

DEPARTMENT OF ANIMAL AND POULTRY SCIENCE  
UNIVERSITY OF GUELPH

*Guidelines and Criteria  
for  
Tenure, Promotion and Time and Performance Step Increases*

**BACKGROUND**

Faculty activities and responsibilities are outlined in the Collective Agreement between the University of Guelph and the University of Guelph Faculty Association. Such activities and responsibilities are generally categorized as:

- a) Teaching: (diploma, undergraduate and graduate); teaching at all levels, including advising of undergraduate and graduate students, and supervision of their research projects;
- b) Scholarship: research, scholarly, and other creative activities;
- c) Service to the University such as administrative and committee duties and other professional activities which contribute to the operations or the public stature of the University. Service to Society such as extension activities, industrial research and development contracts, consultancies or collaborations with governments, international development agencies, or the private sector or participation in scholarly and professional organizations and other activities which further the University's mission of service to society are also considered important activities.

The main emphasis in evaluation of faculty teaching and scholarship activities and other responsibilities will be on the significance of contributions by the faculty member to scholarly and creative activities in Animal and Poultry Science.

**TEACHING**

In the Department of Animal and Poultry Science faculty members have the opportunity to demonstrate professional achievement and leadership in teaching at the diploma, undergraduate and graduate levels involving traditional or DE formats. A teacher is one who stimulates learning and guides the studies of others. In order to evaluate the merit of each faculty member's contribution to the teaching program of the University, evidence of professional achievement and leadership will be assessed using the teaching dossier which should describe the following activities:

- (a) making available to students knowledge of the current state of the discipline
- (b) participation in the design of the courses and programs of the University
- (c) performance of assigned teaching responsibilities
- (d) assessment of the academic work of students

- (e) being available to students for consultations and academic advising
- (f) being available as a supervisor and/or academic advisor to students who are engaged in research and in the preparation and defence of thesis or project reports; and if applicable, supervision of teaching assistants.

The teaching dossier must include a teaching statement in which the faculty member comments on teaching experiences and objectives and provides a context for student evaluations. The dossier may also include materials such as course outlines, assignments, instructional aids, examinations, reports on classroom observation by peers, measures of student achievements, and so on. One purpose of the teaching dossier is to promote continual self-improvement through reflection.

The provision of pedagogical leadership will also be considered in the evaluation of teaching. The primary focus of this consideration will be on evidence of leadership in pedagogical matters within a discipline or in university education as a career emphasis. Contributions to textbooks, participation in curriculum revisions, contribution to the educational literature (eg. books, chapters, reviews, independent articles), workshop participation or preparation, innovative applications to encourage better learning, and critical evaluations of practices are examples of evidence to be evaluated in this context.

### SCHOLARSHIP

Originality and excellence will be emphasized. Evidence of contributions can be expressed in many forms but, whatever form taken, scholarship must be available for peer review and critical analysis. While peer-adjudicated publications in highly ranked journals will be one of the criteria for assessing scholarly achievement in research, evidence of professional achievement and intellectual leadership may, in addition, be obtained from a variety of other activities such as:

- a) creation of new knowledge, understandings, or concepts
- b) creative application of existing knowledge
- c) the organization and synthesis of existing knowledge
- d) creative expression
- e) patents and other commercial applications

### SERVICE TO THE UNIVERSITY AND SOCIETY

It is important that the individual faculty member function as an integral part of the academic community, and not in isolation. Evidence of this can be seen, for example, by active participation in the committee structure that is necessary for the functioning of the University at the Department level, within the College, and at the University level. Such committees are many and varied and it is expected that faculty will occasionally participate as members and/or chairpersons of these important aspects of University life.

