

**FACULTY OF COMMUNICATION AND CULTURE  
GUIDELINES FOR APPOINTMENT, REAPPOINTMENT,  
PROMOTION, TENURE AND MERIT ASSESSMENT**

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## **1. PREAMBLE**

- 1.1 The procedures for appointment, reappointment, promotion, tenure and assessment for increments in the university as a whole have been outlined in two global documents – *Procedures Pertaining to Appointment, Promotion and Tenure of Academic Staff* (aka the *APT Manual*) and the *Manual of Policies and Procedures for the [Annual] Assessment of Academic Staff* (aka the *GPC Manual*).
- 1.2 Both of these documents take precedence over the faculty guidelines provided in this document. For further information regarding contractual arrangements, faculty members should consult the current *Collective Agreement Between the Governors of The University of Calgary and The University of Calgary Faculty Association*.
- 1.3 Current versions of these three documents can be found on the Internet at:  
[http://www.ucalgary.ca/hr/staff/academic\\_staff/agreements](http://www.ucalgary.ca/hr/staff/academic_staff/agreements)
- 1.4 A copy of these Faculty Guidelines is filed with the chair of the General Promotions Committee (GPC). The Guidelines are subject to GPC review and direction regarding required revisions to ensure university-wide equity and conformity to university standards.

## **2. GUIDING PRINCIPLES**

- 2.1 The functions of the University are Teaching, Research and Service. There is an expectation that all academic appointees shall engage in these activities as they are defined in this document.
- 2.1.1 Procedures and criteria for performance appraisal evolve from procedures and criteria previously set forth by the Faculty.
- (a) Appointees in the professorial ranks are assessed under the rubrics of Teaching, Research and Service.
- (b) Appointees in the Instructor ranks are assessed under the rubrics of Teaching (including Teaching Scholarship – see sections 5.4.3 and 5.5.3 of this document) and Service, interpreted with reference to their specific contractual duties and according to expectations as outlined in this document.
- 2.1.2 Normally, the Faculty uses a model of 40% research, 40% teaching, 20% service for the professorial ranks, with variations allowed in consultation with Dean and Division Head. Faculty members in the Instructor ranks will be assessed in accordance with agreed-upon duties.

### **2.2 Diversity of Career Patterns**

- 2.2.1 While the scholarly profiles described are typical in the Faculty of Communication and Culture, it is also recognized that there are alternate career patterns that individuals may have that are consistent with the mission and goals of Communication and Culture. Persons having such profiles may present their case for consideration by the Dean, providing evidence that they make a significant and ongoing contribution to fulfilling the academic mandate of the Faculty. This contribution must be judged to be of equivalent importance and quality to that required of traditional scholars.

### **2.3 Differential Teaching Load**

- 2.3.1 In recognition of the fact that different faculty members may wish to emphasize in a formal way a greater commitment to teaching, faculty members in the Professor ranks may request to teach one

course above the normal load, for no additional monetary compensation. Faculty members who elect differential load will have their expectations of research output proportionally reduced, although not eliminated.

2.3.2 Differential load is subject to the following conditions:

- a) Only tenured faculty members are eligible.
- b) Only faculty members with a long term record of teaching excellence are eligible.
- c) Faculty members must apply to the appropriate Division Head by October 1 of the year prior to the academic year in which the differential load is to come into effect. Application may be in the form of a memo stating the faculty member's reasons for wishing to make this election. Acceptance is not automatic.
- d) Differential load will normally be in effect for a fixed, renewable term of not less than two academic years.
- e) Research will continue to be expected and rewarded, although expectations will be reduced.
- f) The choice of the additional course will be made in consultation with the faculty member but with reference to the faculty's teaching needs. Like all faculty members, those on differential load may not necessarily be granted their first choice of courses.
- g) Expectations agreed to between the Faculty and the Faculty member will be outlined in a memo of agreement from the Dean and signed by the Faculty member.

2.3.3 Differential load is not intended to compensate for low research output in a given year. Rather, it is intended to represent a medium-term commitment to a greater concentration on teaching than is normally expected, in order to recognize the faculty member's relative strengths and preferred means of making a contribution to the Faculty and its students.

## **2.4 Recognition of Administrative Appointments**

2.4.1 Assessment of academic appointees in either the professorial or instructor ranks who also hold administrative appointments will give proportionally greater weight to service: assessment will take account of administrative duties as they have been assigned by the Dean.

2.4.2 Faculty members who receive release time for major administrative roles, such as Associate / Assistant Deans and Division Heads, will be assessed by the Dean with input solicited from all faculty members. Faculty members who perform other administrative duties, such as Program Coordinators, will be assessed by FPC on the advice of the Division Head.

2.4.2.1 Where a member begins or ends a major administrative role in the middle of an assessment period, the administrative portion of the period will be assessed by the Dean and the remainder by FPC. The Dean will be responsible for blending the two recommendations into a single increment recommendation and, by means of the member's notice of assessment, will explain to the faculty member how this was accomplished.

## **2.5 Assessment of Leaves**

2.5.1 Academic appointees on paid leaves are eligible to be considered for merit increments for the period of leave. For purposes of evaluation, reference will be made to previously and mutually

agreed upon leave expectations. For example, if teaching activities are not expected as part of the leave, the individual should not be penalized for not teaching. (*GPC 7.1-7.3*) It is the intent that an individual who is on maternity 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 the staff member's assessment. (*GPC 7.3.1*)

- 2.5.2 Increments will be assigned notionally for the overall assessment period, including Teaching, Research and Service, and shall be prorated for the entire reporting period (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 reporting period, but were actually accomplished in 18 months, the prorated increment would be 1.0 (0.8 divided by .75 = 1.06) (*GPC 7.3.1.1*). The prorating formula will be reported in the member's letter of assessment.

- 2.5.3 Faculty members on research and scholarship leave will be assessed on the basis of the activities set out in the approved leave application, recognizing that scholarly projects may be subject to reasonable alterations from the activities originally proposed in the leave application. Additional activities beyond those proposed will also be assessed. The research and scholarship report will be an important, but not the sole, measure of this work.
- 2.5.4 Faculty members on unpaid leave for a portion of an assessment period will be assessed and will be eligible for merit on the remaining portion of the assessment period.
- 2.5.5 Those on unpaid leaves for the entire assessment period will not be subject to assessment, nor eligible for merit increments. They are awarded a non-disciplinary "0" increment, noted as "0.0 No Entitlement" on the faculty member's record. (*GPC 7.4.1*).

## **2.6 Statement of Unsatisfactory Performance**

- 2.6.1 In general, high performance in one area can to some extent balance deficiencies in others. However, faculty members are expected to maintain at least satisfactory performance in all three. An award of "zero" may be recommended if a clear, serious and persistent deficiency is noted in a single area, regardless of performance in others, bearing in mind the expectations for the career position and rank of the faculty member.
- 2.6.2 Performance in all three areas will be evaluated in light of the fact that natural peaks and valleys from one reporting period to another are to be expected. In scholarship particularly, it is recognized that a year or two may occur without scholarly publications. Although a lower increment could be awarded, scholarship will not necessarily be assessed as unsatisfactory in such cases. However, lack of publication will be viewed with increasing concern reflected in increasingly lower increments as it continues over an increasing number of reporting periods. If FPC concludes that the research program is no longer active or viable, an increment of 0.0 may be awarded.
- 2.6.3 Additional descriptions of what constitutes "unsatisfactory performance" in each of the areas of Teaching, Research and Service are included in Section 3.2.5.3, 3.3.4.2 and 3.4.3 of this document.

