CRITERIA DOCUMENT FOR FACULTY MEMBERS AND INSTRUCTORS

TERMS OF REFERENCE FOR

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

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1. GENERAL PRINCIPLES

This document is guided by and is consistent with the relevant sections of the 2014-2017 University of Regina Faculty Association (URFA) Collective Agreement that pertain to descriptions and assignment of duties, performance review, career-progress decisions, and sabbaticals for academic staff members who are in the instructor and faculty ranks (Instructor I, II, and III, Lecturer, Assistant Professor, Associate Professor, Professor). The Collective Agreement provides the context for the present document, whose purpose is to provide the criteria, arrived at in a collegial manner, by which recommendations and decisions on assignment of duties, performance review, increments, merit, tenure, promotion, and sabbatical are based.

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

2. DESCRIPTION OF DUTIES

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

a) teaching and related duties;

b) scholarship, research, and creative or equivalent professional activities; and

c) service.

The duties of an instructor shall normally include:

a) teaching and related duties; and

b) service.
2.1 TEACHING AND RELATED DUTIES

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

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

2.2 RESEARCH AND SCHOLARLY ACTIVITIES

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

- are disseminated through peer-reviewed publication; or
- are disseminated through the presentation of scholarly papers; or
- involve the peer review or other forms of engagement with the scholarly work of others; or
- comprise the research component of the supervision of student research and theses; or
- contribute to the scholarship of scientific teaching, which consists of original and innovative thought and analysis related to the pedagogy of learning.

In the Faculty of Science, *active research or scholarship* entails the completion of two linked activities:

a. the research work involved in the contribution of new knowledge, and
b. the dissemination of the results of (a) in the form of refereed articles, books, or reviews.
Peer-reviewed publication constitutes evidence of active research or scholarship. Prolonged absence (three or more years) of peer-evaluated publications will be interpreted to indicate research inactivity, and assigned duties will be adjusted accordingly (see Section 4) to facilitate an equitable workload among academic staff.

2.3 SERVICE

As per Article 16.2.4, service activities refer to those works that contribute to the University or relevant external communities, and includes:

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

3. ACADEMIC PROFILES

3.1 INSTRUCTOR

The responsibilities of an Instructor are normally teaching and related duties, and service (Article 16.1). In accordance with Article 13.5, the rank of Instructor at the time of the initial appointment is determined by the credentials and experience of the individual.

Instructor I The academic staff member possesses, at a minimum, a Bachelor’s degree or equivalent professional experience
Instructor II  The academic staff member possesses, at a minimum, a Master’s degree and has relevant teaching experience, or possesses a four-year Bachelor’s degree and has four years of relevant teaching experience

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

3.2 LECTURER

As a member of the faculty ranks, the responsibilities of a Lecturer are normally teaching and related duties, scholarly work, and service. The workload profile of a Lecturer is teaching focused. The expectations in research and scholarship, while consistent with those listed in Section 2.2, are slanted towards those scholarly activities that ensure currency and engagement in the discipline, especially as it relates to teaching. Service contributions should be kept as participatory for the first few years to allow for the development of the faculty member’s teaching profile.

3.3 ASSISTANT PROFESSOR

The Assistant Professor rank requires a minimum of a Ph.D. (or equivalent). An individual at this rank is expected to fulfill the promise of research independence and teaching ability at all levels that led to the appointment of the individual in the first instance. Evidence that incumbents have developed separate research identities from their previous supervisory influence and are developing a clearly identifiable, self-supporting research program is a requirement of individuals at the Assistant Professor rank.

Assistant Professors are expected to publish work from their theses and postdoctoral research (if applicable). Accounting for normal time delays in publication, there is an expectation that, in the first few years, refereed publications from previous research will appear on record. Refereed publications appearing from work initiated at the
University of Regina should also appear on record in the first few years, in evidence of career independence.

Service contributions are expected, but should be kept as participatory to allow for the development of the faculty member’s teaching and research profiles. At this rank, evidence of collegial involvement in service activities is the maximum expectation.

