



ATSEC STANDARDS FOR ACADEMIC TEACHING STAFF

Faculty of Medicine & Dentistry, University of Alberta

Position Expectations and Standards of Performance
Procedures for Probation, Increments and Promotion

August 2019

This document is framed by the terms of the *Academic Teaching Staff (ATS) Agreement (May 13, 2019)*, which may be amended by negotiation from time to time. As such, this document will be subject to minor editorial revision to ensure that references to specific Articles are current and that its language is clearly aligned with that of the *Collective Agreement*.

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General Information

Introduction

At the University of Alberta, many people contribute to the success of the Faculty of Medicine & Dentistry (FoMD), including ATS members. An ATS member is a scholar who has teaching and/or teaching-related responsibilities as their primary academic assignment.

Under the terms of the Schedule D for Academic Teaching Staff of the Collective Agreement (<https://www.ualberta.ca/faculty-and-staff/my-employment/collective-agreements-and-handbooks>), the Academic Teaching Staff Evaluation Committee (ATSEC) for each Faculty is tasked to develop evaluation policies and procedures for all ATS Members under the ATS Agreement.

Article D6.05.01 of the Agreement authorizes the ATSEC to develop for approval the following evaluation and policies and procedures:

- Robust position profiles;
- Position expectations and standards of performance for each Rank and for all responsibilities identified within the position profiles, including probationary periods;
- The format of the annual report;
- Procedures governing applications for promotion;
- Criteria for recommendations regarding probationary periods; and
- Criteria for annual increment recommendations.

As there is variability between Faculties, each Faculty must describe more specifically its expectations for its members. However, in the event of any discrepancy or dispute, the ATS Agreement is the authoritative document.

The ATS Agreement provides for various lengths and types of appointments. There are Career Status appointments and Fixed Term appointments (Term 12, Term Recurring and Term).

Contract Status	Description
Career	Lecturers whose appointment does not have an end date, but who are subject to layoff in accordance with Article D.8. Appointment may be full-time or part-time.
Term 12	Lecturers whose appointment is for 12 months or greater in length, full-time or part-time to a maximum of 6 years.
Term Recurring	Lecturers with a full-time position for an appointment period from 24 months to a maximum of 6 years, and where the appointment period consists of recurring active workload sessions of 8, 9, 10 or 11 months in duration within each year of the appointment period and recurring inactive sessions comprising the remainder of the months within each year of the appointment period.

Term	Lecturers with a full-time or part-time position, and either within a single teaching term (Fall, Winter, Spring, or Summer), or within 2 or 3 consecutive teaching terms where the total appointment period is less than 12 months
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Articles D1.07.1 to D.07.5 of the ATS Agreement outline provisions for conversion of Contract Status. This includes conversion from Term Status to Term Recurring Status and conversion from Term 12 Status to Career Status.

ATS Member General Description

- *Responsibilities:* ATS Members shall have teaching and teaching-related responsibilities often with significant contributions to service related to teaching. In particular circumstances and in addition to teaching, some ATS Members may have assigned duties related to research and may hold administrative roles and appointments. **See ATS Position Profile (Appendix "A").**
- *ATS Status:* ATS Members can be appointed with Career Status, Term 12, Term Recurring, or Term Status
- *Hiring Procedures:* Positions will be filled according to Faculty of Medicine and Dentistry or University selection committee policies.
- *Ranks*
 - Assistant Lecturer
 - Associate Lecturer
 - Full Lecturer
- *Working Titles*
 - Assistant Clinical/Teaching Professor
 - Associate Clinical/Teaching Professor
 - Clinical/Teaching Professor
- *Evaluation Procedures for merit increment and promotions:*
 - ATS Members with Career Status shall be evaluated annually by the Department Chair who shall submit a recommendation to the Augmented FEC. (Article D.03.3).
 - ATS Members with at least five consecutive years of Term Recurring or Term 12 contracts shall be annually evaluated by the Department Chair who shall submit a recommendation to the Augmented FEC.
 - All other ATS Members will be evaluated by the Department Chair who shall submit a recommendation to the Dean at a time determined by contract length and academic term, consistent with Articles D6.03.4, ATS Agreement.

This document contains the procedures governing probation, applications for promotion and the annual review of performance of ATS Members in the FoMD and the standards of performance by which the FoMD Augmented FEC shall evaluate the academic performance of ATS Members. It was approved by the FoMD ATS Members on November 3, 2019 and received approval from the Provost on November 8, 2019.

The Faculty of Medicine and Dentistry will trial the use of the ATSEC to develop and regularly review all evaluation policies and procedures for ATS Members. The **Augmented FEC** receives recommendations (**for merit increment and promotion**, with the appropriate documentation) from the Chair of the ATS Member's Department for decision. The Augmented FEC consists of

the current Faculty Evaluation Committee plus one ATS Member elected by all ATS Members in the FoMD, and one ATS Member delegated by the University. Further details and composition of the two committees is found in Appendix B.

Position Profiles

D2.01.2. "The general responsibilities of an ATS Member shall be established in the position profile. Specific responsibilities shall be assigned in writing by the Department Chair. Such general and specific responsibilities shall facilitate the review of the ATS Member's performance in accordance with Article D5.13.

The position profile:

- Shall be subject to change in accordance with Article D6.05.1;
- Shall establish the necessary professional and educational qualifications required for the position;
- Shall include a description of the workload with respect to course assignments;
- Shall include other teaching and/or teaching-related responsibilities and duties as assigned by the Department Chair such as supervisory and administrative responsibilities; and
- May include responsibilities related to research and other scholarly activities and service.

See Appendix "A" for Position Profile

Position Expectations and Standards of Performance

Overview

Academic Teaching Staff (ATS) are scholars whose primary responsibility is teaching. As such, the standards of performance of all ATS staff will emphasize teaching and teaching-related expectations included in their Position Profile. In addition, when indicated by their contract, ATS staff will be evaluated on their teaching related service expectations, other service expectations and any research expectations outlined in their Position Profile. Notwithstanding the greater emphasis on the performance in teaching, competent performance in all areas of the Position Profile is expected.

Professional Conduct

All members of the Faculty are expected to carry out their duties with a high standard of professional conduct, and where appropriate, conform to the standards of professional conduct of their related discipline, the University of Alberta policies, and the University's Code of Conduct.

