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INTRODUCTION

programs (BSW/MSW) are accredited on a seven-year cycle by the Canadian Association of Schools of Social Work.

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utilizes an overall rating that addresses teaching, research, and service together. Generally, a ratio of 40:40:20 is assumed as the time one allots to the three areas of teaching, research, and service for those in the professorial rank, although this could vary depending on one's career pattern. For those in the Instructor rank, a ratio of 80% teaching and 20% service is assumed. Normally the Faculty Promotions Committee (FPC) shall endeavour to give separate attention to each of the three areas in arriving at the overall rating. However, in doing so, the diversity of career patterns will be recognized and the implications for assessment carefully considered.

Performance expectations in relation to the three areas increase with ascending academic rank and progression within the professorial rank. The granting of tenure or promotion to higher ranks requires evidence of accomplishment in each of the areas of research, teaching and service.

All academic staff members who are eligible for professional registration as required by the Health Professions Act must maintain registration.

In the context of performance guidelines and expectations defined in this document, academic staff should exhibit characteristics necessary for the fulfillment of the Faculty's goals in delivering programs that meet the needs of learners; fostering pride in an integrated professional community of scholars, learners and practitioners; and developing quality graduates. These include:

Practice Competence: Quality social work professionals require a strong practice foundation. Academic staff members need to demonstrate and transfer their knowledge of professional practice to future social work graduates, at both the undergraduate and graduate levels.

Integrity: Academic staff members are expected to exhibit integrity in their academic and professional activities. The social work profession requires adherence to a Code of Ethics, which must be fostered in students undertaking social work studies. This is best achieved by example. Excellence in research and scholarship also depends on the integrity of all participants.

Collegiality: A leading school of social work should incorporate teamwork and a collegial spirit. Academic staff members should look for opportunities to collaborate in teaching, research, scholarship, and community endeavours. As well, the effective governance of a

GENERAL REQUIREMENTS FOR ACADEMIC STAFF (TEACHING AND RESEARCH)

TEACHING

High quality teaching involves an effective dissemination of knowledge and an ability to inspire students to learn, to develop critical thinking skills, to analyze and construct conceptualizations and ideas, to create effective solutions, to broaden horizons, and to sustain intellectual curiosity.

The Faculty of Social Work believes that quality teaching is an important factor in preparing students for professional practice. Teaching, in its broadest sense, includes the design and implementation of a range of learning experiences that are directed to the attainment of specified learning objectives and general program/professional goals.

Faculty members, as teachers, are expected to be proficient in a variety of teaching roles, including lecturing, providing tutorials, leading seminar discussions, advising and, where appropriate, providing thesis supervision, and field education supervision and instruction. Dialogue and interaction with students on day-to-day academic and research activities and mentoring relationships are also important aspects of effective education.

Within formal teaching assignments, faculty members are expected to treat students with respect and fairness, to be accessible to students for encouragement and direction, to follow Faculty-approved policies and procedures regarding teaching, and to be committed to developing and maintaining good teaching performance. Faculty members must show a commitment to teaching and are encouraged to continuously enhance their teaching and to experiment and learn from teaching innovations.

In turn, the Faculty is responsible for providing useful critiquing, support, encouragement, and opportunities for teachers to develop and improve their teaching performance. Teaching assignments shall be made in the context of consultation with individual faculty members, respecting both the needs of the faculty in covering course assignments, and the capabilities and developmental aspirations of individual faculty members [Collective Agreement 12.1]. In instances where faculty teaching performance is judged to be unsatisfactory, a detailed remedial plan will be developed by the academic staff member in consultation with the Dean.

All Faculty members are expected to be actively involved in advisory roles with students. This includes being accessible to students.

Another important component of the teaching function is effective supervision and timely graduation of graduate students. Supervision includes the mentoring and regular meetings associated with educating a graduate student to assist him/her fulfil the academic requirements of a graduate program. Faculty members are also

expected to encourage the overall development of graduate students through publications and presentations; international study, research or work experience; and applications for scholarships and awards. It is recognized that graduate students who are course-based require a less intensive supervisory commitment than thesis students who require a more intense and longer-term involvement from faculty members.

