



University
of Regina

Kinesiology &
Health Studies

Faculty of Kinesiology Criteria Document 2021

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FACULTY OF KHS CRITERIA DOCUMENT 2021



1.0 PREAMBLE

Academic staff members are to familiarize themselves with the sections of the current Academic Staff Collective Agreement (CA) that pertain to performance review. In particular, paying attention to Articles 2 (Academic Freedom & Responsibilities), 5 (Academic Planning), 13 (Appointment Categories), 14 (Nature of Appointments), 15 (Administrative Appointments), 16 (Performance of Duties), 17 (Performance Review), and 18 (Career Progress Decisions). Link to current CA is here: <https://ursource.uregina.ca/hr/assets/pdfs/collective-agreements/Academic/2017-2021-Academic-CBA-Final.pdf>)

Recommendations and decisions regarding career growth and associated increments, promotion, tenure, and merit depend on the nature (quality and quantity) of an individual's contributions with respect to assigned responsibilities in the areas of (1) teaching, instructional activities, and related duties, (2) scholarship, research, and creative or equivalent professional activities, and (3) service. (Note: As per CA, not all members are assigned all three areas of responsibility)

Standards and expectations of performance will necessarily vary given differences that exist between academic staff members as a function of rank, disciplines and sub-disciplines, patterns of activity at various points in one's career, individual and discipline related access to resources, and short or long term changes in workload and assignments. As noted in the CA: *"clarity regarding duties and expectations is essential. In particular, the nature of accomplishments required for tenure, promotion, and merit shall be set out clearly"* (16.3).

Effectively applied, the processes of performance review and career planning in the Faculty of Kinesiology & Health Studies are approached from a "growth" or "formative" perspective; the purpose is to not just make decisions regarding career growth, increments, continuing appointments, promotion, tenure, and merit, but rather to enable the academic staff member being reviewed to develop their skills and move forward professionally. The processes are seen as a feedback mechanism, providing useful information to guide career progress through the ranks and motivating individuals to pursue excellence in all areas of responsibility.

The Criteria Document of the Faculty of Kinesiology and Health Studies elaborates and clarifies duties, responsibilities, and expectations outlined in the CA for our particular context; it may not contravene any articles of the CA.

2.0 FACULTY APPOINTMENTS AND DUTIES

The collective agreement (CA) provides foundational information regarding the (a) appointment categories in Article 13, (b) appointment types in Article 14, (c) in-scope administrative appointments in Article 15, (d) the normal duties of all academic staff in Article 16.1, and (e) the types of activities related to those duties in Article 16.2. Academic staff should familiarize themselves with those sections. The following information builds on the information in those sections.

Professor

Professors in the Faculty of Kinesiology & Health Studies have achieved a consistently strong record of (a) scholarship as demonstrated by a productive and nationally/internationally respected independent and viable program of research, (b) effective teaching, and (c) service to the University and national/international organizations associated with their discipline. Considerable evidence of leadership, and national/international recognition must be on record, demonstrating strong peer respect within the individual's particular discipline.

Professors are authorities in their area(s) of expertise and, therefore, active as reviewers for peer-reviewed publications and granting agencies, and as external referees for Ph.D. dissertations.

Publication history and grant support should be consistent, well established, and the research program(s) self-supporting. Their research agenda continues to be funded.

Professors have a strong record of teaching excellence at all assigned levels of instruction. They demonstrate a commitment to student development and mentorship.

Professors willingly give of their time to be involved in senior administrative bodies on campus and act as responsible spokespersons for the University and their discipline in the broader community.

Professors are considered academic leaders and role models in the Faculty. Consistent with the CA, performance expectations of professors are high – particularly compared to their colleagues at the assistant and associate professor ranks (i.e., demonstrate ongoing grant success, strong publication record, excellent teaching, and active service.)

Professors continue to pursue career growth across all areas of responsibility. The quality and quantity of their research/scholarship provides a model for those pursuing promotion to the rank; their performance is consistently high.

Associate Professor

Associate professors engage in research/scholarship as demonstrated by an active, independent, and viable research program¹ that attracts the funding necessary to support its' activity. Associate professors have a successful teaching record at all assigned levels. Associate professors continue to attract and recruit graduate students to the University. Active involvement in service to the University and the academic discipline will be increasingly evident.

Assistant Professor

The assistant professor rank is a tenurable appointment requiring a Ph.D. (or equivalent) and is considered the normal starting point of a traditional academic career at the University. While at this rank, an individual is expected to fulfill the promise of research independence and demonstrate teaching effectiveness at the undergraduate level that led to the appointment of the individual in the first instance.

Evidence provided in the annual review process clearly indicates the individual has established a separate research identity(s) from previous supervisory influences, and is developing a clearly identifiable, self-supporting program of research. This does not suggest an 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.