The requirements for performance expectations and standards of performance are outlined in the ATS Agreement. Specifically the agreement requires:

- That the Department Chair and the ATS Member have a clear understanding of the position expectations and standards of performance for the Position Profile and are aware of any eligibility for performance increments (*D6.03.1*);
- That for teaching and/or teaching-related responsibilities, the position expectations and standards of performance are broadly based, including course content, course design and performance in the classroom (*D6.05.1, b, i*); and
- That the evaluation of any teaching and/or teaching-related responsibilities may take into account information such as statistical summaries of responses to student questionnaires, comprehensive reviews of student commentary, reviews by peers, reviews by administrative officials and reviews of teaching dossiers and other materials provided by the ATS Member (*D6.05.1, b, ii*)

ATS Members may be involved in teaching a variety of learner groups:

- Undergraduate: UME, Dentistry, Dental Hygiene, Radiation Therapy, Laboratory Medical Sciences, undergraduate students from other UofA Faculties (e.g. Faculty of Science)
- Post-Graduate Medical Education (residents and fellows)
- Graduate Students
- Post-Doctoral Fellows
- Colleagues from FoMD and other faculties and from the community (local, national, global),
- Allied health and administrative colleagues, or
- Other individuals/groups

ATS Members may be involved in a variety of teaching opportunities. Some examples include, but are not exclusive to:

- Classroom-based (small and large group individual or series);
- Workplace-based (ward/clinic/lab);

- Summative opportunities (evaluations, exams such as candidacy and other orals, for example, STACER/OSCEs);
- Formative opportunities (mentoring, supervision, feedback);
- Teaching products (e.g. curriculum, assessment products, course objectives) are best reported within research (if peer-reviewed, disseminated and impact/outcome described or in service/administration);
- Faculty Development and Continuous Professional Learning/Life-Long Learning activities; or
- Supervision of trainees (1:1), e.g. summer students, graduate students.

Quality of teaching is assessed by the Department Chair, the Augmented FEC and the Dean through a combination of: learner evaluations, peer- evaluation, narrative self-reflection on teaching, teaching awards, complexity of teaching material, number and complexity of learners (e.g. mixed learner levels, learners in remediation), and participation in professional development related to teaching. These elements are expanded upon below.

Teaching Expectations and Evaluation

D2.02.1. “An ATS Member shall demonstrate scholarship and remain current and competent in the discipline or profession in which the ATS Member is appointed.”

The teaching expectations for FoMD ATS Members are described in this section. Although ATS Members under Schedule D are involved in teaching university credit courses, the concept of teaching is not confined to university credit courses, and may include Continuing Professional Education, participation in seminars, colloquia, tutorials, individual and group discussions, lab instruction, supervision of students working with patients/clients as part of clinical education as taught in the Faculty of Medicine and Dentistry, development of innovative teaching methods, and online and virtual interactions with students. Consequently, the criteria for evaluation of teaching is necessarily diverse and non-uniform. Notwithstanding, teaching performance for all ATS Members of the Faculty of Medicine and Dentistry will be expected to be of consistently high quality. Moreover, all ATS Members are expected to engage in scholarly teaching by evaluating their teaching practice and competence and demonstrated efforts to improve inadequacies in this area.

The teaching proficiency of ATS Members shall be interpreted both qualitatively and quantitatively in all areas outlined in the Position Profile and Annual Expectations for the ATS Member.

Evaluation of teaching will be multifaceted and include multiple sources of information, and multiple methods. All these elements may be taken into account in a Department Chair’s annual evaluation of an ATS Member and associated recommendation to the Augmented FEC or the Dean.

Evidence to support evaluation of teaching and teaching-related activities may include, but is not limited to:

- Fulfillment of assigned teaching responsibilities
- Evaluation of teaching quality
- Evaluation of student supervision, mentoring or advising
- Quality Assurance in course development, course design, instructional design and course assessment methods.
- Demonstration of scholarly activities to remain current and competent in the discipline or profession in which the ATS Member is appointed.
- Evaluation of teaching-related activities

Each of these criteria is described below.

1. Fulfillment of assigned teaching responsibilities

This includes demonstration that all assigned teaching and teaching related responsibilities were completed during the academic year.

Performance indicators include but are not limited to:

- The number and type of assigned courses taught, the contact hours and number of students
- The number of hours in clinical supervision, the number of students supervised and the setting
- The number of laboratory hours (if separate from a course) and the number of students participating in the labs.
- Participation and number of hours in OSCEs, inter-professional training activities, incoming student orientation and any other teaching related activities included in assignment.

This may include course support, portions of courses, guest lectures, seminars, colloquia, tutorials, and individual and group discussions. The number, hours committed, and number of students should all be considered when evaluating these activities.

2. Evaluation of teaching quality

Evidence of quality in teaching may include, but is not limited to, student ratings and comments, alternate methods of obtaining student feedback, and peer assessment of teaching performance. Each of these is described below.

- **Quantitative ratings:** The relevance of specific items to the course type and delivery method should be taken into consideration. Results should be evaluated within context, such as Departmental medians and historical trends within the course. Using the quantitative ratings for instructor evaluation of online courses is problematic as they were not designed for that teaching context. Instructors of online courses may choose to utilize alternate methods of evaluating teaching quality as described below.
- **Qualitative comments:** Student comments provide additional context for the quantitative ratings. Interpretation of comments will focus on themes or trends, not outliers or isolated comments.
- **Instructor Reflection:** Reflections from the instructor on the course ratings, themes in student comments and subsequent perceptions of their own strengths, weaknesses and areas for improvement will provide further context for evaluation of teaching performance and development.

If an instructor is teaching in a format that does not include student evaluations of teaching, an alternate method of obtaining student ratings and qualitative feedback will be used and provided in the Annual Report. The alternate method may be developed specifically for the format of instruction and therefore may be unique to the teaching role or standardized across instructors or across Departments. Alternate methods are described below.

Alternate methods for obtaining student evaluation of instruction

Instructors may also choose to utilize alternate quantitative or qualitative measures to obtain student feedback on teaching performance. This allows instructors to collect more detailed feedback specific to

the course or to evaluate new teaching methods or activities within the course. Examples of alternate methods include, but are not limited to:

- Instructor developed student rating scales or other feedback options;
- Instructor developed mid-course evaluations to identify formative student perspectives during the course. Items on the mid-course evaluation could be focused on specific aspects of the course such as a new teaching activity or method. Results of a mid-course evaluation can be paired with written descriptions of course modifications resulting from the formative feedback and any results on summative ratings from students; and
- Other existing rating scales or feedback options such as measures of student engagement.

Responsibilities associated with supporting a primary course instructor also require alternate methods of evaluation which can include:

- Review and evaluation by the instructor or Department Chair, and
- Student evaluation of course contributions as measured by an approved evaluation tool or other Department-approved method of obtaining student feedback.

Peer assessment of teaching for performance evaluations

Peer Evaluation of teaching is considered based on its purpose:

- Formative assessment to provide guidance and feedback
- Formal assessment to support evaluation of teaching performance

Formative assessment is typically initiated by the ATS Member whereas the formal assessment is initiated by the Department Chair. Self-initiated formative assessment activities are encouraged, particularly during the early phases of an ATS Member's academic career but should also be considered if areas of inadequacy have been identified.

