

Faculty of Education

University of Regina

CRITERIA DOCUMENT

Relating to Career Progress Performance Review

January 2014

Updated to Reflect the University of Regina
Faculty Association Collective Agreement 2012-2014,
the University Strategic Plan 2009-2014,
the University of Regina's Strategic Research & Scholarship Plan, 2010-2015
the University of Regina's Strategic Plan for Teaching and Learning
and the work of the Ad hoc Committee on Peer Review 2013-14 (In accordance with Article 17.11 of the
Collective Agreement)

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**UNIVERSITY OF REGINA
FACULTY OF EDUCATION**

PREAMBLE

The Faculty of Education is a professional faculty committed to the ideals of service, outreach, and collaborative processes that flourish in a community of caring and mutual respect. The work in which faculty engage is complexly interwoven and interlocked. This work is done with respect to governing and certification bodies and in reciprocal relationship with communities. This work is also carried out in consideration of distinctive faculty programs such as Bac and Arts Education, and in relationship with educational partners including but not limited to SUNTEP, YNTEP, NORTEP, NTEP, FNUC. Our commitments and responsibilities to the educational field include local, provincial, national and international contexts. The Faculty of Education is also engaged in theoretical work pertaining, but not limited to, teaching/learning and questions concerning governance, citizenship formation, and social issues. In this way, the Faculty is concerned with ways in which both theory and practice sustain and inform reciprocal relationships within and beyond the faculty and the field.

These commitments exist in a current era marked by much change; it is a time in which people world-wide, including educators, find themselves composing lives on shifting landscapes in the midst of interconnected crisis touching every person, animal and place on the globe. Increasing numbers of people do not have access to clean water, healthy and safe food and living environments, quality education, adequate child and health care or sustaining work. Economic, political and social change and uncertainty continue to shape intercontinental and national migration. In Saskatchewan, new residents continue to settle at unprecedented rates. At the same time, recent statistics show that people of First Nations, Métis and Inuit ancestry have the highest birthrate in Canada, 1.5 times the overall Canadian rate. Yet, the gap between the socio-economic conditions of Indigenous and non-Indigenous populations in Canada continues to widen. These issues are significant for educators in both formal and non-formal learning contexts with implications for local and global citizenship.

In formal education contexts across Canada, and no longer only in the largest urban centers, educators are faced with a swelling demographic imperative; that is, they find themselves trying to sustain identities of teaching for justice, equity and sustainability in the midst of conspicuous and increasing disparities of educational opportunities, resources and achievement among groups of children, youth and adults whose lives and backgrounds are often very different from their own, racially, culturally, linguistically, economically and geographically. Educators invested in the work of anti-oppressive education continue to face counter discourses intended to sustain privilege and re-inscribe hegemonic practices.

In this midst, and in light of the University of Regina's Strategic Plan with its emphasis on Internationalization, Indigenization, engagement and sustainability, the gravity facing

educators is enormous, as is the work undertaken in our Faculty through teaching, research and service. Our need to conceptualize and engage with students in pedagogy that works to undo the ongoing legacy of Canada's colonial history while simultaneously working to sustain the identities of diverse Canadian learners and the communities and environments where we live is pressing. While our Faculty is responding to these urgencies in multiple ways, including the renewal of our program with more emphasis on the integration of understandings from across disciplines, increased collaboration across subject areas and teaching for an equitable, just and sustainable world, our responsibilities to value the diverse capacities and ongoing growth of all members of our Faculty is imperative. We recognize that changes will come through humility, listening and relearning alongside all people, academic and otherwise, who work and learn within the Faculty of Education and in relation with the people and communities we serve. It is in this spirit that the 2009-10 revision, and now the 2014 revision, of this criteria document was undertaken.

Annual Review Process

As per Articles 17.1 of the Collective Agreement, performance reviews are undertaken to determine whether academic staff members will be granted an increment, merit, promotion, renewal of tenure-track appointments, and tenure. All involved in the performance review process must undertake their roles seriously and with integrity, ensuring that statements, both verbal and written, refer to aspects of performance, are fair commentary, and are based upon appropriate evaluation of the material specified in Article 17.4. It is recognized that the performance review process depends upon honesty, fairness, and confidentiality, and is governed by the principles of natural justice.

As per Article 17.12 of the Collective Agreement, the Dean, after consultation in committee with the relevant academic staff members, shall determine who is to be the initial reviewer. Members in the unit shall be informed in writing, before the beginning of the period under review, of the identity of the initial reviewer. The Dean or equivalent, after consultation in committee with the department heads or equivalents in that Faculty or equivalent unit, shall choose the initial reviewer(s) for heads, and inform the heads of their choice(s) no later than September 30.

The annual review process is based on the calendar year. The procedures, faculty commitments, criteria, and the support and evaluation of faculty performance that apply in the review process are outlined below.

I. The Procedures

A. For Increments, Promotions, Tenure, and Merit

1. Upon the request of the Dean, faculty members complete and submit their Annual Faculty Information Forms along with any necessary supporting documents. Faculty members are responsible for presenting evidence of accomplishment(s) in a format wherein the quality and significance can be easily and readily recognized and assessed during the review process. Each faculty member is encouraged to complete the Annual Information Form in close consultation with the criteria outlined in section two of this criteria document. In addition, faculty members are also encouraged to submit a self-assessment corresponding to each of the four general areas of assessment outlined on the Annual Information form. As per Article 17.4, faculty members shall submit the Annual Information Form for each year under review supplied by the University and completed by the academic staff member, a current curriculum vitae, and any additional material in the academic staff member's official file relevant to the period under review. Academic staff members who hold tenure-track appointments shall submit their forms by December 15 of the year under review. All others shall submit their completed forms by January 31.

