

**UNIVERSITY OF REGINA  
FACULTY OF BUSINESS ADMINISTRATION**

DATE: April 12, 2010

TO: MEMBERS OF FACULTY OF BUSINESS ADMINISTRATION COUNCIL

FROM: Anne M. Lavack, Dean

RE: **MEETING OF FACULTY OF BUSINESS ADMINISTRATION COUNCIL  
10:00 A.M – 12:00 P.M., Friday, April 16, 2010  
Room 514 – Education Building**

**AGENDA**

1. APPROVAL OF THE AGENDA
2. APPROVAL OF THE MINUTES OF THE MEETING OF FEBRUARY 12, 2010 – Appendix 1
3. BUSINESS ARISING FROM THE MINUTES
4. DEAN'S REPORT
5. ASSOCIATE DEANS' REPORTS
  - 5.1 Associate Dean G. Sylvestre
  - 5.2 Associate Dean D. Senkow
6. REPORTS OF STANDING COMMITTEES
  - 6.1 Dean's Advisory Committee
  - 6.2 Nominating Committee
  - 6.3 Studies, Scholarships and Admissions Committee
  - 6.4 Undergraduate Program Committee
    - BUS 408 AA-ZZ Grading – Appendix 2
  - 6.5 Graduate Program Committee
    - MBA International – Appendix 3
  - 6.6 Teaching Committee
7. REPORTS FROM REPRESENTATIVES FROM OTHER FACULTIES
8. REPORTS FROM BUSINESS ADMINISTRATIVE REPRESENTATIVES TO OTHER FACULTIES
9. OTHER REPORTS
  - 9.1 Tuition Changes for BUS, GBUS, MBA, & EMBA – Appendix 4
10. OTHER BUSINESS
  - 10.1 Appointment of Eber Hampton as Professor Emeritus – Appendix 5
  - 10.2 Discussion on Potential Criteria Document Revision – Appendix 6
11. ADJOURNMENT

**MINUTES OF MEETING  
FACULTY OF BUSINESS ADMINISTRATION  
February 12, 2010**

**PRESENT:** Bruce Anderson, J. Foley, R. Giberson, J. Gustafson, H. Horan, Y. Kim, S. Khan, A. Lavack (Chair), T. Levit, J. Mason, W. Lockhart, S. Lukasewich, A. Meis Mason, J-M. Nkongolo-Bakenda, G. Peng, A. Pitariu, M. Rennie, D. Senkow, B. Shupe, G. Sylvestre, W. Tebb, L. Watson  
P. Brinton (Business Student's Society), B. Hillier (Grad Student Rep), D. Kohl (Senate), J. Myers (SIFE Regina), R. Thomas (Library), C. Vanderkooy (Fine Arts), T. Willox (Business Student's Society), S. Wilson (Arts)

**REGRETS:** M. Costiuk, M. Dillon, L. King, S. Tucker

**1. APPROVAL OF THE AGENDA**

Bruce Anderson/Watson

Moved that the Agenda be approved

Carried.

**2. APPROVAL OF THE MINUTES OF THE MEETING OF January 15 – Appendix 1**

Kohl/Sylvestre

Moved that the Minutes be approved

Carried.

**3. BUSINESS ARISING FROM THE MINUTES**

There was no business arising from the Minutes.

**4. DEAN'S REPORT**

- Since our last Faculty meeting on January 15:
  - JDC Team came in 2<sup>nd</sup> for the third year in a row in January
  - Faculty Budget Preview on Feb. 1; budget meetings went well, and we will wait to see in March how much funding the Provincial Govt. gives to U of R
  - Preview yesterday of the 5-year Follow-up to the Unit Review presentation
  - Held a successful UR Business Showcase event on Feb. 4 with 250 people in attendance. Thanks to the many faculty members who attended!
- Important Upcoming Dates:
  - Today – Finance Candidate visit – Walid Ben Omrane

- Feb. 19 – Teaching Workshop
- Feb. 22 – Academic Achievement Event – hope all Faculty & staff members can attend; expecting up to 200 students & parents at Terrace Bldg.
- Feb. 26 – Research Presentation by Ernest Johnson
- March 5 – Research Presentation by Chris Street
- Status Report:
  - **First Nations University of Canada** – New developments every day
    - **50 Business Students** at FN Univ who take most of their courses at U of R
- Tyler Willox from Business Students’ Society (BSS) reported:
  - Elections took place this week. There was competition for 2 positions and 3 positions were uncontested. 180 votes were registered, with the new members elected as follows:
    - President – Jennifer Buckingham
    - VP Internal – Riley Anderson
    - VP External – Michael Truong
    - VP Marketing – Eric Moser
    - VP Finance – Joshua Litschko
  - Upcoming BSS events:
    - March 11-14 – Roundtable Conference 2011 in Windsor, ON for incoming and outgoing executive
    - March 14-19 – 5 Days for the Homeless – goal is to raise \$10,000 and get the entire campus involved. Have lots of media attention lined up.
    - March 26 – Keg-A-Rama – longest running student run event
    - April 9 – Spring Gala – final wrap up event of the year

