



University of Calgary

Student and Academic Services

Policies, Procedures and Guidelines for Appointment, Evaluation and Promotion



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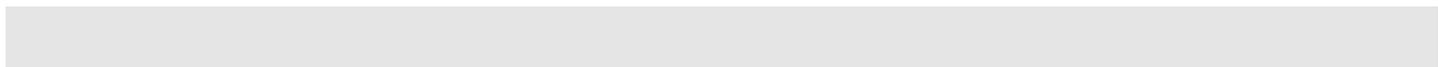


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Student and Academic Services

1 GUIDELINES FOR PERFORMANCE EVALUATION

Student Affairs is an applied field of education that promotes students' personal, cultural, professional and academic development both in and out of the classroom. The field relies on the general body of theory and research findings in education and the social and behavioural sciences, and the basic functions of student affairs are teaching, scholarship and service. Academic staff within Student and Academic Services include: Counsellors, Director of the Counselling and Student Development Centre, Registrar, Director of the Native Centre, Instructor within the Native Centre, and Professor within the Disability Resource Centre. The evaluation of the Sexual Harassment Adviser will fall within these guidelines.

Student and Academic Services also supports the university's Academic Plan, "Raising Our Sights" and the importance of the student's experience. There is an institutional commitment in the Plan to ensure a high level of satisfaction with the educational experience students have. Individual performance, then, must focus on ensuring that the services received are both responsive to the needs of students and informed by scholarship in all its forms. The Academic Plan emphasizes the primacy of learning as an institutional goal and the role of research as it grounds and informs learning.

Three major criteria are used to evaluate performance for the purposes of appointment, tenure, merit assessment and promotion within Student and Academic Services (SAS): Teaching, Scholarship, and Service. Other elements are considered only within the context of these major criteria.

The three criteria are weighted in consultation with the appropriate Director, or the Associate Vice-President (Student Affairs) subject to section 3.15 of the **Procedures Pertaining to Appointment, Promotion and Tenure of Academic Staff (APT)** and the guidelines below.

The criteria for an Instructor will be subject to APT Manual 3.9, 3.10, or 3.11 depending on the level of the Instructor.

The review of the performance of a Head, Area Chair, Program Director, Associate Dean, Assistant Dean, or any academic appointee (Teaching and Research) holding an administrative office shall be based on the general categories of performance as outlined below with expectations adjusted to take into account the special duties and the fractional time commitment to administration as associated with these positions [APT Manual 6.2.14].

The weightings reflect the importance of Teaching, Scholarship and Service within Student and Academic Services. They also take into account both the quality and quantity of the contributions made by academic staff. The weighting for evaluation of the three criteria will fall into the following ranges, according to appointment and will generally be as outlined below. However, provision exists for a person to focus only on one or two criteria during a particular year following consultation with the appropriate Director or the Associate Vice-President (Student Affairs).

- **Directors, Registrar and Sexual Harassment Adviser:** Teaching 20% to 70%; Scholarship 10% to 40%; Service 10% to 40%.
- **Counsellors:** Teaching 60% to 80%; Scholarship 10% to 30%, and Service; 10% to 30%, which recognizes the primacy Teaching has in the Counselling and Student Development Centre and to Student and Academic Services.
- **Instructors:** Teaching 60% to 80%; Scholarship 10% to 30%; Service 10% to 30%.
- **Professors:** Teaching 60 to 80%; Scholarship 10 to 30%; Service 10 to 30%, which recognizes the significant role teaching has in Student and Academic Services.

The Director or the Associate Vice-President (Student Affairs) is responsible to ensure that within SAS all three areas are adequately emphasized during any particular year when one or more staff members concentrate on one or two criteria. It is the responsibility of the staff member, in consultation with his/her Director or the Associate Vice-President (Student Affairs), to determine the priorities of activities for each year.

In accordance with APT Manual 6.4.8 c) and 6.4.8 d), the Student and Academic Services Promotions Committee raises its expectations of performance as a faculty member progresses through a rank. The Promotions Committee assesses a Senior Counsellor more rigorously than a Counsellor, a Senior Instructor more rigorously than an Instructor II, and an Instructor II more rigorously than an Instructor I. Similarly, the Promotions Committee increases its expectations the higher a faculty member is within a rank.

The Student and Academic Services Promotions Committee will recognize and respect diverse career patterns, such as those associated with caring responsibilities, part-time appointments, and leaves of absence, and the implications of such patterns for assessment purposes [APT Manual 3.5.4 e)].

The overall merit assessment in any year will be based on a summative assessment across the three areas and will reflect the distribution of time, effort and quality in each of these areas. An individual who has been deemed to be above Excellent in all three areas may be awarded an overall status of “Outstanding Performance” and may receive a merit increment above 1.0. Only those individuals receiving the status of “Outstanding Performance” will be eligible to receive above a 1.0 merit increment. A record that indicates sustained “Unsatisfactory” performance in one area may result in an overall assessment of “Unsatisfactory” (in spite of “Satisfactory” assessments in the other two areas).

