



FACULTY OF ENVIRONMENTAL DESIGN (EVDS)
Guidelines for the Assessment and Promotion of Academic Staff
by Faculty Promotions Committee

1.0 GENERAL

1.1 Each Dean shall make available to academic appointees in the Faculty, following approval by the Faculty Council and Provost, written guidelines on the manner in which the criteria for appointment, tenure, merit guidelines and promotion, are applied in the Faculty [APT 3.5.4]. This document serves to fulfil this requirement regarding the merit and promotion process.

1.1.1 Changes to Faculty Guidelines shall not take effect until:

- a) the guidelines are approved by the Provost as being in compliance with the Manual
- b) a copy is provided to the Faculty Association, and

- 3.2 Faculty Promotions Committee shall meet to ~~review~~ recommend increments well in advance of the period by which the Dean shall notify individuals of the ~~recommendations~~ recommendations going forward to General Promotions Committee.
- 3.3 The Associate Dean (Academic) and the ~~Associate~~ Dean (Research and International) shall jointly prepare narrative assessments and ~~increment~~ recommendations for each faculty member for FPC.
- 3.4 A copy of the narrative assessment and ~~increment~~ recommendation shall be provided to the faculty

3.14 While recognizing the need for confidentiality regarding the deliberations of Faculty Promotions Committee, the Chair shall provide the faculty with a summary report on the deliberations of the Faculty Promotions Committee. At the minimum, the Chair will indicate the range of recommended increments.

4.0 FACULTY GUIDELINES FOR PERFORMANCE ASSESSMENT FOR INCREMENTS AND PROMOTIONS

4.1 General Guidelines

4.1.1 Teaching and supervision are of fundamental importance in the Faculty of Environmental Design, as are scholarship, research, creative activity and professional practice (ref. 4.3.7). Service is also required. Performance in each area is to be assessed by the committee; different standards are specified below for each area.

4.1.2 In accordance with the University's Internationalization Plan, any candidate's achievements reported in relation to the requirements of sections 4.2, 4.3 and 4.4 shall be weighted more heavily if they involve international work. Among the matters to be considered by the person responsible for the assessment when making her or his evaluation are the effort involved in, and the scope and results of, the international work.

4.1.3 As part of the assessment process, and also to each faculty member's professional development, persons responsible for performance assessments should develop a comment on the candidate's performance.

4.2 Performance in Facilitating Learning

- 4.2.1 The Faculty of Environmental Design acknowledges the importance of teaching and supervision, and other modes of facilitating learning. In light of the variety of and paths to excellence in this area, a variety of criteria and types of information may be incorporated in assessing performance in this area.
- 4.2.2 Effectiveness in facilitating learning should normally be measured by the quality and pattern of development in skills and practice in these various modes, as documented in the materials available for the biennial assessment. Modes to be considered include, but are not limited to, course and curriculum development, development or application of computer-assisted learning techniques, course teaching, supervision, advising and providing a role model for students, and course evaluation methods. In no case shall an individual's Teaching load alone be considered in making an evaluation of the teaching component.
- 4.2.3 Formal review by peers and students is normally expected and will be highly valued by the Committee (see s. 4.2.4). Course evaluations shall be by the Committee as one means of formal review by students. The assessment of the quality and significance of modes of facilitating learning will vary with the modes, but may include such factors as effectiveness and clarity of presentation; suitability of readings and assignment; effectiveness of teaching methods including the development or use of innovations, timeliness, clarity, rigour and reasonableness in evaluating student work; quality of supervision provided for Master's and PhD students; quality, degree and level of advising support; quality of role modelling; appropriate inclusion of students in research, creative and professional practice activities and the use in instruction of examples and insights gained from innovative professional practice.
- 4.2.4 In order to facilitate the assessment of teaching performance, periodic reviews, including in-class observations by persons responsible for performance assessments, invited others and students, are encouraged. To further facilitate the assessment of teaching performance, it is the obligation of all faculty members in Environmental Design to attend classes when invited by a colleague to observe and give a written critique of the person's teaching effectiveness.
- 4.2.5 Contributions to facilitating learning in higher education through professional work are also to be recognized, as contemplated in s. 3.2.5 of the APMA. Possible forms of activity include, but are not limited to, development of continuing education or certification examinations for professional associations or bodies, and organization and presentation of seminars, workshops and short courses for persons outside programs leading to degrees.
- 4.2.6 Participation in team or interdisciplinary teaching endeavours is encouraged in the Faculty of Environmental Design. The extent and nature of the individual contribution should be considered. Additionally, the quality of work from which an individual component cannot be disaggregated will also be attributed appropriately to the candidate. It is acknowledged that synergistic collaboration in teaching may result in a contribution beyond the nominal expertise of a participant. The person responsible for the assessment may seek input from the candidate's colleagues in the collaboration.
- 4.2.7 Course assignments and supervisory loads are recognized to be largely beyond the control of the Faculty member; however, evidence of both willingness and ability to continue to improve the nature of contributions to the Faculty in these areas is important.
- 4.2.8 A judgment of unsatisfactory performance in teaching is related to some of the following factors:
- frequent, substantiated reports of being inaccessible to students
 - frequent cancellation of classes without giving notice or providing acceptable reasons
 - not following faculty approved policies and procedures regarding course outlines, hours of teaching, grading procedures, etc.

