

# SES Guidelines for tenure, promotion and performance rating

Effective May 2012



**ses**

school of environmental sciences

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## 1. INTRODUCTION

This document describes procedures and guidelines used by the School of Environmental Sciences (SES) for tenure, promotion and performance assessment of faculty. The procedures in this document are consistent with the Collective Agreement (CA) between the University of Guelph and the University of Guelph Faculty Association. The CA states that the exact nature of information relevant in the consideration of members for tenure, promotion, or for performance assessment, is to be articulated in a Guidelines document. Both this document and the CA will be given to new faculty by the Office of the Provost or the SES Director within the first two weeks of their employment at the University. During the interview process and negotiations, potential new faculty should be provided with a copy.

The SES is composed of a diverse group of faculty with broad interests in the life and physical sciences, who address environmental issues in natural and managed systems. The faculty are actively involved in teaching, basic and applied research, and service. To assess faculty for promotion, tenure and performance rating, the CA states that consideration will be given to an individual's contribution in teaching, scholarly activities, and service (Article 18). This document elaborates on what is normally considered under such activities and how they are to be assessed by the SES P&T committee. It also provides context for deliberations at the College P&T committee level.

The SES will publish on a biennial basis, summary statistics (e.g. mean, standard deviation and median) of publication records and teaching evaluation scores which will be made available to faculty members in SES. In addition, the SES will prepare, and update biennially, historical summary statistics of files (e.g., number of peer-reviewed publications, number of graduate students supervised) submitted since 1985 for promotion and tenure evaluations of both current and former faculty members (see Appendix 1 for sample from 2010).

## 2. GENERAL DESCRIPTION OF FACULTY RESPONSIBILITIES (DISTRIBUTION OF EFFORT)

Faculty have diverse scholarly interests and strengths which, collectively, make it possible for the SES to fulfill its obligations. There will, therefore, be a spectrum of Distributions of Effort (DOE) among faculty. All faculty are expected to contribute to the University's teaching program, to participate in scholarly activity through research and other scholarly activities, and to provide service to the University and society as appropriate to their academic rank. The CA provides an opportunity for faculty to pursue different career paths and SES fully embraces this policy for individual career development.

DOE of faculty shall be apportioned between teaching, scholarship, and service, to total 100%. The default DOE shall be forty percent (40%) teaching, forty percent (40%) scholarship, and twenty percent (20%) service (Article 18.13). Faculty members may choose different distributions of effort in these areas, in consultation with the Director of the SES. The DOE must be agreed upon between the faculty member and the Dean of the Ontario Agricultural College (OAC) in writing, initially in his/her letter of appointment and as mutually negotiated in any subsequent agreements documented in the Member's Official File in the Office of the OAC Dean. A faculty member's DOE can be amended as requested by the member, the Director, and/or the Dean, according to procedure described in Articles 18.14-18.18.

A description of activities within each of the areas defined by the DOE is given in Section 3.

### 3. GENERAL DESCRIPTION OF FACULTY ACTIVITIES

#### 3.1 Teaching

In keeping with the general learner-centered philosophy of education at the University, the SES strives for excellence in teaching at the diploma, undergraduate, and graduate levels. Participation in each of these areas will be considered in deliberations about promotion, tenure, and performance assessment.

At the undergraduate and diploma level, teaching contributions may include the following:

- Teaching courses at a campus or via distance education;
- Supervising (or co-supervising) undergraduate or diploma research projects;
- Developing curricula, including content, methodology, and coordination;
- Mentoring of undergraduate students;
- Developing teaching materials, such as books, class notes, laboratory manuals, films, slide sets, computer programs, and web sites;

At the graduate level, teaching contributions may include the above (at the graduate level) and also:

- Advising, co-advising, and mentoring of graduate students;
- Participation in graduate seminars and colloquia;
- Serving on graduate advisory committees;
- Serving on PhD Qualifying Examination Committees and M.Sc./Ph.D. Thesis Defense Committees.