## 5. ASSOCIATE DEAN’S REPORTS

### 5.1 Associate Dean G. Sylvestre

- Spring/Summer class schedule is mostly finalized
- Finishing final details and adjustments for Fall class schedule
- Continue to remind students about academic integrity in classes and distribute hand out
- Entrepreneurship major was passed at Senate

### 5.2 Associate Dean D. Senkow

- Consider working on a Hill/Ivey case series this summer. There are incentives for preparing a Western Canadian teaching case. We have funding for 20 cases and have only prepared 3 to date. If you are interested, let David Senkow or Anne Lavack know and they can assist with ideas and connecting you with corporations and an Ivey partner
- Performance reviews underway. Thank you for your cooperation thus far. Reminder that even if you are not being reviewed this year, you are encouraged to fill in an Annual Information form.
- Developing new software for course casting that is low tech and “authentic.” Trials are taking place at the U of R through the Centre for Teaching and Learning. Still in the

development stage.

## **6. REPORTS OF STANDING COMMITTEES**

### **6.1 Dean's Advisory Committee**

- Committee has been busy meeting with Recruits and working on first phase of Academic Reviews.

### **6.2 Nominating Committee – Nothing to Report**

### **6.3 Studies, Scholarships and Admissions Committee – Nothing to Report**

### **6.4 Undergraduate Program Committee – Appendix 2**

- A new high school math curriculum is being rolled out in Fall 2010 for all of Western Canada; therefore, we need to amend our entrance requirements to reflect the new high school math courses.

Senkow/Lockhart

Moved that, effective for Fall 2013 admission, Foundations of Mathematics 30 and Pre-Calculus 30 be added as acceptable mathematics courses for admission to the Faculty of Business Administration.

Carried.

### **6.5 Graduate Program Committee**

- MBA International proposal was taken to PPC and was passed through both Phase 1 and Phase 2. However, it did not pass (by a narrow margin) when it was taken to the Faculty of Graduate Studies Faculty Council. The Grad committee has met to address some issues and representatives from our Faculty will be meeting with JSPP, FGSR, and students to gather further feedback, address concerns and highlights strengths of the program. The MBA International proposal will appear again on the agenda of the Faculty of Graduate Studies Faculty Council meeting in April 2010, followed by Executive of Council in May 2010. We still hope to launch this program in Fall 2010.

### **6.6 Teaching Committee – Nothing to Report**

## **7. REPORTS FROM REPRESENTATIVES FROM OTHER FACULTIES**

### **7.1 Graduate Students' Association**

- Currently have 74 paper applications for the Graduate Student Research Conference and funding is also on track
- Update on childcare crisis on campus. Currently 200 people on the waiting list for

childcare. Have a committee set up to investigate.

### **7.2 Library**

- Some resources have been added to the CICA database
- WRDS database package has been extended to March 2011. The package includes many data sources which are easy to use and easy to manipulate. Is available to faculty, sessionals and graduate students. This resource is currently not being well used (based on number of people “signed up”).

[Clarified later that ALL students, both undergrad & grad, are eligible to use WRDS when faculty register a course account]

- Bureau Vandike is a database containing up to 30 years of historical data for private and public companies. A trial will be set up in March 2010.

### **8. REPORTS FROM BUSINESS ADMINISTRATIVE REPRESENTATIVES TO OTHER FACULTIES**

- Faculty of Science Faculty Council only meets twice a year.

### **9. OTHER REPORTS – Nothing to Report**

### **10. OTHER BUSINESS**

#### **10.1 Hill Alumni Forum**

- Setting up an undergraduate alumni group/forum which will meet twice a year for a breakfast meeting. This will provide feedback to the faculty from past students. Please forward names of interested alumni to the Dean’s Office.

#### **10.2 E-Textbook Usage**

- Requested feedback from faculty who are currently or who have used previously used e-textbooks in their classes
  - These e-textbooks are half the cost of the hard copy
  - 5-10% of students used the e-textbook
  - In some instances students can download the e-textbook to keep, but in others there is a limited access time (6 months).

#### **10.3 Employee Engagement Survey**

- The Center for Management Development was approached by U of R Human Resources to develop an Employee Engagement Survey. Aldene Meis Mason and Adrian Pitariu worked on the project. The survey has been reviewed by the leadership and executive groups of the University of Regina, and has been approved by the Research Ethics board. The survey will run from February 22 – March 12 and is expected to be completed by approximately 1600 employees. There are print and paper options for completing the survey, which should take roughly 16 minutes to complete. Participation is voluntary, but those who complete it will be eligible for prizes.