3.4 ASSOCIATE PROFESSOR

The attainment of the rank of Associate Professor indicates that the faculty member has demonstrated merit in scholarship, has a successful teaching record at all levels assigned, and is continuing to produce published peer-reviewed works and to maintain a viable research program. Associate Professors are expected to be attracting graduate students into their programs and, within a few years at this rank, to be invited to present their work at national and even international meetings and symposia. Active involvement in the administrative infrastructure of the department and also participation in administrative service to the Faculty and the University should be evident.

3.5 PROFESSOR PROFILE

The rank of Professor is that of an academic who has a cumulative record of strong performance in teaching, research, and service. Professors show evidence that indicates strong peer respect in their areas of expertise, as well as evidence of national and international recognition. Professors are active as reviewers and external referees for Ph.D. theses and granting agencies. Publication history and grant support should be well established, and research programs should be self-supporting. Professors serve on senior academic administrative bodies and act as responsible spokespersons for the University and their subdisciplines.

In a truly collegial environment, Professors should be a resource to academic staff members in the other ranks, providing encouragement,
mentoring, and support to those moving through the ranks, especially with regards to grant writing, teaching proficiency, and publishing articles in refereed journals.

### 4. ASSIGNMENT OF DUTIES

In accordance with Article 16.3, the duties of academic staff members shall be assigned in a fair and equitable manner, allowing for the possibility that the duties of members may vary over time, and also taking into account the fact that expectations may vary according to a staff member’s position or rank. The section provides the requisite clarity and direction for the assignment of duties in a manner, consistent with Article 16.3, that will:

- allow academic staff members to determine whether their share of the obligations is equitable in light of the contributions they make relative to other members;
- allow the duties of academic staff members to vary over time in such a manner that other members understand the rationale for differences in the array and mix of duties;
- ensure that the numerous factors involved, as listed in Article 16.1 (and Section 2 of the present Criteria Document), are considered in the array and mix of duties for academic staff members.

For the assignment of duties of faculty members, *workload profiles* assist in understanding the nature and distribution of an individual faculty member’s academic and service activities.

In what follows, the *base teaching load* in a given Science department is defined to be the number of courses (undergraduate and, in some departments graduate) that a faculty member with a balanced workload is expected to teach per year in that department.

### 4.1 BALANCED WORKLOADS

A faculty member has a balanced workload if he or she:
• is active in research (in the manner defined earlier in Section 2.2 of the Criteria Document);
• has attracted external research funding during the last three years; and
• has supervised to completion, as the primary supervisor or co-supervisor, at least one thesis-based University of Regina graduate student within the last five years.

The balanced workload consists of:
• a normal teaching load, relative to the base teaching loads in the Department;
• active research (in the sense Section 2.2);
• the supervision of thesis-based graduate students;
• the supervision of undergraduate research students, if applicable;
• the supervision of postdoctoral researchers, if applicable;
• the supervision of laboratory personnel, if applicable;
• institutional service contributions, as per Department expectations and needs;
• community or professional service.

4.2 TEACHING-FOCUSED WORKLOADS

A faculty member has a teaching-focused workload if he or she:
• is at the rank of Lecturer; or
• has not supervised to completion, as the primary supervisor or co-supervisor, at least one thesis-based University of Regina graduate student within the last five years; or
• has a prolonged absence (three years or more) of peer-reviewed publication.

The teaching-focused workload consists of:
• an augmented teaching load (by one or more courses), relative to the base teaching loads in the Department;
• research or scholarly activities that ensure currency and engagement in the discipline, especially in relation to teaching;
• supervision of thesis-based graduate students, if applicable;
• supervision of undergraduate research students, if applicable;
• institutional service contributions, as per Department expectations and needs;
• community or professional service.

4.3 RESEARCH-FOCUSED WORKLOADS

A faculty member has a research-focused workload if he or she:
• holds a research chair (e.g., Canada Research Chair, NSERC Industrial Chair); or
• holds a major research award (Killam Fellowship, Fulbright Scholar, NSERC Steacie Award).