## **3. CRITERIA FOR ASSESSMENT**

- 3.1 Faculty performance appraisals are based on the University's criteria for evaluating Teaching, Research and Service (*APT Section 3*).

- 3.1.1 The Faculty of Communication and Culture values exceptional contributions in all three areas of Teaching, Research, and Service. The exact amount of the award will depend on the faculty member's academic rank (expectations rise with rank, and seniority within rank) and the relative performance of the members of the merit pool.
- 3.2 Teaching** (*APT Manual 3.2*)
- 3.2.1 The Faculty is committed to excellence in teaching, based on the principles of sound scholarship and the ability to make it available to students. Sound scholarship includes, but is not limited to, familiarity with the relevant fields and currency in them. Teaching ability includes, but is not limited to, imaginative use of resources to help students learn and understand the material presented, and receptivity to students seeking advice, direction and discussion. The faculty particularly encourages an interdisciplinary and multidisciplinary approach to the selection of course material, and values the use of new teaching methods when these may promote the students' understanding.
- 3.2.2 As teachers, academic staff members are expected to be proficient in a number of teaching roles, including lecturing, tutoring, leading seminars, advising, providing individualized special topics courses, supervising projects and theses; and to engage in teaching at different levels, given their qualifications and assignments. Academic appointees may be expected, on occasion, to take on new teaching assignments to meet the needs of the Faculty in covering course assignments and to undertake any reasonable and appropriate study to prepare themselves to do so. The Faculty will consider the development aspirations of individual faculty members.
- 3.2.3 Academic staff members are expected to treat students with respect, to be accessible to students, and to follow faculty approved policies and procedures regarding teaching in their teaching assignments.
- 3.2.4 Evidence of Accomplishment
- 3.2.4.1 All academic appointees are required, for the purposes of merit evaluation as well as tenure and promotion, to develop and maintain a teaching dossier. The dossier may include, but is not limited to, the following: student evaluations and collections of readings, course outlines with notation of course innovation / development for the year of assessment, other teaching performance evaluations, workshop brochures, and written evidence of teaching success, improvement, or development.
- 3.2.4.2 Teaching or instruction takes place in many contexts, including the classroom, lectures, seminars, during supervision, in tutorials, through distance education, and advising of students among others. Evaluation of teaching performance and effectiveness shall be on a regular basis. Such evaluation will consider all ways a teacher addresses his/her responsibilities and interacts with students. Evaluation of teaching will 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 3.2.1 – 3.2.2*)
- 3.2.4.3 All courses taught by all faculty members will be assessed by the means of the teaching dossier and *both* the Universal Student Rating of Instruction instrument and the Communication and Culture Teaching Evaluation Form (*see GPC Manual 6.7.7.2*). The two assessments will normally be conducted simultaneously.

3.2.4.4 For purposes of the assessment period, both evaluations must be submitted for any course presented for assessment. Normally, all sets of teaching evaluations will be submitted for the period under consideration.

3.2.5 Levels of Accomplishment

3.2.5.1 Teaching may be rated either unsatisfactory, satisfactory or meritorious. Assessment will give consideration to various factors, including but not limited to:

- amount of teaching done
- level and variety of courses
- amount of course development undertaken
- initiatives in the form of guest lectures / seminars and workshops
- major course innovation
- preparing collections of readings
- software developments (course relevant)
- new course preparations.

Consideration must be given to the courses allocated to the faculty member and to the nature of the course content. In all cases, some consideration will be given to student evaluations.

Faculty members whose duties include work in the Effective Writing Program will also be assessed on the basis of the volume, reliability and promptness of Effective Writing Qualification Test marking.

Teaching activities outside formal courses, including but not limited to Honours and graduate supervision, directed studies, serving on examination committees in the Faculty and elsewhere, hosting peer mentors, mentoring teaching assistants, and any other student-centred activities will be taken into consideration in assessing teaching performance. Participation in activities which are particularly time-intensive, such as incorporating Community Service Learning opportunities, will also be recognized.

3.2.5.2 A faculty member who is asked to supervise a mandatory directed study may bank time toward one half-course equivalent teaching release after ten such directed studies have been accumulated. In addition, a faculty member who is asked to mentor the teaching of a Graduate Teaching Fellow may bank time toward one half-course equivalent teaching release after ten such mentorships have been accumulated. Banked time from these two sources may be combined upon request from the faculty member, at the discretion of the Dean. See Appendix A and Appendix B for details regarding definitions and procedures.

3.2.5.3 The following descriptions of what constitutes "unsatisfactory," "satisfactory" or "meritorious" performance in each area of assessment will be used to guide the evaluation of academic staff.

A judgment of *unsatisfactory* accomplishment will indicate that the academic staff member has failed to comply with Faculty standards. In particular, an academic staff member may attract an assessment of unsatisfactory performance through cancellation of classes without notice or reason, failing to follow Faculty-approved policies and procedures regarding course administration, inaccessibility to students, and poor supervision of honours and/or graduate students. There may also be circumstances in which the academic appointee's course content, notwithstanding the right to academic freedom, and treatment of students may be called into question.

A judgment of *satisfactory* performance will indicate that the academic staff member has complied with Faculty standards in the matter of teaching.

A judgment of *meritorious* performance will indicate that the academic staff member has excelled in performance, in relation to one or more of the factors given above.

### **3.3 Research (APT Manual 3.3)**

As set out in the *APT Manual*, the term *Research* is meant to identify scholarly activity.

3.3.1 Research, in the context of the Faculty of Communication and Culture, is broadly defined and includes the scholarship of discovery: the quest for new knowledge, the redefinition of traditional disciplines, the linking of multidisciplinary perspectives; the scholarship of integration: the synthesis of knowledge within disciplines and across disciplinary boundaries, both for the benefit of those working within a field and for non-specialists; the scholarship of application: application of knowledge to solve practical problems and to serve the needs of the larger community; the scholarship of teaching: maintaining the knowledge of current developments necessary to teach a particular course effectively and formally or informally disseminating knowledge relevant to teaching; course or curriculum innovation; the scholarship of creative projects: concerts, performances, publication or presentation in other media (visual, musical, spatial, performative) as relevant to the faculty member's academic role.

3.3.1.1 Faculty achievements that contribute to the Faculty of Communication and Culture's mandate of interdisciplinarity and the University's goals will be considered particularly noteworthy.

#### 3.3.2 Publication and Scholarly Activities

3.3.2.1 All research, scholarship and other creative activities shall be assessed on the merits of the work, regardless of the form in which they appear. Electronic publications – whether books, articles, journals, or databases – shall be considered equivalent to more traditional forms of publications if they are subjected to the same rigor of informed peer review or appropriate refereeing. The Division Head and/or the Dean may engage in post-publication review to assess value and impact, where traditional peer review is not appropriate or applicable. (GPC 6.7.8.3 and 6.7.8.4)

3.3.2.2 The general order of merit assigned to print publications, assuming equal quality and understanding that there will be exceptions, is as follows:

- single authored book; co-authored book; edited book with significant authorial text, and/or research; article in refereed journal / book chapter / monograph; edited book or journal; paper published in conference proceedings; review article; book review.
- Books, including textbooks, will be evaluated on originality, depth of scholarly work involved, and degree of direct involvement of the author / editor in the development of the material.
- Although single-authored publications are generally considered more meritorious than co-authored publications, it should be noted that co-authorship does not reduce the value of a publication in proportion to the number of authors.