**10.4 Building**

- Discussed issues with fans and air circulation on evenings and weekends. These services are restricted after regular office hours, and this has helped U of R save nearly \$2 million per year in utility bills.

**11.** Hilary Horan made a motion for the meeting to be adjourned at 11:20 am.

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## FACULTY OF BUSINESS ADMINISTRATION

*Report from the Undergraduate Program Committee to Faculty Council (April 16, 2010)*

The Undergraduate Program Committee and the Studies, Scholarships and Admissions Committee recommend the approval of the following motion.

### **MOTION**

That the grading mode for BUS 408 AA-ZZ be changed to allow EITHER “Normal” grade mode OR “Pass/Fail” grade mode. The default grade mode would be “Normal”.

### **RATIONALE**

Currently, the BUS 408 AA-ZZ series (International Study Trips) contain a “Normal” grading mode, which is a percentage grade. We are finding that there is a case (and may be more in the future) where a P/F grading mode would be more appropriate. This is the case with the Korea trip, where the grades in Korea don’t transfer easily to a percentage grade here in Canada. Similar to an International Exchange, where students receive transfer credit but no percentage grade, we feel that a 3 credit hour Pass/Fail option would work better in this specific case.

## **MBA International**

### **Update**

On March 29, 2010 the Faculty of Graduate Studies and Research (FGSR) approved the MBA (International) program. This followed a series of consultations with FGSR, potential students, Johnson-Shoyama Graduate School of Public Policy and Saskatchewan Trade and Export Partnership.

Only one minor change was made upon consultation between the Graduate Program Committee and the Faculty of Graduate Studies and Research. In order to make the MBA (International) truly international, an International Study Tour course will now be a required course (not simply an elective as in the original proposal).

Therefore, MBA 848AA-ZZ *MBA International Study Tour* will be a required course (and GRST 900AA-ZZ *Graduate Studies International Study Tour* may be used as a substitute).

Students who are unable to travel may complete MBA 900, which is a 3-credit hour major research paper.



*Appendix 4*

**SUMMARY OF REQUESTED TUITION FEE CHANGES FOR FALL 2010**  
For Information Only

For Fall 2010, we have requested that the Board of Governors consider the following tuition changes:

|   |                   |   |
|---|-------------------|---|
| 1 | EMBA              | <p>Requesting an increase from \$29,000 to \$34,000</p> <ul style="list-style-type: none"> <li>• Has been at \$29,000 for the past 3 years</li> <li>• Increase is needed to keep up with inflationary cost increases</li> <li>• Will still be lowest price EMBA in Canada (outside of Quebec)</li> </ul>  |
| 2 | MBA               | <p>Requesting a change so that qualifying courses are changed at undergrad rates</p> <ul style="list-style-type: none"> <li>• Undergrad qualifying courses are currently charged at graduate rates of \$1,900 per course</li> <li>• Domestic students therefore just delay enrolling in MBA program, and first take the 8 qualifying courses through CCE</li> <li>• International students can't take CCE courses, so they have to pay the \$1,900 per undergrad qualifying course; with the proposed change, international students would pay the international undergraduate rate of approximately \$1,100 per course instead</li> </ul>    |
| 3 | GBUS courses      | <p>Requesting a change so that all students in GBUS courses pay \$1,900 for the course</p> <ul style="list-style-type: none"> <li>• Will eliminate the loophole that allows students from other faculties to take up spots in some of our popular 'sold-out' courses, but only pay \$500 for the course</li> <li>• The few Education students who need GBUS 817 as a requirement will still be able to take this at \$500 because we will cross-list a few seats in GBUS 817 as an Education course</li> </ul>  |
| 4 | MBA International | <p>Requesting that courses in this new program be charged at:</p> <ul style="list-style-type: none"> <li>• <b>\$1,267 per course for domestic students</b> (i.e., \$19,000 for the program)</li> <li>• <b>\$1,600 per course for international students</b> (i.e., \$24,000 for the program).</li> </ul>  |
| 5 | BUS               | <p>Requesting that course fees for BUS courses be <b>increased by \$10 per credit hour</b></p> <ul style="list-style-type: none"> <li>• U of R business courses are currently \$47 per credit hour <u>less</u> than U of S business courses <ul style="list-style-type: none"> <li>○ U of S charges a total of 29% more for their BUS courses than U of R does</li> <li>○ All other faculties have no more than 7% difference between U of R and U of S</li> </ul> </li> <li>• This change will go part way toward closing the gap, with the revenue of nearly \$240,000 per year coming to the Faculty of Business Administration</li> </ul> |

