



## **FACULTY OF BUSINESS ADMINISTRATION**

### **Criteria for Performance Review**

#### **INTRODUCTION**

The Faculty of Business Administration, as an academic unit of the University of Regina, serves a variety of communities. These communities include: students, management and professional communities, the academic community, business, government and society as a whole.

In serving the diverse needs of these communities, faculty members have differing but valued contributions to make. The roles that faculty members play depend on how they can best contribute to the communities served by the Faculty of Business Administration and the University of Regina.

The Faculty of Business Administration serves its communities by performing:

- i) teaching and related duties,
- ii) scholarship, research or equivalent professional activities,
- iii) administrative duties, and
- iv) professional and public service.

Evaluation of faculty members involves assessment of contributions in each of these areas, as appropriate. Those holding tenure or tenure-track positions in the faculty ranks are expected to contribute in all four of these areas and are evaluated on that basis. The primary evaluation of the quality of individual contributions of Instructors and Term Lecturers is in the area of teaching and related duties. Instructors and Term Lecturers may also provide evidence of performance in one or more of the other areas, which is regarded as contributory. The Annual Information Form and all supporting documents (CV, copies of journal articles, journal article acceptance letters, conference presentations, research grant applications, course outlines, course materials, and any other relevant documentation) shall be provided in an electronic format, wherever possible.

Faculty members are expected to behave in a collegial, responsible and professional manner as a matter of course.

Evaluation in each performance area, as relevant to appointment category, results in one of three measures of performance: superior, effective, or less than effective. These categories of assessment are not absolute, but rather, relative to category, rank and duties. Although these measures cannot be precisely defined, the following definitions provide guidance for evaluating performance.

**Superior:** performance that substantially exceeds normal expectations relative to category, rank and duties.

**Effective:** performance that meets normal expectations relative to category, rank and duties.

**Less than effective:** performance that does not meet normal expectations relative to category, rank and duties.

Faculty members whose duties and workloads are not consistent with the normal workload should have such assignments agreed to in writing by the Dean.

## **TEACHING AND RELATED DUTIES**

The Faculty places a high value on teaching. Our primary responsibility is to our students. As such, it is recognized that effective teaching is a prerequisite for tenure and for promotion.

In assessing the teaching performance of a faculty member, the following are evaluated. It is normally expected for all faculty members that the following will be demonstrated:

- a) knowledge of the subject matter and a commitment to fostering independent thinking in the pursuit of knowledge,
- b) an enthusiasm for the subject and the ability to impart knowledge to the students,
- c) the ability to gain students' respect and to treat students with respect,
- d) organization of the class and development of course outlines in accordance with Faculty guidelines,
- e) availability for reasonable student consultation outside class,
- f) ability to appropriately evaluate the knowledge and skills learned by students, and
- g) appropriate preparation for each class period.

Faculty members are expected to maintain academic, professional and pedagogical competence relevant to the courses taught.

Teaching performance is assessed by reference to:

- i) reports of courses taught and enrolments for those courses,
- ii) student evaluations, course outlines, course examinations, and
- iii) other relevant material.

Student evaluations are important indicators of teaching effectiveness and these are administered and utilized by the Faculty of Business Administration; however, this should not be the sole method of evaluation. Course outlines and course examinations are also useful evidence and will be included in the assessment of teaching in the performance review process if they are provided by the faculty member. Faculty members may also wish to submit other material that could be useful for assessing teaching performance.

## **SCHOLARSHIP, RESEARCH OR EQUIVALENT PROFESSIONAL ACTIVITIES**

Research is a basic function of a university and faculty members, other than Instructors and Term Lecturers, are expected to be engaged in such activity. Scholarship in the Faculty of Business Administration involves efforts to contribute new knowledge (i.e., research) and to contribute to the scholarly dissemination of knowledge to scholars and professionals. In general, knowledge is expected to be disseminated in a peer-evaluated medium acceptable to the faculty member's area. The Faculty of Business Administration defines the phrase "equivalent professional activities" in the context of disseminating knowledge to its professional and managerial communities. Thus faculty members may disseminate knowledge in such media as practitioner journals (which are often not refereed) and reports which are widely disseminated and which demonstrate the application of scholarship.

Evidence of contribution and/or dissemination of knowledge includes:

- i) articles in academic journals,
- ii) papers published in conference proceedings,
- iii) books and book chapters
- iv) published cases,
- v) commissioned reports for governments and other organizations,
- vi) articles in professional journals,
- vii) presentation of conference papers.

