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FACULTY OF SOCIAL WORK

ACADEMIC STAFF

CRITERIA FOR PERFORMANCE REVIEW (17)

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1.0 PREAMBLE

The Faculty of Social Work was established in 1973 to provide professional and academic education and to undertake research and scholarship in social work, social policy and the human services. Additionally, faculty members are expected to contribute their expertise to professional groups and the community at large.

The Faculty of Social Work Mission Statement reads:

*The social work program of education, research and community service is designed to prepare students for critical generalist social work practice with diverse peoples. Informed by the principles of social justice, the social work program encourages students to identify the needs of the disadvantaged, marginalized and oppressed; to develop the commitment, knowledge, values, attitudes, and skills required to confront structural inequalities; to address personal issues; and to empower individual, families, and communities to realize their potential.*

The Faculty of Social Work recruits academic staff who are capable of teaching, scholarly work, undertaking administrative duties and contributing to public service.

In order to fairly evaluate all aspects of academic staff contributions, the Faculty Criteria Document emphasizes teaching, research, scholarship and equivalent professional activities, administration and public service.

In the context of performance guidelines and expectations defined in this document, academic staff members should exhibit characteristics necessary for the fulfillment of the Faculty’s goals in delivering programs that meet the needs of learners; fosters pride in an integrated professional community of scholars, learners and practitioners; and develops quality graduates. These include:

**Practice Competence**: Social work professionals require a strong theory and practice foundation. Academic staff members need to demonstrate and transfer their knowledge of professional practice to future social work graduates, at both the undergraduate and graduate levels.

**Integrity**: Academic staff members are expected to exhibit integrity in their academic and professional activities. The social work profession requires adherence to a Code of Ethics, which must be fostered in
students undertaking social work studies. This is best achieved by example. Excellence in research and scholarship also depends on the integrity of all participants.

**Collegiality:** The faculty of social work should incorporate teamwork and academic staff members should look for opportunities to collaborate in teaching, research, scholarship, and community endeavours. As well, the efficient governance of a democratic environment requires active participation of all individuals with diverse skills to formulate and implement the strategic plans and initiatives of the Faculty.

**Active Engagement:** Key to the success of the Faculty is the willingness of individual faculty members to take on leadership, ensuring that this is a shared commitment and not the function of a few.

## 2.0 ACADEMIC PROFILES

In a truly collegial environment, senior academic staff members should be a resource to those of junior rank, providing encouragement, mentoring and supporting those moving through the ranks, especially in grantsmanship, teaching proficiency, and publishing articles in refereed journals.

### 2.1 Instructor

A position at the rank of instructor is a tenurable appointment and requires a minimum of an appropriate Masters degree. The primary professional duty of an instructor is to teach. Instructors may also be required to be involved in other related activities. Individuals at this rank are expected to demonstrate proficiency in teaching at the undergraduate level and to perform service. The emphasis of service should be on participation, collegiality, and community involvement.

### 2.2 Lecturer
A position at the rank of lecturer is a tenurable appointment and requires a minimum of an appropriate Masters degree. Individuals at this rank are expected to demonstrate proficiency in teaching at the undergraduate level and to perform both administrative duties and public service. An individual at this rank is not expected to have an independent research program but is expected to be actively engaged in research. The emphasis of administrative duties and public service should be on participation, collegiality, and community involvement.

2.3 Assistant Professor
The assistant professor rank is a tenurable appointment requiring a Ph.D. or equivalent and is considered the normal starting point of an academic appointment. An individual at this rank is expected to fulfill the promise of research independence and demonstrated teaching effectiveness at all levels that led to the appointment of the individual in the first instance. Evidence is sought that indicates the individual is establishing an independent research program. This does not mean the expectation of closure on previous collaborative work; after all, collaboration and partnerships are noted as significant aspects of a strong program of research and scholarship. It is expected that assistant professors will publish work from their theses, postdoctoral research (if applicable), and other research already underway, and accounting for time delays in the publication process, it is expected that within two years of appointment, refereed publications will appear on their records. During time in rank, evidence of publications and presentations should be noted from work that was initiated while on faculty at the University of Regina. The emphasis of administrative duties and public service should be on participation, collegiality, and community involvement.

