



**FACULTY OF ENVIRONMENTAL DESIGN (EVDS)
Guidelines for the Assessment and Promotion of Academic Staff
by Faculty Promotions Committee**

1.0 GENERAL

- 1.1 Each Dean shall make available to academic appointees in the Faculty, following approval by the Faculty Council and Provost, written guidelines on the manner in which the criteria for appointment, tenure, merit guidelines and promotion, are applied in the Faculty [APT 3.5.4]. This document serves to fulfil this requirement regarding the merit and promotion process.
- 1.1.1 Changes to Faculty Guidelines shall not take effect until:
- the guidelines are approved by the Provost as being in compliance with the *APT Manual*,
 - a copy is provided to the Faculty Association, and
 - the changes are posted on the Provost's website.
- 1.2 The policies and procedures of the University of Calgary as described in *Manual of Policies and Procedures for the [Annual] Assessment of Academic Staff (Salary Increments and Promotions)* (GPC) and *Procedures Pertaining to Appointment, Promotion, and Tenure of Academic Staff* (APT) must be applied. Where these guidelines are silent or in the event of any conflicts between these guidelines and the policies and procedures of the University of Calgary, the latter shall prevail.
- 1.3 "Regular assessment" is defined as a formal assessment on a biennial basis.
- 1.4 "Academic performance report" replaces the term 'academic annual report'.
- 1.5 "Increments" means Merit Increments. The Career Progress Adjustment (C.P.A.) means the component of an increment unit determined by General Promotions Committee to be the award for satisfactory performance (currently 0.4 of a unit). These terms are defined in the *Manual of Policies and Procedures for the [Annual] Assessment of Academic Staff (Salary Increments and Promotions)* (GPC) (Sections 1.2, 6.4 & 6.5) and these EVDS Faculty Guidelines should be read in conjunction with both this manual and the *Procedures Pertaining to Appointment, Promotion, and Tenure of Academic Staff* (APT).
- 1.6 These guidelines and the *Manual of Policies and Procedures for the [Annual] Assessment of Academic Staff (Salary Increments and Promotions)* specify procedures for notifying 1) academic staff of the award recommendation going forward to General Promotions Committee and 2) the right and procedure of appeals.
- 1.7 In accordance with the APT Manual Section 6, every Continuing, Contingent Term, and Limited Term academic appointment in EVDS shall regularly submit a Report on the appointee's activities to the Office of the Dean. This Report shall be in a form prescribed by the President and shall cover a reporting period established by the General Promotions Committee. This Report shall be central to the assessment and review process.
- 1.8 In accordance with the APT Manual Section 6.1.9.1 the absence of this Report shall normally result in a zero increment award. Such a zero increment award shall normally be considered to be unsatisfactory performance.

2.0 FACULTY PROMOTIONS COMMITTEE

- 2.1 *The Faculty Promotions Committee is a Dean's Advisory Committee* [APT 6.4.3]. The Dean recommends to General Promotions Committee the distribution and awards of Merit Increments within the Faculty. All determinations of the Faculty Promotions Committee shall be in the form of recommendations to the Dean. Final determinations of increments shall be the responsibility of the Dean (who in turn recommends to General Promotions Committee).
- 2.2 The Faculty Promotions Committee shall be composed of the following members:
- a) Dean (Chair, non-voting except as required to break a tie)
 - b) Associate Deans (non-voting)
 - c) Four members of faculty from EVDS (voting)
 - d) Two students registered fulltime in EVDS (voting)
 - e) One member appointed by the Faculty Association (non-voting)

Both genders shall be represented on the Committee and shall be included among the voting academic staff members.

