

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*).

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 (t

3.1.1 The Faculty of Communication and Culture values

- 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

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 mem

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.

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

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- 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

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- 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.

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 indica

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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.

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*)

- 12.1.3 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 sg als (001ocJ -01()Tj ESh -06(s)-3(21 Tw Cive c)-42Bc -458 TD ()Tj EMC

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.