If not yet done upon arrival, it is expected that assistant professors will publish work from their doctoral and/or postdoctoral research. Accounting for time delays in publication rates, refereed publications should appear on their record within two years of appointment. During time in rank, there should be increasing evidence of publications (as well as presentations) from work that was initiated at the University of Regina and is forming the basis of an independent research program.

Assistant professors will demonstrate growth in the area of teaching during their time in rank.

The emphasis in service will be on participation, collegiality, and community involvement. General participation in Faculty level governance is expected (e.g., regular active attendance/involvement at meetings of the academic staff). Limited² participation in University-level governance is beneficial to gain an understanding of how the University functions (e.g., Executive of Council, Search Advisory Committee, etc.). Community based service should be linked to academic expertise and, ideally, help foster the development of the independent research program and effective teaching.

¹ Some examples (not exhaustive) and indicators of an active, independent research program are provided in the sections on (a) Performance of Duties and (b) Career Progress Decisions

² Limited participation are those activities with minimal time or associated committee work related commitments.

Lecturer

A position at the rank of lecturer is a tenurable appointment and, for the Faculty of Kinesiology and Health Studies, requires a minimum of a research-based Master's degree. Individuals at this rank are expected to demonstrate proficiency in teaching at the undergraduate level and participate in service. An individual at this rank would not be expected to be developing an independent research program, but research activity would be expected. The emphasis in service will be on active participation in Faculty governance, collegiality, and community involvement.

Instructor

A position at the rank of instructor is a tenurable appointment and, in the Faculty of KHS, normally requires a minimum of a Master's degree. The primary professional duty of an instructor is to teach primarily at the undergraduate level. The Faculty also expects instructors to participate in service. Instructors should demonstrate proficiency in teaching, with a goal of teaching excellence. The emphasis in service will be on active participation in Faculty governance, collegiality, and community involvement in areas relevant to their expertise.

Clinical Instructor

In the Faculty of KHS, a clinical instructor may be a term or tenurable appointment. The role is focused on teaching from a clinical and/or experiential perspective. Such teaching often takes place in courses that focus on the application of theoretical knowledge and the teaching of technical skills required professionally by graduates of the undergraduate and/or graduate program. Although the primary professional duty of a clinical instructor is to teach clinically focused courses and/or supervise experiential learning at the undergraduate level, the Faculty also expects instructors to participate in service.

Clinical instructors should demonstrate proficiency in teaching, with a goal of teaching excellence in an experiential and/or clinical context. The emphasis in service will be on active participation in Faculty governance, collegiality, and community involvement in areas relevant to their expertise.

Research Chairs

Appointments to Research Chair positions in the Faculty of Kinesiology and Health Studies may be term, tenure-track, or tenured. All Research Chair appointees will be assigned an academic staff position in the Faculty. The primary focus of a Research Chair will be research, scholarship, and creative or equivalent professional activities. As with any academic staff position, service expectations would be similar to those for individuals at the same rank – albeit with a reduction in quantity. Similarly, some expectations for teaching would be similar to those for individuals at the same rank, with a reduction in quantity.

3.0 PERFORMANCE OF DUTIES

Duties associated with academic staff appointments are generally outlined in Article 16 in the Collective Agreement and will not be reiterated here.

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

Activities Associated with the Performance of Duties

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

- Contributing to the creation, content development, implementation, and delivery of undergraduate and graduate academic courses;
- Being accessible to students for consultation and mentorship;
- The teaching and mentoring component associated with the supervision of undergraduate honours, graduate (thesis/project)⁴;
- Providing students with opportunities for personal and professional development through course or involvement in research related activities;
- Other activities in which members engage to prepare and deliver curriculum or to develop their skills as teachers.

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

- Intellectual and creative contributions to research and scholarship and critical or creative work related to discipline, methods, and/or pedagogy;
- Dissemination of research/scholarship through non-predatory peer-refereed publications, presentation of peer-reviewed scholarship at academic conferences, exhibitions and performances, and other means;
- Community scholarship³ and the particular forms of dissemination that stem from it;
- Peer review or other forms of engagement with the scholarly work of others;
- The research component of the supervision of graduate and undergraduate students⁴;
- Work with postdoctoral fellows;
- Seeking and securing research funding as appropriate to the discipline and the member's research profile.

³ Community research/scholarship involves communities in various or all stages of the research process. As such, we recognize that these forms of research usually take longer to complete, involve different forms of knowledge creation and dissemination, and may have different markers of impact.

⁴ The Faculty acknowledges that the distinction between the teaching/mentoring and research components of a thesis based graduate or honour student's experience is arbitrary; in reality they are difficult to separate.

Note: In the case where multiple authors and/or investigators are involved, clear delineation of the nature of a member's contribution and role is expected.

Service activities may include, but are not limited to:

- Activities internal and external to the University of Regina which arise from research and/or teaching opportunities at the University of Regina;
- Participation in Faculty, University, and Association governance;
- Holding in-scope or out of scope administrative positions;
- Involvement in the work of learned societies, associations, agencies and professional organizations;
- Work in the community-at-large when members contribute to it by virtue of their general or specialized academic expertise.

