



CRITERIA DOCUMENT

Preamble

Academic staff members are encouraged to familiarize themselves with the sections of the current Academic Staff Collective Agreement that pertain to performance review.

Decisions leading to increments, promotion, tenure and merit depend on the quality of individual contributions in the duty areas of (1) teaching, instructional activities, and related duties, (2) scholarship, research, and creative or equivalent professional activities, and (3) service.

Standards of performance should be applied in a manner that recognizes differences in the ranks, subdisciplines, patterns of activity at various points in one's career, and annual workload and assignments. Expectations in each duty area will be articulated in a way that is clearly understood and readily applied.

Effectively applied, evaluation will be placed in a "growth" model, where the purpose is to not just arrive at decisions regarding increments, promotion, tenure, and merit, but rather to enable the academic staff member being reviewed to develop their skills and move forward professionally. Evaluation in this light is seen as a feedback tool, providing useful information to guide career progress through the ranks and motivating each individual to pursue excellence in all areas of responsibility.

The Criteria Document of the Faculty of Kinesiology and Health Studies will not contravene any of the provisions outlined in the current Academic Staff Collective Agreement.

APPOINTMENT CATEGORIES

As outlined in Article 13 of the current Academic Staff Collective Agreement:

Professor

The rank of Professor indicates that the academic staff member has achieved a consistently strong record in the areas of (a) scholarship as demonstrated by an independent and viable program of research, (b) teaching, and (c) service to both the University and national organizations. Considerable evidence of leadership, and national/international recognition should be on record, demonstrating strong peer respect within the discipline. Professors are expected to be authorities in their areas of expertise and therefore, be active as reviewers and external referees for Ph.D. theses and/or granting agencies. Publication history and grant support should be well established, and research programs self-supporting. Professors willingly give of their time, within reason, to be involved in senior administrative bodies on campus and act as responsible spokespersons for the University and their discipline.

Associate Professor

The rank of associate professor indicates that the academic staff member engages in scholarship as demonstrated by an independent and viable research program, and has a successful teaching record at all levels assigned. Associate professors are expected to be attracting graduate students into their programs and, within a few years at this rank, to be invited to present their work at national and international meetings and symposia. Active involvement in service will be evident.

Assistant Professor

The assistant professor rank is a tenurable appointment requiring a minimum of a Ph.D. (or equivalent) and is considered the normal starting point of a career. 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 has established separate research identities from previous supervisory influences, and is developing a clearly identifiable, self-supporting 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 and postdoctoral research (if applicable), and accounting for time delays in publication rates, refereed publications should appear on their record within two years of appointment. During time in rank, there should be evidence of publications and presentations from work that was initiated at the University of Regina.

The emphasis in service will be on participation, collegiality, and community involvement.

Lecturer

A position at the rank of lecturer is a tenurable appointment and requires a minimum of a master's degree. Individuals at this rank are expected to demonstrate proficiency in teaching at the undergraduate level and participate in service. An individual at this rank is not expected to have an independent research program but some engagement in research may be expected. The emphasis in service will be on participation, collegiality, and community involvement.

Instructor

A position at the rank of instructor is a tenurable appointment and requires a minimum of a bachelor's degree. Although the primary professional duty of an instructor is to teach, in the Faculty of Kinesiology and Health Studies instructors are also expected to participate in service. Instructors should demonstrate proficiency in teaching and the emphasis in service will be on participation, collegiality, and community involvement. Teaching loads at the instructor rank take into consideration the expectation of involvement in service.

Research Chairs

Appointments to Research Chair positions in the Faculty of Kinesiology and Health Studies may be term, tenure-track, or tenured. All Research Chair appointees will be assigned an academic staff position in the Faculty of Kinesiology and Health Studies. The primary duties of a Research Chair will be research, scholarship, and creative or equivalent professional activities.

PERFORMANCE OF DUTIES

As outlined in Article 16 of the current Academic Staff Collective Agreement:

In accepting an appointment at the University of Regina, academic staff members agree to the duties prescribed for their category. Members are responsible to the Dean of the Faculty of Kinesiology and Health Studies for the performance of all their University duties, assigned or otherwise.

