



University
of Regina



Faculty of
Science

CRITERIA DOCUMENT FOR FACULTY MEMBERS AND INSTRUCTORS

TERMS OF REFERENCE FOR

**ASSIGNMENT OF DUTIES,
PERFORMANCE REVIEW,
CAREER PROGRESS, AND
SABBATICALS**

Revised September 2020

- 1. GENERAL PRINCIPLES..... 1**
- 2. DESCRIPTION OF DUTIES 2**
 - 2.1 TEACHING & RELATED DUTIES 3
 - 2.2 RESEARCH & SCHOLARSHIP 3
 - 2.3 SERVICE 4
- 3. RANKS OF ACADEMIC STAFF MEMBERS..... 5**
 - 3.1 INSTRUCTOR 5
 - 3.1.1 *Instructor I*..... 5
 - 3.1.2 *Instructor II*..... 5
 - 3.1.3 *Instructor III*..... 5
 - 3.2 LECTURER 5
 - 3.3 ASSISTANT PROFESSOR 6
 - 3.4 ASSOCIATE PROFESSOR..... 6
 - 3.5 PROFESSOR..... 7
- 4. FACULTY PROFILES 8**
 - 4.1 BALANCED PROFILE..... 8
 - 4.2 TEACHING-FOCUSED PROFILE 9
 - 4.3 RESEARCHED-FOCUSED PROFILE 9
 - 4.4 SERVICE-FOCUSED PROFILE..... 10
 - 4.5 NEW-FACULTY PROFILE..... 11
 - 4.6 PRINCIPLES & PROCESS 12
- 5. PERFORMANCE REVIEW AND CAREER PLANNING 14**
 - 5.1 PERFORMANCE REVIEW..... 14
 - 5.1.1 *Initial Reviewer*..... 14
 - 5.1.2 *Faculty Review Committee* 14
 - 5.1.3 *Teaching & Related Duties* 15
 - 5.1.4 *Research & Scholarship*..... 17
 - 5.1.5 *Service*..... 19
 - 5.1.6 *Documentation for Performance Review* 20
 - 5.2 CAREER PLANNING..... 21
- 6. CAREER PROGRESS..... 23**
 - 6.1 INCREMENTS 23
 - 6.2 MERIT 23
 - 6.3 TENURE 25
 - 6.4 PROMOTION IN THE INSTRUCTOR CATEGORY 27
 - 6.4.1 *Instructor I to Instructor II* 27

6.4.2 *Instructor II to Instructor III* 28
6.5 PROMOTION IN THE FACULTY CATEGORY 29
6.5.1 *Lecturer to Assistant Professor* 29
6.5.2 *Assistant Professor to Associate Professor* 29
6.5.3 *Associate Professor to Professor* 30
7. SABBATICALS **31**

1. GENERAL PRINCIPLES

This document is guided by and is consistent with the relevant sections of the 2017-2021 University of Regina Faculty Association (URFA) Collective Agreement that pertain to descriptions and assignment of duties, performance review, career-progress decisions, and sabbaticals for academic staff members who are in the instructor (Instructor I, II, and III) and faculty (Lecturer, Assistant Professor, Associate Professor, and Professor) ranks. The Collective Agreement provides the context for this document, which provides the criteria, arrived at in a collegial manner, on which to base recommendations and decisions on assignment of duties, performance review, increments, merit, tenure, promotion, and sabbatical.

In the remainder of this document, unless otherwise stated, a reference to an “Article” refers to the Collective Agreement and one to a “Section” refers to this Criteria Document.

In accordance with Articles 17.1 and 18.1, performance review of academic staff members forms the basis for career-progress decisions concerning increments, merit, promotion, renewal of a tenure-track appointment, and tenure. Consequently, it is incumbent on those involved in the performance review process to carry out their duties with integrity and seriousness, in a fair and unbiased manner.

2. DESCRIPTION OF DUTIES

This section summarizes language in Article 16 of the Collective Agreement that is relevant to the description of duties at an institutional level. In accordance with Article 16.2.5, Section 4 elaborates upon these duties as they pertain to the Faculty of Science.

In accordance with Article 16.1, the duties of a faculty member shall normally include:

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

The duties of an instructor shall normally include:

- a) teaching and related duties; and
- b) service.

In accordance with Article 16.3, the duties of academic staff members, which may vary over time, shall be assigned in a fair and equitable manner taking into account that expectations may vary according to the member's position or rank. Section 4 provides clarity and direction for the assignment of duties in a manner, consistent with Article 16.3, that will:

- help determine an appropriate share of obligations that is equitable in comparison with the contributions of other members at a similar rank;
- allow the duties of academic staff members to vary over time, with differences in the array and mix of duties, while maintaining an equitable workload;
- ensure that the numerous factors involved, as listed in Article 16.1, are considered in the array and mix of duties for academic staff members.

