

**University of Waterloo
Faculty of Environment**

Faculty Members Whose Appointments are at the Faculty Level

Faculty Performance Review Guidelines

Introduction

In accordance with recommendations of the UW Working Group on Faculty Performance Evaluations (WGFAPE), the Faculty of Environment has developed guidelines concerning the conduct of performance evaluations of faculty who are appointed at the Faculty level. These guidelines are designed to supplement The University of Waterloo [Policy #77](#) and the [Faculty of Environment Performance Review Regulations and Guidelines](#) by providing details on the assessment of teaching, research, and service. These guidelines both reflect, and are to be interpreted in conjunction with, UW [Policy 77](#) the Faculty of Environment Performance Review Regulations and Guidelines.

The intent of the performance review is to provide the Dean, in consultation with the Performance Evaluation Committee, and each faculty member who has an appointment at the Faculty level with the opportunity to:

1. Review and discuss the previous goals and activities of the faculty member and plan for the future.
2. Address any special issues or concerns.
3. Maintain and enhance standards of professionalism and collegiality within the department.
4. Provide a basis for salary evaluation at the Faculty level.

It is understood that Faculty of Environment encompasses a diverse range of academic traditions, opportunities, and cultures. It is understood that a faculty member's performance in teaching, research, and service can be influenced by factors outside of normal academic life. Accordingly, the following shall be considered: work-life balance, stage-of-life expectations, and unexpected circumstances. Each faculty member whose appointment is at the Faculty level also has the responsibility to alert the Dean as soon as possible about any special circumstances with implications for performance. Furthermore, it is understood that Indigenous scholars and scholars involved in Indigenous research can decide to be evaluated in a manner consistent with [SSHRC's Guidelines for the Merit Review of Indigenous Research](#)

Performance Evaluation Committee

Faculty members whose appointments are at the Faculty level shall decide, by electronic ballot, whether they prefer the evaluation to be done by the dean alone, or with input from a Performance Evaluation Committee, advisory to the dean, who would reflect the breadth of research and teaching seen within the Faculty.

- The Committee would consist of three members from three different units in the Faculty.
- To provide continuity from year to year, each member of the committee would serve a multi-year (up to four year) term.
- All tenured faculty members, except those on sabbatical during the academic year of the evaluation, or those excused for administrative or other reasons, would be eligible to serve on the Committee.

Evaluation Procedure

Procedures for performance evaluations will apply to all faculty members appointed at the Faculty level, including professors, associate professors, assistant professors, and lecturers on either definite-term, permanent, tenure-track, or tenured appointments.

- In the fall term, Faculty Activity Report (FAR) forms will be distributed to all faculty.
- Following the collection of all activity report materials, the dean or Performance Evaluation Committee will review the activities of each member of the department, assigning scores by consensus, or if necessary, by a vote. Individuals will be reviewed in comparison to all members of the Faculty, taking into consideration the faculty member's rank, the weighting of teaching/research/service, joint appointments, sabbatical or other leaves, special administrative responsibilities, and other unique circumstances.
- In the case of faculty with joint appointments, the evaluation is conducted by the unit with the larger percentage share of the appointment. The chair or director will confer with the chair or director of the partner unit to ensure that a clear understanding of the faculty member's contributions exists. Full credit will be given for teaching, supervision, and service duties conducted for another unit.
- Based on the evaluation, the dean will write a summary statement of the faculty member's accomplishments, challenges, or other performance related issues.
- Prior to the forwarding of evaluations to the Faculty's review committee, the dean will meet with each member whose appointment is at the Faculty level to present the evaluation and discuss any issues or concerns of the faculty member. At this time, adjustments to the summary statement or score may be discussed.
- If the faculty member is not satisfied with the evaluation, and wishes to dispute a comment or appeal a score, they may prepare a memo outlining their concerns for review by the Faculty's review committee.
- Following the individual meetings, all evaluations will be forwarded to Faculty's review committee.

