



ACADEMIC STAFF

CRITERIA FOR PERFORMANCE REVIEW (17)



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1.0 PREAMBLE

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

The Faculty of Social Work Mission Statement reads:

The social work program of education, research and community service is designed to prepare students for critical generalist social work practice with diverse peoples. Informed by the principles of indigenization, sustainability and social justice, the social work program encourages students to identify the needs of the disadvantaged, marginalized and oppressed. It supports students in developing the commitment, knowledge, values, attitudes, and skills required to confront structural inequalities, and to empower individuals, families, and communities to realize their full potential.

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

The Faculty Criteria Document emphasizes teaching, research, scholarship and equivalent professional activities, administration and public service. The Faculty acknowledges Article 3.1 of the University of Regina's Collective Agreement (Harassment and Discrimination Prevention), and reminds all members of the University's commitment to discrimination free processes and policies. During the peer review process, critical self-awareness and reflection of discrimination and inequities particularly those experienced by racialized, gendered, and other diverse identities are required.

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

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

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

Collegiality: The Faculty of Social Work should incorporate teamwork and academic staff members should look for opportunities to collaborate in teaching, research, scholarship, and community endeavours. As well, the

efficient governance of a democratic environment requires active participation of all individuals with diverse skills to formulate and implement the strategic plans and initiatives of the Faculty.

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

2.0 ACADEMIC PROFILES

In a truly collegial environment, senior academic staff members should be a resource to those of junior rank, providing encouragement, mentoring and support to those moving through the ranks.

2.1 Instructor

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

2.2 Lecturer

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

2.3 Assistant Professor

The assistant professor rank is a tenurable appointment requiring a Ph.D. or equivalent and is considered the normal starting point of an academic appointment. An individual at this rank is expected to fulfill the promise of research independence and demonstrated teaching effectiveness at all levels that led to the appointment of the individual in the first instance. Evidence is sought that indicates the individual is establishing an independent research program. This does not mean the expectation of closure on previous collaborative work; after all, collaboration and partnerships are noted as significant aspects of a strong program of research and scholarship.

It is expected that assistant professors will publish work from their theses, postdoctoral research (if applicable), and other research already underway, and accounting for time delays in the publication process, it is expected that within two years of appointment, refereed and non-refereed publications will appear on their records. During time in rank, evidence of new publications and presentations should be noted from work that was initiated while on Faculty at the University of Regina. The emphasis of administrative duties and public service should be on participation, collegiality, and community involvement.

Teaching: Demonstrated teaching effectiveness at all levels commensurate with letter of offer including such activities as:

developing curricular materials for undergraduate and graduate courses, teaching undergraduate and graduate courses, serving as a committee member of a MSW student committee, supervising MSW student graduate work, evidence of receipt of teaching awards, or being supervisor of graduate students who have received awards, development of creative outputs or materials, portfolios; soliciting feedback from peer or other external observers of classroom teaching.

Research: Evidence that the individual is establishing an independent research program, including such activities as: engagement in non-funded research activities, submission of grant applications, being a nominated collaborator or co-investigator on research projects funded through competitive grants, being the nominated principal investigator on internal to University of Regina grant applications and/or external grant applications (e.g. Tri-Council), and acquisition of non-Tri-Council funding; receipt of research awards of recognition.

Knowledge dissemination: Publications - Consistent with time at rank, a publication record that may include refereed publications (e.g., journal articles, book chapters) and/or significant non-refereed publications (e.g., reports, articles, Op-Eds, and letters to the editor).

Oral Dissemination: Presentations for which an abstract was accepted at local, regional/provincial, or national scholarly gatherings (e.g., colloquia, symposia, conferences); presentations to classes, community groups; and media interviews/presentations.

Service: Evidence of having participated in collegial governance and administrative duties including regular attendance at Faculty meetings, serving as a member of a Faculty standing committee. Evidence of public service, such as serving as a board member for a non-profit organization, leading a consultancy project for a community-based organization, supporting civic governance activities. Evidence of service to the profession such as serving on a committee of a Professional Association, undertaking peer reviews of written materials (e.g., articles, chapters, abstracts, books), active participation in program accreditation activities, participating as a member of an organizing committee for a scholarly conference, serving on the editorial board of a scholarly journal; being nominated for receipt of awards or having received awards for community service. Evidence of service includes dates of attendance at committee meetings; and/or dates of meetings chaired. Faculty members should review attendance records to determine whether they should include participation on committees when they did not attend meetings. Faculty are encouraged to provide information that would demonstrate the level of work that was required when participating on a committee.