**Curriculum Vitae**

**EBER HAMPTON**

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Citizenship: Canadian and U.S.  
First Nation: Chickasaw

**PROFESSIONAL  
EXPERIENCE:**

Professor of Business Administration, Faculty of Business Administration;  
Executive in Residence, Levene Graduate School of Business; Adjunct Professor,  
Graduate School of Public Policy; University of Regina. (2005-Present)

Director, Indigenous Peoples' Health Research Centre; A partnership between the  
First Nations University of Canada, University of Saskatchewan and University of  
Regina (2007-2010)

President, First Nations University of Canada (formerly Saskatchewan Indian  
Federated College). (1991 – 2005)

Assistant Professor of Education, University of Alaska Fairbanks. (1986 –1991)

Associate Dean, College of Rural Alaska, University of Alaska. (1988 – 1990)

Chairman, Department of Education, University of Alaska Fairbanks. (1989 – 1990)

Director, American Indian Program, Harvard University. (1982 – 1986)

Teaching Fellow, Harvard University. (1980 – 1982)

Associate Professor, Lesley College Graduate School. (1981 – 1982)

Member of Editorial Board, Harvard Educational Review. (1979 – 1981)

Instructor and Curriculum Specialist, Boston College Graduate School of Social  
Work. (1979 – 1981)

Executive Director, Na-Way-Ee, 2421 Bloomington Avenue, S. Minneapolis,  
Minnesota. (1975 – 1978)

Assistant Professor of Psychology. Mankato State University, Mankato, Minnesota.  
(1970 - 1978; Tenured, 1974; Leave of absence, 1975 – 1977).

Acting Indian Director, Minority Group Study Center, Mankato State University, Mankato, Minnesota. (1972 – 1973)

Co-Director, White Earth Program, Mankato State University, Mankato, Minnesota. (1971 – 1972)

Lecturer in Psychology, University of California, Santa Barbara, California. (1970)

Research Assistant to Dr. Howard Kendler, Department of Psychology, University of California, Santa Barbara, California. (1966 – 1969)

Instructor of Psychology, Westmont College, Santa Barbara, California. (1967 – 1968)

Lecturer in Psychology, Westmont College. 1965 - 1966

Prior to 1965 I held various other jobs including: janitor and maintenance foreman at Westmont College, tree climber for Bryant's Tree Service, cowboy for the French Camp and Stockton Livestock Auction Yards, and youth club leader for CEF Hawaii.

#### EDUCATION:

Harvard Graduate School of Education, Ed.D. in Administration, Planning, and Social Policy. 1988.

University of California, Santa Barbara. All requirements except dissertation completed for Ph.D. in Psychology of Human Learning. 1968.

Westmont College. Santa Barbara, California. B.A. *cum laude*, Psychology. 1964.

#### HONORS AND AWARDS:

Honorary Doctor of Law, Brock University. (2005)

National Aboriginal Achievement Award. (2005)

Named as one of “Canada’s Best” by Time Magazine. Full page story authored by Phil Fontaine, Grand Chief of the Assembly of First Nations. (2003)

War Bonnet awarded by Vice-Chief Lindsey Cyr on behalf of the Federation of Saskatchewan Indian Nations and First Nations University of Canada Board of Governors. (2003)

The Queen’s Golden Jubilee Medal. (2002)

Honorary member of University of Regina Chapter, Golden Key International Honor Society. (2001)

Governor General's Confederation Medal (1992)

Elder Howard Luke's Dance Stick (1990)

Merit Award for Service, University of Alaska Fairbanks. (1990)

Bush Leadership Development Fellow. Bush Foundation, St. Paul, Minnesota. (1978 – 1979)

Letter of Commendation from the President, Mankato State University. (1973)

Pipe from Native American Student Association, Mankato State University. (1972)

Regents Fellow, University of California. (1964 – 1965)

#### PUBLICATIONS:

Ermine, W. & Hampton, E. "Miyo-Mahcihowin: Self-determination, social determinants, and Indigenous health" in B. Campbell & G. Marchildon (Eds.), Medicare: Facts, myths, problems & promise, Lorimer, 2007.

Hampton, Eber, "First Nations-Controlled University Education in Canada" in Marlene Brant Castellano, Lynne Davis, & Louise Lahache (Eds.), Aboriginal Education: Fulfilling the Promise, UBC Press, 2000.

Hampton, Eber, "Memory Comes Before Knowledge: Research May Improve if Researchers Remember Their Motives, Canadian Journal of Native Education, Vol 21, Supplement, 1995.

