

## **School of Environment, Resources and Sustainability (SERS) Guideline # 1**

### **Addendum to Faculty Performance Evaluation Guidelines Effective 1 January 2021**

- Note: This Addendum has been updated as per section 13.5.1 of the 2018 MOA (<https://uwaterloo.ca/secretariat/documents-potential-interest/memorandum-agreement-uw-fauw#moapolicies>)

#### 1. Relationship to Other University Policies, Memoranda & Faculty Guidelines

The SERS document is subordinate to and consistent with the requirement that performance evaluations are conducted according to the following documents:

- The Memorandum of Agreement between the University and the Faculty Association, as revised and approved in 2018.
- Policy 77: Tenure and Promotion of Faculty Members
- Policy 76: Faculty Appointments (which defines Regular Faculty and Continuing Lecturers)
- The Faculty of Environment's Faculty Performance Review Regulations and Procedures
- A performance evaluation template supplied by the Faculty of Environment that will be used by faculty members to report on their scholarship, teaching and service.

#### 2. SERS Performance Evaluation Committee

- The "Faculty Performance Review" (hereafter, "FPR") will be completed by a SERS Performance Evaluation Committee or "PEC".
- Regular tenured faculty and continuing lecturers are evaluated every two years, while probationary faculty and definite term faculty are evaluated every year. Therefore, the PEC is constituted as a permanent committee.
- The PEC will be comprised of the School Director, Associate Director of Undergraduate Studies, Associate Director of Graduate Studies and one other 'at-large' tenured Faculty Member. The Director will call for volunteers to act as the 4th PEC member no later than 1 May in each year; if there is more than 1 candidate willing, a secret-ballot election will be held where ballots are sent to and counted by the SERS Administrative Manager (who then announces the chosen candidate).
- The PEC has the final responsibility within SERS for decisions on performance evaluation.
- The PEC operates based on consensus. In cases where a consensus is not possible, the Director's vote is the one that breaks the tie and shall report this at the ENV rating meeting.
- The 'at-large' appointment normally is for 3 years.
- SERS will strive to ensure that the PEC represents the diversity of faculty, based on considerations such as research orientations and gender. The Director will encourage suitable candidates to put their names forward for election.

#### 3. Criteria and Expectations for the FPR Process in SERS.

Regular and probationary faculty appointments in SERS are usually weighted at 40% Teaching, 40% Scholarship and 20% Service. Expectations for each category for regular faculty are outlined below. As discussed in Section 4, these expectations will be adjusted under certain circumstances (e.g., probationary faculty, continuing lecturers, and faculty holding major administrative roles).

### *Teaching*

- In discussions with the Director, regular faculty members are typically assigned one teaching task for each 10% of their teaching weighting (e.g., 4 teaching tasks for a 40% weighting). Normally each teaching task is a 0.5 credit undergraduate or graduate course. The Director will take into account whether or not the workload in a teaching task is unusually light or heavy and may adjust the number of teaching tasks.
- Online courses, regular classroom courses, block courses and field courses weighted at 0.5 credits are treated as equivalent. Development of a new online course may be treated as a teaching task.
- Over and above teaching courses, SERS faculty members are expected to supervise 1-2 Honours Thesis students each year as part of their teaching load.
- Graduate supervision is considered part of the teaching load in SERS, and addition to classroom or block course teaching and undergraduate supervision. Regular faculty are normally expected to supervise a rolling average of 4 graduate students per year (including Master's students, by thesis or research paper, and PhD students). Probationary faculty are strongly encouraged to supervise graduate students, with a lower average number per year being normal.
- The quality of a faculty member's teaching should never be determined solely based on scores from student course perception surveys. PECs should also take account of other factors and measures of quality that can be documented by faculty members on their activity reports, such as class size, undergraduate or graduate, service or core, seminar or lecture, for example. An assessment of one's teaching activities may include the following:
  - Commitment to continuous improvement in the context of classroom teaching, e.g., through participation in training sessions, and through ongoing revision of course materials to ensure their relevance and currency
  - Innovation and creativity in the design and delivery of curriculum, including the preparation of new courses and course content. This may include, but is not limited to, addition of material that addresses diverse knowledge systems and cultures, or the experiences of historically underrepresented groups
  - Evidence of the quality of graduate and undergraduate supervision (e.g., publications from student work, employment received as a result of student projects)
  - Contributions to project and thesis supervision, graduate seminars, and oral thesis examinations
  - The onus is on faculty members to provide information needed so that PECs can fairly evaluate their contributions to teaching