Note: Information regarding the nature of the service contribution and the member's role is expected when reporting for the purposes of annual review, career planning, or merit (e.g., how often were meetings held, attendance at meetings, amount of work required, etc.)

For information concerning Assignment of Workload, please refer to Appendix 1.

4.0 SABBATICALS

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

Sabbaticals are not automatic. The justification for a sabbatical is determined primarily on the basis of a detailed written proposal outlining (a) the nature of the program to be undertaken, (b) the benefits to the academic staff member, and (c) the benefits to the Faculty of Kinesiology and Health Studies and the University of Regina that may be reasonably expected. Outcomes of the previous performance review(s), as well as previous sabbatical reports, will be taken into consideration. In the case of those in career planning, the most recent career plan document will be included and considered.

Details about the application process, the review process, and decision making are found in Appendix 3.

Annual Information Form (AIF)

The AIF is completed online and is submitted annually. Academic work is reported for the Calendar year (January 1- December 31). Academic staff members may update their AIF throughout the year. Activities and accomplishments related to areas of responsibility for any given year is to be added to the system no later than (a) December 15 for tenure-track or probationary members, and (b) by January 31 (following the completion of the calendar year) for tenured or term members.

5.0 PERFORMANCE REVIEW

All academic staff involved in the performance review process should familiarize themselves with Articles 17 and 18 of the CA that outline the processes related to annual review, increments (see 17.2.5), tenure, promotion, and merit.

Article 17.1 is of particular importance for all those participating in the review process and should be reviewed regularly.

In addition to article 17.1, those who serve as members of the Peer Review Committee should also pay attention to articles 17.4, and 17.13.

Tenure-track academic staff members may normally be considered for tenure in the review period immediately following the completion of four years of appointment. Those in an assistant professor appointment (with or without tenure) may normally be considered for promotion to associate professor following the completion of 5 years of appointment.

Those considering promotion at any rank should pay particular attention to Articles 17.8 and 17.9 – specifically, the deadline dates for submission of materials.

Criteria outlining those who must participate in the annual review and/or career planning process during a particular year is outlined in Articles 17.2.2 and 17.2.3.

Materials Submitted for Review

This information is generally outlined in Article 17.4 of the CA. In the Faculty of KHS, teaching evaluation information for a particular review cycle will be made available electronically by the Faculty to the member, the initial reviewer, and the peer review committee. Unless requested by the member, all comments provided by students will be included (refer to Article 17.18)

The initial reviewer and/or dean may also prepare additional aggregated information about a member's teaching over a period of time to share with the member. These reports or profiles are similar in nature to those sent to referees when individuals are applying for tenure and/or promotion (refer to the next section.)

Referees and Letters of Reference

Applications for tenure, or promotion to the rank of Professor require letters of reference solicited by the Dean of the Faculty of Kinesiology and Health Studies. Refer to Articles 17.4, 17.8, and 17.9 of the CA for detailed information – including date when names/contact information need to be submitted.

Note: Instructors applying for tenure may ask to forego the use of letters of reference.

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

When soliciting letters of reference, the potential referees shall be provided with:

- An electronic letter from the Dean outlining which career decision is under consideration, asking for disclosure of any pre-existing relationship the reviewer may have to the member being reviewed, and advising of how the letters will be held in confidence;
- The cover letter from the member requesting tenure and/or promotion;
- An electronic copy or link to the Faculty Criteria for Performance Review document and sections of the Collective Agreement relating to (a) performance of duties, (b) performance review, and (c) career progress decisions;
- An up-to-date CV of the person being reviewed which includes hyperlinks to scholarship that is available electronically;
- A list of courses taught in the last three years (may be included in the CV or cover letter), along with electronic copies of the most current syllabi for each unique course;
- A summary (in electronic form) of all the aggregated student evaluations of teaching completed since start of the appointment (in the case of tenure) or since the last promotion (in the case of promotion to Professor) that includes (a) changes in scores over time for a particular course, and (b) most recent scores (i.e., last three years) compared to Faculty **average** (e.g., summary reports available through ClassClimate);
- Any additional information of a summary nature (in electronic form), not already included in the cover letter, that the faculty member would request to be included in the package, such as a reflective summary of teaching performance;
- At the member's option, any or all of the relevant Annual Information Forms in electronic form.

Performance review consists of 4 phases:

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

Phase II: Peer review

Phase III: Meeting with the Dean of the Faculty of Kinesiology and Health Studies to discuss the recommendation of the peer review committee

Phase IV: Decision of the Dean of the Faculty of Kinesiology and Health Studies and meeting with the Dean regarding the decision

Details concerning the process are found outlined in the CA Articles 17.12 through 17.14. Some additional information regarding process is provided in Appendix 2.