Consistent with the commitment to offer teaching opportunities to graduate students (23.2(l) Collective Agreement), supervision of graduate students in these courses will be recognized for the purposes of merit, tenure, and promotion. Supervision/mentoring, where required for these graduate students, is the responsibility of the Associate Dean (Academic) or designated faculty member.

The development of technology-based products may be considered as teaching innovations if they are integrated into the classroom.

Teaching Assessment

The performance assessments of teaching completed by the appropriate Associate Dean will recognize

- § curriculum and course redesign or redevelopment;
- § participation in teaching development programs;
- § whether it is new material for the instructor or new material in the curriculum;
- § the extent of teaching and range of courses/material taught across programs;
- § the appropriate use of technologies and other tools for teaching enhancement;
- § the incorporation of diverse perspectives including, but not limited to, multiculturalism, diversity, and Aboriginal issues into course content;
- § graduate student supervision (including mentoring of graduate students in their teaching); and
- § independent study courses.

Independent Study Courses (optional), while they may be a valuable part of the university experience for students, are not taken into account when calculating formal teaching loads.

When teaching opportunities are offered to graduate students, supervision/mentoring of these students will be the responsibility of the Associate Dean (Academic) or designated faculty member. Such contributions by faculty members will be recognized for the purposes of merit, tenure, and promotion.

Evidence of Teaching Effectiveness

and, at the end of the course, the Universal Student Ratings of Instruction Instrument and the Faculty of Social Work Course Evaluation.

Academic appointees having reduced teaching loads, for example, through adjusted assignments (Collective Agreement, Section 12.4) (not paid leaves) will receive proportionately reduced recognition for teaching performance in their performance appraisals. In its place, work in relation to the adjusted assignments will be evaluated.

Levels of Performance

Unsatisfactory

A judgment of unsatisfactory performance will be related to one or more of the following factors present in more than one course:

- § failure to provide adequate course outlines, required hours of teaching (as per Master Timetable), office hours for student contact, notice of cancellation of classes;
- § receiving consistently low evaluations of teaching performance (from students, peers, or both);
- § evidence of concerns in the teaching roles of advising, supervision of graduate students, field education instruction and/or supervision;
- § failure to manage an assigned course load;
- § failure to respect diversity;
- § failure to respect competing ideas and perspectives in the classroom; and/or
- § written and signed complaints related to teaching performance and/or teaching relationships.

It should be noted that if there are concerns, the Dean/Associate Dean would consult with the faculty member about these as they arise offering appropriate options to improve teaching performance; the concerns would appear before FPC

A judgment of meritorious performance is related to the following conditions:

- § documented evidence of better than satisfactory teaching and no evidence of unsatisfactory teaching; and/or
- § a special teaching contribution such as introducing a new course to the curriculum, an important teaching innovation, coordination of curriculum design, or coordination of multiple sections of the same course

SCHOLARSHIP

The pursuit of scholarship through knowledge-building and scholarship is another primary function of Faculty members. For the Faculty of Social Work, research is defined as work, either completed or in progress that contributes to the knowledge base of social work practice, social policy, social work education, social welfare, international social development, or academic disciplines allied to social work locally, nationally, and internationally. While all three assessment areas are considered, research is essential for tenure and promotion at the Assistant/Associate/Full Professor ranks. Contributions to the discipline as defined in this section shall be deemed equivalent to other research.

The basic criteria for assessing whether a given product qualifies as scholarship for purposes of this assessment are review (some form of independent merit assessment) and dissemination. Peer review generally refers to a formal review process involving professional colleagues external to the Faculty. In cases where peer review would not be possible in this way, a faculty member may wish to consult with the Dean to devise alternate methods of peer review. Dissemination refers to availability of the product in the scholarly and/or professional community. The FPC will assess all research output against these criteria of peer review, or equivalent, and dissemination. It is the faculty member's responsibility to provide evidence that a given piece of work has met these standards.

There are three categories of research which distinguish stages in the completion of such work:

- § Completed work is work that has successfully passed a peer review process and has been disseminated (e.g., has appeared in print or is available to the professional and/or scholarly communities through some other medium), or an awarded research grant.
- § Work in-press is work that has successfully passed a peer review process and has been accepted as completed and ready for dissemination by a journal publisher or comparable agent, but has not yet appeared in the public domain.
- § Work in-progress is work submitted for which a decision has not been made. For example, an abstract submitted to a conference, a manuscript submitted to a journal or publisher, a grants proposal submitted to a funding body.

