 (*correction to typo in original printed motion – should read HIST 815 not 806*).

**CARRIED**

WELLS/SMYTHE moved to change the Department of Psychology Calendar Description.

**CARRIED**

**10. Reports from Representatives to Other Faculties**

None.

**11. Reports from Representatives from Other Faculties**

- Dr Yang (Science): reported the creation of 2<sup>nd</sup> year courses which have no labs; also creation of MATH 124 (The Art and Science of Secret Writing) and BIOL 201 (The Evolutionary Biology of Reproduction).
- Dr Rubalcava (Business Administration): reported on the unveiling of the Paul and Carol Hill Family Commemorative Wall. Part of the Hill gift included a new scholarship opportunities for their students.
- G. Ashoughian (Library): many new resources (e.g. Oxford University Press) have been obtained; watch for notices. The Dean discussed the Campus Digital Archive that the Library has created and will manage. All the Faculty of Arts Council agendas and minutes will be placed in this archive. Any comments/concerns should be sent to him.
- Dr McMartin (Engineering): reported that the Faculty is considering a name change to Faculty of Engineering and Applied Science. Announced a joint event with University of Saskatchewan called “What is Engineering”; high school students will be invited to attend. Two news classes were created: ENGG 123 (Engineering, Design and Communication) and ENEV 223 (Engineering, Environment and Society).

**12. New Business**

**12.1 Motion:** KLEER/WILSON moved to include the Academic Program Co-ordinator as a member *ex officio* of Faculty of Council.

**CARRIED**

12.2 Criteria for Performance Review – will be discussed at the November meeting and if needed a future meeting. A secret ballot will be conducted and if approved the document will become effective January 2009.

**13. Adjournment**

There being no further business the meeting adjourned.



## Dean's Report

to the meeting of Faculty Council  
on Wednesday 19 November 2008

### 4.1 Budget preparations: the 2009-10 fiscal year

Preparation of the Faculty's budget submission for the 2009-10 fiscal year is well advanced. Two joint meetings of Dean's Executive (which includes all department and program Heads) and the Budget Advisory Committee (which includes elected representatives from the Faculty as well as student representatives) have been held, as well as two separate meetings of BAC. During these meetings, Heads' requests for tenure-track and term positions, sessional stipends and TA support, and capital/equipment expenditures have been discussed and ranked.

I plan to have a complete budget submission drafted by the end of November.

### 4.2 Academic recruitments during the 2008-09 year

Applications and supporting documentation continue to arrive at a good pace for the 8 tenure-track positions currently under recruitment: economics, English, geography, international studies, journalism, justice studies (Law Foundation of Saskatchewan Chair in Police Studies), political science, and sociology. A two-year term position in sociology is also being recruited. Review of applications for all but one of these positions will begin on 1 December, with shortlists determined before the holidays and campus visits and interviews held in mid-January.

Two other tenure-track positions in psychology have already been filled. The successful candidates are **Dr Heather Price** and **Dr Kristi Wright**. We are delighted to welcome them to their new appointments, and look forward to their continuing presence among us.

### 4.3 PhDs completed

The Faculty congratulates **Dr Jesse Archibald-Barber (ENGL/FNUniv)**, who has successfully defended his PhD at the University of Toronto; **Dr Viktoriya Galushko**, tenure-track assistant professor of economics, who successfully defended her PhD at the University of Saskatchewan on 27 August; **Dr Cynthia Nazarian**, tenure-track assistant professor of English, who successfully defended her PhD at Princeton University on 13 October; and **Dr Brenda Beckman-Long**, term assistant professor of English, who successfully defended her PhD at the University of Alberta on 31 October. More information on these colleagues is available in our *Weekly Bulletin*, issues 40, 35, 43, and 45 respectively. Several further PhD defenses are anticipated for tenure-track faculty in the near future.

### 4.4 Associate Dean (Research and Graduate), Faculty of Arts

A subcommittee of Dean's Executive comprising three Heads (Drs Leona Anderson, John Conway, and Don Sharpe) has reviewed all written input from members of the Faculty regarding an extension of Dr Wells' term as Associate Dean, and has made a positive recommendation. I have accepted their recommendation and in turn have recommended to the University the extension to 30 June 2012 of Dr Wells' term as Associate Dean. I very much look forward to continuing to work with her, Dr Kleer, the Heads, and all Arts faculty members and staff over the next few years to advance the Faculty of Arts.

#### 4.5 Strategic planning arrangements

President Timmons has asked me to chair the facilitation team for the University's strategic planning process. I have agreed to do so. This work will begin on 1 December and is anticipated to conclude in May. During that period, some of my Faculty duties will be transferred to Dr Wells, and I will be working in the Ad-Hum Building rather than in CL 426.

An Acting Associate Dean (Research and Graduate) for the six-month period will be appointed shortly.

#### 4.6 Acting Headships: Departments of Economics and Political Science

Recommendations are being prepared regarding the appointment of Acting Heads in the Departments of Economics and Political Science to cover the parental leave of Dr Stuart Wilson and the sabbatical of Dr Jeremy Rayner. An announcement will follow shortly.

#### 4.7 Performance review during the 2008-09 year

The Faculty's Performance Review Committee has been constituted (members are Drs Angelina Baydala, Henry Chow, Marcel DeCoste, JoAnn Jaffe, Cindy MacKenzie, Christopher Oriet, and Donald Sharpe) and will shortly meet to elect a chair for the 2008-09 year performance review cycle and prepare its recommendations on sabbatical applications.

Please see 5.9 below for a reminder of important dates in the performance review process.

#### 4.8 Meetings with individual Departments and programs

I have now completed a series of meetings with individual Departments and programs throughout the Faculty. The meetings focus on several issues: enrolments, student recruitment and student retention; faculty recruitment and retention; budget; space; and presence on campus (*Collective Agreement* 16.1.2 and 16.1.5).