3.3.2.3 Several activities that are instrumental to traditional scholarly production or to the scholarship of teaching include, but are not limited to, the following:

- grant funding in support of research, pedagogy or other scholarly work. The work toward obtaining a grant will also be taken into consideration in assessing scholarship even if the application is unsuccessful.
- presenting a paper at a scholarly or professional conference.

3.3.2.4 Various forms of quality control are valued in approximately the following order, realizing that individual cases may combine aspects of more than one category:

- Full peer review – manuscript sent anonymously to two or more experts on the topic;
- Academic editorial selection – manuscript selected by editor, or editorial board of journal, special issues, conference, series, etc. This form of refereeing is considered stronger if editors require revisions than if they merely print whatever is submitted;
- Commercial editorial selection – manuscript selected by publisher on consideration of sales potential and relation to other items in catalogue. This category may include textbooks for university use as well as trade books for general sale. This form of selection is considered stronger if the publisher relies on academic consultants. FPC places higher value on textbooks and trade books to the extent that they embody original scholarship rather than popularization or compilation;
- Collective self-publication – Faculty or other body prints material – often conference proceedings or occasional papers – at its own expense without external scrutiny. This has relatively little merit for FPC unless it can be demonstrated that the publication meets some external tests of quality, e.g., substantial sales in academic markets, course adoptions in other institutions, reviews in academic journals.
- Vanity press – author pays for publication, either by forming a company or by paying an existing company. No refereeing of any kind is performed. This has almost no merit for FPC, although it should still be reported.

If there is a possibility of any question regarding the peer reviewed status of a submission, the academic staff member should also submit supporting documents such as correspondence with the editor, reviewers' comment sheets, and the like.

3.3.2.5 Outside Professional Activity, whether paid or unpaid, may be assessed as a part of a faculty member's research commitment when it is related to the faculty member's areas of research, contributes to the creation and dissemination of knowledge through publication or another appropriate vehicle, and demonstrably contributes to the fulfilment of the faculty member's obligations to the University and to the enhancement of the stature of the University.

3.3.2.6 Creative Scholarship. The traditional definition of scholarship has been extended to include creative scholarship, which may include: concerts, recitals, performances, exhibitions, curatorial work and presentation in other media (visual, musical, spatial, performative). Peer review or some alternative independent certification of the merit of the work is the basis for judging the contribution of such works to scholarship. For the purpose of awarding merit, creative scholarship should be relevant to one's professional obligations to the University.

3.3.2.7 Knowledge Mobilization. As defined by SSHRC, knowledge mobilization is 'moving knowledge into active service for the broadest possible common good.' Knowledge mobilization includes the development or expansion of innovative strategies to move research out of the academic community to various stakeholder communities and publics. Such activities, taken in the context of the member's scholarly research, will also be considered a form of scholarship.

3.3.3 Evidence of Accomplishment

3.3.3.1 It is the academic staff member's responsibility to submit supporting documents for the purposes of the assessment period evaluation. Some examples are off-prints and copies of published materials,

evidence of attendance, and participation in conferences / workshops, unpublished drafts of papers presented at conferences, notification of research awards, proof of commitment from publishers.

3.3.3.2 It should be noted that works in press, while indicative of ongoing scholarly activity, are counted as meritorious activity for the purpose of increment awards only at the time of their actual publication.

3.3.4 Levels of Accomplishment

3.3.4.1 All professors (Assistant, Associate, and Full) are expected to maintain an active research program. All Instructors are expected to engage in scholarship sufficient to maintain currency in the field(s) of instruction through ongoing professional activities.

3.3.4.2 The assessment of the quality and significance of scholarship will depend on a number of factors including, but not limited to, the following: peer review, length, breadth, type of venue, scholarly or critical reception, type of presentation.

*Unsatisfactory.* Performance is unsatisfactory if an academic staff member has not satisfied the criteria below.

*Satisfactory.* Performance normally shall be considered satisfactory if the academic staff member has accomplished at least one of the following during the assessment period:

- scholarly publication, traditional or untraditional;
- scholarly work in press;
- evidence of scholarly work in progress -- can provide written summation of research activities for a new or an ongoing project that shows significant development.

This is subject to considerations of Section 2.6 of this document.

*Meritorious.* Acknowledgement of performance as meritorious is dependent upon number and quality of scholarly achievements and activities as listed above.

### **3.4 Service (APT Manual 3.4)**

3.4.1 In addition to teaching and research activities, academic appointees are expected to be available for service activities at the University and Faculty levels. Much of this service will be reflected in committee work within the institution but other kinds of institutional service are also recognized. In addition, service to non-University entities and the greater community is encouraged; however, Outside Professional Activity for remuneration (other than a token honorarium) will not normally be counted as service for the purposes of assessment. (APT 3.4.6) Exceptions may be made based on the degree to which the OPA represents a contribution to the wider community.

3.4.2 Examples and Evidence of Accomplishment

3.4.2.1 Some examples of service activities include: university administration, internal and external committee work, occasional presentations, organization of meetings, symposia, conferences, seminars, workshops, etc.; service in appropriate organizations, acting as a referee or reviewer for a journal or research grant organization, acting as a member of an editorial board or grant selection committee, chairing a session at a scholarly or professional conference; attending or participating in professional meetings, seminars or workshops. As with teaching and research activities, supporting documents such as letters of commendation, invitational letters, etc. should be submitted at the time of assessment. The person making the evaluation may, if appropriate, seek information on service activities from informed sources.

3.4.2.2 The factors to be considered in assessing academic or community service are as follows:

- the scope of the service activity (faculty, university, local, provincial, national, international);
- the weight of responsibility carried in the service role (nature of the office held);
- the exemplary or leadership abilities required by and demonstrated in the service role;
- the nature and level of expertise required to perform the service role;
- the nature of assignment to the service role (appointed, volunteered, invited, elected);
- the amount of time devoted to the role during the assessment period;
- the distinction brought to the Faculty of Communication and Culture or to the University of Calgary through the academic staff member's service; and
- the relatedness of the community service to the individual's role as a member of the academic staff of the Faculty of Communication and Culture (community social action, continuing professional education, consultation).

3.4.3 Levels of Accomplishment

*Unsatisfactory.* Accomplishments are unsatisfactory if an academic appointee has shown no initiative in participating in service activities or has been consistently unsuccessful in doing so.

*Satisfactory.* Accomplishments are satisfactory if an academic appointee has met faculty expectations (see sections 5.1.3, 5.2.3, and 5.3.3 of this document).

*Meritorious.* Accomplishments are meritorious if an academic appointee has consistently and successfully participated in service activities that make a significant impact on the faculty, university or the wider community.

## 4. PROCEDURES FOR ASSESSMENT

4.1 The period under review must coincide with the reporting period covered in the Academic Performance Report.

4.1.1 For all Continuing academic staff, the term 'regular assessment' is defined as a formal assessment on a biennial basis. The assessment will be based on the biennial academic performance report. The increment awarded in the assessment process will apply to each of the current and succeeding years. (APT 6.1.4)

4.1.2 All Initial Term, Contingent Term or Limited Term academic staff are required to submit a report to the Division Head in the intervening year. Initial Term, Contingent Term or Limited Term academic staff are required to meet with the Division Head in the intervening year to discuss that performance report and their career progress. The Division Head will provide the staff member with written comments regarding his or her career progress. The staff member must sign that document to signify that they have read the comments from the Division Head. The Head's comments may be appealed to the Faculty Promotions Committee and, if the decision is negative, to the General Promotions Committee. (APT 6.1.5)

Such faculty members will receive a general formative assessment (without increment award). However, no formal FPC process will be conducted in the intervening year.