Work in-press can be considered to preclude a rating of unsatisfactory in the area of scholarship.

Work in-progress or in-press can be credited once on the basis of a letter of agreement or a contract. In subsequent years credit will be given if the work is published or produced for dissemination.

When work in-progress is first reported, the submission should be provided along with the expected decision date. If the same work is reported as in-progress in a subsequent assessment period, the initiation date, original planned completion date and, if applicable, the revised decision date should be reported.

The following items qualify for consideration as research providing there is some form of peer review:

- § A research grant; a funded research project. With respect to research grants, FPC will give due consideration to the size of the grant and the rigor of the competition. For purposes of merit consideration, grants will be “amortized”, i.e., portions of the grant may be claimed over the life of the research project as stipulated in the contract with the granting body.
- § A self-funded or no cost research project of merit
- § Non-funded grant proposal
- § Letter of intent for grant submission
- § Publication of an authored book
- § Publication of an edited book
- § Editorship of a scholarly journal
- § Editorship of a special issue of a journal
- § Article in a refereed journal
- § Book chapter
- § Monograph (provide ISBN #)
- § Major published research reports (e.g., evaluation studies, or policy reports)
- § Training/teaching manuals, or materials (peer reviewed/
published/disseminated)
- § Contribution to or innovation in professional practice, including
international development practice
- § Paper published in conference proceedings
- § Scholarly presentation/Conferences (indicate peer reviewed, non peer
reviewed, invited, or contributed)
 - Full text paper
 - Presentation (no full text paper)
- § Production and dissemination of scholarly work in non-print media such as

the peer review process associated with the grant or contract provides a mechanism to validate the quality and impact of the research.

It is also important to emphasize the significance of the award of a grant or contract as opposed to the size of the grant or contract, recognizing that funding availability varies widely with the discipline and field of research. Some grants and/or contracts are not awarded to a single Faculty member but to a number of individuals working on collaborative research projects. When listing the funding of collaborative work, level of involvement in the project should be indicated (i.e., Principal Investigator, co-Principal Investigator, co-investigator, collaborator), as should the duration of the grant.

An important characteristic of many social work research projects is collaboration with community partners. These community partnerships are essential, as the agencies involved provide an important connection between social issues, social work practice, and research. When Faculty members contribute to partnered projects or initiatives on behalf of community partners, their contributions should be noted. Examples of this include authorship on funding grants, reports, journal articles or other forms of scholarship. When Faculty members contribute to projects for which they do not receive such listing, documentation of their contribution must be provided by the community partner.

The Faculty values the inclusion of graduate students in research initiatives. This involvement results in students trained in research design, critical thinking,

or appointment with tenure, service may include outside professional activities (OPA) provided that these activities demonstrate the activities contribute to the

General Promotions Committee” and submitted with supporting documentation.

For tenured academic staff, the formal assessment is on a biennial basis involving one report covering those two years. Initial Term, Contingent Term, and Limited Term (untentured) academic staff are required to submit an academic performance report in the intervening years as well.

In the merit years, the absence of such report(s) shall normally result in a zero increment award. Such a zero increment award shall normally be considered to be unsatisfactory performance. (APT 6.1.5.1)

Normally the Faculty Promotions Committee (FPC) shall endeavour to give equal emphasis to each of the three areas in arriving at the overall rating. The diversity of career patterns should be recognized and the implications for assessment carefully considered.

In late Spring to early Fall, meetings are scheduled between the Dean, Associate Dean and/or Head, and individual faculty members, with special attention to new academic appointees (i.e., in years 1-6) to discuss professional goals for the coming academic year, as well as long-range goals, e.g., renewal of initial term, deferrals, applications for promotion and tenure, fellowship applications, and so on.

