University of Regina

CENTRE FOR CONTINUING EDUCATION

English as a Second Language Program (ESL)
Criteria Document for Tenured, Tenure-Track and Term Instructors

Appointments, Evaluations, Performance Reviews,
Criteria for Promotion, Increments,
Merit Increments, Tenure and Sabbaticals

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English as a Second Language Program (ESL)
Criteria Document - Instructors

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Preamble

As a public institution, it is crucial that the University demonstrate to the community at large that our institution rigorously evaluates the contribution of academic staff. All ESL instructors are regularly reviewed in a process that involves the assessment by the ESL Director, a peer review committee, and the Director of CCE (Article 17).

The following criteria are designed to represent the particular duties of ESL instructors within the URFA community. ESL Instructors contribute by meeting the needs of non-credit students who come to the University of Regina for language and academic skills instruction, and by preparing those who will pursue undergraduate and graduate degrees. In order to satisfy students who come to the university for personal reasons, and to adequately prepare those students who will pursue degrees, ESL Instructors must blend pedagogical knowledge and communication skills to reach across cultural borders and personality differences to design and implement appropriate classroom materials and methods. These criteria are designed to represent both the more objective and subjective skills that mark an instructor's eligibility for increment, merit increment, tenure, and promotion.

1. Instructor Appointments

1.1 Instructor ranks

The various levels of the Instructor rank (i.e. I, II and III) are determined in accordance with Article 13.5 of the U.R.F.A. Collective Agreement.

1.2 ESL Instructor classifications

There are two classifications of instructor in the ESL Program: (i) Tenured/Tenure-track and (ii) Term. Term instructors carry a heavier teaching load. Therefore, the expectations for their involvement in curriculum development and service are less intensive. Assignments, performance, and expectations reflect the different responsibilities and experience in the program at each classification.

2. Performance of Duties

Articles 16.1, 16.2 and 17.12 of the current Agreement form the basis of the categories for evaluation of instructors.

According to the URFA contract definition (Article 16.1.3)
"The duties of an instructor shall normally include:
a) Teaching and related duties;
b) Service."

2.1 ESL Instructor Duties

The following criteria outline an instructor's duties.

Group 1	Group 2
A: Teaching/Other Duties B: Curriculum Development/Implementation C: Service D: Professional Development	E: Professional Enhancement F: Additional Scholarly Activities

2.2 Activities related to ESL Instructor Duties

A. Teaching/Other Duties

Teaching and related activities as they apply to instructors in ESL involve a wide range of activities related to curriculum delivery. The academic staff member that is assigned the course or customized program is responsible for working cooperatively with the other teachers of the same level (or working independently if he or she is the only teacher at that level) to set all assignments, laboratories and examinations associated with the course or customized program. Good teaching is required of all university staff entrusted with this activity. Good teaching includes, but is not limited to:

Pedagogical Knowledge and Implementation:

a. thorough and up-to-date knowledge and implementation of best practices in teaching and learning language;
b. the promotion of student engagement and learning;
c. the development of critical thinking skills in students;
d. implementation of the curriculum in a coordinated manner as determined by the level outcomes;
e. meaningful integration of new technologies into teaching;

Professional Approach to Teaching:

f. promptness and preparedness at classes and appointments with students
g. the evaluation of students' work in a consistent, outcome-referenced and fair-minded way in collaboration with other instructors;
h. providing meaningful feedback to students in a timely manner;
i. respect for students and sensitivity to their cultural backgrounds;
j. responsiveness to students' academic and special needs, and collaboration to meet those needs, as appropriate to particular class size and format;
k. collegiality when responding to program and student needs.

Other Duties:

l. other duties may include intrinsic elements in the successful delivery of the program, such as placement testing, attendance record keeping and grade inputting

B. Curriculum Development and Implementation (Article 16.2.2)

Curriculum changes may occasionally be required to enhance the effectiveness of the overall program. In consultation with Academic Committee Members, instructors may be required to critique existing frameworks, provide suggestions for change, and build appropriate materials to support agreed upon curriculum changes.

Materials also need to be developed to suit the needs of the class. Instructors should be able to use the curriculum guide to make appropriate assignments and exams for each course, including the information booklet where appropriate.

