



Western
UNIVERSITY · CANADA

APE Procedures & Criteria (Full-Time)

Department/School of: Physiology and Pharmacology
Faculty of: Schulich School of Medicine & Dentistry

History:

Year of Application	Vote Result (by Oct 1) Committee or Delegated	Vote Result (by November 1) Reviewed or Not Reviewed	Ratification Date	Dean Approved / Imposed	Posted in Unit (Date)
2016-17	Committee	Reviewed	Jan 29, 2016	Approved	Jan 29, 2016
2017-18	Committee	Not Reviewed	Nov 1, 2016	Approved	Feb 28, 2017
2018-19	Committee	Not Reviewed	Nov 1, 2017	Approved	March 30, 2018
2019-20	Committee	Reviewed	Jan 21, 2019	Approved	Nov 15, 2019
2020-21	Committee	Reviewed (per OFR)	Jan 27, 2020	Approved	Aug 5, 2020
2021-22	Committee	Not Reviewed	April 9, 2021	Approved	Sept 16, 2021
2022-23	Committee	Not Reviewed	Nov 1, 2021	Approved	Jan 7, 2022

Revisions made: No

Department of Physiology and Pharmacology Annual Performance Evaluation Procedures – 2022/23

Preamble

This document describes a mechanism for evaluating faculty performance, in accordance with the procedures laid out in the UWOFA Collective Agreement in the Article dealing with “*Annual Performance Evaluation*”. The procedures described here put into practice the guidelines detailed in the Department of Physiology and Pharmacology Workload Standards document, which has been approved by full-time members of the Department who are Members of the bargaining unit. Performance is evaluated annually by either the Dean of the Faculty, the Chair of the Department or by an elected Committee chaired by the Department Chair. Departmental faculty Members will vote annually to determine which of these mechanisms will take place. In the case of evaluation by Committee, an election will be held by ballot with a minimum of three full-time Members elected. Members shall serve a two-year term to enable continuity. A Member may not serve two consecutive terms. Annually, the Department will determine by majority ballot whether the existing annual performance criteria should be reviewed. The criteria for annual performance evaluation must be reviewed every three years or upon request of the Dean.

Procedure for Annual Performance Review of Full-time Faculty

A Member's Annual Performance Evaluation shall be based on:

- a) The Annual Report and current CV submitted by the Member;
- b) Any other documents in the Member's Official File that are relevant to an assessment of the Member's performance in the preceding three academic years, provided by the Dean to the Committee;
- c) The criteria set out in the Department's Annual Performance Evaluation document developed in accordance with the Collective Agreement;
- d) The norms of the discipline (*see Appendices*).

The Annual Performance Evaluation Committee will consider the performance of each faculty member in the areas of teaching, research, and service, over the previous 3 years. Performance will be rated according to the following categories.

- a) **0 = Below the acceptable performance:** Quantity and quality of contributions are below the acceptable level expected for reasons other than lack of experience (This category does not qualify for performance-based salary increases.)
 - b) **1 = Acceptable performance:** Quantity and quality of contributions are just satisfactory and the individual is working to improve; some reservations
 - c) **2 = Good performance:** Good quantity and quality of contributions; no reservations
 - d) **3 = Very good performance:** Very good quantity and the quality of contributions are consistently better than what is expected
 - e) **4 = Exceptional performance:** Quantity and quality of contributions are consistently better than what is expected and demonstrate a clear and general recognition among peers that contributions stand out as being well beyond expectations
1. Using the above-mentioned information and the attached **Criteria**, the Committee shall categorize the Member's performance for each of Teaching, Research and/or Service, as being one of a, b, c, d, or, e. Members of the Annual Performance Evaluation Committee will provide an assessment for each area of activity, with the group consensus being a whole number between 0 and 4. Discussion will take into account the guidelines provided by the Workload Standards document, e.g., there is differential weighting for different teaching activities with supervision/marketing of seminars and laboratory exercises being weighted less than lectures. Alternate workload agreements will also be considered. Individual Committee members will then arrive at their own rating. This will be given confidentially to the Chair, who will average the responses, arriving at a numerical value to two decimal places for each activity. This rating is the **Performance Assessment Indicator (PAI)** for each of teaching, research, and service, as detailed in "*Compensation and Benefits*".
 2. The final evaluation will average all categories in accordance with the approved Workload Standards document. This will typically involve weighting of 40% teaching, 40% research and 20% service, respectively. Other weightings will be used in cases where alternate workload agreements have been approved. The weighted average will give the overall PAI for the past 3 years.