Although meritorious accomplishments in teaching, research, and service must be apparent in a faculty member’s career, s/he may wish to focus on a particular area, such as teaching and/or grantsmanship, in a given term or year. It should be noted that meritorious assessments (.6 and higher) do not necessarily guarantee that an academic staff member is ready to make successful application for promotion and/or tenure. For such applications to be successful, the applicant should be able to substantiate the capacity for a career as a productive researcher/scholar, effective teacher, and active contributor to the University community. (APT Manual 5.7.5.2)

All aspects of a faculty member’s career are taken into consideration for tenure and include the full spectrum of teaching activities as noted under Teaching, a full representation of research/scholarship as described under Research, and service activities to the University, Faculty, profession, and community as noted under Service. With

Guidelines for Merit Increment

The University's General Promotions Committee (GPC) has determined that when the evaluation of a staff member's performance is satisfactory, that member shall be awarded an increment unit called the "Career Progress Adjustment" (CPA). Currently, CPA is 0.4 of a merit increment unit.

Increment Unit	Performance Assessment
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in writing to any solicited (other than reference letters) or unsolicited information which is included for review by FPC and the members' responses must also be included in the FPC review.

Performance assessments and/or increment recommendations, as well as the denial of promotion to a higher rank, may be appealed to the FPC.

Merit Increment Recommendations During Leaves

A member on paid leave of absence during the normal assessment period shall be evaluated with respect to the period of leave, on the basis of the activities set out in the approved leave application and with respect to periods before or after the leave, on the normal criteria. For example, if teaching activities are not expected as part of the leave, the individual should not be penalized for not teaching. Nonetheless, if teaching or other relevant activities occur in addition to or as a part of the proposed leave activities, then these activities should be reported and evaluated.

A Research and Scholarship Leave does not entail any loss of rank or appointment status. Staff members on a Research and Scholarship Leave shall be subject to assessment on the same basis as other members of the academic staff. (Collective Agreement 16.13) The staff member shall submit a Research and Scholarship Leave report with accompanying documentation to the Dean within three months of completion of the research and scholarship leave. The Dean will then forward the report to the Research and Scholarship Leave Committee, and the individual's performance while on leave will be evaluated based on a comparison with the leave application. This evaluation will then be forwarded from the Dean's Office to the President and a copy will also be forwarded to FPC.

Faculty members on leaves without pay, e.g., career stop-out leaves, will not be evaluated or awarded any merit increment for the period of the leave. Parental or sick leaves will not affect merit increment.

Leaves re: Promotion and Tenure

Since promotion to a higher rank and tenure are based on performance and achievement, leaves should not affect either of these. However, some leaves may result in a delay in achieving some milestones. If a leave causes a delay in the application for tenure, there are administrative mechanisms in place that can prolong the Initial Term appointment or defer consideration. For clarity on deferrals, see APT Manual 5.5.5.

Associate Dean's Advisory Committee

In the Faculty of Social Work, an Associate Dean is responsible for the processes of merit increment and promotion. The responsibility for preparing and presenting merit recommendations will be rotated among each of the Associate Deans. It is the responsibility of the Associate Dean to evaluate the contributions of each individual faculty member in a written format using the form, *Faculty of Social*

Work, University of Calgary, Assessment and Recommendations to Faculty Promotions Committee. The Associate Dean will provide an opportunity to discuss this assessment with the Faculty member prior to submitting the recommendations to the FPC.

To provide a broader and more consultative process in the initial assessment—and in accordance with *APT Manual* 6.2.11—an Associate Dean's Advisory Committee (ADAC) will individually review and make merit increment recommendations to the Associate Dean, who will chair the committee. The recommendations from ADAC are not binding, as the Associate Dean is solely responsible for the final recommendation to the Faculty Promotions Committee [APT 6.2.12].

Membership composition of the Associate Dean's Advisory Committee is listed in Appendix A3 of these guidelines.

The draft reviews/recommendations from the Associate Dean will be made available to Faculty members at least two weeks prior to the meeting of the Faculty Promotions Committee. Faculty members will be invited to discuss these drafts with the Associate Dean and, following discussion, the Associate Dean will prepare a final review/recommendation that will be forwarded to the Faculty Promotions Committee, at least one week prior to the meeting of FPC. A copy of the final review/recommendation will be forwarded to the faculty member.

Faculty Promotions Committee

The Faculty Promotions Committee (FPC) is advisory to, and chaired by, the Dean. The FPC evaluates performance of each member of the Faculty and makes a merit recommendation to the Dean. The FPC makes every effort to ensure that inequities do not occur at the Faculty level. On the basis of all information and advice available, the Dean makes a recommendation to the University's General Promotions Committee (GPC).