An academic staff member who desires to be reviewed in an "off" year shall make application for such consideration, in writing, to the Dean prior to November 30. In accordance with Article 17.8 of the Collective Agreement, an academic staff member who seeks tenure, promotion or merit shall make written application to the Dean on or before November 30. At the time of application for promotion or tenure, supporting documentation is required. Supporting documentation for merit shall be provided with the Annual Information Form. Academic staff members shall have the opportunity to provide supplementary documentation at any time before the initial review is conducted. Applications may be withdrawn at any time before the initial review is completed by notifying the Dean or equivalent in writing.

As per Article 17.12, the initial review shall be conducted in accordance with procedures and criteria established by the academic unit and entered on the form over the signature of the initial reviewer. As per Article 17.4, the initial review shall be conducted on the basis of the following documentation: 1) the Annual Information Form supplied by the University and completed by the academic staff member; 2) a current curriculum vitae; 3) material in the academic staff member's official file relevant to the period under review; 4) documents and other works relevant to the academic staff member's performance of duties during the period under review; 5) aggregated and summarized data from student course/instructor evaluations developed pursuant to Article 17.18 and forming part of the official file pursuant to Article 10.7; and, 6) any additional material relevant to the period under review including self-assessment by the faculty member under review (see 17.4.7).

2. The initial reviewer makes a recommendation and records it on page 4 of the Performance Review Form. This recommendation will be communicated in writing to the academic staff member as soon as possible (preferably two weeks) before the next level of review by the Review Committee. The recommendation may be discussed by the initial reviewer with the academic staff member, if desired by either party. Upon request by the member, the initial reviewer shall provide a copy of the Performance Review Form, including the recommendation, to the member. The academic staff member shall sign the Performance Review Form indicating that they have read the document. The member's signature does not necessarily indicate that the member is in agreement with the statements on the Performance Review Form. Academic staff members may add clarifying information after they have signed the Performance Review Form. This information shall be provided to the initial reviewer as soon as possible and no later than one week after the member signed the Performance Review Form. The initial reviewer shall attach this information to the Performance Review Form before it is forwarded to the Review Committee. The initial review shall not be

forwarded to the Review Committee until all the above steps have been completed.

3. The next step in the review process is an independent review by the Review Committee (as per Article 17.13). Keeping in mind the substance of Articles 17.1 and 17.4 and in light of established criteria of the Faculty, the Review Committee shall conduct their review on the basis of the following documentation: 1) the Annual Information Form supplied by the University and completed by the academic staff member; 2) the Performance Review Form(s), supplied by the University and completed by the initial reviewer; 3) a current curriculum vitae; 4) material in the academic staff member's official file relevant to the period under review; 5) documents and other works relevant to the academic staff member's performance of duties during the period under review; 6) aggregated and summarized data from student course/instructor evaluations developed pursuant to Article 17.19 and forming part of the official file pursuant to Article 10.5; and, 7) any additional material relevant to the period under review including self-assessment by the faculty member under review (see 17.4.7). The Review Committee shall make recommendations on page 4 of the Performance Review Form by checking the appropriate boxes. Supportive or explanatory comments may be added if deemed necessary (e.g., 'unanimous decision of the committee'). Similarly, keeping in mind the substance of Articles 17.1 and 17.4, if there are verbal submissions by initial reviewers to the Committee made in the performance review process, the Committee shall decide if they are fair and appropriate commentary based upon appropriate evaluation of the material submitted for review. If they are not, they shall be excluded from consideration. If they are deemed to be fair and appropriate commentary, they shall be put in writing and communicated to the academic staff member being reviewed. The member will then have an opportunity to respond to the commentary. The Review Committee shall schedule a meeting with the Dean to provide its recommendations (as per Article 17.13). In the case of a tenure-track academic staff member, the Committee shall provide a written recommendation on renewal of appointment, the rationale for its recommendation, comments on the member's performance, and suggestions for the member on steps to be taken for progress towards tenure and/or promotion. This document shall be part of the member's file.
4. The academic staff member shall be given an opportunity to see the Performance Review Form after the Review Committee has made its recommendation(s). The Dean shall invite, in writing, all academic staff members under review to peruse their Forms and, if they have any concerns, to schedule meetings with the Dean to discuss the Forms and the forthcoming career decision of the Dean. Upon request of the member, the Dean shall provide the member with a copy of the Performance Review Form (including the recommendations of the Review Committee). Further opportunities for input from the academic staff member are outlined in Article 17.15.

5. Only after all the steps outlined above have been completed, shall the Dean or equivalent make a decision concerning the academic staff member's career progress. As per Article 17.17, the Dean shall enter the decision on page 4 of the Performance Review Form and sign the Form. (See also Articles 17.19, 17.20 and 17.21).
6. Any reviews external to the Faculty of Education which occur beyond the preceding steps will do so by taking into full consideration the criteria outlined in this document.
7. As part of a process of career planning, tenure-track members will meet with the Associate Dean, Human Resources and Faculty Development within six months of being appointed to Faculty. The purpose of the meeting is to hold a formative discussion regarding performance of duties (see Article 17.22).

B. For Tenure-Track or Tenured Appointments

The first six steps in A above apply to tenured faculty, and the first seven steps apply to tenure-track faculty. The eighth step is:

8. The Dean may also seek input from the Academic Review and Development Committee before coming to a decision (see Article 17.17).