### Scholarship

- SERS faculty are expected to develop research programs and to publish in appropriate venues, especially peer-reviewed forums. As per the Faculty of Environment's *Faculty Performance Review Regulations and Procedures*, other scholarly outputs will be considered in the evaluation of scholarship.
- SERS faculty are expected to apply for funding to support their research programs, including graduate student salaries, stipends and research expenses.
- The PEC will consider both the quantity and quality of scholarship.
- The PEC will take account of differences in expectations within the diverse research areas characteristic of SERS faculty.
- The PEC will consider the particular conditions of community-engaged research, which may include, but is not limited to: collaborative policy reports and papers; knowledge mobilization; oral presentations in policy or community settings; Indigenous scholarly, practical and creative work that is in the service of community-interests; or the efforts to make research and the results thereof accessible to stakeholders and community members.
- Faculty members should use the available spaces in the FPR form to explain any special considerations or differences in expectations relevant to their type of scholarship. For example, rates of publication vary in some fields, as do practices relating to authorship.
- Indigenous scholars and scholars involved in Indigenous research may choose to be evaluated in a manner consistent with SSHRC's Guidelines for the Merit Review of Indigenous Research: [https://www.sshrc-crsh.gc.ca/funding-financement/merit\\_review\\_evaluation\\_du\\_merite/guidelines\\_research-lignes\\_directrices\\_recherche-eng.aspx](https://www.sshrc-crsh.gc.ca/funding-financement/merit_review_evaluation_du_merite/guidelines_research-lignes_directrices_recherche-eng.aspx)

### Service

- Internal service to the School, the Faculty and the University is required under the Faculty of Environment's *Faculty Performance Review Regulations and Procedures*. SERS recognizes that service commitments among these three levels can vary. An appropriate level of service at the School level is required for regular faculty members. Whether or not service takes place at the Faculty or University levels will depend on circumstances such as career stage and opportunities. For example, as noted below, probationary faculty normally have lower expectations for service.
- In the absence of a valid reason, refusing a request to undertake a service role will be viewed negatively by the PEC.
- The School Director will ensure that all faculty members are offered opportunities to undertake service at the School level, and, if asked, will help faculty members identify service opportunities at the Faculty and University levels.
- External service encompasses a wide range of activities. Normally, professional service is most valued, e.g. senior editorship of an academic journal, chair of a major scholarly society, chair of a major and relevant NGO, reviews for quality peer reviewed journals, monographs, granting agencies, external, high volume scholarship review committees, or service in and recognition by regional, national, and/or international Indigenous communities/organizations.

- Based on prior experience with common university and external service roles, the School's Director is expected to take account of time commitments in assigning service tasks to faculty members. At the same time, faculty members are expected to gauge whether they have over committed to service and discuss this with the Director as soon as possible. Probationary faculty members, in particular, are encouraged to discuss their service loads with the Director if they believe their loads are inappropriate.
- In their FPR reports faculty members are expected to provide an accurate evaluation of the time commitment to service, and to provide information the PEC will need to evaluate the quality and significance of service roles; this is especially important in the case of external service roles.

#### **4. Changes to Weightings**

- SERS normally reduces the teaching load of probationary faculty in the first year of their appointment, and assigns lighter service roles until tenure is achieved; any such adjustment
- to normal weightings and expectations will be specified in the probationary faculty member's letter of appointment.
- Faculty members performing major service roles within the University (e.g., School Director, Associate Deans, Associate Director) normally will have their weighting temporarily adjusted. Any changes to the distribution of effort (weight) must be approved in writing by the Faculty Dean.
- Expectations in each category (scholarship, teaching, research) will also be adjusted by the PEC based on special appointments such as 0.75 FTE loads, and continuing lecturer appointments under Policy 76.
- Faculty members may seek a temporary adjustment to their weighting for other reasons, e.g., undertaking a major research project. All requests for an adjustment normally must be made in writing to the School Director no later than January of the evaluation period, and must be approved in writing by the Faculty Dean; retroactive adjustments are not permitted. Note that reductions in the teaching weighting are not guaranteed, and normally require a buy-out at a rate per course set by the Faculty Dean.