Standardization of performance ratings is encouraged by using a five-point rating scale with a brief description of what each level means. The same general scale is used for each of the three main criteria:

5	4	3	2	1
Excellent	Very Good	Good	Satisfactory	Unsatisfactory

1.1 Teaching

Teaching is a major university function. It is recognized that teaching or instruction takes place in various contexts appropriate to the disciplines in each Faculty including the classroom, lectures, seminar discussion, clinical supervision, laboratory supervision, tutorials, graduate supervision, field supervision, practicum supervision, distance education, collaborative teaching with associated institutions, the advising of students, etc.[APT Manual 3.2.1]

Teaching performance and effectiveness shall be evaluated on a regular basis. Such evaluation should consider all ways a teacher addresses the responsibility and interacts with students. In addition to interactions in the contexts noted in APT 3.2.1, evaluation of teaching should consider the extent of innovation, preparation, reflection of current knowledge, level of interest, direction, and encouragement demonstrated by the academic appointee. Participation in teaching development programs, and/or seeking expert help in the improvement of teaching, will be viewed as an indication of commitment to teaching. [APT Manual 3.2.2]

Although the evaluation of teaching may not be based solely on evaluation by students, such evaluations are one factor on which the evaluation of teaching shall be based. Student evaluations shall be required for all academic appointees (Teaching and Research) on a regular basis. [APT Manual 3.2.3]

Part of such evaluation of teaching may be based upon the general reputation enjoyed by the teacher among informed peers and students. Such reputation shall be evidenced only by signed documentation or formal evaluation processes. [APT Manual 3.2.4]

The University also recognizes the legitimate role of academics as 'knowledge brokers' in transferring state-of-the-art-knowledge to persons in government, business, industry, the professions and the wider community through the organization and presentation of seminars, workshops, and short courses for persons outside programs leading to degrees. [APT Manual 3.2.5]

The development, testing, and application of computer-assisted learning techniques and software shall be deemed to be innovative teaching when the techniques or software have been successfully integrated into the teaching of University course offerings and the usefulness of the activity has been acknowledged by informed peers in a manner similar to the peer review of materials submitted for publication. [APT Manual 3.2.6]

Student affairs work focuses on the educational goals of the University, that is the goal of increasing the personal development of the individual, as well as the primary goal of assisting people to be effective in their academic work. Teaching for a "practice" discipline such as student affairs is interdependent with scholarship. Self-reflective enquiry methods, such as the action research model, are encouraged as a way to improve teaching and related educational practices as well as an understanding of these practices and the situations in which they are carried out.

Within Student and Academic Services, in addition to formal teaching activities (as outlined in APT 3.2.1), advising, consulting, counselling, mentoring, and delivering programs are considered as teaching.

1.1.1 Definitions

1.1.1.1 Counselling

This is a professional activity that involves the application of knowledge and principles from the social and behavioral sciences and merges with both teaching and psychotherapy. Counselling contributes to the psychosocial development of students and therefore is a part of the learning function within a university.

1.1.1.2 Advising

Advising is a teaching activity intended to give professional guidance and assistance to the student as they develop knowledge, skills and abilities in the university setting. Advising is an interactive process in which students can learn a wide range of information in a supportive environment and be encouraged to take responsibility for making appropriate academic, personal and career decisions. Advising may involve administrative activities supportive of the student, as well as consulting with faculty, staff and other resource professionals. Advising is personalized to consider the needs of the student.

1.1.1.3 Administration

For some faculty members of Student and Academic Services such as Directors and Registrar, administrative and/or professional activities can be highlighted under this subsection. These delegated activities may include, but are not limited to, budget management, office/unit management, administration of personnel, and facility management. These responsibilities may also include the dissemination of and adherence to University directives and policies.

Criteria for Evaluation of Teaching

EVALUATION	CRITERIA
Excellent	Excellent quality and/or other notable contributions and a reasonable balance of time spent in teaching activities.
Very Good	Very good quality and/or other contributions and sufficient time spent in teaching activities.
Good	Good quality and sufficient time spent in teaching activities
Satisfactory	Adequate quality and sufficient time spent in teaching activities
Unsatisfactory	Unsatisfactory quality and/or insufficient time teaching or excessive time teaching to the detriment of other areas of responsibility.

NOTE 1

Both the quality and quantity of teaching are considered in evaluating performance. The quality of teaching is rated by peers and may include an evaluation of the quality of the service, difficulty level of problems/concerns, innovation in delivery of teaching, client evaluations, consultation with others, unique methods, and peer ratings.

NOTE 2

While new initiatives are encouraged, continued excellence in providing existing programs is no less highly weighted by the Student and Academic Services Promotions Committee.

NOTE 3

The teaching activities of academic staff within Student and Academic Services continue throughout the year.