Teaching Awards and Honors

Receipt of teaching awards is an indicator that a standard of excellence has been achieved. Awards may be specific to classroom teaching, clinical education, mentoring or other teaching-related responsibilities. Some awards can reflect achievement over a short period of time (e.g. a single academic year) or be career achievement awards. Awards that arise from external nominations will be considered of greater impact than those that arise from self-nominations. Prestigious national or international awards should be considered of greater impact than local university awards or internal Faculty awards.

3. Evaluation of student supervision/mentoring

This section outlines additional considerations for teaching activities that occur outside of a classroom and can include clinical education, or participation in thesis based student committees.

Clinical Education

Evaluation of Clinical Education will consider:

- The number and level of the students supervised, in addition to the duration and demands of the clinical training setting;
- Student feedback on the quality of the clinical training experience; and
- Appropriate alternate methods as described above.

Comments from an academic coordinator of clinical education (or equivalent) may be included, when

appropriate, to highlight the clinical education experiences of the students based on student feedback and/or peer evaluation.

Thesis student co-supervision & committee membership

Evaluation of assigned thesis-based graduate student supervision should consider:

- The number and type of graduate students co-supervised, and membership on supervisory committees and thesis program examination committees;
- Successful achievement of program milestones and/or support of student who is not meeting milestones; and
- Student assessment of quality of supervision as measured by a Department-approved process.

4. Quality Assurance in course development, course design, instructional design and course assessment methods

This includes the ability to develop and deliver high quality new courses (if assigned) or to assure ongoing quality improvement through the revision of existing courses. Performance indicators include but are not limited to:

New Courses

- Development of the new course within expected time frames;
- Documentation of the methods used to research and develop course materials,
- Documentation of the key learning outcomes and how these relate to curriculum guidelines/requirements;
- Documentation of, and justification for, instructional design including delivery, learning objects, study guides, technology, and study resources;
- Documentation and justification of student assessment methods in the course; and
- Student ratings (if available).

Revision of existing courses

- Rationale for the revisions;
- Documentation of the methods used to research and revise course materials;
- Documentation of revisions to the key learning outcomes and how these relate to curriculum guidelines/requirements;
- Documentation and justification of key revisions to the instructional design including delivery, learning objects, study guides, technology, and study resources;
- Documentation and justification of revisions to student assessment methods in the course; and
- Student ratings (if available).

Alignment of Course with Program Requirements

These are activities that ensure instruction within courses and across the curriculum is consistent with accreditation standards and national curriculum guidelines when appropriate. Activities in support of this will include:

- Course Monitoring: Ensure learning objectives are being met by reviewing student performance

(e.g. exam item analysis) and course feedback, acting on reports from the Academic Coordinator of Clinical Education regarding student performance on clinical placement, collecting feedback from teaching assistants or satellite instructors, etc.

- Course Integration: Instructors may report on teaching activities that integrate content across courses or across programs to illustrate connections between courses and/or between disciplines.

Regardless of the type of teaching in an assignment, description of at least one aspect of course development, course design, instructional design, course assessment and/or innovation shall be included in the Annual Report along with instructor reflection on the activities and evidence of effectiveness.

The description shall include:

- Description of the activity
- Time spent on planning, delivery and evaluation
- Teaching and learning objectives of the activity
- Reflection on results and evidence of results

5. Evaluation of Scholarly Teaching and Teaching Development

ATS Members shall remain current and competent in the discipline or profession in which the member is teaching and in best-evidence teaching practices. All ATS Members are also expected to remain current and seek opportunities to develop themselves as teachers throughout their career.

Performance indicators include, but are not limited to:

- Literature reviews or review of journals, articles, books, etc.;
- Application of teaching and learning innovations and/or best practices;
- Participation in expert review of course content and materials;
- Participation in expert review of teaching through peer observation or evaluation; and
- The instructor's self-evaluation, along with goals for future development.

6. Evaluation of teaching-related activities

ATS Members may be involved in indirect activities that facilitate students progressing through the program, such as participating or coordinating program activities outside of specific courses (blocks/themes of courses, experience-based learning, inter-professional and department teaching activities).

Performance indicators include description of:

- Assigned activities, number of courses, instructors and/or student involved;
- Goals of the activity; and
- Reports or evaluation of outcomes of the activity.

Teaching Standards

Department Chairs will use the following categories in qualitative ratings of accomplishment in teaching during annual evaluation. Expectations specific to each position will be conveyed in annual expectations meetings and will include expectations for quantity of work and indicators of quality. These indicators will be based on Department expectations, percentage commitment to teaching, the ATS Member's teaching goals as well as outcomes of previous annual evaluations. These expectations shall be included on the Annual Expectations Form.

Service Expectations and Evaluation

D2.04.1. "In particular circumstances, the position profile, in addition to teaching and/or teaching-related responsibilities, may also include service responsibilities."

D2.04.2 "If service responsibilities are not specifically included in the position profile and, therefore, are not assigned responsibilities, the degree of participation in the governance of the University and other service responsibilities may vary from ATS Member to ATS Member and from time to time. Participation, in this case, may be initiated by the ATS Member."

Service can broadly be divided into two areas: teaching-related and non-teaching-related service. Teaching-related service includes those activities that directly support teaching and teaching innovation and/or relate to the development, delivery and evaluation of the educational program. ATS Members may be expected to participate in teaching-related service activities early in their career and, if so, take increased responsibility (such as Committee Chair) roles as they progress through the ranks. Non-teaching-related service could include the provision of service to the discipline of the ATS Member; participation in the governance of the Department, Faculty and University; and dissemination of knowledge to the general public by making available the ATS Member's expertise and knowledge of the discipline. Service activities should be clearly defined on the Academic Plan with ad hoc service requests vetted by the Department Chair. Administrative roles will also be clearly defined on the Academic Plan. Service activities initiated by the ATS Member which are not included in the assigned responsibilities would not be compensated for and would not form part of the annual report or evaluation.

The service proficiency of ATS Members shall be interpreted both qualitatively and quantitatively in all areas outlined in the Position Profile and Annual Expectations for the ATS Member. Evaluations of teaching-related and non-teaching-related service appraise not only participation in service activities, but also the outcomes. Evaluation of service will be multifaceted and include multiple sources of information, and multiple methods. All these elements may be taken into account in a Department Chair's annual evaluation of an ATS Member and associated recommendation to the Augmented FEC or the Dean. Evidence to support evaluation of service activities is described below.

Evaluation of teaching-related service responsibilities

Teaching-related committee work

Performance indicators include, but are not limited to, description of:

- participation or committee lead in key departmental, faculty and/or university level committees related to teaching;
- participation or lead role developing objectives and outcome measures; and
- Individual contributions to achieving committee goals and additive value of outcomes to the department, faculty, university and/or profession.