If the Dean modifies the recommendation of the FPC, the Dean will advise the GPC and the academic appointee in writing, giving the reasons for such action. The Dean will also advise the members of the FPC and the Associate Dean that the modification has been made.

Appeals (APT Manual 6.6)

Appeals are to be addressed to the Chair, Faculty Promotions Committee, and received by 4:30 p.m. on the day preceding the FPC meeting.

For interim reviews, faculty members may appeal the wording of the Associate Dean's review.

For the biennial assessment period, if a faculty member has appealed the Associate Dean's original recommendation, or if the Associate Dean's recommendation was higher than the Dean's merit increment recommendation, the faculty member may appeal the Dean's recommendation to GPC. The GPC will not adjust any increment recommendation by less than 0.4, except to bring a staff member's salary to the floor or ceiling of a rank, or bring the recommended increment to the CPA (currently 0.4), or to bring it to the earlier recommendation of the Head or the

Faculty Promotions Committee, or to adjust the recommendation of a Dean in the case of an academic appointee whose case is reviewed in the first instance by the GPC .

See Appendix A for more information on the Faculty of Social Work's FPC.

Conflict of Interest

Taking into consideration the composition of the above committees, the Faculty of Social Work has formulated policies in areas in which there may be a conflict of interest.

A member of the Associate Dean's Advisory Committee or Faculty Promotions Committee should withdraw from consideration of the case of a Faculty member when a situation exists that creates a reasonable apprehension that he or she would appear to be biased.

A Faculty member may request that a member of the Associate Dean's Advisory Committee or Faculty Promotions Committee withdraw from consideration of their case if it is perceived that a situation exists that creates a reasonable apprehension that the committee member would appear to be biased.

Situations would include, but not be limited to:

1. a supervisory or instructor relationship between a student committee member and a faculty member under review;
2. a significant personal relationship, past or present, with a faculty member under review;
3. initiation, pursuit, or threat to bring a law suit, allegation of misconduct, complaint of harassment, or similar action against a faculty member under review; or
4. an occurrence that is comparable to the above situations.

The focus of the above is not only on bias, but the perception of bias. It is the responsibility of each member of the Associate Dean's Advisory Committee

Documentation

All applicants who wish to be considered for appointment *with tenure* (including early consideration) will submit a 'Letter of Intent,' a career progress narrative, and curriculum vitae to the Chair, Academic Appointment Review Committee by December 1. The completed form and relevant materials must be submitted by February 1. Relevant materials include:

- § completed application form;
- § current curriculum vitae;
- § career progress narrative;
- § a full package that documents achievements in teaching, research, and service;
- § a packaged selection of research/scholarly work representative of the appointee's accomplishments to be sent to referees as well as the applicant's current curriculum vitae and letter detailing achievements (applicants supply six copies for referees);
- § a letter detailing the applicant's achievements and summarizing career progression and highlights.

Accomplishments in teaching will be presented in a teaching dossier. Although these take various forms, there seems to be agreement that it should be easily read and well organized. It should include a 4-8 page summary outlining teaching responsibilities and contributions (courses, student advising, administrative/committee responsibilities); teaching philosophy, goals and objectives, teaching methods, teaching development projects; teaching effectiveness (summative and formative evaluations), self-reflection ; and supporting documentation (appendices).

Referees

In the case of application for tenure, assessment of the academic appointee's application will be sought from at least four referees, one of whom is the applicant's nominee.

The Faculty of Social Work follows the guidelines below respecting the selection of referees and the processing of letters of reference:

- § Final responsibility for selection of referees rests with the Dean, who will consider suggestions of the Associate Dean or Head and the candidate.
- § No more than one of the referees selected can be drawn from the candidate's suggestions, and the Dean will identify this person to the AARC.
- § Letters of reference, along with other documentation, will be made available to the AARC membership for review prior to the meeting of the AARC.

If the Chair is not knowledgeable of the applicant's area of expertise, advice will be sought from appropriate faculty members for names of referees in the particular field. Otherwise the Chair, normally the Dean, will select referees.

In the case of an Instructor making application for appointment *With Tenure*, assessment of the academic appointee's application will be sought from at least four referees at the University of Calgary recognized for outstanding teaching abilities. These referees will be asked to comment on the quality of the candidate's teaching and professional performance in accordance with the criteria for the rank. At least two of these referees will be from outside the Faculty, one shall be from a list provided by the applicant to the Dean, and one may be a member of the applicant's Faculty. Documentation provided by the applicant will include a current curriculum vitae, a description of career highlights and goals, and a teaching dossier.