C. For Out-of-Scope Academic Administrators Who Also Hold Faculty Appointments

As indicated on page one (1) of the University of Regina Academic Policies and Procedures Manual, Article 100.15 entitled “Policy and Procedures for the Evaluation of those in Out-of-Scope Academic Administrative Positions”, the criteria outlined in this faculty’s criteria document will be applied in consideration of the awarding of promotion, tenure, merit, and increments to those out-of-scope academic administrators who also hold faculty appointments.

II. Faculty Commitments

As per Article 16.2.1 of the Collective Agreement, the responsibilities of a faculty member shall normally include: teaching and related commitments; scholarship, research or equivalent professional commitments; participation in collegial governance; and public/community commitments. Keeping in mind the overlapping complexities of work in a Faculty of Education, it is expected, therefore, that each faculty member will provide evidence of her/his commitments in ways that map coherently onto each of those four areas of responsibility and in a format wherein the quality and significance can be easily and readily recognized and assessed during the peer review phase of the tenure and promotion process.

Article 16 of the current Collective Agreement, which describes the duties to be performed by faculty members, will be interpreted to include the following:

Teaching:

Teaching is highly valued and integral to the work of the Faculty of Education that occurs both within and beyond the formal university classroom: educating others, and doing so in a compelling fashion that engages students in scholarship themselves. Teaching is both scholarly and dynamic. The teacher is a creative, thoughtful and well-informed guide for students, who willingly learns alongside the students. Scholarly teaching fosters active learning and a critical spirit in students. As per the University of Regina's Strategic Plan for Teaching and Learning (2013), the Faculty of Education is committed to and supports high quality teaching and learning. The Faculty of Education also recognizes that impactful teaching may create discomfort for students resulting in less than favorable course evaluations and that not all students will respond to learning in the same way. As part of scholarly teaching, faculty seeks to model innovative approaches to teaching and learning which are not necessarily limited to classrooms on campus or to local contexts. Such approaches consider and value the diverse experiences, abilities and geographic and/or social locations of learners. Scholarly teaching may include, but is by no means limited to, the capacity to lecture and facilitate discussion, to create a variety of learning opportunities, to encourage student participation, rouse their curiosity, inspire them to act ethically and justly in the world, to stimulate them to engage in creative work, to evaluate critically the materials related to one's field of specialization, to excite them to extend their learning beyond a particular course or context, and embody leadership in teaching. Effort to reflect critically on teaching practice, identifying areas of strength and areas for growth is demonstrative of leadership in teaching. Thoughtful and positive contributions to curriculum and program development within the Faculty of Education also exemplify scholarly teaching.

Engagement with Undergraduate Students:

Our Faculty has developed a sequence of field experiences at the undergraduate level which culminates in internship. There are also individual classes which include a field experience component. The supervision of practica and field experience is a specialized form of teaching beyond the confines of the university classroom, and may involve, among many other activities, supporting both cooperating teachers and intern/pre-interns, facilitating and encouraging holistic reflection among interns/pre-interns about instructional repertoire, and advocating on behalf of interns/pre-interns. Engagement with practica experiences also includes supporting interns or pre-interns in and/or beyond schools; supporting relationships between pre-service teachers and professionals in the field; and, contributing to existing support for pre-service teachers in areas such as Internship Seminars.

Engagement with Graduate Students:

Working with graduate students is another important form of teaching and learning within our Faculty. The Faculty of Education is committed to providing the best possible supports for students that transcend the narrowness of disciplinary expertise. While it is difficult to assess an individual's particular capacities in this area, contributions can be understood by attending to an individual's work alongside students and the success of students. Although it is recognized that graduate student supervision is often more demanding and time consuming than participation on students' committees, contributions through committee participation is, as well, of significant value. It is also through this participation on students' committees that the various and diverse capacities of faculty become more deeply visible, valued and nurtured. Another important role of graduate studies support involves the supervision of those graduate students with a practicum experience as a component of their degree program.

Engagement with Teaching and Research Assistants:

The Faculty of Education recognizes the importance of research and teaching assistantships for graduate and senior undergraduate students. Assistantships provide opportunities for students to extend their learning and enhance their program of studies. These experiences are integral but do require time and commitment from faculty for mentoring students as beginning researchers and/or instructors.

Directed Readings/Independent Studies:

Essential to the work of the Faculty of Education is ongoing support for both undergraduate and graduate students. The relationship between students and faculty is pivotal in creating a positive and meaningful learning experience and in realizing the goals of the Faculty in working toward justice, equity, and ecological sustainability. Recognizing the unique needs and strengths of each student in the Faculty, it may be necessary to provide support for both undergraduate and graduate students through directed readings and independent studies. A directed study is intended to give a student the opportunity to conduct research in an area of interest to them under the supervision of a faculty member. Independent study courses provide students an opportunity for one-on-one interaction with a faculty member and foster good student-faculty relationships. Given the value of all students to the Faculty of Education, it is important to value and affirm the role faculty chooses to play in directed readings and independent studies.

Additional Involvement with Students:

There are numerous other meaningful and significant ways in which faculty members are engaged with students. These may take the form of counseling, advising, or mentoring activities and may involve on or off-campus experiences. Additional involvement with students might also include facilitating service-learning opportunities, participation in PLACE / EDAC, and developing innovative and effective approaches to support interns and pre-interns. As well, this work may include participation in the achievement of Faculty goals, such as contributions to student retention and development.

A faculty member's additional involvement with students may occur under the auspices of the Student Program Centre and Professional Development Office or involve less formalized commitments by faculty to supporting students throughout their process of becoming a teacher, researcher or leader, inspiring in them a commitment to our profession which seeks to support the diverse capacities of students, communities, and colleagues they serve. Of key importance here is attention to students as holistic beings; that is, attention to their lives both in and outside of the Faculty. Thus, additional involvement with students may include community and scholarly engagement beyond the classroom.