- 2.3 The members of faculty on Faculty Promotions Committee shall be elected at large by vote of the members of the Faculty of Environmental Design Faculty Council. At least two of the four members of faculty should hold the rank of Associate Professor or higher (or equivalent rank) in the Faculty of Environmental Design. Two alternative Faculty of Environmental Design faculty representatives will also be elected by the Environmental Design Faculty Council in the event that elected representatives are unable to serve. The two student members on Faculty Promotions Committee shall be elected by the Environmental Design Faculty Council. Any full-time student in good standing is eligible for nomination. One alternative student representative will also be elected by the Environmental Design Faculty Council in the event that an elected student representative is unable to serve.
- 2.4 The quorum for the Faculty Promotions Committee shall be in accordance with section 6.4.11 of APT. Notwithstanding the minimum quorum requirements, FPC meetings will be scheduled well in advance to enable all members to attend. When an elected member is unavailable for medical or other reasons, the Dean may appoint to FPC an alternative representative as elected by EVDS Faculty Council.
- 2.5
- a) If the Dean (or equivalent) is unable or chooses not to serve as the Chair of the Faculty of Environmental Design Faculty Promotions Committee for part or all of the Committee's deliberations, the Dean shall appoint any academic staff member on the Faculty Promotions Committee (except the Faculty Association's appointee) to serve as the Chair.
 - b) If the Dean is unable to make such an appointment, the Provost & Vice-President (Academic) shall make the appointment.
 - c) When the Dean does not chair the Committee pursuant to this section, the recommendations of the Faculty of Environmental Design Faculty Promotions Committee made during the Dean's absence shall be the recommendations submitted to the General Promotions Committee. In the letter to the individual concerned and in the recommendation to the General Promotions Committee it shall be noted that the recommendations made was without the presence of the Dean pursuant to the procedures under this section.

3.0 FACULTY PROMOTIONS COMMITTEE PROCEDURES

- 3.1 All members of the Faculty Promotions Committee shall hold secret the deliberations of the Committee and any information produced during the Committee's deliberations.

- 3.2 Faculty Promotions Committee shall meet to recommend increments well in advance of the period by which the Dean shall notify individuals of the recommendations going forward to General Promotions Committee.
- 3.3 The Associate Dean (Academic) and the Associate Dean (Research and International) shall jointly prepare narrative assessments and increment recommendations for each faculty member for FPC.
- 3.4 A copy of the narrative assessment and increment recommendation shall be provided to the faculty member concerned by the Associate Deans at least two weeks prior to the meeting of the Faculty Promotions Committee.
- 3.5 A faculty member (Teaching and Research) may appeal a narrative assessment, the increment recommendation or a denial of promotion to a higher rank being carried forward to the Faculty Promotions Committee. Such an appeal and the grounds thereof shall be in writing to the Chair of the Faculty Promotions Committee at least one week prior to the first deliberations of Faculty Promotions Committee.
- 3.6 Members of Faculty Promotions Committee will be ensured controlled access to the performance reports that members of faculty complete together with narrative assessments and increment recommendations and other relevant materials. The Dean may (or may be required by the Faculty Promotions Committee to) produce documented evidence from a faculty member's file to substantiate the specific duties or performance expectations assigned and communicated to a faculty member. For purposes of the merit process, such evidence will normally pertain to the current assessment period only. For purposes of promotion, such evidence may pertain to the faculty member's entire career in the Faculty of Environmental Design.
- 3.7 A faculty member may be asked to substantiate information provided in his or her performance report or application for promotion.
- 3.8 Where consensus is not reached, the Faculty Promotions Committee may vote to establish any individual case of merit by majority vote of the members present. In such event, the voting procedures described in GPC section 4 shall apply.
- 3.9 Reasonable efforts shall be made to contact the faculty member for discussion of his/her case when it is leading to a reduction in the increment recommendation. If the consideration is to reduce the increment to zero then the procedure laid out in Section 6.4.19 of the APT Manual will apply. If the Faculty Promotions Committee decides that reductions are necessary due to a limitation in the increment pool, then academic staff will not be called in to the Faculty Promotions meetings. In no case shall a recommendation of zero result from a limitation in the increment pool.
- 3.10 Following Faculty Promotions Committee's deliberations, the Dean will communicate relevant feedback to each faculty member concerning his or her performance and professional development.
- 3.11 In a case where the Dean determines an increment that is at variance with the recommendation of the Committee, Section 6.4.23 of the APT Manual will apply.
- 3.12 Procedures for appealing the Dean's recommendation to General Promotions Committee shall be as specified in Section 9.0 of the GPC Manual.
- 3.13 Decisions on merit increments are based on the individual's accomplishments in the reporting period immediately before the meeting of the Faculty Promotions Committee and the General Promotions Committee.

3.14 While recognizing the need for confidentiality regarding the deliberations of Faculty Promotions Committee, the Chair shall provide the faculty with a summary report on the deliberations of the Faculty Promotions Committee. At the minimum, the Chair will indicate the range of recommended increments.

4.0 FACULTY GUIDELINES FOR PERFORMANCE ASSESSMENT FOR INCREMENTS AND PROMOTIONS

4.1 General Guidelines

4.1.1 Teaching and supervision are of fundamental importance in the Faculty of Environmental Design, as are scholarship, research, creative activity and professional practice (ref. 4.3.7). Service is also required. Performance in each area is to be assessed by the committee; different means are specified below for each area.