- receiving frequent negative evaluations of teaching performance (from students, peers, or both)
- substantiated prejudicial or disrespectful treatment of students
- evidence of minimal or unsatisfactory performance of other duties and responsibilities related to facilitating learning (advising, graduate supervision, field instruction, etc.)
- significant number of serious complaints to the Dean by students and/or peers
- continuing pattern of marginal performance in teaching and/or other duties and responsibilities related to learning facilitation over consecutive years

4.3 Performance in Scholarship, Research, Creative Activity and Professional Practice

4.3.1 The Faculty of Environmental Design acknowledges the importance of the scholarship of synthesis, of application, of dissemination and of teaching, as well as the scholarship of discovery. Interdisciplinary and collaborative scholarship and practice are highly valued.

4.3.2 As stated in the APT Manual [s. 3.3], scholarship, research and creative activity should normally be measured by the quality and pattern of the creative work, recognizing the appropriate media and outlets for communication with peers in the relevant disciplines. In Environmental Design, professional practice should be measured similarly. The underlying principle of evaluation is that juried, prize-winning, peer-reviewed or otherwise publicly known work provides the best evidence of scholarly, creative or professional competence.

4.3.3 Formal review by informed peers from the appropriate disciplinary or interdisciplinary community is normally expected, prior to or as a result of presentation, publication, distribution, or exhibition. The assessment of the quality and significance of scholarly research and other creative activity will depend on factors that include but are not limited to peer review, length, magnitude, breadth, appropriateness of research design and methodology, type and level of scholarly or critical reception and type of presentation.

4.3.4 Notwithstanding the general expectation of peer review, it is acknowledged that in some fields the publication or dissemination of the products of scholarship, research and other creative activity occurs in other than refereed venues. In this case, the reception of the work in the relevant community shall be considered. In addition, certain forms of scholarship, particularly that of synthesis, application and teaching may appropriately be disseminated through popular or nonscholarly educational vehicles and will be weighted appropriately.

4.3.5 Modes of expression and of dissemination of scholarship, research and other creative activity may include but are not limited to the preparation of books, monographs, articles, conference papers or presentations, plans, models, designs, prototypes or other artifacts, exhibitions, design competition entries, films, video productions or other forms of electronic communication. Editorship of a journal or receipt of

books, monographs, articles, conference papers or presentations, plans, models, designs, prototypes or other artifacts, exhibitions, design competition entries, films, video productions or other forms of electronic communication.

4.3.8 Participation in interdisciplinary group endeavours is encouraged in the Faculty of Environmental Design. The extent and nature of the individual contribution may be considered. Additionally, the quality of work from which an individual component cannot be disaggregated will also be attributed appropriately to the candidate. It is acknowledged that synergistic collaboration may result in a contribution beyond the nominal expertise of a participant. The person responsible for the assessment may seek input from the candidate's colleagues in the collaboration.

4.3.9 In considering

4.4.4 In the absence of written agreements with the Dean, Faculty Promotions Committee shall recognize that from time to time an individual's service to the Faculty is of sufficient quality to have significantly affected the teaching or research or both of the Faculty and therefore constitutes collegueship of sufficient degree to warrant special consideration (cf. 6.7.3 of GPC Manual). In such case Faculty Promotions Committee may consider that this conTJ 0.001 Tc 0rlommittee shala.1864 Tw -13.4). In s Comn

- 6.3 An Advisory Committee struck by the Dean for each candidate shall submit the names of three possible referees external to the campus, in the general area of the candidate's discipline and with reference to an area of specialization if appropriate. The candidate will also be asked to submit a list of three possible referees based on the same criteria. In the case of overlap or duplication, the Dean may request the Advisory Committee to augment its list.
- 6.4 The candidate may challenge for cause if there is proof of possible bias, personal hostility or lack of appropriate expertise in either of the Advisory Committee's list or the Dean's selection.
- 6.5 The Advisory Committee will select one name from the candidate's list and the candidate will select one name from the Committee's list. The Dean will select the third referee from one of these lists. The names of the assessors shall be made known to the candidate

