

1. Criteria for Performance Review

As the provincial centre of excellence for education in the Media, Art, and Performance, the Faculty of Media, Art, and Performance has achieved a mandate that is directly dependent on the strength of its academic staff. The Faculty has assumed the responsibility for graduating future generations of artists, arts educators and individuals in related arts occupations as well as future arts patrons and consumers. Faculty members have a direct responsibility to undertake original creative or scholarly research that will advance their discipline, enrich our insights into past and contemporary creative work and contribute to a greater understanding and appreciation of our world and the human condition. The Faculty's mandate within the wider arts and educational context also places a responsibility on academic staff to contribute substantial service to their arts and professional communities as well as to the university administration necessary to support such a centre.

While it is understood that academic staff will have particular areas of strength and occasionally require flexibility in their workload in order to undertake large projects, the continued excellence of the Faculty with its comparatively small numbers of staff requires that they each make regular and strong contributions in all of the above areas as appropriate to their rank. In order to facilitate faculty accountability to students, university colleagues and the general public, the University has provided for a process of performance review involving consideration of the quality of individual contributions in four broad areas as listed in Article 16.2.1 of the Collective Agreement: teaching and related duties; scholarship, research or equivalent professional activities; participation in collegial governance; and/or public service. Accountability is required of laboratory instructors, as provided for in Article 16.4, in the areas of laboratory instruction and other appropriate instructional duties; laboratory development and related professional activity; administration and maintenance; and public service. Accountability is required of Instructors, as provided for in Article 16.5 in the areas of teaching and teaching related duties.

From time to time, the Dean may assign specific duties to a Faculty member, or a faculty member may be engaged in non-traditional scholarship for a specific period of time, as approved by the Department Head and the Dean. Such endeavours will be considered by the initial reviewer and the peer review committee, and will be considered in the performance review process.

As a public institution, it is crucial that the University demonstrate to the community at large that our institution rigorously evaluates the contribution of faculty. The essence of this process of evaluation is peer review. It is manifested in two ways. First, all faculty, whether on term, tenure-track, or with tenure appointments, are regularly reviewed in a process which involves the assessment of the Department Head, Associate Dean (Undergraduate) in the case of Department Heads, a faculty review committee, and the Dean. Second, it is expected that the research, scholarship, and equivalent professional activities of faculty have undergone assessment by peers in the profession outside of this university. In Media, Art, and Performance, the nature of this peer review will take many possible forms. But evaluation in Media, Art, and Performance is guided by the same principles as in all faculties of the University.

2. Academic Profiles

2.1 Instructor

A position at the rank of Instructor is a tenurable appointment focussed on teaching and teaching related duties. Instructors are expected to demonstrate excellence in teaching, and to maintain professional and scholarly competence. The various levels of the Instructor rank (I, II, and III) are described in Article 13.5 of the Collective Agreement.

2.2 Laboratory Instructor

A position at the rank of Laboratory Instructor is a tenurable appointment and requires a minimum of a Masters degree. Laboratory Instructors are expected to demonstrate excellence in teaching, and to maintain professional and scholarly competence.

2.3 Lecturer

A position at the rank of Lecturer is a tenurable appointment. The focus of the Lecturer rank is one of teaching and related duties. Individuals at this rank are expected to demonstrate excellence in teaching, and to perform both administrative duties and public service. The development of a research program is to be encouraged.

2.4 Assistant Professor

The rank of Assistant Professor is generally the starting point of a career and often begins as a tenure-track appointment, although term appointments at this rank are also appropriate. An individual at this rank should be expected to fulfill the promise of a research program and teaching ability that lead to the initial appointment. There should be clear evidence that an individual is actively engaged in scholarship and research and that the results of these activities are being disseminated in a timely and appropriate manner (creative work, performances, publications, etc.). Individuals are expected to demonstrate excellence in teaching, and to contribute in the areas of administration and public service.

2.5 Associate Professor

Promotion to the rank of Associate Professor indicates that the faculty member has demonstrated merit in research and scholarship and has a successful teaching record at all levels assigned. The member must continue to be actively engaged in producing and disseminating a significant research program at the regional and

national levels. Active involvement in the administrative infrastructure of the Department, Faculty, and the University should be evident, as should public service.

2.6 Professor

The rank of Professor is awarded to a faculty member who has a cumulative record of outstanding performance in one or more of research, scholarly and artistic endeavours, as well as in teaching, public service, and service to the University and to either, or both national and international organizations. Considerable evidence of leadership and recognition at either, or both national and international levels should be on record. In addition to continuing to be active researchers, scholars or artists, Professors should also be active as reviewers and external referees for graduate theses and granting agencies. Dissemination of research, scholarly or artistic endeavours should be well established at the local level and at either, or both, national and international levels. Professors should willingly give of their time, within reason, to be involved in senior academic administrative bodies on campus and within their disciplines.

3. The Evaluation of Faculty

3.1 The Performance of Duties

The specific faculty duties listed above and their evaluation are to be understood in the following way within the Faculty of Media, Art, and Performance:

3.1.1 Teaching and Related Duties

Teaching and related duties in the Media, Art, and Performance involve a wide range of activities: the selection, preparation, and presentation of lecture material; the organization and supervision of seminars and of laboratory sessions; the offering of studio classes; rehearsing or directing performances; preparing students for exhibition or performance; the supervision of directed studies, honours or graduate students; student counseling and recruitment; and other kinds of activities as well. For academic appointees in the Media, Art, and Performance, teaching includes both the traditional lecture/lab styles of teaching and a variety of other ways in which a teacher interacts with students, such as studio work, rehearsal, and preparation for performance. Good teaching is required of all university staff entrusted with this activity. Participation in teaching development programs, and/or seeking expert help in the improvement of teaching, will be viewed as an indication of commitment to good teaching. Good teaching in the Media, Art, and Performance includes, but is not limited to:

- a. the presentation of subject matter or the practical direction clearly, logically, and creatively at a level appropriate for the class while

- maintaining standards, and in keeping with the calendar description of the class and the syllabus;
- b. thorough and up to date knowledge of the subject matter, including soundness and currency within the discipline;
 - c. the coordination of one's teaching activities with that of other teachers so that students can follow a coherent pattern of development;
 - d. the evaluation of students' work in a consistent and fair-minded way;
 - e. respect for students and accommodation of the individual academic needs and learning styles of students as appropriate to particular class size and format;
 - f. availability to students at times outside regular class hours including regularly scheduled office hours; the frequency and length of which may be determined by department policy;
 - g. prompt and regular attendance at classes and appointments with students;
 - h. the communication of enthusiasm for the subject;
 - i. the development of independent thinking and creative skills in students;
 - j. innovative methodology and encouragement of diversity in instructional styles, methods, and creative approaches
 - k. appropriate inclusion of students in research, creative, and professional activities.