For the assignment of duties to faculty members, Faculty Profiles, which are described in Section 4, assist in understanding the nature and distribution of an individual faculty member's duties with respect to teaching and related activities, research and scholarship, and service. The Dean in consultation with the faculty member and Department Head will ensure that the designated Profile is appropriate for each member.

2.1 Teaching & Related Duties

As per Article 16.2.2, teaching and related duties are those activities in which academic staff members prepare, deliver, or support the curriculum, including:

- contributions to the creation, content, implementation and delivery of graduate and undergraduate academic courses;
- being accessible to students for consultation and mentorship;
- the supervision of undergraduate and graduate students; and
- all other activities in which members engage to prepare and deliver curriculum.

2.2 Research & Scholarship

As per Article 16.2.3, research, scholarship, and creative or professional activities refer to those original intellectual and creative works that include the following, but may include additional activities if agreed to by the Faculty:

- intellectual and creative contributions to research and scholarship and critical or creative work;
- dissemination of such work through publications, presentation of scholarly papers, exhibitions and performances, or 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 supervision of student research and theses;
- seeking external research funding as appropriate to the discipline and the member's Faculty Profile;
- the scholarship of teaching, which consists of original and innovative thought and analysis related to pedagogy or learning.

2.3 Service

As per Article 16.2.4, service activities refer to those works that contribute to the University or relevant external communities, but may also include additional activities if agreed to by the Faculty. Service activities include:

- internal and external activities that arise from research and teaching;
- participation in committees at the department level, faculty level, university level, and URFA level;
- responsibilities of Department Head, Director of a faculty-based research institute, or Director of any other formalized university centre or institute;
- involvement in the work of learned societies, associations, agencies, or professional organizations;
- involvement with the community-at-large by virtue of the general or specialized academic expertise of the individual academic staff member.

3. RANKS OF ACADEMIC STAFF MEMBERS

3.1 Instructor

The responsibilities of an Instructor are normally teaching and teaching-related duties, and service. In accordance with Article 13.5, the rank of Instructor at the time of the initial appointment is determined by the credentials and experience of the individual.

3.1.1 Instructor I

The academic staff member possesses, at a minimum, a Bachelor's degree or equivalent professional experience.

3.1.2 Instructor II

The academic staff member possesses, at a minimum, a Master's degree and has relevant teaching experience, or possesses a four-year Bachelor's degree and has four years of relevant teaching experience.

3.1.3 Instructor III

The academic staff member possesses a doctorate or equivalent and some relevant teaching experience, or possesses a Master's degree and has five years of relevant teaching experience.

3.2 Lecturer

The rank of Lecturer requires a minimum of a Master's degree or equivalent. The responsibilities of a Lecturer are normally teaching and teaching-related duties, research and scholarship, and service. The expectations in research and scholarship, while consistent with those listed in Section 2.2, are to focus on activities that ensure currency and engagement in the discipline, especially pedagogy. Service contributions should be developed over time to initially allow for the

development of the faculty member's teaching and scholarly portfolio, after which normal service contributions are expected.

3.3 Assistant Professor

The rank of Assistant Professor requires a minimum of a Ph.D. or equivalent. An Assistant Professor is expected to become an effective teacher at all levels in the discipline. As well, an Assistant Professor is expected to engage in active research (as defined in Section 5.1.4) that goes beyond the work in which the member was involved during their graduate and postdoctoral studies. Evidence that incumbents have developed research identities that are separate from their previous supervisory influences, and are developing a clearly identifiable, self-supporting research program, is a requirement of individuals at this rank.

Accounting for normal time delays in publication, there is an expectation that refereed publications from previous research will appear on record in the first few years at this rank. Refereed publications appearing from work initiated at the University of Regina should also appear on record in the first few years at this rank.

Service contributions should be developed over time to initially allow for the development of the faculty member's teaching and scholarly portfolio, after which a normal service contribution is expected.

3.4 Associate Professor

The rank of Associate Professor indicates a faculty member who has an ongoing, demonstrated record of effective teaching at all levels assigned and who is making ongoing contributions to research and scholarship consistent with the member's Faculty Profile. For Associate Professors with Faculty Profiles requiring peer-reviewed publications, external research

funding, and the supervision or co-supervision of graduate students, the member's record in these areas is expected to be sufficiently strong to maintain an ongoing, viable research program. Active involvement in the administrative infrastructure of the department and participation in the administrative service to the Faculty and the University should be evident at a level compatible with the member's Faculty Profile.