1.2 Scholarship

Research, scholarship, and other creative activities constitute a major University function. The primary concern of the individual and the University shall be the importance of high-quality work. [APT Manual 3.3.1]

These research activities shall be evaluated on a regular basis and shall normally be measured by the quality and pattern of the academic appointee's work, through media and outlets appropriate to each discipline for communication with peers. [APT Manual 3.3.2]

Research normally shall bear evidence of formal review by informed peers from the appropriate disciplinary or interdisciplinary community within and beyond the University prior to or as a result of presentation, publication, distribution, or exhibition. [APT Manual 3.3.3]

The agreed upon duties of Instructor I, II, Senior will not normally include research beyond the scholarship required to maintain currency in the field. [APT Manual 3.9.3, 3.10.3, 3.11.4]

In those Faculties that prepare students for professional practice, contributions to the discipline of that profession shall be deemed relevant to satisfying the research requirement provided that they are of high quality and are acknowledged contributions to the field, that they flow primarily from research, and that they have been subject to an informed peer review process and enhance the professional reputation of the individual and the University. [APT Manual 3.3.4]

The development of software and the creation of databases or the creation or entry of information into databases or contributions to program libraries shall normally be considered equivalent to research publication only if the results have been subjected to informed peer review or appropriate refereeing. [APT Manual 3.3.5]

EVALUATION	CRITERIA*
Excellent	Combination of 3 or more scholarly works or activities (30%). Combination of 2 or more scholarly works or activities (20%). One scholarly work or activity completed (10%).
Very Good	Combination of 2 scholarly works or activities (30%). One scholarly work or activity completed (20%) One scholarly work or activity submitted for publication or presentation, evidence of work in progress (10%).
Good	One scholarly work or activity completed (30%). One scholarly work or activity submitted for publication or presentation, evidence of work in progress (20% or 10%).
Satisfactory	One scholarly work or activity submitted for publication or presentation, evidence of work in progress (30%, 20%, or 10%).
Unsatisfactory	No scholarly work in press or in progress (30%, 20%, or 10%).

**Reduced weighting in this area may reduce the quantity but not the quality of work required for the respective evaluations.*

NOTE 1

Scholarly activity includes the creation, organization and dissemination of knowledge to peers in the academic/professional community. Scholarship may take many forms and the nature of student affairs work calls for scholarship, which combines traditional approaches with innovative and culturally sensitive strategies. Examples of traditional approaches include: the presentation of seminars, colloquia, workshops, talks or papers for academic/professional audiences; abstracts, reviews, reports and papers published in the academic/professional literature; the publication of books or monographs; addition to data bases, computer programs; the publication of manuals or handbooks; participation in research or program evaluation; or activity as an editor, referee, program or conference chairperson. Within Student and Academic Affairs the development of workshops, websites, outreach and programs, as well as the development of research and grant/project proposals, will be considered scholarly work.

If the evaluation of peers is not evident, such as in peer-reviewed journals/conferences, the individual should make efforts to provide information to support the value that peers place on their work. Action research is an alternate approach to educational research which links scholarship and practice (teaching) into one whole. Its value is determined by the extent to which the methods and findings make possible improvements in practice. Action research is systematic, it can be individual or collective, and it may include oral inquiry, journaling, story telling, and the creation and formal sharing of methods or techniques to guide professional practice.

NOTE 2

Ratings of Good to Excellent will be accorded on the basis of work that has been completed and presented to the academic/professional community (e.g., articles which are published, papers or workshops which have been presented and so on). Good can also be awarded for work-in-progress if the weighting identified by the academic staff member is less than 30%.

NOTE 3

A completed work may be acknowledged only as published or “in press”.

NOTE 4

Wider dissemination of knowledge is valued by Student and Academic Services. Conference presentations will be judged according to a) level of Peer-Review required for acceptance or Invited Speaker/Key-note status; and b) audience that the information is being disseminated to, with more credit being given to international, then national, then provincial and finally local audiences. Presentations in a variety of conferences in one year will be given more credit than several presentations in a single conference.

NOTE 5

Collaborative work is valued in Student and Academic Services and is no less weighted than work completed by a single individual. Work in collaboration with others will be assessed in terms of the relative importance of the contribution of each author. It is recognized that first authorship does not always indicate primary contribution. Individuals should indicate level of involvement in collaborative work. Assisting, editing, etc., a colleague’s publication or research grant can help to move a person from satisfactory to good but not beyond.

1.3 Service

Since the University is a community of scholars, largely responsible for its own governance, it is expected that each academic appointee shall make contributions in the area of service. Service shall be measured by the academic appointee's record of active participation in academic governance and development in matters relevant to the progress and welfare of the department or unit, the Faculty, and the institution. [APT Manual 3.4.1]

Service may also be measured by informed assessment of evidence of substantial contributions to activities such as service on editorial boards of disciplinary or interdisciplinary journals, on grant selection committees and adjudication panels of provincial, regional or national agencies, and similar professional involvement. [APT Manual 3.4.2]

Service may also be measured by substantial contributions to the general or professional community, the Province, and the Nation through the application of scholarly or professional knowledge and expertise. [APT Manual 3.4.3]