2.4 Associate Professor
The rank of associate professor indicates that the faculty member engages in scholarship as demonstrated by an independent and viable research program, and has a successful teaching record at all levels assigned. Within a few years at this rank, it is expected that the member will be invited to present their work at national and international meetings and symposia. Active involvement in the administrative
infrastructure of the Faculty, participation in administrative service to
the University, and engagement in public service should be evident.

2.5 Professor
The rank of professor is that of an academic who has achieved a
consistently strong record in the areas of scholarship as demonstrated by
an independent and viable program of research, teaching, and service to
the University and the community. Considerable evidence of leadership,
and national/international recognition should be on record,
demonstrating strong peer respect within the discipline. Professors
should be recognized in their areas of expertise and therefore, be active
as reviewers and external referees for Master and Ph.D. theses and/or
granting agencies. Publication history and grant support should be well
established. Professors should willingly give of their time, within reason,
to be involved in senior administrative bodies on campus and act as
responsible spokespersons for the University, their discipline and
Faculty, including in matters of importance to the community at large

3.0. FACULTY PEER REVIEW COMMITTEE
3.1 Preamble
Review of a member’s performance by the Faculty Peer Review Committee
is a critically important part of the overall review process. It is expected
that all members of the Faculty Peer Review Committee will engage in the
review process in a serious and thoughtful manner, providing
recommendations of the member’s performance that is insightful,
constructive, and objective. As such, the member being reviewed should
understand the context in which the review is done and that even when
the comments may be critical in nature and the recommendation seen as
not being positive, this information is presented to help the member
strive for excellence.
On the other hand, the input of all members of the Faculty Peer Review
Committee is viewed as critical and abstention from voting should only
occur when a member of the Faculty Peer Review Committee is the one
being reviewed, or if there is a direct and obvious conflict of interest. The
University of Regina policy on conflict of interest will be applied here, but
generally conflict of interest can be declared when there is a familial or
intimate relationship between the two parties. Research, teaching and/or
other scholarly collaborations should not be considered as a conflict of
interest; rather, this close working relationship should be seen as the opportunity to provide useful and insightful knowledge in the overall evaluation process.

3.2 Composition

3.2.1 Membership – The Committee will consist of four faculty members of which, if possible, three will be tenured. Appointments will be for two years. A Faculty member who serves as the Faculty’s representative to the Campus Promotion Committee will not be eligible to serve on the Faculty Peer Review Committee.

3.2.2 Committee Chair – One of the members will be elected chair by the other members at the first meeting of the Faculty Peer Review Committee. The Chair shall have a voice and a vote.

4.0 RESPONSIBILITY AND GUIDELINES FOR PROVIDING DOCUMENTATION

Article 17 of the University of Regina Collective Agreement outlines policy and procedures respecting performance review. Academic staff members are advised to pay particular attention to Article 17.4 as this lists the forms and other documents relevant to the type of review. It is the responsibility of the individual faculty member concerned to make sure that evidence relevant to an increment, tenure, promotion or reappointment decision has been made available to the respective reviewers.

5.0 PERFORMANCE OF DUTIES

Article 16.1.1 of the Collective Agreement outlines three categories of professional duties:

a) teaching and related duties;
b) scholarship, research, and creative or equivalent professional activities; and
c) service.

Recognizing the importance the Faculty of Social Work places on community based service, research and involvement we have expanded on ‘service’ to include administrative service and public service. Therefore our four categories of professional duties include:

1. teaching and related duties;
2. scholarship, research, and creative or equivalent professional activities;
3. administrative service; and
4. public service

The performance of academic staff members will be evaluated on the basis of their contributions in these broad areas as well as other Faculty wide priorities which may from time to time be explicated.