3.5 Professor

The rank of Professor is awarded to a faculty member who has a cumulative and ongoing record of strong performance in teaching, research and scholarship, and service, consistent with the member's Faculty Profile. Professors show evidence of strong peer respect in their areas of expertise, as well as evidence of national or international recognition. For Professors with Faculty Profiles requiring peer-reviewed publications, external research funding, and the supervision or co-supervision of graduate students, the record in these areas is expected to be sufficiently strong to continue maintaining an ongoing, self-supporting research program. In these cases, Professors are expected to be active as reviewers of peer-reviewed publications and as external referees for Ph.D. theses and granting agencies. The record of a Professor should show evidence of ongoing, active involvement and leadership in administrative service to the Department, Faculty, and University at a level compatible with their Faculty Profile. Professors are expected to serve on senior academic administrative bodies and act as representatives for the University and their subdisciplines.

A Professor should be a resource to academic staff members in the other ranks, providing mentoring and support to those moving through the ranks. Evidence of mentoring includes guiding newer faculty in effective teaching, publishing articles in refereed journals, and grant writing.

4. FACULTY PROFILES

This section defines Faculty Profiles to assist in the determining of an individual member's assigned duties. In what follows, the base teaching load in a given Science department is defined to be the number of courses (undergraduate and, in some departments, graduate) that a faculty member with a Balanced Profile is expected to teach per year in that department.

4.1 Balanced Profile

A faculty member with a Balanced Profile meets all of the following criteria:

- engagement in active research (as defined in Section 5.1.4);
- a record of peer-reviewed publications within the previous three years;
- a record of external research funding during the previous five years; and
- supervision to completion, as the primary supervisor or co-supervisor, of at least one thesis-based University of Regina graduate student within the previous five years.

The duties of a faculty member with a Balanced Profile consist of:

- a normal (base) teaching load for members in their respective Department;
- active research (as defined in Section 5.1.4);
- the application for external funding;
- the supervision of thesis-based graduate students;
- the supervision of undergraduate research students, if applicable;
- the supervision of non-thesis-based graduate students, if applicable;

- the supervision of postdoctoral researchers, if applicable;
- contributions to institutional administration, as per Department expectations and needs; and
- contributions to service (as defined in Section 2.3).

4.2 Teaching-Focused Profile

A faculty member has a Teaching-Focused Profile if he or she:

- has a greater emphasis on teaching than a member with a Balanced Profile.

The duties of a faculty member with a Teaching-Focused Profile consist of:

- an augmented teaching load (by one or more courses), relative to the base teaching loads in the Department;
- research or scholarship (as defined in Section 2.2) that ensures currency and engagement in the discipline, especially pedagogy;
- peer-reviewed publications, if applicable;
- the supervision of thesis-based or non-thesis-based graduate students, if applicable;
- the supervision of undergraduate research students, if applicable;
- contributions to institutional administration, as per Department expectations and needs; and
- service contributions (as defined in Section 2.3).

4.3 Research-Focused Profile

A faculty member has a Research-Focused Profile if he or she:

- holds a research chair (e.g., Canada Research Chair, NSERC Industrial Chair); or
- holds a prestigious research award (e.g., Killam Fellowship, Fulbright Scholar, NSERC Steacie Award).

The duties of a faculty member with a Research-Focused Profile consist of:

- a reduced teaching load (by one or more courses), relative to the base teaching loads in the Department;
- active research (as defined in Section 5.1.4), with increased expectations in comparison with the Balanced Profile;
- continuous external funding;
- the supervision of thesis-based graduate students;
- the supervision of undergraduate research students, if applicable;
- the supervision of postdoctoral researchers, if applicable;
- contributions to institutional administration, as per Department expectations and needs; and
- service contributions (as defined in Section 2.3).

4.4 Service-Focused Profile

A faculty member has a Service-Focused Profile if he or she:

- is a Department Head; or
- holds a significant leadership role in a major internal or external body; or
- has a greater emphasis on service than a member with a Balanced Profile.

The duties of a faculty member with a Service-Focused Profile consist of:

- a base teaching load, except in the case of department heads or members with a significant leadership role who will be assigned a reduced teaching load (by one or more courses), relative to the base teaching load in the Department;

- active research (as defined in Section 5.1.4), with reduced expectations in comparison with the Balanced Profile; and
- contributions to institutional administration, with increased expectations in comparison with the Balanced Profile; and
- other service contributions (as defined in Section 2.3), with increased expectations in comparison with the Balanced Profile.

4.5 New-Faculty Profile

A faculty member has a New-Faculty Profile if he or she:

- holds a tenure-track appointment at the Lecturer, Assistant, Associate, or Professor rank, but has not yet been awarded tenure.

The duties of a faculty member with a New-Faculty Profile consist of:

- development of a base teaching load, which is reduced by one or more courses in the first year(s) of the appointment;
- application for external research funding;
- development of a research identity that is separate from their previous supervisory influences, towards the goal of developing a clearly identifiable, self-supporting research program;
- participation in supervisory committees of thesis-based graduate students;
- supervision or co-supervision of thesis-based graduate students;
- supervision of undergraduate research students, if applicable;
- supervision of postdoctoral researchers, if applicable; and

- contributions to service (as defined in Section 2.3) that are participatory in the first two years, with increasing engagement thereafter.