Performance Expectations

Teaching

- Assistant/Associate/Full Professors are expected to teach a normal course load of four courses per year, unless administrative or research adjustments have been made, or if the faculty member is on sabbatical. Lecturers are expected to teach a normal course load of four courses and six courses in alternate years. Teaching scores will be assigned on the basis of the quantity and quality of teaching. While individuals who teach the courses

they are assigned will not be penalized for teaching small classes, extra credit may be assigned for factors such as: teaching large classes, the total number of students taught in a year, teaching core courses, or guest lectures.

- The quality of teaching performance is one consideration in the assessment of teaching. One tool for the assessment of teaching quality will be the end-of-term student perception surveys. Other evidence of teaching quality may include peer-reviews of teaching, participation in teaching workshops, demonstrations of teaching innovation, or unsolicited input from students. The teaching performance of faculty is evaluated in comparison to Faculty-wide performance, taking into account: the size of the class, the level of the class, the type of class (core or elective), or the number of contact hours. Teaching performances that result in less than 75% of students rating the instructor as a “4” or “5” (out of 5) could be subject to review by the chair with a view to assisting the faculty member in improving their teaching.
- Faculty members are expected to supervise undergraduate and/or graduate students who are undertaking research. Supervisor loads are compared across faculty members by rank. It is understood that new faculty members will supervise fewer students and increase their supervisory loads over time. Faculty members are also expected to participate on committees and as readers or external examiners.

Research

- In accordance with the Faculty of Environment Performance Review Regulations and Guidelines, Assistant/Associate/Full Professors are expected to be active in the pursuit of research opportunities and funding. They are expected to publish the results of their research in high quality, appropriate, peer-reviewed venues, where the highest recognition is given to journals and books from academic publishers. In accordance with the Faculty of Environment Performance Review Regulations and Guidelines, other forms of scholarship, including non-refereed research reports or other forms of media, as reported in the FAR, also will be recognized. The onus is on the faculty member to explain the significance of research output that does not appear in peer-reviewed venues.
- Faculty members are expected to identify publications that are: later editions of an earlier publication (e.g., a 2nd edition of a book), expanded versions of an earlier publication (such as conference papers expanded for publication in a journal), or reprints of previously published material.
- In the case of publications by multiple authors, faculty members are expected to identify their role in each publication, both by explaining the tasks that they performed and by summarizing their contribution as a percentage.
- The Faculty recognizes that standards for the rate and type of output (such as the number of publications or access to funding support) vary across fields. With this in mind, scores for research will consider: number of grants applied for, the number of grants successfully obtained; and the number of grants currently held, in the case of multi-year grants

- Refereed/peer-reviewed publications, as outlined in the Faculty of Environment Performance Review Regulations and Guidelines
- Other forms of scholarship, with elaborations on the significance (e.g., quality and/or impact) of the work.
- Faculty members will be compared with others in the Faculty of Environment who are at the same rank.

Service

- In accordance with the Faculty of Environment Performance Review Regulations and Guidelines, faculty members should understand that internal service to the department, faculty, and university is required. Faculty members are expected to participate in the administration and academic life of the department and the university by:
 - Undertaking service roles within the department, faculty, or university
 - Participating in departmental meetings and other planning activities
 - Participating in events that promote Department, Faculty and University community, including participation in mental health training workshops.
 - Being available for meetings with students and offering regular office hours
- It is understood that external service also is important. While external service will be credited, it does not replace the requirement for internal service. The relative importance of external service will take into account the time commitment associated with that service, and the impact of that service on the profile and mission of the Faculty.
- Determining the impact of various service roles requires that faculty calculate and submit an estimate of the time requirements associated with each service task. Estimates should be expressed as the average number of days/year.
- It is understood that tenure-track faculty are not expected to undertake major service roles, and that tenured faculty will undertake a greater service load.
- Paid consulting does not count as service.

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