#### 4.9 Reminder of important dates

NOVEMBER 2008			
Wednesday 19	2:30	CL 128	Faculty Council meeting
Friday 21	3:30	AH 348	HIST colloquium – <b>Heather Meek (ENGL)</b> on “Wandering Wombs and Wrongs of Women: Hysteria in the Age of Reason”
Thursday 20	7:30	Chapters Southland Mall	Coffee House Controversies -- <b>Brenda Anderson (Luther/RLST)</b> on Muslim-Christian feminist dialogue
Tuesday 25	1:00	Luther College Room 100	INTL ST and JS seminar: Maria Alexandra Madi (Sao Paulo) on economic stability and social inequality in Brazil
Tuesday 25	7:30	Connaught Library 3435 – 13 <sup>th</sup> Avenue	PHIL café series – <b>Ann Ward</b> on women, friendship, and politics Aristotle style
Wednesday 26	12:30	FNUniv Room 2068	FNUniv academic seminars series – <b>Carrie Bourassa (FNUniv SC/WMST)</b>
Friday 28	3:30	AH 348	ENGL seminar – <b>Michele Dawson</b> (MA candidate) on the Kipling school story
Friday 28	by 4:30	Dean's Office	Deadline for receipt of applications and supporting materials from candidates for academic positions in the Faculty

<b>DECEMBER 2008</b>			
by Monday 1		Dean's Office	Applications for promotion or tenure, including complete packages (7 copies) of materials and names/addresses of external referees, are due in the Dean's Office. See Appendix H of the <i>Coll. Agreement</i> .
Monday 1	3:30	AH 348	PSYC clinical colloquium – Ken Craig (UBC, emeritus) on "Psychology and Pain"
Tuesday 2		Associate Dean (Undergrad's) Office	The Associate Dean will review Winter semester courses (especially those scheduled to be taught by sessionals) for low enrolments and begin contacting Department and program heads as required.
Wednesday 3	2:30	CL 427	Dean's Executive Committee meeting
Thursday 4			Last day of classes for the Fall 2008 term
Monday 8			First day of final examinations for the Fall 2008 term
Week of Monday 8		Departments	Recruitment committees meet to review applications for academic positions, verify publications, and develop shortlists
by Monday 15		Dean's Office	Annual Information forms, with complete supporting materials, are due in the Dean's Office from members with pre-tenure appointments (exception: those people newly appointed in 2008). See Appendix H of the <i>Collective Agreement</i> .
by Wednesday 17		Dean's Office	Recruitment committee chairs recommend shortlisted candidates to Dean for campus visits and interviews
Wednesday 17	2:30	NR 210.7	Dean's Executive Committee meeting
Wednesday 17			Grades due for any courses without a scheduled final exam
by Friday 19	4:30	Dean's Office	Dean approves academic candidates' campus visits and interviews; recruitment committee chairs begin contacting candidates
Saturday 20			Final examinations end; last day of the Fall 2008 term
Thurs 25 -- Wed 31			University closed

prepared 13 November 2008



## Report of the Associate Dean (Undergraduate) to the meeting of Faculty Council on Wednesday, 19 November 2008

### Scheduling sub-committee report

About a month ago, a sub-committee of the Council Committee on Undergraduate Studies and Admissions (CCUAS) released a report recommending some changes to the University's class-scheduling procedures. The main recommendation calls for classes to be offered in two alternative pairs of two-day-per-week and three-day-per-week combinations. One combination would have two-day-per-week classes meeting on Monday and Thursday and three-day-per-week classes meeting on Tuesday, Wednesday and Friday. The other combination would have two-day-per-week classes on Tuesday and Friday and three-day-per-week classes meeting on Monday, Wednesday and Thursday. Since all time blocks would be 1.5-hours long (though three-day-per-week offerings would consume only 50 of the available 90 minutes per day), it would even be possible to have two-day-per-week classes in any two of the three three-day-per-week time slots. CCUAS will be voting on the report at its December meeting. I'd greatly appreciate receiving feedback, before that time, on this or any of the sub-committee's other recommendations. The full report is available at: <http://www.uregina.ca/registrar/doc/ccuas/2008/AcademicScheduleRecommendations.pdf> .

### Disability Accommodations

I'm pleased to report that during the Winter 2009 semester, the Arts Student Services Office will be booking invigilators and separate exam spaces not only for finals but also for mid-term exams. To obtain assistance, Faculty members will need to complete their accommodation-request forms and send them to Rebecca Sparvier. Please note that there is no guarantee the Office will be able to continue offering this service in future semesters; at the moment we are assured of the necessary (discretionary) funding only for the Winter 2009 semester.

During the Fall 2008 semester the ASSO received responses from 68% of the faculty members who were issued accommodation request letters. I'd like to get a sense at the meeting of what portion of the remaining 32% is the result of students not getting in touch with faculty members to discuss their requests.

### turnitin.com

I'd appreciate getting some sense from Faculty members, either at the meeting or by email, about how many have been using the free license provided this semester and about how useful (or not) you've found the software. Turnitin.com has indicated some flexibility on per-department pricing, so I may be able to negotiate reasonable terms for interested departments.

### Website redesign

The website design is now complete. I've trained at least one person in every department or program to use the new software and the process of moving content from the current to the new site has begun. I am planning for the new site to go live (and the old site to be archived) near the end of this semester (it might be ready sooner, but an end-of-semester switchover seems easiest for all). Individual faculty members are encouraged to take control of their own portions of the website. Contact me if you're interested in doing so.



## Associate Dean's Report (Research and Graduate)

to the meeting of Faculty Council  
on Wednesday, 19 November 2008

### *Community Research Unit*

The Unit's pilot project with the North Central Community Association is underway, with student assistant Danielle Goulden, an MA candidate in Political Science, working under the supervision of Hirsch Greenberg on the feasibility of a community-based housing facilitator within the North Central neighbourhood.