Academic staff are expected to establish positive professional relationships with students which demonstrate by good example what it is like to be a professional artist, scholar and university professor. Involvement by individual faculty members of students in the internal politics or animosities--personal or administrative--of a department or the Faculty (outside of the normal duties of student representatives to these bodies) will be considered a serious breach of professional conduct.

The evaluation of teaching shall be based upon as many kinds of evidence as possible. It shall include the following information:

- a. list of courses taught at the undergraduate and graduate level with enrolments and contact hours with students;
- b. honours and graduate supervision (as supervisor or committee member);
- c. syllabuses, tests, examinations and other materials distributed to students;
- d. information on instructional videos or electronic teaching tools developed;

- e. information on the development of new courses;
- f. student course/instructor evaluations. These evaluations must be interpreted reasonably in light of other relevant contextual factors, including factors which may be outside the control of the academic member;
- g. for those in term or tenure-track positions, evaluations by department heads and/or peer assessments by tenured members of the department.

It may also include, but is not limited to:

- a. for tenured members of the department, peer evaluations or evaluations by department heads;
- b. self-evaluation accompanied by whatever material the faculty member wishes to attach;
- c. evidence of steps taken to improve teaching;
- d. reference to awards for teaching;
- e. letters from students and alumni which have not been solicited by the faculty member;
- f. a teaching dossier containing any of the above materials and others as described in the CAUT dossier guide available in the Faculty office.

Statement of Assessment re: Student Participation in Research: the Faculty of Media, Art, and Performance values the inclusion of undergraduate and graduate students in research initiatives. This involvement results in students trained in research design, critical thinking, exposure to the relevant literature and creative practices, and approaches critical to the field of study.

It is important that students be provided exposure to investigators in the field through participation in the development of funding proposals, funded research or contracts, documentation and presentation of thesis research, conferences, involvement in scholarly publications and/or presentations, and other collaborative and/or professional endeavours.

Measures of quality include feedback from external examiners on the quality of theses, co-authorship on peer-reviewed journal publications, co-authored conference paper presentations, and contributions to creative scholarly productions, performances, exhibitions, etc.

Statement of Assessment re: Point System for Graduate Teaching: When a faculty member has accumulated 45 credit hours of teaching graduate courses beyond the member's normal teaching workload, 1 course release (3 credit hours) will be granted in consultation with the Department Head and Dean. Each credit hour of graduate teaching,

beyond the normal teaching load, counts towards the 45 credit hours. For example: a Directed Reading class with one student for 3 credit hours counts as 3 credits towards the 45 credits. A class with one student for 6 credit hours counts as 6 credits towards the 45 credits. A class with 3 students at 3 credit hours counts as 9 credits towards the 45 credits.

901 and/or 902 will not be counted within this system. The advising role is considered part of the normal workload and is not credited.

3.1.2 Scholarship, Research or Equivalent Professional Activities

Every faculty member is expected to develop a research program involving original contributions to scholarship and/or professional creative activity. Normally, research results considered for recognition within the performance review process must have been made available to the public during the review period. Research, scholarship or equivalent professional activities must be reported in Annual Information Forms, with supplementary material if useful, such that the importance of the contribution can be evaluated by those outside the faculty member's field of expertise. It is incumbent upon the faculty member to indicate the significance of the research activity. Faculty members are not restricted to activity within their own discipline. Studio artists are not to be denied recognition for scholarship and research, and scholars are not to be denied recognition for artistic activity, so long as the work produced meets the criterion of recognition by peer review.

Research in the Media, Art, and Performance encompasses a wide variety of endeavours. Scholarly activity results in the dissemination of new knowledge and insights through publications (through print or electronic media) or public presentations--although activities in such areas as curatorial work and dramaturgy, which connect the scholarly and the creative, will also be seen as important contributions. The results of creative activity will depend upon the discipline and include, but not be limited to, involvement in films, videos, live theatre and opera, radio drama, design projects, group and solo exhibitions, commissioned art work, published and performed plays and music compositions, sound recordings, concerts, recitals, and public lectures related to the creative research area. Faculty may also be recognized for major innovative research connected with new approaches (including new technology) to teaching in the Media, Art, and Performance and the dissemination of their research results beyond their own classroom through publications and/or public presentations. Writing and research with respect to pedagogy and innovative teaching are significant and substantial contributions and shall be included in the assessment of scholarly activity.

Scholarship, research, and equivalent professional activity must have undergone assessment by peers in the profession outside of this University. It is incumbent

upon the faculty member to make clear the significance of the work and the nature of the assessment, in such a way that the importance of the work will be evident to those working in different fields in the wider university community. The assessment of the quality and significance of scholarship, research, and other creative activity will also recognize the appropriate media and outlets for communication with peers in the relevant disciplines. The underlying principle of evaluation is that publicly-acknowledged and peer-reviewed work provides the best evidence of scholarly, creative, or professional competence. Academic presentations, performances and exhibitions often come about through invitation from academic or professional institutions, and the work flowing from such invitations is considered to have been peer-reviewed. In the case of the products of scholarship, research, and other creative activity occurring in other than refereed venues, the reception of the work in the relevant community shall be of considerable importance.

While it is expected that faculty will be engaged in a research program which regularly makes research results available to a scholarly and/or artistic audience, consideration will be given to those individuals involved in large, long-term research projects. The quality as well as the quantity of results will be considered.

Activities that involve the extension of scholarly or creative research expertise into the professional community will be seen as particularly valuable. They include, but are not limited to, non-peer reviewed publications, public lectures or other activities that may serve the wider community. As well, service as an external examiner, professional adjudicator or consultant, as a referee, editor, or advisor for scholarly journals, publishers, the Saskatchewan Arts Board, the SSHRC or Canada Council (or equivalent) will also be deemed significant. Such activities may also include leading workshops, clinics, master classes and professional seminars or presentations.

It will be recognized that not all areas of important research require external funding, and consequently the lack of external funding for individuals in those areas will not be seen as negative. However, where appropriate, faculty members will be recognized for seeking funding internally through the Faculty of Graduate Studies and Research and/or externally through fellowships, grants, contracts, commissions and other awards. The receipt of funds to support graduate and senior undergraduate students or to assist in the purchase of equipment will be seen as an asset. External funding will be seen as a contributing factor in the evaluation of funded research results when they are made available to the public.

Further guidelines relating to the evaluation of research activities in particular departments will be developed as necessary by the Dean in consultation with the individual departments and the Faculty. Such information will be available by

consulting individual Departments. Faculty are encouraged to meet with Department Heads to discuss individual research programs.

NOTE: faculty shall receive credit only ONCE for an activity that is completed during the reporting period in which the activity occurs.