Hampton, Eber, "Towards a Redefinition of Indian Education", in M. Battiste & J. Barman (Eds.), First Nations Education in Canada: The Circle Unfolds, UBC Press 1995.

Archibald, Joanne; Hampton, Eber; Newton, Earle., "Organization of Educational Services in Sparsely Populated Regions of Canada", Research Monograph published by Indian and Northern Affairs Canada, 1995.

Hampton, Mary; Hampton, Eber; Kinunwa, Germaine & Kinunwa, Lionel; "Alaska Recovery and Spirit Camps: First Nations Community Development", Community Development Journal, Vol 30, no. 3, July 1995, 257-264.

Hampton, Eber & Wolfson, Steve, "Education for Self-Determination", in John H. Hylton (Ed), Aboriginal Self-Government in Canada, Current Trends and Issues, Purich Publishing, 1994.

Hampton, Eber & Wolfson, Steve, "Establishing First Nations Controlled University Education in Canada - An Important Step in the Move Toward Self-Government". Discussion paper presented to the Royal Commission on Aboriginal Peoples' National Round Table on Education. 1993

Hampton, Eber, "Toward a Redefinition of American Indian/Alaska Native Education", in Canadian Journal of Native Education, Vol. 20, no 2, 1993, 261-310.

Dickey B. & Hampton, Eber, "Effective problem solving for evaluation utilization", in Knowledge: Creation, Diffusion, Utilization. Vol. 2, no. 3, 1981, 361-374.

Hampton, Eber, "Notes towards understanding drugs", in Abuse, edited by Gudmestad and Schiotz, Minneapolis: Training, Resources and Development Assistance Center. 1974.

Hampton, Eber, "A voice to the six directions", in Alternatives in Education, edited by N. Schiotz, Minneapolis: Training, Resource and development Assistance Center. 1973.

#### PROFESSIONAL ACTIVITIES:

Peer Review Committee Chair, AHI Projects, Institute for Aboriginal Peoples' Health, Canadian Institutes of Health Research, 2010.

External Reviewer, Aboriginal Programs, Faculty of Arts, University of British Columbia, 2010

Member, External Review Committee for the Province of Saskatchewan, Aboriginal Health Transition Fund, 2007-Present.

Board of Directors, Health Quality Council of Saskatchewan. 2003 – present.

Principal Investigator, Indigenous Peoples Health Research Centre, 2001-present.

Board Member, Aboriginal Health Research Network Secretariat, 2003-present.

Board Member, Saskatchewan Institute of Public Policy, 1998 – 2008.

President, Board of Directors, Native Heritage Foundation, 2005 - 2007.

Member of the Saskatchewan Honours Advisory Council, 2004 – 2006.

Council of Western Canadian University Presidents, 1992 - 2005.

Board of Directors, Canadian Executive Service Organization (CESO), 2002 – 2004.

Board Member, Institute of Aboriginal Peoples' Health, Canadian Institutes of Health Research, 2001- 2004.

Member, Sectoral Commission on Natural and Social Sciences, Canadian Commission for UNESCO, 2001 – 2003.

Board member, Saskatchewan Archives Board, 1997 – 2000

National Steering Committee, Balancing Choices: Opportunities in Science and Technology for Aboriginal People, Indian and Northern Affairs Canada, January 1999 – June 1999.

Honorary President of Regina and District Branch, Canadian Diabetes Association, 1998 – 1999

Jury Member, National Aboriginal Achievement Awards, 1998

Steering Committee, “Securing the Future: A Conference on Jobs for Aboriginal People”, Indian and Northern Affairs Canada, January 1997 - April, 1997.

Editorial Board: Canadian Journal of Native Education, 1994 – 1997.

Editorial Board: Journal of American Indian Education, 1991 - 1995.

Editorial Board: Harvard Educational Review, 1979-1981.

#### GRANTS AWARDED:

“Network Environments of Aboriginal Health Research” \$1,800,000 Institute of Aboriginal Peoples' Health, Canadian Institutes of Health Research. 2007-2010  
Principle Investigator

“Seeking Models for Aboriginal Health Human Resource Planning” \$298,000  
Canadian Institutes of Health Research 2006-2010  
Principle Investigator

“Indigenous Peoples' Health Research Centre” \$4,000,000 Saskatchewan Health Research Foundation, 2001-2009  
Principle Investigator

“Indigenous Peoples Health Research Centre”, \$3,060,000 Canadian Institutes of Health Research 2001-2007  
Principle Investigator

1994 “National Study of Second and Third level Educational Services”, Department of Indian and Northern Affairs Canada, (\$52,000)

1988 "Native American Access to Science", National Science Foundation, USA, (\$150,296.).