The CRU program ArtsCARES has also been gaining momentum. We currently have four Arts faculty members incorporating this program and its community service-learning into their Winter 2009 class curricula: GEOG 491AF - Dr Kyle Hodder; INTERDISC ST 101 - Dr Bryan Hillis; HJ 355 - Dr Annette Desmarais; PSCI 361 - Tina Beaudry-Mellor; and WMST 301 - Dr Wendee Kubik. To date, we have one committed community-based organization, the AIDS Program South SK/Red Ribbon Place. We should hear by month's end whether our application to the Teaching and Learning Scholars competition for funding of ArtsCARES and developing community service-learning in the Faculty has been successful.

I have submitted a budget request for base funding for the Unit. This request will be ranked along with all other Faculty requests. Yolanda Hansen, our coordinator, is also working on a strategic plan for potential funding from the Unit from other sources, including the Health Region, SSHRC, CIHR, the City of Regina, etc.

We now have a brochure for the Unit; copies are available from the Dean's Office. Yolanda is working on the Unit's website, as well. The Working Group for the Unit will be meeting in December, and will concentrate on planning the Unit's official launch after Christmas.

### *Events*

The Woodrow Lloyd Lecture will be held on Tuesday, 13 January, with speaker Professor Harry Arthurs, a prominent legal scholar and President-Emeritus of York University. His topic will be "Subprime Constitutionalism: Why Are We Over-invested in the Charter?," and he has provided the following abstract:

Contemporary scholarship assigns the Charter a central role in Canadian legal and political discourse. However, there is little reason in principle to believe that the Charter is capable of achieving transformative social, economic or political change, and indeed little evidence to support claims

that it has actually changed very much of anything for most people - other than lawyers. Why have we invested so much hope in the Charter? How can we develop a more realistic approach? What does the Charter era tell us about our understanding of law's role in society?

Professor Arthurs will be holding seminars with students in Political Science and from the JSGSPP in the afternoon.

The Stapleford Lecture will be given by Aboriginal leader Perry Bellegarde on Thursday 26 March 2009. We are working on confirming a location and title for his talk.

Planning continues for the Coffee House series for next term.

### ***Conference Fund***

Seven applications went forward from the Faculty to the Conference Fund administered by the Office of the VP (Academic). Results should be announced by the end of November.

### ***Reading and Writing Task Force***

The regrouped Task Force met on 10 November, and discussed the criteria for writing-intensive courses. At our next meeting, we'll discuss the possibility of creating a writing-intensive designation for Arts' graduates' transcripts.

## APPENDIX A

### Criteria for Performance Review December, 2001 (updated September, 2007)

#### 1 Preamble

Teaching, scholarship, scholarly activity, and research together constitute the *raison d'être* of the University. In the Faculty of Arts, those holding appointments in faculty ranks as defined by the *Collective Agreement* are expected to engage in these activities. Those holding appointments in teaching ranks as defined by the *Collective Agreement* have a more narrowly defined range of duties.

The *Collective Agreement* recognizes the responsibilities of the University and its academic staff to provide an environment for these activities predicated on the principles of academic freedom. The Faculty of Arts interprets these principles to include the right of members to choose their own areas of scholarship and be rewarded for academic excellence in their chosen subject or area of research and scholarship. Disciplinary boundaries should not be used to discriminate against those who pursue scholarly work outside the traditional fields of research in their departments. The Faculty of Arts recognizes that individual scholars have collegial responsibilities, but affirms that it is not appropriate for those involved in peer review to choose areas of research and scholarly activity for members either explicitly or by implication in the assessment of a member's performance.

The *Collective Agreement* stipulates that ongoing performance review is part of academic life at the University of Regina. This document addresses the requirement in the *Collective Agreement* that the dean of each faculty must maintain "written established criteria and procedures" to guide performance review.

## APPENDIX A

### Criteria for Performance Review December, 2001 (revised September, 2008)

#### 1 Preamble

[ ] This Criteria Document addresses the requirement in the *Collective Agreement* that the Dean of each Faculty must maintain "[ ] established criteria and procedures" to guide performance review. Such criteria "shall be reviewed from time to time by the Dean through consultation in committee with the members of the Faculty" (Article 17.13).

Teaching, scholarship, [ ] research, and service [ ] constitute the *raison d'être* of the University, and therefore of the Faculty of Arts. [ ] [ ] The Faculty of Arts affirms its commitment to the pursuit of excellence in the execution of these responsibilities.

Because it is committed to the principles of academic freedom, the Faculty of Arts further affirms [ ] that disciplinary boundaries shall not be used to discriminate against those who pursue scholarly work outside the traditional fields of research in their Departments or programs. While we recognize that individual scholars have collegial responsibilities, the Faculty affirms that it is not appropriate for those involved in peer review to choose areas of research and scholarly activity for members either explicitly or by implication in the assessment of a member's performance.

Effectively applied, performance review is formative. Its purpose is not only to inform career decisions, but to enable those reviewed to develop their skills and move forward professionally. Performance review thus guides career progress through the ranks, and motivates all academic members to pursue excellence in their assigned duties.

Standards of performance should be applied in a manner that recognizes differing expectations for the ranks, differences from

discipline to discipline, different patterns of activity at various career stages, and differing annual workloads and assignments.

While the complex and diverse nature of the Faculty of Arts precludes the articulation of precise Faculty-wide criteria of performance, the following principles, and the provisions of the *Collective Agreement*, will guide performance review and advise the Dean on all recommendations regarding the award of increments, promotions and tenure.

## 2 Criteria for Performance Review

In accordance with the *Collective Agreement*, performance review of those in faculty ranks includes an evaluation of the quality of individual contributions in the areas of

1. teaching and related duties
2. scholarship, research, or equivalent professional duties
3. administrative duties
4. public service

The primary evaluation of the quality of contributions of Instructors will be in the area of teaching and related duties. Instructors may also provide evidence of performance in one or more of the other areas, which will be regarded as contributory.