Faculty are also encouraged to enhance their teaching abilities by attending teaching workshops, attending conferences relating to teaching, and/or applying for teaching development funds that are then used to improve teaching effectiveness.

Normally excellence in teaching is not, by itself, sufficient reason for granting tenure, for promotion, or for a high overall performance rating.

#### 3.2 Scholarship

The SES is research-intensive, reflecting one of the fundamental principles of the University. Faculty shall conduct research, produce scholarly work, and undertake other creative activities leading to scientific discoveries and/or advancement of knowledge. The specific nature of these activities will be consistent with the objectives of the University, SES, and the personal interests of the faculty member, and will emphasize both originality and excellence.

Scholarship and creativity in research can be demonstrated through combinations of the following:

- Refereed publications (including reviews) and refereed conference proceedings;
- Authorship or editorship of books or chapters in books;
- Other publications, such as technical reports;
- Presentations (particularly invited ones) at scholarly conferences and symposia;
- Development of new technology, value-added products, and patents;
- Participation in research collaborations.

Normally, excellence in scholarship alone is not sufficient reason for tenure, for promotion, or for a high overall performance rating.

### 3.3 Service

Faculty in the SES are expected to provide service to the University, to the scientific community, and/or to society at large. To function as an integral part of the University's academic community, faculty should be willing (e.g., volunteer, accept nominations for elected positions) to participate in committees at all levels in the University. Such participation contributes to the efficient operation of the University and the quality of the working environment. It is expected that faculty will serve in a meaningful way on committees in the School as requested by the Director. In addition, faculty may be asked to serve on committees at the level of the College and University. Service to the profession and society at large occurs in many forms. As per Article 9.3 in the CA, faculty members may engage in up to twenty-five days per year in appropriate external remunerative activities such as consulting, private contract work, entrepreneurship. Paid service which falls within these CA guidelines will may be considered for evaluation purposes but this should be justified by the faculty member.

Some examples of service include, amongst others:

- Participation on university committees at any level;
- Reviewing papers submitted to journals for publications, book chapters, books, or grant applications;
- Serving as an editor or on the editorial boards of journals and other scholarly publications;
- Organizing symposia, conferences or scientific meetings;
- Serving as an officer of a professional association;
- Acting as a member of a granting panel;
- Being an external examiner of theses and academic programs;
- Acting as an external referee for tenure and promotion applications;
- Advising undergraduate students on curricula and undergraduate programs;
- Advising government agencies, industry, and non-governmental organizations;
- Serving as an expert witness in legal matters;
- Serving as an invited contributor to print or visual media, such as newspapers, magazines, and television;
- Serving as a speaker for the purposes of outreach in the broader community (e.g., schools, user groups, service organizations, clubs);
- Participation in national and international development activities.

Excellence in service activities alone is not a basis for tenure, promotion, or a high performance rating.

## 4. EVALUATION PROCEDURES

Performance assessments will be done annually for contractually-limited, probationary faculty and for faculty who had an unacceptable evaluation in the preceding biennial evaluation. Otherwise, performance assessment will be done biennially. A new faculty member with less than 6 months service in the School during the academic year is not required to be reviewed for performance. They may request a review for the purposes of feedback, but that review will not count toward their

maximum of five reviews for the determination for tenure.

A Faculty Member may apply for consideration of Tenure and Promotion to Associate Professor in either the third, fourth, or fifth year of appointment. Such application shall be made in writing by the Faculty Member to the Dean through the Director of the SES by May 15th and must be accompanied by a list of six acceptable assessors and the Faculty Member's completed assessment materials must be provided to the Dean by June 8<sup>th</sup>. Written assessment of the faculty member's research and other scholarly activities by three independent experts in the faculty member's field is required to support a recommendation for granting of Tenure and Promotion to Associate Professor. The SES Director and the Member will agree as to which individuals are acceptable Assessors and will forward this list of six (6) acceptable assessors (along with full contact information) to the Dean. If an agreement cannot be reached, the SES P&T committee will decide on acceptable assessors (see CA Article 21). The Dean will be responsible for communicating with assessors. All external assessments will be transmitted to the Department and College Committees.