2.4 Associate Professor

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

In addition to the activities associated with satisfactory performance of duties at the Assistant Professor rank, Associate Professors are expected to demonstrate emerging leadership, have an established provincial and national reputation and demonstrated proficiency in the following areas:

Teaching: Demonstrated teaching effectiveness at all levels since promotion including such activities as: developing curricular materials for undergraduate and graduate courses, teaching undergraduate and graduate courses, serving as a committee member of a MSW student committee, supervising MSW student graduate work; serving as a member of a Doctoral level (e.g., PhD, EdDoc) committee, and supervising reading classes at the graduate level; evidence of receipt of teaching awards or being supervisor of graduate students who have received awards.

Research: Evidence that the individual has established an independent research program, and is involved in such activities as: submission of grant applications, being the listed principal investigator on successful internal and/or external research grants, being a nominated collaborator or co-investigator on research projects funded through competitive grants, being a nominated collaborator or co-investigator on research projects funded through competitive grants, a record of Tri-Council and/or non-Tri-Council grant acquisition, engagement in non-funded research activities, being the nominated principal investigator on internal to University of Regina grant applications and/or external grant applications (e.g. Tri-Council); provides leadership in specific area of research, as evidenced by letters of invitation to participate/consult on community and research activities; receipt of awards of recognition.

Knowledge dissemination: Publications - a publication record that may include refereed publications (e.g., journal articles, book chapters); significant non-refereed publications (e.g., reports, articles, Op-Eds, and letters to the editor); co-authored or co-edited scholarly book, invited submissions for scholarly books, (e.g., forward and/or dust jacket comments).

Oral Dissemination: Presentations for which an abstract was accepted at local, regional or national scholarly gatherings (e.g., colloquia, symposia, conferences); presentations to classes, community groups; local, regional/provincial, or national media

interviews; invited presentations (e.g., panelist) and keynote invitations at regional and/or national scholarly gatherings (e.g., colloquia, symposia, conferences); presentations to classes, community groups; and media interviews/presentations.

Service: Evidence of having participated in collegial governance, and administrative duties including regular attendance at Faculty meetings, serving as a member of a Faculty standing committee, and serving on one university committee; active participation in program accreditation activities. Evidence of service includes dates of attendance at committee meetings; and/or dates of meetings chaired. Faculty members should review attendance records to determine whether they should include participation on committees when they did not attend meetings. Evidence of public service includes activities such as serving as a board member for a non-profit organization, leading a consultancy project for a community-based organization, supporting civic governance activities; and chairing a board or committee at a regional/provincial or national level. Other activities that provide evidence of service to the profession and community include serving on a committee of a Professional Association, undertaking peer review of written materials (e.g., articles, chapters, abstracts, books); serving as chair for a national conference, participating as a member of an organizing committee for a scholarly conference, serving on the editorial board of a scholarly journal/books, editing/co-editing a regular or special issue scholarly journal; and serving as external examiner for theses/dissertations, peer review of grant applications, being nominated for receipt of awards or having received awards for community service. Faculty are encouraged to provide information that would demonstrate the level of work that was required when participating on a committee.

2.5 Professor

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

Teaching: Demonstrated teaching effectiveness at all levels since promotion including such activities as: developing curricular materials for undergraduate and graduate courses, teaching undergraduate and graduate courses, serving as a committee

member of a MSW student committee, supervising MSW student graduate work; serving as a member or supervisor of a Doctoral level (e.g., PhD, EdDoc) student committee (if available), visiting lecturer invitations; and supervising reading classes at the graduate level; evidence of receipt of teaching awards or being supervisor of graduate students who have received awards.

Research: Evidence that the individual has established an independent research program, and is involved in such activities as: submission of grant applications, being the listed principal investigator on successful internal and/or external research grants, being a nominated collaborator or co-investigator on research projects funded through competitive grants, a record of Tri-Council and/or non-Tri-Council grant acquisition, engagement in non-funded research activities, being the nominated principal investigator on internal to University of Regina grant applications and/or external grant applications (e.g. Tri-Council); receipt of awards of recognition.