Statement of Assessment re: Interdisciplinary Activities: in accordance with the Faculty's emphasis on interdisciplinary scholarship, any faculty member's reported interdisciplinary achievements shall be positively acknowledged in the assessment process. Among the matters to be considered when making an evaluation are the efforts involved in, and the scope and results of, the interdisciplinary work. It is understood that interdisciplinary scholarship in the Faculty should not be privileged with a status that diminishes the value of discipline-bound achievement.

3.1.3 Administrative Duties

Modern universities involve consultation and committee work at all levels of the organizational structure. Regular attendance at department and Faculty meetings is expected. Academic staff are also expected to share in the administrative work of the university, as members of committees at the various levels within the university. Expectations relating to the range, weight and level of administrative responsibilities to be assumed will increase as the individual progresses through the ranks. The quality of the contribution, not merely the number of activities, is the important factor. Relevant factors include the scope of the activity (from departmental to international), the weight of responsibility, the leadership activities required or demonstrated, the expertise required, the nature of the assignment (appointed, invited, elected, volunteered), the time commitment, the distinction brought to the unit of the University as a whole, and the relationship of the administrative duty to the member's role as an academic staff member. Effective contributions to the timely and successful completion of administrative tasks including a professional and respectful treatment of both academic and support staff is expected. Administrative and committee work should not be the major factor when making recommendations for promotion, but especially meritorious work of this type should be seen as an important contributing factor. It is the faculty member's responsibility to take initiative with respect to administrative duties.

3.1.4 Public Service

A faculty member's activities in this area will be judged in the context of the contribution to the university and the community at large. Judgements will be made on the quality rather than merely the number of public service activities. Particular emphasis will be placed on the degree to which a faculty member's academic expertise is utilized in this activity. Faculty members are expected to participate in learned, professional and/or arts organizations appropriate to their

discipline and provide professional expertise in a manner reflecting well on the institution. This includes membership on boards or advisory councils devoted to research, artistic and professional affairs; serving on professional task forces, serving as an external tenure and promotion reviewer for another university; reviewing grant proposals for an outside agency; participating in curriculum development in one's discipline at the regional and national levels; serving as an officer of a regional or national association, public speeches reflecting the expertise of a faculty member, or sharing the results of scholarship; participating in continuing education projects; advising public agencies, corporations and non-profits in the area of one's expertise; serving as an expert witness, other professional consultation, etc. Expectations regarding the range of service involvement (local, national, and international) and extent of administrative involvement will increase as the individual progresses through the ranks.

NOTE: community service activities which primarily fulfill personal, recreational, and/or social interests rather than academic or professional interests are not normally recognized.

3.2 Criteria for Promotion

3.2.1 Promotion to Assistant Professor

To be considered for promotion from Lecturer to Assistant Professor, a faculty member will normally have an MFA, PhD, MMus or DMus. Other degrees, certificates and/or professional experience may be seen as the equivalent. In addition, the faculty member must have demonstrated good teaching skills at all levels assigned and have initiated research and/or creative activity which indicates ability to carry on an independent research and/or creative program, with evidence of significant potential for academic stature. Some demonstration of administrative abilities and involvement in scholarly, professional and/or arts organizations will be expected.

3.2.2 Promotion to Associate Professor

Promotion at this level is based on the demonstration of good teaching ability at all levels assigned and on an active and ongoing scholarly program and established record of scholarship and/or artistic endeavour at the regional and national level as evidenced by such things as publications, performances, film or theatrical productions, exhibitions, or commissions. Where graduate programs exist, the individual should be attracting graduate students, and in all areas the individual should be attracting senior students in honours courses, directed studies, practicums and/or private lessons. Evidence of valuable contributions in the areas of administration and public service will be regarded as contributing factors.

3.2.3 Promotion to Professor

The rank of Professor should be given to those who have established recognition at either, or both national and international in one or more of research, scholarly and artistic endeavours. A long-standing record of very good teaching is also required, which could include a good record of successfully supervised graduate students, where such a program exists, and honours, directed studies, practicum and/or performance students. Evidence of strong contributions in the areas of administration and public service will be expected. Promotion to the rank of Professor is reserved for those, who in the opinion of colleagues within the University and beyond, are outstanding in their discipline and whose presence in the Faculty enhances the prestige of the University.

3.2.4 Procedures for Promotion

In accordance with article 17.9 of the Collective Agreement, an academic staff member who desires to be promoted shall make written application for such promotion to the department head with a copy to the Dean on or before November 30th. A copy of the member's current curriculum vitae must be attached to the application and support material shall be provided at this time.

In addition, as per article 17.10 of the Collective Agreement members who wish to be considered for promotion to Professor shall supply a list of three external referees to the Dean or equivalent by November 30th. The Dean or equivalent shall request in writing a letter of reference from each of them. The Dean may also obtain letters of reference from up to three additional referees.

A career evaluation is undertaken when a promotion is requested.

3.3 Application for Tenure

Appointments with tenure are to be granted only to those who have a completed terminal degree (such as a PhD or MFA) or equivalent scholarly and/or artistic achievement and who, on the basis of past performance, are expected to proceed through the academic ranks at a normal rate. This implies that during the tenure-track period the individual has consistently made strong contributions in the areas of "teaching and related duties" and "scholarship, research or equivalent professional activities." There must be evidence of good teaching and of a viable program of research and/or artistic activity. The individual will also have demonstrated commitment and contributed effectively to the university in the areas of "administrative duties" and "public service." Any "special conditions"

pertaining to the initial appointment must be satisfied before a continuing appointment will be granted.

In accordance with article 17.5 of the Collective Agreement, when an academic staff member is applying for promotion, or applying for, or being considered for an appointment with tenure, the performance review shall cover the member's entire career.

In accordance with article 17.9 of the Collective Agreement, an academic staff member shall make written application to the department head with a copy to the Dean on or before November 30th. A copy of the member's current curriculum vitae must be attached to the application and support material shall be provided at this time.

In addition, as per article 17.10 of the Collective Agreement, members who wish to be considered for appointment with tenure shall supply a list of three external referees to the Dean or equivalent by November 30th. The Dean or equivalent shall request in writing a letter of reference from each of them. The Dean may also obtain letters of reference from up to three additional referees.

3.4 Career Growth Increments

Increments shall be granted on an annual basis in recognition of demonstrated maintenance of satisfactory achievement and progress in teaching and one or more of research, scholarly and artistic endeavours. If such achievement and progress are not evident in the areas of teaching and scholarly and/or artistic endeavour, an increment will not be granted. The performance expected will vary with the level of the individual's rank and position in the rank, as will expectations for administrative and public service contributions.