3. The PAI values and written comments about performance during the past 3 years will provide the basis for discussion and feedback for faculty members. This numerical PAI ranking plus written comments can be discussed in an interview with the Chair.
4. The numerical PAI ratings will be used to establish **Basic Salary Points** and eligibility for **Discretionary Salary Points**, as outlined in the Article *Compensation and Benefits* of the UWOFA Collective Agreement.
5. For Members with Joint Appointments, the assessment will be done by a Joint Committee composed of at least two Members from each Department's Annual Performance Evaluation Committee unless the work of either or both of these Committees has been delegated to the Chair, Director, or Dean in which case the Chair(s), Director(s) or Dean(s) shall comprise the representative(s) of the Joint Committee. The Chair, Director or Dean of the Member's home department will chair the Joint Committee.
6. The assessment of performance of a Full-Time Member with a Joint Appointment will be done using procedures and criteria that are an amalgam of those of the two Departments involved, and that are acceptable to the Member and approved by the Chairs of each Department and their respective Deans. Where the procedures and criteria of any of the Departments involved are substantively changed, which would affect the amalgamated joint appointment criteria, a new amalgam will be created that is acceptable to the Member and approved by the Chairs and Deans.
7. For assessment of Basic Scientists in Clinical Departments, the Annual Performance Evaluation Committee will be expanded to include the Chair of the Clinical Department or designate, and the Director of a Research Institute (if applicable). The assessment will be done using the Physiology and Pharmacology Annual Performance Criteria.

Department of Physiology and Pharmacology
Annual Performance Evaluation
Criteria – 2022/23

The following are examples of activities that fit into the various performance levels. It is expected that most or all activities at a given level would be performed well to achieve a high rating at that level. A mixture of activities between levels, performed well, would result in a rating at the top of one category or the bottom of next category.

Teaching

0 = Below the acceptable performance

1 = Acceptable performance

- Satisfactory performance in assigned teaching
- Working to improve teaching

2 = Good performance

- Very good ratings for assigned teaching in undergraduate/graduate classes
- Preparation of course or study-guide materials and exam questions
- Co-ordinate lab section in the 3000E laboratory
- Participation in the 4980E course (lab, posters, research update, marking theses)
- Graduate student supervision
- Advisory committees for graduate students
- Examination committees for graduate students

3 = Very good performance (includes most of level 2 activities)

- Course manager
- Very good quantity of lectures
- Excellent ratings for assigned teaching in undergraduate/graduate classes
- Serve on 4980E course committee
- Design new original lab/problem sets for 3000E or other courses
- Implement new classroom technology (i.e. online / web-based course, technology-based teaching tools)
- Very good contributions to graduate education and training of other research trainees (i.e. post docs and summer students)
- Invitations to serve as external examiners at other universities

4 = Exceptional performance (includes most of level 3 activities)

- Exceptional quality and quantity of lectures
- Innovations, course design, which may include online / web-based courses
- Award winning or award-winning potential
- Contributions to "teaching teachers" on campus
- Develop and/or implement education workshops
- Contribution to educational activities at the University or external level
- Exceptional contribution to graduate education

Research

0 = Below the acceptable performance

1 = Acceptable performance

- Actively seeking grant support
- Publications in refereed journals

2 = Good performance

- Ongoing peer-review or industrial funding
- Participation in collaborations as appropriate
- Refereed publications (typically an average of 1 to 2 per year), good journals
- Presentations at meetings

3 = Very good performance (includes most of level 2 activities)

- Higher level of productivity, very good journals
- Invited book chapters or review articles
- Invited lectures/symposia for national or international meetings
- Productive collaborations (i.e. resulting in new funding opportunities)

4 = Exceptional performance (includes most of level 3 activities)

- Impressive productivity, top journals
- Award winning or award-winning potential (i.e. salary support)
- Organize conferences
- Key-note speaker at conferences
- Multiple sources of peer-review research support