Teaching, Learning and Research Collaboration:

Although often a liminal and uncertain process, the choice to collaboratively engage in teaching, learning and research is a capacity of vital importance in our profession as we work toward reorienting our programs with a stronger focus on education for equity, justice and sustainability. This kind of collaboration might include attention to individual's authentic contributions within the Faculty in relation with, for example, integrative forms of course teaching. This capacity might also be extended to collaboration with colleagues in the field through work in relation with pre-internship and internship, including the internship seminar as well as through school or community based research, practical or service-learning experiences.

Course of Study and Program Development:

Just as the broader social narratives which shape the lives of people in Canada are not static, neither is our program. In order to support the students and larger community which we serve, the development and/or revision of courses of study and programs designed to be responsive to shifting needs, issues and social complexities is an ongoing and vital aspect of our work.

Research and Scholarship:

The Faculty of Education values both collaborative and individual research, and unapologetically resists those prevailing discourses that privilege research funded via particularly dominant agencies and/or published in certain peer-reviewed journals or by particular publishers. This Faculty recognizes that research activities take many valuable forms including, but not limited to, writing, publishing, creative activities, the scholarship of teaching, and collaborative projects across specializations and disciplines. Neither interdisciplinary nor international work is required of each faculty member, but both are recognized and valued when they occur. All varieties of research methods (e.g. scientific, historical, humanistic, interpretive, positivistic, critical, artistic, analytic) are valued by the Faculty, provided the work is rigorous, ethical, and of high quality. It is also understood that scholarship often, and even necessarily, overlaps with teaching, community service, and other integral commitments of faculty members.

At the heart of research and scholarship is the dissemination of such work in a wide variety of public and/or peer-reviewed contexts. This Faculty recognizes the critical worth of those “public intellectuals” who write, speak, or otherwise engage with audiences beyond their professional colleagues. Such public engagement may be discipline-focused or may relate to the social, cultural, and political worlds enveloping any discipline. Dissemination activities may include individual or collaborative endeavours—both of which are valued in the Faculty of Education. Collaboration in scholarship, research, or equivalent professional activities is a choice and is a capacity of vital importance in our profession and alongside our professional partners as we work toward reorienting our programs with a stronger focus on education for equity, justice and sustainability.

Professional Activities and Professionalism:

Faculty is commonly called upon to work directly with education, academic and community partners to facilitate the improvement of programming by providing knowledge and guidance to organizations and stakeholders. The undertaking of this work is significant because of the relationships, knowledge and partnerships which ground our Faculty. The ways in which we interact with our colleagues, both within and outside the Faculty, are central to these endeavours. Faculty are also involved in professional development through a variety of activities and initiatives.

The Faculty of Education also values the work of numerous other university employees who are charged with the task of providing assistance and support to students and faculty. The performance of clerical, technical support, managerial, custodial, and administrative work is essential to the maintenance and success of the entire Faculty. Collegial and respectful relations that recognize the diverse forms of expertise and experience which are crucial to our collective successes are to be nourished and supported.

Shared/Collegial Governance:

Our Faculty and the broader university community relies on good governance and the collegial participation of all faculty in governance structures. It is, therefore, important that faculty members be recognized and supported for their commitment to and responsibility for the administration in whole or in part of the Faculty. In supporting the shared/collegial governance commitments of each faculty member, consideration is to be given to the scope of the commitment/service (from divisional to international), the weight of responsibility carried in the role or office held, the leadership abilities required, the expertise necessary, the nature of the assignment (appointed, invited, elected), the amount of time entailed, and the distinction brought to the unit or University. Commitments to shared/collegial governance may include, but are not necessarily limited to, participation in administration, programs, subject areas, committees and boards. Commitments beyond the Faculty level are also recognized, such as University committees of various sorts, responsibilities in the Faculty Association, and the development/implementation of international education projects.

Administration

Administrative positions in this Faculty include the out-of-scope positions of Dean, and the three Associate Dean positions (for Faculty Development and Human Resources, for Student Services and Undergraduate Programs, and for Research and Graduate Programs). In-scope positions include the Faculty Administrator, the Director of Professional Development, the Director of the Baccalaureat en Education (Elementaire et Secondaire) Program, the Director of the Saskatchewan Instructional Development and Research Unit (SIDRU), the Director of the Centre for International Education and Training (CIET), and the Program Chair positions for each of the six program groups within the Faculty. Faculty members may also serve in administrative positions outside of the Faculty.

Programs: Chairs and Members

Programs play a vital role in our Faculty of Education and, thus, shared/collegial governance of program initiatives approved and implemented by the Faculty is crucial. This Faculty of Education includes six program groups:

- Adult Education/Human Resource Development Program
- Arts Education Program
- Baccalauréat en éducation (Elementaire et Secondaire) Program
- Elementary Program
- Graduate Program
- Secondary Program

The variety of functions essential to making these programs effective and successful is clearly recognized. Involvement with any of the above program groups (e.g., via program committees) should carry significantly more weight in the Faculty of Education than might be the case in some other Faculties whose missions differ quite considerably from ours. In particular, individuals who assume Program Chair responsibilities play significant roles in the successful functioning and administration of the Faculty of Education and are to be recognized and supported for such valued commitments to the shared governance of the Faculty.

Subject Areas: Chairs and Members

Subject areas are important to the functioning of the Faculty of Education. They bring Faculty members together in smaller groups to share knowledge and subject specific theories of education. They perform subject specific academic and administrative tasks. They have an important role to play in serving on search committees for hiring faculty for the area, making staffing recommendations, and assisting with timetabling. Subject area chairs work closely with sessional instructors, graduate student teaching assistants, and other faculty in providing support for, and engaging in collaborative planning and course delivery. They also identify textbooks for their courses, suggest library acquisitions, suggestions about materials to support course delivery, review course content, create new courses, and in some cases, select students for admission.