While the [ ] diverse teaching and research cultures of the Faculty of Arts preclude [ ] the articulation of precise Faculty-wide criteria of performance, the following principles, and the provisions of the *Collective Agreement*, will guide performance review and advise the Dean on all recommendations regarding the award of increments, promotions, and tenure.

Documents required in the performance review process are specified in the *Collective Agreement*, Article 17.6. Members being reviewed are strongly urged to provide a current *curriculum vitae*.

## 2 Criteria for Performance Review

[ ] The *Collective Agreement* specifies the duties of a faculty member to include some or all of:

- teaching and related duties
- scholarship, research, or equivalent professional duties
- administrative duties
- public service

The performance review of those in faculty ranks (Lecturer, Assistant Professor, Associate Professor, and Professor) focuses on assigned duties in these areas. Though the [ ] evaluation of [ ] Instructors focuses on [ ] teaching and related duties, [ ] performance in one or more of the other areas [ ] will be regarded as contributory at the member's request.

## 2.1 Teaching

Teaching in the Faculty of Arts includes selecting, preparing, and presenting course materials for lectures, seminars, labs, and tutorials. Teaching also includes the assessment of student performance, availability to students outside the classroom and, in some circumstances, the supervision of students. Good teaching is required of all University staff entrusted with this activity. It includes:

- knowledge of the subject matter and a commitment to fostering independent thinking in the pursuit of knowledge;
- an enthusiasm for the subject and the presentation of the subject matter clearly, logically, and at a level appropriate to the class;
- the fair and equitable treatment of students.

### 2.1.1. Teaching Evaluation

The evaluation and assessment of teaching are important parts of the performance review process. The aims of the assessment and evaluation of teaching performance are:

- to encourage and recognize outstanding and superior performance in teaching;
- to assist individual faculty to improve teaching;

- to assist in the performance review process.

## 2.1 Teaching

In the Faculty of Arts, teaching includes selecting, preparing, and presenting course materials for lectures, seminars, labs, and tutorials; [ ] supervision of students; availability to students for consultation; [ ] and assessment of student performance.

The Faculty aspires to be regarded highly for its teaching, and expects from members a high standard of performance in this area of responsibility. [ ] Fine teaching can take many forms, but the following activities and qualities are central:

- thorough, current knowledge of the subject, and enthusiasm for it;
- clear, [ ] appropriate presentation of course material;
- establishment of an open, supportive, and respectful learning environment that encourages independent thought;
- fair [ ] treatment of students, and availability to them outside class time.

### 2.1.1. Teaching Evaluation

The evaluation and assessment of teaching are important parts of the performance review process. The aims of the assessment and evaluation of teaching performance are:

- to encourage and recognize ~~outstanding and~~ superior performance in teaching;
- to assist ~~individual faculty members~~ to improve teaching;
- to assist in the performance review process.

The evaluation of teaching in the university setting is a difficult and complex process. What constitutes a 'normal' or 'expected' array of duties differs from department to department, and even among individual members of a unit. The performance review process ensures that fair recognition is given to the differential nature of teaching responsibilities in the Faculty.

While different disciplines may evaluate teaching differently, a variety of kinds of information are available to assist in the assessment of teaching performance and such information should be used when available. Information used to evaluate teaching might include, but is not restricted to:

- lists of courses taught during the period under review, including enrolments;
- copies of relevant teaching materials such as syllabuses, examinations, and the like;
- evidence of the development of a variety of new resources including those in electronic form;
- evidence of the development of new courses or new approaches to teaching;
- evidence of keeping course content current;
- evidence of steps taken to improve teaching and other material a faculty member may wish to submit;
- evidence of using the results of one's scholarship and research in teaching;
- evidence of applying knowledge gained from professional activities to courses;

- instructor and/or course evaluations by students;
- evaluations conducted by department heads or, when delegated, peers;
- evidence of supervision of graduate and honours students, and membership on thesis and project committees.

[ ]

[ ] Information used to evaluate teaching includes some or all of:

- [ ] evidence of effective supervision of graduate and honours students, and membership on thesis and project committees;
- evidence of using the results of one's scholarship and research in teaching;
- evidence of applying knowledge gained from professional activities to teaching;
- student evaluations of teaching;
- evaluations conducted by Department Heads or [ ] peers;
- copies of relevant teaching materials such as syllabi, examinations, and the like;
- evidence of the development of [ ] new resources including those in electronic form;
- evidence of the development of new courses or new approaches to teaching;
- evidence of keeping course content current;
- evidence of steps taken to improve teaching and other material an academic staff member may wish to submit.

## 2.2 Scholarship and Equivalent Professional Activities

The precise nature of scholarship, scholarly activities, research and equivalent professional activities varies significantly across the disciplines; therefore, these terms must be understood in their broadest context.

In the Faculty of Arts scholarship and associated activities involve efforts to examine, acquire, produce, disseminate, and interpret new and existing ideas and knowledge. Academic staff members in the Faculty of Arts are expected to engage in scholarship, scholarly activities, research, or equivalent professional activities. The dissemination of the results of scholarship, scholarly activity, and research is important. It must be recognized that these activities may produce a variety of different outcomes which include but are not limited to: poems; stories; novels; plays; translations; public performances; articles in periodicals; refereed and non-refereed journal publications; bibliographic studies; edited works; books; monographs; manuals; conference papers; participation in symposia and conferences; reviews of software, programs, and databases; maps; and reports.

In all cases the quality of the work, not the sheer quantity, is the primary criterion for evaluation. Since peer evaluation and interaction are an integral aspect of scholarly activity, faculty should endeavour to provide evidence of peer responses. There are many manifestations of peer responses, including,

for example, publication in a peer-evaluated medium, reviews, adoptions, commentaries, and citations.

## 2.2 Scholarship and Equivalent Professional Activities

[ ] Scholarship, scholarly activities, research, or equivalent professional activities are part of the duties of faculty members. So, too is the dissemination of these activities' outcomes. results of scholarship, scholarly activity, and research[ ].