Phase I. Initial Review

In the Faculty of Kinesiology and Health Studies, the initial reviewer will normally be an Associate Dean who is tenured and holds the rank of Associate Professor or Professor.

The initial reviewer will provide an evaluation about a member's performance in each area of responsibility, along with constructive feedback and/or advice that looks forward.

Phase II. Peer Review Committee (PRC)

The PRC will be comprised of 4 tenured (in-scope) academic staff members of KHS with voting rights. The process for appointing the committee is outline in Appendix 2.

The Faculty of Kinesiology and Health Studies representative to the Campus Promotion Committee is excluded from serving on the PRC.

The PRC will maintain strict confidentiality with regard to its reviews, deliberations, and decisions (refer to CA Article 17.1.)

Upon the conclusion of their deliberations, the PRC meets with the Dean to discuss their recommendations.

The Dean discusses the written recommendations with those under review.

Other details regarding process are provided in Appendix 2.

Note: the written recommendation must include the rationale for the recommendation, comments about the member's performance, and suggestions for career development.

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

Refer to Appendix 2 for process.

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

Refer to the CA Article 17.17, 17.19, 17.20, and 17.21

Following the initial meeting between the academic staff member and the Dean of the Faculty of Kinesiology and Health Studies (*Phase III*), a follow-up meeting will be scheduled for the Dean of the Faculty of Kinesiology and Health Studies and the academic staff member being reviewed to discuss the Dean's decision(s) and recommendations. The discussion will include reference to the member's performance. The Dean will provide a written summary, along with rationale, of the review decision being made of the academic staff member performance. This will be based on established criteria in the CA and outlined in this document (Criteria Document.)

Any areas of concern will be highlighted along with suggested strategies to address those concerns.

Members who deem comments or statements made during parts of the review process are unsupported by evidence may ask for these to be rescinded. Details regarding that process are found in Article 17.15 of the CA.

Career Mentorship

Career mentorship is outlined in the CA, Article 17.22 and 17.22.1. The objective of this formative discussion is to assist tenure-track or probationary member of the Faculty reach their career goals.

In the Faculty of KHS, these discussions will initially take place within 6 months of a member joining the faculty, and annually thereafter until the member no longer holds probationary status.

The probationary member will meet separately with the Associate Dean responsible for initial reviews (typically in September) and with the Dean (typically in May.) The focus of the meeting with the Dean will be on progress toward tenure and/or promotion.

Tenured faculty members (not at the rank of Professor or Instructor III) may also request career mentorship.

Career Planning

Career planning is available for those at rank of Professor, Instructor III, or Clinical Instructor III and is referenced in Article 17.22.2 of the CA. Members at these ranks choose to participate in career planning, may choose to participate in the formal performance review process, or may be placed back into the formal performance review process by the Dean.

Article 17.2.4 provides additional information including the nature of the materials that are to form the basis for the discussion between the Dean and the member.

In the Faculty of KHS, the career planning process involves submitting the following:

- An updated CV;
- A draft career plan for the next 5 years, with a specific focus on the next 3 years, which includes plans for research (for Professors only), teaching, and service;
- The AIF documents for the previous 3 years;
- A summary of teaching evaluations for the time period (3 years) and/or other teaching feedback documents that may be relevant;
- The previously agreed upon career plan (for second and subsequent meetings);
- A letter providing an overview of progress towards the goals/direction outlined in the previous career plan;
- In the case of the first career planning meeting, a letter reflecting on the previous 3 years of work would be provided (with reference to all areas of responsibility.)

Documents are submitted no later than January 31st in the year that career planning is to take place. Meetings to discuss the career plan will take place in February and March with the finalized Career Plan submitted to the Dean's Office no later than the end of May.

6.0 CAREER-PROGRESS DECISIONS

Increment

An (i.e., Career Growth) increment is awarded based on evidence of career growth having taken place. To qualify for an increment, academic staff members must satisfy basic performance expectations in each area of responsibility (see CA Article 18.1, 18.2.

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

- Developing, preparing, and revising course and instructional materials;
- Demonstrating an in-depth knowledge of the subject matter;
- Demonstrate the ability to convey the subject matter clearly, logically, and at an appropriate level for the course or student(s);
- Demonstrate a commitment to EDI principles and / or indigenization within the learning environment, curriculum, and / or course assignments;
- Utilizing multiple, effective teaching methods within the constraints of the learning environment that meet the need(s) of the individual learner;
- Enable students to build on and transfer learning from other courses (if relevant) and to effectively move into areas of new related content;
- Provide opportunities for the student(s) to develop independent critical thinking skills (if relevant);
- Use class time efficiently to achieve course learning objectives;
- Structure the teaching/learning environment to enhance the learning process;
- Regularly engage students in the subject and in the learning environment;
- Be enthusiastic about the subject matter and have the ability to communicate this enthusiasm to the class or student(s);
- Exhibit flexibility, adjusting well to unexpected questions or new and changing circumstances in the-learning environment;
- Grade fairly and give constructive and substantial feedback in a realistic time frame. In instances where this is not realistic, being available to students to provide more individual feedback is expected;
- Have ambitious but reasonable expectations of their students, and communicate these clearly;
- Treat students with respect as demonstrated through student feedback.