On or before March 1, the Associate Dean will inform tenured Faculty members of individuals applying for appointment *with tenure*. The applicant's curriculum vitae and supporting documentation will be available for Faculty review. The Associate Dean will schedule a meeting with tenured Faculty members on or before the end of March to seek advice and consultation on applications for appointment with tenure.

The Associate Dean will identify, in consultation with the candidate(s), others to be consulted. These may include: University of Calgary academic staff from other units if they have direct knowledge of the candidate's research, teaching, or service activities; community professionals if they have direct knowledge of the candidate's research, teaching, or service activities. Consultation in these cases will be undertaken either verbally or in writing.

Applications for appointment 'With Tenure' and Promotion to Associate Professor

In the Faculty of Social Work, an academic staff member who wishes to make application for appointment *With Tenure* meets with the Dean to discuss career progression. The Dean will usually advise the candidate to make application for promotion to the next rank, in the case of promotion to Associate Professor, at this time so that referees may make a recommendation on both applications.

Academic appointees who are also making application for promotion should have materials relevant to both applications submitted to the Chair of the Academic Appointment Review Committee (AARC) on or before February 1. Applications for appointment with tenure are reviewed by the Academic Appointment Review Committee; applications for promotion to Associate and Full Professor are reviewed by the Faculty Promotions Committee. Both of these committees are advisory to the Dean (see Appendix A for composition).

CAREER PROGRESSION GUIDELINES FOR

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performance implies at least a minimal contribution to the governance of the Faculty and/or University, candidates for promotion should exhibit meritorious performance in their involvement with the Faculty and/or University.

Candidates for promotion should produce evidence of a substantial promise of continued growth and productivity.

Documentation

In the professorial rank, applicants for promotion must submit:

- § an application letter of intent,
- § a career progress narrative;
- § a current curriculum vitae,
- § a teaching dossier, and
- § a package (6 copies required) containing examples of the best or most representative peer-reviewed, or equivalent, publications suitable for distribution to referees, the current curriculum vitae, and the career highlights letter.

For the Faculty Promotions Committee, the candidate will present documentation for activities and products outlined in his/her curriculum vitae.

Promotion in the Professorial Ranks

Associate Professor

For promotion to Associate Professor, the applicant must have an overall history of meritorious increments demonstrating a history of achievement in teaching, research/ scholarship, and service activities, as well as a scholarship/research agenda (e.g., work in press and work in progress).

Promotion to the rank of Associate Professor requires evidence of teaching effectiveness, recognized research achievements, and a good record of service, including service to the Faculty, University, profession, and community. When the teaching function is assessed, evidence of effective performance in undergraduate and graduate programs, if appropriate, will be considered. This should be reflected in both the University Student Rating Instrument and the Faculty's student evaluation instrument, as well as through the FPC performance assessment and recommendation. The publication record should include high quality, peer-reviewed publications. Competitive research grants are required as evidence of research achievements. Evidence of effective supervision of graduate students must be provided where appropriate. In service, active participation at the Faculty and/or University level as well as the community and professional levels is expected. As well, participation in international research and/or teaching or service activity is expected.

Peer review, or equivalent, and dissemination are part of academic expectations at all ranks and in each case, at least four referees shall be contacted to comment on the applicant's career history and requested to make a recommendation on the application.

The guidelines outlined under Promotion to Full Professor, Referees, in respect to selection of referees and the processing of letters of reference will also apply to promotion to Associate Professor.

The Associate Dean will prepare a written assessment and recommendation on the promotion of an applicant to be forwarded to FPC. The referees' letters in regard to the application will be accessible to the Associate Dean when writing this recommendation, however, will not be accessible to the candidate. The Faculty Promotions Committee will make a recommendation to the Dean regarding promotion of candidates, and the Dean in turn will make a recommendation regarding promotion to the General Promotions Committee.

Promotion to Full Professor

To make application for Full Professor, there are significantly increased expectations with respect to research/scholarly works, a growth in teaching capability, and service contributions such as leadership roles and participation at national/international levels.