5.1 Teaching and Related Duties
The Faculty's primary responsibility is to students. High quality teaching is an important factor in preparing students for professional practice. Teaching includes the design and implementation of a range of learning experiences to meet the learning objectives. Excellence in teaching involves effective dissemination of knowledge and an ability to inspire students to learn, to develop critical thinking skills, to analyze and construct concepts, to develop creative solutions, to broaden horizons and to sustain intellectual curiosity. In developing standards for academic staff, it is recognized that effective teaching is a prerequisite for career growth increments, continuing appointments and promotion at all academic ranks. Faculty members are expected to treat students with respect and fairness, to be accessible to students for encouragement and direction and to show commitment to teaching. Faculty members are encouraged to continuously enhance their teaching and to learn from teaching innovations. All faculty members are expected to be involved in advisory roles with students. This means being accessible to students. Effective supervision and timely graduation of graduate students is an important component of teaching. Supervision includes mentoring and having regular meetings associated with educating graduate students. Faculty members are expected to encourage the overall development of graduate students through publications, research or work experience and applications for scholarships and awards.

5.1.1 Teaching Assessment
Effective teaching at the university level includes, but is not limited to:
   a. Knowledge of the subject matter;
   b. Preparation of curriculum and course redesign or redevelopment;
c. Participation in teaching development programs;
d. Incorporation of new and current material;
e. Availability to students at times outside regular class periods;
f. The extent of teaching and range of courses/materials taught across programs;
g. Enthusiasm for the subject and the talent to communicate this to students and to foster independent thinking skills;
h. The ability to gain students' respect, to treat students fairly and equitably, and to accommodate special needs or problems wherever reasonably possible;
i. Appropriate use of technologies and other tools to enhance teaching;
j. Incorporation of diverse perspectives including but not limited to, multiculturalism, diversity, and Indigenous issues into course content
k. Skill in evaluating the students’ knowledge, skills and judgments which are a part of the students’ assignments.

The design and overall supervision of student practica is considered an important teaching responsibility in the Faculty. The following aspects are important contributions for those involved in the practicum teaching process:

1. Knowledge of the teaching/learning process in the field
2. Ability to assess the strengths and limitations of students’ practice competence
3. Skill in communicating with students, in observation and data collection techniques, and in assisting students in an analysis of their own situation
4. Effective teaching (as outlined in points a - k above) in orientation and practicum seminars.

5.1.2 Evidence of Teaching Effectiveness
Ability as a teacher may take many different forms, and evaluation of teaching ability shall be based upon as many kinds of evidence as possible. Academic staff should select from a variety of alternate ways to document teaching effectiveness. Course outlines, student handouts,
assignments, examinations and tests, samples of graded work and feedback given to students may be considered as part of the evaluation criteria. Initial development of new and innovative classes or evidence of major revision of a long-standing class may be considered. The documentation to be considered may also include peer evaluation, invited evaluation, or evaluation by the Teaching Development Centre, and self-evaluation.

The documentation to be considered will include student evaluations based upon an instrument approved by the Faculty and administered in accordance with the Dean’s office procedures. Evaluations are provided online for students to complete. Student evaluations shall be required for all academic appointees on a regular basis, ensuring that students will have an opportunity to evaluate every class offered by the Faculty. Academic staff student evaluations are anonymous. Students shall be informed about the use of such evaluations.

5.1.3 Peer Evaluations

With prior notification to the Associate Dean, a Faculty member may request peers to attend his/her classes to audit and review teaching capabilities and proficiencies, and to provide written input to the Associate Dean or Dean. If such a process is initiated by the Dean or Associate Dean, the Faculty member must receive prior notification one week in advance of the visit. Information gathered at these visits will be provided to the academic staff member.