4.2 Where the first assessment of an academic staff member is in the intervening year, s/he will receive a default increment equivalent to the average increment provided to the Faculty per full-time equivalent member by the General Promotions Committee. On any future report, this shall be identified as a default increment rather than an assessed value. (APT 6.1.6)

- 4.3 It is the responsibility of the individual staff member to submit supporting documents demonstrating teaching effectiveness, and research and service activities for the purposes of assessment.
- 4.3.1 It is the responsibility of the Division Head to ensure that the staff member's performance in the teaching and supervision of graduate students be included. (*APT 6.2.7*)
- 4.3.2 Submission of supporting documentation is required in order to provide a complete account of the academic staff member's performance for the period under review. In cases where several documents support a particular performance area, summary information should be provided.
- 4.4 Normally, the Dean will delegate the responsibility of providing a written evaluation and recommendation for each academic staff member to the Head of the appropriate Division (*APT 6.2.2*). Where a faculty member's appropriate Division is not obvious, the Dean will assign a Division based primarily on balancing numbers across Divisions but also taking into account the faculty member's wishes. Division Heads will consult with each other before assigning merit increments and may elect to move increments across Divisions if appropriate.
- 4.4.1 Once the Division Heads have made their recommendations to Faculty Promotions Committee, the Faculty will be considered a single increment pool. Faculty Promotions Committee will adjust increments freely among all faculty members without regard to Divisions.
- 4.5 Those charged with the responsibility of preparing written performance assessments must produce a comprehensive statement with recommendations that can be understood without reference to any other information. (*APT 6.2.5*) The assessment must be provided to the staff member in writing, with an opportunity to discuss it before the final agreed-upon recommendation goes to FPC. (*APT 6.2.4*) The written assessments are submitted to the Dean's office and a copy of the appropriate assessment is distributed to each academic staff member at least one week before the deadline to appeal to FPC. (*APT 6.6.4.1*)
- 4.6 It is the duty of the Dean to notify the Provost and Vice-President (Academic) in writing, before the meeting of the FPC, if any academic staff member is being recommended for a zero increment. (*APT 6.2.16*)
- 4.7 The performance assessment and/or increment recommendations, as well as the denial of promotion to a higher rank, may be appealed to the FPC.
- 4.7.1 The appeal must be in writing and state the grounds for appeal (*APT 6.6.4.2*). The appellant and Division Head will be asked to be present at FPC to provide any clarification of factual information that FPC members may request (*APT 6.6.4.5*).
- 4.8 Faculty Promotions Committee Membership and Operations**
- 4.8.1 Taking into account "The composition of the Faculty Promotions Committee in a non-departmentalized Faculty will draw on the breadth of experience in the Faculty" (*APT 6.4.5*), the FPC is a Dean's Advisory Committee composed of:
- the Dean or delegate, who must not be the person who performed the function as Head, as Chair – voting only in the event of a tie;
  - the Division Heads (evaluators) – non-voting;
  - the Associate Dean (Undergraduate Programs) – voting;
  - the Associate Dean (Research) – voting;
  - one Faculty Association representative appointed by the Faculty Association Board of Directors – non-voting;

- one member of the full-time academic staff chosen at the Dean's discretion – non-voting;
- one participating student representative, in accordance with *APT 6.4.5 b)*, normally the Students' Union Commissioner for Communication and Culture or other representation appointed by the Students' Union – voting;
- three members of the academic staff (voting) to be elected by members of the Faculty of Communication and Culture Council for a two year term; either one or two members are to be elected in alternate years so as to provide continuity.
- two members of the academic staff to be elected by members of the Faculty of Communication and Culture Council to serve as alternates (voting). Alternates will make themselves ready to attend FPC meetings on short notice but need not attend unless called upon to do so in order to preserve quorum if regular members are unable to attend or must absent themselves in the event of a conflict of interest or appeal. Alternate members will be expected to be familiar with all materials prior to FPC.

Both genders will be included among the voting academic members on the Committee. At least one voting member will be a member of the Instructor stream. At least one voting member from each Division will be included.

- 4.8.2 The Committee must consider each academic staff member's case individually. If the Dean modifies the recommendation in the written evaluation report to the FPC, the Dean will advise the Division Head, the academic staff member, FPC and GPC in writing and give reasons for the action.
- 4.8.3 When a Faculty Promotions Committee and/or a Dean is seriously considering recommending an increment of zero to an academic appointee whose Head or equivalent did not recommend zero, the FPC and/or the Dean must notify the appointee in writing and give reasons. The Faculty Promotions Committee and the Dean must give the appointee the opportunity to respond in writing, or by appearing before the Faculty Promotions Committee, or both, at the appointee's discretion. The appointee must be given at least one week to respond. If the appointee appears before the Faculty Promotions Committee, the Faculty Promotions Committee shall provide the appointee with the opportunity to make a presentation, and may ask the appointee questions. The appointee may be accompanied by an advisor, following the same rules as in *APT 6.6.4.10*. (*APT 6.4.19*)
- 4.8.4 Every academic staff member will be informed in writing at least one week before the GPC appeal deadline of the recommendations being forwarded by the Dean (*APT 6.6.6.1*).
- 4.8.5 A formal appeal may be filed in writing to the chair of the GPC in accordance with *APT 6.6.2 – 6.6.3*. That is, only in cases that have been heard by FPC in the first instance, or where the Dean has made a recommendation to GPC that is less favourable than was recommended by the Head.
- 4.8.5.1 Normally, the Dean and appellant are not invited to the GPC meeting where the appeal is being considered. If the GPC decides more information is required, the appellant and the appellant's Dean will be invited to be present together (*APT 6.6.6.3*).
- 4.8.5.2 An appeal, once heard and ruled upon by the GPC, may not be reopened by the appellant for reconsideration by the GPC (*APT 6.6.9.1*). For details about appeals, see Section 6.6.6 of the *APT Manual*, "Appeals to the General Promotions Committee."
- 4.8.6 In every case where the overall performance assessment is deemed to be "unsatisfactory", the Dean shall outline the performance deficiencies, in writing, along with a statement of the improvements expected, as well as the possible consequences of sustained unsatisfactory performance. (*APT 6.7.3*)

4.8.7 Any academic appointee who receives a zero increment for unsatisfactory performance shall be formally assessed the following year. (*APT 6.1.9.2*)

## **5. EXPECTATIONS OF RANK**

### **5.1 Assistant Professor** (*APT Manual 3.6*)

5.1.1 Teaching expectation: This rank will be considered as a period of growth toward the development of a strong record of teaching as outlined in section 3.2 of this document.

5.1.2 Scholarship expectation: A research program will be formulated and put in place during years in this rank and initial evidence of scholarly activity will appear in appropriate peer-refereed scholarly venues, both publications and presentations.

5.1.3 Service expectation: An Assistant Professor will become involved in the committee work of the Faculty of Communication and Culture under the tutelage of the Dean.

### **5.2 Associate Professor** (*APT Manual 3.7*)

5.2.1 Teaching expectation: An Associate Professor will be able and willing to teach a variety of courses at different levels with competence in the subject matter and with teaching methods sufficient to provide for teaching effectiveness, as outlined in section 3.2 of this document.