4.1.2 In accordance with the University's Internationalization Plan, any candidate's achievements reported in relation to the requirements of sections 4.2, 4.3 and 4.4 shall be weighted more heavily if they involve international work. Among the matters to be considered by the person responsible for the assessment when making her or his evaluation are the effort involved in, and the scope and results of, the international work.

4.1.3 As part of the assessment process, and also to aid in each faculty member's professional development, persons responsible for performance assessments must endeavour to meet individually with each person for whom they are responsible. This is considered especially important for junior faculty.

4.1.4 Performance according to normal expectations and accepted standards related to the academic graduate fields of Environmental Science, Environmental Design, Architecture, Industrial Design, Planning, and Urban Design (as described in Sections 4.2, 4.3 & 4.4 of this document) shall be deemed to justify the career progress adjustment (C.P.A.). The interdisciplinary and collaborative aspects are important elements of these expectations and standards. The person responsible for the performance review must endeavour to communicate the basis of the assessment.

4.1.5 Unsatisfactory performance in teaching (see 4.2.8) and/or scholarship (see 4.3.10) should be identified by a zero increment. Where unsatisfactory performance has resulted from personal hardship, illness, or circumstances beyond the control of the member of faculty, the Committee may waive this criterion. Where FPC is considering recommending an increment of zero, Section 6.4.19 of APT provides guidance.

4.1.6 The Committee may recommend an exceptionally high increment be awarded to one or more members of faculty. Where such exceptional awards would have the effect of substantially altering the average distribution of all residual increments, the Committee may then be required to recommend reduced increments for individuals whose performance was considered meritorious. In such event, the individuals affected shall be notified in writing by the Dean of the assessment given them and the reasons for the reduced increment recommendation.

4.1.7 In making its recommendations, the Faculty Promotions Committee will employ a weighting system, which identifies the degree of importance that will generally be attached to Teaching, Scholarship, Research and other creative activity, and Service. The weighting system (described in section 5.2) will be used as a guideline only. The Faculty Promotions Committee will have careful regard for cases where the specific duties or performance expectations assigned to the faculty member are significantly at variance with the intent of the weighting system.

4.1.8 As a person progresses through a rank the normal expectation of performance rises.

4.1.9 Leaves are accounted for in accordance with GPC Section 7.

4.2 Performance in Facilitating Learning

- 4.2.1 The Faculty of Environmental Design acknowledges the importance of teaching and supervision, and other modes of facilitating learning. In light of the variety of and paths to excellence in this area, a variety of criteria and types of information may be incorporated in assessing performance in this area.
- 4.2.2 Effectiveness in facilitating learning should normally be measured by the quality and pattern of development in skills and practice in these various modes, as documented in the materials available for the biennial assessment. Modes to be considered include, but are not limited to, course and curriculum development, development or application of computer assisted learning techniques, course teaching, supervision, advising and providing a role model for students, and course evaluation methods. In no case shall an individual's Teaching load alone be considered in making an evaluation of the teaching component.
- 4.2.3 Formal review by peers and students is normally expected and will be highly valued by the Committee (see s. 4.2.4). Course evaluations shall be used by the Committee as one means of formal review by students. The assessment of the quality and significance of modes of facilitating learning will vary with the modes, but may include such factors as effectiveness and clarity of presentation; suitability of readings and assignment; effectiveness of teaching methods including the development or use of innovations, timeliness, clarity, rigour and reasonableness in evaluating student work; quality of supervision provided for Master's and PhD students; quality, degree and level of advising support; quality of role modelling; appropriate inclusion of students in research, creative and professional practice activities and the use in instruction of examples and insights gained from innovative professional practice.
- 4.2.4 In order to facilitate the assessment of teaching performance, periodic reviews, including in-class observations by persons responsible for performance assessments, invited others and students, are encouraged. To further facilitate the assessment of teaching performance, it is the obligation of all faculty members in Environmental Design to attend classes when invited by a colleague to observe and give a written critique of the person's teaching effectiveness.
- 4.2.5 Contributions to facilitating learning in higher education through professional work are also to be recognized, as contemplated in s. 3.2.5 of the APT Manual. Possible forms of activity include, but are not limited to, development of continuing education curricula or certification examinations for professional associations or bodies, and organization and presentation of seminars, workshops and short courses for persons outside programs leading to degrees.
- 4.2.6 Participation in team or interdisciplinary teaching endeavours is encouraged in the Faculty of Environmental Design. The extent and nature of the individual contribution should be considered. Additionally, the quality of work from which an individual component cannot be disaggregated will also be attributed appropriately to the candidate. It is acknowledged that synergistic collaboration in teaching may result in a contribution beyond the nominal expertise of a participant. The person responsible for the assessment may seek input from the candidate's colleagues in the collaboration.
- 4.2.7 Course assignments and supervisory loads are recognized to be largely beyond the control of the Faculty member; however, evidence of both willingness and ability to continue to improve the nature of contributions to the Faculty in these areas is important.
- 4.2.8 A judgment of unsatisfactory performance in teaching is related to some of the following factors:
- frequent, substantiated reports of being inaccessible to students
 - frequent cancellation of classes without giving notice or providing acceptable reasons
 - not following faculty approved policies and procedures regarding course outlines, hours of teaching, grading procedures, etc.