In addition, instructors may be involved in the development of new programs.

Significant curriculum development and/or changes shall involve time in lieu. (Refer to Section 2.3.2.)

C. Service

Participation in committees relevant to ESL such as ESL Search Committees, Peer Review Committee, URFA Contract Negotiations Committee, U of R Search Committees, Council Committees, etc.
Additional service activities, which contribute to our field, may include but are not limited to the following:

a. active participation in and on boards/executives/etc. related to ESL
b. volunteer work in the ESL field
c. TESL practica supervision;
d. observations by visiting scholars in the classroom;
e. observing and guiding teacher trainees and student assistants;
f. cooperation and collaboration with other Departments, inside and outside of the University of Regina;
g. volunteer work with international learners beyond the ESL program;
h. international student advocacy.

D. Professional Development (Article 16.4.4)

In our unit, professional activities may include any of the following:

a. attendance at conferences and seminars
b. thoroughly documented professional reading

E. Professional Enhancement

a. taking credit classes and other educational upgrading
b. presentation at local, provincial, national or international conferences relating to the teaching and learning of ESL and the prior research appropriate to the presentation;

F. Additional Scholarly Activities

The primary duty of instructors is teaching, related duties and service, but some instructors may choose to pursue research that is related to ESL pedagogy. These efforts are not considered necessary for achieving a Career Growth Increment, promotion, tenure or merit, but they may contribute to achievement of promotion of tenure or merit. Research may include:

a. Research, for example, the result of sabbatical activities or other research, which enhances teaching and/or curriculum;
b. publication of research related directly to presentations or sabbatical activities and/or innovative materials developed for the classroom.

2.3 Assignment of Duties

2.3.1 Teaching duties

Each semester, Instructors shall be given an opportunity to identify their first, second and third teaching choices for the upcoming semester. Although all reasonable efforts shall be made to give Instructors their first teaching choice, preference shall be given based on Instructor seniority, taking into account program needs.

2.3.2 Other duties

Instructors may be given other duties in lieu of teaching hours, based on the needs of the Program. Assignments of other duties will originate with the Director of CCE or Director of ESL, and will be made known to all faculty. Other duties may pertain to curricular tasks, support to instructors, and support to the program or the university.

Other duties will be assigned based on the following criteria:

    a. the instructor's willingness to take on the duties
    b. the instructor's demonstrated skill set
    c. the instructor's availability
    d. an equitable distribution of duties among academic staff members that takes into account the instructor's workload, other previous duties and the balance of the workload among members

Instructors who are given other duties will receive in writing clear expectations of the assigned tasks and the hours given in lieu. These documents are to be submitted for each annual performance review.

3. Performance Review

Broadly speaking, the criteria shall be classified into two groups:

Group I:
    A. Teaching/Other Duties
    B. Curriculum Development and Implementation
    C. Service
    D. Professional Development

Group II:
    E. Professional Enhancement
    F. Additional Scholarly Activities

Criteria in Group I are intrinsic to the Instructor's duties, and form the basis of evaluation in all areas.

Criteria in Group II may contribute to achievement of merit.

As related to Article 18.3, the categories of assessment to be applied in relation to the four major groupings are: "exceptional"; "above average"; "appropriate"; and "less than appropriate". It is understood that these categories of assessment are not absolute, but rather relative to the rank and career stage in question.

Although these fundamental categories elude precise definitions, the following expansions and equivalents are offered for purposes of classification:

exceptional = performance that more than exceeds normal expectations; outstanding.

above average = performance that exceeds normal expectations; more than satisfactory/acceptable.

appropriate = performance that meets normal expectations; satisfactory/acceptable.

less than appropriate = performance that does not meet normal expectations; less than satisfactory/acceptable.

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

Members are expected to include a brief summary document that contextualizes the documentation provided and supports the member's application, especially if applying for merit.

3.1 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 performance in teaching;
- to assist individual instructors to improve teaching;
- to assist in the performance review process.

