



CENTRE FOR CONTINUING EDUCATION

English as a Second Language Program (ESL)

Criteria Document for Tenured, Tenure-Track and Term

Performance Reviews

Criteria for Promotion, Increments, Merit, Tenure and Sabbaticals

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1 Preamble

This ESL Criteria Document is based on the 2017 – 2021 University of Regina Faculty Association (URFA) Collective Agreement. 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 regularly engage in a review process that involves assessment by the ESL Director, the 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 learner differences to design and implement appropriate classroom materials and methods. These criteria are designed to both quantify and qualify an instructor's eligibility for increment, merit increment, renewal of tenure-track, granting of tenure, and promotion.

2 Instructor Duties (Article 16)

The ranks and the appointment types of the ESL instructor are determined in accordance with Articles 13 and 14 of the URFA Collective Agreement.

According to the URFA contract definition (Article 16.1.3), the duties of an instructor shall normally include:

- a. Teaching and related duties; and
- b. Service.

"Teaching, instructional activities, and related duties shall include all activities in which members engage to prepare, deliver or support the curriculum and provide adequate and effective teaching" (Article 16.2.2) and service may be performed both within the University community as well as with external communities (Article 16.2.1).

2.1 ESL Instructor Duties

Normally, full-time ESL instructors with an appointment of tenure or tenure-track are required to teach 612 hours per academic year; full-time instructors who have term appointments are required to teach 756 hours per academic year.

Term instructors who are full-time instructors carry a heavier teaching load. Therefore, compared to the other full-time instructors (i.e., tenured and tenure-track instructors), the expectations for their involvement in curriculum development and service are minimal.

2.1.1 Teaching and Related Duties

Teaching and related activities as they apply to ESL instructors involve a wide range of activities related to curriculum development and delivery for a course(s) within the regular English as a Second Language (ESL) Program or the Customized Program.

The academic staff member that is assigned a course in the regular or customized program is responsible for working cooperatively with the other teachers of the same level (or working independently if he/she/they is the only teacher at that level) to set all assignments, laboratories and examinations associated with the course or customized program. Working collaboratively or independently (if he/she/they is the only instructor in the course), the instructor is responsible for delivering the curriculum for the course.

2.1.1.1 Pedagogical Knowledge Development and Implementation:

An effective ESL instructor:

- Promotes student engagement and learning;
- Develops critical thinking skills in students;
- Implements the curriculum in a coordinated manner as determined by the level outcomes;
- Demonstrates up-to-date knowledge;
- Implements best practices in teaching and learning language;
- Integrates technologies into teaching in a meaningful way;
- Participates in professional development activities (attending conferences, Webinars, workshops, etc.); and
- Documents professional reading thoroughly.

2.1.1.2 Professional Approach to Teaching:

An effective ESL instructor:

- Is well-prepared for their classes;
- Evaluates students' work fairly, consistently and in an outcome-referenced way;
- Provides helpful feedback in a timely manner;
- Shows respect and sensitivity for students' cultural backgrounds;
- Is responsive to students' academic and special needs;
- Collaborates to meet those needs as appropriate to particular class size and format;
- Maintains collegiality; and
- Performs other duties that are intrinsic elements in the successful delivery of the program (e.g., placement testing, attendance record keeping and grade inputting).

2.1.1.3 Curriculum Development and Implementation:

Curriculum changes may occasionally be required to enhance the effectiveness of the overall program.

In consultation with Academic Committee Members, an effective ESL instructor:

- Builds appropriate materials to support agreed upon curriculum changes;
- Develops materials to suit the needs of the class;

- Makes appropriate assignments and exams for his/her/their course based on the curriculum guide; and may
- Critique existing frameworks;
- Provide suggestions for change.

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).

2.1.2 Further Consideration Relevant to “Teaching and Related Duties”: *Professional Enhancement and 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 an increment, promotion, tenure or merit. However, “well above average” performance in these areas may contribute to the achievement of tenure or merit *when combined with* “well above average” teaching and related duties.