- receiving frequent negative evaluations of teaching performance (from students, peers, or both)
- substantiated prejudicial or disrespectful treatment of students
- evidence of minimal or unsatisfactory performance of other duties and responsibilities related to facilitating learning (advising, graduate supervision, field instruction, etc.)
- significant number of serious complaints to the Dean by students and/or peers
- continuing pattern of marginal performance in teaching and/or other duties and responsibilities related learning facilitation over consecutive years

4.3 Performance in Scholarship, Research, Creative Activity and Professional Practice

- 4.3.1 The Faculty of Environmental Design acknowledges the importance of the scholarship of synthesis, of application, of dissemination and of teaching, as well as the scholarship of discovery. Interdisciplinary and collaborative scholarship and practice are highly valued.
- 4.3.2 As stated in the APT Manual [s. 3.3], scholarship, research and creative activity should normally be measured by the quality and pattern of the candidate's work, recognizing the appropriate media and outlets for communication with peers in the relevant disciplines. In Environmental Design, professional practice should be measured similarly. The underlying principle of evaluation is that juried, prize-winning, peer-reviewed or otherwise publicly acknowledged work provides the best evidence of scholarly, creative or professional competence.
- 4.3.3 Formal review by informed peers from the appropriate disciplinary or interdisciplinary community is normally expected, prior to or as a result of presentation, publication, distribution, or exhibition. The assessment of the quality and significance of scholarship, research and other creative activity will depend on factors that include but are not limited to peer review, length, magnitude, breadth, appropriateness of research design and methodology, type and level of venue, scholarly or critical reception and type of presentation.
- 4.3.4 Notwithstanding the general expectation of peer review, it is acknowledged that in some fields the publication or dissemination of the products of scholarship, research and other creative activity occurs in other than refereed venues. In this case, the reception of the work in the relevant community shall be considered. In addition, certain forms of scholarship, particularly that of synthesis, application and teaching may appropriately be disseminated through popular or nonscholarly educational vehicles and will be weighted appropriately.
- 4.3.5 Modes of expression and of dissemination of scholarship, research and other creative activity may include but are not limited to the preparation of books, monographs, articles, conference papers or presentations, plans, models, designs, prototypes or other artifacts, exhibitions, design competition entries, films, video productions or other forms of electronic communication. Editorship of a journal or receipt of research grants or a patent is also considered as evidence of scholarship, as is the adoption of materials by other institutions.
- 4.3.6 Contributions to relevant professional disciplines are also to be valued, as contemplated in 6.7.8.3 of the GPC Manual. In the Faculty of Environmental Design, creative professional applications through outlets or media that involve an informed peer review will be recognized, so long as they are of high quality, are acknowledged contributions to the field and flow primarily from research. As well as items listed in the previous paragraph, possible forms of the contributions include but are not limited to consulting reports, court testimony, participation in public hearings or major public participation or review processes.
- 4.3.7 In considering professional practice, the Faculty Promotions Committee shall recognize this activity consistent with the statements in section 6.7 of the GPC Manual.