Other service to the community that flows from the discipline or accrues through other distinguished service to the University or the community may be acknowledged when it brings distinction to the University. [APT Manual 3.4.4]

Appropriate levels of service shall be expected of each rank. Nevertheless for individuals whose duties include teaching and research, the normal expectations for teaching and research cannot be fulfilled by service activity in the absence of written agreements with the Dean. Meeting the expectation of service should normally require a smaller portion of effort than is required for the functions of Teaching and Research. [APT Manual 3.4.5]

EVALUATION	CRITERIA
Excellent	Service here is exemplary in terms of the status that it confers upon the individual, or the distinction it brings to the university or to the profession. Exemplary service may also involve a special contribution to the department, Student and Academic Services, or distinction brought to the University of Calgary or the department through professional endeavours.
Very Good	Service is either extensive and/or of particular significance within the department, Student and Academic Services, University, profession, or community.
Good	A person may play a minor role in several service opportunities or a major role in one or two.
Satisfactory	There is evidence of service involvement within the department, Student and Academic Services, University, profession or community.
Unsatisfactory	No significant service involvement within the department, Student and Academic Services, University, profession or community.

NOTE 1

It is the individual's responsibility to bring to the attention of the committee the exact nature and extent of service (e.g., five meetings x 2 hours – role of chair) where particular significance is attached to such service.

NOTE 2

Faculty members are expected to do their share of service, internally within departments, Student and Academic Services, and the University and externally, where appropriate, in professional organizations and the community. The University is a collegial system and it depends on the participation and contribution of its members.

NOTE 3

While service initiatives are encouraged, continued service shall be no less highly weighted but may be reviewed in terms of the individual's time commitment and continuing role within the service activity. This takes into account that the individual's commitment and contribution may actually increase as the service continues.

NOTE 4

It is important here that individuals not be penalized for a lack of service opportunities. It is up to individuals to demonstrate their availability and a reasonable effort to be involved in suitable service activities.

NOTE 5

Community liaison is considered a service within Student and Academic Services. Community liaison can include activities in which the profile of the unit is increased with respect to "on and off" campus communities. Individuals can outline the various activities that focus on essential relationship building as it relates to their respective positions and to their units. Such activities can include, but are not limited to, participation in internal and/or external committees, community meetings, and important off-campus gatherings.

NOTE 6

Partnership Building is considered a service within Student and Academic Services. Partnership building can include activities such as participation in meetings, networking, or correspondence related to 1) fundraising for programs, courses, or special projects and/or 2) the pursuit of partnerships with internal or external organizations or units.

2 CRITERIA FOR VACANCIES, NEW APPOINTMENTS, AND APPOINTMENTS

2.1 Vacancies and New Appointments

Procedures for filling vacancies and new appointments in Student and Academic Services will follow the APT Manual Guidelines as outlined in Section 4, particularly 4.4.4 and 4.4.5. The role of the external member of the Academic Appointment Committee shall be the same as that of other voting members of the committee [APT 4.3.7 a) iii].

2.2 Definitions of Academic Appointments

2.2.1 Counsellor

Appointment to the rank of Counsellor normally requires the attainment of a Ph.D. or equivalent and evidence of successful counselling/teaching ability and appropriate professional activity.

Promotion within the rank of Counsellor is based upon evidence of overall Satisfactory to Excellent performance in the areas of Teaching, Scholarship, and Service

2.2.2 Senior Counsellor

Appointment or promotion to Senior Counsellor is based on demonstrated superior performance in Teaching, Scholarship, and Service. Appointment or Promotion is recommended on the basis of a summative assessment of the record of the candidate and requires evidence of leadership or expertise in Teaching and Scholarly or Service contributions/recognition within the University and at a provincial, national or international level.

2.2.3 Instructor I & II

Appointment to this rank shall require the possession of a graduate degree in an appropriate discipline or appropriate professional qualification as well as academic or professional experience appropriate to the intended duties of the position. Within the general requirements of this class and the guidelines of the Faculty or Department, the nature and extent of teaching and related professional duties shall be decided by mutual agreement between the academic appointee and the Dean or Head, subject in the latter case to the approval of the Dean. The agreed duties of an instructor will not normally include research beyond the scholarship required to maintain currency in the field and are subject to APT 3.9.4 and 3.10.4.

2.2.4 Senior Instructor

Appointment to this rank shall normally require the possession of a doctoral degree in an appropriate discipline; evidence of teaching effectiveness; a creative approach to the teaching function; evidence that the individual is capable of initiating and participating in a wide variety of teaching activities; and evidence that the individual is thoroughly familiar with the current status of the appropriate discipline or one or more specialized areas thereof. The agreed duties of a Senior Instructor will not normally include research beyond the scholarship required to maintain currency in the field and are subject to APT 3.11.3

2.2.5 Professor

Appointment or promotion to this highest rank requires documented evidence of an established scholarly and professional reputation supported in writing by three or more eminent referees external to the University. This reputation must be at either the national level, or both the national and international level, as determined by the policy of the relevant Faculty Council.