Duties of an academic staff member at the rank of Lecturer, Assistant Professor, Associate Professor or Professor will normally include:

- a) Teaching, instructional activities, and related duties
- b) Scholarship, research, and creative or equivalent professional activities
- c) Service

Duties of an academic staff member at the rank of Instructor will normally include:

- a) Teaching, instructional activities, and related duties
- b) Service

Activities Associated with Duties

Teaching, instructional activities, and related duties may include, but are not limited to:

- contributing to the creation, content, implementation and delivery of undergraduate and graduate academic courses
- being accessible to students for consultation and mentorship
- the teaching component associated with the supervision of undergraduate and graduate students
- all other activities in which members engage to prepare and deliver curriculum

Research, scholarship, and creative or equivalent professional activities may include, but are not limited to:

- intellectual and creative contributions to research and scholarship and critical or creative work
- dissemination of such work through peer-refereed publications, presentation of scholarly papers, exhibitions and performances, and other means
- community-engaged scholarship and the particular forms of dissemination that stem from it
- peer review or other forms of engagement with the scholarly work of others
- the research component of the supervision of graduate and undergraduate students
- seeking research funding as appropriate to the discipline and the member's research profile
- scholarship of teaching, which consists of original and innovative thought and analysis related to pedagogy and/or learning

Service activities may include, but are not limited to:

- activities internal and external to the University of Regina which arise from research and/or teaching opportunities at the University of Regina
- participation in Faculty, University, and Association committees/bodies
- holding in-scope administrative positions
- involvement in the work of learned societies, associations, agencies and professional organizations
- work in the community-at-large when members contribute to it by virtue of their general or specialized academic expertise

SABBATICALS

The Faculty of Kinesiology and Health Studies endorses sabbaticals as a means of encouraging professional development and productive scholarship of mutual benefit to the academic staff member, the Faculty of Kinesiology and Health Studies and the University of Regina.

Sabbaticals are not automatic. The justification for a sabbatical is determined primarily on the basis of a written proposal outlining the nature of the program to be undertaken, and the benefits to the academic staff member, the Faculty of Kinesiology and Health Studies and the University of Regina that may be reasonably expected. The Initial Reviewer and Peer Review Committee (PRC) examines the proposal and makes recommendations to the Dean of the Faculty of Kinesiology and Health Studies who then reviews the proposal before making the final decision on approving or denying the sabbatical application.

The following criteria will form the basis of assessment for the sabbatical proposal in the Faculty of Kinesiology and Health Studies:

- (a) Completion of the 'Application for Sabbatical' form
- (b) Performance record demonstrating an active research program for Professorial ranks and a teaching development program for Instructor ranks as shown in an accompanying up-to-date curriculum vitae
- (c) Sabbatical plan giving a clear and specific indication of the activities to be carried out (e.g., research/project(s), establishment of research linkages, research articles, books, or chapters, conferences, sites to be visited) and including:
 - A statement of the relevance of the proposed activities to the faculty member's professional field and assigned duties
 - Statement of the anticipated short and long term benefits for the University, Faculty of Kinesiology and Health Studies, and faculty member, including the expected outcome(s) of the proposed sabbatical (to be considered in the review of the final report)
 - For an Instructor, the sabbatical plan will be connected to the teaching enterprise of the University in some fashion (e.g., professional development; research/scholarship around teaching effectiveness or pedagogy in the discipline)
- (d) Analysis by the Dean of the Faculty of Kinesiology and Health Studies of the potential impact of the sabbatical on the operations of the Faculty (number to be on sabbatical at that time [if known]; alternative arrangement for the delivery of courses normally taught by the academic staff member)

- (e) Statement concerning the arrangements that will be made for the continuation of ongoing work (e.g., supervision of graduate students, committee work)

Academic staff members who have been granted sabbatical will:

Submit a Sabbatical Report Form and a written report summarizing the activities and accomplishments within three months of completing the sabbatical. The academic staff member is responsible for distributing the completed copies of the Sabbatical Report Form and the written report to the Dean of the Faculty of Kinesiology and Health Studies and the Research Office. Subsequent applications for sabbatical may, in part, be evaluated on the basis of achievements during previous sabbaticals.