These activities may include:

- Presentations at local, provincial, national or international conferences relating to the teaching and learning of ESL;
- Research which enhances teaching and/or curriculum (for sabbatical or other research);
- Publication of research directly related to presentations or sabbatical activities;
- Publication of innovative materials developed for the classroom; and
- Credit classes and other educational upgrading.

The rating of “well above average” in teaching and related duties (Section 2.1.1), when combined with “well above average” campus involvement (Section 2.2.1), may contribute to attaining merit.

2.2 Service

2.2.1 Campus Involvement

Essential service activities that contribute to the ESL Program and the University may include, but are not limited to, the following:

- Committees within the ESL Program
- Committees within the University
- Cooperation and collaboration with other Departments, inside and outside of the University of Regina

2.2.2 Further Consideration Relevant to “Service”: *Mentorship and Volunteer Work in the ESL Field and Advocacy*

Although the subsequent service activities are not required, they contribute to our field. Well-above-average contribution in these areas may contribute to the achievement of tenure or merit *when combined with* well-above-average campus involvement.

These activities may include:

Mentorship

- Observations by visiting scholars in the classroom
- Observing and guiding teacher trainees and student assistants
- TESL practica supervision

Volunteer work in the ESL Field and Advocacy

- Active participation in and on boards/executives/etc. related to ESL
- International student advocacy
- Volunteer work with international learners beyond the ESL program

In accordance with Article 16, other service activities may include:

- Holding in-scope administrative positions (e.g., Academic Coordinator, Acting Director)
- Work in the community-at-large when members contribute to it by virtue of their general or specialized academic expertise (e.g., professional service related to ESL).

The rating of “well above average” in Section 2.1.1, when combined with the rating of “well above average” in Section 2.2.1, may contribute to attaining merit.

2.3 Assignment of Duties (Article 16.2.3)

Each semester, instructors shall be given an opportunity to identify their first, second and third teaching choices for the upcoming semester while taking into account program needs.

Instructors may be assigned 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 members. Other duties may pertain to curricular tasks, support to instructors, and support to the program or the University.

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 performance review or career planning cycle.

2.4 Sabbaticals (Article 16.7)

“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.

2.4.1 Application (Article 16.7.6)

“An eligible academic staff member must apply to the CCE Director at least nine months prior to the beginning of the academic year in which the sabbatical is to commence (i.e., by October 1st). A detailed statement of the member’s plans for the entire period of the sabbatical, indicating the anticipated benefits to the member and the institution, shall accompany the application.”

A detailed Sabbatical plan may include:

- Teaching and professional development activities to be undertaken (e.g., research/projects, conference presentations, curriculum development, development of testing tools);
- A schedule for the sabbatical period, including projected dates for the achievement of various aspects of the sabbatical, sites/venues, institutions to be visited, names of academic collaborators, etc.;
- A statement of the relevance of the proposed activities to the broader TESL field and assigned duties;
- Anticipated outcomes of the proposed sabbatical activities [to be considered in the review of the final report] (e.g. articles, concrete examples of curriculum development, portfolio, conference presentations);
- A statement of the anticipated short- and long-term benefits for the academic staff member’s professional development (e.g. his/her/their teaching), the ESL program and the University.

2.4.2 Sabbatical Report (Article 16.7.9)

No later than four (4) months after returning to work from their sabbatical, the academic staff member is expected to submit the completed Sabbatical Report Form and a written report to the Director of CCE. A copy of the Sabbatical Report Form and details of the original sabbatical plan and any modifications to the plan, are to be included in their career planning documents. Subsequent applications for sabbatical may, in part, be evaluated on the basis of the achievements of previous sabbaticals.

The academic staff member is expected to share their sabbatical outcomes with other academic members of the ESL Program within six (6) months of their return.

3 Performance Review (Article 17)

Performance review is used to determine whether academic staff members will be granted an increment, merit, promotion, renewal of tenure-track appointments, and tenure.

Academic staff members are reviewed in accordance with Article 17.2.2.

Evidence of various kinds is germane to each of the criteria. The responsibility for accumulating and presenting the appropriate evidence rests with the individual academic staff member. The member is expected to include a brief summary document that contextualizes the documentation provided and supports the member’s application for promotion, tenure and merit.