3.5 Merit Increments

Merit increments may be granted to those who, considering their present rank and position, have made outstanding contributions in teaching and/or research, scholarly or artistic endeavour since their last merit increment received or, if the member has never received a merit increment, since initial appointment. Merit increments may, on occasion, be recommended for outstanding public service that has promoted the objectives of the university in a notable way. Outstanding performance of administrative duties may also, on occasion, be the basis for award of a special increase, as, for example, in the case of a Department Head who has served his/her discipline particularly well through dedicated effort and imaginative leadership. Merit increments will not be granted for achievements in any area if there has not been consistently good performance in teaching and scholarly or artistic endeavour and due attention to administrative responsibilities appropriate to the individual's rank.

In accordance with article 17.5 of the Collective Agreement, when a member is applying for merit, the performance review shall cover the period since the last merit was received or, if the member has never received merit, since the initial appointment.

In addition, as per article 17.9 of the Collective Agreement, members who wish to be considered for a merit increment shall make written application for such to the Dean with a copy to the department head no later than November 30th.

3.6 Sabbaticals

The Faculty endorses sabbaticals as a means of encouraging continuous professional development and productive scholarship that will be mutually beneficial to the academic staff member and the institution. **The terms of the sabbatical leave are described in Article 16.7 of the URFA Collective Agreement.** The justification for a sabbatical is determined on the basis of a written proposal outlining the nature of the program to be undertaken. The Faculty Peer Review Committee examines the proposal and advises the Dean about its academic merits and outcomes. The University will grant annually a limited number of sabbaticals in keeping with its responsibilities.

The following criteria will form the basis of assessment of the proposed sabbatical:

1. completion of the Application for Sabbatical <http://www.uregina.ca/hr/forms/sabbaticals.html> form containing a detailed proposal
2. a performance record, based on the Media, Art, and Performance Criteria Document and on performance reviews that demonstrates that the faculty member has worked towards sabbatical and that their research/artistic activity and teaching will be further enhanced by a sabbatical assignment
3. a detailed sabbatical plan that gives a clear and specific indication of work to be carried out (e.g. creative/performance activity, research/projects, conferences, articles), and where possible, sites to be visited and time estimates
4. a clear statement of the effect/need of the sabbatical in accomplishing professional development and the beneficial aspects, where applicable, of locating to a different environment
5. arrangements for the continuation of ongoing work, especially supervision of graduate students
6. a statement of the expected benefits for the University, Faculty, and faculty member with specific expected/anticipated outcomes of the proposed sabbatical, which will be measured against the final report

Members who have been granted a sabbatical shall:

1. submit a Sabbatical Report <http://www.uregina.ca/hr/forms/sabbaticals.html> form and a written report summarizing the activities and accomplishments within three months of the sabbatical's completion. This report and details of the original sabbatical plan and any modifications to the plan, are to be included as part of the academic staff member's annual information form. **The faculty member is responsible for distributing the completed copies of the Sabbatical Report form and the written report to the Dean of Media, Art, and Performance, and Human Resources.** Subsequent applications for sabbatical may, in part, be evaluated on the basis of achievements of previous sabbaticals. Therefore, any concrete indications of the value of the sabbatical period (books or articles published, screenings, exhibitions, performances etc.) should be submitted as and when they become available for inclusion or notation in the faculty member's general information file in the University Archives.

Upon return from the sabbatical, faculty members are encouraged to consider presenting the results of the sabbatical through some public format (e.g. Media, Art, and Performance Presentation Series) within six months of return.

Applications are due in the in Dean's Office by October 1st

4. The Evaluation of Laboratory Instructors

4.1 The Performance of Duties

Specific laboratory instructor duties as listed in Article 16.4 of the Collective Agreement and their evaluation are to be understood in the following way within the Faculty of Media, Art, and Performance:

4.1.1 Laboratory Instruction and Other Appropriate Instructional Duties

Laboratory instruction and other appropriate instructional duties in the Media, Art, and Performance involve a wide range of activities: the selection, preparation, and presentation of laboratory and course material; the organization and supervision of laboratory sessions; the offering of individual or group coaching sessions and lessons; rehearsal coaching; rehearsal and performance accompaniment; student counseling and recruitment; and other kinds of activities as well. Good teaching is required of all university staff entrusted with this activity. Good teaching for laboratory instructors in the Media, Art, and Performance includes, but is not limited to,

- a. the presentation of subject matter or the practical direction clearly, logically, and creatively at a level appropriate for the class and in keeping with the calendar description of the class and the syllabus;
- b. thorough and up to date knowledge of the subject matter and equipment;
- c. technical skill and facility appropriate to the teaching assignment;
- d. the coordination of one's teaching activities with those of faculty so that students can follow a coherent pattern of development within and between courses;
- e. the evaluation of students' work in a consistent and fair-minded way;
- f. respect for students and accommodation of the individual academic needs and learning styles of students;
- g. availability to students at times outside regular class hours including regularly scheduled office hours the frequency and length of which may be determined by Department policy;
- h. prompt and regular attendance at classes and appointments with students;
- i. the communication of enthusiasm for the subject;
- j. the development of independent thinking and creative skills in students.

Academic staff are expected to establish positive professional relationships with students which demonstrate by good example what it is like to be a professional. Involvement by laboratory instructors of students in the internal politics or animosities--personal or administrative--of a department or the Faculty (outside of the normal duties of student representatives to these bodies) will be considered a serious breach of professional conduct.

The evaluation of laboratory instruction shall be based upon as many kinds of evidence as possible. It shall include the following information:

- a. list of labs/courses taught with enrolments and contact hours with students;
- b. supervisory, coaching, rehearsal time outside of normally scheduled course/laboratory time;
- c. syllabuses, tests, examinations, manuals, and other materials distributed to students;
- d. demonstrational videos or electronic teaching tools developed;
- e. the development of new labs/courses;
- f. student course/instructor evaluations;

- g. for those in term or tenure-track positions, evaluations by department heads and/or peer assessments by tenured members of the department.

It may also include, but is not limited to,

- a. for tenured members of the department, peer evaluations or evaluations by department heads;
- b. self-evaluation accompanied by whatever material the laboratory instructor wishes to attach;
- c. evidence of steps taken to improve teaching;
- d. letters from students and alumni which have not been solicited by the laboratory instructor;
- e. a teaching dossier containing any of the above materials and others as described in the CAUT dossier guide available in the Faculty office.

4.1.2 Laboratory Development and Related Professional Activity

Laboratory development and related professional activity involves the assistance of faculty members in a technical or accompaniment capacity in the development of new programs, the introduction of new equipment, materials and approaches, and the completion, preparation and/or performance of creative work. Depending on the discipline, the instructor will be actively involved in seeking out and mastering the latest equipment and adapting it to the needs of faculty and students, or the instructor will be actively involved in discovering new or additional repertoire and assisting faculty and students in the development of recital and concert programs in his/her area. The involvement of laboratory instructors in creative activity (either in an independent or supporting capacity) outside of their normal teaching responsibilities within their department will be seen as a valuable and important method of maintaining currency in their professional area.