The annual assessments of teaching completed by the Associate Dean as the first reviewer, Faculty Peer Review Committee and the Dean will consider the results of the student course evaluations in the context of the following information:

a. Comparative information on different sections of the same course or similar courses taught by different instructors
b. Class size
c. Whether the course is new or substantially revised
d. Whether in the judgment of the instructor, the first reviewer, the Faculty Peer Review Committee and the Dean, the course is intended to deal with controversial and sensitive material
e. Instructor’s experience with the course
f. Any trends that may appear in student evaluations over the course of three or more terms
Student evaluations will not be taken as the definitive standard of teaching competence but will be considered, especially where these indicate outstanding teaching effectiveness or, in the opposite instance, where the evaluations are especially weak, inadequate, or negative. Accordingly, a single poor evaluation in and of itself shall not be deemed significant for performance review purposes. An accumulation of poor evaluations over a period of time will be seriously regarded.

Faculty members are encouraged to avail themselves of consultation in order to provide comprehensive documentation, e.g. from the Teaching Learning Centre. Documentation may include evidence of efforts to improve teaching effectiveness via such activities as seminars, clinics and courses.

**5.2 SCHOLARSHIP, RESEARCH AND EQUIVALENT PROFESSIONAL ACTIVITIES**

Scholarship, research, or equivalent professional activities are considered critical areas of endeavor for faculty members. Every faculty member is expected to develop an independent research program involving original contributions to scholarship. Research is defined as work, either completed or in progress that contributes to the knowledge base of social work practice, social policy, social work education, social welfare, international social development, or academic disciplines allied to social work locally, nationally, and internationally.

Peer review generally refers to a formal review process involving professional colleagues external to the Faculty of Social Work. Dissemination refers to availability of the product in the scholarly and/or professional community.

**5.2.1 Evidence of Scholarship and Research**

The following items qualify for consideration as part of an active scholarship and research program providing there is some form of peer review:

- A research grant for a funded project. With respect to research grants, due consideration is given to the size of the grant and the rigor of the competition. For purposes of review, grants will be “amortized”, i.e., portions of the grant may be claimed over the life of the research project as stipulated in the award letter or contract with the granting body.
• A self-funded or no cost research project of merit
• Non-funded grant proposal
• Letter of intent for grant submission
• Publication of an authored book
• Publication of an edited book
• Editorship of a scholarly journal
• Editorship of a special issue of a journal
• Article in a refereed journal
• Book chapter
• Monograph (provide ISBN #)
• Research Report
• Major published research reports (e.g., evaluation studies, or policy reports)
• Training/teaching manuals, or materials (peer reviewed/ published/disseminated)
• Contribution to or innovation in professional practice, including international development practice
• Paper published in conference proceedings
• Scholarly presentation/Conferences (indicate peer reviewed, non peer reviewed, invited, or contributed)
• Full text paper
• Presentation (no full text paper)
• Production and dissemination of scholarly work in non-print media such as film, video, audiotape, or computer software
• Published book reviews
• Member of an editorial board or a grant selection committee
• Referee or reviewer for a journal or research grant organization
• Receipt of funds to support undergraduate or graduate students

In recognition of the importance the Faculty of Social Work places on community-based research and dissemination, faculty members are encouraged to provide unsolicited comments from community partners or collaborators and other documentation of the impact of their scholarly work. It should be emphasized that not all possible contributions of a faculty member have been cited by these examples and other activities may be included provided they meet the criteria of peer review and dissemination.
5.2.2 Supporting Material
It is the faculty member’s responsibility to provide the necessary documentation to support a given piece of work that has met the standards for scholarship. For example, this could include:

- Letters of acceptance of ‘in press’ work for publication
- Grant award for research or scholarly work
- Full citation (if available electronically) or copies of published works
- Contract for scholarly work
- Confirmation of receipt of submitted work
- Evidence of impact of scholarly work from community-based partners or stakeholders
- Evidence of dissemination of research and scholarly work (e.g., conference presentations, reports, knowledge translation materials)

This is not a complete listing of all material that can be attached as supporting documents for scholarly activities and faculty members are encouraged to attach additional supporting information if needed.

Some activities can be in various stages of completion so the following is a guideline for including works that may be in progress:

1. *Work in press* has successfully passed the peer review process and has been accepted as completed and ready for dissemination by a journal publisher or other party but has not yet been published. Supporting documents could include a letter from the publisher confirming final acceptance of the work.