3.1 Career Planning and Career Mentorship

Career planning (Article 17.2.4) serves as a replacement for the regular performance review for tenured instructors holding the rank of Instructor III. The member shall meet once every three years with the CCE Director early in the year (before July 1st).

The members shall provide the following documents for their career-planning meeting by January 31st.

- An updated curriculum vitae;
- A draft career plan (See Appendix C);
- Career plans finalized at the previous such meeting; and
- A letter outlining the member's progress in their career plan.

The finalized career plan along with relevant documents will be stored in the member's official file in Human Resources.

Career mentorship (Article 17.22) is a formative process focussing on growth and success that supports both new and tenure-track academic staff members as well as tenured members (holding the rank of Instructor I or II) who request a career mentorship meeting with the Director of CCE.

If members who undergo career planning wish to apply for merit, they may do so in accordance with Article 18.3.

3.2 Criteria for Performance Review

3.2.1 Teaching and Related Duties

Instructors are expected to teach effectively. In evaluating teaching and related duties in ESL, the "expected" duties that are intrinsic to the ESL instructor's performance and form the basis of evaluation include:

- Pedagogical knowledge development and implementation;
- Professional approach to teaching; and
- Curriculum development and implementation.

When combined with "well above average" performance in teaching and related duties, ESL instructors' professional enhancement and additional scholarly activities, also rated "well above average", may contribute to the achievement of merit.

3.2.2 Service

Academic staff members are expected to participate in campus committee work at one or more of the following levels: (ESL) Program, Department (CCE), and University. In evaluating service, campus involvement (Section 2.2.1) is intrinsic to the ESL instructor's performance and forms the basis of evaluation.

When combined with “well above average” performance in campus involvement, ESL instructors’ service activities in other areas (Section 2.2.2), also rated “well above average”, may contribute to the achievement of merit. (See Appendix B)

3.3 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 a 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, which will include the following information:

- a. Evaluation by the ESL Director, based on classroom observation;
- b. A list of courses taught during the period under review, including number of hours taught, enrolments and contact hours with students (as outlined in the Annual Review Form);
- c. Instructor evaluations by students;
- d. Peer evaluation; and
- e. Self-reflection.

When the information from student course/instructor evaluations is used, it will be in an aggregated or summarized form. Anonymous student comments gathered in the course/instructor evaluation process shall not be included in the aggregated or summarized forms. It is the member’s choice to provide students’ comments, but if they choose to do so, they must provide the complete set of students’ comments from the course (Article 17.18).

3.4 Procedures and Guidelines

3.4.1 Guidelines for Academic Staff Members under Review

“The academic staff member is responsible for providing the relevant information and documentation for the review. The member may append to the Annual Information Form any related additional information. Information for the period under review that is not stated on the Annual Information Form or Performance Review Form or not contained in the official file shall not be considered” (Articles 17.4.6 and 17.4.7).

An academic member who is being reviewed (i.e. Term, Tenure-track and Tenured instructors who undergo a full review) shall submit the following in the package with a brief summary document or a table of contents:

- Completed Annual Information Form (AIF) supplied by the University;
- A current curriculum vitae;

- Documents and other works relevant to the academic staff member's performance of duties during the period under review; and
- Aggregated and summarized student course/instructor evaluation data.

In addition to the five documents above, the review will be based on the material in the academic staff member's official file relevant to the period under review.

Academic staff members may add clarifying information after they have signed the Performance Review Form. This information shall be provided to the CCE Director no later than seven (7) days after the member has signed the Performance Review Form.

Other materials that academic members may append to the AIF and forward to the Peer Review Committee in the package may include, but are not limited to, the following:

- Evidence of input into the development and/or revision of courses (including online/blended courses);
- Evidence of new approaches to teaching (e.g., copies of relevant syllabuses, tests, examinations and other materials distributed to students) or samples of innovative materials used;
- Evidence of keeping course content current;
- Evidence of applying knowledge gained from professional activities to courses;
- Evidence of team work and collaborations;
- Self-evaluation, through performance appraisal, accompanied by relevant supporting material the instructor wishes to attach;
- Evidence of materials and/or teaching style change to enhance learning experience of students (as outlined in the Annual Information Form 2019); and
- A teaching dossier containing any of the above materials and others as described in the CAUT Dossier Guide (available online and in the URFA office). The dossier may contain unsolicited signed letters from students and alumni.