- 4.3.8 Participation in interdisciplinary group endeavours is encouraged in the Faculty of Environmental Design. The extent and nature of the individual contribution may be considered. Additionally, the quality of work from which an individual component cannot be disaggregated will also be attributed appropriately to the candidate. It is acknowledged that synergistic collaboration may result in a contribution beyond the nominal expertise of a participant. The person responsible for the assessment may seek input from the candidate's colleagues in the collaboration.
- 4.3.9 In considering Individual Scholarship, Research and other Creative activity, the Committee shall give consideration only to the work accepted by publishers (or exhibited, etc.) in the years for which evaluation is being made. Scholarship productivity, its quality and extent of recognition by peers should be considered. In considering Collective or Interdisciplinary Scholarship, the Committee shall consider the ongoing research and other creative activity of individuals as well as the completed work with which they are identified and to which they contributed in the years of evaluation.
- 4.3.10 Unsatisfactory performance in scholarship, research, creative activity and/or professional practice is indicated by a lack of productive endeavours and by an accumulation of the following factors:
- minimal or no evidence of output in the form of publications, conference presentations, exhibitions, and/or other forms of dissemination to academic or professional peer communities
 - minimal or no evidence of output in the form of research generation or maintenance such as, but not limited to, the preparation of publications, presentations, plans, designs, exhibitions, design competition entries, etc.
 - minimal or no evidence of output in the form of professional practice
 - minimal or no evidence of research, scholarship, creative work or professional practice in progress
 - minimal increase in productivity and/or quality of scholarly output from one year to the next as expected within a rank
 - minimal or no scholarly service on editorial boards, conference organization, or receipt of research grants or patents, or the adoption of materials by other institutions, which are all considered as evidence of scholarship
 - continuing pattern of low-merit activity in publications, research and scholarly service

4.4 Performance in Service

- 4.4.1 In considering Service, the Committee shall recognize that there are three categories of service, all of fundamental importance to the Faculty's academic program objectives, its successful growth and development and to its position within the University and Professional Communities. There are: service to the Faculty through participation in program planning, curriculum development and change, other important Faculty committees and in Faculty administration; service to the University through participation in University committees, on committees of other faculties and departments, in other organs of university governance and through relations with members of the University community that contribute to harmonious functional linkages between this Faculty and other units; and service to the Community through participation in professional bodies, consulting and community work and through other relations with members of the larger community that contribute to the Faculty's academic programme.
- 4.4.2 The Committee shall further recognize that in the case of any given individual, his or her activities in any one of the three service areas may be considered to be of significantly greater importance and priority to the achievement of the Faculty's objectives than either of the other areas of service and thus, primary consideration will be given to the individual's contribution in that area. Where this is not the case, the Committee shall consider the individual's overall contribution to and balance among the three areas of service described above.
- 4.4.3 Faculty Promotions Committee shall acknowledge that the normal expectations of teaching and research cannot be fulfilled by service activity in the absence of written agreements with the Dean [APT 3.4.5].

- 4.4.4 In the absence of written agreements with the Dean, Faculty Promotions Committee shall recognize that from time to time an individual's service to the Faculty is of sufficient quality to have significantly affected the teaching or research or both of the Faculty and therefore constitutes collegueship of sufficient degree to warrant special consideration (cf. 6.7.3 of GPC Manual). In such case Faculty Promotions Committee may consider that this contribution should be weighted more heavily than normal.
- 4.4.5 Faculty Promotions Committee shall acknowledge that service contributions can demonstrate elements of teaching, scholarship, professional or other creative activities relevant to the academic objectives of the Faculty and therefore may be weighted more heavily than normal.
- 4.4.6 Unsatisfactory service is indicated by minimal or no evidence of service to the Faculty, the University and/or the community, as described in this section (4.4).

5.0 WEIGHTING SYSTEM FOR DETERMINING INCREMENTS

- 5.1 The Committee shall recognize that the area of Teaching and other student-related activities, scholarship, research and other creative activity and service are all important to the continuing development of the Faculty and are necessary to the achievement of its academic goals and objectives.
- 5.2 In assessing the performance of an individual member of Faculty and in making recommendations for the awarding of increments, the Committee shall employ the following weighting system as a guideline in attaching relative degrees of importance to the three areas:

Teaching and other Student-Related Activities	40%
Scholarship / Research	40%
Service to Faculty, University and Community	20%

For faculty members in the Instructor stream, the weighting assigned in the letter of appointment will be used by Faculty Promotions Committee.

- 5.3 Individual faculty members with written agreement with the Dean may have weightings that differ from the system given in 5.2. However, the weightings given to each area must fall within the ranges of 25 to 50% for teaching, 25 to 50% for scholarship and 10 to 30% for service. However, in the interests of career development, the normal weightings of 40% for teaching, 40% for scholarship and 20% for service should be upheld over time.
- 5.4 For all Assistant, Associate and Full Professors, scholarship, research, professional and other creative activity is expected, as noted above. For senior faculty, any increment greater than CPA, must be associated with evidence of scholarship, research, professional and other creative activity.