While the evaluation of teaching in the university setting is a complex process, and while different disciplines may evaluate teaching differently, a variety of different kinds of information are available to assist in the assessment of teaching performance. The evaluation of teaching shall be based upon as many kinds of evidence as possible. It will include the following information:

a. evaluation by the ESL Director, based on classroom observation;
b. list of courses taught during the period under review, including enrolments and contact hours with students (as outlined in the Annual Review Form);
c. instructor and/or course evaluations by students
d. evidence of input into the development of courses or new approaches to teaching (as outlined in the Annual Review Form).

It may also include, but is not limited to:

- copies of relevant syllabuses, tests, examinations and other materials distributed to students;
- evidence of keeping course content current;
- evidence of applying knowledge gained from professional activities to courses;
- samples of innovative materials used;
- other relevant materials a member may wish to submit;
- self-evaluation, through performance appraisal, accompanied by whatever material the instructor wishes to attach;
- evidence of steps taken to improve teaching;
- evidence of team work and collaborations;
- a teaching dossier containing any of the above materials and others as described in the CAUT dossier guide available in the URFA office. The dossier may contain unsolicited signed letters from students and alumni;
- review from the Centre for Teaching and Learning

4. Performance Review Process

Refer to Article 17 of the Collective Agreement for Performance Review procedures.

Reviews shall be conducted every year for tenure-track and term appointments (see Article 17.2.1 and 17.2.2) and every third year for academic staff members holding appointments with tenure (Article 17.2.3). Related work assignments in lieu of teaching must be clearly stated and

whether or not the assignment was in addition to the regular teaching assignment. Evidence of collaborative work, individual work or compilation must be clarified.

4.1 Criteria for Promotion

Article 18.4.1 states "Any academic staff member appointed to the rank of Instructor upon application shall be reclassified to the appropriate rank after providing official documentation of the necessary qualifications as outlined in Article 13.5." Article 13.5 yields the following requirements for promotion:

4.1.1. Instructor I to Instructor II

Promotion at this level will be based on successful completion of a Masters Degree and demonstrated record of relevant teaching experience. An Instructor I with a Bachelor's degree or equivalent may be promoted to Instructor II with four years of relevant teaching experience.

4.1.2. Instructor II to Instructor III

Promotion at this level will be based on the successful completion of a PhD or equivalent or a Masters Degree with five years of relevant teaching experience.

4.2 Increments

In accordance with Article 18.2, "increments shall be awarded to those whose performance has met the standards for their level of appointment, subject to the limitations of the salary range for the category and rank."

For ESL Instructors, satisfactory performance and progress meets normal expectations in teaching and other duties; curriculum development and implementation; and service.

A rating of "appropriate" indicates satisfactory performance. Professional development and additional scholarly activities may contribute to the instructor's attainment of a satisfactory performance.

4.3 Merit

In accordance with Article 18.3, "Academic staff members who, considering their present category, rank and duties, demonstrate exceptional performance

or sustained performance that is well above average" may be awarded a merit.

For ESL Instructors, exceptional performance far exceeds normal expectations in Group 1. Exceptional performance is clearly beyond the "above average" category. Performance in Group 2 must be above average for the attainment of a merit.

Sustained performance that is well above average is understood to be five consecutive years of performance for which the instructor was awarded "above average" in all criteria in Group I. Above average performance in professional enhancement and additional scholarly activities may contribute to the attainment of a merit.

Decisions on merit shall be based on the academic staff member's performance since the last merit received or, if the member has never received merit, since initial appointment. While decisions on merit increments are based primarily on a member's performance of the duties listed in Article 16 for that category of a member, "outstanding contributions in the areas of scholarship and administration shall be given due consideration even if these are not among the duties listed for that category of member." (Article 18.3)

The initial reviewer and/or review committee may recommend an academic staff member to the Dean or equivalent for a merit, whether or not the member has applied for a merit under Article 17.9.

In all cases of merit application by the academic staff member, a clear statement of the basis for the merit request and the appropriate supporting documentation must be provided to the Faculty Review Committee. In accordance with Article 17.8 of the U.R.F.A. Collective Agreement an academic staff member who is requesting a merit increment shall make a written application to the Director ESL, with a copy to the Director of CCE, on or before November 30th.

4.4 Tenure

Academic staff member with the appointment of instructor "shall be granted an appointment with tenure where there is evidence of consistent performance that has met the standards for their category and rank of appointment through the probationary period…and where there is promise of future contributions that will enhance the academic reputation of the University", from 18.6 of the current Collective Agreement.