3.4.2 Guidelines for the Peer Review Committee (Article 17.13)

The Peer Review Committee shall review the only materials that are included in and attached to the Annual Information Form(s) and the Performance Review Form based on the ESL Criteria Document.

It shall make written recommendations, with rationale, on the Performance Review Form at the review meeting with the Director of CCE who is present as an observer.

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.

The academic staff member under review shall be given an opportunity to see the Performance Review Form after the Review Committee has made its recommendation(s).

(See Appendix A)

4 Career Progress Decisions (Article 18)

Career-progress decisions (increments, merit, promotions, renewal of tenure-track appointments, and granting of appointments with tenure) shall be based solely on performance reviews carried out according to applicable provisions in Article 17.

The Director of CCE makes all career progress decisions except for merit. The decisions on renewal of tenure-track appointments or granting of tenure, however, require the approval of the Board of Governors or its delegate (Article 18.1).

4.1 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.”

4.2 Merit

In accordance with Article 18.3, an academic member who has clearly demonstrated “exceptional” performance for the corresponding rank and category may apply for merit in any year.

Members may apply for merit on grounds of sustained, “well above average” performance only if it has been at least three (3) years since they were last awarded merit and only in years when they are reviewed. In the case of members who have never received merit, they may only apply if it has been at least three (3) years since appointment. Academic members who are in career planning may apply for merit in the final year of their latest three-year career plan.

4.2.1 Criteria

Decisions on merit shall be based primarily on members’ performance of their duties as listed in Article 16 for their present category and rank and as defined through the ESL Criteria Documents. 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).

For ESL instructors, exceptional performance far exceeds normal expectations in both teaching and related duties and service.

Sustained, “well above average” performance is understood to be three (3) consecutive years of performance for which the instructor was awarded “well above average” in **all** expected teaching duties and service (as outlined in Sections 2.1.1 and 2.2.1). Assessment of “well above average” in “Further Consideration (Sections 2.1.2 and 2.2.2)” may contribute to the achievement of merit when demonstrated *in addition to* “well above average” performance in the expected teaching duties and service.

4.2.2 Process

Applications for merit shall be submitted to the Review Committee and shall take the form of a letter, maximum two (2) pages, outlining how the member has met the criteria for merit as specified in the ESL Criteria Document. The member may also include up two (2) letters of support. All applications will be accompanied by a current curriculum vitae.

Merit applications are due in the CCE Director's office by January 31st of the year immediately following the period for which merit is being requested; no late applications will be accepted.

4.2.2.1 *The Campus Merit Committee*

The Campus Merit Committee will consider all applications and nominations for merit and decide whether or not to grant merit. The Committee will inform applicants and nominees of its decisions in writing. In cases where it decides not to support an application or a nomination, the Committee will provide the member with a written rationale for its decision (Article 18.3).

4.3 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."

4.4 Renewal of Tenure-track Appointment

Tenure-track appointments shall be renewed when academic staff members have performed their duties in a satisfactory manner and it is deemed that they should be given a further opportunity to progress towards a tenured appointment (Article 18.5).

4.5 Granting of Tenure

An academic staff member with the appointment in the instructor category "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" (Article 18.6).

5 Appendices

APPENDIX A: Guidelines for the ESL Peer Review Committee

I. Performance Review (for increments, merit, promotion, renewal of tenure-track appointment and granting of tenure)

Reference Materials:

- Criteria Document for ESL Instructors
- URFA Academic Collective Agreement:
 - Article 16 – Performance of Duties
 - Article 17 – Performance Review
 - Article 18 – Career Progress Decisions (Career Growth and Merit Increments)
 - Appendix D - Timelines

a. Steps:

- i. 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.
- ii. The Peer Review Committee and Director of CCE meet on the set date and review all submitted Performance Review documents.
- iii. Once all documents are reviewed, the Chair of the Committee signs off on the forms, thereby making recommendations to the Director for increments, promotion, renewal of tenure-track appointment and granting of tenure.
- iv. After reviewing all merit applications and any nominations by the initial reviewer, the Peer Review Committee decides whether or not to recommend the granting of merit to the Campus Merit Committee. The Review Committee will provide the member with a written rationale outlining how the criteria for merit have or have not been met, with a copy to the CCE Director.