The research-focused workload consists of:
• active research (in the sense Section 2.2);
• the supervision of thesis-based graduate students;
• the supervision of undergraduate research students, if applicable;
• the supervision of postdoctoral researchers, if applicable;
• the supervision of laboratory personnel, if applicable;
• a reduced teaching load (by one or more courses), relative to the base teaching loads in the Department;
• institutional service contributions, as per Department expectations and needs;
• professional service.

4.4 NEW-FACULTY WORKLOADS

A faculty member has a new-faculty workload if he or she:
• holds a tenure-track appointment at the Assistant, Associate, or Professor rank, but has not yet been awarded tenure.
The new-faculty workload consists of:
- a normal base teaching load, which is reduced by one or more courses in the first year of the appointment;
- the establishment of an independent research program;
- participation in supervisory committees of thesis-based graduate students;
- supervision or co-supervision of thesis-based graduate students;
- supervision of undergraduate research students, if applicable;
- service contributions.

4.5 PRINCIPLES AND PROCESS

The Faculty of Science adopts the following principles in assigning workload and in designating workload profiles:
- that the workload of a faculty member evolves and may change naturally over time;
- that parental leaves, medical leaves, and so forth, may delay the completion and/or publication of research, and that certain research work may require more than three years to complete;
- that there be an equitable distribution of the work of an academic unit among academic staff members in the unit;
- that decisions on workload allocation be transparent;
- that decisions on workload allocation be free of bias (gender, racial, discipline-related);
- that a redistribution of duties would come about as a response to a long-term trend in a faculty member’s work profile, or in response to a request of the faculty member;
- that all aspects of the academic work (teaching, research, service) be recognised and valued;
- that annual performance evaluation will be based on assigned duties, so that a faculty member, regardless of his or her workload, will be evaluated fairly and would have equal opportunity for career growth;
• that the work allocated to a faculty member be enriching and rewarding;
• that the workload allocation among academic staff reflects the overall mission of the academic unit and the University;
• that no specific workload designation is superior to another, and that workload designations merely take advantages of particular strengths and interests in certain aspects of an academic’s work life.

The exact nature of the designated workloads of an individual faculty member shall be the responsibility of the Department Head of the faculty member’s academic unit.

The Dean, in consultation with the Department Heads, assigns the initial workload designations to individual faculty members. Over time these initial designations may change as the careers and career-interests of faculty members evolve. As per Article 16.3.2, faculty members may request a change in their workload designation by submitting a formal written request to the Dean, copied to the Department Head.

Deciding on workload allocation is not to be an annual task; rather, workload allocations should be addressed as the need arises, or at the instigation of the faculty member, a department head, or the Dean.

Decisions or recommendations on workload will not be the purview of the Faculty Review Committee.

5. PERFORMANCE REVIEW

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

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

5.2 FACULTY REVIEW COMMITTEE

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

The Review Committee consists of one regular member and one proxy member from each department, elected for two-year terms (normally) by tenured and tenure-track instructors and faculty members in the Faculty of Science. Faculty members may serve multiple terms as regular members of the Faculty Review Committee; however, no faculty member shall serve two consecutive terms in this capacity. Proxy members, whose role is to assume the work the departmental regular member in situations where the regular member is not available or able to undertake the work of the committee, may serve consecutive terms.

Nominees for service on the Faculty Review Committee must be tenured faculty members, excluding department heads; faculty members from Campion, Luther, or First Nations University will not be considered as candidates for the Faculty Review Committee. By Article 17.3, out-of-scope faculty members are not eligible to serve on the Faculty Review Committee.

The regular members of the Faculty Review Committee elect a Chairperson at the commencement of the first meeting after the election of the committee members.
5.3 TEACHING AND RELATED DUTIES

In the Faculty of Science, good teaching

- prepares and inspires students to be independent learners,
- motivates students to fully comprehend important issues in their chosen fields of study,
- fosters the development of scientific skill and thought,
- develops critical and analytical thinking skills,
- stimulates scientific curiosity,
- introduces students to scientific research,
- instills an understanding and appreciation of the direct linkage that exists between research and instruction, and
- enables students to build on and transfer learning from previous courses and to move readily into areas of new related content.