Consideration for promotion to the rank of Professor will occur only on request of the Faculty Member. Such request must be made by the Faculty Member, in writing, to the SES Director no later than May 15th of the year in which the review is to occur, and must be accompanied by the Faculty Member's completed Assessment Materials. Written opinion of the faculty member's research and other scholarly activities by three independent experts in the faculty member's field is required to support a recommendation for granting of Promotion to Professor. The same procedure with respect to determination of the list of acceptable assessors will be followed as described for Promotion to Associate Professor.

Faculty are encouraged to request feedback on their submitted materials prior to the deadline from the Director of the SES to ensure accuracy and completeness of the information contained as well as advice on tenure and promotion.

## **4.1 Assessment materials**

This section outlines the materials that will be reviewed by the SES P&T Committee. The committee will assess the faculty member's performance and/or progress toward the conferral of Tenure and Promotion and submit an assessment/progress report to the Chair of the College P&T Committee.

### **4.1.1 Faculty Report of Professional Activities**

For the purpose of assessing faculty for Tenure, Promotion, or Performance Assessment, each faculty member will complete the most recently approved College (OAC) Faculty Report of Professional Activities form. This form provides an opportunity for faculty to describe their relevant activities. The report of Activity shall be submitted to the Director prior to the required date (August 15; Article 21). Information provided for a performance assessment should relate to the previous six years (for research), although assessments will be made primarily on the basis of the preceding two years of effort. For consideration of tenure and promotion, a lifetime report is required. Lifetime contributions to institutions other than University of Guelph and relevant to a member's career path will be given due consideration.

Assessment of the level and quality of contribution by each faculty member will be made in each area of his/her DOE. Consideration of the time required to develop courses, initiate new research programs and develop a network of contacts will be given when assessing incoming faculty members. Assessment of the level and quality of contribution by each faculty member will also provide appropriate consideration of major disruptions in a faculty member's program through approved leaves of absence (e.g., sick leave, parental leave, etc.) and changes in DOE. Please note that these considerations can only be made if the faculty member has correctly followed the policies outlined by Human Resources and the Collective Agreement.

Study/Research leaves are granted by the university in line with the collective agreement (Article 22). Please note that “a faculty member’s record of using previous study/research leave for scholarly purposes and the report from the previous Leave will be components in the assessment of the application”. In general, the member’s performance rating will be assessed with a rating of “good” for the duration of the leave. It is noted that this does not automatically result in a “good” rating for the duration of the period that is being assessed for performance. For example, if a faculty member takes leave for 1 year during a two-year assessment period, and performs exceptionally well during this two-year period (e.g. high, scholarly output or exceptional teaching or service activities), then a rating higher than “good” is possible in particular areas, and potentially, overall. A weighted approach will be taken, whenever possible. If a faculty member has officially changed his/her DOE for the study/research leave period, then it is possible for the member to receive a rating other than “good” during that period and consequently, for the period of assessment.

For other leaves (e.g., sick leave, parental leave), normally the period of the leave is simply not assessed as it is expected that no effort towards DOE will have been made on the part of the faculty member. So, for example, for a two-year period, if the faculty member is on leave for one year, the assessment is normally based on the one year that the faculty member was not on leave. We acknowledge however, that some faculty may have some overlap in productivity and may be required to continue, for example, to direct certain research programs and/or supervise students even when on leave. Therefore, some flexibility will be allowed, at the discretion of the P&T committee, to allow faculty members to ‘transfer’ productivity that has come to fruition during a leave period to the non-leave period. This should be clearly explained by the member in their assessment/progress report.