The Peer Review Committee itself may nominate an academic member for consideration for merit. If a member has not applied for merit but has been nominated, the nominator(s) – the initial reviewer, the Peer Review Committee or the CCE Director – will supply a written rationale, maximum two pages, outlining how the criteria for merit have been met.

The Director of CCE will forward to the Campus Merit Committee all merit applications and nominations along with the accompanying curricula vitae and written rationales.

II. Sabbatical Applications

Reference Materials:

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

a. Steps:

- i The academic staff member submits the complete application (see Section 3.6.1) to the ESL Director with a copy to the Director of CCE.
- ii 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.
- iii The ESL Peer Review Committee reviews all sabbatical applications reviewed and signed off by the ESL Director within two (2) months following their submissions, notes recommendations on the Application Form, and sends it over to the CCE Director's Office. The sabbatical proposal shall be reviewed based on the Criteria for Sabbatical Applications form.
- iv The Director of CCE makes the final decision and informs the member at least six (6) months prior to the commencement of the academic year in which the sabbatical was proposed to commence.

b. 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 comment on the perceived benefit that the sabbatical outcomes could have on the member and the ESL Program.

ESL Peer Review Committee makes recommendations to the Director of CCE on whether the application meets the criteria:

- There is evidence that the sabbatical will be of mutual benefit to member and the University;
- The plan has a schedule for the sabbatical period; and
- There is a clear statement of written outcomes and how this relates to the positive contribution to the ESL program and U of R.

ESL Peer Review Committee may advise the member on whether his/her/their sabbatical plan covers the various items listed in Section 2.4.1 and provide suggestions to improve the plan.

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.

III. Composition of the ESL Peer Review Committee

- 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 or as a term prior to tenure-track appointment in this program.

- 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 Director, Centre for Continuing Education is an ex-officio non-voting member of the Review Committee. The Director participates in meetings of the Review Committee to provide information, to ask questions about the nature of the Review 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.

- ESL instructors on leave are not eligible for membership on this committee.
- The Peer Review Committee chooses a chairperson from among its elected members.

APPENDIX B: Description of Duties for ESL Instructors

	Tenure & Tenure-track	Term
	612 teaching hours / academic year	756 teaching hours / academic year
Expected Teaching and Related Duties	<i>Pedagogical Knowledge Development and Implementation:</i> <ul style="list-style-type: none"> Promotes student engagement and learning; Develops critical thinking skills in students; Implements the curriculum in a coordinated manner as determined by the level outcomes. Demonstrates up-to-date knowledge; Implements best practices in teaching and learning language; Integrates technologies into teaching in a meaningful way; Participates in professional development activities (attending conferences, Webinars, workshops, etc.); and Documents professional reading thoroughly. 	
	<i>Professional Approach to Teaching:</i> <ul style="list-style-type: none"> Is well-prepared for their classes; Evaluates students' work fairly, consistently and in an outcome-referenced way; Provides helpful feedback in a timely manner; Shows respect and sensitivity for students' cultural backgrounds; Is responsive to students' academic and special needs; Collaborates to meet those needs as appropriate to particular class size and format; Maintains collegiality; and Performs other duties that are intrinsic elements in the successful delivery of the program (e.g., placement testing, attendance record keeping and grade inputting). 	
	<i>Curriculum Development and Implementation:</i> <ul style="list-style-type: none"> Builds appropriate materials to support agreed upon curriculum changes; Develops materials to suit the needs of the class Make appropriate assignments and exams for his/her course based on the curriculum guide; and may Critique existing frameworks; Provide suggestions for change. 	
Expected Service	<i>Campus Involvement:</i> <ul style="list-style-type: none"> Serves on committees within the ESL Program; Serves on committees within the University; and/or Cooperates and collaborates with other Departments, inside and outside of the University of Regina. 	
	Tenure & Tenure-track	Term