4.1.3 Administration and Maintenance

Administration and maintenance involves such things as ordering of supplies and consumables required for associated courses and recommending the ordering of new equipment or the repair, servicing and replacement of equipment. In conjunction with departmental technicians, instructors will maintain up to date inventories of laboratory equipment and materials. Regular attendance at department (as provided for by departmental regulations) and Faculty meetings is expected. Laboratory instructors are also expected to share in the administrative work of the university, serving as members of committees at the various levels within the university. The quality of the contribution, not merely the number of activities, is the important factor. Effective contributions to the timely

and successful completion of administrative tasks including a professional and respectful treatment of both academic and support staff is expected.

4.1.4 Public Service

A laboratory instructor's activities in this area will be judged in the context of the contribution to the university and the community at large. Judgements will be made on the quality rather than merely the number of public service activities. Particular emphasis will be placed on the degree to which a staff member's professional expertise is utilized in this activity. Instructors are expected to participate in professional and/or arts organizations appropriate to their discipline and provide professional expertise in a manner reflecting well on the institution. This includes membership on boards or councils devoted to artistic and professional affairs.

4.2 Criteria For Promotion

4.2.1 Promotion to Laboratory Instructor II

For promotion from Laboratory Instructor I to Laboratory Instructor II, the individual must have demonstrated proficiency and expertise in the areas of laboratory instruction and other appropriate instructional duties; laboratory development and related professional activity; and administration and maintenance. As the instructor's primary responsibility is to develop and maintain a high standard of laboratory instruction, good teaching will be essential for promotion.

4.2.2 Promotion to Laboratory Instructor III

Promotion from laboratory instructor II to laboratory instructor III will require demonstrated excellence in laboratory instruction and other appropriate instructional duties as well as laboratory development and related professional activity. Strong contributions in the areas of administration and maintenance, and public service will be seen as contributing factors.

4.2.3 Procedures for Promotion

In accordance with article 17.9 of the Collective Agreement, a laboratory instructor who desires to be promoted shall make written application for such promotion to the department head with a copy to the Dean on or before November 30th. A copy of the member's current curriculum vitae must be attached to the application and support material shall be provided at this time.

A career evaluation is undertaken when a promotion is requested.

4.3 Appointments with Tenure

Appointments with tenure will be granted only to those individuals who have maintained good teaching and competence with the equipment associated with their teaching responsibilities. They should demonstrate growth in all four categories of duties as outlined above, and they should show promise of continued growth in these areas. Normally, they will hold a degree or diploma appropriate to their area of expertise, and any "special conditions" pertaining to the initial appointment must be satisfied before an appointment with tenure will be granted.

4.4 Career Growth Increments

Increments shall be granted on an annual basis in recognition of demonstrated maintenance of satisfactory achievement and progress in laboratory instruction and other instructional duties, laboratory development and related professional activity and administration and maintenance. If such achievement and progress are not evident in the areas of good teaching and familiarity with current advances in the discipline, an increment will not be granted. The performance expected will vary with the level of the individual's rank and position in the rank, as will expectations for administrative and public service contributions.

4.5 Merit Increments

Merit increments may be granted to those who, considering their present rank and position, have made outstanding contributions in laboratory instruction and/or laboratory development and related professional activity since their last special increase or promotion. Merit increments may, on occasion, be recommended for outstanding public service that has promoted the objectives of the university in a notable way. Outstanding performance of administrative duties or professional development above and beyond the normal expectations of the position may also, on occasion, be the basis for award of a special increase. Merit increments will not be granted for achievements in any area if there has not been consistently good performance in teaching, laboratory development and related professional activity as well as due attention to administrative responsibilities.

5. The Evaluation of Instructors

5.1 The Performance of Duties

5.1.1 Teaching and Appropriate Duties

The primary professional duty of an Instructor is to teach. Other teaching-related duties may be required of Instructors. If such other duties are to be assigned, the member shall be consulted beforehand and teaching loads shall be reduced appropriately. [16.5]

If, in a given year, there is not a full teaching load for the Instructor, other related duties may be assigned in consultation with the Department Head and Dean. The Faculty of Media, Art, and Performance defines related duties as committee work and administrative tasks related to teaching. Other duties will be determined on a case-by-case basis and in consultation with the Dean, Department Head and Instructor. Instructors may choose to take on additional duties (committee work) at their discretion, and are encouraged, where possible, to attend Department Meetings.

In all cases the determining assignment will keep in mind fair and equitable treatment of the Instructor and will be reviewed annually.

In consultation with the Department Head and Dean, workload may also be distributed over the three semesters of the year.

Teaching and related activities as they apply to Instructors in the Media, Art, and Performance involve a wide range of activities: the selection, preparation, and presentation of lecture material; the organization and supervision of seminars and of laboratory sessions; the offering of studio classes; rehearsing or directing performances; preparing students for exhibition or performance; the supervision of directed studies, honours or co-supervision of graduate students and other kinds of activities as well. Good teaching is required of all university staff entrusted with this activity. Good teaching in the Media, Art, and Performance includes, but is not limited to:

- a. the presentation of subject matter or the practical direction clearly, logically, and creatively at a level appropriate for the class and in keeping with the calendar description of the class and the syllabus;
- b. thorough and up to date knowledge of the subject matter;
- c. the coordination of one's teaching activities with that of other teachers so that students can follow a coherent pattern of development;
- d. the evaluation of students' work in a consistent and fair-minded way;
- e. respect for students and accommodation of the individual academic needs and learning styles of students as appropriate to particular class size and format;
- f. availability to students at times outside regular class hours including regularly scheduled office hours; the frequency and length of which may be determined by department policy;

- g. prompt and regular attendance at classes and appointments with students;
- h. the communication of enthusiasm for the subject;
- i. the development of independent thinking and creative skills in students.

Academic staff are expected to establish positive professional relationships with students which demonstrate by good example what it is like to be a *practicing artist and* university instructor. Involvement by individual faculty members of students in the internal politics or animosities--personal or administrative--of a department or the Faculty (outside of the normal duties of student representatives to these bodies) will be considered a serious breach of professional conduct.

