

**UNIVERSITY OF WATERLOO FACULTY OF ENVIRONMENT
SCHOOL OF PLANNING FACULTY PERFORMANCE REVIEW GUIDELINES
Created December 2011 (2024 Revision)**

**(Amended January, 2015ⁱ, January 2017, September, 2018ⁱⁱ, September 2020)
(Current Approval July 18th, 2022. Effective January 1, 2023 -December 2024)
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PREAMBLE

The following School of Planning (SOP) Faculty Performance Review Guidelines (Guidelines) are consistent with the Memorandum of Agreement, Policy 77 and the recommendations of the *Working Group on Faculty Annual Performance Evaluation (WGFAPE)* that were approved by the Faculty Relations Committee in June 2010. The guidelines reflect the principles in the Faculty of Environment Promotion and Tenure Guidelines, which supplement Policy 77. The following Guidelines provide unit level detail in areas of teaching, research and service as stipulated in Faculty Performance Review Regulations and Procedures. The Guidelines are therefore interpreted with Policy 77 and Faculty of Environment Performance Review Regulations and Procedures (2024).

GOVERNANCE

The faculty performance review process will be led by a Performance Evaluation Committee (PEC) advisory to the Director. The PEC will:

- Consist of no more than five members; and,
- Be elected by all full-time School of Planning members (SOP) to assist the Director in performance evaluations, as outlined in Section 13.5 of the Memorandum of Agreement.

Normally, all eligible faculty members will be expected to make themselves available to participate in the PEC, except for those who are completing a previous term on the Committee or on approved leave.

Normally, a third of the membership will be elected annually for a continuous three-year term.

CONTEXT

The School of Planning (SOP) is committed to fostering a supportive and equitable environment that recognizes the diverse contexts within which faculty members contribute to the academic mission of the University of Waterloo. While the primary focus of performance evaluations is assessing Teaching, Scholarship, and Service based on tangible evidence, as outlined in the Faculty of Environment's Performance Review Regulations and Procedures, the SOP

acknowledges that a faculty member's performance can be influenced by a variety of factors.

The following factors, while not serving as direct evaluation criteria, will be considered to ensure a holistic and fair assessment of each faculty member's contributions:

- **Professionalism and Integrity:** Adhering to high ethical standards and demonstrating integrity in all aspects of work and interactions within the SOP, the Faculty of Environment, and the broader academic community;
- **Collegiality and Mutual Respect:** Cultivating a positive and supportive work environment characterized by respectful and collaborative interactions among faculty, staff, and students;
- **Engagement with the Planning Profession:** Maintaining active connections and engagement with professional planning organizations and networks, contributing to the advancement and relevance of planning knowledge and practice;
- **Community Engagement:** Participating in, and contributing to, community initiatives and partnerships that align with the SOP's mission and expertise, demonstrating the societal impact and relevance of planning research and scholarship;
- **Diversity of Scholarship:** Recognizing and appreciating the diverse forms and approaches to scholarship, bridging professional and academic perspectives, and valuing the contributions of both traditional and emerging areas of inquiry; and
- **Understanding and Respect for Diverse Knowledge Systems:** Fostering an inclusive and respectful environment that values the unique forms of knowledge and experiences held by Indigenous and other racialized colleagues.

The SOP acknowledges the importance of the following factors in supporting faculty well-being and overall performance:

Work-Life Balance: Recognizing the importance of a healthy balance between work responsibilities and personal life, supporting faculty members in managing their time and commitments effectively;

Supportive and Respectful Work Environment: Creating and maintaining a workplace culture characterized by mutual respect, inclusivity, and open communication, where all faculty members feel valued and supported;

Stage of Life and Health Considerations; Unforeseen and Extenuating Circumstances: Recognizing that faculty members may experience various life stages and health circumstances that can impact their work. Acknowledging that unexpected events and challenges can arise in faculty members' lives, demonstrating flexibility and understanding in navigating these situations. The University, through appropriate confidential channels, is committed to providing appropriate support and flexibility to accommodate these individual needs; and

Support for Indigenous Scholars: Ensuring that Indigenous scholars and scholars involved in Indigenous research have the agency to determine how their work is evaluated, in alignment with SSHRC's Guidelines for the Merit Review of Indigenous Research, and with guidance from the University's Office of Indigenous Relations.

SCHOLARSHIP

The SOP holds a dual position as an academic unit and a professional school. Therefore, consideration in evaluation will be given to a wide range of outputs that (a) disseminate scholarly activity to an academic, professional, and societal audience; and (b) contribute to public policy and plan development, discourse, implementation, and evaluation.

In keeping with the mission of the University as a research-intensive academic institution, the SOP follows the ENV Addendum (2024) with emphasis placed on:

- I. Refereed scholarly publications; and,
- II. Scholarly non-refereed publications.

The SOP also recognizes a third category:

- III. Professional publications, activities, and outputs.

Refereed publications will normally be given the highest weights. In Categories II) and III) opportunities exist to recognize the scholarly impacts of these works. The onus is on faculty members to provide explanation and evidence of the quality and significance of their contributions, regardless of the type of scholarly output.