Good teachers

- demonstrate the ability to present the subject matter clearly, logically, and at an appropriate level for the class,
- grade fairly and give prompt, constructive, and substantial feedback,
- demonstrate enthusiasm for the subject and have the ability to communicate this enthusiasm to the students,
- are well-prepared for their classes,
- are available to students outside of regular lectures, through posted scheduled office hours, and
- treat students fairly and equitably, and to accommodate special needs or problems whenever reasonably possible.

Good teaching is a requirement of academic staff members in the Faculty of Science. Therefore, there must be a consistent method of evaluating teaching on a regular basis. The Faculty of Science uses the following three sets of materials to evaluate effective teaching:

1. course evaluations by students;
2. written assessments by the Department Head or a designate, which are optional for tenured academic staff and mandatory for tenure-track and term academic staff;
3. a teaching dossier, prepared by the academic staff member.

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

**5.4 RESEARCH AND SCHOLARSHIP**

Whether in an applied field or an area of basic research, scholarship in the Faculty of Science involves contribution of new knowledge (i.e., research) and scholarly dissemination of knowledge (e.g., refereed articles, books, reviews) in the respective disciplines. It is expected that scholarly works be consistent with the normal range of fields represented by the individual's home department or be in the area of the scholarship of teaching.

Research activity and productivity are relatively easy to document; their evaluation is more difficult. The publication of research results in books and papers, or presentations at conferences are easily documented. Evidence of prestige among colleagues in the international scientific community is also a useful yardstick of research ability. Invitations to present papers, chair conference sessions, participate in symposia, or referee papers and research grant applications, provide supporting evidence of scholarly recognition.

A simple counting of publications without assessment of their quality is not sufficient, and indeed may be misleading. Consequently, care must be exercised in evaluating publications. In most cases, publication is the final stage of a research project and provides the permanent record of that particular scholarly achievement. Peer evaluation of such work is critical and faculty members must publish in peer-evaluated media acceptable to their fields. Prolonged absence (three years or more) of peer-evaluated publications will be
interpreted to indicate research inactivity and assigned duties will be adjusted to reflect the absence of research activity.

The supervision of graduate students early in one’s career can be a benefit, but it will also require time, effort and funds. Excellent students are an asset and are to be recruited. Such students can provide momentum and a team environment leading to the development of a strong collegial support group. Not all disciplines have the same pool size to recruit from and so expectations in this area will vary accordingly.

5.5 SERVICE

The University of Regina uses a form of consultative governance and it is incumbent upon each academic staff member to accept a fair share of responsibility regarding administration and committee work. For tenure-track academic staff, the engagement in administrative activities should be modest and should normally be participatory in nature.

The University puts a priority on commitment to community, and so academic staff members are encouraged to participate in, or to lead, community service activities. Professional service is yet another way that academic staff may make service contributions.

In evaluating service, the quality of the contributions will be considered.

6. CRITERIA FOR CAREER PROGRESS

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

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

The documentation package to be submitted by the academic staff
member for performance review contains the following documents:

- Annual Information Form
- Statistical Summary
- Curriculum Vitae
- Teaching Dossier – mandatory for tenure-track members,
  optional for tenured members
- Sabbatical Report, if applicable
- Relevant additional information, if any

Deadlines for submission of the document package: December 15 for
tenure-track members; January 31 for tenured and term members.

6.2 MERIT

Merit, in accordance with Article 18.3 of the Collective Agreement,
may be granted to those academic staff members who, considering
their present category and rank, have clearly made exceptional
contributions in an area of their assigned duties since their last merit
increment or, if merit has never been granted previously, since the
initial appointment, while maintaining consistently good performance
in all areas assigned. Outstanding performance in important
administrative responsibilities, or in activities related to the academic
staff member's discipline, may be recognised for a merit award
provided long-term strong contributions have been in evidence in the
assigned duties since merit was last granted.

Consideration for merit is achieved in one of three ways:
1. at the request of the academic staff member, in writing to the Dean and copied to the Department Head no later than November 30th;
2. at the recommendation of the Initial Reviewer, regardless of whether the academic staff member has request merit;
3. at the recommendation of the Faculty Review Committee, regardless of whether the academic staff member has request merit.