*Activities may involve:*

- a) The right and responsibility to undertake a fair and reasonable share of administrative responsibilities, including participation in the work of the University through membership on appropriate bodies; for example, Departmental or College and Senate committees. The Chair and Dean shall make every effort to ensure that service commitments are equitably shared.
- b) The right to participate in the work of learned societies, relevant community service and professional organizations. A faculty's service to such societies and associations shall be considered in the assessment of their service responsibilities, and shall be treated in the same way as similar duties performed within the University.

Faculty also have a responsibility to their appropriate scholarly and professional organizations. In addition to editorial and review activities listed previously, service includes holding an executive position within a professional organization and organizing workshops, symposia and meetings of professional societies. Involvement in international programs is also a satisfactory and rewarding undertaking which can contribute to the faculty member's progress through the academic ranks when that involvement contributes to the outcome of teaching, scholarship and service activities at home or abroad.

### *EVALUATION GUIDELINES*

It is the responsibility of each faculty member to provide clear and accurate information pertinent to consideration for tenure, promotion and time and performance step increases. Such information should be submitted on College approved forms by August 15<sup>th</sup> or by July 15<sup>th</sup> if the faculty wishes the Chair to review information prior to its formal submission to the committee. Failure to provide this information by August 15<sup>th</sup> will mean that such an individual will not be considered for tenure, promotion or time and performance step increases.

For the purposes of evaluation, the academic year is considered to be from September 1 to August 31. Information submitted for evaluation should cover the two most recent academic years for all faculty other than untenured faculty and Associate Professors seeking promotion, who will provide a complete record of their academic career.

The Department recognizes the importance of accommodating a diversity of acceptable paths for career development. The Chair will meet with each faculty member annually to discuss the distribution of their workload amongst teaching, scholarship and service, consistent with the aims and objectives of the Department and the University and the faculty member's agreed upon career path. The assessment of the faculty member by the Tenure and Promotion Committee is an integration of the evaluations of these areas in recognition of the faculty's distribution of effort and career path. Faculty will agree to a Distribution of Effort with the Chair, each year, and both will sign-off on this document. The Departmental P&T committee will use the last dated and signed Distribution of Effort document in their deliberations regarding Tenure, Promotion and/or TAPSI. TAPSI evaluations are carried out for all faculty members every two years. Tenure and promotion deliberations occur annually for all eligible faculty members seeking such consideration.

At the conclusion of the performance evaluation, a brief constructive written statement signed by the Committee members present at the relevant deliberations, summarizing the performance of the faculty member will be forwarded to the College committee for their subsequent review.

### TENURE

For recommendation of tenure to the College committee, there must be demonstrated scholarly activity in previously agreed areas of responsibility (Distribution of Effort). Normally this would include a high degree of achievement in most of the following areas to varying degrees:

- establishment of an independent research program resulting in significant peer reviewed publications;
- successful supervision of graduate students with tangible outcomes involving successful defence of the thesis and subsequent publication in peer review journals;
- demonstrated competence in teaching at diploma and/or undergraduate and/or graduate levels of instruction;
- ability to effectively interact with peers on interdisciplinary activities with tangible outcomes such as publications and grant applications;
- development and delivery of quality collaboration with relevant industries. Tenure is linked to promotion to Associate Professor.

### PROMOTION

Promotion at any level will be associated with a salary adjustment according to guidelines detailed in the Collective Agreement.

### Tenure with Promotion from Assistant Professor to Associate Professor

Promotion to Associate Professor is contingent upon demonstration of academic maturity, leadership in the academic environment and/or excellence in teaching, scholarship and service consistent with the career path of the individual. The level that can be attributed to these qualities at the Associate Professor rank is a continuum without clearly defined boundaries. The College Committee will seek external assessment of faculty members who request consideration for promotion. For promotion, written opinions of the faculty member's research and scholarly activities by experts in the faculty member's field are required by the College Committee. Such opinions will normally be obtained from individuals not associated with the University of Guelph. The list of up to 5 external referees will be compiled by the incumbent and the Chair of APS and forwarded to the College Committee for their appraisal.