The evaluation of teaching shall be based upon as many kinds of evidence as possible. It *may* include the following information:

- a. list of courses taught at the undergraduate and graduate level if applicable, with enrolments and contact hours with students;
- b. honours and graduate involvement as a committee member;
- c. syllabuses, tests, examinations and other materials distributed to students;
- d. information on instructional videos or electronic teaching tools developed;
- e. information on the development of new courses;
- f. student course/instructor evaluations;
- g. evaluations by department heads and/or peer assessments

It may also include, but is not limited to:

- a. evaluations by department heads;
- b. self-evaluation accompanied by whatever material the faculty member wishes to attach;
- c. evidence of steps taken to improve teaching;
- d. reference to awards for teaching;
- e. a teaching dossier containing any of the above materials and others as described in the CAUT dossier guide available in the Faculty office. The dossier may contain unsolicited signed letters from students and alumni

5.1.2 Development and Related Professional Activity

"Instructors shall maintain scholarly/professional competence and pedagogic effectiveness."

The focus of the Instructor rank is primarily one of teaching and *may include* related duties. However, research and scholarly activities are encouraged, since they contribute to teaching effectiveness and excellence.

5.1.3 Administration/Public Service

As of January 1, 2014, an instructor's duties include Administration/Public Service and the activities in this area will be evaluated in the context of the contribution to the department, university and the community at large. Evaluations will be made on the quality rather than merely the number of public service activities. Particular emphasis will be placed on the degree to which a staff member's professional expertise is utilized in this activity. Instructors are encouraged to participate in professional and/arts organizations appropriate to their professional expertise in a manner reflecting well on the institution.

5.2 Performance Review Process

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

In accordance with article 17.11 of the Collective Agreement, "When the performance of Instructors is being reviewed, the Dean or equivalent shall make every possible effort to secure Instructor representation on the Review Committee. The review is to focus primarily on Instructors' assigned duties, which are teaching and teaching-related duties."

5.3 Criteria for Promotion

5.3.1 Promotion to Instructor II

Promotion at this level requires successful completion of a Masters Degree, and a solid record of excellence in teaching. The Instructor should have demonstrated the ability to modify existing courses as required, and have participated in course development. The candidate is also expected to maintain scholarly/professional competence.

5.3.2 Promotion to Instructor III

Promotion at this level will be based on the successful completion of a terminal degree and an excellent teaching record. An Instructor without a terminal degree with an established record of good teaching and at least five years teaching experience may also be considered for promotion. The candidate must have demonstrated an ability to contribute to all aspects of course development. The candidate is expected to maintain scholarly/professional competence.

5.3.3 Procedures for Promotion

In accordance with article 17.9 of the Collective Agreement, an Instructor who desires to be promoted shall make written application for such promotion to the Department Head with a copy to the Dean on or before November 30th. A copy of the member's current curriculum vitae must be attached to the application and support material shall be provided at this time.

A career evaluation is undertaken when a promotion is requested.

5.4 Career Growth Increments

A career Growth Increment shall be granted on an annual basis in recognition of demonstrated maintenance of satisfactory achievement and progress in primarily teaching and possible related duties, as well as scholarly/professional competence. If such achievement and progress are not evident, an increment will not be granted. The candidate is expected to maintain scholarly/professional competence appropriate to each rank.

5.5 Merit Increments

Merit is defined in Article 18.3 and is guided by the applicable Faculty Criteria Document.

Merit increments shall be awarded to those academic staff members, who, considering their present category, rank and duties, demonstrate exceptional service, or sustained performance that is well above average.

The period to be taken into consideration for the award of a merit increment shall be the period since appointment, or, if the member has been awarded a merit increment or promoted, from the date of the last such action.

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

Merit increments may be granted to those who, considering their present rank and position, have clearly made outstanding contributions in an area of their assigned duties since their last merit increment or promotion, while maintaining consistently good performance in all areas. Outstanding performance of requested and/or optional administrative responsibilities and/or activities related to the academic staff member's discipline may be recognized for a merit award provided consistently good contributions have been in evidence in the assigned duties since the last merit award or promotion was granted.

Criteria for merit on the basis of teaching and related duties might include:

- 1) Outstanding teaching accomplishments (often recognized by internal and/or external teaching awards);
- 2) Outstanding or significant teaching-related accomplishments of assigned duties (e.g. extensive curriculum development or transformation of a program) and/or professional accomplishments in the academic member's discipline (e.g. exhibitions, lectures, workshops, presentations, performances, screenings, grants).
- 3) Teaching-related publications, exhibits, presentations, performances, screenings, and/or professional activities related to the member's discipline.

It seems reasonable that the last "special action" for most Instructors will be their appointment (most of which occurred July 1, 1999).

5.6 Sabbaticals

Sabbaticals are defined in Article 16.7 of the Collective Agreement.

The University endorses sabbaticals as a means of encouraging continuous professional development and productive scholarship that will be mutually beneficial to the academic staff member and the institution. [16.7]

In order to be eligible for a first sabbatical, the academic staff member must have at least six years of continuous employment at the University of Regina, and hold an appointment with tenure, in one or more of the categories of Faculty, Librarian, Instructor, and Laboratory Instructor.[16.7.1]

For Instructors, the plan should be connected to the teaching enterprise of the University in some fashion (curriculum development, research/scholarship around teaching effectiveness or pedagogy in the discipline, etc.) and/or be centred around the member's discipline and related activities including: exhibition preparation, professional development, performances, screenings, travel to art centres and/or studio practices of the member.

GUIDELINES FOR SABBATICALS

FACULTY OF MEDIA, ART, AND PERFORMANCE

1. SABBATICALS

The Faculty endorses sabbaticals as a means of encouraging continuous professional development and productive scholarship that will be mutually beneficial to the academic staff member and the institution. **The terms of the sabbatical leave are described in Article 16.7 of the URFA Collective Agreement 2011-2014.** The justification for a sabbatical is determined on the basis of a written proposal outlining the nature of the program to be undertaken. The Faculty Peer Review Committee examines the proposal and advises the Dean about its academic merits and outcomes. The University will grant annually a limited number of sabbaticals in keeping with its responsibilities.

The following criteria will form the basis of assessment of the proposed sabbatical:

1. completion of the Application for Sabbatical <http://www.uregina.ca/hr/forms/sabbaticals> form containing a detailed proposal
2. a performance record, based on the Media, Art, and Performance Criteria Document and on performance reviews that demonstrates that the faculty member has worked towards sabbatical and that their research/artistic activity and teaching will be further enhanced by a sabbatical assignment
3. a detailed sabbatical plan that gives a clear and specific indication of work to be carried out (e.g. creative/performance activity, research/projects, conferences, articles), and where possible, sites to be visited and time estimates
4. a clear statement of the effect/need of the sabbatical in accomplishing professional development and the beneficial aspects, where applicable, of locating to a different environment
5. arrangements for the continuation of ongoing work, especially supervision of graduate students
6. a statement of the expected benefits for the University, Faculty, and faculty member with specific expected/anticipated outcomes of the proposed sabbatical, which will be measured against the final report
7. a well organized, clear, up-to-date curriculum vitae

Members who have been granted a sabbatical shall:

1. submit a Sabbatical Report <http://www.uregina.ca/hr/forms/sabbaticals> form and a written report summarizing the activities and accomplishments within three months of the sabbatical's completion. This report and details of the original sabbatical plan and any modifications to the plan, are to be included as part of the academic staff member's annual information form. **The faculty member is responsible for distributing the completed copies of the Sabbatical Report form and the written report to the Dean of Media, Art, and Performance, and Human Resources.**

Subsequent applications for sabbatical may, in part, be evaluated on the basis of achievements of previous sabbaticals. Therefore, any concrete indications of the value of the sabbatical period (books or articles published, screenings, exhibitions, performances etc.) should be submitted as and when they become available for inclusion or notation in the faculty member's general information file in the University Archives.

