Preamble

The University of Calgary is a research-intensive institution committed to discovery, creativity and innovation with aspirations for excellence, achievement, and high academic standards. To this end, the University provides leadership to society and guides the evolution of new ideas that contribute to quality of life for Albertans, Canadians, and people worldwide.

The University values the pursuit and creation of knowledge and diverse knowledge traditions. Striving for scholarly advancement in all disciplines, the University is committed to advancing innovation, discovery, entrepreneurship, and knowledge engagement, to the benefit of our communities. In its commitment to innovative teaching and learning, the University educates the next generation to tackle society’s challenges in an increasingly complex world.

By creating and maintaining a positive and productive environment committed to equity, diversity and inclusion, the University promotes a culture where all members have the greatest potential to thrive and welcome the freedom to learn, experience, investigate, comment, critique, and contribute to society locally, nationally, or internationally.

The contents of this Handbook shall be applied in the spirit of addressing barriers that inhibit Indigenous peoples, racialized, queer, trans- and gender-nonconforming, women and other systematically disadvantaged scholars from achieving their full potential.

The Handbook’s contents shall also be applied as consistent with the principles of due process and balance procedural transparency as well as the protection of an individual’s right to privacy. As well, the Handbook’s contents should allow for flexible interpretation in order to achieve fairness towards all academic staff members.
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PART A Criteria for Appointment, Renewal, Transfer, Tenure, Promotion and Merit Assessment

1 Authority

1.1 These criteria are established pursuant to Article 29.2 and Article 28.4 of the Collective Agreement between the Faculty Association of the University of Calgary and the Governors of the University of Calgary. In accordance with these Articles, the General Faculties Council (GFC) is empowered to establish criteria for Appointment, Renewal, Transfer, Tenure and Promotion, and Merit Assessment.

1.2 Criteria outlined in Part A of this Handbook shall also apply to criteria pertaining to the Appointment of academic staff members as outlined in Part B.

1.3 Criteria for appointment, reappointment, and assessment of members in Sessional Appointments shall be established in the Collective Agreement.

1.4 Only criteria established or authorized by the GFC or provided within the Collective Agreement shall be considered in matters relating to Appointment, Renewal, Transfer, Tenure and Promotion, as well as Merit Assessment.

1.5 For the purposes of Merit Assessment, changes made to criteria within this Handbook and/or the relevant Faculty Guidelines shall only apply from the approved date forward.

1.6 For the purposes of applying for Renewal, or for Tenure, as set out in Article 28 of the Collective Agreement, an academic staff member may choose to be evaluated under current approved criteria in both this Handbook and Faculty Guidelines, or those in place at the time of appointment. An academic staff member who applies for promotion not linked to an application for tenure may choose to be evaluated under current approved criteria in both this Handbook and Faculty Guidelines, or under criteria in effect three years prior to the promotion application date, or the date of hire, whichever is later.

2 Faculty Guidelines

2.1 Discipline specific criteria will be outlined in Faculty Guidelines for each Faculty or equivalent unit across the University. According to Articles 29.2 and 28.4 of the Collective Agreement, GFC has delegated the creation of Faculty Guidelines to the Faculty Councils to ensure that any discipline specific or distinctive aspects relevant to its faculty members are addressed when applying criteria for Appointment, Renewal, Transfer, Tenure and Promotion, and Merit Assessment.

2.2 Criteria outlined within this Handbook, may be refined and interpreted in Faculty Guidelines. Faculty Guidelines may not, however, create new criteria, or add to, contradict, or delete criteria, unless specifically authorized to do so within this Handbook.
2.3 Following approval by the Faculty Council, and completion of the steps outlined in A.2.5 (below), the Dean shall make available to all academic staff members in the Faculty such approved Faculty Guidelines on the manner in which criteria for Appointment, Renewal, Transfer, Tenure and Promotion, and Merit Assessment shall be applied within the Faculty.

2.4 Faculty Guidelines must include a statement or description:

a) of the relative importance that the Faculty attaches to University functions of research and scholarship, teaching, and service;

b) of how the Faculty interprets these functions (i.e. the various activities that the Faculty defines as legitimate and appropriate research and scholarship activities including creative and/or artistic activity);

c) of how the Faculty values knowledge engagement and transfer (the ways in which public and private sectors benefit from research), entrepreneurship, and innovation;

d) the relative weighting of the activities outlined in a), b), and c) as defined by the discipline or field, applicable to academic rank and stream;

e) that clearly articulates any expectations with regard to competitive and other types of funding;

f) of how the Faculty assesses other duties such as clinical or professional responsibilities, where applicable;

g) of how the Faculty assesses contributions to service as well as administrative duties;

h) of how the Faculty assesses the information supplied within a Teaching Dossier (see also Article 28A of the Collective Agreement);

i) that clearly articulates how and when the Faculty credits scholarly work in various stages of publication;