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

Pursing or continuing with an active, independent research program as demonstrated by:

1. Peer reviewed publications in non-predatory journals - one to three peer-refereed articles per year (depending on field of research, type of article(s), journal's reputation, level of contribution, and rank of member.)

Other publication type(s) may be used in lieu of some of the peer reviewed publications (see list of examples provided), but should not entirely replace peer reviewed publications in a given review cycle:

List: Edited book chapter, an authored book or textbook; publication of an edited textbook; one or more technical reports in which the academic staff member has made a significant contribution; other form of publications that have an important impact on a community or group of individuals; full length papers given at scholarly meetings that may be subsequently published in some manner by the society.

2. Peer reviewed and/or invited presentations at academic or scholarly conferences/meetings: one to three peer-refereed or invited presentations per year in which the academic staff member has made a significant contribution (depending on field of research, type of presentation(s), the conference's reputation, level of contribution, and rank)
3. Active as a primary supervisor of one or more graduate and/or honours student(s), demonstrating continued progress to completion.
4. Active pursuit of external financial support and/or holding of external funding (e.g., submission of one grant request to an external agency as principal investigator or co-principal investigator; currently a principal investigator or co-principal investigator on an active research grant with > 1 year of funding remaining; applying for and obtaining an equal alternative form of support.)

Note: While the Faculty encourages pursuit of Tri-council funding or funding from other formalized granting agencies (e.g., SHRF), given the Faculty's research diversity, not all research activity in the Faculty is necessarily attractive or fundable through these agencies. External support refers to any resources acquired externally.

5. Engagement in the professional academy (e.g., invited to chair a session(s) at a professional conference; invited to review manuscripts for a journal; invited to review grant proposal(s) for a provincial or national funding agency; reviewing conference abstracts; roundtables; podcasts; infographics; community meetings.) The level of engagement would reflect one's rank and expertise.
6. Community⁵ researchers, relevant activities might also include community research agreements, community gatherings or their facilitation, etc.

Important Notes:

- Manuscripts *in preparation* or *under review* are not be included in the evaluation of scholarship; that information is best provided in a cover letter or in an overview of one's research.

⁵ Community research involves communities in various or all stages of the research process. As such, we recognize that these forms of research usually take longer to complete involve different forms of knowledge creation and dissemination, and may have different markers of impact

- *In press* publications can only be included if a DOI number has been assigned (and that information is included on the AIF.)
- Faculty members must also be careful not to submit the same activity twice, or apply the same activity in two categories.
- Publication in conference proceedings that are simply publication of the abstract submitted for presentation will not be considered within the publication category and should only be listed as a presentation.
- If the conference proceeding is a full paper that requires significant writing effort beyond what is necessary for the presentation, then this may also be listed as a publication. However, it should only be included once in the AIF (preferably as a publication of some sort.)

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

Beyond active participation in the monthly TRAP meetings and the annual/semi-annual retreat get togethers:

- Non-tenured academic staff members participate in one to two, depending on the nature of the commitment, committees per year
- Tenured academic staff members participate in at least two to three, depending on the nature of the commitment, committees per year
- Participating in a level of professional public service activity appropriate to one's rank and discipline is also considered and valued.

Note: The nature of one's service, and typical time/commitment level, should be provided in the AIF.

Merit

General information about merit and the merit process is provided in the CA articles: 17.7 and 18.3.

Merit may be applied for under one of two conditions:

1. Sustained, well-above average over a period of at least three years in one or more areas of responsibility. Depending on one's rank, timing for the application of such a merit application may be restricted (see Article 18.3.)

Well-above average must be clearly differentiated from (i.e., beyond) the expectations outlined in this document regarding basic career growth and have been consistently achieved year after year for the period of time under consideration.

2. Exceptional performance in one or more area(s) of responsibility – for at least one year.

Exceptional performance is performance that is unusual and not normally or typically achieved by members of the faculty generally (at a particular rank) and substantially exceeds the normal expectations.

Performance in those areas not being considered for merit must still meet the Faculty's expectations for career growth.

Contributions in the area of scholarship or service are considered even if those are not part of an individual's responsibility (see Article 18.3.)

Note: The initial reviewer or PRC may also recommend an academic staff member for merit, however, in this instance, the individual or group must write the letter that goes to the campus merit committee.

7.0 GUIDELINES FOR TENURE OR CONTINUING APPOINTMENTS

Instructor or Clinical Instructor

1. A strong record of teaching as delineated previously in this document.
2. Strong contributions to Faculty or University governance in addition to regular and active participation at monthly TRAP meetings as well as annual or semi-annual meeting of the Faculty.