Upon return from the sabbatical, faculty members are encouraged to consider presenting the results of the sabbatical through some public format (e.g. Media, Art, and Performance Presentation Series) within six months of return.

Applications are due in the in Dean's Office by October 1st

2. PROCESS FOR APPLICATIONS FOR SABBATICAL

(as per Academic Policy and Procedure 100.70)

- 1) The academic staff member completes Application for Sabbatical (with a copy of report from last sabbatical and plans for proposed sabbatical including a list of graduate students currently being supervised and provisions for supervision of graduate students).
- 2) The academic staff member submits completed application to Department Head (or equivalent) before October 1 in the academic year prior to the commencement of Sabbatical.
- 3) Applications with Department Head Recommendation should be forwarded to the Dean's Office as soon as possible following submission to the Department.
- 4) The Faculty or equivalent peer review committee will review all applications for sabbatical within two months of October 1 and make recommendations to the Dean or equivalent.
- 5) A summary of approved sabbaticals (including any in the current year which were previously approved) is forwarded to Human Resources by December 1st.
- 6) The Dean or equivalent will inform the member at least six months prior to the commencement of the academic year in which the sabbatical was proposed to commence (letters should be dated and sent December 1st). The letter should be copied to the Dean of Graduate Studies with a copy of the application and the plans for proposed sabbatical including a list of students currently being supervised and provision for supervision of graduate students.
- 7) A final summary report (prepared in Human Resources) will be kept on file. Copies will be distributed to the Vice-President (Academic), the Office of Research Services and the Dean of Graduate Studies.

Detailed policy information can be found in the URFA Collective Agreement 2011- 2014 – Article 16.7.

GUIDELINES FOR PERFORMANCE REVIEW PROCESS

I. Guidelines for Faculty Members

Annual Information Forms

Faculty members will adhere to the categories of the Annual Information Form and describe the precise nature of the activities reported. Information regarding context, venue, and any peer evaluation process that may have taken place must be included. Information regarding research must clearly indicate research published versus research in progress. Information regarding grants must be included and must clarify the following: grants received and time-line of the tenure of the grant; grants applied for and application deadline; the member's role on the grant (such as principal investigator, co-investigator, collaborator, etc.).

Support Documents

1. Faculty members will include the following primary documents: Annual Information Form(s); a well-organized, clear and current curriculum vitae; relevant letters of intent.
2. Faculty will supply support materials as outlined in the criteria document, including an index.
3. Faculty are encouraged to provide concise support materials that clearly indicate the significance and impact of creative research/scholarly activity and its dissemination, as well as teaching and service activity.
4. Support materials can be submitted as hard copy, electronic copy or links to active websites or a combination of the above.

External Referees

1. Faculty members seeking tenure and/or promotion to Professor will provide the Dean's Office with duplicate support materials (up to six copies in hard copy or electronic format or links to active websites or a combination of the above) that will be sent out to external referees to assist with the assessment process. This may include published articles, CD ROM and CD recordings and other relevant materials that best represent the research/scholarly activity.

Faculty members providing the names of three potential referees to the Dean's Office (in the instance of tenure and promotion to Professor) will also include a short profile on each referee, including their area of expertise and highlights of major accomplishments. Please note for promotion to Professor the referees must be at the level of Full Professor.

When a member submits a list of external referees to the Dean (for purposes of promotion, tenure or for all other issues relating to peer review) the suggested referees (provided by the member) cannot be:

- a) Affiliated with the member's home department nor affiliated with the Faculty of Media, Art, and Performance at the University of Regina
- b) Someone with whom the member has closely collaborated in the past five years (e.g., as co-author or as co-organizer of a conference)
- c) Someone with whom the member had (or currently has) a personal relationship
- d) Previous thesis supervisor or anyone who has had similar supervisory or mentoring relationships with the member over the course of a terminal degree or postdoctoral studies.

II. 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 tenure-track and term positions;
 - **triennially** 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
2. Department heads' recommendations should be clearly based on the information available for the period under review. Department heads should ensure that members have supplied all pertinent information for the period under review, especially in applications for merit and promotion.
3. In making his/her recommendations, the Department Head should give due consideration to the division of opinion (if any) within his/her department. In making recommendation regarding department members in tenure-track rank, the Department Head must formally consult with all tenured members of the department in committee.
4. Department heads should try to strike a balance between verbal parsimoniousness and prolixity in their assessments of performance. Single-word assessments such as "satisfactory" or "outstanding" are not especially helpful to the Review Committee. Several sentences pointing to concrete evidence are, by contrast, more helpful.

5. Recommendations shall bear directly on the performance of the individual concerned. In formulating their recommendations, department heads shall not use wording that can be interpreted in any way as a comment concerning anyone other than the person under review.
6. 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.

Department heads should bear in mind that 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). In that case, heads should ensure that the necessary materials, including publications, performance, teaching evaluations, and all other pertinent documents for the period to be considered, are assembled and presented to the Review Committee.

III. Guidelines for Associate Deans and the Review of Non Departmentalized Faculty Members

The present guidelines are not meant to be an exhaustive listing of all the factors to be kept in mind by Associate Deans in the evaluation of performance. Their main function is to allow the reviewer 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 tenure-track and term positions;
 - **triennially** 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
2. Associate Deans' recommendations should be clearly based on the information available for the period under review. Associate Deans should ensure that members have supplied all pertinent information for the period under review, especially in applications for merit and promotion.
3. Associate Deans should try to strike a balance between verbal parsimoniousness and prolixity in their assessments of performance. Single-word assessments such as "satisfactory" or "outstanding" are not especially helpful to the Review Committee. Several sentences pointing to concrete evidence are, by contrast, more helpful.
4. Recommendations shall bear directly on the performance of the individual concerned. In formulating their recommendations, Associate Deans 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.

Associate Deans should bear in mind that 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). In that case, heads should ensure that the necessary materials, including publications, performance, teaching evaluations, and all other pertinent documents for the period to be considered, are assembled and presented to the Review Committee.