Publications, Activities and Outputs

The ENV Addendum (2024) defines a refereed publication as one that meets two criteria: (1) experts evaluate the work and recommend if it should be published, and (2) publication depends on the author(s) sufficiently addressing referee comments.

The ENV Addendum (2024) lists these as major examples of refereed publications:

- Articles in journals, with international or national journals receiving more emphasis than local or regional journals;
- Books and monographs by recognized publishers, with international or national publishers receiving more emphasis than local or regional publishers;
- Chapters in edited books or monographs by recognized publishers, including appropriate editorial writing;
- Papers in conference proceedings, with the stature of the conference being considered; and,
- Other refereed publications with special significance, such as reports to government agencies and international organizations

Unique to the SOP with respect to scholarly referred publications:

- Juried Designs

The ENV Addendum (2024) offers these examples of non-refereed publications:

- Books and monographs published by local or regional publishers;
- Articles in magazines or journals of criticism with substantial intellectual stature
- Chapters in edited books or monographs by recognized publishers;
- Papers in conference proceedings (**Note:** Conferences that screen abstracts but do not require authors to respond to referee comments are not considered "refereed");
- Presentations at academic and professional conferences, considering the significance of the conference and the nature of the presentation (e.g., an invited keynote presentation at a major international conference vs. a presentation at a seminar);
- Professional reports for agencies and organizations, excluding contract research publications that do not involve scholarship;
- Book reviews; and,
- Other publications (e.g., maps, atlases, reports, policy briefs).

Specific to scholarship in design, consideration will be given to:

- Exhibitions of regional stature;
- Design work, art, planning, computer programs, patents and related innovative work judged of special significance, regional awards for design, planning, building, etc.; and,
- Films, film scripts and comparable work of international, national, and/or regional stature.

Specific to Professional Planning Outputs and Activities, defined as *not peer-reviewed and primarily aimed at non-academic audiences, including professional planners, policymakers, the public, advocacy organizations*, consideration will be given to:

- Articles in the media, written by faculty members, which summarize, or draw heavily upon, their scholarly activity. The size of the audience, national/international profile of the e-media outlet and/or the share of a specific target population reached by media coverage are taken into consideration to determine inclusion of an article in evaluation;
- Multimedia used to disseminate research findings from scholarly activity to a broader audience. The size of the audience reached is considered to determine inclusion;
- Reports, policy briefs, advocacy reports primarily written for a non-academic audience;
- Development of computer software and programs considered of importance to the planning profession;
- Invited presentations drawing on the faculty members' research activity to a political body such as a city council or planning board;
- Testimony before a tribunal where the presentation or testimony is directly informed by the faculty member's own research activity;
- Presentations and invited keynote talks at non-academic, planning-related, forums (the size of the audience reached is considered to determine inclusion);
- Professional journals in Planning or complementary fields
- Industry association, professional magazines, or other trade publications.

Quality

The goal of scholarly activity and outputs are to have positive impacts on society, measured in several ways. In the academic realm, quality is partly evaluated through traditional metrics of outlet stature and citation indexes, or other metrics of an output's positive impacts on a discipline.

Faculty members may explain the quality of their work in terms of the significance of the outlets specific to their field of expertise. The quality of their scholarship can also be measured in terms of its influence on policy development, decision-making or shaping values and beliefs in society at large. Faculty members bear responsibility for establishing the quality of their scholarship.

Funding

Faculty members, where feasible, are expected to seek and secure research funding to support their research program and related activities including research travel, conference attendance, research equipment, research computing, graduate student support, hiring research-related co-op students, and to cover other research related expenses.

Faculty member involvement in Tri-Council and similar competitively secured and funded projects can take several forms: Principal investigator (PI), team leader, co-investigator, group member, collaborator, and advisory roles. Faculty members may also receive funding in the form of contract research to government agencies, NGOs, charitable foundations, or private sector interests (see Policy 41).

Success in obtaining external funding will be considered positively by the School's PEC.

Expectations (Outputs per Year)

The SOP finds value in articulating performance expectations relative to a faculty member's career rank. Guidelines for these expectations are articulated below. The onus remains with faculty members to situate their own productivity in an evaluation period relative to these expectations.

Assistant Professor

- One refereed scholarly publication and 1 output from category (II) and/or (III).
- Or three outputs from category (II) and/or (III).

Associate Professor

- One refereed scholarly publication and two outputs from either category (II) and/or (III) above.
- Or four outputs from either category (ii) and/or (iii) above.
- Increasing evidence in providing intellectual leadership and innovation in their research work.

Professor

- Two refereed scholarly publications (one as lead author) and two outputs from either category (II) and/or (III) above.
- Or one refereed scholarly publication as lead author and four outputs from either category (II) and/or (III) above.
- Evidence of intellectual leadership and innovation in their research work.

TEACHING

Faculty members are expected to cooperate with the Director on teaching assignments and teach a normal course load consistent with their appointment and weighting.

Instructors can articulate unique circumstances related to their courses that may warrant consideration from the PEC. This may include new courses, courses within or beyond their areas of expertise, course sizes and the nature of support they have received (e.g., TAs).