Assistant Professor

Requires evidence that:

1. An independent research program will or has been established. Evidence includes (a) peer reviewed publications based on research that has been carried out at the University of Regina where the member is the primary contributor, (b) external grant success⁶, (c) record of conference participation and presentations where the focus is on research activity at the University of Regina, (d) some involvement in the academy, and (e) work with graduate and/or honours students as primary supervisor.
2. A strong or improving record of teaching as delineated previously in the document.
3. Some contributions to Faculty or University governance including regular and active participation at monthly TRAP meetings as well as annual or semi-annual meeting of the Faculty.

⁶ For more information, refer to item #4 in the section on expectations regarding research or scholarship.

8.0 GUIDELINES FOR PROMOTION

Instructor II to Instructor III⁷

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

Note: As per Appendix H of the Collective Agreement, in the Faculty of KHS, instructors with a Ph.D. may apply for promotion to the rank of Assistant Professor. To be promoted, the instructor must provide strong evidence that an active independent research program will be established. Further a strong record of teaching and service to the Faculty and University will also be present.

Clinical Instructor I to Clinical Instructor II

Promotion at this level will be based on a demonstrated record of teaching proficiency and a demonstrated ability to modify existing clinical or technical skill experiences.

The Clinical Instructor should be able to develop new clinical experiences in a range of courses. Contributions in the area of service should also be present.

Clinical Instructor II to Clinical Instructor III

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

Lecturer to Assistant Professor

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

⁷ No information about promotion from Instructor I to Instructor II since the Faculty's expectation is that Instructors have a minimum of a thesis based master's degree – these individuals would start as instructor IIs.

Assistant Professor to Associate Professor

Promotion at this level requires a strong record of teaching effectiveness at all levels and an established, productive independent program of research as evidenced by peer reviewed publications and external funding success⁸ where the member makes the primary contributions. In addition, a good record of service in the area of Faculty and University governance must be present.

Associate Professor to Professor

Promotion at this level requires the demonstration of productivity that could be normally expected for progression through the ranks, including a strong record of teaching effectiveness (as evidenced by criteria outlined previously), a national or international reputation in research and scholarship, ongoing commitment to the attraction and development graduate and/or honours students, continued ability and commitment to attract external funding over time, and a strong publication record over time. In addition, a record of service at Faculty and University levels, and a commitment to professional public service must be present.

Document Approved at Meeting of Faculty Council 10 December 2021

⁸ For more information, refer to item #4 in the section on expectations regarding research or scholarship.

Appendix 1: Assignment of Workload

Assignment of Workload⁹

As prescribed in the current URFA University of Regina Collective Bargaining Agreement, the following information articulates the collegial and transparent process of assignment of duties within the Faculty of Kinesiology & Health Studies. A faculty member's duties are outlined in the collective agreement (i.e., Articles 16.1 and 16.2 of the 2018-2021 version; or equivalent articles in future versions.)

The assignment of an individual member's duties is a matter between the academic staff member and the Dean. As per the Collective Agreement (i.e., 16.3.2 or equivalent in future versions), a member's array of duties may vary over time, and may vary at any given point in time between members. Over time, a member will be expected to fulfill all the duties associated with their appointment and rank. The performance review will consider the member's array of duties, type of appointment, and rank during the period under review.

The assignment, and relative array, of duties will take into account the individual member's role, rank, expertise and expected (or "normal") teaching load for their position (currently 4 courses per 12-month period for full-time faculty members, 6 courses for full-time instructors – these may be changed by the Dean following consultation with the faculty), along with the needs of the Faculty at any given time. The member or the Dean may initiate a change to an individual's usual array of duties.

A change to the usual relative array or mix of duties for any individual member may only take place after a consultation between the member and the Dean. Following the consultation, the Dean will communicate the nature and time frame of any change in the usual relative array of a member's duties to the Associate Dean(s). The Dean will also communicate the nature of the change in the relative array of duties, in writing, to the peer review committee.

In a member initiated planned change to the relative array of duties request, the member will have provided the Dean with a memo outlining (a) the nature of the requested change to the relative array of duties, (b) the member's rationale for said request, and (c) an overview of the member's short- and long-term plans with regard to the array of duties (as currently outlined in Article 16.1 and 16.2 of the collective agreement.) The deadline for such requests will be December 31 annually (for September 1 start.)

⁹ The first part of this appendix describes the process by which the Faculty will deal with Article 16.3.2 specifically. The 'array and mix of duties' refers to the relative combination of teaching, research, and service responsibilities for faculty members at any given time, or of teaching and service responsibilities for instructors at any given time.