2. *Work in progress* is work submitted for which a decision has not been made. For example, an abstract submitted to a conference, a manuscript submitted to a journal or publisher, a grants proposal submitted to a funding body. In these situations the faculty member should provide: name of article/grant/abstract, where it was submitted and date submitted.

Work in press or in progress can be credited once on the basis of a letter of agreement or contract. In subsequent years credit will be given if the work is published or produced for dissemination.
5.3 ADMINISTRATIVE DUTIES

As the University of Regina uses a form of consultative governance, it is incumbent upon each faculty member to accept a share of responsibility regarding administration and committee work as needed. Such work should not be a major consideration when making recommendations for promotion, but should be taken into account in the overall evaluation. When assigned administrative duties form a significant part of a faculty member’s workload, they should be given commensurate weight. Administrative and committee work which assists in the development, planning and implementation of curriculum and in providing quality service to students is especially valued. Administrative contributions should not simply be measured in terms of the number of committees involved. On the contrary, over-commitment to administrative tasks may detract from teaching and scholarship. (This is especially true early in one’s career during the honing of scholarship and teaching). In evaluating administrative contributions, every attempt should be made to judge the quality of the work done including administrative services to the Faculty and University.

5.3.1 Evidence of Administrative Duties Performed

To evaluate administrative duties, the following baseline standards are applied:

- A member in a junior rank or probationary appointment, including instructors in term positions participates in one-two committees/year;
- A member in a senior rank or continuing appointment at a minimum serves on one Faculty of Social Work and one University of Regina committee/year.

As a collegial Faculty, we value the sharing of power and the opportunity for all to participate in the leadership process. All faculty members must accept the responsibility that comes with collegiality – attendance at Faculty-wide meetings is expected within reason. It is also expected that contributions will be made within the administrative structure of both the Faculty and the University and in particular, consistent, positive, and respectful contributions will be made during all of our collegial interactions.
5.4 PUBLIC SERVICE
The University of Regina values public service contributions that reflect the professional skills and expertise of its academic staff. At the same time, it is important to note that a faculty member's obligation is to fulfill University duties. The contract places some limits on the degree to which outside professional activities can be regarded as fulfillment of a faculty member's obligations (16.4.2).
In order to gain respect and recognition within the external community, it is important for faculty members to offer their skills and expertise by engaging in public service. “Community” in this case is presented with a very broad interpretation and includes professional and disciplinary based activities locally, regionally, provincially, nationally, and internationally. If a faculty member’s participation is due to discipline-specific, or academic expertise and constitutes an engagement of a community that is broader than their academic discipline, then this activity may be considered as public service, or equivalent professional activity within the research, scholarship, or professional activity category.

5.4.1 Evidence of Public Service Performed
Several activities or achievements that are associated with scholarly production are considered as service contributions. These include, but are not limited to the following:
- articles in newsletters, newspapers, periodicals, etc.
- chairing a session at a scholarly or professional conference;
- leadership role in a scholarly or professional conference
- interviews, speeches, contributions to public proceedings, etc.
- consulting to or advising a government or service agency or community group.

There are two aspects of service contributions - service to the academic community and service to the larger community. Neither of these is considered to be more important than the other and faculty members are expected to make at least a minimal contribution to the governance of the Faculty and the University, as well as contributions to the larger community.
The annual information form (AIF) of faculty members shall include an assessment of service to the Faculty, the University, the profession, and the community (local, provincial, Indigenous, national, international). This includes membership on committees, boards, councils and an indication of participation, including, at a minimum, level of responsibility, special expertise or leadership demonstrated, approximate annual hours, and specific role. In the case of promotion or appointment with tenure, service may include outside professional activities (OPA) provided that these activities demonstrate the activities contribute to the enhancement of the stature of the Faculty of Social Work and University. Active involvement in professional organizations and societies (meetings/conferences); councils; local, provincial, Indigenous and federal government agencies; community organizations and social service agencies (boards/committees) are examples of service performance.