5.2.2 Scholarship expectation: A research program will become firmly established and a continuing part of academic activity. Evidence of this research program will be reflected by a substantial number of refereed scholarly publications, or a scholarly equivalent.

5.2.3 Service expectation: An Associate Professor will make a significant contribution at the Faculty level, and to the University and/or external professional or academic organizations as appropriate.

### **5.3 Professor** (*APT Manual 3.8*)

5.3.1 Teaching expectation: A Professor will be able and willing to teach a range of courses with a high degree of subject expertise and pedagogical effectiveness, including graduate level courses where appropriate.

5.3.2 Scholarship expectation: The rank of Professor is reserved for those who, in the opinion of their colleagues, are outstanding in their field (*APT 3.8.1*). A Professor will maintain an active research program of national and international significance and have a record of sustained, significant peer-refereed scholarship. Evidence of sustained, significant scholarship may include one or more books or similar major works or series of related smaller works, such as journal publications, which demonstrate original scholarship with a significant effect on the discipline or research field.

5.3.3 Service expectation: A Professor will contribute at a senior level to the Faculty, the University, and/or external professional or academic organizations as appropriate.

### **5.4 Instructor** (*APT Manual 3.9*)

5.4.1 The agreed-upon duties in the Instructor rank may vary, and thus the expectations will vary according to the specific contractual duties.

- 5.4.2 Teaching expectation: An Instructor will be able to teach a range of undergraduate courses, demonstrating competence in the subject matter and teaching methods and revising course materials as necessary.
- 5.4.3 There is an expectation of teaching scholarship. An Instructor will keep current with the literature relevant to both the pedagogy and the substance of the field by participating in activities which include, but are not limited to:
- attending and participating in workshops, conferences and symposia related to the areas taught;
  - contributing to newsletters and other publications related to the areas taught;
  - publishing reviews and other materials;
  - attending and/or contributing to teaching improvement activities such as those sponsored by the Teaching and Learning Centre
- 5.4.4 An Instructor whose duties include work in the in the Effective Writing Program is expected to be fully knowledgeable of the relevant University regulations and able to deal with challenging students and contentious papers.
- 5.4.5 Service expectation: An Instructor will become involved in service and/or administrative activities of the Faculty and University.

## **5.5 Senior Instructor (APT Manual 3.10)**

- 5.5.1 Agreed upon duties vary and expectations will vary with the specific contractual duties. The following are intended as illustrative of the level and range of responsibilities.
- 5.5.2 Teaching expectation: A Senior Instructor will take a major responsibility for teaching and related duties in the Faculty and is capable of participating in and initiating a wide range of teaching activities, including graduate supervision where appropriate. Evidence of teaching effectiveness and of a creative approach to teaching is expected.
- 5.5.3 Scholarship expectation: A Senior Instructor will be thoroughly familiar with the current status of the appropriate field(s) or one or more specialized areas thereof. A Senior Instructor will keep current with the literature relevant to both the pedagogy and the substance of the field by participating in activities which include, but are not limited to,
- attending and participating in workshops, conferences and symposia related to the areas taught;
  - contributing to newsletters and other publications related to the areas taught;
  - publishing reviews and other materials;
  - attending and/or contributing to teaching improvement activities such as those sponsored by the Teaching and Learning Centre.
- 5.5.4 Service expectation: A Senior Instructor will be expected, upon assignment, to assume major service responsibilities within the Faculty and will make an increasing commitment to the committee work of the Faculty, and if called upon, the University.

## **6. TRANSFER BETWEEN THE RANKS**

- 6.1 On occasion, an appointee in the Professorial rank may consider, where his/her teaching profile is particularly strong in relation to his/her scholarship that it may be appropriate to apply for conversion to the Instructor rank (*APT 3.11*). In the case that this should occur, the expectations for Instructors

are laid out in the *APT Manual*. Individuals who opt for this change should note that increased instructional responsibilities will be expected as a result of this shift, since research expectations will be reduced to relate to teaching programs only.

- 6.2 Similarly, on occasion an appointee in the Instructor rank who has developed a research program and has a record of significant publication may apply for conversion to the Professorial rank.
- 6.3 Transfers from an instructor rank to a professorial rank, or from a professorial rank to an instructor rank, may be approved upon application by the academic appointee, and will follow the same process as a promotion.
- 6.4 An application for transfer requires:
- a career statement from the member, no more than 3 pages;
  - an up-to-date curriculum vitae;
  - a determination that the candidate meets the criteria for the new rank;
  - recommendation of the Faculty Promotions Committee; and subsequently
  - a supporting recommendation from the Dean indicating the proposed rank with consideration of how the transfer in question fits into the Faculty's human resource plan.

## **7. PROMOTION GUIDELINES**

- 7.1 It is the responsibility of the Division Heads to review regularly the career prospects of the academic staff member, and to advise on application for promotion.
- 7.2 To be considered for promotion, the academic staff member is responsible for submitting to the Dean a current *curriculum vitae*, a career statement (normally not to exceed three pages), and the names and addresses of at least three referees – by April 30. Additions to *curriculum vitae* may be submitted to the Division Heads at any time prior to FPC.
- 7.2.1 The Division Head will be responsible for bringing additional information to the attention of FPC and, if time permits, referees.
- 7.2.2 In the case of promotion to Associate Professor or Senior Instructor, referees may be either internal or external to the University of Calgary, but in all case must be external to the Faculty. In the case of promotion to Full Professor, all referees must be external to the University of Calgary (see 8.2).
- 7.3 Upon receipt of application for promotion, the Dean will advise the Division Head to prepare an assessment of the appropriateness of the academic staff member's candidacy for promotion, a copy of which must be presented to the staff member. This will be taken forward to the promotions committee.
- 7.4 Applications for promotion are considered at the Faculty Promotions Committee early in the Fall session.
- 7.5 The Dean will make his/her recommendation for promotion after s/he has considered the advice of the FPC.
- 7.5.1 When a Dean is making a negative recommendation for promotion to full professor to the General Promotions Committee and the recommendation from the Head was positive, the Dean's recommendation shall identify where the applicant has deficiencies according to the guidelines.

Where referee comments are being considered, the Dean shall also convey the substance of any adverse comments made by the referees. (*APT 6.4.20*)

## **8. SOLICITATION OF ADVICE AND REQUESTED DOCUMENTS - PROMOTION**

The Division Head must have the external referees' letters prior to making the initial assessment / recommendation (*APT 6.3.8*). The Dean will also provide the letters of reference to the promotions committee. The letters of reference will be held confidential to the Committee.

### **8.1 Associate Professor**

8.1.1 The Dean will solicit signed, written input from informed peers from inside and outside the University, none of whom are from the applicant's own faculty. This will include a minimum of two letters of reference from leading scholars in the field(s) or other outstanding individuals attesting that the applicant is worthy of promotion. These referees will normally be from outside the University of Calgary but may be from within the University of Calgary when circumstances warrant, provided that they are external to the Faculty of Communication and Culture. Referees must be tenured at the rank of Associate Professor or higher at their home institution.

8.1.2 The applicant will provide a list of three names who can serve as referees. In addition, the applicant may supply a list of up to three names whom the Dean is requested not to consult. The applicant is also invited to supply, as part of the application package, general and non-binding advice on areas of study from which appropriate referees might be sought.

8.1.2.1 The Dean will select one referee from the applicant's list and one referee who is not on the applicant's list. Referees will be provided with a copy of the Faculty Guidelines. They will be informed that their names will not be revealed to the applicant, and their comments will be held confidential to the Committee according to FOIP guidelines.