In the Faculty of Arts, the [ ] nature of scholarship, [ ], research, and equivalent professional activities varies significantly across the disciplines. What these have in common, however, is the effort [ ] to examine, acquire, produce, disseminate, and interpret new and existing ideas and knowledge.

These activities responsibilities [ ] produce [ ] outcomes including: refereed [ ] journal publications; articles in periodicals; books; monographs; bibliographic studies; translations; edited works; manuals; conference papers; invited reviews of grant applications, manuscripts, and books; novels; plays; poems; stories; public performances; participation in symposia and conferences; reviews of software, programs, and databases; maps; and reports.

In all cases the quality of the work, as attested by peer review and other accepted protocols of scholarly evaluation, is the primary criterion for evaluation. Since peer evaluation and interaction are an integral aspect of scholarly activity, faculty

should endeavour to provide evidence of peer responses. In addition to peer-reviewed publication, manifestations of peer responses include critical reviews, adoptions, commentaries, and citations.

Normally, only completed work published or performed during the period under review will be considered. There are, however, circumstances when books, articles, plays, and other material have been accepted, but not published for a significant period because of delays beyond the control of the scholar producing them. In such cases the material may be considered upon request. Faculty engaged in long-term projects may request assessment of their scholarly achievements at appropriate intervals during the project.

### 2.3 Administrative Duties

The University of Regina and the Faculty of Arts are committed to a collegial and consultative mode of governance; therefore, it is incumbent on every faculty member to accept a fair share of the responsibility for the administrative functioning of the institution.

In the Faculty of Arts this typically involves committee work at one or more of the department, Faculty and University levels. In the review of administrative contributions, an effort will be made to assess quality and not just quantity.

The Performance Review Committee will consider only completed work published or performed during the period under review [ ]. In circumstances when books, articles, plays, and other material have been accepted but are not published for a significant period because of delays beyond the control of the member, [ ] accepted but as yet unpublished material may be considered upon request. It is each member's responsibility to report scholarly work in a way that ensures materials are not counted more than once.

Members engaged in long-term projects may request assessment of their scholarly achievements at appropriate intervals [ ].

The evaluation process should recognize the investment of time involved in securing funding from external sources, as well as the potential benefit of that funding for the University and its students.

### 2.3 Administrative Duties

Because the Faculty of Arts is committed to a collegial and consultative mode of governance, [ ] it is incumbent on every faculty member to participate in the administrative work of the institution.

In the Faculty of Arts this typically involves committee work at one or more of the Department, Faculty and University levels. For those in the pre-tenure phase of their careers,

expectations are modest. As members gain tenure and progress through the ranks, administrative expectations increase.

In the review of administrative contributions, an effort will be made to assess quality and not just quantity.

### 2.3.1 Department Heads

Initial evaluation of Department Heads in the Faculty of Arts is done by an elected subcommittee of Dean's Executive. These evaluations are then referred to the Associate Dean (Research and Graduate Studies), and a recommendation is made to the Dean.

### 2.4 Public Service

A variety of contributions to society and the community, commensurate with individual expertise and interests, should be encouraged and recognized. In the review of public service activities, the contribution of the faculty member's professional expertise, and the quality of the contributions will be considered.

### 2.3.1 Department Heads

In the Faculty of Arts, initial evaluation of Department Heads is done by the Associate Dean (Research and Graduate Studies). An elected subcommittee of Dean's Executive reviews that evaluation, and makes a recommendation to the Dean with regard to career progress, merit, or promotion.

### 2.4 Public Service

The Faculty takes seriously its commitment to the community. It therefore encourages a variety of contributions to the public good flowing from members' expertise and interests [1]. In the review of public service activities, the contribution of the faculty member's professional expertise, and the quality of the contributions will be considered.

### 3. Criteria for promotion

Academic staff who desire to be promoted will follow the provisions of the *Collective Agreement*. In the Faculty of Arts a career evaluation is necessary before any promotion. All career evaluations are based on the principles enunciated in the *Collective Agreement* including the stipulation that “[p]romotion from one rank or classification to the next results from evidence that the academic staff member has exhibited continual and meritorious growth.” However, the Faculty of Arts acknowledges that there are differing patterns of activity at various stages in a career and that annual workloads are subject to some variation.

#### 3.1 To Assistant Professor

To be considered for promotion from lecturer to assistant professor, the completion of a PhD is normally required. In the absence of a PhD, evidence of comparable qualifications or experience will be required, which indicates that the individual has demonstrated scholarship, has an ongoing commitment to scholarly activity, and can undertake the teaching responsibilities demanded of an assistant professor.

### 3. Criteria for promotion

As set out in the *Collective Agreement*, “[p]romotion from one rank or classification to the next results from evidence that the academic staff member has exhibited continual and meritorious growth.” **Those applying for promotion shall make written application to the Head and Dean no later than 30 November. All supporting documentation is due in the Office of the Dean by that date.** [ ]

[ ]

#### 3.1 To Assistant Professor

To be considered for promotion from Lecturer to the rank of Assistant Professor, ~~the completion of candidate must complete a PhD (or equivalent) is required, as are, and present a record of successful teaching at all assigned levels as well as clear evidence of the establishment of an independent research program. Limited contributions to administration and public service are expected in this career phase.~~

contributory. Letters of reference, including at least three from external sources, will be used as provided for in the *Collective Agreement*.

### 3.2 To Associate Professor

For promotion to Associate Professor, an individual must demonstrate achievements in scholarship and should continue to show potential for further development in a chosen field. A commitment to good teaching and an established record of research and scholarship must be evident. Promotion may be based primarily on an excellent teaching record or an established record of scholarship. Recommendations based on excellent teaching must be accompanied by evidence of scholarly achievement. Similarly, recommendations based on an established record of scholarship must provide evidence that teaching performance has been good. Performance in the areas of administrative work and public service will be regarded as contributory.