6.0 CRITERIA FOR RENEWAL OF PROBATIONARY APPOINTMENTS, AWARDING OF CONTINUING APPOINTMENTS, RENEWAL OF INSTRUCTOR APPOINTMENTS

The following guidelines assume good judgment and good faith at all levels of the faculty review process. Standards of performance should be applied in a manner which recognizes the differing patterns of activity at various times in one's academic career, and the annual workload and assignments. The language of evaluation should be clear and specific.

6.1 Renewal of Probationary Appointment

A faculty member holding a probationary appointment is expected to fulfill the promise of excellence, scholarly independence, innovativeness and teaching ability that led to the appointment in the first instance. Assistant professors appointed closely following completion of their doctoral work are expected to publish work from their theses or other research work and, accounting for time delays in publication, peer reviewed publications should begin to appear in the first two years. It is anticipated that individuals at the same appointment level, but without the doctorate, will progress at a slower rate. However, scholarly work remains an expectation and evidence of research and scholarly
endeavors, including a beginning publishing record is expected. Collaborative work with others is encouraged. Evidence of effective teaching, including working with and supervising graduate students is expected for appointment renewal. Administrative responsibilities must have been accepted, at least as required at the level of the program. Care will be taken not to overburden those holding probationary appointments with administrative work. Similarly, there must be evidence of public service including willingness to serve in a way that is consistent with the mission of the Faculty and the University. Progress must be shown towards fulfilling any special conditions attached to the probationary appointment.

6.2 Continuing Appointment
The awarding of a continuing appointment, or appointment with tenure, is probably the most important career decision made concerning a staff member, as it effectively leads to an academic appointment. It is also one of the most important decisions in a university since it carries with it a commitment on the part of the university to provide a suitable environment for a scholarly career. Tenure should only be granted to those who on the basis of past performance are expected to proceed through the academic ranks. This implies that, during the probationary period, the individual has performed well in the previously described duties. A continuing appointment will not be granted in the event that any special conditions attached at the time of appointment to a probationary appointment have not been fulfilled.

6.3 Renewal of Instructor Appointments
An academic staff member holding an instructor appointment is expected to perform well in all previously described duties, including pedagogic effectiveness. Administrative responsibilities must have been accepted, at least as required at the level of the program. Similarly, there must be evidence of public service including willingness to serve in a way that is consistent with the mission of the Faculty and the University. Progress must be shown towards fulfilling any special conditions attached to the initial appointment.
6.4 Procedures for Tenure
Faculty members being considered for tenure must have a Ph.D. and shall supply:

- a copy of the member’s current curriculum vitae;
- at least three samples of scholarly work, as described in this document (see 5.2), which best exemplify their work to date;
- teaching evaluations of all courses taught to date;
- the names of three referees.

The Dean will send a written request for a letter of reference to each referee. At that time, the Dean will also provide each referee with the following documents:

- a copy of the faculty member’s most recent curriculum vitae;
- copies of the scholarly work supplied;
- a copy of the Faculty of Social Work’s Criteria Document.

7.0 CRITERIA FOR PROMOTIONS

7.1 Instructor II to III
To be considered for promotion from Instructor II to III, the faculty member normally has a Ph.D. degree or a Master’s degree with five years relevant experience. In addition, good teaching ability must have been demonstrated through the incorporation of relevant research. Also, there shall be evidence of a willingness and ability to accept administrative assignments. Academic advising must have been responsibly carried out. The faculty member will have participated effectively in curriculum planning, program design and implementation, and public service relevant to professional education and practice.