3 PROCEDURES FOR MERIT REVIEW AND PROMOTIONS

3.1 Membership of the Student and Academic Services Promotions Committee (SASPC)

The Student and Academic Services Promotions Committee (SASPC) is an advisory committee of the Associate Vice-President (Student Affairs) and shall be composed of the following members:

- a) Associate Vice-President (Student Affairs), Chair (voting in case of a tie only);
- b) All Directors who are academic board appointees (2) (voting);
- c) One member appointed by The University of Calgary Faculty Association (non-voting);
- d) One or more members of the continuing academic staff (voting) designated by the Associate Vice-President (Student Affairs) (2); and
- e) One student member appointed by the Vice-President (Academic) of the Students' Union (voting).

In determining membership, both genders will be represented among the voting academic staff members. [APT 6.4.3.]

3.2 Terms of Reference for the Student and Academic Services Promotions Committee

The regular assessment of the performance of all academic appointees of Student and Academic Services shall be reviewed by their Director in the first instance, and then by the SASPC. Directors, and other academic board appointees holding administrative responsibility, will be reviewed in the first instance by the Associate Vice-President (Student Affairs) and then by the SASPC. In these cases, SASPC will be chaired by a delegate of the Associate Vice-President (Student Affairs).

All recommendations that involve promotion in rank must be recommended by the appropriate Director to the SASPC, which will make recommendations to the Associate Vice-President (Student Affairs), who will in turn make recommendations to the General Promotions Committee.

3.3 Divisional Guidelines for Increments and Promotions

3.3.1. The Associate Vice-President (Student Affairs) shall make available the written guidelines on the manner in which the criteria for appointment, merit increments, and promotion are applied in the division.

Counsellors – The criteria respecting Counsellors in Student and Academic Services shall be established by the Chief Academic Officer for Student Affairs in consultation with and with the approval of a majority of persons holding academic appointments as Counsellors subject to the subsequent approval of the Vice-President Academic [APT Manual 3.15.3].

Other Academic Staff – The duties and criteria respecting all other Academic Staff (Administrative and Professional) in Student and Academic Services shall be established by the Associate Vice-President (Student Affairs) with due regard to the historic duties of the position and after meaningful consultation with the current appointee. The duties and criteria established shall be subject to the approval of the Vice-President Academic [APT Manual 3.15.4].

3.3.2 For Student and Academic Services, the following criteria and procedures for determination of appointment, merit increments, and promotion shall be utilized. The criteria are:

- 1) Teaching,
- 2) Scholarship, and
- 3) Service

The following expanded definitions of teaching and scholarship are to be interpreted as expansion on, compatible with, and subject to the overriding definitions provided in the University of Calgary document "Procedures Pertaining to the Appointment, Promotion, and Tenure of Academic Staff" (June 2001).

- Teaching, within SAS, is considered to include formal teaching activities (as outlined in APT 3.2.1) as well as advising consulting, counselling, mentoring, and delivering programs.
- Scholarship shall be defined as compilation, dissemination, evaluation, creation, and organization of material. (See **Guidelines for Performance Evaluation** under **1.2 Scholarship, Note 1.**)
- Service is defined in APT 3.4.1 to 3.4.5.

Administrative activity may most relevantly be seen within the category of Teaching but may involve contributions as well in Research and Service. Administrative activities shall be defined by the Associate Vice-President (Student Affairs) for the Directors, and by the Directors for personnel within the units after meaningful consultation with those directly concerned.

3.3.3 Units within Student and Academic Services collect evaluative information, including student perspectives, regarding their staff and activities. When appropriate, the results of these evaluations will be taken into consideration both at the unit and divisional level with respect to merit and promotion consideration.

3.3.4 The units, which comprise Student and Academic Services, are clearly diverse. That diversity makes it difficult to compare and evaluate the activities of the various academic board appointees. For this reason, the academic board appointee's achievements within the three criteria areas (Teaching, Scholarship, and, Service) will vary and may change in emphasis from year to year.

For the Directors who are academic board appointees (currently Counselling and Student Development Centre and The Native Centre), Registrar and Sexual Harassment Adviser, the weighting of the three criteria areas is to be decided by the Associate Vice-President (Student Affairs) after meaningful consultation with each of these individuals. The consultation shall take place at the beginning of each calendar year. Any renegotiation of the weighting must be completed with all parties by **July 1st** of the year to be evaluated.

For other academic board appointees, the weighting to be placed on each of the three criteria areas will be determined following meaningful consultation with the appropriate Director. The consultation shall take place at the beginning of each calendar year. Any renegotiation of the weighting must be completed with all parties by **July 1st** of the year to be evaluated.

Before the commencement of a leave, the Associate Vice-President (Student Affairs) or Director shall, in meaningful consultation with the academic board appointee, determine the appropriate assessment weightings and relevant activities as indicated above.