PERFORMANCE REVIEW

As outlined in Article 17 of the current Academic Staff Collective Agreement:

Performance review is used to determine whether academic staff members will be granted an increment, merit, promotion, renewal of tenure-track appointments, and/or 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 materials submitted.

Tenure-track academic staff members will normally be considered for tenure in the review period immediately following the completion of four years of appointment.

Each year, a review will be conducted for academic staff members who:

- Hold term appointments
- Hold tenure-track appointments (other than an initial one)
- Have applied for tenure and/or promotion
- Have applied for merit
- Have had a performance issue explicitly identified on their latest Performance Review Form and who have been informed by the Dean of the Faculty of Kinesiology and Health Studies (in writing) by **July 1st** of the decision and the rationale for the review
- Were eligible for an increment the previous year and did not receive one, or were not eligible and were informed that they would not have received an increment even if eligible

Reviews will be conducted every third year for academic staff members holding appointments with tenure (other than those affected by conditions specified above).

Academic staff members holding appointments with tenure will be provided with an increment on **July 1st** following any year in which they are not reviewed. The provision

of this increment is tied to an expectation of career growth and may not be revoked by a subsequent review.

Performance review shall be based on the following documents:

- Annual Information Form supplied by the University of Regina and completed by the academic staff member. In the case of academic staff members being reviewed after two or more years, consideration will be given to the Annual Information Form from each year for the entire period under review
- Performance review form
- Current curriculum vitae
- Documents and other works relevant to the academic staff member's performance of duties during the period under review
- Aggregated and summarized data from student course/instructor evaluations

When an academic staff member is applying for promotion, or applying for or being considered for an appointment with tenure, the performance review will cover the member's entire academic career.

Applications for tenure, promotion or merit may be withdrawn at any time by notifying the Dean of the Faculty of Kinesiology and Health Studies in writing but withdrawal must occur before the initial review is completed.

Those applying for tenure, promotion, or merit will apply to the Dean of the Faculty of Kinesiology and Health Studies no later than **November 30th**. Applications for promotion or tenure require supporting documentation at this time. Supporting documentation for merit will be provided along with the Annual Information Form. Academic staff members will have the opportunity to provide supplementary documentation at any time before the initial review is conducted.

Academic staff members who hold tenure-track appointments will submit their completed Annual Information Form and any supporting documentation by **December 15th**. Members with term appointments or appointments with tenure will submit their completed Annual Information Form and any supporting documentation by **January 31st**.

Referees and Letters of Reference

Applications for tenure or promotion to the rank of Professor require letters of reference solicited by the Dean of the Faculty of Kinesiology and Health Studies.

Instructors applying for tenure may ask to forego the use of letters of reference. Such requests will not be unreasonably denied.

The academic staff member shall supply names and contact information for three referees to the Dean of the Faculty of Kinesiology and Health Studies no later than **November 30th**. The Dean shall request a letter of reference from each of the referees named by the member. The Dean may request up to three additional letters of reference from additional referees.

Letters will be retained should they be needed for an appeal or for arbitration. Before the reference letters are submitted to appeal or arbitration committees, a representative from the University of Regina Faculty Association and a representative from the University of Regina shall jointly edit the letters to delete anything that may identify the authors.

All letters of reference shall be destroyed after all reviews, appeals, and arbitrations have been completed.

Letters of reference received outside the above procedures will not be considered in the performance review process and will be destroyed.

Academic staff members seeking promotion to a rank other than Professor may request, or agree to, the use of letters of reference. Members will not be pressured, nor be penalized for refusing, to agreeing to the use of letters of reference.

In the Faculty of Kinesiology and Health Studies, performance review consists of 4 phases:

Phase I: Initial review and meeting with the Associate Dean responsible for the initial review

Phase II: Peer review

Phase III: Meeting with the Dean of the Faculty of Kinesiology and Health Studies

Phase IV: Decision of the Dean of the Faculty of Kinesiology and Health Studies

Phase I. Initial review and meeting with the Associate Dean responsible for the initial review

In the Faculty of Kinesiology and Health Studies, the initial reviewer will normally be an Associate Dean.