Student Supervision

All faculty members are expected to contribute to the supervision of and provide mentorship to undergraduate students completing senior honours essays, and graduate students completing theses, Major Research Papers (MRPs), or doctoral dissertations. The level of supervisory activity can be influenced by student demand; however, it is important that all faculty are engaged in graduate supervision. The onus is on a faculty member to explain situations where their student supervision differs significantly from SOP norms.

Pre-tenured faculty members are expected to supervise fewer students and increase their numbers as they approach tenure. Faculty members are expected to be qualified to sole-supervise PhD students and to engage these students as their research warrants. Tenured faculty members, and those approaching tenure, are expected to serve as committee members and examiners/external readers, as requested.

Quality of Teaching

Maintaining high standards for quality of teaching is of vital importance. Teaching quality will be determined from a variety of sources as stipulated by Policy 77 and the ENV Performance Review regulations, and the [University's Teaching Assessment Process](#).

Unique to the School of Planning is engagement with the planning profession. Teaching in the School should enable students to attain certification as a Registered Professional Planner (RPP). Our courses should acknowledge and address the competencies established by the Professional Standards Board.

The quality of graduate supervision may be assessed based on student time to graduation, success in scholarship applications, the outcomes of the student's research assessments, publication of research, and offers of employment. It is recognized that these metrics may be imperfect, and that time to completion, scholarship success, and offers of employment are often outside the supervisor's control. There are also opportunities to explain the quality of teaching and supervision beyond specific metrics.

SERVICE

All faculty are responsible for fulfilling service internal commitments that support our unit's academic mission. External service that increases the visibility and reputation of the SOP amongst planning practitioners and members of relevant scholarly communities is also highly desirable. We aspire to a balanced approach to service that considers a faculty member's strengths, goals, current career position, and their alignment with service tasks.

As with all elements of the performance evaluation process, faculty members are encouraged to demonstrate the nature and impact of their service commitments.

New faculty members are expected to have fewer service commitments and increase their service contributions as they approach tenure. Faculty members with formal administrative appointments will have a higher service load partially recognized through course reductions and/or stipends. Having an administrative appointment does not necessarily lead to a higher Service score. External activities that a faculty member is paid for do not constitute service. Activities recognized with an honorarium may still be included as external service.

As a professional school, the SOP encourages ongoing engagement with the Planning profession. A faculty member's service to the profession will be viewed favourably by the PEC. Having a considerable proportion of faculty members with the Registered Professional Planner designation and membership in the Canadian Institute of Planners is highly desirable.

The efforts that go into obtaining and maintaining the RPP designation will be recognized as part of a faculty member's Service.

The following guidelines for satisfactory service may be adjusted in consultation with the Director based on internal service needs and a faculty member's external interests and commitments.

Assistant Professor

- Willingness to support the work of standing and/or *ad hoc* committee(s), typically at the Unit or Faculty level; and,
- Involved in their scholarly community by acting as a referee or discussant at conferences and for journals, book publishers and/or grant organizations.

Associate Professor

- Increasing engagement with standing and/or *ad hoc* committees at the Unit, Faculty and/or University level, or administrative appointment;
- Ongoing participation in their scholarly community by acting as a referee or discussant at conferences and for journals, book publishers and/or grant organizations with evidence of increasing volume and/or scope in these activities; and,
- Evidence of emerging leadership in their internal or external service work. Examples include (but are not limited to) chairing internal committees, internal policy development, serving in editorial capacities for a journal, conference organization, and serving on a community board related to their teaching and research expertise.

Professor

- Significant roles with standing and/or *ad hoc* committees at the unit, Faculty and/or university level or administrative appointment;
- Ongoing participation in their scholarly community by acting as a referee or discussant at conferences and for journals, book publishers and/or grant organizations with evidence of increasing volume, scope, and/or leadership in these activities; and,
- Evidence of leadership in their internal and/or external service work. Examples include (but are not limited to) chairing internal committees, internal policy development, serving as the editor or associate editor of a journal, conference organization, and serving on a community board related to their teaching and research expertise.

The ENV Addendum (2024) stresses that the evaluation of Service will also recognize activities that constitute “good citizenship.” In the SOP, “good citizenship” includes active participation in SOP events. Engagement or the absence of engagement in these events will be considered by the PEC in its assessment of Service.

Annually, the SOP will identify a list of activities that will be considered as evidence of “good citizenship” and seek commitments from colleagues to support these events.

The SOP recognizes that merely serving on a committee does not necessarily constitute high-quality service. Quality service contributions are defined as active contribution to the work of the committee, which may be expressed as providing ideas, helping organize the work, providing support to work of other committee members, and taking on a fair share of the tasks. Differences in the quality of the service contribution (rather than the number of service commitments) will often be the differentiating factor between higher and lower scores.

FINAL

09/12/24

ⁱ Note: The amendment concerns the structure and creation of the Performance Evaluation Committee and was approved at the January 23rd 2015 School meeting.

ⁱⁱ Note: Amendments concern the approved Fall 2016 changes to UW MOA section 13 concerning performance evaluation and were approved at the Jan.13th, 2017 School meeting.