3.3.5 Recommendations for the award of increment shall be 0.0, or in multiples of one-fifth commencing at 0.4, e.g. 0.4, 0.6, 0.8, 1.0, etc., except where the recommendation is to bring a salary to the floor or ceiling of a rank. The General Promotions Committee will not adjust any increment recommendation by less than 0.4, except to bring a salary to the floor or ceiling of a rank or position, or bring the recommended increment to the Career Progress Adjustment (currently 0.4), or to bring it to the earlier recommendation of the Director or the SASPC.

The award of increments shall be interpreted in the context of the following:

<u>Increment Unit</u>	<u>Performance Assessment</u>
0.0	Unsatisfactory
0.4	Satisfactory Career Progress (CPA)
above 0.4	Meritorious
above 1.0	Exemplary on all Criteria

with the understanding that where a salary is at the ceiling for a rank or position, a 0.0 increment award may be due to an individual's being at ceiling. All recommendations for 0.0 must include a written explanation of reasons.

3.4 Leaves

3.4.1 Professional and Sabbatical Leaves

It is the obligation of the academic board appointee on Professional or Sabbatical Leave to provide the information required for assessment to the Associate Vice-President (Student Affairs) or Director. Appointees must complete an annual report and will be evaluated on the basis of the activities planned for the Professional or Sabbatical Leave period (although it is understood that plans do change as a result of unexpected circumstances). No Board appointee shall be disadvantaged by being on leave. (GPC 7.0)

3.4.2 Maternity/Parental and Sick Leave Over One Month

It is the intent that an individual who is on maternity/parental or sick leave shall not be penalized for interruption in academic productivity during the period of absence. Productivity while on leave is to be included in a staff member's assessment. (GPC7.3.1)

Increments will be assigned notionally for the overall assessment (Teaching, Scholarship, and Service) on an annual basis, and shall be prorated for the entire year (taking into account the period of leave) according to the following example:

If a staff member's total contributions were assessed as 0.8 for the entire year, but were actually accomplished in 9 months, the prorated increment would be 1.0 (0.8 divided by .75 = 1.06 rounded). (GPC 7.3.1.1)

3.5 Operational Procedures

3.5.1 A Director may formally seek the advice of a unit Promotions Advisory Committee before submitting a recommendation for merit increment or promotion to the Associate Vice-President (Student Affairs) and the SASPC.

3.5.2 A Director may modify a recommendation of a unit Promotions Advisory Committee prior to taking it forward to the SASPC, but shall indicate to the affected academic board appointee in writing, that such an action has been taken.

3.5.3 All academic board appointees shall be informed, in writing, the nature of the recommendation carried forward by a Director or the Associate Vice-President (Student Affairs) to the SASPC.

3.5.4 All units will be expected to stay within the increment pool allocated to the unit.

3.5.5 The process of evaluation of academic board appointees begins in late **January**. Each full-time academic board appointee will be assessed and interviewed. The status and performance of each academic board appointee may be reviewed in a unit Promotions Advisory Committee chaired by the appropriate Director. A written assessment along with the recommendation for increment and promotion will be prepared by the Director for consideration by SASPC.

3.5.6 The assessment and recommendation will be conveyed in writing to each academic board appointee. The assessment will be signed by the Director or the Associate Vice-President (Student Affairs) as appropriate and the academic board appointee. The signature of the academic board appointee does not indicate agreement with the written assessment but only that it has been read and discussed by the Director or the Associate Vice-President (Student Affairs) as appropriate. The individual will receive a copy of this written assessment.

3.5.7 Any academic board appointee has a right to appeal the increment recommendation of a Director to the SASPC. The grounds for appeal shall be conveyed in writing to the Chair of the Committee (Associate Vice-President, Student Affairs) by the designated deadline for that year. Appeals against the recommendation of a Director must be directed to the SASPC in the first instance.

3.5.8 The SASPC, in determining whether a member of the academic staff has made a reasonable contribution to teaching, scholarship and service shall be sensitive to gender, cultural, social and administrative factors and recognize that these factors may influence career patterns. Each member of the academic staff, who wishes SASPC to consider the diversity of his/her career path, should submit a written explanation to the Associate Vice President (Student Affairs) and SASPC.

3.5.9 It is during the assessment process that promotion in rank is normally considered. The requirements for promotion must have been formally adopted in consultation with and approval of the Associate Vice-President (Student Affairs), the academic board appointee and the Director. It is recognized that units within Student and Academic Services may have differing rank structures appropriate to their function and roles. The assessment of merit for an individual being recommended for promotion shall be done on the basis of the evaluation of their performance in that reporting year. Once the increment is implemented, and if the promotion is approved, their salary will then be automatically adjusted (if necessary) by the University to bring their salary to the appropriate level for their position.

3.5.10 If an academic board appointee wishes to be considered for promotion, he/she shall submit a written application and relevant documentation, such as copies of relevant research/publication materials and letters of support, to the Director. There is no formal application form. A memo and/or documentation to support the request is required. This must be done early in the fall term to permit a

considered judgment to be made. A recommendation concerning promotion shall be conveyed to each academic board appointee at the same time as the recommendation concerning increment.