A guideline of performance that should be rewarded with tenure is a rating of "appropriate" in Group I of the criteria for evaluation.

5. Procedures for Increment, Tenure, Promotion and Merit

Academic staff members must submit an Annual Information Form and supporting documentation in accordance with Article 17.7 of the Collective Agreement.

In accordance with Article 17.8 of the Collective Agreement, an academic staff member who is applying for tenure, promotion, or merit shall make written application to the Dean, with a copy to the department head, no later than November 30th. Applications for promotion or tenure require supporting documentation at this time. Supporting documentation for merit shall be provided with the Annual Information Form. Academic staff members shall have the opportunity to provide supplementary documentation at any time before the initial review is conducted. A member may withdraw an application for promotion, a merit, or appointment with tenure at any time before the initial review is completed by notifying the Dean in writing.

Supporting documentation (based on Article 17.4) includes but is not limited to the following:
- the Annual Information Form
- the Performance Review Form(s)
- a current curriculum vitae
- material in the academic staff member's official file relevant to the period under review
- documents and other works relevant to the academic staff member's performance of duties during the period under review
- aggregated and summarized data from student course/instructor evaluations developed pursuant to Article 17.18 and forming part of the official file pursuant to Article 10.7

Supporting documentation must be submitted in a logical format that demonstrates the application of the criteria. Supporting documentation must also include brief summary documents that contextualize and rationalize each component of the submission. Distinctions must be made between individual contributions and edits/revisions to existing contributions, as well as between individual contributions and collaborative work. If time had been given in lieu for any contributions, pertinent information must also be included.

5.1 Additional Requirements for Tenure

In addition, for tenure, a list of three referees may be supplied to the Director of CCE. The Director shall request a letter of reference from each of the referees named by the member. The Director may obtain letters of reference

from up to three additional referees. (Article 17.9) These letters are not provided to the initial reviewer or to departmental review committees. As per Article 17.9 Instructors applying for tenure may ask to forego the use of letters of reference. Such requests will not be denied unreasonably. (It is the common practice in ESL to forego the use of letters of reference.)

A career evaluation is undertaken when a promotion is requested. (See Article 17.5)

6. Sabbaticals

Sabbaticals may be applied for, and granted, in accordance with "Performance of Duties" in the COLLECTIVE AGREEMENT, specifically Section 16.7 (Sabbaticals). "The University endorses sabbaticals as a means of encouraging continuous professional development and productive scholarship which will be mutually beneficial to the academic staff member and the institution. A member may apply for, or the University may offer, a sabbatical. The University shall grant annually a limited number of sabbaticals in keeping with its responsibilities. Such sabbaticals shall not be withheld unreasonably.

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

a. A detailed Sabbatical plan which may include:
   - that teaching and professional development will be enhanced by the Sabbatical.
   - teaching and professional development projects to be undertaken;
   - a schedule for the Sabbatical period, including projected dates for the achievement of various aspects of the project, sites/venues, institutions to be visited, names of academic collaborators, etc.;
   - a clear statement of written (or other) outcomes (e.g. Articles, curriculum development, development of testing tools, portfolio, conference presentations).

b. Evidence that the sabbatical will make a positive contribution to the academic staff member's professional development (e.g. his/her teaching), the ESL program and the University.

Following the sabbatical, the academic staff member shall report on the sabbatical as follows: The academic staff member must prepare and forward to the member's Dean a full written account of the member's scholastic and professional activities during the sabbatical. This report and details of the

original sabbatical plan and any modifications to the plan, are to be included as part of the member's annual information form. Article 16.7.9

The sabbatical proposal shall be reviewed by the Peer Review Committee based on the "Criteria for Sabbatical applications" form.

Appendix 1

PEER REVIEW COMMITTEE

COMPOSITION

1. The Peer Review Committee consists of three ESL Instructors nominated and elected at large from and by ESL Instructors. All members must be in a tenured or tenure-track appointment with at least one year experience as a tenure-track appointment in this program.