Qualitative and/or qualitative feedback from the Chair/Dean, committee members and those affected by the outcomes of the committee may also be included. This feedback can be obtained through a department developed tool or a self-developed method.

Program and/or curriculum-related initiatives

Assigned initiatives related to student orientation, admissions, curriculum development (beyond specific

course), specific curriculum-related initiatives, curriculum review, or accreditation activities should be considered in this section.

Performance indicators may include, but are not limited to, description of:

- Participation or lead role developing objectives and outcome measures; and
- Individual contributions to achieving committee goals and additive value of outcomes to the department, faculty, university and/or profession.

Qualitative and/or qualitative feedback from the Chair/Dean, other participants in the initiative, and those affected by the outcomes of the committee may also be included. This feedback can be obtained through a department developed tool or a self-developed method.

Teaching support and/or mentorship

Performance indicators include, but are not limited to:

- Completion of assigned activities related to supporting ATS Member teaching, developing teaching and learning resources for individuals, groups or a Department, and/or mentorship (including formal or informal peer observation); and
- Reports or evaluation of the goals and outcomes of the activity from recipients of support/mentoring.

Student support and/or advising

Performance indicators include, but are not limited to:

- The number of students supported/advised and contacts for each type of support/advising (e.g. academic advisor, student placement support);
- Goals and outcomes of the support; and
- Demonstrated ability to meet Department/Faculty expectations in this area of service.

Qualitative and/or qualitative feedback from the Chair/Dean, and students may also be included. This feedback can be obtained through a department developed tool or a self-developed method.

Clinical Placement Coordination

Performance indicators will vary by role in clinical placement coordination. Indicators may include but are not limited to:

- Number of practicum students placed, number of placement sites involved, summary of placement locations and total number of placements provides an indicator of quantity of work associated with obtaining, assigning and monitoring the practicum program;
- Number and type of site visits and clinical education workshops for participating preceptors;
- Clinical educator evaluations of educational offerings related to clinical education at a department level;
- Number of students requiring intervention or focused support due to difficulties in placement and outcomes of these interventions;
- Student evaluations of the administration component of the placement program through department-specific evaluation tools;
- Site and clinical educator evaluations of the administrative component of the placement program through department-specific evaluation tools;
- Student, clinical educator and site feedback on support provided during placements; and
- Description of modifications, accommodations or enhancements to the fieldwork (practicum) program including rationale for modifications and resulting outcomes.

Urban and Rural Site coordination

Performance indicators will vary by role in site coordination. Indicators may include but are not limited to:

- Description of IT support/coordination responsibilities and evidence of effectiveness in that role;
- Description of any involvement in the design of integrated curriculum/timetable incorporating appropriate distance delivery format;
- Student, instructor and staff feedback from multiple sites (main campus and peripheral sites) on facilitation/support by coordinator provided during program;
- Description of modifications, innovations or enhancements to the peripheral site program including rationale for modifications and resulting outcomes, and description of activities as a representative of the site as well as outcomes of these activities;
- Description of involvement in initiating or supporting new partnerships related to sites as well as the goals/outcomes of those partnerships;
- Student, instructor and staff evaluation of the coordination at the site using department specific evaluation tools; and
- Evaluations of the administration component of the placement program through department-specific evaluation tools.

This position may also include activities as outlined in Teaching, Service and Administration. This includes supporting staff and instructors related to program delivery as well as learning projects within or beyond a single course that focuses on developing innovation and systematically evaluating new or best teaching and learning practices. These components are addressed through indicators in the teaching, service and/or administrative sections if included in position responsibilities.

Scholarship of teaching and learning (SoTL)

This section documents the ATS Member's role in teaching and learning projects that focus on developing innovation and systematically evaluating new or best teaching and learning practices. These activities tend to involve projects that have an expectation of dissemination and may require resources such as Teaching and Learning Enhancement Fund (TLEF) Grants to complete. Indicators include but are not limited to:

- Teaching-related grants including title, funding amount, period of funding and role in the project;
- SoTL-related dissemination activities such as peer-reviewed publication, reports, magazine contributions, presentations and workshops;
- Description of the goals and outcomes of teaching and learning projects (regardless of whether they are funded or not);
- Contribution to, or direct authorship of papers, articles or book chapters related to teaching practices; and
- Presentation of teaching related projects at conferences.

Evaluation of non-teaching-related service responsibilities

Non-teaching-related committee work

Performance indicators include but are not limited to:

- Participation or lead role on a non-teaching-related committee;
- Participation or lead role developing objectives and outcome measures; and
- Individual contributions to achieving committee goals and additive value of outcomes to the department, Faculty, University and/or profession.

Administration

ATS Members may be assigned an administrative role within the Department or Faculty through Special Conditions to their appointment. These roles will typically have a focus on teaching or teaching-related duties. Administrative appointments (e.g. Associate Chair, Associate Dean) and other administrative roles such as Graduate Program Coordinator, may be assigned to ATS Members. Such assignments would involve Special Conditions as described in D1.04.1 and D1.04.2 of the ATS Agreement. ATS Members with an administrative appointment or role will be evaluated against the responsibilities of the administrative position. Performance indicators may include but are not limited to:

- Summary of duties and accomplishments related to the position description of the administrative role;
- Evaluation of any products resulting from the administrative role (e.g. reports completed, policies developed, etc.);
- Self-reflection on administrative contributions; and
- Chair/Dean assessment of administrative contributions.

Qualitative and/or qualitative feedback from other members of the Department/Faculty and students may also be included. This feedback can be obtained through a department developed tool or a self-developed method.

Service Standards

Department Chairs will use the agreed upon categories in qualitative ratings of accomplishment in service during annual evaluation. Expectations specific to each position will be conveyed in annual expectations meetings and will include expectations for quantity of work and indicators of quality. These indicators will be based on Department expectations, percentage commitment to service, the ATS Member's teaching goals as well as outcomes of previous annual evaluations. These expectations shall be included on the Annual Academic Plan.

Research Expectations and Evaluation

D2.03.1. "In particular circumstances and in addition to teaching, research and other scholarly activities responsibilities (including a role as a Principal Investigator) may be included in the position profile of the ATS Member."

D2.03.2. "If research and other scholarly activities responsibilities are not specifically included in the position profile as determined by ATSEC in accordance with Article D6.05.1 and, therefore, are not assigned responsibilities, the degree of voluntary participation in research and other scholarly activities may vary from ATS Member to ATS Member and from time to time.

D2.03.3. "When an ATS Member participates in research and other scholarly activities responsibilities, such activity and research funds shall be administered in accordance with the policies and procedures of the University following consultation with the Association."