#### 4.1.2 Evaluation of Teaching

Faculty must submit a teaching dossier. This will include a statement of teaching objectives and philosophy, and provide a context for the nature of the courses taught as well as student evaluations. The dossier may also include materials such as course outlines, typical assignments and examinations, instructional aids, and measures of student achievement, such as entry-exit test results as well as details of teaching awards. Such material should only be included if they are absolutely necessary to support a particular point in the dossier and not as a matter of course. Unnecessary information detracts from the assessment and makes it more difficult for the committee to find and assess the truly important aspects of the dossier.

Faculty will also be evaluated by student assessments. Student Assessments of teaching will occur at the end of each semester using an approved SES form that may be administered in class or online, in accordance with the CA and the Provost’s Protocol Document. The form will make it clear that written comments provided by students on these assessments will be used for tenure, promotion, and performance assessment purposes (i.e., forwarded to the School P&T committee) only if they are signed by the student. A copy of these student assessments will be kept in the faculty member’s Official file. A summary of the ratings and all student comments (both signed and unsigned) will be made available to the faculty member after the final grades are submitted and before being presented to the SES (or College) Tenure, Promotion and Performance Assessment committees.

In addition to these formal evaluations, faculty may choose to submit materials for promotion and tenure consideration such as the outcome of classroom observation by trained individuals using validated protocols (e.g., “educational developers”) from the Center for Open Learning and Educational Support (COLES).

Faculty are given discretion with respect to whether they would like to present certain publications (e.g., textbooks) as teaching contributions rather than evidence of scholarship. The faculty member should clearly indicate this in the teaching dossier.

#### 4.1.3 Supporting Materials for Service

Faculty are invited to provide additional materials (e.g., testimonials, invitations, awards, or other forms of service recognition made in writing by a third party). Faculty with a service component to their DOE that exceeds 40% are required to provide a service dossier. Examples of service activities are presented in section 3.3. Faculty are reminded to clearly explain the work that they accomplished during the rating period, and not to simply list the service activities. For example:

School Curriculum Committee Member: During this rating period the committee completed a full course review of every undergraduate course offered by the school. For each course we evaluated its role in the overall curriculum, the average annual enrollment, whether those students were primarily our own majors or majors offered by other departments. This review resulted in a recommendation to the Director that four courses be deleted, the subject matter of six be combined into four courses, and three courses be moved from an every year offering to an every other year offering. Substantial work by the whole committee was required to complete this assignment. I would estimate that I spent approximately 50 hours directly working on this assignment.

#### 4.1.4 Other Information

As per the CA, (21.28), The Faculty Member's performance will be evaluated solely on the basis of:

- “(a) the material contained in the Official or Annex file, and therefore accessible to the Faculty member prior to the meeting of the School P&T Committee; and,
- (b) the judgment of the members of the P&T Committee(s) bearing on matters of which they have direct knowledge.”

The Official file resides in the Dean's Office. The Assessment File constitutes all materials presented to the School and College P&T Committees. Material contained within the Assessment and deliberations of the committee with regard to the information that can be considered will be in accordance with the Collective Agreement. In particular, “[t]he fact that a disciplinary measure is contemplated or has been imposed cannot be considered in Tenure/Continuing Appointment and Promotion and Annual Performance Assessment; however, the facts that resulted in, or may result in, the imposition of discipline may be considered, if relevant to an academic assessment” (CA article 39).

## 4.2 Mode of operation of the School P&T Committee

The following procedures shall be followed by the SES P&T Committee:

- Each faculty member's agreed upon distribution of effort will be made known to committee members before deliberations begin. In instances where the submitted College Form is not in agreement with the signed DOE memorandum, values from the memorandum will be used to complete the evaluation.
- Each member of the P&T Committee will, after due deliberation of the assessment materials, vote on promotion and tenure (if applied for). Voting on promotion and tenure will be a “yes” or “no” vote taken via secret ballot.
- Each committee member will also evaluate the overall performance of each faculty member according to the rating system described in the CA and presented below.