Course Coordinators

Course coordinators are responsible for supporting collaborative planning, organization and delivery of one or more courses and involving one or more faculty, sessional instructors, and graduate student teaching assistants. The role of course coordinator involves troubleshooting, ensuring consistency across multiple dimensions of the course, scheduling of guest speakers, facilitating special discussion/debate forums, and coordinating various field experiences in collaboration with the Field Experience Office. Course coordinators support the online delivery of courses, ensure the electronic entry of student grades, and other tasks as required.

Committees and Boards

The Faculty of Education governance model depends upon numerous Standing Committees, Boards, and Ad hoc committees, all of which are, in turn, dependent upon substantial commitments of time, energy, and expertise provided by faculty members.

The efficient functioning of the Faculty relies on the support of faculty involvement in a variety of faculty specific committees, which should carry significantly more weight in the Faculty of Education than might be the case in some other Faculties whose missions

differ quite considerably from ours. Currently, the Faculty of Education has eight Standing Committees and three Boards. These include:

1. Committees and Boards elected from the Faculty
 - Dean's Advisory Committee on Performance Review and Sabbaticals
 - Professional Development Committee
 - Research and Graduate Program Development Committee
 - CIET Board
 - Education Research Ethics Board
2. Committees that are elected based upon program representation
 - Admissions, Studies and Scholarship for Undergraduate Programs Committee
 - Undergraduate Program Development Committee
 - Planning and Priorities Committee
3. Committees and Boards that are considered to be External Liaison Committees
 - Dean's Advisory Committee to the Baccalaureat en Education (Bac) Program
 - Joint Field Experience Committee
 - SIDRU Provincial Advisory Board

In any given academic year, numerous Ad hoc committees are established and valued by this Faculty. Committee involvements beyond the Faculty level are also recognized, such as University committees of various sorts, responsibilities in the Faculty Association, participation in government and school board committees, and the development and/or implementation of international education projects.

Public/Community Engagement:

This Faculty values the model of the public intellectual and the salience of university engagement with the broader community in promotion of the public good. It explicitly rejects pressures to privilege an understanding of community engagement as something that must be demonstrated primarily via research which has commercial and industry-based applications for particular clients or as something reducible to vocational placement opportunities for students. This Faculty asserts that one of the most important roles of the University is to be involved in, and contribute to, public debate and dialogue, in keeping with Article 2.1 of the Collective Agreement. Reciprocal relationships with community, exchanges, outreach relationships and professional engagement with students are therefore at the heart of the relevance of academic pursuits, stimulating debate and dialogue on important issues, and informing meaningful and relevant social policy. Public/community engagement involves the application of the faculty member's training and competence to issues and problems of significance to local, regional, provincial, national, and global constituencies. It is understood that the University and its academic staff ought to aspire to a citizenship committed in personally responsible, participatory, and justice-oriented ways to foster ethical forms of co-existence and to promote equitable and sustainable societies. This is the common thread drawing many distinctly different possibilities for community service together.

Public/community commitments shall be understood broadly to encompass professional responsibilities working in many different locations on or off campus.

Other:

It is deeply recognized that, at times, the work undertaken by faculty members does not neatly fit within the dominant narratives shaping what is valued within universities or within the categories around which performance reviews are structured. For this reason, faculty are encouraged to document their involvements, both in and outside the Faculty, which they feel are significant and are, as yet, not yet recognized within other commitments outlined within this document.

III. Faculty Performance

Each step of the review process will consider the multiplicity of interlocking and overlapping commitments described in Section II of this criteria document in relation to Article 16.2.1 of the Collective Agreement, which specifies that the duties of a faculty member shall normally include teaching and related commitments; scholarship, research or equivalent professional commitments; participation in shared/collegial governance; and public/community commitments. Drawing from the complexly interwoven commitments and criteria outlined in Section II of this document, faculty members are responsible for carefully documenting and thoughtfully presenting evidence of their accomplishments in a way that maps onto each of these four general categories specified in the Collective Agreement and in a format wherein the quality and significance can be easily and readily recognized and assessed during the peer review process.

The review will involve an assessment of each of the four general areas of commitment as outlined in the Collective Agreement:

- teaching and related commitments
- scholarship, research or equivalent professional commitments
- participation in shared/collegial governance
- public/community commitments

The categories of assessment to be applied in relation to each of the criteria in the four areas of commitment are: 'exceptional'; 'commendable'; and 'unsatisfactory'. It is understood that these categories of assessment are not absolute, but rather relative to the rank and career stage in question. Moreover, it is expected that the vast majority of faculty members are performing at the 'commendable' level, that is to say, in ways that meet normal expectations. It should also be understood that faculty members' commitments may differ from year to year. 'exceptional' and 'unsatisfactory' evaluations represent, therefore, exceptional or rare performance speaking to the need for support or special recognition. Although these fundamental categories elude precise definitions, the following expansions and equivalents are offered for purposes of classification:

	Definition/description
Exceptional	Commitments that exceed normal expectations
Commendable	Valued and proficient commitments that meet normal expectations
Unsatisfactory	Performance that does not meet expectations; in need of faculty support

It is acknowledged that the three categories of assessment above cannot be determined by merely quantifiable or mechanical means. Peer discretion and respect is essential. Nevertheless, evidence of various kinds is germane to each of the criteria and it is recognized that the responsibility for accumulating and presenting the appropriate evidence rests with the individual faculty member. The material submitted with an application for promotion and/or tenure should, therefore, contain the necessary documentary grounds upon which the applicant expects her/his case to be considered.