Research is differentiated from scholarly teaching or the scholarship of teaching and learning (SoTL). While SoTL or other teaching innovations may involve receipt of funding, publishing of a manuscript, or a peer-reviewed conference presentation, it is not typically defined by a program of research in a non-teaching-related subject area. Expectations depend on the proportion of time assigned for Research and

rank, articulated in the Academic Assignment and Plan, which is informed by the Position Profile. Research activities initiated by the ATS Member which are not included in the assigned responsibilities would not be compensated for and would not form part of the annual report or the evaluation of the ATS Member.

Research proficiency of ATS Members shall be evaluated using the same categories of evidence as Academic Faculty Member, adjusted according to the time allotted for research. Evaluation shall include all components of research outlined in the Position Profile and Annual Academic Plan and expectations for the ATS Member. Evaluation of research will be multifaceted and include multiple sources of information, and multiple methods. All these elements may be taken into account in a Department Chair's annual evaluation of an ATS Member and associated recommendation to the Augmented FEC or the Dean.

ATS Members with research expectations will include elements below as multi-faceted evidence of research quality.

Funding:

- Team member/collaborator (named) in a funded project at the Department or Faculty level ranging from co- or principal-investigator on a funded project. ATS Members are not expected to acquire Tri-Council funding, but may be collaborators on larger grants.
- ATS Member should also report on grant applications submitted, but not funded.
- Evidence of proficiency in obtaining funding should be demonstrated by the name of the granting/funding agency, funding amount, whether it was competitive, the time frame for funding, the title of the project, a description of the ATS Member's role, an estimation of the proportion of time devoted to the project, and an award letter from the granting/funding agency.

Research outputs/Productivity:

- Research outputs such as peer-reviewed manuscript publications, conference presentations and other peer-reviewed publications such as reports, books, chapters, etc.
- ATS Members should record their role in the output and provide some metric of the quality of the output (e.g. International conference, journal impact factor, journal ranking in the content area, readership, etc).
- ATS Members should also demonstrate uptake of the output (e.g. number of citations, when available).

Dissemination:

- Contribute to the dissemination of knowledge in content area of expertise. Evidence of dissemination could include media reports/stories, invited presentations/webinars/workshops at local, provincial, national and international scientific meetings.
- The ATS Member should describe the dissemination activity and provide some metrics on uptake (e.g. number of media stories, size of audience etc.)

Research Standards

Department Chairs will use the following categories in qualitative ratings of accomplishment in research during annual evaluation. Expectations specific to each position will be conveyed in annual expectations meetings and include expectations for quantity of work and indicators of quality based on Department expectations, the percentage commitment to research, the ATS Member's research goals as well as

outcomes of previous annual evaluations. These expectations shall be included on the Annual Expectations Form.

Performance Standards

The FoMD uses four performance standards for all domains (Teaching, Service and Research):

- **Unacceptable:** Where the ATS Member does not fulfill their assigned activities or where the ATS Member contributions to their assigned activities in all domains are significantly below expectations. . Particular concern will be raised when there is also a lack of commitment to development in the areas identified when performance concerns have previously been raised.
- **Acceptable:** Performance requirements for an increment have not been met but performance is acceptable notwithstanding. This standard applies when the ATS Member's performance demonstrates a significant deficiency in one domain, but performs well in the other domains, or when the ATS Member overall performs below expected for rank, but remains in the acceptable range.
- **Commendable:** Where the ATS Member meets expectations in all activities. Contributions will enhance the teaching activities in the Department/Faculty and/or University.
- **Excellent:** Where the ATS Member consistently exceeds Department expectations in multiple criteria in more than one domain, particularly in the area of teaching. The ATS Member demonstrates a willingness to undertake tasks within their assigned activities and delivers high quality outcomes. The ATS Member fully engages in all activities and makes substantive contributions. The ATS Member will have demonstrated commitment to the development of skills by participation in enhancement activities related to areas of responsibility. Of note, participating in a large amount of service activities would not be considered exceptional performance in the absence of evidence of superior performance.

Annual Evaluation and the Format of the Annual Report

The review of an ATS Member's performance shall be used to:

- a) Award increments; and
- b) Inform Department Chair's recommendations for future appointments in accordance with Article 21 of the ATS Agreement.

In addition, during the annual review, the Department Chair reviews components within the University of Alberta's Statement of Ethical Conduct, including the Conflict of Interest Policy as pertains to the ATS Member.

The process is as follows:

a. Appointments to Career Status

ATS Members with Career Status shall be evaluated annually by the Department Chair who shall submit a recommendation to the Augmented FEC.

b. Appointments to Fixed-Term Status

ATS Members with at least five consecutive years of Term Recurring or Term 12 contracts shall be annually evaluated by the Department Chair who shall submit a recommendation to the Augmented FEC.

The ATS Members noted in a. and b. above, will submit an Annual Report through the FoMD Annual Report Online system each year, completing only those report sections that pertain to their areas of responsibility. In addition, ATS Members should complete a supplementary document through use of the Highlights section of the ARO, highlighting evidence of accomplishments in all areas of assigned responsibility that are not fully captured in the ARO system. Submission of the Annual Report through the ARO, including the supplementary document, will occur by September 15.

All other ATS Members will complete a summary of activities in a format approved by the Department. The Department Chair will complete a written evaluation, meet with the lecturer to discuss the evaluation and submit a recommendation to the Dean.

The ATSEC and the Augmented FEC make every effort to ensure a fair and equitable review of performance of all ATS Members. The evaluation of individual ATS Members will be *context-driven* for the *evaluation period* (i.e., academic year) and encompass the assigned duties during the evaluation period, any changes in assigned duties based on the needs of the Department, and opportunities that may have arisen during the evaluation period. The annual evaluation of performance is a process designed to promote flexibility of the Department Chair, the Dean, and Augmented FEC members in the evaluation of ATS Members and provide guidance and feedback to ATS Members in the context of professional growth and development. The onus is on the ATS Member and the Department Chair to provide the Augmented FEC or the Dean with sufficient information and context with which to make informed decisions and to effectively communicate the merit of the staff member's performance.

For the purpose of evaluating those ATS Members going to the Augmented FEC, the Department Chair will conduct an annual assessment meeting with the ATS Member between September 1 and December 15 of each year. The meeting will discuss the evaluation of the staff member and develop and agree to objectives for the succeeding period. The Department Chair completes a recommendation letter for the Augmented FEC at least 15 days before the scheduled date for the Augmented FEC evaluation meeting.

The recommendation letter completed by the Chair for the Augmented FEC or Dean will:

- Summarize the ATS Member's accomplishments in each area of responsibility based on the Position Profile, Supplementary Conditions, and the Academic Plan;
- Provide a qualitative rating of accomplishment in each area, as appropriate based on FTE assignment for each area and as described in the Standards sections of this document; and
- Provide a recommendation for award of increment that considers accomplishments in all areas of responsibility balanced by the FTE allocated to each area.