7.2 Lecturer to Assistant Professor
To be considered for promotion from Lecturer to Assistant Professor a Ph.D. or equivalent is required. In addition, evidence is required of good teaching ability and scholarly work of an individual or collaborative nature. Also, there must be evidence of a willingness and ability to accept administrative assignments. Academic advising must have been responsibly carried out. The faculty member will have participated effectively in curriculum planning, program design and implementation, and public service relevant to professional education and practice.
7.3 Assistant Professor to Associate Professor
In addition to the criteria for the Assistant Professor rank, promotion to this rank is based on demonstrated evidence of scholarship, research and equivalent professional activities, and competence in teaching effectiveness at all levels, including evidence of involvement in the graduate program and supervision of graduate students. Involvement in the administrative infrastructure of the programs of the University and/or Faculty should be in evidence. Service to the human service community and/or the profession, in keeping with the Faculty’s mission should be evident. A capacity for continuing growth in all of these areas should be evident.

7.4 Associate Professor to Professor
In addition to the criteria for both the Assistant and Associate Professor rank, the rank of Professor should be that of an academic who has a cumulative record in scholarship, research and equivalent professional activities, teaching, and service to both the University and provincial and national organizations. Evidence of leadership at the national and international levels should be on record, demonstrating peer respect in the discipline. Publication records should be well established and evidence of grant applications should be demonstrated. Professors should have demonstrated a progressive pattern of performing well in their accumulated annual assessments. It is understood that a long standing record of effective teaching is also required. Evidence of involvement in graduate programs and the supervision of graduate students are expected. Participation in the governance of the institution is also required. Professors should willingly give of their time, within reason, to participate on senior academic administrative bodies.

7.5 Procedures for Promotion
An academic staff member who desires to be promoted shall make application for such promotion. The application is to be made in writing to the Dean in accordance with Article 17.8 of the Collective Agreement and include:
- a copy of the member’s current curriculum vitae;
- copies of scholarly endeavours (if applicable) that in the opinion of the faculty member best exemplify his/her work
• teaching evaluations of all courses taught to date;

7.5.1 Promotion to Professor
Members who wish to be considered for promotion to Professor shall provide:
• a copy of the member’s current curriculum vitae;
• copies of scholarly endeavours that in the opinion of the faculty member best exemplify his/her work;
• a five year synopsis of the member's teaching (courses taught, number of students enrolled, graduate students supervised, directed readings, practica supervision);
• a list of three referees with a short biography of each referee;

The Dean will send a written request for a letter of reference to each referee. At that time, the Dean will also provide each referee with the following documents:
• a copy of the faculty member’s most recent curriculum vitae;
• copies of the scholarly work supplied;
• a copy of the Faculty of Social Work’s Criteria Document.

The Dean may obtain letters of reference from up to three additional referees in consultation with the member. The Dean shall request in writing a letter of reference from each referee in which they comment on the faculty member's scholarship and offer an opinion regarding promotion.

8.0 INCREMENTS
In accordance with Article 18 of the Collective Agreement, an Increment will be awarded annually in recognition of demonstrated contributions to the Faculty's objectives in teaching and scholarship and in the satisfactory carrying out of administrative duties and public service. The contributions expected will vary with the individual's rank and position. The faculty member will be expected to provide appropriate documentation to demonstrate his or her contributions. Initial reviewers and the Faculty Peer Review Committee should be made aware of any specifics to be taken into account during the evaluation process.

9.0 APPLICATION FOR MERIT INCREASES
Merit increases may be granted to those who, considering their present rank and position have clearly made meritorious contributions in
teaching or scholarly work since their last merit increase or promotion. Meritorious performance in administrative and/or public service activities may be recognized for a merit increase. Merit increases will only be considered where there is also evidence of consistently performing well in all duties associated with the member’s rank. Members who wish to be considered for a merit increase shall apply in writing to the Dean and provide a copy of the member’s current curriculum vitae along with supporting evidence of their meritorious contributions.

10.0 MECHANISM FOR FACULTY APPOINTMENTS, REVIEW AND ASSESSMENT

The process to be followed within the Faculty is governed by the University of Regina Collective Agreement including articles 12, 13, 14 (Appointments), 16 (Performance of Duties), 17 (Performance Review) and 18 (Career Progress Decisions).

Note: This document has been developed from experience with the application of previous Faculty of Social Work Criteria documents, other Faculty documents existing in the University of Regina and other Universities.