Knowledge dissemination: Publications - an increasing or substantial publication record that may include refereed publications (e.g., journal articles, book chapters); significant non-refereed publications (e.g., reports, articles, Op-Eds, and letters to the editor); co-authored or co-edited scholarly book, invited submissions for scholarly books, (e.g., forward and/or dust jacket comments).

Oral Dissemination: Presentations for which an abstract was accepted at local, regional, national, and international scholarly gatherings (e.g., colloquia, symposia, conferences); presentations to classes, community groups; local, regional/provincial, national, and/or international media interviews/presentations; invited presentations (e.g., panelist) and keynote invitations at regional/provincial, national, and/or international scholarly gatherings (e.g., colloquia, symposia, conferences).

Service: Evidence of having participated in collegial governance, and administrative duties including regular attendance at Faculty meetings, serving as a member of a Faculty standing committee, and serving on and/or chairing one university committee; service on a university review committee, active participation in program accreditation activities. Evidence of service includes dates of attendance at committee meetings; and/or dates of meetings chaired. Faculty members should review attendance records to determine whether they should include participation on committees when they did not attend meetings. Evidence of public service includes activities such as serving as a board member for a non-profit organization, leading a consultancy project for a community-based organization, supporting civic governance activities; and chairing a board or committee at a regional/provincial, national, and/or international level.

Other activities that provide evidence of service to the profession and community include serving on a committee of a Professional Association, undertaking peer review of written materials (e.g., articles, chapters, abstracts, books); serving as chair for a national conference, participating as a member of an organizing committee for a scholarly conference, serving on the editorial board of a scholarly journal/books, editing/co-editing a regular or special issue scholarly journal; serving as external examiner for theses/dissertations, peer review of grant applications; and peer reviewer of case files of applicants applying for promotion and tenure; being nominated for receipt of awards or having received awards for community service. Faculty are encouraged to provide information that would demonstrate the level of work that was required when participating on a committee.

3.0 PERFORMANCE OF DUTIES

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

- Teaching and related duties;
- Scholarship, research, and creative or equivalent professional activities;
- Service.

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

- Teaching and related duties;
- Scholarship, research, and creative or equivalent professional activities;
- Administrative service;
- Public service.

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

3.1 Teaching and Related Duties

The Faculty's primary responsibility is to students. High quality teaching is an important factor in preparing students for professional practice. Teaching includes the design and implementation of a range of learning experiences to meet the learning objectives. Excellence in teaching involves effective dissemination of knowledge and an ability to inspire students to learn, to develop critical thinking skills, to analyze and construct concepts, to develop creative solutions, to broaden horizons and to sustain intellectual curiosity. In developing standards for academic staff, it is recognized that effective teaching is a prerequisite for career growth increments, continuing appointments and promotion at all academic ranks.

Faculty members are expected to treat students with respect and fairness, to be accessible to students for encouragement and direction and to show commitment to teaching. Faculty members are encouraged to continuously enhance their teaching and to learn from teaching innovations. All faculty members are expected to be involved in advisory roles with students. This means being accessible to students.

Effective supervision and timely graduation of graduate students is an important component of teaching. Supervision includes mentoring and having regular meetings associated with educating graduate students. Faculty members are expected to encourage the overall development of graduate students through publications, research or work experience and applications for scholarships and awards.

3.1.1 Teaching Assessment

Effective teaching at the university level includes, but is not limited to:

- Knowledge of the subject matter;
- Preparation of curriculum and course redesign or redevelopment;
- Peer reviewed course outlines;
- Feedback from peer observation or peer review of classroom teaching;
- Feedback from invited external reviewers (invited by faculty member);
- Participation in teaching development programs;
- Incorporation of new and current material;
- Availability to students at times outside regular class periods;
- The extent of teaching and range of courses/materials taught across programs;
- Enthusiasm for the subject and the talent to communicate this to students and to foster independent thinking skills;
- The ability to gain students' respect, to treat students fairly and equitably, and to accommodate special needs or problems wherever reasonably possible;
- Appropriate use of technologies and other tools to enhance teaching;
- Incorporation of diverse perspectives including but not limited to, multiculturalism, diversity, and Indigenous issues into course content;
- Skill in evaluating the students' knowledge, skills and judgments which are a part of the students' assignments.
- Teaching dossiers, including those that demonstrate creativity.