The Augmented FEC will meet yearly (early in the Winter term) with decisions of the Augmented FEC communicated within 15 working days.

Criteria for Annual Increment Recommendations

Overview

Merit increments are based on the performance evaluation of the ATS Member over a 12-month period defined by the academic year under review.

The Faculty of Medicine and Dentistry establishes an increment pool for those ATS Members reviewed by the Augmented FEC at the same ratio as the current Academic Faculty Member increment pool.

Increments must be awarded in adherence to the terms of the ATS Agreement. As the number of increments are limited, the distribution of increments by the Augmented FEC must be done within the context of the performance of all ATS Member. Consequently, each ATS Member receives merit increments based on a combination of their performance and the performances of their colleagues. For this reason, there can be no fixed scale between merit increments awarded and standards of performance achieved. Therefore, an Academic Member should not expect that performance that was awarded a multiple increment in one year will yield the same outcome in a different year. In addition, "performance expectations shall increase as a staff member moves through the Ranks" (Article D6.06.3).

D6.04.1 The annual review period for ATS Member with Career Status and Fixed Term Status evaluated by the Augmented FEC shall normally be July 1 to June 30 with the review process conducted in the next Winter Term and any increment to be effective the following July 1. An ATS Member with Career Status or Term 12 Status whose appointment takes effect:

- a) In the period July 1 to October 1, inclusive, is eligible to receive a single increment;
- b) In the period October 2 to June 1, inclusive, is eligible to receive a pro-rated increment, the proportion of a single increment depending on the number of months they have worked out of 12; and
- c) In the period June 2 to June 30, inclusive, is not eligible to receive an increment on July 1.

D6.04.2 The annual review period for the purpose of determining performance Increments for all other ATS Members may be varied depending on the appointment periods that the ATS Member has experienced and when they may be eligible for an Increment in accordance with this Article D6.

D6.08 An ATS Member with Career or Term 12 Status shall be eligible for increments to the maximum of the salary range for the position profile:

- a) An ATS Member with Term 12 Status shall be eligible for the first performance increment when they have worked for 12 months within the position profile and subsequent increments after work in each consecutive 12 month period within the position profile (12 month period inclusive of vacation).
- b) An ATS Member with Career Status shall be eligible for the first performance increment in accordance with Article D6.04.1 and subsequent increments after work in each consecutive 12 month period within the position profile (12 month period include of vacation).
- c) An ATS Member evaluated by Augmented FEC shall be subject to the Increment Pool established in accordance with Article D6.11.

Department Chair's Increment Recommendation

D6.09.1 Subject to Articles D6.07 and D6.08, for an ATS Member who is eligible for an Increment, the

Department Chair shall recommend to the Dean or the Augmented FEC, whether the ATS Member should receive an Increment based on performance in the appropriate preceding period. The recommendation shall be one of the following:

- a) Single Increment;
- b) Multiple Increment which may be 1.25, 1.50, 1.75, 2.0, 2.25, 2.50, 2.75 or 3.0;
- c) Partial Increment, which shall bring the salary to the maximum of the salary range for the Rank and which is either:
 - a. greater than a single Increment but not a multiple Increment; or
 - b. less than a single Increment;
- d) An Increment of .50 or .75;
- e) No Increment.

D6.09.2 If the ATS Member has insufficient accumulated service at the time of the annual evaluation and performance is satisfactory, an Increment shall be awarded in accordance with Article D6.01(c).

Dean's or Augmented FEC's Increment Decision: No Increment Awarded

D6.10.1 If no Increment is awarded, the decision shall be cited as one of the following:

- a) That maximum for Rank has been reached and standards for promotion have not been met but performance is satisfactory notwithstanding (oa);
- b) That performance requirements for an Increment have not been met but performance is acceptable notwithstanding (ob);
- c) That academic performance while on authorized leave could not be properly evaluated (oc); or
- d) That academic performance is unsatisfactory and unacceptable (od).

Procedures Governing Application for Promotion

General Information:

Promotion decisions are based on a review of the ATS Member's contributions over their career.

Evaluation for promotion will be based on 2 related factors:

1. Accomplishments in the responsibilities specific to each ATS Member's position, as outlined in the Position Profile, Supplementary Conditions, Letter of Appointment, and Annual Expectations documents; and
2. The quality of the evidence provided in each of the assigned activity categories outlined in the position expectations and standards for performance noted below.

Level of responsibility and/or performance expectations increase as the ATS Member progresses through the ranks. In keeping with the ATS Agreement, "*Position expectations and standards of performance shall be based on merit and not on length of service*". Despite this, a general length of employment is anticipated to meet the increased expectations and responsibilities associated with promotion. Normally, eligibility for promotion to the rank of Associate Lecturer will occur after 6 years of equivalent full-time employment and eligibility for promotion to Full Lecturer will occur after 10 years of equivalent full-time employment. Notwithstanding these guidelines, an application for promotion can be initiated at any time by the staff member or as recommended by the Chair. To move through the ATS ranks, ATS Members should progress from direct teaching delivery with satisfactory evaluations, to having a consistent higher

quality of teaching, **and** be developing teaching material (e.g. curriculum, assessment material), **and/or** supervising trainees. There is however, an expectation of scholarship throughout with greater independence and leadership with higher rank.

In addition to specific materials/documentation noted below, all promotion applications must include the following:

- The position description, which must include specific performance indicators for each domain of key responsibility
- A letter from the Chair of the Department
- A letter from the applicant summarizing work since appointment.
- An up-to-date curriculum vitae
- Any materials produced as part of the work done
- A teaching dossier which summarizes teaching in all areas of responsibility, provides evidence of expertise in teaching and ongoing development of teaching expertise.
- A service dossier (if applicable) which summarizes service activities and provides evidence of expertise and leadership in service, particularly teaching-related service.
- A research dossier (if applicable) that provides evidence of research contributions to the field of study, funding record, publication record and other dissemination activities.
- An administrative dossier (if applicable) which summarizes administrative activities and how this role has supported development as a leader in teaching/education. The formal administrative job description must be appended to the application.

Documentation for Promotion Applications

For those seeking promotion to Associate or Full Lecturer, expert and arm's length external evaluation from scholars in the areas of position responsibility will be conducted. Candidates are invited to submit names of three to five potential reviewers. These names may include individuals not in academic roles. The Department Chair may also solicit other external reviewers. Those contacted will receive a description of the ATS Standards and criteria for promotion and copies of the teaching, service, administration and research dossiers, as well as context specific to the role of the candidate, as applicable.

The Department Chair shall:

- Review the submitted documents,
- Contact referees to obtain at least 3 references that together, address all areas of responsibility, with an emphasis on teaching responsibilities;
- Meet with the ATS Member to discuss the application;
- Assess the case for promotion;
- Inform the ATS Member of the Chair's decision to recommend or not recommend promotion;
- Prepare and submit and Chair's promotion recommendation letter; and
- Submit all documentation to the Chair of the Augmented FEC 15 days prior to the scheduled meeting.