4.6 Principles & Process

The Faculty of Science adopts the following principles in assigning duties and in designating Profiles:

- that the duties of a faculty member may vary over time;
- that leaves (parental, compassionate, medical, etc.) may delay research progress;
- that certain research work may require more than three years to be completed or published;
- that the work of an academic unit shall be distributed in a fair and equitable manner among the academic staff members in the unit;
- that decisions on Profile designation shall be free of bias based on discipline and free of discrimination, as addressed by Article 3.1:

Discrimination is the harmful treatment of an individual or group, based on certain personal characteristics. The Saskatchewan Human Rights Code identifies these characteristics: religion, creed, marital status, family status, sex, sexual orientation, disability, age, colour, ancestry, nationality, place of origin, race or perceived race, and receipt of public assistance.

- that all aspects of academic work (teaching, research, and service) shall be recognized and valued;
- that performance evaluation and career planning shall be based on assigned duties, so that a faculty member, regardless of Profile, will be evaluated fairly and will have equal opportunity for career growth;
- that the Profile for a faculty member shall take advantage of particular strengths and interests in certain aspects of the member's work life;

- that the Profile of a faculty member shall reflect the overall mission of the academic unit and the University; and
- that no specific Profile designation shall be considered to be superior to another.

The Dean, in consultation with the Department Heads, assigns the initial Profile designations to individual faculty members. Over time these designations may change as the careers and career-interests of faculty members evolve. As per Article 16.3.2, an academic staff member may apply to the Dean for a change in the array and mix of duties. The request shall take into account the needs of both the member and the unit. Thus, a faculty member may request a change in Profile designation by submitting a formal written request to the Dean, copied to the Department Head.

The Profile designation of a faculty member will be reviewed (and possibly changed) at the instigation of the faculty member, the Department Head, or the Dean. The Dean or Department Head will only suggest a review in response to a long-term trend in the faculty member's record of work.

Decisions or recommendations on Profile designations will be outside the purview of the Faculty Review Committee.

5. PERFORMANCE REVIEW AND CAREER PLANNING

5.1 Performance Review

Performance Review in the Faculty of Science is guided by Article 17. Performance review is based on teaching and service in the case of instructors, and on teaching, research, and service in the case of faculty members. In all instances, performance review must take into account the assigned duties of the academic staff members.

5.1.1 Initial Reviewer

The Initial Reviewer is normally the head of the academic staff member's department. However, if there is the potential for a real or perceived conflict of interest (e.g., a family relationship), then an alternate initial reviewer will be designated by the Dean. The associate deans serve as initial reviewers of department heads.

5.1.2 Faculty Review Committee

The Faculty Review Committee is advisory to the Dean on decisions pertaining to the career progress, performance review, and sabbaticals of instructors and faculty members.

The Faculty Review Committee consists of one regular member and one proxy member from each department, elected for two-year terms (normally) by tenured and tenure-track instructors and faculty members in the Faculty of Science. Faculty members may serve multiple terms as regular members of the Faculty Review Committee; however, no faculty member shall serve two consecutive terms in this capacity. Proxy members, whose role is to assume the work of the regular departmental member who is unavailable or unable

to undertake the work of the committee, may serve consecutive terms.

Nominees for service on the Faculty Review Committee should be tenured academic staff members, excluding department heads; faculty members from Campion, Luther, or First Nations University will not be considered as candidates for the Faculty Review Committee. In accordance with Article 17.13, out-of-scope academic staff members are not eligible to serve on the Faculty Review Committee.

The regular members of the Faculty Review Committee elect a Chairperson at the commencement of the first meeting after the election of the committee members.

5.1.3 Teaching & Related Duties

Teaching at the university level includes the selection, preparation, and presentation of lecture and laboratory materials and the preparation and evaluation of assignments and examinations. In the sciences, teaching may also include the design and overall supervision of laboratories associated with courses.

In the Faculty of Science, effective teaching:

- prepares and inspires students to be independent learners,
- motivates students to fully comprehend important issues in their chosen fields of study,
- fosters the development of scientific skill and thought,
- develops critical and analytical thinking skills,
- stimulates scientific curiosity,
- introduces students to scientific research,
- instills an understanding and appreciation of the direct linkage that exists between research and instruction, and

- enables students to build on and transfer learning from previous courses and to move readily into areas of new related content.

Effective teachers:

- demonstrate the ability to present the subject matter clearly, logically, and at an appropriate level for the class,
- grade fairly, following the University's Grading System (Section 5.10 of the University Calendar),
- give prompt, constructive, and substantial feedback on student work,
- follow the approved curricula, where applicable, for their courses,
- demonstrate enthusiasm for the subject and have the ability to communicate this enthusiasm to the students,
- are well-prepared for their classes,
- are available to students outside of regular lectures, through posted scheduled office hours, and
- treat students fairly and equitably, and accommodate special needs or problems whenever reasonably possible.