6.0 FACULTY GUIDELINES FOR PROMOTION TO FULL PROFESSOR

- 6.1 The Associate Deans shall jointly prepare a written recommendation concerning an application for promotion to full professor. In preparing this recommendation the Associate Deans shall have access to the letters from external referees. The assessment must deal with candidate's contributions in the areas of teaching and graduate supervision, scholarship and service.
- 6.2 The Faculty of Environmental Design will obtain written advice from three external referees when an application for promotion to full professor is being considered. These referees will be eminent academics or professionals in the discipline or profession professed by the applicant. Normally, it is expected that these referees will not have had a close personal or professional relationship with the candidate. These individuals shall be invited to assess the quality of the candidate's application for promotion in accordance with the criteria for the appropriate rank, as set out in sections 3.8 of the APT Manual and the *EVDS Guidelines for the Assessment and Promotion of Academic Staff by the Faculty Promotions Committee*.

- 6.3 An Advisory Committee struck by the Dean for each candidate shall submit the names of three possible referees external to the campus, in the general area of the candidate's discipline and with reference to an area of specialization if appropriate. The candidate will also be asked to submit a list of three possible referees based on the same criteria. In the case of overlap or duplication, the Dean may request the Advisory Committee to augment its list.
- 6.4 The candidate may challenge for cause if there is concern of possible bias, personal hostility or lack of appropriate expertise in either of the Advisory Committee's list or the Dean's selection.
- 6.5 The Advisory Committee will select one name from the candidate's list and the candidate will select one name from the Committee's list. The Dean will select the third referee from one of these lists. The names of the assessors shall be made known to the candidate
- 6.6 The external referees will be made aware that a) the referee process is not anonymous (the candidate knows that they have been solicited) and b) their assessment and recommendation will be held confidential to FPC (i.e. not conveyed to the candidate).

7.0 ASSESSMENT TIMELINES

- 7.1 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]
- 7.2 All Initial Term, Contingent Term or Limited Term academic staff members are required to submit an academic staff performance report in the intervening year. Initial Term, Contingent Term or Limited Term academic staff members are required to meet with the Associate Deans in the intervening year to discuss that report and their career progress. The Associate Deans will provide the academic staff member with written comments regarding their progress. The academic staff member must sign that document to signify that they have read the comments from the Associate Deans. The Associate Deans' comments may be appealed to the Faculty Promotions Committee and, if the decision is negative, to the General Promotions Committee.
- 7.3 Where the first assessment of an academic staff is in the intervening year, that staff member 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.
- 7.4 Any Continuing, Contingent Term or Limited Term academic appointee who receives a zero increment for unsatisfactory performance shall be formally assessed the following year.

8.0 APPEALS (refer to APT Manual Section 6.6)

- 8.1 A copy of the Associate Deans' written evaluation of an academic appointee shall be provided to the appointee concerned, together with the deadline for receipt of appeals of the Associate Deans' evaluation by Faculty Promotions Committee.
- 8.2 The Associate Deans' written evaluation shall be provided to the appointee concerned at least one week prior to the deadline for receipt of appeals.
- 8.3 Any academic appointee (Teaching and Research) may appeal an assessment or an increment recommendation or a denial of promotion to a higher rank. Such an appeal and the grounds thereof shall be in writing to the Chair of the Faculty Promotions Committee who shall circulate it to all Committee members and to the Associate Deans.

8.4 If the General Promotions Committee assigns a zero increment, the academic appointee shall be informed in writing that he/she shall be formally assessed the following year.

Approved by Academic Programme Group - 28 November, 1996

Approved by EVDS Faculty Council - 3 April, 1997

Amended by EVDS Faculty Council - 9 October, 1997

Amended by EVDS Faculty Council - 13 November, 1997

Approved by Vice-President (Academic) - 27 January, 1998

Amended by EVDS Faculty Council – February 3, 2000

Amended by EVDS Faculty Council – April 27, 2000

Amended by EVDS Faculty Council – October 12, 2000

Editorial Changes and Amendments as Recommended by Vice-President (Academic) – December 22, 2000

Revisions approved by EVDS Faculty Council October 9, 2003

Revisions approved by EVDS Faculty Council May 10, 2007

Revisions approved by EVDS Faculty Council October 9, 2008