Promotion from Assistant Lecturer to Associate Lecturer

In accordance with their job description, the ATS Member will:

- Demonstrate increasing engagement in contributions and leadership in Faculty and departmental education, research/scholarship, and/or administrative activities as applicable;
- Demonstrate teaching mastery (if applicable) through satisfactory evaluations from students, peers, coordinators and the Chair;
- Contribute significantly to curriculum development, implementation of new courses, and the introduction of new instructional technologies and/or methods of delivery (if applicable);
- Demonstrate increasing technical and/or professional competence in their specific area(s) of responsibility;
- Manage research/scholarship projects, budgets, services, centre operations, and/or departmental teaching programs competently; and

Demonstrate leadership by:

- supervising other staff members effectively;
- providing meaningful advice in their area(s) of expertise to faculty and administrative staff; and
- collaborating with other University entities.

When applying for Associate Lecture, three letters from referees (any relationship disclosed) are required:

- All are chosen by the Chair
- At least one is external to the University of Alberta
- All responses received by the Chair should be considered by the Augmented FEC

Promotion from Associate Lecturer to Full Lecturer

In accordance with their job description, the ATS Member shall:

- Demonstrate independent action and leadership through engagement in senior management contributing to academic staff and departmental education, research/scholarship, and/or service and administration activities as applicable;
- Demonstrate exceptional teaching skills (if applicable) through outstanding evaluations from students, peers, coordinators and the Chair;
- Provide leadership in curriculum and program development, implementation of new courses, and the introduction of new instructional technologies and/or methods of delivery (if applicable);
- Provide significant leadership in managing research/scholarship projects, budgets, services, centre operations, and/or departmental teaching programs, as required in their position description;
- Supervise other staff members effectively;
- Provide significant and outstanding technical support to research faculty;
- Provide substantive advice on curriculum development, research/scholarship plans, and/or project proposals as applicable to senior administration, academic staff, and administrative staff; and
- Initiate, develop, and improve liaisons with other university entities and with relevant external groups.

When applying for the rank of Full Lecturer, three letters from referees (any relationship disclosed) are required:

- All are chosen by the Chair
- The first referee is external to the individual's department, the second referee is external to the Faculty of Medicine and Dentistry, and the third one external to the University of Alberta
- All responses received by the Chair should be considered by the Augmented FEC or Dean as appropriate

Appendix A: Position Profile-FoMD ATS Member

POSITION PROFILE – Academic Teaching Staff Member

Template for Faculty of Medicine and Dentistry to be completed, and supplemented as needed by a document outlining Supplementary Conditions.

Rank:	Assistant Lecturer, Associate Lecturer, Full Lecturer
Position Working Title: Professor, Full Teaching	Assistant Clinical/Teaching Professor, Associate Clinical/Teaching Clinical/Teaching Professor
Contract Status:	Career Status, Term 12 Status, Term Recurring Status, Term Status
Department (if applicable): Faculty:	Faculty of Medicine and Dentistry
Full-time Equivalent (FTE):	[Normally 1.0 FTE]
Terms Required:	(Fall/Winter/Spring/Summer)
Salary Range:	\$ per annum
	Refer to Articles D6.07 and D6.08 of the Academic Agreement Schedule D: Academic Teaching Staff for Increment Eligibility

ATS Members

Academic Teaching Staff members shall have teaching and teaching-related responsibilities, and may also have assigned duties in service, including significant contributions in service related to teaching. They may also have assigned duties related to research. All ATS Members will normally have teaching, teaching-related responsibilities and teaching-related service totaling at least 50% of their FTE. The specific percentage of responsibility in each area shall be included in the Position Profile for the ATS Member and modified annually as needed following discussion between the ATS Member and the Department Chair. Any variation from these general guidelines are considered Special Conditions and subject to the procedures in D.04 of the ATS Agreement.

Teaching Activities

- Activities that are directly required to facilitate learners progressing through the program (i.e., are 'learner centered'). Teaching activities occur in credit and non-credit educational programs/offering with the Faculty of Medicine and Dentistry. Teaching activities may include, but are not limited to the following:
 1. Provides instruction to learners which include but are not limited to the following settings: classroom and laboratory, fieldwork/clinical teaching and supervision, electives, guest lectures, seminars, experience-based learning, distance and web-based delivery
 2. Within the context of the program of study, decides course content, course design, and instructional methodology and delivery of assigned courses

3. Within the context of the program of study, decides learner evaluation methodologies for assigned course(s), monitors learner progress, and provides timely feedback for classroom, laboratory, and clinical
4. Ensures availability for learner consultation within and outside of scheduled class, laboratory, or clinical practicum times
5. Participates as co-supervisor or committee member for thesis-based students
6. Participates in OSCE activities/evaluation for courses in the department
7. Participates in inter-professional teaching activities
8. Provides instruction and contributes to content for incoming student orientation activities
9. Provides instruction, supervision and/or mentorship to learners involved in community engagement as part of their course requirements
10. Participates in scholarly teaching by remaining current and competent in the assigned course content, course design and instructor performance in the classroom or clinical/fieldwork setting
11. Other clearly defined teaching activities as appropriate and assigned and agreed to at the time of appointment or during subsequent annual assignments

Teaching-Related Duties and Activities

- Indirect activities that facilitate students progressing through the program. Teaching-related activities may include, but are not limited to the following:
 1. Participates/coordinates activities and instructors in shared courses, and participate/coordinates program activities outside of specific courses (e.g. blocks/themes of courses, experience-based learning, inter-professional/department teaching activities)
 2. Engages in teaching-related administrative duties
 3. Attends orientations, staff meetings, course-related meetings and other activities related to teaching assignment.
 4. Other clearly defined teaching-related duties as appropriate, assigned and agreed to at the time of appointment or during subsequent annual assignments.

Service Activities

Service activities include those that are teaching-related and non-teaching related as described below.