Usual Process for Assignment of Courses

With respect to the assignment of the teaching load specifically (i.e., one component of the array of duties), the Faculty has the responsibility to ensure an efficient and effective delivery of its courses to ensure graduate and undergraduate students can complete degree requirements in a timely fashion. While efforts will be made to meet the needs and interests of academic staff members, the first priority will be to meet the needs of our students with regard to which term(s) courses will be offered. Regarding the frequency and scheduling of course offerings, the Faculty will consult with those faculty members and Instructors assigned to teach specific courses prior to making a determination. Moreover, the Faculty will strive to provide members with a teaching load assignment that allows each academic staff member to participate in instruction at all levels over a period of time.

The Dean, or designate (following a consultation with the Dean about the agreed upon workload assignment for the faculty member or Instructor in question), shall have general supervisory responsibility for the assignment of teaching in a particular year(s) for each member. This assignment, including the number of courses that will be taught in a particular academic year(s), will take into account the individual member's role, rank, expertise, and the expected teaching load for the academic staff member's position.

The assignment of teaching will be communicated once consultation with the member(s) has taken place. Normally, ahead of finalizing the teaching assignment, the Dean, or designate, will meet with the academic staff member(s) to review and discuss the frequency and scheduling of course offerings, the workload assignments (for example teaching load preferences and/or requirements) of the academic staff member, to understand preferences, as well as short- and long-term plans (e.g., sabbatical requests, research responsibilities, service commitments, etc.) Prior to this meeting(s), Faculty long-term plans for course offerings will be made available to the member(s) allowing the member(s) to identify specific courses of interest. While the Dean, or designate, will make every effort to accommodate preferences, the final decision regarding teaching assignments is the Dean's.

Appendix 2: Performance Review Process and Peer Review Committee (PRC) Terms of Reference

Note: Those participating in the review process (e.g., the member, the initial reviewer, the PRC, the dean) are best served when the member provides a cover letter, with specific references to the Criteria Document, that outlines the member's case for the relevant career progress decision(s) (e.g., increment, continuing appointment, tenure, promotion, etc.) under consideration.

Phase I. Initial Reviewer (See CA 17.12)

In the Faculty of Kinesiology and Health Studies, the initial reviewer will be an Associate Dean who is tenured and holds the rank of Associate Professor or Professor.

The initial reviewer will provide an evaluation about a member's performance in each area of responsibility, along with constructive feedback and/or advice that looks forward.

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

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

The initial reviewer will prepare their feedback and assessment and schedule a meeting at which the review discussed with the academic staff member.

Following the meeting, the academic staff member will provide any additional clarifying information through the electronic portal within 7 calendar days. This additional information is then included with the file for subsequent steps in the process.

The initial review is not made available to the PRC (Phase II) until the seven (7) day window of time has closed or the member has agreed to send the review to the next step (whichever comes first.)

Phase II. Peer Review Committee (PRC)

Terms of reference for the PRC

The PRC will be comprised of 4 tenured, in scope, academic staff members of the Faculty of KHS. Basic committee membership is as follows:

- The PRC membership must have 2 members whose research/teaching expertise is based in the social sciences or humanities and 2 members whose expertise is based in the biological or physical sciences;

- Up to one instructor may be a member of the PRC;
- Each position on the PRC is a three-year term, with staggered terms such that no more than 2 new members are added to the committee in any given year.
- A member may not serve consecutive terms (unless the initial term was less than 3 years.)
- Each tenured faculty member will serve at least 1 3-year term once every 10-year period.
- The committee will appoint a chair each year. Normally, this role will be filled by the individual who is in the final year of their term.
- The Dean's Office will maintain a list of those eligible to serve on the PRC in any given year.

Note: to ensure staggered terms, the initial terms (beginning for the 2022 review cycle) will consist of the follow: one (1) 4-year term, one (1) 3-year term, one (1) 2-year term, and one(1) 1-year term.

Individuals will be added to the PRC as needed at the Teaching, Research & Academic Programming (TRAP) meeting in September or, if appropriate, at a retreat held in August. Volunteers will be sought from the list of eligible members. Should there be more than 1 volunteer for a position, an electronic vote of all in-scope fulltime academic staff will take place.

The Faculty of Kinesiology and Health Studies representative to the Campus Promotion Committee is excluded from serving on the PRC. Each representative will serve a 3-year term. A member may not serve consecutive terms in this role. Each full professor will serve in this capacity once every 12 years.

Guidelines for the PRC

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

The PRC will maintain strict confidentiality with regard to its reviews, deliberations, and decisions (refer to CA Article 17.1.)

Members of the PRC will review the files under review prior to meeting as a committee.

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

After the PRC has reviewed the materials, the initial reviewer may be asked for clarification regarding his/her recommendations.

If the initial reviewer provides additional written information, the academic staff member under review will be given the opportunity to review and respond to the initial reviewer's additional clarifying comments.

The Dean of the Faculty of Kinesiology and Health Studies may attend the meeting as an observer.