The initial review will be conducted in accordance with procedures established by Criteria Document of the Faculty of Kinesiology and Health Studies and the current Academic Staff Collective Agreement.

The initial reviewer will review the statements included in and attached to the Annual Information and Performance Review Forms and any other supporting materials submitted by the academic staff member as outlined in the Criteria Document of the Faculty of Kinesiology and Health Studies.

A meeting will be scheduled for the initial reviewer and academic staff member under review to communicate (verbally and in writing) the initial reviewer's recommendation.

During the meeting, the initial reviewer will provide a copy of the Annual Performance Review Form, including the initial reviewer's recommendation, to the academic staff member under review.

During the meeting, the academic staff member under review will sign the Annual Performance Review Form indicating that the member has read the form. The academic staff member's signature does not necessarily indicate that the member is in agreement with initial reviewer's recommendation and/or the statements on the form.

Academic staff members may add clarifying information after they have signed the Annual Performance Review Form. This information must be provided to the Dean of the Faculty of Kinesiology and Health Studies no later than **7 days** (includes weekends) after the member has signed the Annual Performance Review Form. The Dean will attach this information to the Annual Performance Review Form before it is forwarded to the Peer Review Committee (PRC).

The initial review will not be forwarded to the PRC until all the above steps have been completed.

Phase II. Peer Review Committee (PRC)

The PRC will be comprised of 5 (including chair), tenured (in-scope) academic staff members with voting rights. An additional tenured (in-scope) academic staff member will serve as an alternate if required.

The PRC will be randomly selected each year at an Academic Staff meeting prior to October 1st.

The PRC will not include the Faculty of Kinesiology and Health Studies representative to the Campus Promotion Committee.

The PRC will maintain strict confidentiality with regard to its reviews, deliberations, and decisions.

Guidelines for the PRC

The PRC is advisory to the Dean of the Faculty of Kinesiology and Health Studies.

The PRC will meet in person to review the initial reviewer's recommendation, statements included in and attached to the Annual Information and Performance Review Forms and any other supporting materials submitted by the academic staff member as outlined in the Criteria Document of the Faculty of Kinesiology and Health Studies. The Dean of the Faculty of Kinesiology and Health Studies can attend the meeting as an observer.

All members of the PRC must vote (yes or no).

After the PRC has reviewed the materials, the initial reviewer may be asked for clarification regarding his/her recommendations. If the initial reviewer provides additional written information, the academic staff member under review will be given the opportunity to review and respond to the initial reviewer's additional clarifying comments.

Guidelines for the Chair of the PRC

The Chair's duties will include, but are not limited to:

- Calling the meeting to order
- Outline the meeting agenda and business for which the PRC is to act and vote upon
- Maintain order and decorum during the meeting
- Record feedback and recommendations made by the PRC
- Authenticate, by signature, the votes and proceedings of the PRC
- Call the meeting to a close

The Chair of the PRC will provide a written report outlining the PRC's vote and recommendations to the Dean of the Faculty of Kinesiology and Health Studies. The academic staff member being reviewed will receive a copy of this report. This report will include the rationale for the PRC's recommendation, comments on the member's performance, and suggestions to the member on steps to be taken for progress towards increment, merit, tenure and/or promotion. This document will become part of the academic staff member's official file.

Phase III. Meeting with the Dean of the Faculty of Kinesiology and Health Studies

After the PRC has provided their recommendations to the academic staff member and Dean of the Faculty of Kinesiology and Health Studies, the academic staff member under review will meet with the Dean to discuss the recommendations of the initial reviewer and PRC.

Following the meeting, the academic staff member will have **7 days** (includes weekends) to supply additional materials to the Annual Performance Review Form before a decision on performance review is made by the Dean of the Faculty of Kinesiology and Health Studies.

Phase IV. Decision of the Dean of the Faculty of Kinesiology and Health Studies

Following the initial meeting between the academic staff member and the Dean of the Faculty of Kinesiology and Health Studies (*Phase III*), a follow-up meeting will be scheduled for the Dean of the Faculty of Kinesiology and Health Studies and the academic staff member being reviewed to discuss the member's performance and options. The Dean will provide written rationale for the review decision being made of the academic staff member performance based on established criteria in the Faculty of Kinesiology and Health Studies Criteria Document.