Notwithstanding the fact that the burden of proof rests with the individual faculty member to provide evidence of having met various criteria, an adjudicating stage (Committee Chair, Associate Dean or Dean) may solicit confirmatory evidence from the Field Experience Office with respect to the individual's performance. Evidence so solicited must be in writing, and must be made available to the individual in question - with opportunity for response - prior to its consideration.

Promotion and Tenure

A. Promotion

When an academic member is applying for promotion and/or tenure, the performance review will cover the member's entire career, (Article 17.5). The Faculty of Education counts as requisite the related and applicable work experience of individuals before joining the Faculty. This means their work as classroom teachers and/or administrators or in other faculties or universities is seen as directly relevant to the contributions they make to our Faculty.

1. From Associate Professor to Full Professor

This promotion represents the crowning achievement of a faculty member within the community of teacher scholars. For this reason, the faculty member's whole academic career shall be taken into account.

It is understood that candidates presenting themselves for promotion to the rank of Full Professor would possess an earned doctorate, exceptions being permitted only on the basis of independent evidence of outstanding scholarship.

Promotion from Associate Professor to Full Professor requires 'exceptional' evaluations in two of the following general categories and 'commendable' evaluations or better in the other two.

- teaching and related commitments
- scholarship, research or equivalent professional commitments

- participation in shared/collegial governance
- public/community commitments

Candidates shall indicate which two areas of their performance should be considered for ‘exceptional’ evaluation.

To be promoted to Full Professor, a faculty member shall have gained a reputation, academic and professional, well beyond this University and the Province of Saskatchewan. As per Article 17.16, a Campus Promotion Committee will review an academic staff member’s file and all material related to the decision for promotion to Full Professor. This committee is advisory to the Dean of the academic staff member’s Faculty.

2. From Assistant Professor to Associate Professor

This promotion will normally, but not necessarily, accompany the granting of a tenured appointment. The granting of this promotion signals peer affirmation of an assured place in the community of teaching scholars.

Promotion from Assistant Professor to Associate Professor will require ‘commendable’ evaluations or better in each of the four following general categories:

- teaching and related commitments
- scholarship, research or equivalent professional commitments
- participation in shared/collegial governance
- public/community commitments

Normally, the successful applicant will possess a doctorate, or in special areas and appointments where such an expectation is out of keeping with market realities, there should exist the commitment to complete a doctoral program.

3. From Lecturer to Assistant Professor

Normally, to be considered for promotion from Lecturer to Assistant Professor, a PhD or equivalent degree is required. In addition, the candidate must demonstrate capacity for commendable performance in each of the areas outlined in Article 16.2.1 of the Collective Agreement, namely: teaching and related commitments; scholarship, research or equivalent professional commitments; participation in shared/collegial governance; and public/community commitments.

4. Instructor Appointments

The primary professional duty of an Instructor is teaching. Instructors may also be required to be involved in other related activities. Duties may vary between individuals or administrative units. Duties are assigned by the Dean or other appropriate person. In departments or equivalent units, where there are more than three Instructors, these duties will be assigned following consultation in committee as defined in Article 5.11.

Instructors shall maintain scholarly/professional competence and pedagogic effectiveness. Normally, an Instructor I is appointed for one year or less and possesses a Bachelor's degree or equivalent relevant professional experience. An Instructor II possesses a Master's degree and has relevant teaching experience, or possesses a four-year Bachelor's degree or equivalent and has four years of relevant teaching experience. An Instructor III normally possesses a Ph.D. and has some relevant experience, or possesses a Master's degree and five years of relevant teaching experience (Article 13.5).

Movement from one category to the next is by promotion following application (Article 17). Promotion to Instructor II normally requires successful completion of a Master's degree or four years of teaching experience at the university level, a solid record of commendable teaching and the commendable performance of assigned duties. Promotion to Instructor III normally requires successful completion of a terminal degree or five years of teaching experience at the university level, a solid record of commendable teaching and performance of assigned duties. An Instructor seeking promotion should demonstrate how she or he is attending to the factors listed under Teaching in the Faculty of Education Criteria Document.

In accordance with Article 17.8 of the Collective Agreement, an Instructor applying for promotion or merit shall make written application to the Dean on or before November 30. A copy of the member's current curriculum vitae must be attached to the application.

A career evaluation is undertaken when a promotion is requested.

An increment shall be granted on an annual basis in recognition of demonstrated maintenance of commendable achievement and progress, primarily in teaching and other assigned duties. The candidate is expected to maintain the scholarly/professional competence necessary for effective teaching.

5. Out-of-Scope Academic Administrators Who Also Hold Faculty Appointments

The University of Regina Academic Policies and Procedures Manual Article 100.15 entitled “Policy and Procedures for the Evaluation of those in Out-of-Scope Academic Administrative Positions” and the criteria outlined in this Faculty’s criteria document will be applied in consideration of the awarding of promotion, tenure, merit, and CGI to those out-of-scope academic administrators who also hold faculty appointments.

B. Tenure

1. Academic staff members

Academic staff members shall be granted tenure when there is evidence of consistent performance that has met the standards for the category and rank of appointment through the probationary period including, in the case of faculty members, professional growth and development. This may be demonstrated by contributions to their discipline and to the University and where there is promise of future contributions that will enhance the academic reputation of the University, contribute to the field of education and foster reciprocal relationships with local/national/international societies (see Article 18.6).

Normally, an appointment with tenure will not be granted without the individual having completed doctoral work. Exceptions to this rule will only be admitted: a) where there is clear, independent evidence of scholarship such as the publication of a scholarly book, articles in refereed journals, or significant curriculum writing, or b) where it can be demonstrated that the market conditions, equity or availability attenuate this requirement.