The overall performance rating recommendation as well as comments on the SES assessment will be recorded on the School Assessment/Progress Report Form which is forwarded to the Dean's Office for deliberation at the College P&T committee level. The School Assessment/Progress Report Form will be signed by all members who were present for the relevant deliberations. It is important to note that a separate Report is complete for each type of decision (e.g., performance assessment, tenure,



promotion, feedback).

## 5. EXPECTATIONS ACCORDING TO ACADEMIC RANK

The responsibilities and expectations regarding performance, which are defined for the different academic ranks in the remainder of this section, are neither exhaustive nor exclusive and will vary depending on the defined Distribution of Effort for each faculty member.

The growth in responsibilities of a faculty member is a continuous process rather than one occurring in discrete stages related to academic rank. SES expects Associate Professors to carry a level of responsibility commensurate with increased experience. SES expects Professors to act as resources or mentors for new faculty who are developing their own teaching, research, and service programs, and to provide academic leadership within the School, in addition to intellectual leadership to their discipline.

### 5.1 Expectations and criteria required for a satisfactory performance at the rank of Assistant Professor

Please see Section 3 for a description of the kinds of activities recognized for teaching, research and service.

#### 5.1.1 Teaching

- Teaches and develops courses at the diploma and/or undergraduate and/or graduate level (creates an intellectually challenging teaching atmosphere which supports the University Learning Objectives) at a level of performance that is 'good' or better.
- Advises graduate students typically at the M.Sc. level. Creates an intellectually challenging atmosphere wherein students grow both personally and professionally, develop skills in conceiving and carrying out research on topics of significance to the discipline, are stimulated to increase their literacy and numeracy skills, and enhance their knowledge in a specific area but with a clear understanding of how this area relates to other areas within SES. Provides individualized guidance while encouraging critical thinking and independence of thought. Because Assistant Professors are not typically Full Graduate Faculty, they require a co-supervisor for their own graduate students. In such cases the School assumes that the Assistant Professor is doing the bulk of the supervision, unless otherwise noted, and will rate them as if they were the sole supervisor of their own graduate students.
- Participates as a member on graduate advisory and/or examination committees.

#### 5.1.2 Scholarship

- Conducts and publishes research that is original and leads to expertise in a specific area.
- Establishes an independent research program and publishes refereed contributions beyond Ph.D. or Postdoctoral research.
- Obtains a level of funding which is necessary to support a productive research program. As such, the Faculty member is assessed on scholarly outputs rather than amounts of grant money obtained.
- Publishes research in refereed journals which are internationally recognized for their quality (e.g., attract scientists from all over the world, have established ISI factors or, if new, are

governed by renowned researchers); other publications may be appropriately directed towards user groups, take a variety of forms and have a wider readership; the relative proportion of publications directed to refereed publications of recognized quality and to other forms of publication of greater value to user groups will vary with the nature of research being conducted. As a guideline, SES expects researchers at the level of Assistant professor to be publishing, on average (e.g., since appointment), at least 1 to 2 peer-reviewed publications of recognized quality per year.

### 5.1.3 Service

- Contributes to service (See section 3) in line with the DOE.
- Facilitates a two-way flow of information between the University and user groups.
- Actively and constructively participates in committee work within SES and/or the College and/or the University.

## 5.2 Expectations and criteria required for promotion to the rank of Associate Professor

The expectations for the rank of Associate Professor include those already described for an Assistant Professor. Additional criteria are as follows:

### 5.2.1 Teaching

- Makes use of innovative instructional materials and/or techniques.
- Contributes to the development of an intellectually challenging teaching environment within SES.
- Advises graduate students at both the MSc and PhD levels in an effective manner, resulting in successful completion of degree programs.
- Provides leadership in the review or development of undergraduate or graduate curricula or other innovative aspects of instruction (if applicable)

### 5.2.2 Scholarship

- Develops extensive expertise and in specific research areas that is recognized nationally and/or internationally. National Recognition may be demonstrated by successfully obtaining an NSERC Discovery Grant or other equivalent forms of recognition.
- Regularly publishes contributions with increasing frequency in high impact journals as per 5.1.2. As a guideline, SES expects faculty at the level of Associate Professor with a typical DOE (40:40:20) to be publishing, on average (since appointment), at least 2 peer-reviewed publications of recognized quality per year.
- Initiates new research programs (multi-investigator or interdisciplinary collaborations are encouraged).