Faculty members will be responsible for choosing what methods they would like to use to reflect evidence of effective teaching.

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

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

3.1.2 Evidence of Teaching Effectiveness

Ability as a teacher may take many different forms, and evaluation of teaching ability shall be based upon as many kinds of evidence as possible. Academic staff should select from a variety of alternate ways to document teaching effectiveness.

- Course outlines, student handouts, assignments, examinations and tests, samples of graded work and feedback given to students may be considered as part of the evaluation criteria;
- Initial development of new and innovative classes or evidence of major revision of a long-standing class may be considered. The documentation to be considered may also include peer evaluation, invited evaluation, or evaluation by the Teaching Development Centre, and self-evaluation.

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

3.1.3 Peer Evaluations

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

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

- Comparative information on different sections of the same course or similar courses taught by different instructors;
- Class size;
- Whether the course is new or substantially revised;
- Whether in the judgment of the instructor, the first reviewer, the Faculty Peer Review Committee and the Dean, the course is intended to deal with controversial and sensitive material;
- Instructor's experience with the course;
- Any trends that may appear in student evaluations over the course of three or more terms.

Student evaluations will not be taken as the definitive standard of teaching competence but will be considered, especially where these indicate outstanding teaching effectiveness or, in the opposite instance, where the evaluations are especially weak, inadequate, or negative. Accordingly, a single poor evaluation in and of itself shall not be deemed significant for performance review purposes. An accumulation of poor evaluations over a period of time will be seriously regarded. As stated earlier, critical self-awareness and reflection (by the Peer Review Committee) of discrimination and inequities particularly those experienced by racialized, gendered, and other diverse identities are required during the review of materials/documentation.

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

3.2 Scholarship, Research and Equivalent Professional Activities

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

Peer review generally refers to a formal review process involving professional colleagues external to the Faculty of Social Work. Community agency partners may also be called on to review and provide feedback about the research work of faculty members. Dissemination refers to availability of the product in the scholarly and/or professional community.

3.2.1 Evidence of Scholarship and Research

The following items qualify for consideration as part of an active scholarship and research program providing there is some form of review (including peer or community agency partner review):

- A research grant for a funded project;
- A self-funded or no cost research project of merit;
- Non-funded grant proposal;
- Letter of intent for grant submission;
- Publication of an authored book;
- Publication of an edited book;
- Editorship of a scholarly journal;
- Editorship of a special issue of a journal;
- Article in a refereed journal;

- Book chapter;
- Monograph (provide ISBN #);
- Research Report;
- Major published research reports (e.g., evaluation studies, or policy reports);
- Training/teaching manuals, or materials (peer reviewed/published/disseminated);
- Contribution to or innovation in professional practice, including international development practice;
- Paper published in conference proceedings;
- Scholarly presentation/conferences/oral presentations (indicate peer reviewed, non-peer reviewed, invited, or contributed);
- Production and dissemination of scholarly work in non-print media such as film, video, audiotape, or computer software;
- Published book reviews;
- Member of an editorial board or a grant selection committee;
- Referee or reviewer for a journal or research grant organization;
- Receipt of funds to support undergraduate or graduate students.

In recognition of the importance the Faculty of Social Work places on community-based research and dissemination, faculty members are encouraged to provide unsolicited comments from community partners or collaborators and other documentation of the impact of their scholarly work. It should be emphasized that not all possible contributions of a faculty member have been cited by these examples and other activities may be included provided they meet the criteria of review and dissemination. The faculty member should identify funding timelines, names of funders, grant amounts, and names of community agencies with which partnerships have been developed.

3.2.2 Supporting Material

It is the faculty member's responsibility to provide the necessary documentation to support a given piece of work that has met the standards for scholarship. For example, this could include:

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

This is not a complete listing of all material that can be attached as supporting documents for scholarly activities and faculty members are encouraged to attach additional supporting information if needed. Some activities can be in various stages of completion so the following is a guideline for including works that may be in progress:

1. Work in press has successfully passed the peer review process and has been accepted as completed and ready for dissemination by a journal publisher or other party but has not yet been published. Supporting documents could include a letter from the publisher confirming final acceptance of the work.
2. Work in progress is work submitted for which a decision has not been made. For example, an abstract submitted to a conference, a manuscript submitted to a journal or publisher, a grant proposal submitted to a funding body. In these situations the faculty member should provide: name of article/grant/abstract, where it was submitted and date submitted.