Effective teaching is a requirement of academic staff members in the Faculty of Science. Therefore, there must be a consistent method of evaluating teaching on a regular basis. In accordance with Article 17.18, the Faculty of Science uses a comprehensive teaching evaluation system based on three elements:

1. peer evaluation;
2. reflective thought from the academic staff member (e.g., a teaching dossier); and
3. student experience surveys, despite their limitations.

A peer is any tenured academic staff member in the Faculty of Science. Thus, a peer can be an individual whose rank,

category, or department differs from the academic staff member to be reviewed. In all cases, however, the peer should be an individual who has a working knowledge of the material that is being taught. Department Heads may serve as peers.

Peer reviews of teaching involve:

- a) at least one visit, on a date mutually agreeable to the peer and the instructor, to the classroom or laboratory while the instructor is teaching;
- b) a review of the course documentation (printed and electronic) available at the time of the peer review that is accessed by students through UR Courses, handouts, websites, or other means, as well as a review of materials such as examinations and assignments;
- c) the preparation of a Peer Review Report on Teaching.

The Faculty of Science provides templates to academic staff members for Teaching Dossiers and Peer Review Reports on Teaching.

5.1.4 Research & Scholarship

As per Article 16.2.3, research and scholarship, and creative or professional activities refer to those intellectual and creative works that:

- are disseminated through peer-reviewed publication; or
- are disseminated through the presentation of scholarly papers; or
- may involve the peer review of, or other forms of engagement with, the scholarly work of others (e.g., editorial duties); or
- may include the supervision of student research and theses; or

- may contribute to the scholarship of teaching, which consists of original and innovative thought and analysis related to the pedagogy of learning.

In the Faculty of Science, active research entails the completion of the following two linked activities:

- a. the research work involved in the contribution of new knowledge, and
- b. the dissemination of the results of (a) in the form of refereed articles, books, or reviews.

Although contributions to research and scholarship are relatively easy to document, the evaluation of such contributions is comparatively harder. Evidence of prestige among colleagues in the international scientific community is a useful yardstick of scholarly achievement. Leadership in professional societies and invitations to present papers, chair conference sessions, participate in symposia, or referee papers and research grant applications provide supporting evidence of scholarly recognition. However, it is important to understand that invitations to present papers, to act as keynote speakers, or to chair sessions may not be apparent in the scholarly records of colleagues in minority groups (e.g., racialized or female academic staff) as a result of unconscious bias.

A simple counting of publications without assessment of their quality is not a sufficient evaluation, and indeed may be misleading. Consequently, care must be exercised in evaluating publications. In most cases, publication is the final stage of a research project and provides the permanent record of that particular scholarly achievement. Peer evaluation of such work is critical and faculty members must publish in peer-reviewed media acceptable to their disciplines.

Collaboration is valued, especially that which involves students and others under the supervision of the member. Members

should be prepared to clearly explain their role in all collaborations.

Excellent students are an asset and are to be recruited to provide momentum and a team environment leading to the development of a strong research program. Engaging students in research and scholarship is a key feature of our role as science educators. Because not all disciplines have the same student pool size from which to recruit or the same access to funding, and so expectations about the number of graduate students supervised will vary accordingly.

Peer-reviewed publication constitutes evidence of active research. Prolonged absence (three or more years) of peer-reviewed publications, without a detailed justification of the associated circumstances, will be interpreted as a lack of research activity and the member's Profile will be reviewed. Based on the review, the Profile and assigned duties may be adjusted to facilitate an equitable distribution of workload among academic staff members (see Section 4).

In the Faculty of Science, a scholarly work is considered "published" the moment the work has been issued by a scholarly journal or has been assigned a Digital Object Identifier (DOI). The date of DOI assignment is typically earlier than the date the scholarly work is issued in the journal's publication cycle.

5.1.5 Service

The University of Regina engages in collegial governance and the Faculty of Science values effective service from members. It is incumbent upon each academic staff member to accept their fair share of responsibility regarding administration and committee work in a manner consistent with their Profile.

Professional service is another way that academic members can make service contributions.

Academic members are encouraged to participate in, or to lead, community service activities related to their area of expertise.

In evaluating service, the quality of the contributions will be considered. It is incumbent on members to provide documentation in their review packages to demonstrate the nature and extent of their service contributions. For those members with Service-Focused Profiles with roles that are not readily understood, documentation is required to establish the active nature of their service and the meaningful contributions they have made. Examples of documentation include deliverables in the form of documents, reports, communications, media, policy changes, and letters from other committee members outlining their contributions or testifying to their efficacy.