In the case of renewal of a tenure-track appointment, the Dean of the Faculty of Kinesiology and Health Studies will communicate to the academic staff member, in writing, any areas of concern, indicating the Dean's assessment of the member's performance and areas that need improvement.

The Dean of the Faculty of Kinesiology and Health Studies will discuss with the academic staff member strategies by which performance can be improved. These will also be provided in writing.

The decision of the Dean of the Faculty of Kinesiology and Health Studies concerning renewal of a tenure-track appointment or granting of tenure is subject to the approval of the Board of Governors of the University of Regina. Neither the Dean of the Faculty of Kinesiology and Health Studies nor the academic staff member, nor anyone acting on their behalf, shall confer privately with, or provide additional evidence or arguments to, the Board of Governors of the University of Regina.

An academic staff member's performance deemed to be less than satisfactory for the category and rank of appointment will be informed in writing by the Dean of the Faculty of Kinesiology and Health Studies. The Dean's letter will also stipulate what improvements would be required for the member's performance to be considered satisfactory.

Decisions on career progress arising from the performance review process will be communicated to the academic staff member in a timely manner and no later than **June 30th**. In the case of a decision concerning renewal of a tenure-track appointment, or granting of an appointment with tenure, the decision shall be communicated to the member no later than **March 31st**.

All decisions concerning career progress will take effect on the **July 1st** following the end of the review period.

If an academic staff member deems that a comment or evaluation on the Annual Information Form, the Annual Performance Review Form, or any materials attached by the initial reviewer or PRC is biased, unfair, or otherwise improper, the academic staff member may, at any time, request (in writing) that the comment be reconsidered. If the

Dean of the Faculty of Kinesiology and Health Studies agrees, the initial reviewer or the PRC or both will be asked to rescind or alter the comment.

If the Dean of the Faculty of Kinesiology and Health Studies does not agree, or if the initial reviewer or PRC or both refuse to rescind the comment or alter it in a manner acceptable to the academic staff member, the Dean of the Faculty of Kinesiology and Health Studies or academic staff member may refer the matter to a tripartite board. The board will determine whether or not the comment is to be excised or amended.

The tripartite board will be composed of members currently on staff at the University of Regina but external to the Faculty of Kinesiology and Health Studies. The University of Regina and the Faculty Association will each name one academic staff member to the board. The Chair will be selected by mutual agreement between the Faculty Association and the University of Regina. The University of Regina will inform the Faculty Association of disputes arising and will provide the Faculty Association with the information needed to monitor the progress and resolution of such disputes.

CAREER-PROGRESS DECISIONS

Increment

To qualify for an increment, academic staff members must meet satisfactory performance expectations in each duty area applicable to their academic rank.

Expectations for satisfactory performance in the duty area of Teaching, Instructional Activities, and Related Duties may include, but are not limited to:

- Develop and prepare course and instructional materials
- Demonstrate an in-depth knowledge of the subject matter
- Demonstrate the ability to present the subject matter clearly, logically, and at an appropriate level for the class or student(s)
- Demonstrate the ability to establish an open, supportive, and respectful learning environment, including the ability to accommodate special needs or solve problems as may arise
- Demonstrate the ability to utilize multiple and effective teaching methods within the constraints of the learning environment that meet the need of the individual learner
- Enable students to build on and transfer learning from previous courses and to move quickly into areas of new related content
- Provide opportunities for the student(s) to develop independent critical thinking skills
- Prepare students to critically evaluate and, when appropriate, assimilate new information and ideas
- Use class time efficiently to guide students to course learning objectives
- Structure the teaching/learning environment to enhance the learning process
- Visibly engage students in the subject and in the classroom
- Be enthusiastic about the subject matter and have the ability to communicate this enthusiasm to the class or student(s)

- Exhibit flexibility, adjusting well to unexpected questions or new and changing circumstances in the classroom
- Grade fairly and give prompt, constructive, and substantial feedback
- Have ambitious but reasonable expectations of their students, and communicate these clearly
- Treat students with respect

The assignment of teaching duties is a matter between the academic staff member and the Associate Dean-Undergraduate and the Dean of the Faculty of Kinesiology and Health Studies. However, all efforts will be made to provide a teaching load that will allow each academic staff member to participate in instruction at all levels.