### 3.3 To Full Professor

Promotion to the rank of professor is achieved after establishing a consistently strong record in the areas of teaching and scholarship, scholarly activity, and research. There must be evidence of an abiding commitment to good teaching. The individual will have made significant contributions in scholarship, scholarly activity, and research that are recognized by scholars and/or others knowledgeable in the field. Consistent commitment to the institution, at any level, as illustrated by involvement in collegial governance should be evident. Public service will be regarded as

### 3.2 To Associate Professor

To be considered for promotion to the rank of Associate Professor, members must demonstrate a strong record of teaching effectiveness at all assigned levels and an established, productive program of research and scholarship [ ]. In addition, a record of administrative contributions and public service must be present.

### 3.3 To Full Professor

To be considered for promotion to the rank of Professor, members must demonstrate record of teaching excellence at all levels, and a national or international reputation in research and scholarship. [ ]

Substantial participation in the collegial governance of the institution, at the levels of Department or program, Faculty, and University, is required, as is evidence of public service [ ].

As set out in the *Collective Agreement*, letters of reference, including [ ] three from referees proposed by the member and up to a further three solicited by the Dean, will be used in the evaluation process. Names and full contact information for referees are due in the Office of the Dean no later than 30 November.

### 3.4 Granting of Tenure

The granting of tenure implies satisfactory completion of a tenure-track appointment.

*“Academic staff members ... shall be granted an appointment with tenure when there is evidence of consistent performance that has met the standards for their category and rank of appointment through the probationary period (including, in the case of faculty members and librarians, 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”* (CA, 18.6).

As noted in the foregoing passage from the *Collective Agreement*, there must be a promise of future contributions which will enhance the academic reputation of the University. Administrative and public service will be considered as contributory. Letters of reference, including at least three from external sources, will be used as provided for in the *Collective Agreement*.

Normally, tenure will not be granted if conditions attached at the time of a probationary appointment have not been fulfilled.

### 3.4 Granting of Tenure

The *Collective Agreement* says:

*“Academic staff members ... shall be granted an appointment with tenure when there is evidence of consistent performance that has met the standards for their category and rank of appointment through the probationary period (including, in the case of faculty members and librarians, 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.”* [ ]

To be granted tenure, a member must have a strong teaching record and, with the exception of Instructors, demonstrate the establishment of an independent program of research and scholarship. Administrative and public service are considered as contributory.

As set out in the *Collective Agreement*, letters of reference, including [ ] three from referees proposed by the member and up to a further three solicited by the Dean, will be used in the evaluation process. Names and full contact information for

referees are due in the Office of the Dean no later than 30 November.

~~Normally,~~ Tenure will not be granted if conditions specified at the time of a tenure-track appointment have not been fulfilled.

#### 4 Salary increments

##### 4.1 Career growth increment

A career growth increment will be awarded annually (subject to the ceilings specified in the *Collective Agreement*) in recognition of a demonstrated contribution to the Faculty's objectives of excellence in scholarship and teaching and an ongoing commitment to administrative duties or public service. The contributions expected will vary with the individual's rank and position. An Instructor's contributions must be in the area of teaching and related duties. If a CGI is not granted, the Dean will provide the faculty member with an explanation that will include suggestions for improving performance.

#### 4 Salary increments

##### 4.1 Career Growth Increment (CGI)

A CGI will be awarded annually (subject to the ceilings specified in the *Collective Agreement*) in recognition of the member's demonstrated contribution to the Faculty's objectives of excellence in teaching, scholarship, and service appropriate to the member's rank, [ ] level, and assigned duties. [ ]

It is the member's responsibility to provide appropriate documentation of her or his contribution. In addition to the teaching materials noted in section 2.1.1 above, this documentation may include:

- publications (include offprints);
- list of conference presentations;
- details of grants and contracts or equivalents;
- details of applications for external funding;
- details of equivalent professional activity.
- Research plan;

If a CGI is not granted, the Dean will provide the [ ] member with an explanation that will include suggestions for improving performance.

service, to the extent that they relate to teaching and related duties. Only accomplishments since the last merit increments or promotion will be considered relevant.

#### 4.2 Merit Increment

A merit increment may be granted to members of the academic staff who, given their rank and position, clearly exhibit exceptional service or sustained above average performance. Merit increments based on scholarship or teaching will be considered only if there is a demonstrated commitment to administrative duties or public service. Outstanding performance in administrative duties (e.g., dedicated and imaginative leadership as a department head) and/or community service activities may be the basis of a merit increment, providing there is also evidence of strong contributions in teaching and scholarship. Only accomplishments since the last merit increment or, if the member has never received a merit increment, since initial appointment will be considered relevant.

Merit increments for Instructors will be based primarily on teaching and related duties and may also take into account evidence of scholarship, administrative duties or public

#### 4.2 Merit Increment

In evaluating applications for merit increments, only accomplishments since the last merit increment or, if the member has never received a merit increment, since initial appointment will be considered relevant.

A merit increment may be granted to members [ ] who, given their rank and level as well as consistently good performance in all areas, clearly exhibit exceptional service in one or more of the areas of assigned duty during their review cycle, or who have presented evidence of sustained above average performance in two or more areas of assigned duty.

Merit increments based on scholarship or teaching will be considered only if the member demonstrates commitment to administrative duties and public service. Outstanding performance in administrative duties (e.g., dedicated and imaginative leadership as a Department Head) or public service activities may support an application for a merit

increment, coupled with documentation of consistently strong contributions in teaching and scholarship.

[]

## APPENDICES

*The following supplemental appendices do not form part of the Criteria for Performance Review document.*

*They are included for the information of members and for ease of reference.*

### APPENDIX A1

#### Guidelines for Members

These guidelines are intended to help members prepare the materials sent forward to the Performance Review Committee (PRC) so that a fair and complete assessment of their performance can be made. Recommendations are made on the basis of an assessment of all the material provided. The PRC can ask that more material be provided to it, and has access to information in the member's official file.