8.1.3 In soliciting referees, the Dean shall ensure that no conflict of interest exists between the referee and the applicant. A conflict of interest potentially exists when the referee has either a close personal relationship or is/has engaged in a professional collaborative partnership with the applicant. Other conflicts may arise. In all cases, the nature of the referees' relationship to the candidate should be disclosed, and the referee chosen from the candidate's list of names must be identified as such.

8.1.4 The Dean will ask candidates to submit to their Heads copies of up to five scholarly items to be sent to referees. These items usually include books, articles and chapters that the candidate considers to be the most timely, representative and significant of his or her scholarship. In-press items may be included but works in progress are discouraged except in unusual circumstances. Whole books are not always sent to referees, so candidates submitting whole books are responsible for also including a photocopy of the front matter plus one or two representative chapters. Four copies of each item should be submitted: one for each referee and one for the Head. Disks containing pdf scans are acceptable.

8.1.4.1 If the information supplied by the candidate is deemed insufficient, it is the responsibility of the Dean to request from the candidate such other information and documentation needed by the committee.

### **8.2 Full Professor – *GPC Manual 6.10.1a*)i.**

Procedures for promotion to Full Professor are identical to those for promotion to Associate Professor except:

- Three letters of reference are required. No more than one shall be selected from the faculty member's list and at least two shall be selected who are not on the faculty member's list
- Referees must be tenured at the rank of Full Professor at their home institution.
- All referees must be external to the University of Calgary

### **8.3 Senior Instructor**

8.3.1 The Dean will request a minimum of two letters of reference from informed peers within the University but outside the applicant's faculty who are recognized for superior teaching, or other respected individuals who are familiar with the applicant's type of work and can attest that the applicant is worthy of promotion. Referees must have tenure with an appointment at the same rank or higher as is being sought by the applicant (that is, either Senior Instructor or Associate or Full Professor).

## **9. PROMOTION CRITERIA**

9.1 All promotions depend on a retrospective consideration of the candidate's entire career, as well as expected future contributions to his or her scholarly field. Promotion differs from increment decisions which concentrate on performance during the previous reporting period.

9.2 Recommendations for promotion will assume a record of meritorious assessment leading to the level of performance specified for the rank to which promotion is recommended.

9.3 The entire academic career of the candidate is considered in application for promotion. A history of satisfactory or better merit assessments is a minimum, but not necessarily sufficient, requirement for promotion. In general, the FPC assesses whether the candidate has met the expectations of performance appropriate to his or her rank and position within the rank and is likely to provide an ongoing contribution to the Faculty.

### **9.4 Promotion to Associate Professor**

9.4.1 For promotion to Associate Professor, the candidate will:

- a) Normally possess a doctoral degree in an appropriate field of study.
- b) Provide evidence of past teaching effectiveness in a range of situations. Such evidence may include:
  - i. teaching evaluations for courses taught in the preceding three years;
  - ii. teaching materials developed in whole or in part by the candidate;
  - iii. other evidence of teaching development activity the candidate deems relevant.
- c) Provide evidence that the candidate is a sound scholar and is likely to continue to make meaningful contributions to his or her field. Normally, such evidence will take the form of:
  - i. peer-refereed publications;
  - ii. presentations at peer-refereed scholarly meetings;
  - iii. any other information the candidate deems relevant.
- d) Provide evidence of meaningful service to the Faculty, the University and/or academic professional communities.

## **9.5 Promotion to Professor**

9.5.1 The rank of Professor is reserved for those who, in the opinion of colleagues within the University and beyond, are outstanding in their discipline (*APT 3.8.1*).

9.5.2 For promotion to the rank of Professor, the candidate will:

- a) Normally possess a doctoral degree in an appropriate field of study. If the applicant does not possess a doctoral degree, competency in the field must be demonstrated by an exceptional number of publications, widely regarded for their quality and contribution to the field.
- b) Provide evidence of a strong teaching record which will include documentation of successful supervision of graduate students where appropriate.
- c) Provide evidence of scholarship which demonstrates the candidate has made outstanding contributions to the field. Both the quality and the quantity of scholarship will be assessed. Evidence will normally take the form of:
  - i. a strong record of peer-refereed publications;
  - ii. appointments, positions, or activities which indicate that the candidate is recognized by the national and international scholarly community as a leader in the field;
  - iii. any other evidence that the candidate deems relevant.
- d) Provide evidence that the candidate has a record of effective and extensive service to the Faculty, the University and/or the academic or professional communities and is likely to continue to make meaningful contributions.

## **9.6 Promotion to Senior Instructor**

9.6.1 Promotion to Senior Instructor will be based on the assessment of the candidate's performance of agreed upon duties.

9.6.2 For promotion to the rank of Senior Instructor, the applicant will:

- a) Normally possess a graduate degree in an appropriate field of study.
- b) Provide evidence of a strong teaching record which will include evidence of significant teaching responsibilities, teaching development activities, or program administration with the Faculty. Such evidence may include:
  - i. teaching evaluations for courses taught in the preceding three years;
  - ii. teaching materials developed in whole or in part by the applicant;
  - iii. other evidence of teaching development activity the candidate deems relevant.
- c) Provide evidence of sound teaching scholarship which indicates that the applicant is likely to continue to make meaningful contributions to his or her field, based on currency with the literature relevant both to the pedagogy and the substance of the field. Such evidence will normally take the form of attendance at scholarly or professional conferences, participation in appropriate workshops and conferences and other professional development activities. While scholarly publication is not normally an expectation in this rank such activity is seen as meritorious.

Specific examples of sound teaching scholarship may include the following activities:

- attending and participating in workshops, conferences and symposia related to the areas taught;
  - contributing to newsletters and other publications related to the areas taught;
  - publishing reviews and other materials;
  - attending and/or contributing to teaching improvement activities such as those sponsored by the Teaching and Learning Centre.
- d) Provide evidence of extensive and effective service to the Faculty, the University and to the community in capacities that arise out of the candidate's professional expertise. (See 3.4)

## **10. APPOINTMENT REVIEW AND RENEWAL**

- 10.1 The purpose of an Initial Term appointment is to provide a period of mutual appraisal for the University and the academic appointee. The Initial Term appointment implies that the University shall give serious consideration to an appointment With Tenure. (APT 5.4.2)
- 10.2 The renewal of an Initial Term appointment requires a determination that, given the applicant's quality and pattern of career performance, there is a reasonable likelihood that the applicant will be able to apply successfully for an appointment With Tenure at the University of Calgary within the time allowed. (APT 5.7.5.1)
- 10.3 To be considered for renewal of an initial term appointment, the academic staff member is responsible for submitting to the Dean, the application form and a current *curriculum vitae* by February 1. Additions to *curriculum vitae* may be submitted to the Division Head at any time prior AARC.

The Division Head will be responsible for bringing additional information to the attention of AARC and, if time permits, referees.

## **11. TENURE GUIDELINES**

- 11.1 a) Faculty members should normally apply for tenure in the penultimate year of an initial term contract, but may consider early application (APT 5.4.9) or deferral. (APT 5.4.7)
- b) An Instructor may apply for tenure at any time but normally would not be considered until they have been appointed for at least five years (including any combination of limited term and initial term appointments), although exceptions may be made for a variety of reasons including length of overall teaching experience. (APT 5.3)
- 11.2 To be considered for tenure, the academic staff member is responsible for submitting to the Dean, by December 1, a current *curriculum vitae* and statement of intent to apply for tenure; followed by the names and addresses of at least three referees and a dossier of materials to be evaluated by February 1. Additions to *curriculum vitae* may be submitted to the Division Head at any time prior to AARC.
- 11.2.1 The Division Head will be responsible for bringing additional information to the attention of AARC and, if time permits, referees.
- 11.3 Upon receipt of application for tenure, the Dean will advise the Division Head to prepare an assessment of the appropriateness of the academic staff member's candidacy for tenure, a copy of which must be presented to the staff member. This will be taken forward to the Academic Appointments Review Committee.