### 5.2.3 Service

- Participates actively and constructively in committee work within SES and/or the College and/or the University.
- Provides leadership (if asked to serve in this capacity) of School committees and accountability for the committee's accomplishments.
- Participates actively in professional societies, scientific committees or communications with

stakeholders. Tangible evidence of personal accomplishments in these roles should be provided.

### 5.3 Expectations and criteria required for promotion to the rank of Professor

The responsibilities of a Professor include those already described for an Associate Professor. It is critical that the contributions and expected level of performance for the rank of Professor has been sustained over a long period of time in both teaching and scholarship.

Additional responsibilities are as follows:

#### 5.3.1 Teaching

- Contributes to the development of an intellectually challenging teaching environment within SES and possibly at the College and University level.
- Promotes excellence in undergraduate and graduate training (e.g., students move on to positions that reflect the skills they acquired under the mentorship of the faculty member -- see NSERC Discovery Grant criteria for Highly Qualified Personnel training—Appendix 2).
- Plays a significant role in guiding, reviewing, and developing curricula and educational programs (if applicable)

#### 5.3.2 Scholarship

- Conducts a research program which, viewed over several years and on the basis of appropriate peer review, is recognized internationally for its quality and significance. As a guideline, SES expects researchers at the level of Full Professor with a typical DOE (40:40:20) to be publishing, on average, at least 2 peer-reviewed papers per year that show increasing impact over time, as evidenced by high rates of citations in the peer reviewed literature and beyond, or other tangible evidence of impact such as contributions to legislation, regulation, public understanding of science, etc.
- Is renowned as an authority in a particular field of Environmental Science; evidence of such recognition may include invitations to serve on editorial boards of quality scientific journals, authorship of review papers, activities as a convener of symposia, and membership on research grant selection committees.
- Promotes excellence in HQP training, including advising of postdoctoral fellows and/or junior research associates and/or visiting faculty.
- Provides the initiative for the development of multi-investigator or interdisciplinary collaborative research activities beyond the University.
- Possesses a high degree of academic maturity, experience and credibility among peers.
- Hold an NSERC Discovery Grant or other similar grant connoting national or international recognition of the Faculty Member's *individual* research program. In cases where these grants have multiple principle investigators, the Faculty Member should be the lead PI in at least one instance.

#### 5.3.3 Service

- Provides leadership in some of the committees within the University, College or School.
- Provides leadership in academic life, both within and among universities, and at the international level.

## 5.4 Promotion through the academic ranks – general considerations

Promotion from one academic rank to another implies that the faculty member is already performing many of the expectations associated with the higher rank. Therefore, guidelines for promotion can be defined on the basis of expectations associated with each rank. In addition, assessments must acknowledge the time constraints normally required to develop the capability and resources necessary to assume the expectations of the higher rank. It is expected that the performance rating in all areas is at least “good” at the rank held at the time of application for promotion. For promotion to full professor, it is expected that performance is not only “good” in all three areas, but at least “very good” in two of the three areas.

The granting of Tenure and Promotion to Associate Professor recognizes academic competence and maturity, and significant scholarly achievement demonstrated by contributions to the academic functions of the University and to the Member's discipline within and outside the University. Promotion to Professor recognizes long-term, established and outstanding Scholarship. It is granted in recognition of academic competence, maturity and normally an established international reputation for achievement and expertise in the Member's field.

## 6. PERFORMANCE ASSESSMENT

An overall performance rating is based on an integration of the evaluations in the areas relevant to an individual's career path and the DOE. These areas include teaching, research, and service.

Performance Ratings are described in Table 1. Where a rating of good or better is achieved in all three areas of responsibility, the overall rating may be good, very good or outstanding, depending on the level of achievement in the two areas with the greatest weight of effort. To achieve any given rating, at least two of the areas of responsibility must have received that rating or better.