5.1.6 Documentation for Performance Review

In accordance with Article 17.4, performance review of academic staff shall be based on the following documents:

- a) an Annual Information Form (AIF) supplied by the University and completed by the academic staff member; if applicable, the academic staff member's sabbatical report is to be appended to the AIF (as per Article 16.7.9)
- b) a Performance Review Form supplied by the University and completed by the initial reviewer (normally a department head or an associate dean)
- c) a current curriculum vitae
- d) material in the academic staff member's official file, which is held in Human Resources (HR) and which consists of materials a), b), and c) above from earlier

performance evaluations, relevant to the period under review

- e) documents and other works relevant to the academic staff member's performance of duties during the period under review
- f) aggregated and summarized data from the Faculty of Science Student Experience Surveys.

Deadlines for submission of performance review documents to the Dean's Office are:

- December 15, for tenure-track academic staff
- January 31, for term or tenured academic staff

All tenured academic staff who are not in career planning must submit their Annual Information Form to the Dean's Office by January 31 in years in which they are not undergoing performance review.

5.2 Career Planning

Career planning, which is undertaken in place of performance review for academic staff members at the rank of Instructor III, Laboratory Instructor III, or Professor, is governed by Articles 17.2.2, 17.2.3, and 17.2.4. Held on a regular 3-year cycle, career planning meetings between the Dean and the academic staff member are intended to identify the academic staff member's career goals, recognize that academic staff member's achievements, assess the academic staff member's performance, and provide feedback on the academic staff member's progress towards their career plan.

In accordance with Article 17.2.4 of the 2017-2021 URFA Collective Agreement, the academic staff member must provide the following documentation to the Dean for career planning meetings:

- a) an updated curriculum vitae;

- b) a draft career plan;
- c) the career plan finalized at the previous career planning meeting, if such a meeting took place; and
- d) a letter that outlines the academic staff member's progress in their career plan.

Academic staff members at the rank of Instructor III, Laboratory Instructor III, or Professor may request a performance review in place of career planning, as per Article 17.2.2. If a member chooses to “opt-out” of the career planning process, a request to do so must be made to the Dean in writing no later than September 30th.

6. CAREER PROGRESS

Career-progress decisions (increments, merit, promotions, renewal of tenure-track appointments, granting of tenured appointments) in the Faculty of Science are guided by Article 18.

6.1 Increments

An Increment will be awarded annually in recognition of satisfactory performance of the assigned duties by the academic staff member. If, in a given year, an academic staff member is not scheduled for a performance review or is in career planning, then the increment is awarded automatically. If the member is scheduled for a performance review, then the increment is awarded on the basis of the performance review.

6.2 Merit

In accordance with Article 18.3, merit increments may be applied for on the basis of:

- a) exceptional performance as defined in the relevant Criteria Document for the corresponding rank and category; or
- b) sustained, well above average performance in the previous three (3) years.

Article 16 provides the baseline in depicting the normal expectations for the performance of duties; Article 18.3 states that it is from this baseline that decisions on merit will be made.

Normal expectations of academic staff members in the Instructor category are effective teaching and useful services contributions.

Normal expectations of academic staff in the Faculty category are described in Sections 3.2 to 3.5 of this Criteria Document.

In this regard:

- “exceptional performance” describes unusually good or outstanding performance in one or more areas of assigned duties relative to rank and category;
- “Well above average performance” describes performance in one or more areas of assigned duties that substantially exceeds normal expectations relative to rank and category.

Recommendations for merit will take into account the member’s Profile of assigned duties, in addition to the member’s rank.

Final decisions on merit increments are made by the Campus Merit Committee.

Applications merit increments on the grounds of exceptional performance may be made in any year, regardless of whether the academic staff member is undergoing performance review or career planning that year.

Applications merit increments on the grounds of sustained, well above performance may be made at the following times:

- in a year in which the academic staff member is undergoing performance review
- in the final year of their latest three-year career plan

The decision to award merit on the grounds of sustained, well above average performance is based on the academic staff member’s performance in the previous three (3) years in any

one or more of the assigned duties, while demonstrating good performance in all other assigned duties.

An academic staff member is eligible to be considered for a merit increment on the basis of sustained, well above average performance only if:

- It has been at least three years since their last merit increment, or
- It has been at least three years since their initial appointment and they have never received a merit increment

Applications for merit increments must be submitted to the Dean's Office no later than January 31st and shall include:

- A cover letter, of no more than two pages in length, requesting consideration for a merit increment and detailing how the criteria for merit have been met
- A current curriculum vitae (if a CV has been submitted earlier as part of a tenure or promotion application or as part of a tenure-track submission, then an updated version of the CV may be submitted at this time)
- [Optional] Up to two letters of support, solicited by the academic staff member

6.3 Tenure

By Article 14.3.4 of the Collective Agreement, tenure is granted to an academic staff member who has met the relevant performance standards and shows promise of future contributions that will enhance the University's academic reputation.