## Promotion from Associate Professor to Professor

Promotion to Professor is contingent upon demonstration of academic maturity, leadership in the academic environment and/or excellence in teaching, scholarship and service to the University and society that is consistent with the individual's career path. There are no time lines involved in residency within the Associate rank, and promotion to Professor is not assured.

At the Professor rank, at least some of the qualities associated with academic maturity, leadership and excellence should be demonstrated at an international level. For promotion to Professor, written opinions of the faculty member's research and scholarly activities by experts in the faculty member's field are required by the College Committee. Such opinions will normally be obtained from individuals not associated with the University of Guelph. The list of up to 5 external referees will be compiled by the incumbent and the Chair of APS and forwarded to the College Committee for their appraisal.

Perspective and philosophical leadership, both in and beyond the University, are expected to develop as faculty advance from the rank of Associate Professor to Professor.

### TAPSI

Time and performance step increases (TAPSI) will depend on the following evaluations:

#### Unsatisfactory:

Performance is unsatisfactory relative to the standards of the department and the University, *i.e.* it falls well short of expectations within the established career path and allocation of duties. The faculty member is not meeting their responsibilities. In the standard career path this will mean poor work in teaching and negligible scholarship productivity.

***Likely Outcome:** Zero steps on each of the next two salary adjustment dates (July 1<sup>st</sup>) is determined at the discretion of the College Committee. For the purposes of feedback and performance improvement only, there will be a performance review in the subsequent year.*

#### Improvement/Development required:

There is not evidence of sufficient career progress to justify normal advancement along the grid. The performance falls short of "good" but cannot be deemed entirely unsatisfactory. This judgement could reflect teaching of barely acceptable quality (poor classroom performance, teaching materials less than current, persistent student complaints that have been investigated and are deemed justified), or less than satisfactory performance in assigned service/administrative duties, or negligible output of scholarly work, or all of these; the proportions to which the areas cited would enter the judgement will reflect the faculty member's distribution of effort.

***Likely Outcome:** One grid step, effective either on the next July 1<sup>st</sup> adjustment date or on the subsequent July 1<sup>st</sup> adjustment date as determined at the discretion of the College Committee.*

**Good:**

Performance is good by the standards of a major university that is recognized as a leader in the country and maintains high expectations of its faculty. This level of performance will show obvious career progress, thereby meriting award of steps along the career progress grid. There will be no significant problems or unsatisfactory aspects in any of the areas of teaching, scholarship or service/administration. Performance will be good in two of the areas of teaching, scholarship or service/administration and at minimum satisfactory in the other area of responsibility; the allocation of responsibilities among these three areas will be used in reaching a balanced judgement.

***Likely Outcome:** One step on each of the next two salary adjustment dates (July 1<sup>st</sup>) as determined at the discretion of the College Committee.*

**Very Good:**

Performance is excellent relative to the high expectations of a major university recognized as leader in the country. Performance will be markedly superior in at least one of the areas of teaching, scholarship or service/administration and very good in another. A positive approach to service/administrative assignments, if and as requested by the Chair or Dean, is expected, as is effective discharge of these assignments.

***Likely Outcome:** 1 step in each of the next two salary adjustment dates; consideration for one additional step effective at the first or the second of these dates depending on the rank order in this category as determined at the discretion of the College Committee.*

**Outstanding:**

A performance that stands out in cross-university terms relative to excellence in major areas of work. Such a performance would be one that excels across the entire distribution of effort. Normally it would involve superb performance in two of the areas of teaching, scholarship or service/administration, but circumstances could arise when activity or external recognition in any one of these areas justified, on its own, a rating of “outstanding“. A positive approach to administration assignments, if and as requested by the Chair or Dean is expected, as is effective discharge of these assignments.

***Likely Outcome:** 1 step effective at each of the next two salary adjustment dates. Consideration for up to 2 additional steps as determined at the discretion of the College Committee.*