Expectations for satisfactory performance in the duty area of Scholarship, Research, and Creative or Equivalent Professional Activities may include, but are not limited to:

- An active, independent research program
- Publications (e.g., depending on field, type of article(s), and level of contribution, one to two peer-refereed articles per year; publication of an authored book or textbook; publication of an edited textbook; one to two technical reports in which the academic staff member has made a significant contribution; other form of publications that have an important impact on a community or group of individuals)
- Presentations (e.g., one to two peer-refereed or invited presentations per year in which the academic staff member has made a significant contribution)
- Supervision of graduate students
- Active pursuit of external financial support (e.g., submission of one grant request to an external agency as principal investigator or co-principal investigator; currently a principal investigator or co-principal investigator on an active research grant with > 1 year of funding remaining; applying for and obtaining an equal alternative form of support)
- Engaged in professional academy (e.g., invited to chair a session(s) at a professional conference; invited to review manuscripts for a journal; invited to review grant proposal(s) for a provincial or national funding agency; invited to review conference abstracts)

Manuscripts in preparation or review should not be included in the evaluation of scholarship. Faculty members must also be careful not to submit the same activity twice, or apply the same activity in two categories. For example, if an article is submitted as "in press", it cannot be re-submitted the following year as a publication. Publication in conference proceedings that are simply publication of the abstract submitted for presentation will not be considered within the publication category and should only be listed as a presentation. If the conference proceeding is a full paper that requires significant writing effort beyond what is necessary for the presentation, then this may also be listed as a publication.

Expectations for satisfactory performance in the duty area of Service may include, but are not limited to:

- Non-tenured academic staff members participate in one to two, depending on the nature of the commitment, committees per year
- Tenured academic staff members participate in two to three, depending on the nature of the commitment, committees per year
- Participating in a level of professional public service activity appropriate to rank and discipline

Merit

When an academic staff member is applying for merit, the performance review shall cover the period since the last merit was received or, if the member has never received merit, since the initial appointment.

Academic staff members who, considering their present category, rank, and duties, demonstrate **exceptional** performance in one or more duty area shall be considered for merit.

What is considered **exceptional** may vary across disciplines as well as academic rank. Therefore, it is the academic staff member's responsibility and obligation to clearly justify and provide a detailed rationale why their application for merit should be considered **exceptional**.

For each accomplishment, the academic staff member will summarize one's role(s), responsibilities, impact and contribution so the initial reviewer, PRC and the Dean of the Faculty of Kinesiology and Health Studies can make an informed decision regarding the merit request.

The initial reviewer and/or PRC may recommend an academic staff member for merit to the Dean of the Faculty of Kinesiology and Health Studies even if the member has not applied for merit. The initial reviewer and the PRC must make a recommendation regarding merit (along with rationale for the decision) in the case of a member requesting merit.

Guidelines for Promotion

Instructor I to Instructor II

Promotion at this level will be based on completion of a Master's degree and a demonstrated record of relevant teaching proficiency. An Instructor I with a four-year Bachelor degree or equivalent, and an established record of relevant teaching proficiency plus four years of successful teaching experience may also be promoted to Instructor II. A demonstrated record of relevant teaching proficiency should include

strong student evaluations, an ability to develop new courses or adapt existing courses, and an understanding of, and the ability to use, new and emerging teaching methodologies. Contributions in the area of service should also be present.

Instructor II to Instructor III

Promotion at this level will be based on the completion of a Ph.D. (or equivalent) and a demonstrated record of relevant teaching proficiency. An Instructor II with a Master's degree and a minimum of five years of relevant and successful teaching experience may also be considered for promotion to Instructor III. A candidate for the Instructor III rank should be considered a master teacher, with a demonstrated ability in all aspects of course development and instruction, and a record of continued professional development in pedagogy. Contributions in the area of service should also be present. There would be an expectation of service contributions being made at the University level.

Laboratory Instructor I to Laboratory Instructor II

Promotion at this level will be based on a demonstrated record of teaching proficiency and a demonstrated ability to modify existing laboratory projects/experiments/fieldwork. The Laboratory Instructor should be ready to participate in laboratory program development. Contributions in the area of service should also be present.