IV. Guidelines for Associate Deans and the Review of Department Heads

The present guidelines are not meant to be an exhaustive listing of all the factors to be kept in mind by Associate Deans in the evaluation of performance. Their main function is to allow the reviewer 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 tenure-track and term positions;
 - **triennially** 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
2. Associate Deans' recommendations should be clearly based on the information available for the period under review. Associate Deans should ensure that members have supplied all pertinent information for the period under review, especially in applications for merit and promotion.
3. Associate Deans should try to strike a balance between verbal parsimoniousness and prolixity in their assessments of performance. Single-word assessments such as "satisfactory" or "outstanding" are not especially helpful to the Review Committee. Several sentences pointing to concrete evidence are, by contrast, more helpful.
4. Recommendations shall bear directly on the performance of the individual concerned. In formulating their recommendations, Associate Deans 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.

Associate Deans should bear in mind that 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). In that case, heads should ensure that the necessary materials, including publications, performance, teaching evaluations, and all other pertinent documents for the period to be considered, are assembled and presented to the Review Committee.

V. Guidelines for Performance Review Committee of the Faculty of Media, Art, and Performance

1. Terms of Reference

The committee shall advise the Dean about the awarding or withholding of C.G.I.'s, merit increments, promotions and tenure.

2. Composition

2.1 The Committee consists of 5 members who are nominated and elected by their peers. All members must be tenured and be employed by the University of Regina and members of URFA. The committee will have at least one studies faculty member and one studio faculty member. In the event that the elections results would leave the committee without at least one studio and one studies member, an appropriate faculty member could be appointed. Every possible effort shall be made to ensure a balanced committee (representation from all areas, representation of gender). Preferably no two faculty members shall represent the same department or program if possible.

If it is impossible to fill this committee with five members due to leaves and retirements, the minimum number of members will be three, with at least one studies and one studio faculty representative.

2.2 All members serve for two-year terms to a maximum of two consecutive terms. Faculty will then remain off the committee for a minimum of two years before resuming membership. In each year, three members will be elected in order to ensure some continuity in the committee.

2.3 The Dean is an ex-officio non-voting member of the committee. The Dean 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 Dean is neither to participate in, nor to influence the actual decision-making of the committee.

2.4 Department Heads and faculty members on leave are not eligible for membership on this committee.

2.5 The committee chooses a chairperson from among its elected members. The chairperson will be a voting member.

2.6 When the performance of the Instructors is being reviewed the Dean shall make every possible effort to secure Instructor representation on the Review Committee.

2.7 The election of the committee takes place in September or October.

3. Committee Procedures

3.1 The quorum for meetings is three members, ideally with one representative from studio and one representative from studies.

3.2 The Chairperson shall keep a record of decisions or recommendations reached at each meeting.

3.3 Voting shall be shown by hand and the count recorded.

3.4 Members of the committee are to read the material provided for the review of faculty members before attending committee meetings.

3.5 The function of the committee is to make recommendations based on the criteria stated in the Collective Agreement and the Faculty of Media, Art, and Performance Criteria Document. No member of the committee should see him/herself as an advocate for or against a particular candidate. If a committee member sees him/herself involved in a conflict of interest in a case under consideration, he/she must so declare and abstain from commenting and voting in that case. The committee may at its discretion direct questions to the member.

3.6 Members of the Review Committee who have voted on a particular recommendation have the right (within reasonable time limits) to review the chairperson's statement of the committee's recommendation before it is entered on the Faculty Review Form. Members signify their concurrence by signing the chairperson's statement.

3.7 The discussions which take place during the deliberations of the Faculty Review Committee are to be held in strictest confidence.

3.8 Where discrepancies exist between the language of the most recent hard copy of the Criteria Document and the language of the Criteria Document on the website, the latter shall take precedence.

3.9 The Review Committee shall schedule a meeting with the Dean to provide its recommendations to the Dean. In the case of a tenure-track academic staff member, the committee shall provide a written recommendation on renewal of appointment, the rationale for its recommendation, comments on the member's performance, and suggestions to the member on steps to be taken for progress towards tenure and/or promotion. This document shall be part of the member's file.

VI. Tenure Track Members and Career Planning

Career planning is a purely formative process focusing on growth and success that supports tenure-track academic staff members in the development of the research, teaching, and service components of their careers. The intent of career planning is to mentor academic staff members, helping them identify courses of action that will lead to the achievement of tenure and promotion.

The Department Head or equivalent shall meet with new members within six months of the member's appointment, and subsequently, as appropriate. The purpose of these meetings shall be to hold a formative discussion regarding performance of duties, to inform the member of the due processes and conditions set out in the Collective Agreement and Criteria Documents for performance review and career decisions, and to provide advice.

The Dean shall also meet yearly with tenure-track academic staff members to provide mentoring. The purpose of the meeting is to recognize achievements of the member, review the member's performance, and provide feedback on the member's progress towards promotion and/or tenure. The department head or equivalent will also be present at this meeting. The academic staff member has the right to be accompanied by a departmental colleague or Association representative.

No records emanating from career planning meetings shall become part of the member's official file.

TIMELINES

(As per URFA Collective Agreement 2011-2014)

General

- Academic year July 1 to June 30
- Review year January 1 to December 31
- Normal date of appointment for academic staff members in faculty, instructor, and laboratory instructor categories - July 1

Performance Review Sequence

- November 30** Deadline for application for promotion, merit, or tenure and submission of supporting documentation (for promotion and/or tenure only).
- Deadline for submitting the names of three referees for academic staff members applying for promotion to Professor or Librarian IV, or applying or being considered for tenure.
- Deadline for academic staff members not due for a performance review to request a performance review.
- December 15** Deadline for academic staff members with tenure-track appointments to submit their Annual Information Forms and supporting documentation.
- January 31** Deadline for academic staff members with term or tenured appointments to submit their Annual Information Forms and supporting documentation.
- March 31** Deadline for academic staff members with tenure-track appointments to be informed concerning renewal of appointment or granting of tenure.
- Within 30 days of notification and no later than April 30** Deadline for academic staff members to file notice of appeal with the Faculty Association of the non-renewal of a tenure-track appointment or the denial of tenure.
- June 30** Deadline for academic staff members to be informed about granting of CGIs, merit increments, and promotion.
- July 1** Decision on career progress takes effect.
- CGIs awarded to academic staff members not being reviewed.

Deadline for the Dean or equivalent to inform academic staff members not normally due to be reviewed that they are going to be reviewed.

August 15

Deadline for academic staff members to file notice of appeal with the Faculty Association.

Sabbaticals

October 1

Deadline to apply for a sabbatical in the ensuing academic year.

By December 31

Deadline for Dean or equivalent to notify academic staff members of decision.

By February 28

Deadline for academic staff members to cancel a sabbatical that has already been granted.