Service

0 = Below the acceptable performance

1 = Acceptable performance

- Willing to be involved

2 = Good performance

- Some contributions to Department and Faculty committees
- Internal review of grants
- Review of grants/manuscripts

3 = Very good performance (includes most of level 2 activities)

- Chair of departmental committee
- Participates on elected departmental committee
- Significant contributions to Faculty or UWO committee
- Leadership roles in discipline society/editor of journal/reviewer or editor of textbooks
- Member of grants review committee
- Outreach and student recruitment activities

4 = Exceptional performance (includes most of level 3 activities)

- Officer on grants review committee
- Major commitment to counselling with students
- Chair of major Faculty/University/other committee

Appendix I

Summary of Normal [40 - 40 - 20 (T - R - S)] Workload Standards – “Criteria”

Teaching:

- a) Participate in undergraduate and graduate teaching of the equivalent of 2.5-full courses (~130 hours of student contact per academic year). Contact hours could include:
 - i) Lecturing in assigned courses (typically 25 hours); or curricular development which may include web-based / online curricular material for undergraduate or graduate courses (0.5 credits).
 - ii) Supervising and marking student presentations in a laboratory course (i.e. Physiology and Pharmacology 3000E), and leading seminars and tutorials in undergraduate dentistry and medicine courses.
 - iii) Participating in the research component of the 4980E course (supervising a student in a research project and / or marking proposals, manuscripts, and poster presentations). The typical time commitment for supervising a 4980E student is about 3 hours per week throughout the academic year.
 - iv) Participating in graduate level courses (i.e. lectures, leading tutorial groups, marking seminars and written reports).

These hours do not include preparation time, writing study guides, marking exams / written assignments, and other activities done outside of the classroom.

- b) Participate in graduate education by supervising students, and/or serving on advisory, comprehensive, and thesis examination committees.

The course teaching load (points i and ii above i.e. lecture, seminar and laboratory) cannot be replaced by undergraduate (4980E) (point iii above) or graduate student supervision.

Research:

- a) Maintain a research laboratory with on-going funding.
- b) Publish typically 1 to 2 papers per year, on a 3-year rolling average, in high-quality peer-reviewed journals.
- c) Present papers at national and international meetings on a regular basis.
- d) Participate as appropriate in collaborative efforts, including applications for Department or research group funding.

Administration/Service:

- a) Contribute as a member of Department and Faculty Committees.
- b) Review internal and external grants on an *ad hoc* basis.
- c) Review internal and external manuscripts on an *ad hoc* basis.

Appendix II

Summary of Research-intensive Workload Standards [20 - 60 - 20 (T - R - S)] – “Criteria”

Teaching:

- a) Participate in undergraduate and graduate teaching. Contact hours could include:
 - i) Lecturing in assigned courses (typically 12 hours); or curricular development which may include web-based / online curricular material for undergraduate or graduate courses (0.25 credits).
 - ii) Supervising and marking student presentations in a laboratory course (i.e. Physiology and Pharmacology 3000E), and leading seminars and tutorials in undergraduate dentistry and medicine courses.
 - iii) Participating in the research component of the 4980E course (supervising a student in a research project and / or marking proposals, manuscripts and poster presentations). The typical time commitment for supervising a 4980E student is about 3 hours per week throughout the academic year.
 - iv) Participating in graduate level courses (i.e. lectures, leading tutorial groups, marking seminars and written reports).

These hours do not include preparation time, writing study guides, marking exams / written assignments, and other activities done outside the classroom.

- b) Participate in graduate education by supervising students, and/or serving on advisory, comprehensive and thesis examination committees.

The course teaching load (points i and ii above, i.e. lecture, seminar and laboratory) cannot be replaced by undergraduate (4980E) (point iii above) or graduate student supervision.

Research:

- a) Maintain a research laboratory with on-going funding, typically from multiple grants.
- b) Publish typically 3 to 4 papers per year, on a 3-year rolling average, in high-quality peer-reviewed journals.
- c) Present papers at national and international meetings on a regular basis.
- d) Participate as appropriate in collaborative efforts, including applications for Department or research group funding.

Administration/Service (Contribution to some of the following):

- a) Contribute as a member of Department and Faculty committees.
- b) Review internal and external grants on an ad hoc basis.
- c) Review internal and external manuscripts on an *ad hoc* basis.