j) of expectations with respect to performance in each function by academic staff members, including the ways in which these expectations change within rank, and with seniority within a given rank (see Article 29.2.6 of the Collective Agreement);

k) of how academic and professional qualifications are applied in recommending Appointment, Renewal, Tenure and Promotion, as well as Merit Assessment;

l) that clearly articulates how accomplishments in research and scholarship, teaching, and service as well as any other assigned duties shall be translated into recommendations for Appointment, Renewal, Tenure and Promotion, and Merit Assessment within the respective streams present in the Faculty;

m) of how Faculty Guidelines address variations in applying criteria across units, where applicable, and consistent with Articles 29.5.6 and 29.7.5 of the Collective Agreement;

n) that clearly articulates the ways in which academic staff members shall be credited for activities carried out in other departments within the Faculty, and in other Faculties;

o) of the ways in which the Faculty recognizes the diversity of different career patterns and the implications of such patterns for career progression and evaluation of progress;

p) of the ways in which the Faculty recognizes systemic barriers that may prevent academic staff members of equity-seeking groups from achieving career milestones such as Tenure and Promotion at the same rate and speed, as well as achievements through Merit Assessment. Examples of such barriers may include explicit and implicit service expectations, implicit bias surrounding publication quality, community engagement as a
pre-requisite for research and scholarship, and/or cognitive and implicit bias influencing application of criteria in Renewal, Tenure, Promotion, and in Merit Assessment;
q) of the Academic Selection Committee Composition outlined in Part B of this Handbook.

2.5 Changes to Faculty Guidelines shall not take effect until:

a) approved by the Provost as being in compliance with this Handbook and the Collective Agreement;
b) a copy is provided to the Faculty Association; and
c) the changes are posted on the Provost’s website.

3 Criteria for Research and Scholarship, Teaching, and Service

3.1 General Considerations

3.1.1 It is the responsibility of all academic staff members to contribute to a climate in which diversities of opinion and views are valued. This will enable all to participate in decision making and advancing the goals of the University.

3.1.2 The functions of the University include research and scholarship, teaching, and service and shall be evaluated as part of Renewal, Tenure and Promotion (see A.5), and included in Merit Assessment (see A.6). In some instances, academic staff members may undertake clinical responsibilities or other professional activities and/or duties that go beyond these three categories, reference to and assessment of which, may also be included in Faculty Guidelines (see A.2.4). General criteria for ranks and streams as well as Professional or Administrative appointments are set out in A.4 below.

3.1.3 Within the context of A.3.1.2 above, and the requirements of the Collective Agreement Article 29.2.2, it is recognized that the nature of research and scholarship, teaching, and service and the proportional distribution of expectations for fulfilling these functions shall vary from Faculty to Faculty. There shall be generally consistent application of these considerations within each Faculty.

3.1.4 It also recognized that activities within these functions may focus on ethical obligations to build and maintain community relationships in addition to the pursuit of research and scholarship.

3.2 Research and Scholarship

3.2.1 Research and scholarship are major University functions. The primary concern of academic staff members and the University shall be the importance of high-quality research and scholarship and/or other creative or professional activities.

3.2.2 Research and scholarship and/or other creative or professional activities may include:
   a) fundamental research that creates new knowledge including research creation and creative practice;
   b) integration of knowledge which involves the synthesis of information across disciplines, and across topics within a discipline;
c) research that involves entrepreneurship and/or innovation;

d) systematic study of teaching and learning processes, including the scholarship of teaching and learning;

e) application of knowledge to critically analyze texts, identify or solve a compelling problem in the community-at-large or challenge in society including knowledge engagement and transfer (the ways in which public and private sectors benefit from research), patents, and commercialization;

f) knowledge creation grounded in or engaged with Indigenous nations, communities, societies or individuals that embraces the intellectual, physical, emotional and/or spiritual dimensions of knowledge and interconnected relationships with people, places and the natural environment. It is committed to building respectful relationships with Indigenous communities, valuing their existing strengths, assets and knowledge systems, and striving to meet community needs, through ethically and culturally appropriate means.

3.2.3 Research and scholarship may take place individually or collaboratively and focus on one or more disciplines. High-quality research and scholarship will be measured by peer recognition and/or advancement to the discipline, and/or innovation, and/or creativity, and/or impact on society and community etc.

3.2.4 Activities in research and scholarship vary among Faculties, and across disciplines and fields, encompassing a number of different modes and activities, creative or professional achievements, in different ways consistent with disciplinary culture and practice and as delineated in the relevant Faculty Guidelines. Such activities shall normally be measured by the quality, originality, innovation, impact, entrepreneurial spirit, knowledge engagement and community impact, and the pattern of the academic staff member’s work appropriate to the discipline, field, or community.

3.2.5 It is expected that academic staff members, as required by their rank and stream, shall actively participate in the evolution of their disciplines and professions, to remain current in their fields, and to disseminate the scholarly outcomes of their work in a variety of forms appropriate to their discipline or field.