2. Instructors

Instructors are appointed to an initial five year term. Instructors may hold term, tenure-track or tenured appointments. After commendable performance for each of these years, as demonstrated by annual performance reviews, the Instructor’s appointment will be deemed to be with tenure. Instructors are requested to submit a curriculum vitae and teaching dossier, along with their Annual Information Form, in their fifth year review (see Appendix D: Memorandum of Agreement on Certain Instructor Appointments).

C. Renewal of Probationary Appointments

Within the context of the Academic Review and Development Committee's guidelines, a tenure-track appointment shall be renewed where good evidence of commendable performance exists, in accordance with the individual's rank and position, and where it is judged that appropriate progress is being made with respect to any special conditions attached to the appointment.

D. Increments

An increment will be awarded on the basis of commendable performance in keeping with the individual's rank and position. It should also be noted that non-performance (i.e., an 'unsatisfactory' evaluation) in any of the four general assessment areas shall constitute grounds for not awarding an increment; it shall also involve increased support for the person ranked in this way.

E. Merit

The purpose of a merit increment is to recognize and reward faculty members' "exceptional" contributions or "sustained above average performance," considering the faculty member's current rank and position. It is understood that the four general assessment areas are not absolute, but are relative to the rank and career stage in question.

Merit will be considered for contributions and performance in one or more criteria areas. "Commendable" performance in *all* four general assessment areas is required for consideration for merit. For Instructors, consideration shall be given to contributions in the area of their assigned duties.

Determination of merit is based on faculty members' contributions since the last merit increment received, or since initial appointment, if no merit has been awarded (see Articles 17.5 and 18.3).

To be considered for merit, an individual may make application to the Dean, or equivalent, on or before November 30. The application will include a clear statement outlining a rationale for the request and current curriculum vitae.

In addition, the initial reviewer and/or Peer Review Committee may recommend an academic staff member to the Dean or equivalent for a merit increment, whether or not the academic staff member has applied for a merit increment.

IV. Sabbaticals

Sabbaticals may be applied for, and granted, in accordance with “Performance of Duties’ in the URFA Collective Agreement, specifically Section 16.7 (Sabbaticals). As such, the Faculty endorses Sabbaticals, “...as a means of encouraging continuous professional development and productive scholarship which will be mutually beneficial to the member and the institution”.

In assessing Sabbatical applications within the Faculty of Education, these purposes shall be understood in terms of the following criteria:

1. A performance record, based on the Faculty’s criteria document, which demonstrates that the faculty member has worked towards a Sabbatical, and that their teaching and scholarship will be enhanced by the Sabbatical.
2. A detailed Sabbatical plan which clearly outlines:
 - the research and professional development project(s) to be undertaken; for Instructors, the detailed Sabbatical plan should be connected to the teaching work of the Faculty.
 - a schedule for the Sabbatical period, including projected dates for the achievement of various aspects of the project, research sites/venues, institutions to be visited, names of academic collaborators, etc.
 - a clear statement of written (or other) scholarly outcomes, e.g., articles, titles/outlines of books, conference presentations, names of journals targeted for publication, names of publishers, etc.
3. Evidence that the Sabbatical will make a positive contribution to the faculty member’s professional development, e.g., his/her teaching, graduate students and research program, and to the Faculty of Education itself. Further, the possibility should exist for the Faculty to derive benefit from the Sabbatical for a reasonable period of time after the applicant’s return.
4. The results of the last Sabbatical: all Sabbatical applications shall include a copy of the report of the last Sabbatical taken.

Appendix I: Examples of Work Carried Out in the Faculty of Education

While the work carried out in a Faculty of Education does not neatly map onto discreet categories, Article 16.2.1 of the Collective Agreement obliges faculty members to report their work in relation to: A) teaching and related commitments; B) scholarship, research or equivalent professional commitments; C) participation in shared/collegial governance; and D) public/community commitments.

The following appendix has been prepared to assist faculty members in reporting their work (i.e., on the Annual Information Form) and to facilitate comprehension by internal and external reviewers about the supportive culture in this Faculty and the collective value attached to the diverse forms of work carried out by faculty members. It is to serve as a helpful guideline and in no way should the items contained within be considered either exhaustive or prescriptive. Faculty members are encouraged to assess and to articulate their own performance in relation to these, and other items as they deem appropriate and relevant. It is the responsibility of individual faculty members to present evidence of accomplishment(s) in a format wherein the quality and significance can be easily and readily recognized and assessed during the peer review phase of the tenure and promotion process. Examples of materials submitted by faculty members in the review process are available through the Dean's Office. These may offer ideas for representing work but are not intended to constitute prescriptive models. The following list offers guidance for faculty in the annual review process. It is represented in no particular order and is not meant to prioritize one example over another.

A. Evidence of Teaching and Related Commitments:

May include:

- documentation of the number and type of classes taught, new class preparations, the relative difficulty of preparing a class outside of a faculty member's normal expertise, and the significant time and creative effort required to design and deliver distance education courses;
- the results of assessments of student learning;
- the results of formal student evaluation of the course and instructor;
- the results of peer evaluation;
- evidence of participation in faculty development activities;
- creation of independent studies and directed readings;
- evidence of sustained mentoring activity to colleagues within the Faculty;
- documentation of the number of students advised, type of advising, and time spent in University advising sessions;
- description of unique geographic and social contexts of teaching/learning;
- integrating international/global competencies in various teaching/learning contexts;
- documentation reflecting the level of informal advising that occurs in an ad hoc fashion;
- documentation of undergraduate and graduate supervision;

- documentation of the number of graduate supervisory committees chaired, types of committees, membership on graduate supervisory committees within and outside of the faculty;
- honors and awards for teaching;
 - other activities, not mentioned, that are clearly consistent with the scholarship of teaching principles outlined in this document. (These may include, for example, sharing knowledge or understandings in oral presentations, creating relationships between numerous local sectors or countries around global issues such as HIV/AIDS, the development of summer institutes or conferences in response to emergent needs within the local and broader community, and so on.)