The measurement of contributions includes both quality and quantity. While peer-reviewed and other refereed contributions normally have the highest weight, it is also recognized that significant contributions can be made in other media. In general, articles, books and reports are given credit once they have been accepted for publication. Papers are recognized when they have been presented.

Faculty members, other than Instructors and Term Lecturers, are expected to maintain an active research program. Normal expectations in the area of research will consider the different norms for fields and subfields within business administration and the period under review.

Faculty members, other than Instructors and Term Lecturers, are expected to seek external research grants. Tri-council funding is most highly valued, although corporate, professional organization, government, and similar sources of research funding are also considered important.

Evidence of respect earned among colleagues in the academic and/or professional communities related to the member's area of scholarship is also a useful measure. As such, supporting evidence of scholarly accomplishments includes contributions such as:

- i) editorship of a journal,
- ii) editorial board membership,
- iii) invited paper presentations,
- iv) organizing or chairing conferences or conference sessions,
- v) refereeing journal and conference papers, and
- vi) refereeing research grant applications.

## **ADMINISTRATIVE DUTIES**

Faculty members are expected to take part in the collegial governance and administrative duties of the Faculty and University, as appropriate for category and rank. It is expected that these duties will be performed in a co-operative and effective manner. . Failure to accept a fair share of responsibility for administrative and committee work (in the absence of written arrangements with the Dean) has a negative impact on promotion and tenure decisions. Superior contributions in this area are recognized as a factor in assessing faculty members' overall performance. However, contributions of this type cannot, on their own, provide a basis for renewal of tenure-track appointments, the granting of an appointment with tenure, career growth increments, or promotion.

## **PROFESSIONAL AND PUBLIC SERVICE**

It is important that faculty members are recognized by professional and other communities. This can be done through a) professional and management service and/or b) community service.

### **a) Professional and management service**

Professional and management service can include:

- i) participation on provincial, national, or international committees or governing bodies,
- ii) management development activities, and
- iii) consultancy.

Superior performance in this area would include such activities as national leadership of a professional organization; significant involvement in national or international policy making; or significant involvement in professional accreditation or similar activities.

Significant involvement in professional and management service may, with written approval of the Dean, reduce expectations regarding scholarly activities. However, involvement in such activities cannot entirely eliminate the requirement to engage in research and disseminate results in a manner acceptable to the Faculty.

Superior contributions in this area are recognized as a factor in assessing faculty members' overall performance. However, contributions of this type cannot, on their own provide a basis for renewal of tenure-track appointments, the granting of an appointment with tenure, career growth increments, or promotion.

### **b) Community service**

Public service, that is, service conducted as citizen rather than as a representative of the University, is nonetheless useful in raising the Faculty's and the University's image in the community. Faculty members' contributions in this area can be expected to vary widely, depending upon the particular skills and interest of each member. Superior contributions in this area are recognized as a factor in assessing faculty members' overall performance. However, such contributions are normally considered as supplementary to performance and cannot, on their own provide a basis for renewal of tenure-track appointments, the granting of an appointment with tenure, career growth increments, or promotion.

## **CRITERIA FOR PROMOTION**

### **Promotion to Assistant Professor/Appointment as Assistant Professor**

To be considered for appointment to the position of Assistant Professor or to be promoted from Lecturer to Assistant Professor, a candidate would normally have completed or have nearly completed a doctoral degree in the field of specialization. The candidate will also have demonstrated effectiveness in teaching (or potential effectiveness if teaching experience is limited). The candidate should show that scholarly work is in progress and is likely to continue. Effectiveness in the performance of assigned administrative duties and professional and community service is required.

### **Promotion to Associate Professor/Appointment as Associate Professor**

To be appointed as or promoted to the rank of Associate Professor, the candidate must have demonstrated an ongoing record of independent scholarship, as evidenced by peer evaluated media acceptable to the faculty member's area. (It is understood that scholarship is independent as long as the individual makes an independent contribution to joint research efforts.) In addition, there should be solid evidence that the candidate will continue a research program. The candidate must also have demonstrated effective teaching (normally for a period of at least three years). Effectiveness in the performance of assigned administrative duties and professional and community service is required. Normally a doctoral degree is necessary to be appointed as or promoted to the rank of Associate Professor.

### **Promotion to Professor/Appointment as Professor**

To be appointed as or promoted to the rank of Professor the candidate, having fulfilled all the previous requirements, must also have established a national or international reputation in scholarship. A long-standing record of effective teaching is also required (normally for a period of at least seven years). The candidate should have consistently performed administrative duties and professional and public service in an effective manner.