<p>Further Consideration Relevant* to Teaching and Related Duties</p> <p>(*ranked in descending order of significance/ impact for the Program)</p>	<p><i>Professional Enhancement & Additional Scholarly Activities:</i></p> <ul style="list-style-type: none"> • Presentations at local, provincial, national or international conferences relating to the teaching and learning of ESL; • Research which enhances teaching and/or curriculum (for sabbatical or other research); • Publication of research directly related to presentations or sabbatical activities; • Publication of innovative materials developed for the classroom; and/or • Credit classes and other educational upgrading. 	
<p>Further Consideration Relevant to Service</p>	<p><i>Mentorship, Volunteer Work in the ESL Field & Advocacy:</i></p> <ul style="list-style-type: none"> • Being observed by visiting scholars in the classroom; • Observing and guiding teacher trainees and student assistants; • Supervising a TESL practicum; • Participating actively in and on boards/executives/etc. related to ESL; • Working as a volunteer in the ESL field; • Volunteering with international learners beyond the ESL program; and/or • Advocating for International students. 	

APPENDIX C: Career Planning Template

The career planning template is a *suggested* framework for how to set career goals, and how to discuss progress on those goals with the Director of CCE. The purpose of the Career Planning is to be able to have a conversation with the Director with regards to what the organizational needs are, where our passions lie in meeting those needs, and how we see ourselves as able to contribute to those needs through development of our skill set. The 7 themes and 21 categories of McGill's Individual Development Framework (IDF) provide a depth and breadth of goal setting to pull from when determining goals.

Goals or Skills to be learned	Connection to Criteria Document	Approaches or Strategies	Timeframe	Outcome
<i>(Based on McGill's IDF*)</i>	<i>(From list of Duties and Services)</i>	<i>(Details of your plan/approach)</i>	<i>(1 to 3 years)</i>	<i>(Update on progress /achievements)</i>
Director comments or suggestions:				
Director comments or suggestions:				
Director comments or suggestions:				

*McGill's Individual Development Framework for graduate students can be found here: <https://www.mcgill.ca/gps/students/idp/idf>

Career Planning Template ... *continued*

(Example)

Goals or Skills to be learned	Connection to Criteria Document	Approaches or Strategies	Timeframe	Outcome
<i>(Based on McGill's IDF*)</i>	<i>(From list of Duties and Services)</i>	<i>(Details of your plan/approach)</i>	<i>(1 to 3 years)</i>	<i>(Update on progress /achievements)</i>
Work with Others: Diversity Inclusion Communicate Ideas: Teaching	Develops critical thinking skills in students	I plan to ensure I create at least one day's worth of lessons introducing the First Nation's realities to my class so that I can challenge any stereotypes and assumptions of historical knowledge they may have	Every semester for the year 2020/2021 academic school year, and re-evaluating at the end of the year	
Director comments or suggestions:				
Work with Others: Team work & Interpersonal Communication; Be Well: Resilience; Self-Knowledge	Maintains collegiality, collaborates to meet student needs	Take the Crucial Conversations course provided through HR; seek professional counselling support in doing self-evaluative surveys, reflection, and growth; and practice building community with my coworkers	Taking the course the 1 st semester possible, doing self-evaluation the following few semesters, and applying new strategies as I learn them	
Director comments or suggestions:				

Career Planning Form for Academic Staff Members

Report for the period January 1 to December 31, _____ - _____ (3 year period)

Name	Rank
Faculty (or equivalent)	Department (or subject area)
<p>Letter of career progress since last meeting:</p> <ul style="list-style-type: none">• <i>Any additional degrees, diplomas or certificates since last meeting</i>• <i>If you were not actively at the University for the full twelve months please indicate reason, with pertinent dates (sabbatical, mid-year appointment, extended sick-leave, leave-of-absence, etc.)</i>• <i>Accomplishments and highlights since previous career planning meeting</i>• <i>Progress made on previously set career goals</i>• <i>Obstacles to progress and guidance/support you may need from the Director</i>• <i>Further development of interests/areas of motivation</i>	