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

3.3 Administrative Duties

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

3.3.1 Evidence of Administrative Duties Performed

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

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

As a collegial Faculty, we value the sharing of power and the opportunity for all to participate in the leadership process. All faculty members must accept the responsibility that comes with collegiality – attendance at Faculty-wide meetings is expected within reason. It is also expected that contributions will be made within the administrative structure of both the Faculty and the University and in particular, consistent, positive, and respectful contributions will be made during all of our collegial interactions.

3.4 Public Service

The University of Regina values public service contributions that reflect the professional skills and expertise of its academic staff. At the same time, it is important to note that a faculty member's obligation is to fulfill University duties. The contract places some limits on the degree to which outside professional activities can be regarded as fulfillment of a faculty member's obligations (16.4.2).

In order to gain respect and recognition within the external community, it is important for faculty members to offer their skills and expertise by engaging in public service. “Community” in this case is presented with a very broad interpretation and includes professional and disciplinary based activities locally, regionally, provincially, nationally, and internationally. If a faculty member’s participation is due to discipline-specific, or academic expertise and constitutes an engagement of a community that is broader than their academic discipline, then this activity may be considered as public service, or equivalent professional activity within the research, scholarship, or professional activity category.

3.4.1 Evidence of Public Service Performed

Several activities or achievements that are associated with scholarly production are considered as service contributions. These include, but are not limited to the following:

- Articles in newsletters, newspapers, periodicals, etc.;
- Chairing a session at a scholarly or professional conference;
- Leadership role in a scholarly or professional conference;
- Interviews, speeches, contributions to public proceedings, etc.;
- Consulting to or advising a government or service agency or community group.

There are two aspects of service contributions - service to the academic community and service to the larger community. Neither

of these is considered to be more important than the other and faculty members are expected to make at least a minimal contribution to the governance of the Faculty and the University, as well as contributions to the larger community.

The Annual Information Form (AIF) of faculty members shall include an assessment of service to the Faculty, the University, the profession, and the community (local, provincial, Indigenous, national, international). This includes membership on committees, boards, councils and an indication of participation, including, at a minimum, level of responsibility, special expertise or leadership demonstrated, approximate annual hours, and specific role. In the case of promotion or appointment with tenure, service may include outside professional activities provided that these activities demonstrate the activities contribute to the enhancement of the stature of the Faculty of Social Work and University.

Examples of service performance are:

- Active involvement in professional organizations and societies (meetings/conferences);
- Councils; local, provincial, Indigenous and federal government agencies;
- Community organizations and social service agencies (boards/committees).

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

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

4.1 Renewal of Probationary Appointment

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

4.2 Continuing Appointment

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

4.3 Renewal of Instructor Appointments

An academic staff member holding an instructor appointment is expected to perform well in all previously described duties, including pedagogic effectiveness. Similarly, there must be evidence of public service including willingness to serve in a way that is consistent with the mission of the Faculty and the University. Progress must be shown towards fulfilling any special conditions attached to the initial appointment.

4.4 Procedures for Tenure

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

Faculty members being considered for tenure must have a Ph.D. and shall supply:

- A copy of the member's current curriculum vitae;
- At least three samples of scholarly work, as described in this document (see 3.2), which best exemplify their work to date;
- Teaching evaluations of all courses taught to date;
- The names of three referees. (The applicant should not have been a research collaborator or co-investigator with at least two of the referees).

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

- A copy of the faculty member's most recent curriculum vitae;
- Copies of the scholarly work supplied;
- A copy of the Faculty of Social Work's Criteria Document.

5.0 CRITERIA FOR PROMOTIONS

When an academic staff member is applying for promotion, the performance review shall cover the member's entire career.