Written merit requests by the academic staff member must provide, no later than November 30th, a clear statement of the basis for the merit request.

The documentation package to be submitted by the academic staff member requesting merit contains the following documents:

- Cover Letter (the written request for merit), by November 30
- Annual Information Form
- Statistical Summary
- Curriculum Vitae
- Teaching Dossier
- Sabbatical Report, if applicable
- Relevant additional information, if any

Deadlines for submission of the document package: December 15 for tenure-track members; January 31 for tenured members.

6.3 TENURE

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

Tenure Criteria in the Faculty of Science

- Instructors will be granted tenure on the evidence of teaching excellence and collegial engagement in service.
• Lecturers will be granted tenure on the evidence of teaching excellence, of how their scholarly work and experience impacts their contributions to teaching, and collegial engagement in service.

• Faculty members at the rank of Assistant Professor, Associate Professor, or Professor will be granted tenure on the evidence of teaching proficiency, collegial engagement in service, and the establishment of a viable independent research program that has resulted in peer-evaluated publications arising from research initiated at the University of Regina in which the faculty member is the identifiable leader.

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

The academic staff member shall supply the names and contact information for three referees on November 1st, but no later than November 30th, and the Dean shall request a letter of reference for the tenure application from each such referee. The Dean may also obtain letters of reference from up to three additional referees.

In the case of faculty members who hold the rank of Assistant Professor, Associate Professor, or Professor, referees for tenure are to be from institutions other than the University of Regina and cannot be previous academic (masters, doctoral, postdoctoral) supervisors, departmental colleagues (past or present), current collaborators, or co-authors of works published during the previous six years.

In the case of faculty members who hold the rank of Assistant Professor, Associate Professor, or Professor, referees for tenure will be asked to comment only on the faculty member’s contributions to research and scholarship, and not on the faculty member’s teaching or service.
Application Process
To apply for tenure, on November 1st, but no later than November 30th, the academic staff member shall submit documentation consisting of:

- Cover Letter, which details the case for tenure
- Names, Contact Information, and Short Biographies of three Referees
- Curriculum Vitae
- Copies of three scholarly articles, in the case of Assistant Professor, Associate Professor, or Professor

By December 15th, the academic staff member shall submit additional supporting documentation consisting of:

- Annual Information Form
- Statistical Summary
- Teaching Dossier
- Sabbatical Report, if applicable
- Relevant additional information, if any

6.4 PROMOTION IN THE INSTRUCTOR CATEGORY

Instructor I to Instructor II

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

Instructor II to Instructor III

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

**Letters of Reference**
In accordance with Article 17.9 of the Collective Agreement, academic staff members seeking promotion in the Instructor category are not required to have letters of reference. However, if the member wishes, the Instructor may solicit up to two letters of reference, to be sent directly to the Dean by January 15th.

**Application Process**
To apply for promotion, the academic staff member shall submit documentation no later than November 30th consisting of:
- Cover Letter, which details the case for promotion
- Curriculum Vitae

By December 15th for tenure-track members and by January 4th for tenured instructors, the academic staff member shall submit additional supporting documentation consisting of:
- Annual Information Form
- Statistical Summary
- Teaching Dossier
- Sabbatical Report, if applicable
- Relevant additional information, if any

### 6.5 PROMOTION IN THE FACULTY CATEGORY

**Lecturer to Assistant Professor**

To be considered for promotion from Lecturer to Assistant Professor a Ph.D. degree is required. In addition, teaching proficiency must have been demonstrated and research must have been initiated to an
extent that indicates the ability of the candidate to carry on an independent research program as demonstrated by peer-evaluated publications.

**Assistant Professor to Associate Professor**

Promotion at this level will be based on a demonstrated record of relevant teaching proficiency at all levels and an ongoing record of independent scholarship demonstrated by peer-evaluated publications from research initiated at the University of Regina for which the member is the identifiable leader. Administrative duties must have been accepted as required within the Department.