Teaching-Related Service Activities

- Those activities that directly support teaching and teaching development at a program level and/or relate to the development, delivery and evaluation of the professional program (i.e. program-facing). ATS Members may be expected to participate in teaching-related service activities early in their career and take increased responsibility (such as Committee Chair) as they progress through the ranks. These activities may include, but are not limited to the following:
 1. Develops, coordinates and monitors the clinical practicum/clerkship programs
 2. Develops, coordinates and monitors the satellite, off-campus, program and components
 3. Participates in or leads curriculum/program reviews for accreditation
 4. Participates in or leads curriculum development or specific curriculum-related initiatives
 5. Participates in or leads admissions

6. Coordinates incoming student orientation activities
7. Provides student support and/or advising beyond support in a specific course (e.g. academic/placement interventions, modifications, appeals, Student Accessibility Services liaison)
8. Provides teaching mentorship and develops/delivers teaching development content for individuals, a group or a department
9. Participates in or leads teaching-related committees at various levels (Department, Faculty, University, Community, Regional/Provincial, National, International)
10. Participates in or leads (as part of assigned expectations) working groups or community advocacy initiatives related to teaching assignment
11. Participates in or leads teaching and learning projects that focus on developing innovation and/or systematically evaluating new or best teaching and learning practices

Non-Teaching Related Service Contributions (if indicated)

Activities may include provision of service to the discipline of the staff member; participation in the governance of the University, the Faculty and the Department; and dissemination of knowledge to the general public by making available the staff member's expertise and knowledge of the discipline.

1. Participates in, or chairs, academic or professional governance (non-teaching-related) committees at various levels (Department, Faculty, University, Community, Regional/Provincial, National, International)
2. Participates in, or chairs Department or Faculty Appeal Committees
3. Serve in Departmental or Faculty Administrative positions (e.g. Associate Chair)
4. Other clearly defined service activities as appropriate and agreed to at the time of appointment or during subsequent annual assignments

Duties below only as stipulated in the Supplementary Conditions to the Appointment Letter or in written agreement with the Department Chair during annual assignment.

Research (if indicated)

Research activities include those that directly contribute to a program of research (individually or, more commonly, as part of a team). If research and other scholarly activities responsibilities are not specifically included in the position profile as determined by ATSEC in accordance with Article D6.05.1 and, therefore, are not assigned responsibilities, the degree of voluntary participation in research and other scholarly activity may vary from ATS Member to ATS Member and from time to time. (D2.03.2)

Such voluntary participation is not compensated.

1. A separate and distinct program of research not related to teaching responsibilities
2. Other clearly defined research-related duties as appropriate and assigned and agreed to at the time of appointment or during subsequent annual assignments

Academic and/or Professional Qualifications (varies dependent on position)

- Masters, PhD/Clinical Doctorate, appropriate health-professional qualification, or equivalent required/preferred
- Registered in the Professional Association, if necessary
- Certifications, if desired or necessary

Expected Skills and Competencies (varies dependent on position)

(These will be developed specific to the position)

Examples:

- Recent experience in University teaching.
- Ability to employ varied teaching strategies
- Ability to design or select and administer effective assessments
- Capable of evaluating teaching and learning at the classroom and program level
- Excellent verbal and written communication skills with the ability to adapt communication style and to collaborate with colleagues.
- Critical thinking and organizational ability
- Facilitation, negotiation and problem solving skills and an ability to handle challenging student situations
- Technically proficient in the computer environment and a working knowledge of various applications
- Able to work effectively within teams/committees and provide constructive feedback to colleagues

Approved by ATSEC Chair: _____

Approved by Department Chair: _____

Date: _____

Appendix B: ATS Evaluation Committee (ATSEC) and the Augmented FEC

The ATSEC exists to develop and regularly review all evaluation policies and procedures for ATS Members.

FoMD ATSEC Composition:

Ex Officio (Voting) members:

- Vice-Dean, Faculty Affairs (Chair of the ATSEC)
- One FoMD Department Chair with ATS Members in their ranks appointed by the Dean

Elected (Voting) members

- Three elected full-time ATS Career Track or Term 12 (with terms greater than three years) academic staff members from FoMD
- One ATS representative external to the FoMD appointed by the Provost
- Two Academic Faculty Members elected from the FoMD (may include Academic Faculty Members elected to Faculty Evaluation Committee)

Ex Officio (Non-voting) members:

- Vice-Dean, Education
- Associate Dean, Faculty Development

Voting procedures:

- Quorum= 80% of voting members of ATSEC
- Simple majority of ATSEC voting members present determines decisions taken
- The Chair of the ATSEC votes in the event of a tie

○ The Augmented FEC evaluates Career Status, and ATS Members with at least five consecutive years of Term Recurring or Term 12 contracts.

○ The **Augmented FEC** receives recommendations (for merit increment and promotion, with the appropriate documentation) from the Chair of the ATS Member's Department for decision. The Augmented FEC consists of the current Faculty Evaluation Committee plus one ATS Member elected by all ATS Members in the FoMD, and one ATS Member delegated by the University.

Appendix C: Criteria for Recommendations Regarding Probationary Periods

Article D5 in the ATS Agreement outlines requirements of the probationary period for ATS Members as follows:

- D5.01.1 The inclusion of a probationary period in the Letter of Appointment indicates an obligation on the part of the Department Chair to properly monitor the ATS Member's progress during a probationary period. In this regard, the Department Chair and the ATS Member shall ensure they each have a clear understanding of the position expectations and standards of performance, in accordance with Article D6 and in accordance with the general characteristics of the position as set out in the position profile, in order to conduct a written probationary assessment of the ATS Member's performance and the suitability of the appointment.
- D5.01.2 An ATS Member who is appointed for the first time under this Agreement shall serve a probationary period of 12 months for: a) Career Status; or b) Term 12 Status with an appointment period greater than 24 months.
- D5.01.3 An ATS Member who previously did not serve a probationary period and who is appointed into Career or Term 12 Status under this Agreement (and where the position profiles are similar) shall have the previous appointment count towards the probationary period requirement for the new appointment Status.

The Department Chair will meet with the ATS Member with Career Status or Term 12 status (greater than 24 months) at least twice during the probationary period to discuss teaching evaluations and any other evidence of progress in each area of responsibility. This must include a peer evaluation of teaching during the probationary period.

At least 1 month prior to the end of the probationary period, the Chair will forward a recommendation to continue or terminate the appointment of the ATS Member to the Augmented FEC chair, along with the other components outlined in the Annual Evaluation.

Guidelines for Probationary Decisions, Termination, Continuation, Extensions can be found in the ATS agreement, Article D5.

Appendix D: Supplementary Professional Activity

Supplementary Professional Activity (SPA) is exclusively available to full-time ATS Members with a Career Status or T12 appointment.

Article D3 and Appendix D.4 of the ATS agreement refers to Supplemental Professional Activity (SPA) and states the following:

D3.01.1. An ATS Member who is a full-time employee has a primary obligation to fulfill University responsibilities. The ATS Member shall remain current with recent developments in the discipline through personal professional development.

D3.01.2. One means of accomplishing professional development may be through professional activity which is supplementary to the primary obligations to the University.

D3.01.3. Subject to the provisions of this Article D3, an ATS Member may engage in SPA. SPA shall not prevent, hinder or unduly interfere with the ATS Member's primary responsibilities.

D3.03.1. An ATS Member that intends to engage in SPA activity should consult with the Chair to determine if formal approval from the Chair and Dean is required.