Promotion to the rank of Professor requires documentary evidence of teaching effectiveness. It is recognized that student evaluation is not the only criteria for assessing teaching performance, and those considering application for promotion are encouraged to seek peer evaluation of their teaching.

Promotion to the rank of Professor requires that the candidate will have made a significant

Senior Instructor

Information on promotion to the rank of Senior Instructor from instructor can be found in *Procedures Pertaining to Appointment, Promotion, and Tenure*, Section 3. In the case of promotion to Senior Instructor, appointment to this rank shall normally require significant leadership roles in, for example, curriculum development, teaching development, instructional design innovations; evidence of teaching effectiveness; a creative and scholarly approach to the teaching function; evidence that the individual is capable of initiating and participating in a wide variety of teaching activities (APT manual, 3.11); involvement in graduate supervision/examination committees; and related professional activities of the Faculty.

Transfer between Professional Streams

Transfers between professorial and instructor ranks will be according to guidelines in the APT manual, see section 3.1. The Faculty administration needs to determine how such a transfer request will impact the teaching and research requirements of the Faculty as outlined in the Faculty's Staffing Plan. The appropriate Associate Dean will consider whether the applicant meets academic qualifications and/or performance commensurate with the expectations for a new rank, e.g., Instructor to Assistant Professor or Senior Instructor to Associate Professor. After consideration, the Associate Dean will forward the request with his/her recommendation to the Dean.

The request will be reviewed by the FPC based on the following criteria:

1. that an open search process was held in the first instance;
2. that the applicant evidences excellence in teaching;
3. that the applicant evidences excellence in research and service appropriate to the rank for which application is being made;
4. that a recommendation for transfer from the Instructor to the Professorial rank be made based on academic merit, research and scholarly contributions and potential, and not on length of service.

Emeritus Status

Social Work's Faculty Promotions Committee considers those retirees who are eligible for Emeritus Status at the FPC meeting following their retirement from the University of Calgary. Academic staff who will be considered at this meeting are asked to submit their current curriculum vitae to the Dean's Office. Eligibility for consideration for emeritus status will be based on years of service and completion of a distinguished career. (GPC Manual, 11.0) Female applicants may request that their status be designated "Emerita."

In the case where an individual has made a major contribution to the academic program at the University of Calgary, but does not meet all of the eligibility criteria set out in Section 11.1 (GPC Manual), that person may be recommended for emeritus status and reviewed by the FPC.

APPOINTMENT RENEWAL

The application of an Instructor or Assistant Professor for a two-year renewal to an Initial Term four-year appointment is reviewed by the Academic Appointment Review Committee, which will make a recommendation to the Dean. If an academic staff member is hired at the rank of Associate Professor, that person would normally make application for appointment *with tenure* toward the end of the penultimate year of the four-year Initial Term appointment.

In consideration of appointment renewal, teaching and service are the requirements of the Instructor rank with teaching being the prime focus. At the professorial ranks, teaching, scholarship, and service are requirements of the rank.

Accomplishments in teaching will be presente

When an Academic Selection Committee determines that two or more candidates are equally qualified to receive an offer of appointment, and at least one of these candidates is from either of the following groups:

Employment Equity that is a First Nations or Inuit person, a person with a physical or mental disability, a person who is a member of a designated group (as defined in the Employment Equity Act), or a person who is a member of a designated group (as defined in the Employment Equity Act)

Recommendator of the Dean

2. ACADEMIC SELECTION COMMITTEE

The Academic Selection Committee, which is advisory to the Dean, shall be comprised of:

- § Dean (or designate) as Chair (voting in the case of a tie)
- § Associate Dean or Head (nonvoting)
- § Region Head if the vacant position is located in one of the Regions (nonvoting)
- § Three academic appointees and one alternate from the Faculty of Social Work elected by Faculty Assembly (voting)
- § One academic appointee from outside of the Faculty selected by the Dean from a slate of three identified by Faculty Assembly (voting)
- § Administrative staff person (ex-officio, nonvoting)

The Chair of the Academic Selection Committee will strive to ensure “that the composition of the selection committee will be diverse” (Employment Equity Plan).

A quorum for the Academic Selection Committee will consist of 50%, plus the Chair.

The Faculty of Social Work is committed to Employment Equity and the Academic Selection Committee will take this into consideration in making its recommendations.

