

Tips for Submitting Your Performance File - 2014-2019 Collective Agreement

General

- The evaluation window is four years for faculty and two years for librarians.
- There is a mandatory formula that “normalizes” scores inside each of the evaluation categories (teaching, research/scholarship, service) so that each category is weighted according to the evaluation formula (CA s.19.28)
- Years of experience needs to be taken into account in your evaluation, but not rank. (CA s. 19.17)
- The Collective Agreement does not require departments (units) to develop their own evaluation policy. However, it does require that policy documents that are used by a unit to guide performance evaluation must be ratified by all unit members and must be available for members to view. This includes:
 - Any documents that further specify how the performance standards outlined in the Faculty Evaluation Policy will be applied in that unit for the purposes of salary evaluation.
 - Grids or scoring sheets that assign value to particular kinds of contributions.
 - Policies that limit what Members can submit as part of their performance dossier (beyond what is specified in the Faculty Evaluation Policy).
- Alternative ratios can be assigned by the unit Chair, if your duties have shifted significantly during the evaluation period (s.19.25 and s.19.29.6).
- Evaluation ratios are unrelated to workload (i.e. a 40-40-20 does not translate into a particular workload; members who have course releases for research or other purposes cannot be automatically assigned a lower teaching score).
- There are procedures for assigning MIs in the case of Members who have been on Sick Leave or LTD. (CA s.19.34).
- There must be provisions for taking leaves and career interruptions into account when evaluating performance.
- If you have been on leave for more than a term, the evaluation window for teaching and other contributions is extended by one year (CA s.19.29.3).
- Scholars beginning their appointments at UVic are automatically assigned 2 MIs (CA 19.38-19.41).

Evaluating Teaching

- CES scores cannot be the sole determinant of your teaching score. The evaluation of teaching must include consideration of all materials submitted in your dossier.
- Teaching-intensive faculty can include scholarship (publications) as part of their teaching performance dossier.
- You are not obliged to provide the anecdotal, written commentary of students in your teaching dossier.

Your Right to Understand the Merit Process and to Appeal Your Merit Score

- You have the right to know, and participate in creating, the performance standards in your unit used to assign merit. (CA s.19.3)
- You have the right to appeal your merit score. (CA s.63.31)
- You have the right to submit other information in your teaching dossier, and this information must be considered by those making the recommendation and decision:
 - CA s.19.7 specifies that a committee must consider all materials submitted in your teaching dossier.
 - CA s.19.10 states that the evaluation of scholarly and professional achievement will be conducted on the basis of a member's curriculum vitae.

Some Best Practices

- **The role of unit-specific policies, guidelines, and performance grids**
 - A best practice (already established in many units across campus) is for the salary committee (or performance committee) to establish transparent criteria and guidelines for performance in research, teaching, and service in their unit ahead of time for discussion and ratification by members in that unit. If no such guidelines exist, or if the unit has not ratified them, then only the Faculty Evaluation Policy and the Collective Agreement can be used to guide the evaluation process.
- **You should feel free to provide material that provides context for your CES scores**
 - CES scores should be considered in the context of the teaching dossier and in the context of the range and average scores of the unit and should never be used as direct indicators of teaching performance. Only outlier scores (i.e. scores that are at the extreme upper or lower range of scores in a unit) should be given any significance in the assigning of merit.
 - Low response rates reduce the reliability of the CES scores and this should be flagged.
 - Other factors that have been shown to affect CES scores are level of course and whether it is required or an elective.
 - Other factors that are important to include in a discussion of CES scores are:
 - Whether it is a new course requiring new course preparation.
 - How close the course taught is to your area of expertise.
 - Whether the course content was perceived as controversial by students.
- **Do not be hesitant about asking for more information or justification for your merit score. Ask us for help in launching an appeal**
 - MI and CPI allocations have a long-term and cumulative impact on our salaries (see salary calculator), thus the process by which these allocations are made is important.
 - The UVICFA can provide assistance at all stages here, including informal advice and/or support through filing a formal appeal or grievance.



- Sometimes the outcome of an appeal is simply more and better information about the reasoning behind a particular decision.
- Sometimes an appeal will lead to an adjustment to your MI allocation. That adjustment does not affect the distribution of scores in your unit.