2. A member will serve for a three-year term and will then remain off the committee for a minimum of three years before resuming membership. However, members may return earlier if they so choose and if it is to the benefit of the unit. Terms will be staggered to ensure continuity on the committee.* The first elected committee will consist of at least one member from the previous peer review committee.

3. The Director, Centre for Continuing Education is an ex-officio non-voting member of the committee. The Director participates in meetings of the committee to provide information, to ask questions about the nature of the committee's recommendations and, in general, to gain understanding of the grounds for the committee's recommendations.

   The Director is neither to participate in, nor to influence the actual decision-making of the committee.

4. ESL instructors on leave are not eligible for membership on this committee.

5. The peer review committee chooses a chairperson from among its elected members.

6. The election of the committee takes place in September.

Committee Guidelines: See Appendix 2

A GUIDE FOR THE ESL PEER REVIEW COMMITTEE

I. **Annual Performance Review (Career Growth Increment, Merit and Promotion):**

1. Reference Materials

- Criteria Document for ESL Instructors
- URFA Academic Collective Agreement:
  - Article 17 – Performance Review
  - Article 18 – Career Progress Decisions (Career Growth and Merit Increments)
  - Appendix F - Timelines

2. Steps:

1) Administrative Assistant to the Director of CCE contacts the Committee members (or Chair) to set a meeting date (usually early February) and provides the names of those being reviewed.

2) The Peer Review Committee and Director of CCE meet on the set date and review all submitted Performance Review documents.

3) Once all instructor Performance Review documents are reviewed, the Chair of the Committee will be contacted by the Administrative Assistant to the Director of CCE to sign off on the forms, thereby making recommendations to the Director.

Note: The Peer Review Committee may recommend an academic staff member to the Dean or equivalent for a merit increment, whether or not the member has applied for a merit increment under Article 17.8.

II. **Sabbatical Applications:**

1. Reference Materials:

- ESL's Criteria Document for Instructors
- Application for Sabbatical Form (available from the Forms section of the HR website)
- Additional Sabbatical information (presented on of the Sabbatical Forms section of HR website)
- URFA Academic Collective Agreement, Article 16.7 - Sabbaticals

2. **Steps:**

   1) The academic staff member completes the **Application for Sabbatical** form.

   2) The faculty member submits the completed Application (the HR form and a statement of the plans for the entire period of the sabbatical) to the ESL Director and a copy is sent to the Director of CCE, nine months prior to the beginning of the academic year in which the sabbatical is to commence (by October 1. (Article 16.7.6)

   3) The Application should be completed and signed off by the ESL Director first and forwarded to the Peer Review Committee as soon as possible following submission to the Department.

   4) The ESL Peer Review Committee reviews all applications for sabbatical within two months following their submissions,   notes recommendations on the Application Form, and sends it over to the CCE Director's Office.

   5) The Director will make the final decision and inform the member at least six months prior to the commencement of the academic year in which the sabbatical was proposed to commence.

   (Detailed policy information can be found in the URFA Collective Agreement—Article 16.7.)

3. **Review Process**

   The ESL Peer Review Committee does not make the final decision on the granting of the sabbatical; however, as a representative of the ESL program, the committee should be able to make comment on the perceived benefit that the sabbatical outcomes could have on the member and the program.

   ESL Peer Review Committee is to make "'recommendations" to the next approval level (i.e., to the Director of CCE) on whether the application meets the criteria:

   - evidence that the sabbatical will be of mutual benefit to member and the university,
   - the plan is to have a schedule for the sabbatical period
   - there should be a clear statement of written outcomes - how does this relate to the "positive contribution to the ESL program and U of R?

   ESL Peer Review Committee can advise the member on whether his/her sabbatical plan covers the various items listed in Item 6A (ESL Criteria Document) and provide suggestions to improve the plan, if it wishes.

   Typically the application process continually moves forward. It is up to the member to choose to make changes to their Sabbatical Plan and Application based on the Peer Review Committee's recommendations. If there are significant changes made, then the process should start again with the "Revised Sabbatical Plan" as the ESL Director's previous comments and recommendations may no longer be valid with the new Plan in mind. However, if it's just a tweaking/clarification of the previously submitted plan, then it should be given to the Review Committee to move forward onto the next approval level.