Tenure Criteria in the Faculty of Science

- Instructors will be granted tenure on the evidence of (1) teaching excellence and (2) collegial engagement in service.
- Lecturers will be granted tenure on the evidence of (1) teaching excellence, (2) scholarly work and experience that are shown to contribute to their teaching in the discipline or to the discipline itself, and (3) collegial engagement in service.
- Faculty members at the rank of Assistant Professor, Associate Professor, or Professor will be granted tenure on the evidence of (1) teaching effectiveness at all levels, (2) the establishment of an active research program that goes beyond the work in which the member was previously involved and has resulted in peer-reviewed publications arising from research initiated during a tenure-track position at the University of Regina in which the faculty member is the identifiable leader, and (3) collegial engagement in service.

Letters of Reference:

In accordance with Article 17.9, applications for tenure require letters of reference solicited by the Dean. Instructors applying for tenure may forego the use of letters of reference upon written request to the Dean.

The academic staff member shall supply the names and contact information for three referees no later than September 30th, and the Dean shall request a letter of reference for the tenure application from each such referee. The Dean may also obtain letters of reference from up to three additional referees.

In the case of faculty members who hold the rank of Assistant Professor, Associate Professor, or Professor, referees for tenure are to be from institutions other than the University of Regina and cannot be previous academic (masters, doctoral,

postdoctoral) supervisors, departmental colleagues (past or present), current collaborators, or co-authors of works published during the previous six years.

In the case of faculty members who hold the rank of Assistant Professor, Associate Professor, or Professor, referees for tenure will be asked to comment only on the faculty member's contributions to research and scholarship, and not on the faculty member's teaching or service.

Application Process:

To apply for tenure, the academic staff member shall inform the Dean's Office, by September 30th, of the member's intent to apply for tenure and provide, at this time, the names and contact information of three referees.

Supporting documentation for the application for tenure must be submitted to the Dean's Office no later than October 31st and must contain the following items:

- Cover Letter, which details the case for tenure
- Curriculum Vitae
- Copies of three scholarly articles, in the case of Assistant Professor, Associate Professor, or Professor.

By December 15th, the academic staff member shall submit performance review documentation consisting of:

- Annual Information Form
- Student Experience Surveys in aggregated form
- Peer Reviews of Teaching
- Teaching Dossier
- Updated Curriculum Vitae

6.4 Promotion in the Instructor Category

6.4.1 Instructor I to Instructor II

Promotion at this level will be based on successful completion of a M.Sc. and a demonstrated record of relevant teaching proficiency. An Instructor I with a B.Sc. (Hons.) may be promoted to an Instructor II with an established record of relevant teaching proficiency and four years of relevant teaching experience. The Instructor should have demonstrated the ability to modify existing courses as required, be ready to participate in course development, and have acquired experience in service.

6.4.2 Instructor II to Instructor III

Promotion at this level will be based on the successful completion of a Ph.D. and a demonstrated record of relevant teaching proficiency. An Instructor II with a M.Sc. may be promoted to an Instructor III with an established record of relevant teaching proficiency and five years of relevant teaching experience. The candidate must have demonstrated an ability to contribute to all aspects of course development and have demonstrated proficiency in service.

Letters of Reference are not required for promotion in the Instructor category.

Application Process

To apply for promotion, the academic staff member shall inform the Dean's Office by September 30th of the member's intent to apply for promotion.

Supporting documentation for the application for promotion must be submitted to the Dean's Office no later than October 31st and must contain the following items:

- Cover Letter, which details the case for promotion
- Curriculum Vitae
- Teaching Dossier

By December 15th, if tenure-track, or by January 31st, if term or tenured, the academic staff member shall submit performance review documentation consisting of:

- Annual Information Form
- Student Experience Surveys in aggregated form
- Peer Reviews of Teaching
- Updated Teaching Dossier
- Updated Curriculum Vitae

6.5 Promotion in the Faculty Category

6.5.1 Lecturer to Assistant Professor

Promotion at this level will be based on:

- sustained fulfillment of all the requirements of the Lecturer rank,
- possessing a Ph.D. degree or equivalent,
- demonstrated teaching effectiveness, and
- research initiated to an extent that indicates the ability of the candidate to carry on a research program that goes beyond the work in which the member was previously involved, and
- a record of peer-reviewed publications arising from research initiated at the University of Regina.

6.5.2 Assistant Professor to Associate Professor

Promotion at this level will be based on:

- sustained fulfillment of all the requirements of the member's Profile at the Assistant Professor level,
- a demonstrated record of relevant teaching effectiveness at all levels assigned,
- ongoing research and scholarship that goes beyond the work in which the member was previously involved,
- a record of peer-reviewed publications arising from research initiated at the University of Regina in which the member is an identifiable leader, and

- a record of collegial engagement in service.