1. Ensure that citations of published work are detailed and complete, and include specific page references. Offprints or copies of work

published during the period under consideration should accompany the file. In listing published work, place the most recent publications first. Distinguish clearly between refereed and non-refereed publications. If word count is important (for example, in the case of a detailed book review of essay length), mention it. These points become especially important when special consideration (a merit increment or promotion) is sought.

2. Remember that the amount of material the Performance Review Committee must read and annotate each year is very large. If members choose to submit teaching dossiers, the dossiers should be carefully organized and clearly labelled. Section 2.1.1. of the *Criteria for Performance Review* document outlines some of the materials that should be included in teaching dossiers; other relevant material is welcome. In preparing a dossier, remember that judicious selection and careful organization is preferable to submitting reams of material.

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3. In Departments in which they are used, student evaluations of teaching should be included in the teaching dossier. If evaluation summaries are included, make clear who (department support staff, students, oneself) has prepared them. Ensure that original forms are organized and readily available should the PRC wish to see them. Especially when requesting special consideration, members should consider commenting on evaluations in a covering letter or memo, pointing out strengths and addressing concerns noted by students. Bear in mind that student evaluations of teaching are assessed in the broad context of a member's teaching throughout the period under review.
4. It is strongly recommended that an up-to-date and complete (see point 1 above) *curriculum vitae* be provided by those seeking special consideration, and should be accompanied by a letter stating the grounds on which such consideration is sought.
5. When members make application for a merit increment a letter must be included, stating clearly the grounds on which the application is to

be judged. Specific reference to the requirements set out in section 4.2 of the *Criteria for Performance Review* document is essential.

6. Instructors are reviewed on the basis of assigned duties, which under the *Collective Agreement* (17.12) are defined as "teaching and teaching-related duties." The onus is on the individual Instructor to explain how activities in the period under review, as, for example, scholarship or administrative work, contribute to the performance of teaching and related duties. The PRC is receptive to such explanations.
3. In Departments in which they are used, student evaluations of teaching should be included in the teaching dossier. If evaluation summaries are included, make clear who (department support staff, students, oneself) has prepared them. Ensure that original forms are organized and readily available should the PRC wish to see them. Especially when requesting special consideration, members should consider commenting on evaluations in a covering letter or memo, pointing out strengths and addressing concerns noted by students. Bear in mind that student evaluations of teaching are assessed in the broad context of a member's teaching throughout the period under review.
4. It is strongly recommended that members provide an up-to-date and complete (see point 1 above) curriculum vitae for each performance review.
5. When members make application for a merit increment a letter must be included, stating clearly the grounds on which the application is to

be judged. Specific reference to the requirements set out in section 4.2 of the *Criteria for Performance Review* document is essential.

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## APPENDIX A2

### Guidelines for Department Heads

The present guidelines are not meant to be an exhaustive listing of all the factors to be kept in mind by Department Heads in the evaluation of performance. Their main function is to guide Department Heads to make a fair and complete assessment of academic performance.

1. For the purpose of assessing performance, the relevant review periods are:
  - yearly for those in probationary positions;
  - biennially for tenured members not subject to a career evaluation;
  - since the last career decision for those being considered for a merit increment;
  - the full span of the career for those being considered for promotion or tenure.
2. Department heads' recommendations should be clearly based on the information available for the period under review. Heads should ensure that members have supplied all pertinent information for the period under review, especially in applications for merit and promotion.
3. In their assessments of performance, Heads should try to strike a balance between verbal parsimoniousness and prolixity. Single-word assessments such as "satisfactory" or "outstanding" are not helpful to the PRC. Several sentences pointing to concrete evidence are, by contrast, most helpful. If the department concerned has its own Merit and Promotion Committee, that committee's vote should be recorded and any pertinent material arising from its deliberations summarized.

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### Guidelines for Department Heads

The present guidelines are not meant to be an exhaustive listing of all the factors to be kept in mind by Department Heads in the evaluation of performance. Their main function is to guide Department Heads to make a fair and complete assessment of academic performance.

1. For the purpose of assessing performance, the relevant review periods are:
  - yearly for those in the pre-tenure career phase;
  - biennially for tenured members not subject to a career evaluation;
  - since the last merit increment (or initial appointment) for those being considered for a merit increment;
  - the full span of the career for those being considered for promotion or tenure.
2. Department Heads' recommendations should be clearly based on the information available for the period under review. Heads should ensure that members have supplied all pertinent information for the period under review, especially in applications for merit and promotion.
3. In  assessments of performance,  single-word assessments such as "satisfactory" or "outstanding" are not helpful to the PRC. Several sentences pointing to concrete evidence are, by contrast, most helpful. If the Department concerned has its own Merit and Promotion Committee, that committee's vote should be recorded and any pertinent material arising from its deliberations summarized.

4. Recommendations shall bear directly on the performance of the individual concerned. In formulating recommendations, Heads shall not use wording that can be interpreted in any way as a comment concerning anyone other than the person under review.
5. Recommendations shall not take the form of trade-offs. There should, for example, be no recommendation that if a member is not granted a promotion, s/he should receive a merit increment. Either one, both, or neither should be recommended.
6. Department heads should bear in mind that, in consultation with their own review committees, they can recommend a merit increment for an individual who has not applied for one. If this is done, the recommendation is based on the individual's performance since the last special consideration (merit increase or promotion). Heads should therefore ensure that the necessary materials, including publications, performances, teaching evaluations, and all other pertinent documents for the period to be considered, are assembled and presented to the PRC.
7. When writing in support of – or in opposition to – a merit increment for a member, department heads should be sure to address directly the grounds on which that application is being made. Specific reference to the requirements set out in section 4.2 of the *Criteria for Performance Review* document is essential, and will help the PRC in its deliberations.
8. It is always useful for department heads to comment on the quality of the scholarship of members. In particular, comments bearing on the quality of journals in which work appears, and situating specific pieces within the member's broader research program, will be very welcome. Because the PRC does not have members from every department, it depends to a great degree on heads' assessments.