## 11.4 Academic Appointment Review Committee

The composition of the Academic Appointment Review Committee is:

- Dean (ex officio) – voting only to break a tie
- Four academic appointees holding appointments with tenure, at least one of whom must be from outside the Faculty, elected by a majority of the academic members of Faculty Council; at least one member from each Division will be included – voting
- Up to two academic members appointed by the Dean – voting
- The relevant Division Head or Heads – participating, non voting
- A representative of the Faculty Association – non-voting
- One participating student representative (in accordance with APT 5.7.4.1 f), normally the Students' Union Commissioner for Communication and Culture, or another representative appointed by the Students' Union – voting

11.5 The Dean will make his/her recommendation for tenure after s/he has considered the advice of the AARC.

## 12. SOLICITATION OF ADVICE AND REQUESTED DOCUMENTS

Once application is made for tenure, the Division Head will circulate a memo to all tenured faculty members to solicit written advice from them before recommending on tenure, making particular efforts to solicit advice from appropriate division heads, the Associate Dean (Research) and, if the candidate has been involved in graduate teaching or supervision, the Director of Graduate Programs. In addition, the Division Head may consult with persons outside the faculty, either suggested by the candidate or chosen by the Division Head when such persons have direct knowledge of relevant aspects of the candidate's work. The Division Head will provide the candidate with a list of those from whom advice has been solicited. The candidate's materials will be available to the respondents for at least two weeks for review. A summary of the written responses will be included in the initial assessment and recommendation.

The Division Head must have the external referees' letters prior to making the initial assessment / recommendation (*APT 5.6.13*). The Dean will also provide the letters of reference to the AARC. The letters of reference will be held confidential to the Committee (*APT 5.6.15*).

### 12.1 Professorial Ranks

12.1.1 The Dean will solicit signed, written input from informed peers from inside and outside the University, none of whom are from the applicant's own faculty. This will include a minimum of two letters of reference from leading scholars in the field(s) or other outstanding individuals attesting that the applicant is worthy of tenure. Referees must hold tenure at the same or higher rank at their home institution at the time their support is solicited.

12.1.2 The applicant will provide a list of three names who can serve as referees. In addition, the applicant may supply a list of up to three names whom the Dean is requested not to consult. The applicant is also invited to supply, as part of the application package, general and non-binding advice on areas of study from which appropriate referees might be sought.

12.1.2.1 The Dean will select at least one referee from the applicant's list and at least one referee who is not on the applicant's list. Referees will be provided with a copy of the Faculty Guidelines. They will be informed that their names will not be revealed to the applicant, and their comments will be held confidential to the Committee according to FOIP guidelines.

- 12.1.3 In soliciting referees, the Dean shall ensure that no conflict of interest exists between the referee and the applicant. A conflict of interest potentially exists when the referee has either a close personal relationship or is/has engaged in a professional collaborative partnership with the applicant. Other conflicts may arise. In all cases, the nature of the referees' relationship to the candidate should be disclosed.
- 12.1.4 The Dean will ask candidates to submit to their Heads copies of up to five scholarly items to be sent to referees. These items usually include books, articles and chapters that the candidate considers to be the most timely, representative and significant of his or her scholarship. In-press items may be included but works in progress are discouraged except in unusual circumstances. Whole books are not always sent to referees, so candidates submitting whole books are responsible for also including a photocopy of the front matter plus one or two representative chapters. Four copies of each item should be submitted: one for each referee and one for the Head. Disks containing pdf scans are acceptable.
- 12.1.4.1 If the information supplied by the candidate is deemed insufficient, it is the responsibility of the Dean to request from the candidate such other information and documentation needed by the committee.

## **12.2 Instructor Ranks**

- 12.2.1 The Dean will request a minimum of two letters of reference from informed peers within the University but outside the applicant's faculty, who are recognized for superior teaching (*APT 5.6.16*) or other respected individuals and who are familiar with the applicant's type of work and can attest that the applicant is worthy of tenure. Referees must have tenure with an appointment at the same rank or higher as is held by the applicant.
- 12.2.2 In soliciting referees, the Dean shall ensure that no conflict of interest exists between the referee and the applicant. A conflict of interest potentially exists when the referee has either a close personal relationship or is/was engaged in a professional collaborative partnership with the applicant. Other conflicts may arise. In all cases, the nature of the referees' relationship to the candidate should be disclosed.

## **13. TENURE CRITERIA**

- 13.1 The granting of an appointment *With Tenure* in the professorial ranks requires a determination that, given the applicant's quality and pattern of career performance, there is a substantial likelihood that the applicant will be able to sustain a career as a productive researcher, effective teacher, and active contributor to the University of Calgary community. (*APT 5.7.5.2*)
- 13.2 When the recommendation sought is for appointment *With Tenure* in the instructor ranks, the Committee shall seek evidence that the applicant has been successful in meeting the criteria for the applicant's rank as set out in [APT] Section 3. The Committee shall also satisfy itself, based upon the quality and pattern of career performance, that there is a reasonable likelihood that the applicant will be able to sustain a satisfactory pattern of career development as an Instructor. (*APT 5.7.5.3*)
- 13.3 Tenure depends on a retrospective consideration of the candidate's entire career, as well as expected future contributions to their scholarly field.
- 13.4 The entire academic career of the candidate is considered in application for tenure. A history of satisfactory or better merit assessments is a minimum, but not necessarily sufficient, requirement for tenure. In general, the AARC assesses whether the candidate has met the expectations of performance and is likely to provide an ongoing contribution to the Faculty.

## **14. ACADEMIC SELECTION**

- 14.1 Prior to the recommendation of any persons for a Continuing, Contingent Term, or Limited Term appointment, such a position shall be advertised to the campus community and nationally.
- 14.2 The Academic Selection Committee is advisory to the Dean for all appointments (Contingent, Limited Term, Initial Term, or With Tenure) that are for more than twelve months duration, whether in the Instructor ranks or the Professorial ranks.
- 14.3 Membership is elected by Faculty Council for each competition (except when one program is making more than one appointment in a given year, in which case, the same committee remains for all appointments in that program).
- 14.4 Academic Selection Committee Composition:
- Division Head as Chair (ex officio) – votes only in the event of a tie
  - Associate Dean (Research and Graduate Programs) – voting
  - Associate Dean (Undergraduate Programs) – voting
  - One member named by the Dean, normally Director of the relevant program – voting
  - Two academic staff members in the Faculty with relevant research and teaching experience, elected by a majority of the academic members of Faculty Council – voting
  - One Continuing, Limited Term or Contingent Term academic staff member from another Faculty and one alternate from another Faculty elected by a majority of Council – voting

Both genders must be represented.

- 14.5 Expedited Spousal Hiring (see *APT 4.8*)

For purposes of expedited spousal hiring, the Faculty of Communication and Culture will be both the “organizational” unit and the “destination” unit as outlined in *APT 4.8.11*.