1986 "Harvard American Indian Program", U.S. Dept. of Ed. (\$231,000);

1985 "Harvard American Indian Program", U.S. Dept. of Ed. (\$210,000);

1984 "Harvard American Indian Program", U.S. Dept. of Ed. (\$206,000);

1983 "Harvard American Indian Program", U.S. Dept. of Ed. (\$203,000);

1982 "Harvard American Indian Program", U.S. Dept. of Ed. (\$198,000);

1978 "Parents in Support of Youth", Law Enforcement Assistance Administration USA (\$84,000).

#### WORK WITH STUDENTS (Since 2002)

Recent graduate classes taught include Organizational Theory, Social Issues in Business, Management and Organizational Behavior, Indigenous Research Methodology, Contemporary Issues in Indigenous Management. Recent undergraduate classes taught include Ethical Issues in Business and Contemporary Issues in Indigenous Management.

Post-Doctoral supervision, Dr. Pammla Petrucka, 2005.

EMBA project supervision, Marlene Bugler and Jason Dearborn, 2007-08.

Junior Research Faculty mentorship, Bobby Kayseas 2006-07.

M.A. Committee member for Nicole Stevenson, Completed 2009.

Doctorial co-supervisor for:

John Hansen, “Restorative Justice Education: A Cree perspective”, expected completion 2010.

Doctorial Committee member for:

Blair Stonechild, Ph.D. “Pursuing the New Buffalo: First Nations Higher Education Policy in Canada”, completed 2004.

External committee member for:

John Hodson, Ph.D. "Envisioning a Healing Song in the Public Education of Aboriginal Children in Ontario", completed in 2009, York University.

Kathy Absolon Ph.D, "Kaandosswin, This is How We Came to Know! Indigenous Graduate Research in the Academy: Worldview and Methodologies", 2007, University of Toronto.

John Hodson M.Ed. "Learning and Healing: A Wellness Pedagogy for Aboriginal Teacher Education", 2004, Brock University.

Lisa Sterling Ph.D., "Breaking Illusions and Transforming Voice: Indigenous Culture and It's Role in Multi-Generational Trauma and Healing", 2002, University of British Columbia.





## FACULTY OF BUSINESS ADMINISTRATION

### Criteria for Performance Review

#### INTRODUCTION

The Faculty of Business Administration, as an academic unit of the University of Regina, serves a variety of communities. These communities include: students, management and professional communities, the academic community, business, government and society as a whole.

In serving the diverse needs of these communities, faculty members have differing but valued contributions to make. The roles that faculty members play depend on how they can best contribute to the communities served by the Faculty of Business Administration and the University of Regina.

The Faculty of Business Administration serves its communities by performing:

- i) teaching and related duties,
- ii) scholarship, research or equivalent professional activities,
- iii) administrative duties, and
- iv) professional and public service.

Evaluation of faculty members involves assessment of contributions in each of these areas, as appropriate. Those holding tenure or tenure-track positions in the faculty ranks are expected to contribute in all four of these areas and are evaluated on that basis. The primary evaluation of the quality of individual contributions of Instructors and Term Lecturers is in the area of teaching and related duties. Instructors and Term Lecturers may also provide evidence of performance in one or more of the other areas, which is regarded as contributory.

Faculty members are expected to behave in a collegial, responsible and professional manner as a matter of course.

Evaluation in each performance area, as relevant to appointment category, results in one of three measures of performance: superior, effective, or less than effective. These categories of assessment are not absolute, but rather, relative to category, rank and duties. Faculty members whose duties and workloads are not consistent with the normal workload should have such assignments agreed to in writing by the Dean.

## **TEACHING AND RELATED DUTIES**

The Faculty places a high value on teaching. Our primary responsibility is to our students. As such, it is recognized that effective teaching is a prerequisite for tenure and for promotion.

In assessing the teaching performance of a faculty member, the following are evaluated:

- a) knowledge of the subject matter and a commitment to fostering independent thinking in the pursuit of knowledge,
- b) an enthusiasm for the subject and the ability to impart knowledge to the students,
- c) the ability to gain students' respect, to treat students with respect, and to show empathy for students and their problems,
- d) organization of the class and development of course outlines in accordance with Faculty guidelines,
- e) availability for reasonable student consultation outside class,
- f) ability to appropriately evaluate the knowledge and skills learned by students, and
- g) appropriate preparation for each class period.

Faculty members are expected to maintain academic, professional and pedagogical competence relevant to the courses taught.

Teaching performance is assessed by reference to:

- i) reports of courses taught and enrolments for those courses,
- ii) student evaluations, course outlines, course examinations, and
- iii) other relevant material.

Student evaluations administered by the Faculty of Business Administration are important indicators of teaching effectiveness, but should not be the sole method of evaluation. Course outlines and course examinations are also useful evidence and are included in the assessment of teaching in the performance review process. Faculty members may also wish to submit other material that could be useful for assessing teaching performance.