6.5.3 Associate Professor to Professor

Promotion at this level will be based on:

- sustained fulfilment of all the requirements of the member's Profile at the Associate Professor level,
- a demonstrated record of relevant teaching effectiveness at all levels,
- establishment of a national or international reputation in research and scholarship,
- a commitment to the institution and participation in its governance, with administrative duties at the Department, Faculty and University levels.

Letters of Reference for Promotion in the Faculty Category:
In accordance with Article 17.9, faculty members seeking promotion in the Faculty category are not required to have letters of reference except in the case of an application for promotion to the rank of Professor.

For promotion to the rank of Professor, the faculty member shall supply the names and contact information of at least three referees no later than September 30th, and the Dean shall request a letter of reference for the promotion application from each such referee. The Dean may also obtain letters of reference from up to three additional referees.

Referees for promotion are to be from institutions other than the University of Regina and cannot be previous academic (masters, doctoral, postdoctoral) supervisors, departmental colleagues (past or present), current collaborators, or co-authors of works published during the previous six years.

Referees for promotion will be asked to comment only on the faculty member's contributions to research and scholarship.

Application Process:

To apply for promotion, the academic staff member shall inform the Dean's Office by September 30th of the member's intent to apply for promotion and, for promotion to Professor, provide the names and contact information of at least three referees.

Supporting documentation for the application for tenure must be submitted to the Dean's Office no later than October 31st and must contain the following items:

- Cover Letter, which details the case for promotion
- Curriculum Vitae
- Copies of five scholarly articles, in the case of promotion to Professor.

By December 15th for tenure-track members and by January 31st for tenured members, the faculty member shall submit performance review documentation consisting of:

- Annual Information Form
- Student Experience Surveys in aggregated form
- Peer Reviews of Teaching
- Teaching Dossier
- Updated Curriculum Vitae

7. SABBATICALS

Article 16.7 states the University will award each year a limited number of sabbaticals in keeping with its responsibilities. The Faculty of Science endorses sabbaticals as a means of encouraging professional development and productive scholarship of mutual benefit to the academic staff member and the Faculty. In keeping with the philosophy and past practices of the Faculty of Science, the academic staff member is encouraged to pursue the majority of the activities associated with the sabbatical at another institution.

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 individual and the University that may reasonably be expected. The Faculty Review Committee examines proposals and advises the Dean about the academic merits of the sabbatical proposal. The Dean may reject proposals because of lack of merit, or may defer a sabbatical because of staffing problems.

The following criteria will form the basis of assessment of the proposed sabbatical:

1. completion of the Application for Sabbatical form available on the Human Resources website and a written sabbatical proposal;
2. a record of performing required duties in accordance with the faculty member's Profile (as described in Section 4), as shown in an accompanying up-to-date curriculum vitae;
3. a 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 book chapters, conferences, sites to be visited, teaching or professional development), including (i) a statement of the relevance of the proposed activities to the academic staff member's professional field and assigned duties, and (ii) a statement of the anticipated short and long term benefits for the University, Faculty, and academic staff member, including the expected outcome of the proposed sabbatical (to be considered in the review of the final report);
4. a clear statement of the requirement of a sabbatical in accomplishing professional development and the merits associated with the proposed location(s) (accompanied by

letter(s) of invitation from other institutions) must be included;

5. an analysis by the Department Head of the potential impact of the sabbatical on the operations of the Department and on alternative arrangements for the delivery of courses normally given by the academic staff member;
6. a statement concerning the arrangements that will be made for the supervision of graduate students.

Each application is considered individually, but in general, approval is limited to those applicants who present a well thought-out plan of research/teaching development, study, travel, or other activity clearly related to the academic staff member's professional field and assigned duties at the University of Regina.

Academic staff members who have been granted a sabbatical shall:

1. Submit a Sabbatical Report form and a written report summarizing the activities and accomplishments within three months of completion of the sabbatical. The academic staff member is responsible for distributing the completed copies of the Sabbatical Report form and the written report to the Department Head, the Dean of Science, the Research Office, and Human Resources. Subsequent applications for sabbatical may, in part, be evaluated on the basis of the achievements of previous sabbaticals. For academic staff members who are not in career planning, the Sabbatical Report must be appended to the member's Annual Information Form, in accordance with Article 16.7.9.

2. Present the results of scholarly activities pursued during their sabbatical at a Departmental seminar within one year of their return.

Revised November 1983
Revised November 1987
Revised December 1989
Revised May 1993
Revised November 1997
Revised October 1999
Revised May 2001
Revised September 2003
Revised September 2006
Revised December 2011
Revised October 2014
Revised September 2017
Revised November 2019

<http://www.uregina.ca/science/administration/links.html>
(T:\Science Dean\Criteria Documents)