GUIDELINES
FOR
COMPLETING
THE ANNUAL INFORMATION FORM

August 2005
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Every year, questions arise from faculty members while completing the Annual Information Form. The following suggested guidelines are intended to make the process somewhat easier.

In general, the Performance Review Committee and the Associate Dean attempt to work from the following principles in developing the guidelines.

1. that reporting should be transparent
2. that reporting should be congruent with the Criteria Document
3. that reporting processes should take into account career stage differences and academic orientations
4. that reporting should be succinct, useful and complete

GENERAL COMMENTS

Too much information is not always helpful to the Committee. What constitutes “too much” is, of course, the main question. If you think you are overdoing it, you probably are. For example, do not include a breakdown of the work of every committee in which you participate or a list of student visits during internship. It is not necessary to include all congratulatory cards and letters of confirmation. Clearly indicate what your specific role is in any activity that involves others. If, for example, you were involved in a workshop, indicate your specific role (e.g. planning, organizing the team, key person presenting, etc.). You need to attach sufficient information to back up any special claims you make (e.g. more than usual attention to teaching, proof of article publication, award letters, research grant notification, etc.).

Do not complete the form in handwriting. The form is available online from Human Resources and should be completed by word processor. Leave all boxes intact on the form, even if empty. Use “N/A” for unused boxes. Keep the default formatting as given.

Instructors are not required to fill out the Scholarship, Research, or Equivalent Professional Activities section because this is not an expectation for their position. However, specific attention needs to be paid to the Teaching and Related Duties section.

A. TEACHING AND RELATED DUTIES

This category includes courses taught, including enrolments and hours of contact in the semester, OCRE involvement, Internship Seminar involvement, graduate student supervision, internship and preinternship undergraduate supervision, guest lectures to undergraduate and graduate courses, and hours of student counselling (those related to teaching and not to administrative duties, e.g. Program Chair, etc).
Reading courses/independent studies should be clearly identified as such and not as part of course workload. These should be labelled appropriately (e.g. reading course/independent study) along with enrolments.

Labs should be clearly labelled as labs attached to courses.

The Criteria Document encourages faculty members to submit summaries of teaching evaluations along with an analysis of teaching. Reports from colleagues who have observed in a faculty member’s classroom are also useful to the initial reviewer, especially if they are part of the professional development process for the faculty member being observed.

Under Section #2 of Teaching and Related Duties, it is useful to list special teaching methods, development of new classes, etc. that are truly significant and have required noteworthy effort on your part.

Make the connections between teaching and scholarship when there is a clear link. Make it easy for the Committee to see the connections. This applies especially in cases where scholarship and teaching have mutually informed each other and supported change in either. Similarly, the development of new courses may involve an overlap between teaching and scholarship. Placing the development in one category rather than another is less important than showing the connection between the two processes.

The Graduate Student Supervision and Involvement Form (attached to these guidelines) should be used to report work with graduate students.

**B. SCHOLARSHIP, RESEARCH, OR EQUIVALENT PROFESSIONAL ACTIVITIES**

Scholarly presentations involve the presentation of papers emanating from academic research, or from a faculty member’s general expertise in an area. They are normally presented at conferences and annual professional association meetings. These presentations specifically involve the dissemination and peer review of scholarly work in the environment of academic colleagues. Research and scholarly presentations are listed under the Scholarship, Research, or Equivalent Professional Activities category.

Equivalent professional activity refers to any scholarly activity that involves a degree of preparation equivalent to scholarship and research endeavours, and is vetted with peers. The writing of manuals for Faculty programs fall into this category if they are vetted with faculty. The adjudication of promotion files for other faculties and universities, the review of articles for refereed journals, and the review of research proposals for funding agencies, all qualify as equivalent professional activities under Scholarship, Research, or Equivalent Professional Activities.
Work that has been accepted for publication, or given “in press”, or “under review” status in the year in question, should be reported (along with a letter or e-mail from the publisher, indicating the status of the submission). All bibliographic information should be included. Refereed journals need to be clearly identified. Manuals and guidebooks need to be clearly distinguished from books. Work that is “in progress” can also be reported to demonstrate ongoing scholarship but it is suggested that you include expected date of submission and place of submission when including this work. Update the status of work that has been “in progress” from one reporting period to the next.

Indicate the year in which a research grant was first given. When reporting research projects, indicate when the project started, when the funding started, and which year of the project is being reported on your Annual Information Form. Then, de-list them when the granting period is over.

Research proposals should also be listed under this section. They are considered to be under review once submitted to a granting agency. Provide the date of submission.

Take care in designating conferences as “invited”. This designation usually refers to the status of the keynote speaker or equivalent major involvement. It does not apply to a general call for papers, even if the call says that one is “invited” to participate.

Be sure to indicate if your scholarly activities were undertaken solely by you or in collaboration with others. Be prepared to indicate your contribution, if additional information is requested by the initial reviewer, Committee, or Dean.

C. ADMINISTRATIVE DUTIES

This section includes work in a designated Faculty role, and work on committees. It is useful to differentiate Faculty and University committees. Be sure to indicate if you were the Chair of the committee or served in another role.

Provincial committee work such as SaskLearning involvement should go under Public Service as professional involvement. Similarly, the planning of a conference is professional activity under Public Service.

For an examination of a Master’s or PhD thesis, the Education representative for the Faculty of Graduate Studies and Research is considered to be the Chair of Defense, not the External Examiner. The Chair of Defense should be claimed under Administrative Duties while External Examiner is claimed under Scholarship, Research, or Equivalent Professional Activity.
D. PUBLIC SERVICE

Participation in professional societies includes memberships and specific participation.

Honors such as teaching, research and public service awards should be listed in this section.

Professional activities involve presentations that do not involve peer review. These presentations are less academic in nature than research, scholarship and equivalent professional activities, and are more of a consultative activity. For example, sitting on a panel at a teachers’ convention, or giving an interview to a reporter would be public service rather than scholarship activity. Be sure to indicate whether they are local, provincial, national or international and provide dates.

Public service involves contributions to professional associations and to community organizations. Contributions to professional associations may involve: membership, serving on boards, providing consultation on issues relevant to your expertise, sitting on committees, assisting with conference/meeting planning, giving presentations that are non-refereed and to non-academic audiences. Contribution to the community may involve volunteer positions, and participation in special events.

Attending a conference without presenting a paper should not be listed as an activity under Scholarship, Research, or Equivalent Professional Activities but rather should fall under Public Service since it is a form of professional development.

Being a member of a list-serve does not usually qualify as an academic activity. It should go under Public Service as a professional activity. If it involves significant dissemination of your research, then your involvement should be clarified and documented.
## GRADUATE STUDENT SUPERVISION AND INVOLVEMENT

<table>
<thead>
<tr>
<th>Name</th>
<th>Place in Program*</th>
<th>Comments</th>
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### 1. Master’s

Thesis Supervisor:

Thesis Co-Supervisor: Other Supervisor?

Project Supervisor:

Practicum Supervisor:

Committee Member:

### 2. PhD

Dissertation Supervisor:

Dissertation Co-Supervisor: Other Supervisor?

Committee Member:

### 3. External Examiner

*taking courses (TC); coursework completed (CC); thesis close to completion (T); program completed (PC); on leave/discontinued (L or D)