3.5.11 A negative recommendation on promotion by a Director may be appealed to the SASPC. The grounds for appeal shall be conveyed in writing to the Associate Vice-President (Student Affairs) by the deadline for appeals for the current year. A curriculum vitae shall accompany the appeal.

3.5.12 In considering an appeal the SASPC is subject to sections 6.6.2 and 6.6.3 of “Procedures pertaining to the Appointment, Promotion, and Tenure of Academic Staff” (June 2001).

3.5.13 Any member of the Student and Academic Services Promotions Committee shall be absent during the discussion of that member’s own case.

3.5.14 All deliberations of the Student and Academic Services Promotions Committee and all information obtained in carrying out Committee responsibilities are deemed to be **confidential**.

3.5.15 Recommendations from the SASPC concerning merit increments and promotions will then be considered by the Associate Vice-President (Student Affairs). The recommendations of the Associate Vice-President’s (Student Affairs) will then be submitted to the General Promotions Committee. Each academic board appointee will be informed, in writing, of that recommendation.

3.5.16 Any academic board appointee has the right to appeal to the General Promotions Committee after they are informed of the recommendation of the Associate Vice-President (Student Affairs) if the recommendation of the Associate Vice-President (Student Affairs) is less favourable to the candidate than that of the Director or if an appeal of the SASPC has been denied. This appeal must be made in writing to the Chair of the General Promotions Committee, Vice-President Academic, by the appropriate deadline.

4 PROCEDURES FOR TENURE

4.1 Documentation

Special documentation required for tenure application (to be submitted with application form):

1. Updated curriculum vitae;
2. Relevant research/publication materials; and
3. Any other relevant material.

Procedures for the awarding of tenure will follow APT 5.8, with the following particulars:

The Director will assess the appropriateness of the staff member's candidacy for tenure, a copy of which must be provided to the staff member. When writing the assessment and recommendation, the Director will have access to reference letters.

4.2 References

The Director (as "Head") shall solicit input from the applicant's department, and from other tenured academic staff at the University of Calgary who have direct knowledge of the applicant's academic work. The applicant will be given an opportunity to suggest who outside Student and Academic Services should be consulted and the applicant will be given a list of those whose advice is sought. The Director will make the candidate's curriculum vitae and supporting materials available for review for a period of not less than two weeks, and will collect this input. Such input will be considered when preparing the initial assessment and recommendation to the Academic Appointment Review Committee. When soliciting advice, the same rules will apply to every applicant within Student and Academic Services. All academic staff within Student and Academic Services will be given an opportunity for input. [APT Manual 5.6.18]

The Director shall maintain a confidential written record of comments received. A fair summary of the advice received shall be included in the assessment prepared.

At least two eminent external referees will be selected by the Associate Vice-President (Student Affairs) who will take into consideration suggestions from the Director and the candidate. The Associate Vice-President (Student Affairs) will provide the applicant's curriculum vitae and relevant research/publication materials for inspection. The contents of letters solicited from referees shall be held confidential to the Academic Appointment Review Committee. The candidate for tenure and the Director of the candidate will both be invited to offer a selection of names of eminent external referees with their credentials. The final selection of the two eminent external referees will then be made by the Associate Vice President (Student Affairs) and given to the Vice President (Academic) for information.

A case for tenure must be recommended to the Provost & Vice-President (Academic) in writing by the Associate Vice-President (Student Affairs) considering the recommendation from the Academic Appointment Review Committee. Candidates for tenure who do not report to a Director will be assessed in the first instance by the Associate Vice-President (Student Affairs), who will designate a Chair for the Academic Appointment Review Committee.

4.3 Membership for the Academic Appointment Review Committee

The composition of the Academic Appointment Review Committee shall be as specified in APT 5.7.4.1.

An Academic Appointment Review Committee for Student and Academic Services shall be composed of:

- a. The Associate Vice-President (Student Affairs) or delegate who must not be the person who performed the functions of the Head set out in APT 5.6;
- b. Four academic appointees holding appointments with Tenure, at least one of whom must be from outside Student and Academic Services, all selected in a manner determined by the Student and Academic Services Council and set out in the Student and Academic Services Guidelines. The role of the external member of the Academic Appointment Review Committee shall be the same as that of other voting members of the committee [APT 4.3.7 a) iii].
- c. Up to two academic members appointed by the Associate Vice-President (Student Affairs);
- d. For each applicant, unless excluded by APT 5.7.5.6, the Head or equivalent who performed the functions of the Head set out in APT 5.6, as a participating but non-voting member of the Committee;
- e. A member appointed by the Faculty Association, who shall be present as a participating but non-voting member of the Committee;
- f. At least one participating student representative, selected by requesting the Vice-President (Academic) of the Students' Union to provide an student appointee to the Committee.