Appendix III

Summary of Teaching-intensive Workload Standards [50 - 20 - 30 (T - R - S)] – “Criteria”

Teaching:

- a) Increased participation in undergraduate and graduate teaching. Contact hours could include:
 - i) Lecturing in assigned courses (typically 40 hours); or curricular development which may include web-based / online curricular material for undergraduate or graduate courses (1.0 credits).
 - ii) Supervising and marking student presentations in a laboratory course (i.e. Physiology and Pharmacology 3000E), and leading seminars and tutorials in undergraduate dentistry and medicine courses.
 - iii) Participating in the research component of the 4980E course (co-supervising a student in a research project and / or marking proposals, manuscripts and poster presentations). The typical time commitment for supervising a 4980E student is about 3 hours per week throughout the academic year.
 - iv) Participating in graduate level courses (i.e. lectures, leading tutorial groups, marking seminars and written reports).

These hours do not include preparation time, writing study guides, marking exams / written assignments, and other activities done outside the classroom.

- b) Participation in graduate education by reading theses, serving on advisory, comprehensive and thesis examination committees.

The course teaching load (points i and ii above, i.e. lecture, seminar and laboratory) cannot be replaced by undergraduate (4980E) (point iii above) or graduate student supervision.

Research (Involvement in collaborative work in some of the following):

- a) Evidence of ongoing involvement in scholarly activities, through dissemination of results (i.e. through journals, books, conferences, etc.)
- b) Participate as appropriate in collaborative efforts, including applications for Department or research group funding.

Administration/Service:

- a) Contribute as a member of Department and Faculty committees.
- b) Involvement in student counseling and adjudication.
- c) Participation in student outreach and recruitment activities.
- d) Deliver or contribute to teaching and course design workshops.

Appendix IV

Summary of Teaching-intensive Workload Standards [90 - 0 - 10 (T - R - S)] – “Criteria”

Teaching:

Increased participation in undergraduate and graduate teaching. Contact hours could include:

- i) Lecturing in assigned courses (typically 50 hours or 1.0 course); or curricular development which may include web-based / online curricular material for undergraduate or graduate courses (1.0 course).
- ii) Managing undergraduate or graduate laboratory courses and delivering selected modules, with development of course content (i.e. Physiology and Pharmacology 3000E).
- iii) Coordination of the 4980E course, with oversight and/or delivery of lectures and seminar components, and marking of proposals, manuscripts and poster presentations.

These hours do not include preparation time, writing study guides, marking exams / written assignments, and other activities done outside the classroom.

Administration/Service:

- a) Contribute as a member of Department and Faculty committees.
- b) Leadership in student counseling and adjudication.
- c) Participation in student outreach and recruitment activities.
- d) Deliver or contribute to teaching and course design workshops.

Appendix V

Summary of Teaching-intensive with Research Workload Standards [70 / 0 to 15 / 15 to 30] (T - R - S) – “Criteria”

Due to slight variations in workload distributions, not all criteria may apply to an individual faculty member.

Teaching:

Increased participation in undergraduate and graduate teaching. Contact hours could include:

- i) Lecturing in assigned courses (typically 45 hours or 1.0 course); or curricular development which may include web-based / online curricular material for undergraduate or graduate courses (1.0 course).
- ii) Managing undergraduate or graduate laboratory courses and delivering selected modules, with development of course content (i.e. Physiology and Pharmacology 3000E).
- iii) Coordination of the 4980E course, with oversight and/or delivery of lectures and seminar components, and marking of seminars, manuscripts and poster presentations.
- iv) Participating in graduate level courses (i.e. lectures, leading tutorial groups, marking seminars and written reports).

These hours do not include preparation time, writing study guides, marking exams / written assignments, and other activities done outside the classroom.

Research - leading projects or involvement in collaborative work in some of the following:

- a) Evidence of ongoing involvement in scholarly activities related to education, through dissemination of results (i.e. journals, books, conferences, etc.)
- b) Participate as appropriate in collaborative efforts, including applications for Department or research group funding.

Administration/Service:

- a) Contribute as a member of Department and Faculty committees.
- b) Involvement in student counseling and adjudication.
- c) Participation in student outreach and recruitment activities.
- d) Deliver or contribute to teaching and course design workshops.