B. Evidence of Scholarship, Research, or Equivalent Professional Commitments:

May include:

- Peer-reviewed publication;
 - Authored book
 - Edited book
 - Monograph
 - Article in journal
 - Book chapter
 - Paper published in conference proceedings
 - Full text paper presented at a conference
 - Presentations to academic or professional conferences
 - Reports or other documents prepared for the profession and scrutinized or evaluated by a relevant professional or government body
- Other publications;
 - Publications in professional journals leading to the enhancement of the professional reputation of the Faculty
 - Published books relevant to the discipline of the author, school texts, software, monographs
 - Research/technical/policy reports and presentations to the community, government agencies, and other audiences
 - Evaluation reports
 - Report writing that arises from work on international projects
 - Op-Eds
- Giving an invited professional conference presentation;
- Organizing an academic or professional conference or lecture series;
- Participation in academic or professional conferences as a session chairperson, panel member or discussant;
- Involvement in the development of international projects (e.g., proposal writing, project planning);
- Participation in international research consortia or projects;
- Editing a journal or a special issue of a journal;
- Serving on the editorial board of a scholarly journal;

- Acting as external examiners for students in other faculties and universities;
- Peer reviewing dossiers for tenure, promotion, administrative and/or research (re)appointments, and award applications;
- Peer reviewing academic and professional texts, manuscripts, major research grant proposals;
- audio-visual programs and materials, or computer software;
- Receiving research grants, either as an individual or as a member of a group of researchers;
- Grants;
 - Grants received in the review period
 - Grant proposals written and submitted
 - Grant proposals and grants for the development of curriculum or teaching methods;
- Evaluation projects;
- Participation in collaborative school-based research;
- Working with undergraduate and graduate students in a research capacity;
- Conducting research as part of program development or teaching;
- Conducting unfunded research;
- Development of professional materials and programs which are copyrighted;
- Preparation of research proposals for funding;
- Preparation of research proposals for conference presentations;
- Writing related to education: creative writing, drama scripts, musical scores, recordings, or computer software;
- Art installations and other creative works;
- Public performances;
- Developing software programs, videos, and other technologies;
- Publishing scholarly materials in web pages or other alternative formats;
- Other activities, not mentioned, that are clearly consistent with the scholarship principles outlined in this document;
- Attending workshops, tutorials training sessions, languages classes, and other possibilities reflective of professional growth;
- Participation in external or internal reviews.

Because peer/public evaluation and interaction are deemed integral to research activity, it is important that academic faculty members provide evidence of peer and/or public responses to their work. Examples of peer/public responses include, but are not limited to: publications in peer-reviewed journals and other media, reviews, commentaries, adoptions of material and citations (e.g., in books, government documents, other's course syllabi), and social policy.

For purposes of annual assessments, items in press will be noted as evidence of ongoing scholarly activity, but will be credited for the year in which publication occurs. Items identified as "in press" should have been accepted for publication and should be accompanied by some evidence, such as a note from an editor, indicating acceptance.

C. Evidence of Participation in Shared/Collegial Governance:

May include:

- Membership on Faculty committees and Subcommittees;
- Membership on University Committees;
- Chairing a University/Faculty Committee;
- Chairing a Program/Subject Area;
- Directing professional organizations;
- Documenting contributions, or influence on, public policy or professional practice;
- Developing service oriented grants for the University and larger community;
- Work (e.g. with a Centre of Excellence or Institute) that brings distinction to the Faculty or University;
- Review or evaluation of peers for purposes of promotion, merit or awards;
- Field based administrative duties;
- Involvement in program activities outside of the classroom, such as Internship Seminars, outdoor education modules, etc.;
- Active involvement in academic or professional organizations at a local, national or international level, including positions on the governing bodies;
- Active involvement in the supervision of undergraduate or graduate students;
- Involvement in national or international organizations in ways that enhance internationalization in the Faculty;
- Committee work with international projects;
- Consultation and professional services to government, public agencies or the profession;
- Involvement in curriculum development or counselling at the community level;
- Media presentations to inform the public and background briefings for the press;
- Other activities, not mentioned, that are clearly consistent with the administrative principles outlined in this document.

D. Evidence of Public/Community Commitments:

May include:

- humanitarian work;
- environmental and health services;
- culture and arts services;
- provision of essential services, shelters, and staples (e.g., homes, beds, food, medication, and safe spaces);
- professional engagement with students;
- leadership in advancing students' civic learning;
- participation in and organization of public protests and rallies;
- conducting community-based research;
- fostering reciprocal community partnerships;
- international exchanges/projects;

- outreach relationships;
- building institutional commitments to service-learning, civic engagement, and social justice, and other means of enhancing higher education's contributions to the public good;
- supervisory relationships with students in the Faculty of Education.

At the discretion of individual faculty, volunteer work may be deemed a public/community commitment. Out of respect for the private lives of faculty members, no individual shall be required to report on, or participate in, volunteer work.

As faculty members have the right to engage in a limited amount of outside work for pay in accordance with University policy and regulations, public/community commitments may also entail such activities as consulting, lecturing or providing technical and clerical assistance for a cause greater than individual or corporate gain.

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