## **SCHOLARSHIP, RESEARCH OR EQUIVALENT PROFESSIONAL ACTIVITIES**

Research is a basic function of a university and faculty members, other than Instructors and Term Lecturers, are expected to be engaged in such activity. Scholarship in the Faculty of Business Administration involves efforts to contribute new knowledge (i.e., research) and to contribute to the scholarly dissemination of knowledge to scholars and professionals. In general, knowledge is expected to be disseminated in a peer-evaluated medium acceptable to the faculty member's area. The Faculty of Business Administration defines the phrase "equivalent professional activities," in the context of disseminating knowledge to its professional and managerial

communities. Thus faculty members may disseminate knowledge in such media as practitioner journals (which are often not refereed) and reports which are widely disseminated and which demonstrate the application of scholarship.

Evidence of contribution and/or dissemination of knowledge includes:

- i) articles in academic journals,
- ii) papers published in conference proceedings,
- iii) books and book chapters,
- iv) published cases,
- v) commissioned reports for governments and other organizations,
- vi) articles in professional journals,
- vii) presentation of conference papers.

The measurement of contributions includes both quality and quantity. While peer-reviewed and other refereed contributions normally have the highest weight, it is also recognized that significant contributions can be made in other media. In general, articles, books and reports are given credit once they have been accepted for publication. Papers are recognized when they have been presented. Faculty members, other than Instructors and Term Lecturers, are encouraged to maintain an active research plan.

Evidence of respect earned among colleagues in the academic and/or professional communities related to the member's area of scholarship is also a useful measure. As such, supporting evidence of scholarly accomplishments includes securing research grants and receiving invitations to:

- i) become editor of a journal,
- ii) become an editorial board member,
- iii) present papers,
- iv) chair conference sessions,
- v) referee papers, and
- vi) referee research grant applications.

## **ADMINISTRATIVE DUTIES**

Faculty members are expected to take part in the administrative aspects of the Faculty and University, as appropriate. It is expected that these duties will be performed in a co-operative and effective manner. Failure to accept a fair share of responsibility for administrative and committee work (in the absence of written arrangements with the Dean) has a negative impact on promotion and tenure decisions. Superior contributions in this area are recognized as a factor in assessing faculty members' overall performance. However, contributions of this type cannot, on their own provide a basis for renewal of tenure-track appointments, the granting of an appointment with tenure, career growth increments, or promotion.

## **PROFESSIONAL AND PUBLIC SERVICE**

It is important that faculty members are recognized by professional and other communities. This can be done through a) professional and management service and/or b) community service.

### **a) Professional and management service**

Professional and management service can include:

- i) participation on provincial, national, or international committees or governing bodies,
- ii) management development activities, and
- iii) consultancy.

Superior performance in this area would include such activities as national leadership of a professional organization; significant involvement in national or international policy making; or significant involvement in professional accreditation or similar activities.

Significant involvement in professional and management service may, with written approval of the Dean, reduce expectations regarding scholarly activities. However, involvement in such activities cannot entirely eliminate the requirement to engage in research and disseminate results in a manner acceptable to the Faculty.

Superior contributions in this area are recognized as a factor in assessing faculty members' overall performance. However, contributions of this type cannot, on their own provide a basis for renewal of tenure-track appointments, the granting of an appointment with tenure, career growth increments, or promotion.

### **b) Community service**

Public service, that is, service conducted as citizen rather than as a representative of the University, is nonetheless useful in raising the Faculty's and the University's image in the community. Faculty members' contributions in this area can be expected to vary widely, depending upon the particular skills and interest of each member. Superior contributions in this area are recognized as a factor in assessing faculty members' overall performance. However, such contributions are normally considered as supplementary to performance and cannot, on their own provide a basis for renewal of tenure-track appointments, the granting of an appointment with tenure, career growth increments, or promotion.

## **CRITERIA FOR PROMOTION**

### **Promotion to Assistant Professor/Appointment as Assistant Professor**

To be considered for appointment to the position of Assistant Professor or to be promoted from Lecturer to Assistant Professor, a candidate would normally have completed or have nearly completed a doctoral degree in the field of specialization. The candidate will also have demonstrated effectiveness in teaching (or potential effectiveness if teaching experience is limited). The candidate should show that scholarly work is in progress and is likely to continue. Effectiveness in the performance of assigned administrative duties and professional and community service is required.