It is a principle that an “unsatisfactory” or “improvement required” performance evaluation in any area of responsibility (even if it is the most minor component of the distribution of effort) indicates a significant lack of overall performance. Accordingly, an individual with a rating of unsatisfactory in any one area of responsibility cannot receive an overall rating above improvement required/developmental, no matter how high the rating in the other two areas. Similarly, an individual with a rating of improvement required/developmental in any one area of responsibility cannot receive an overall rating above good, no matter how high the rating in the other two areas and indicated in Table 1. The following examples illustrate how these principles of the rating system operate:

(a) Professor A's distribution of effort is 40:40:20; A is assigned ratings of Good, Very Good, Very Good (respectively); the resulting performance rating is Very Good, since the required conditions are satisfied; two Very Good areas, one of which is the "primary area" (the second 40); with the remaining area Good or better.

(b) Professor B's distribution of effort is 60:20:20; B is assigned ratings of Good, Very Good, Very Good (respectively). The resulting overall rating is Good. An overall Very Good is precluded by the primary effort area (60) being rated only Good.

(c) Professor C's distribution of effort is 60:20:20; C is assigned ratings of Very Good, Very Good, Unsatisfactory (respectively). The resulting overall rating is Improvement Required, since any one area of Unsatisfactory precludes an overall rating higher than Improvement Required.

(d) Professor D's distribution of effort is 70:20:10; D is assigned ratings of Outstanding, Outstanding, Good respectively. The overall rating is Outstanding.

(e) Professor E's distribution of effort is 45:45:10; E is assigned ratings of Very Good,

Outstanding, Good (respectively). An overall rating is Very Good.

(f) Professor Z's distribution of effort is 40: 40: 20; Z is assigned ratings of Improvement Required in Teaching, Outstanding in Research, and Good in Service. Z does not meet the specified criteria for Outstanding, as he/she is not Outstanding in two of his/her areas of responsibility. He/She does not meet Very Good, as he/she is not rated as Very good in two of his/her areas of responsibility. The resulting overall rating is Good, since any one area of Improvement Required precludes an overall rating higher than Good.

**Table 1. Performance Descriptors**

Rating	Descriptor
Outstanding	Performance is outstanding in two of the areas of teaching, research or service/administration and with international recognition, and at least good in the other area of responsibility.
Very Good	Performance is very good in two of the areas of teaching, research or service/administration and at least good in the other area of responsibility.
Good	Performance is at least good in two of the areas of teaching, research or service/administration and at least improvement required/developmental in the other area of responsibility. In this document good=fully satisfactory
Improvement Required / Developmental	Performance requires improvement in two of the areas of teaching, research or service/administration and unsatisfactory in the other area of responsibility.
Unsatisfactory	Performance is unsatisfactory in at least two of the areas of teaching, research or service/administration.

## 7. COMMUNICATION OF THE RESULTS OF THE P&T PROCESS

At the conclusion of deliberations of the College P&T Committee, a letter summarizing the committee's recommendations or decisions on the performance rating, and if applicable, another letter concerning promotion & tenure, of each faculty member will be sent to the corresponding faculty member by the Dean, and a copy placed in the faculty member's Official file (with copies to SES and Human Resources). The letters will be signed by all members of the College P&T Committee. The letters may identify areas of strength and/or weakness, and may provide constructive suggestions regarding performance for the faculty member's consideration. Any responses to, or revisions of these letters will be retained in the faculty member's Official file in the Dean's Office. Within three weeks of the letter from the Dean, the Faculty Member may appeal performance ratings of less than good or promotion decisions to the University P&T Appeals Committee, as per the CA. The Faculty member may request to see his/her file containing the SES Assessment report, and may request to appear before the Appeals Committee and/or submit a written statement. As per the Collective Agreement, the Department Reports will be removed from the Official File upon completion of the decision process (Article 21).