5.1 Instructor II to III

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

5.2 Instructor III to Assistant Professor

To be considered for promotion from Instructor III, the faculty member normally has a Ph.D. degree. The faculty member shows evidence of good teaching ability and scholarly work of an individual or collaborative nature. Evidence of good teaching includes development of curricular materials for undergraduate and graduate courses, serving on MSW student committees and supervising MSW students. Evidence of research includes demonstration that the individual is establishing an independent research program: evidence includes submission of grant applications, engagement in non-funded research activities, publications, and academic presentations. Administrative duties and public service are evident: e.g. participation on committees, regular attendance at Faculty meetings, serving on community boards, undertaking peer review of written materials.

5.3 Lecturer to Assistant Professor

To be considered for promotion from Lecturer to Assistant Professor a Ph.D. or equivalent is required. In addition, evidence is required of good teaching ability and scholarly work of an individual or collaborative nature. Also, there must be evidence of a willingness and ability to accept administrative assignments. Academic advising must have been responsibly carried out. The faculty member will have participated effectively in curriculum planning, program design and implementation, and public service relevant to professional education and practice.

5.4 Assistant Professor to Associate Professor

In addition to the criteria for the Assistant Professor rank, promotion to this rank is based on demonstrated evidence of scholarship, research and equivalent professional activities, and competence in teaching effectiveness at all levels, including evidence of involvement in the

graduate program and supervision of graduate students. Involvement in the administrative infrastructure of the programs of the University and/or Faculty should be in evidence. In keeping with the Faculty's mission, contributions to the human service, community and/or the profession should be evident along with a capacity for continuing growth in all of the areas above.

5.5 Associate Professor to Professor

In addition to the criteria for both the Assistant and Associate Professor ranks, the rank of Professor should be that of an academic who has a cumulative record in scholarship, research and equivalent professional activities, teaching, and service to both the University and provincial and national organizations. Evidence of leadership at the national and international levels should be on record, demonstrating peer respect in the discipline. Publication records should be well established and evidence of grant applications should be demonstrated. Professors should have demonstrated a progressive pattern of performing well in their accumulated annual assessments.

It is understood that a long standing record of effective teaching is also required. Evidence of involvement in graduate programs and the supervision of graduate students are expected. Participation in the governance of the institution is also required. Professors should willingly give of their time, within reason, to participate on senior academic administrative bodies.

5.6 Procedures for Promotion

An academic staff member who desires to be promoted shall make application for such promotion. The review shall cover the academic staff member's entire career. The application is to be made in writing to the Dean in accordance with Article 17.8 of the Collective Agreement and include:

- A copy of the member's current curriculum vitae;
- Copies of scholarly endeavours (if applicable) that in the opinion of the faculty member best exemplify his/her work;
- Teaching evaluations of all courses taught to date.

5.6.1 Promotion to Professor

Members who wish to be considered for promotion to Professor shall provide:

- A copy of the member's current curriculum vitae;
- Copies of scholarly endeavours that in the opinion of the faculty member best exemplify his/her work;
- A synopsis of the member's teaching (courses taught, number of students enrolled, graduate students supervised, directed readings, practica supervision);
- A list of three referees with a short biography of each referee.

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

- A copy of the faculty member's most recent curriculum vitae;
- Copies of the scholarly work supplied;
- A copy of the Faculty of Social Work's Criteria Document;
- Articles 16, 17 & 18 of the Collective Agreement.

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

6.0 INCREMENTS

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

7.0 APPLICATION FOR MERIT INCREASES

Academic staff members may apply for merit increase on the grounds of (1) exceptional performance; and/or (2) sustained, well-above-average performance. Applications (a letter, two pages maximum, and a current curriculum vitae) shall be submitted to the Peer Review Committee.

Exceptional Performance

Academic staff members may apply for merit on the grounds of exceptional performance relevant to their rank, in any year during the performance review period.

Sustained well-above-average performance

Academic staff members may apply for merit on the grounds of sustained, well-above-average performance only in the year in which they are being reviewed during the performance review process. Merit reviews consider the faculty's performance in the previous three (3) years.

The initial reviewer, the Review Committee itself, and the Dean may nominate an academic staff member for consideration for merit. In cases where members have not applied, but have been nominated, the nominator(s) will supply a written rationale, maximum two (2) pages, outlining how the criteria for merit have been met.

Academic staff members in the Career Planning process may apply for merit during the final year of their three-year career plan.