### **Promotion to Associate Professor/Appointment as Associate Professor**

To be appointed or promoted to the rank of Associate Professor, the candidate must have demonstrated an ongoing record of independent scholarship, as evidenced by peer evaluated media acceptable to the faculty member's area. (It is understood that scholarship is independent as long as the individual makes an independent contribution to joint research efforts.) In addition, there should be solid evidence that the candidate will continue a research program. The candidate must also have demonstrated sustained effective teaching (or potential effectiveness if teaching experience is limited). Effectiveness in the performance of assigned administrative duties and professional and community service is required.

### **Promotion to Full Professor/Appointment as Full Professor**

To be appointed or promoted to the rank of Full Professor the candidate, having fulfilled all the previous requirements, must also have established a national or international reputation in scholarship. A long-standing record of effective teaching is also required. The candidate should have consistently performed administrative duties and professional and public service in an effective manner.

### **Promotion to Instructor II/Appointment as Instructor II**

To be considered for appointment to the position of Instructor II or to be promoted from Instructor I to Instructor II, a candidate must hold a Master's degree (or a Bachelor's degree in combination with a professional accounting designation or a chartered financial analyst designation) and have an established record of effective teaching. The candidate is expected to demonstrate academic, professional and pedagogical competence. Experience with administrative duties and professional/public service is expected for individuals being promoted to Instructor II.

### **Promotion to Instructor III/Appointment as Instructor III**

To be considered for appointment to the position of Instructor III or to be promoted from Instructor II to Instructor III, a candidate must either: (1) hold a PhD or other terminal degree and have a record of effective teaching or (2) hold a Master's degree (or a Bachelor's degree in combination with a professional accounting designation or a chartered financial analyst designation) and have a five-year record of effective teaching. The candidate is expected to demonstrate academic, professional and pedagogical competence. Experience with administrative duties and professional and public service is expected for individuals being promoted to Instructor III.

### **APPOINTMENTS WITH TENURE**

#### *Faculty Ranks*

Appointments with tenure are awarded only to those who are expected to proceed through the academic ranks at a normal rate. The candidate must have performed effectively in the area of scholarship (i.e., publication in refereed journals) and there should be convincing evidence that the candidate will continue a research program.

The candidate must also have demonstrated sustained effectiveness in teaching. Effectiveness in the performance of assigned administrative duties and professional and community service is required.

An individual being considered for an appointment with tenure should supply:

- a) a current CV,
- b) a research plan that describes the candidate's research area and identifies the process by which the candidate plans to continue contributing to this area,
- c) examples of scholarly work disseminated in acceptable forms, as outlined under, "Scholarship, research or equivalent professional activities,"
- d) evidence of a research program currently in progress. The type of evidence submitted will depend on the stage and the nature of the research. It can include research grant applications, examples of data collected, data analysis and/or working papers, and
- e) evidence relating to teaching effectiveness – e.g., curriculum materials, course innovations, course development, teaching development, etc. (the Dean will obtain a relevant synopsis of teaching evaluations).

Letters of reference and assessment will be used as outlined in the *Collective Agreement* the University's *Staff Recruitment Policies and Guidelines*.

Tenure will not be granted unless all special conditions attached to the original appointment have been met. Normally, a doctoral degree is necessary for acquiring tenure.

### *Instructor Category*

Instructors holding tenure-track positions are considered for an appointment with tenure when performance has consistently met the standards for their category and rank throughout the probationary period and when there is convincing evidence that future contributions will enhance the academic reputation of the university. An Instructor being considered for an appointment with tenure should supply: a curriculum vitae; evidence of effective teaching (e.g., curriculum materials, course innovations, course development, teaching development, etc. (the Dean will obtain a relevant synopsis of teaching evaluations)); and other related information.

## **CAREER GROWTH INCREMENTS, MERIT INCREMENTS, AND RENEWAL OF TENURE-TRACK APPOINTMENTS**

### **Career growth increment**

Career growth increments are granted to faculty members who have shown effectiveness in teaching and related duties; scholarship, research or equivalent professional activities; administrative duties; and professional and public service at a level appropriate for their category and rank. The granting of a career growth increment is subject to the limitations of the salary range for the rank and to the limitations defined by the *Collective Agreement*.

### **Merit Increment**

Merit increments may be awarded to those faculty members who, considering their category, rank and duties, make clearly exceptional contributions to the mission of the Faculty and the University or demonstrate sustained performance that is well above average. The period to be taken into consideration for the award of a merit increment is the period since appointment or, if the faculty member has previously been awarded a merit increment, from the date of the last such action.

### **Renewal of Tenure-track Appointments**

Within the probationary period, a tenure-track appointment is renewed if the individual earned a career growth increment. If performance is below the minimum required for the career growth increment, renewal is conditional upon the development of an acceptable plan to meet standards. More than one denial of a career growth increment will normally result in the denial of a renewal. However, the tenure decision is separate from the career growth and merit increment decisions.