**Associate Professor to Professor**

The rank of Professor should be open to those who, having fulfilled all the previous requirements, have established national or international reputations in scholarship. It is understood that an established record of teaching proficiency is also required. Commitment to the institution and participation in its governance are also required. Administrative duties must have been accepted as required within the Department, Faculty and University.

**Letters of Reference**

In accordance with Article 17.9 of the Collective Agreement, faculty members seeking promotion in the Faculty category are not required to have letters of reference except in the case of an application for promotion to the rank of Professor. However, if a faculty member is applying to the rank of Assistant Professor or Associate Professor, then he or she may request, in writing to the Dean, the use of up to three letters of reference in support of the application for promotion.

If an application for promotion to Assistant Professor or Associate Professor is made concurrently with an application for tenure, then it will not be assumed that the letters of reference for tenure shall also address the application for promotion. However, at the written request of the faculty member, the Dean will ask the referees to
address in their letters of reference the cases for both tenure and promotion.

The faculty member shall supply the names and contact information for three referees on November 1st, but no later than November 30th, and the Dean shall request a letter of reference for the promotion application from each such referee. The Dean may also obtain letters of reference from up to three additional referees.

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

Referees for promotion will be asked to comment only on the faculty member’s contributions to research and scholarship, and not on the faculty member’s teaching or service.

Application Process
To apply for promotion to Professor, on November 1st, but no later than November 30th, the faculty member shall submit documentation consisting of:

- Cover Letter, which details the case for promotion
- Names, Contact Information, and Short Biographies of three Referees
- Curriculum Vitae
- Copies of five scholarly articles

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

- Annual Information Form
- Statistical Summary
- Teaching Dossier
- Sabbatical Report, if applicable
- Relevant additional information, if any
7. SABBATICALS

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

The justification for a sabbatical is determined primarily on the basis of a written proposal outlining the nature of the program to be undertaken, and the benefits to the individual and the University that may reasonably be expected. The Faculty Review Committee examines proposals and advises the Dean about the academic merits of the sabbatical proposal. The Dean may reject proposals because of lack of merit, or may defer a sabbatical because of staffing problems.

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

1. completion of the Application for Sabbatical form available on the Human Resources website and a written sabbatical proposal;
2. a performance record demonstrating an active research program for the faculty ranks other than the lecturer rank or a teaching development program for the instructor and lecturer ranks as shown in an accompanying up-to-date curriculum vitae;
3. a sabbatical plan giving a clear and specific indication of the activities to be carried out (e.g., research/project(s), establishment of research linkages, research articles, books or book chapters, conferences, sites to be visited, teaching or professional development), including (i) a statement (developed in consultation with the Department Head) of the
relevance of the proposed activities to the academic staff member’s professional field and assigned duties, and (ii) a statement of the anticipated short and long term benefits for the University, Faculty, and academic staff member, including the expected outcome of the proposed sabbatical (to be considered in the review of the final report);

4. a clear statement of the requirement of a sabbatical in accomplishing professional development and the merits associated with the proposed location(s) (accompanied by letter(s) of invitation from other institutions) must be included;

5. an analysis by the Department Head of the potential impact of the sabbatical on the operations of the Department and on alternative arrangements for the delivery of courses normally given by the academic staff member;

6. a statement concerning the arrangements that will be made for the supervision of graduate students.

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

Academic staff members who have been granted a sabbatical shall:

1. submit a Sabbatical Report form and a written report summarizing the activities and accomplishments within three months of completion of the sabbatical. The academic staff member is responsible for distributing the completed copies of the Sabbatical Report form and the written report to the Department Head, the Dean of Science, the Office of Research Services, and Human Resources. Subsequent applications for sabbatical may, in part, be evaluated on the basis of the achievements of previous sabbaticals. Therefore, any concrete indications of the value of the sabbatical period (books or articles published, renewed requests for services) should be submitted as and when they become available for
inclusion or notation in the academic staff member’s general information file in the University Archives.

2. Present the results of their sabbatical at a Departmental seminar within six months of return

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Revised September 2003
Revised September 2006
Revised December 2011
Revised October 2014
Revised March 2017 [the resent draft version]

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