### **Promotion to Instructor II/Appointment as Instructor II**

To be considered for appointment to the position of Instructor II or to be promoted from Instructor I to Instructor II, a candidate must hold a Master's degree (or a Bachelor's degree in combination with a professional accounting designation or a chartered financial analyst designation) and have an established record of effective teaching. The candidate is expected to demonstrate academic, professional and pedagogical competence. Experience with administrative duties and professional/public service is expected for individuals being promoted to Instructor II.

### **Promotion to Instructor III/Appointment as Instructor III**

To be considered for appointment to the position of Instructor III or to be promoted from Instructor II to Instructor III, a candidate must either: (1) hold a PhD or other terminal degree and have a record of effective teaching or (2) hold a Master's degree (or a Bachelor's degree in combination with a professional accounting designation or a chartered financial analyst designation) and have a five-year record of effective teaching. The candidate is expected to demonstrate academic, professional and pedagogical competence. Experience with administrative duties and professional and public service is expected for individuals being promoted to Instructor III.

## **APPOINTMENTS WITH TENURE**

### ***Faculty Ranks***

Appointments with tenure are awarded only to those who are expected to proceed through the academic ranks at a normal rate. The candidate must have performed effectively in the area of scholarship (i.e., publication in refereed journals) and there should be convincing evidence that the candidate will continue a research program.

The candidate must also have demonstrated sustained effectiveness in teaching. Effectiveness in the performance of assigned administrative duties and professional and community service is required.

An individual being considered for an appointment with tenure should supply the following items (in an electronic format, wherever possible):

- a) a current CV,
- b) a research plan that describes the candidate's research area and identifies the process by which the candidate plans to continue contributing to this area,
- c) examples of scholarly work disseminated in acceptable forms, as outlined early under, "Scholarship, research or equivalent professional activities,"
- d) evidence of a research program currently in progress. The type of evidence submitted will depend on the stage and the nature of the research. It can include research grant applications, examples of data collected, data analysis and/or working papers, and
- e) evidence relating to teaching effectiveness – e.g., course outlines, curriculum materials, course innovations, course development, teaching development, etc. (the Dean's Office will provide a synopsis of teaching evaluations for courses taught at the University of Regina).
- f) the names of three objective referees who will be contacted by the Dean. The referees should ideally be in the candidate's field and without any conflict of interest, in order to enhance the credibility of their evaluation of the candidate.

Letters of reference and assessment will be used as outlined in the *Collective Agreement*.

Tenure will not be granted unless all special conditions attached to the original appointment have been met. Normally, a doctoral degree is necessary for acquiring tenure.

### ***Instructor Category***

Instructors holding tenure-track positions are considered for an appointment with tenure when performance has consistently met the standards for their category and rank throughout the probationary period and when there is convincing evidence that future contributions will enhance the academic reputation of the university. An Instructor being considered for an appointment with tenure should supply: a curriculum vitae; evidence of effective teaching [e.g., course outlines, curriculum materials, course innovations, course development, teaching development, etc. (the Dean's Office will provide a synopsis of teaching evaluations for courses taught at the University of Regina), and other related information].

## **CAREER GROWTH INCREMENTS, MERIT INCREMENTS, AND RENEWAL OF TENURE-TRACK APPOINTMENTS**

### **Career Growth Increment**

Career growth increments are granted to faculty members who have shown effectiveness in teaching and related duties; scholarship, research or equivalent professional activities; administrative duties; and professional and public service at a level appropriate for their category and rank. The granting of a career growth increment is subject to the limitations of the salary range for the rank and to the limitations defined by the *Collective Agreement*.

### **Merit Increment**

Merit increments may be awarded to those faculty members who, considering their category, rank and duties, make clearly exceptional contributions to the mission of the Faculty and the University or demonstrate sustained performance that is well above average. The period to be taken into consideration for the award of a merit increment is the period since appointment or, if the faculty member has previously been awarded a merit increment, from the date of the last such action.

### **Renewal of Tenure-track Appointments**

Within the probationary period, a tenure-track appointment is renewed if the individual earned a career growth increment. If performance is below the minimum required for the career growth increment, renewal is conditional upon the development of an acceptable plan to meet standards. More than one denial of a career growth increment will normally result in the denial of a renewal. However, the tenure decision is separate from the career growth and merit increment decisions.