4.4 Meetings of the Academic Appointment Review Committee

An Academic Appointment Review Committee may not meet unless (according to APT Manual 5.7.4.2)

- a) the following members are present:
 - i) the Chair;
 - ii) at least two of the academic appointees named in APT 5.7.4.1 b), one of whom must be from outside Student and Academic Services;
 - iii) at least one of the members appointed by the Associate Vice-President (Student Affairs);
 - iv) the Head or equivalent, unless excluded by APT 5.7.5.6;
 - v) the member appointed by the Faculty Association; and
- b) both genders are represented.

4.5 Appeals

An academic appointee may appeal to the President any recommendation of a Dean or equivalent that results from an Academic Appointment Review Committee recommendation. [APT Manual 5.9]

5 PROCEDURES FOR PROMOTION

5.1 Procedures for Promotion for Counsellors

Appointment to the rank of Counsellor normally requires the attainment of a Ph.D. or equivalent and evidence of successful counselling/teaching ability and appropriate professional activity.

Promotion within the rank of Counsellor is based upon evidence of overall Satisfactory to Excellent Performance in the areas of Teaching, Scholarship and Service.

5.2 Procedures for Promotion to Senior Counsellor

Appointment or promotion to Senior Counsellor is based on demonstrated superior performance in Teaching, Scholarship and Service reflecting the counsellor's history of weightings on these criteria. Appointment or Promotion is recommended on the basis of a summative assessment of the record of the candidate. This requires evidence of leadership or expertise in Teaching, Scholarly, or Service contributions/recognition within and external to the University. Teaching requires evidence of leadership or expertise at the University level, while Scholarship or Service require evidence within and external to the University.

5.2.1 Documentation

Special documentation required for promotion from Counsellor to Senior Counsellor:

1. Curriculum vitae.
2. Documented evidence of performance in Teaching, Scholarship and Service reflecting the counsellor's history of weightings on these criteria. Teaching requires evidence of leadership or expertise at the University level (see Footnote below), while Scholarship and Service require evidence within and external to the university.
3. The Director's assessment of the appropriateness of the staff member's candidacy for promotion, a copy of which must be provided to the staff member. The assessment is to be his/her own evaluation of the candidate. The Associate Vice-President (Student Affairs) is responsible for ensuring the Director (or equivalent administrative officers preparing this assessment) has access to the information and documentation concerning the candidate's teaching, research and service [APT 6.3.5].
4. The increment history at the University of Calgary (from the date of initial appointment or for five years whichever is the lesser) of the candidate for promotion is to be provided.

5.2.2 Committee and Procedures

The Committee and Procedures for the Student and Academic Services Promotions Committee (SASPC) are outlined in **3 Procedures for Merit Review and Promotions** of this document.

A case for promotion to Senior Counsellor must be recommended to the General Promotions Committee in writing by the Associate Vice-President (Student Affairs). The candidate will be notified in accordance with General Promotions Committee regulation.

5.2.3 Appeals Procedure

As outlined in the Procedures Pertaining to Appointment, Promotion, and Tenure of Academic Staff, June 2001. [APT 6.6]

Footnote: Evidence of the quality of counselling can include:

- Ability to counsel diverse client issues of varying levels of difficulty
- Evaluations of counselling completed by clients
- Examples of counselling materials developed
- Materials demonstrating the ability to keep current with the literature on counselling practice and substantive areas within counselling
- Submission of a counselling dossier
- Viewing of counselling by the Director
- Colleague or peer assessment
- Student or Faculty comments

5.3 Procedures for Promotion for Instructor

5.3.1 Documentation

The following documentation is required for promotion through the ranks of Instructor:

1. Curriculum vitae
2. The Director's assessment of the appropriateness of the staff member's candidacy for promotion, a copy of which must be provided to the staff member. The assessment is to be his/her own evaluation of the candidate. The Associate Vice-President (Student Affairs) is responsible for ensuring that the Director (or equivalent administrative officers preparing this assessment) has access to the reports of internal referees when preparing their own assessment and recommendation. [APT 6.3.7]
3. The increment history at the University of Calgary (from the date of initial appointment or for five years whichever is the lesser) of the candidate for promotion is to be provided.

5.3.2 References:

- Inasmuch as teaching is a criterion for promotion to Senior Instructor, the associate Vice-President (Student Affairs) must ensure that the candidate's teaching effectiveness is known and has been evaluated and reflects that the individual is capable of a wide variety of teaching activities. This information must be made available to the Director and referees.
- The minimum number of referees required is three.
- Procedures for selecting referees are at the discretion of the Vice-President (Student Affairs), who shall take into consideration suggestions of the Director and the candidate.

A case for promotion to Senior Instructor must be recommended to the Faculty Promotions Committee in writing by the Associate Vice-President (Student Affairs). The candidate will be notified as per Promotions Committee regulations.

5.3.3 Committee and Procedures

The Committee and Procedures for Promotion are outlined in **3 Procedures for Merit Review and Promotions** of this document.

5.3.4 Appeals Procedure

As outlined in the Procedures Pertaining to Appointment, Promotion, and Tenure of Academic Staff, June 2001. [APT 6.6]

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