4. Recommendations shall bear directly on the performance of the member concerned. In formulating recommendations, Heads shall not use wording that can be interpreted in any way as a comment concerning someone other than the member under review.
5. Recommendations shall not take the form of trade-offs. There shall, for example, be no recommendation that if denied a promotion, a member should receive a merit increment. Either one, both, or neither should be recommended.
6. Department Heads should bear in mind that, in consultation with their own review committees, they can recommend a merit increment for a member who has not applied for one. If this is done, the recommendation is based on the member's performance since the last [ ] merit increase, or, if the member has not been awarded merit, since initial appointment. Heads should therefore ensure that the necessary materials, including publications, performances, teaching evaluations, and all other pertinent documents for the period to be considered, are assembled and presented to the PRC.
7. When writing in support of – or in opposition to – a merit increment for a member, Heads should be sure to address directly the grounds on which that application is being made. Specific reference to the requirements set out in section 4.2 of the *Criteria for Performance Review* document is essential, and will help the PRC in its deliberations.
8. It is always useful for Heads to comment on the quality of journals in which the member's work appears, and to situate specific pieces within the member's broader research program [ ]. Because the PRC does not have representation from every Department, it depends to a great degree on the disciplinary knowledge and contextualization supplied by Heads.

### APPENDIX A3

#### Guidelines for the Performance Review Committee of the Faculty of Arts

The primary tasks of the Performance Review Committee (PRC) are:

- To review the performance assessments and recommendations concerning members on the basis of the information provided to the PRC, and
- To advise the Dean of Arts with respect to the recommendations by stating its own views and recommendations in writing.

In order to carry out these tasks, the Committee:

- Will review all the material provided by the members under review on their Annual Information Forms and the assessments and recommendations contained in the Performance Review Forms. If the PRC requests more information, the member will be informed of all such requests and responses.
- May solicit comments from Heads in order to clarify the recommendations made by them on the Performance Review Forms, but will not accept new material evidence. If the department head responds in writing the member must be given an opportunity to see and respond to these additional comments.
- May review material contained in a member's official file that is pertinent to the period under review.
- May, on particular occasions, invite to appear before the Committee the member whose performance is being reviewed, for the purpose of clarification of material under consideration.

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#### Guidelines for the Performance Review Committee of the Faculty of Arts

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- To review the performance assessments and recommendations concerning members on the basis of the information provided to the PRC, and
- To advise the Dean of Arts with respect to the recommendations by stating its own views and recommendations in writing.

In order to carry out these tasks, the Committee:

- Will review all the material provided by the members under review on their Annual Information Forms and the assessments and recommendations contained in the Performance Review Forms. If the PRC requests more information, the member will be informed of all such requests and responses.
- May solicit comments from Heads in order to clarify the recommendations made by them on the Performance Review Forms, but will not accept new material evidence. If the [Head](#) responds in writing the member must be given an opportunity to see and respond to these additional comments.
- May review material contained in a member's official file that is pertinent to the period under review.
- May, on particular occasions, invite to appear before the Committee the member whose performance is being reviewed, for the purpose of clarification of material under consideration.

**In carrying out its function:**

- The Committee will maintain confidentiality with regard to its reviews.
- If a member of the Committee has already been involved in the review process for any person under review by the Committee, that member will declare this involvement and will recuse herself or himself from the Committee's vote concerning the recommendation for that individual.
- The Committee will be guided in its deliberations by the *Collective Agreement* and by the *Criteria for Performance Review* document of the Faculty of Arts.
- The Committee will not consider any information not stated or alluded to in the annual Faculty Information Forms or Performance Review Forms, or not contained in the official file, for the period under review.
- After the Committee has reviewed relevant material, Heads may be called in to meet the Committee for the purpose of clarifying their recommendations. No new material evidence will be considered in this process of clarification.
- The Committee will vote on each recommendation to be made to the Dean. The vote will be recorded as yes or no in all cases, other than abstentions as provided for in point 2 above.
- In addition to providing the Dean with the results of its recorded vote, the Committee may also provide a written statement of advice, or a brief explanation of the reasons for its recommendation.

**In carrying out its function:**

- The Committee will maintain strict confidentiality with regard to its reviews.
- If a member of the Committee has [ ] been involved in a prior stage of the review process for any person under review by the Committee, that member will declare this involvement and will recuse herself or himself from the Committee's vote concerning the recommendation for that person.
- The Committee will be guided in its deliberations by the *Collective Agreement* and by the *Criteria for Performance Review* document of the Faculty of Arts.
- The Committee will not consider any information not stated or alluded to in the annual Faculty Information Forms or Performance Review Forms, or not contained in the official file, for the period under review.
- After the Committee has reviewed relevant material, Heads may be called in to meet the Committee for the purpose of clarifying their recommendations. No new material evidence will be considered in this process of clarification.
- The Committee, including the Chair, will vote on each recommendation to be made to the Dean. The vote will be recorded as yes or no in all cases, other than [ ] recusals as provided for [ ] above.
- In addition to providing the Dean with the results of its recorded vote, the Committee may provide an account of the reasons for its recommendation, as well as a written statement of advice to the member being reviewed.

- The recommendation and any written statement made by the Committee will be entered on the member's Performance Review Form and thus will be available for perusal by the individual as outlined in Article 17.17 of the *Collective Agreement*.
- The Committee may review all term appointments and make recommendations.
- After completing the review, the Committee may make recommendations to the Dean about matters relevant to the review propose possible changes to the *Criteria for Performance Review* document, together with appendices, for the information of future committees and all members in the Faculty of Arts.

- The recommendation and any written statement made by the Committee will be entered on the member's Performance Review Form and thus will be available for perusal by the [] member as outlined in Article 17.17 of the *Collective Agreement*.
- []
- After completing the review, the Committee may make recommendations to the Dean about matters relevant to the review. It may also propose possible changes to the *Criteria for Performance Review* document, together with and its appendices, for the information of future committees and all members in the Faculty of Arts.