Decisions to grant merit will be made based on:

- The member's performance in the previous three (3) years;
- The member's performance for a period covering at least three years following appointment;
- Scholarship and administration may be considered even if these have not been listed as duties required of the particular rank.

The Review Committee will review all applications, and any nominations from the initial reviewer, the Dean, and decide whether or not to recommend the granting of merit to the Campus Merit Committee.

The Review Committee will provide the member with a written rationale outlining how the criteria for merit have or have not been met, with a copy to

the Dean. The Dean will forward to the Campus Merit Committee all merit applications and nominations along with the accompanying curricula vitae and written rationales.

The Campus Merit Committee will consider all applications and nominations for merit and decide whether or not to grant merit. The Committee will inform applicants and nominees of its decisions in writing. In cases where it decides not to support an application or a nomination, the Committee will provide the member with a written rationale for its decision.

8.0 MECHANISM FOR FACULTY APPOINTMENTS, REVIEW AND ASSESSMENT

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

9.0 FACULTY PEER REVIEW COMMITTEE

9.1 Preamble

Review of a member's performance by the Faculty Peer Review Committee is a critically important part of the overall review process. It is expected that all members of the Faculty Peer Review Committee will engage in the review process in a serious and thoughtful manner, providing recommendations of the member's performance that are insightful, constructive, and objective. As such, the member being reviewed should understand the context in which the review is done and that even when the comments may be critical in nature and the recommendation seen as not being positive, this information is presented to help the member strive for excellence.

On the other hand, the input of all members of the Faculty Peer Review Committee is viewed as critical and abstention from voting should only occur when a member of the Faculty Peer Review Committee is the one being reviewed, or if there is a direct and obvious conflict of interest. The University of Regina policy on conflict of interest will be applied here, but generally conflict of interest can be declared when there is a familial or intimate relationship between the two parties. Research, teaching and/or other scholarly collaborations should not be considered as a conflict of interest. Rather, faculty members and Peer Review faculty members may be aware of potential bias and conflict of interest that might compromise the review process. In these situations, they can declare any potential conflict of interest with other members of the Faculty Peer Review Committee, who will consider the potential conflict and come to a decision.

9.2 Composition

9.2.1 Membership

The Committee will consist of four faculty members of which, if possible, at least 50% will be tenured. Appointments will be for two years. A faculty member who serves as the Faculty's representative to the Campus Promotion Committee will not be eligible to serve on the Faculty Peer Review Committee.

9.2.2 Committee Chair

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

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

10.0 CAREER PLANNING

Unless a performance review is requested by the academic staff member or the Dean, in accordance with Article 17.2.2 of the Collective Agreement, tenured academic staff members at the rank of Professor or Instructor III shall meet with the Dean once every three years to participate in a career planning process. Career planning replaces the regular performance review process. The purpose of this career planning process:

- To develop faculty member goals;
- To recognize accomplishments/achievements;
- To review/assess overall performance;
- To provide feedback on career plan progress.

In preparation for this career planning meeting, the faculty member provides the following:

- An updated curriculum vitae;
- A draft career plan;
- Finalized career plans from previous reviews.

Note: This document reflects previous Faculty of Social Work Criteria documents, and Criteria Documents from other Faculties in the University of Regina.

Appendix – Teaching Workload

Teaching Workload

Effective July 1, 2020, the teaching load for faculty members at the rank of Assistant Professor, Associate Professor, and Professor will be 4 classes. Two course releases will be granted for faculty who hold the following leadership roles:

- Associate Dean, Undergraduate Program;
- Associate Dean, Graduate Program and Research;

One course release will be granted for faculty who hold the following leadership role:

- Social Policy Research Director.

The intent of the above change is to support the research agenda of faculty members appointed at the Assistant, Associate, and Professor levels. The teaching load for those holding appointments at all other ranks will remain at their current levels (6 courses for those appointed at the lecturer, term, or instructor levels). This policy does not preclude circumstances in which course release may be offered or available.

Online teaching:

Effective July 1, 2020, online new course development will be 1.0.

Effective July 1, 2020, first time teaching of an online course will be granted 1.5 credit. Any subsequent deliveries of the same online course will be awarded 1.0 credit.

Graduate Student Supervision

Course releases related to supervision of graduate students will be eliminated effective July, 2020.