In line with FOIP, the Faculty of Social Work will retain recruitment records for two years.

The Academic Selection Committee shall:

1. Identify a short list, normally more than one, from the applications, based on relevant criteria relative to the advertised position. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.
2. Develop a protocol for short-listed candidates that includes opportunities to assess candidates’ teaching and research abilities and potential; and opportunities to seek input from faculty and staff, students and community professionals. The protocols will reflect the requirements of a particular vacancy and may vary from one competition to another. However, every candidate for a given competition will follow the same protocol.
3. Request “written references commenting on those factors relevant to the vacancy for all short-listed candidates” and conduct telephone interviews with referees.
4. The “Committee may choose, for good reason, to recommend no candidate to the Dean.”

recommended to the Dean. The Dean must provide a written rationale to FPC for not accepting the recommendations of the committee.

In addition to information supplied by the academic staff member, it is the responsibility of the FPC chair to gather other information and documentation which the committee may need when reviewing the member's performance. Student submissions are admissible if they are written, signed, and give justification for their views (this does not refer to unsigned teaching evaluations, which are admissible: see Section 3.2.4). No anonymous material is acceptable. The academic staff member must be given the opportunity to respond in writing to any solicited (other than reference letters) or unsolicited information which is included for review by FPC and the members' responses must also be included in the FPC review. Therefore, this material should be received by the Chair, FPC, at least two weeks prior to the FPC meeting.

- (a) Minor Commitments & refers to all community service activities of a research, practice or advisory nature that may range from a few hours up to a one- or two-day visit off-campus during the academic session. These activities will utilize no more than the occasional or minor use of University/Faculty facilities, supplies or support staff.
 - (b) Major Commitments & refers to those community service activities that would keep the academic member away from University work for a total of one week or more at a time during an academic session; an outside paid commitment during the summer for one month or more; any outside service activity that makes more than occasional or minor use of University facilities, supplies or support staff.
3. Faculty members are encouraged to participate in a full range of OPA which are associated with their major academic interests as a member of the Faculty of Social Work.
 4. Faculty members should be cautious about entering agreements contrary to University policy regarding freedom to publish research results which contribute to the advancement of knowledge.
 5. Activities which are in competition with programs of the University should not be undertaken.
 6. Faculty members must take care not to promote, recommend, or authorize purchases by the University from a source in which the member or his/her family has a substantial interest; not to market for personal gain the results of university-sponsored research; and not to use without their approval the unpaid work of colleagues or students for personal gain.
 7. Faculty members may engage the part-time involvement of students in their OPA provided that the student's advisor is involved and agrees, and provided that the student's academic duties and rights are not infringed or prejudiced.
 8. Faculty members shall report, in writing, all proposed, or confirmed, major OPA to the Dean. Requests to be off-campus for extended periods must be submitted on the current Leave of Absence form and receive the Dean's approval in advance.
 9. Faculty members who wish to engage in a major OPA which involves a long-term time commitment and a regular absence from campus which may affect their ability to fulfil their normal responsibilities (in particular those outside activities that involve

11. Faculty members engaged in major OPA must have adequate personal/professional liability insurance to indemnify the University and be prepared to provide evidence to the Dean from time to time.
12. Faculty members engaged in minor OPA must keep a record of their occasional or minor use of Faculty support staff and supplies. This record must be available for review at the Dean's request. The interpretation of what constitutes reasonable occasional or minor use without reimbursement is subject to revision by the Dean from time to time. Faculty members will be responsible for any direct costs resulting from minor OPA.
13. Faculty members engaged in OPA of any kind must include a report of these activities in their Academic Performance Report.
14. Faculty members who wish to dispute any decision affecting their OPA should meet with and seek to resolve the matter in discussion with the Dean. A faculty member, acceptable to both parties, may be involved as an informal arbitrator, in order to avoid the possibility of a formal appeal to the Provost & Vice-President (Academic).
15. Faculty members engaged in OPA at the time these guidelines comes into effect shall bring their activities into conformity with this guidelines by June 30, 1987. Where existing contractual arrangements prevent uniformity, the Dean must be advised and a satisfactory date agreed to.

Approved by Faculty of Social Work Council, January 28, 1987)

(Approved for implementation by Dr. M. A. Ward, Vice-President Research, December 9, 1988)