Laboratory Instructor II to Laboratory Instructor III

Promotion at this level will be based on a demonstrated ability to contribute to all aspects of the laboratory development and an acquired proficiency in administration. Contributions in the area of service should also be present. There would be an expectation of service contributions being made at the University level.

Lecturer to Assistant Professor

Promotion at this level requires a completed Ph.D. (or equivalent), a successful teaching record, and indications that an independent research program will be established. In addition, contributions in the area of service must be present.

Assistant Professor to Associate Professor

Promotion at this level requires a strong record of teaching effectiveness at all levels and an established, productive program of research. In addition, a record of service must be present.

Associate Professor to Professor

Promotion at this level requires the demonstration of productivity that could be normally expected for progression through the ranks, including a strong record of teaching effectiveness and a national or international reputation in research and scholarship. In

addition, a record of service at faculty and university levels, and a commitment to professional public service must be present.

Appendix I

Examples of Accomplishments for Requesting Merit

Contributions must be considered **exceptional** (in comparison to expectations) to qualify for merit. Since overlap exists between the three duty areas, examples provided for one duty area are not exclusive to that duty area and may be more appropriate to other duty areas in some cases.

Teaching and Related Duties

Examples of accomplishments in the duty area of Teaching and Related Duties include, but are not limited to:

- Receiving an award for teaching or being recognized for a teaching related accomplishment (i.e., teaching or related awards)
- Significant teaching-related accomplishment of assigned duties (i.e., extensive curriculum development or transformation of a program) and/or professional accomplishments in the academic member's discipline
- Teaching-related publications, presentations, and/or professional activities related to the member's discipline
- Organization of a major teaching and learning conference or dissemination event

Research, Scholarship, and Creative or Equivalent Professional Activities

Examples of accomplishments in the duty area of Research, Scholarship, and Creative or Equivalent Professional Activities include, but are not limited to:

- Organization of a major teaching, research or learning conference or dissemination event
- Significant number of peer-reviewed publications published or accepted in scientific journals
- Publication of a seminal article, as recognized by one's professional peers
- External funding (competitive) grant awarded
- National or international invited presentations to a scientific meeting (expertise and standing of the expert is recognized)
- Published Invited chapters (as author) in an edited book where the editors accumulate chapters around a recognized theme, or the book represents a seminal contribution to an area of scientific study
- Competitive peer-reviewed presentations to a national or international scientific meeting

- Published abstracts in refereed journals that required the scientific review of the abstracts
- Refereed or invited symposia presented at a conference (groups of papers housed under a theme)
- Refereed presentations presented at scientific meetings that are part of the self-initiated segment of the program
- Graduate student supervision
- Conference only published proceedings
- Non- peer reviewed publications such as book reviews, annotated bibliography abstracts, invited articles
- Invited talks to College/Faculty/Department Colloquiums (based upon expertise of the individual)
- Community-based research presentations (advocacy, policy development)

Service

Examples of accomplishments in the duty area of Service include, but are not limited to:

- Elected officer of professional or scientific society (normally for 1 + year obligation)
- Conference program committee chair (i.e., year long work of preparing program, selecting speakers, chairing abstract review, organizing content of submissions)
- Board of Directors (monthly meetings, budget reviews, policy setting, mission and direction setting, etc.)
- Editor of a Journal or Associate Editor if the journal is sufficiently busy (e.g., monthly issue)
- Editorial Board member
- Grant adjudication committee member
- Conference program committee member (assisting with speaker selection, review of abstracts, on-site responsibilities, program content)
- Professional certification evaluation of courses or programs of certification
- External tenure and promotion review and report
- External College, department, or unit review and report
- Multiple invited federal or provincial grant reviews from the same agency
- Multiple year term - Internal University small grant reviews
- Invited federal or provincial grant reviews
- High school science academy lab tours/lectures
- Major review and changes to policy manual
- Creation of new certification modules
- Chair of an initiative or heading a committee of an organization whose objectives are to develop a new direction, create new policy, plan advocacy
- Non-remunerated consulting