## **15. ADJUNCT APPOINTMENTS**

The objectives of these procedures are:

- To define the category of Adjunct Professor as a status-only academic appointment;
- To ensure consistency and accountability in the selection, appointment, and treatment of Adjunct Professors.

### **15.1 Definition**

Adjunct Professors are persons who are able to make a significant contribution to a Program or to the Faculty as a whole through research, teaching, precepting, or supervising students in research, field or practice placements, participation in Faculty projects or other intellectual activity, or a combination of these activities. Adjunct Professors may have academic appointments at other universities, within the university, or they may be researchers or practitioners in other settings.

These procedures apply to all appointments of Adjunct Professors in the Faculty of Communication & Culture. Adjunct status may also be conferred on external professionals who contribute to the Faculty in the ways described above, but who may have other titles such as Editor, President or CEO.

## **15.2 Purpose**

The Faculty may appoint as Adjunct Professors qualified individuals who can make contributions to the Faculty, its students, and the professoriate. Such individuals may be from outside the university or from other departments or programs within the university. These procedures specify the appointment process, criteria and qualifications, compensation, rights and responsibilities, and procedure for termination of appointments.

## **15.3 Criteria and Qualifications**

The following criteria shall be used to judge suitability for Adjunct appointments and the rank at which they are being made:

- Evidence of significant and ongoing contributions to a field of expertise relevant to the program, Division, or Faculty.
- Evidence of willingness and ability to contribute to a program or set of activities.
- Evidence of an appropriate level of scholarship, such as relevant academic degree, recent contributions to relevant academic or professional literatures, or relevant professional practice.

## **15.4 Appointment Process**

1. Appointments of Adjunct Professors may be initiated by the potential appointee, individual faculty members, Coordinator of a program, a Division Head, or Associate Dean (Research and Graduate Programs).
2. Irrespective of who initiates the process, the prospective appointee must submit an application to the appropriate Division Head. Such application should include three letters of reference. Ideally, at least, one letter shall be from a member of the Faculty of Communication and Culture.
3. If an Adjunct appointment includes responsibilities within the graduate program (e.g., co-supervision, membership of supervisory, candidacy or thesis committee), the application must be routed through the Associate Dean (Research and Graduate Programs), who shall ensure that appropriate approval procedures of the Faculty of Graduate Studies are followed as well.
4. The Division Head or Associate Dean (Research and Graduate Programs) shall submit the application, with his/her recommendation, to the Academic Selection Committee, through the Dean.
5. The Academic Selection Committee shall review the application and make recommendations to the Dean.
6. Upon receipt of the recommendation from the Academic Selection Committee, the Dean shall make a decision as to whether to recommend the appointment to the President.
7. The Dean shall inform the applicant as to whether a recommendation for appointment will be made. If the Dean decides to recommend appointment, he/she shall specify the rank and outline all conditions, rights, privileges and responsibilities that go with the appointment.
8. Upon confirmation of acceptance of the above terms, the Dean shall make a recommendation for appointment to the President.
9. The decision to appoint rests with the President, acting on behalf of the Board of Governors.

## **15.5 Terms of Appointment**

- a. Adjunct appointments shall usually be for a period of three years and are renewable for the same period subject to satisfactory review by the Academic Selection Committee.
- b. Adjunct appointees shall normally not receive any remuneration. However, in the event that they are assigned a course to teach, a separate teaching appointment will be made and the individual will be compensated at the appropriate level.

- c. Adjunct appointees shall be listed on the Faculty's website and, where appropriate, on the list of a Program's faculty.
- d. Any research undertaken by the Adjunct appointee that involves human subjects must be approved by the appropriate University ethics committee.
- e. Adjunct appointees shall acknowledge their affiliation with the Faculty and or their sponsoring Division / Program in all publications and scholarly works resulting from the Adjunct appointment.
- f. While on campus or engaged in scholarly or academic work using their association with the University of Calgary, it is expected that Adjunct appointees, like other faculty members, will comply with all University policies.
- g. Adjunct appointees may be granted certain privileges to be specified in their letter of appointment.
- h. The appointee or the Faculty of Communication and Culture may terminate the relationship by written notice to the other party and subject to the procedures outlined in the *Collective Agreement Between the University of Calgary and the University of Calgary Faculty Association*.
- i. Adjuncts with teaching duties hold sessional appointments under Collective Agreement, Article 23.

## Appendix A

### Procedures for Compensation for Supervision of Mandatory Independent Study Courses

The Collective Agreement includes a Letter of Understanding (pp. 82-83) that requires faculty members to be compensated when asked to supervise mandatory independent study courses.

Consistent with the Collective Agreement, the Faculty defines a mandatory independent study as any course that is a required part of a student's program. In practice, such courses will normally be confined to independent study courses arranged to substitute for a required course which is not available when a student requires it. They do **not** include courses arranged to meet students' personal interests, travel study courses, courses designed to give students credit for experiential learning, Co-op supervision, or Honours or Graduate Thesis supervision. These optional independent study supervisions will be recognized as contributing to meritorious teaching through the biennial review process but not otherwise compensated.

Faculty members will be compensated at the rate of 1 HCE release for every 10 mandatory independent study courses. It should be noted that this compensation is tied to number of courses supervised, not number of students. A mandatory directed study course may contain more than one student.

When a faculty member is asked to undertake a mandatory independent study course, the Division Head is responsible for informing the Timetabling Officer of the status of that course when the timetabling request is made. The Timetabling Officer will keep track of each faculty member's count of such courses and inform the faculty member and the Division Head when a half-course release is due. By mutual consent of the Faculty Member and the Faculty, overload pay may be substituted for the half-course release when the release is due.

## Appendix B

### Mentorship of Graduate Teaching Fellows

The Collective Agreement includes a Letter of Understanding (p. 77) that requires faculty members to be compensated when asked to mentor Graduate Teaching Fellows.

A GTF is defined as a graduate student, normally a doctoral student who has completed candidacy exams, who is hired as a sessional instructor pursuant to Article 23 of the Collective Agreement. The Collective Agreement requires that GTFs be assigned a faculty mentor who will be responsible for guiding the graduate student as he or she learns the craft of teaching. The mentor is charged with ensuring that the experience is beneficial both for the graduate student and for the undergraduate students under his or her care.

GTF mentors will be assigned by the Division Head at the time the GTF is hired. Normally the mentor will be a faculty member with experience teaching the course for which the GTF will be responsible. The Division Head will attempt to ensure a reasonable distribution of this workload among all members of the Faculty, keeping in mind their other responsibilities.

The following should serve as a rough guide for mentorship expectations, particularly when the GTF is teaching a specific course for the first time. It should be emphasized that this list is illustrative only and will vary with circumstances, particularly the GTF's prior teaching experience.

The duties of the mentor could include some combination of the following:

- Advising the GTF on preparation of the course outline, selection of texts and readings, number and weight of assignments.
- Meeting with the GTF periodically throughout the term for general consultations on the progress of the course
- Meeting with the GTF to resolve any specific issues that may arise
- Discussing grading of assignments, including inspecting any assignments that seem problematic or discussing a representative sample of assignments
- If appropriate and by mutual consent, sitting in on one or more classes to give formative feedback on classroom practices

Faculty members will be compensated at the rate of one HCE release for every ten courses in which a GTF is mentored. By mutual consent of the Faculty Member and the Faculty, overload pay may be substituted for the half-course release when the release is due. It is the faculty member's responsibility to inform the Division Head and the Timetabling Officer the year before this release will be claimed.