All members of the PRC must vote (yes or no). Abstentions are not permitted. Conflicts may exist; any conflicts must be shared with the committee prior to voting. The vote must be recorded as part of the feedback and recommendation.

Upon the conclusion of their deliberations, the PRC meets with the Dean to discuss their recommendations.

The chair of the PRC will then provide the written recommendation and feedback through the performance review portal.

Guidelines for the Chair of the PRC (Review CA 17.13, 17.14)

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

- Work with the dean's office executive assistant to schedule the meetings of the PRC;
- Calling the meeting to order;
- Outline the meeting agenda and business for which the PRC is to act and vote upon
- Maintain order and decorum during the meeting;
- Record feedback and recommendations made by the PRC;
- Authenticate, through uploading of documents to the portal, the votes and proceedings of the PRC;
- Call the meeting to a close.

Following the meeting between the Dean and the PRC to discuss their recommendations, the Chair of the PRC will provide a formal written report outlining the PRC's vote, recommendation, rationale for the recommendation, and specific suggestions/feedback on steps to be taken for progress towards increment, tenure and/or promotion to the Dean of the Faculty of Kinesiology and Health Studies. This is uploaded into the portal.

As per the Collective Agreement (Article 17.13), this report must include the rationale for the PRC's recommendation, comments on the member's performance, and suggestions to the member on career development.

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

After the PRC has provided their recommendations to the academic staff member, the member has 7 calendar days to upload any additional information that the individual believes would be important for the Dean to consider at the final stage of review.

The dean will also invite the member under review to meet to discuss the recommendations of the initial reviewer and PRC.

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

Refer to the CA Article 17.17, 17.19, 17.20, and 17.21.

Following the initial meeting between the academic staff member and the Dean of the Faculty of Kinesiology and Health Studies (*Phase III*), a follow-up meeting will be scheduled for the Dean of the Faculty of Kinesiology and Health Studies and the academic staff member being reviewed to discuss the Dean's decision(s) and recommendations. The discussion will include reference to the member's performance. The Dean will provide a written summary, along with rationale, of the review decision being made of the academic staff member performance. This will be based on established criteria in the CA and outlined in this document (Criteria Document.) Any areas of concern will be highlighted along with suggested strategies to address those concerns. Following the meeting, the document will be uploaded into the portal.

Important Note:

Members who deem comments or statements made during parts of the review process are unsupported by evidence may ask for these to be rescinded. Details regarding that process are found in Article 17.15 of the CA.

Appendix 3: Sabbatical Processes

Sabbatical Application will include the following:

1. A detailed written proposal outlining:
 - (a) The nature of the program to be undertaken;
 - (b) The benefits to the academic staff member, and;
 - (c) The benefits to the Faculty of Kinesiology and Health Studies and the University of Regina that may be reasonably expected.
2. Outcomes of the previous performance review(s);
3. Previous sabbatical reports, and;
4. In the case of those in career planning, the most recent career plan document will be included and considered.

The Initial Reviewer and Peer Review Committee (PRC) examines the proposal and makes recommendations to the Dean of the Faculty of Kinesiology and Health Studies who then reviews the proposal before making the final decision on approving or denying the sabbatical application.

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

- (a) Completion of the 'Application for Sabbatical' form;
- (b) Performance record demonstrating an active research program for Professorial ranks and a teaching development program for Instructor ranks as shown in an accompanying up-to-date curriculum vitae;
- (c) Sabbatical plan giving a clear and specific indication of the activities to be carried out (e.g., research/project(s), establishment of research linkages, research articles, books, or chapters, conferences, sites to be visited) and including:
 - i. A statement of the relevance of the proposed activities to the faculty member's professional field and assigned duties;
 - ii. Statement of the anticipated short- and long-term benefits for the University, Faculty of Kinesiology and Health Studies, and faculty member, including the expected outcome(s) of the proposed sabbatical (to be considered in the review of the final report);

- iii For an Instructor, the sabbatical plan will be connected to the teaching enterprise of the University in some fashion (e.g., professional development; research/scholarship around teaching effectiveness or pedagogy in the discipline)
- (d) Analysis by the Dean of the Faculty of Kinesiology and Health Studies of the potential impact of the sabbatical on the operations of the Faculty (number of faculty members to be on sabbatical at that time [if known]; alternative arrangement for the delivery of courses normally taught by the academic staff member);
- (e) Statement concerning the arrangements that will be made for the continuation of ongoing work (e.g., supervision of graduate students, committee work.)

Academic staff members who have been granted sabbatical will:

Submit a Sabbatical Report Form and a written report summarizing the activities and accomplishments within three months of completing the sabbatical.

The academic staff member is responsible for distributing the completed copies of the Sabbatical Report Form and the written report to the Dean of the Faculty of Kinesiology and Health Studies and the Research Office.

Subsequent applications for sabbatical may, in part, be evaluated on the basis of achievements during previous sabbaticals.