3.2.6 In their particular fields of endeavor, academic staff members are expected to meet ethical standards for research and scholarship, to adhere to University policies with respect to ethical conduct, and to act with integrity and honesty in conducting and communicating their scholarly work.

3.2.7 Academic staff members are normally required to seek competitive funding to sustain their program of research and scholarship where applicable, as defined in the relevant Faculty Guidelines (see A.2.4 e).

3.2.8 The relative weighting of types of research and scholarship output may vary by discipline, or field (see A.2.4 d). For example, in some disciplines, publication of an article in a top-tier journal or a refereed book in a national or international press is the summit of scholarly achievement. Some fields may require extensive efforts in community building before research and scholarship can occur. Knowledge engagement, including Indigenous research and scholarship, or entrepreneurial activities, may result in different outputs, impact, and
innovation. In other disciplines, presentations, lectures, and/or keynote addresses at international conferences, publications in conference proceedings or editing a journal, carry greatest weight. In others, the number and value of external, competitive grants received, and/or research contracts awarded are important indicators of research and scholarly activity. Similarly, a patent, contributions to policy, or a juried exhibition of artistic work may indicate significant creative and/or professional achievement.

3.2.9 In Faculties that prepare students for professional practice, contributions to the discipline of that profession shall be deemed relevant to satisfying research and scholarship requirements provided that they are of high quality and are acknowledged contributions to the field, that they flow primarily from research and scholarship, and that they have been subject to an informed review process and enhance the professional reputation of the academic staff member and the University.

3.3 Teaching

3.3.1 Teaching is a major University function. The purpose of teaching is to facilitate learning. Teaching effectiveness is characterized by high-impact teaching and learning strategies to improve student learning and includes a demonstrated ability to apply evidence-based teaching and learning approaches, and to design learning experiences grounded in a clearly articulated teaching philosophy.

3.3.2 Teaching may take different forms such as direct or classroom instruction at undergraduate and graduate levels, competency-based education, field and practicum supervision, supervision or co-supervision and mentoring of undergraduate or graduate students or other trainees. Delivery of instruction may be face-to-face, on-line and blended. Learning may occur inside and outside of the classroom, on and off campus (including land-based education), in collaboration with other instructors, other faculties, associated institutions, community organizations or with Indigenous knowledge-keepers and communities. Teaching activities may include lectures, seminars, tutorials, laboratories, clinical sets, lesson plans, assessments, grading, and examinations, critical evaluation of written work, advice and guidance to trainees on their research methods and experimental approaches, supervision of experiential activities, participation on supervisory committees, or serving as an external examiner.

3.3.3 Educational leadership is a dimension of teaching that advances innovation of teaching and learning with impact beyond the classroom, including contributions to curricular development and renewal, pedagogical innovations, evidence-based and/or practice-based educational activities including Indigenous teaching practices, the sharing of pedagogical expertise through publications, or formal educational leadership roles in the academic unit or beyond.

3.3.4 The University also recognizes the legitimate role of academics in collaborating with partners in knowledge creation and innovation, or as ‘knowledge brokers’ in transferring new knowledge and innovations to persons in government, business, industry, the
professions, and broader communities through the organization and presentation of seminars, workshops, and short courses.

3.4 Service

3.4.1 Academic staff members have a responsibility to contribute through service to move the institution forward through collegial governance, to advance academic disciplines, and to impact communities and society. Service means active participation and shared responsibility in academic governance, and development in matters relevant to the progress and welfare of the academic staff member’s Department, Unit, Faculty, Institution, discipline, and profession.

3.4.2 The degree and number of service activities to which an academic staff member contributes may vary depending on career stage, rank and stream. Appropriate levels of service shall be expected of each rank. Nevertheless, for individuals whose duties include research and scholarship as well as teaching, the normal expectations for these duties cannot be fulfilled by service activity in the absence of written agreements with the Dean. Meeting the expectation for service should normally require a smaller portion of effort than is required for the functions of research and scholarship as well as teaching.

3.4.3 Service to the University may include participation in Program or Unit-level, Department or Division, Faculty, and University committees, councils, task forces, ad hoc teams, and governing bodies, or other parts of the University including the Faculty Association.

3.4.4 Service to an academic staff member’s disciplines or profession may include membership on committees or executive bodies of academic or professional organizations, editorial boards of disciplinary or interdisciplinary journals, national or international granting agency councils, on grant selection committees and adjudication panels of regional, provincial, national or international agencies, and similar professional activities. Service may also involve organization of conferences, seminar series, workshops or presentation of short courses within the University, the broader community, or within the national and/or international arena.

3.4.5 Service to the community and general public takes place in several forms. Public or community service involves the contribution of an academic staff member’s professional and disciplinary expertise to the community and public-at-large in association with their University appointment. Academic staff members may contribute to general, professional, or cultural communities, the province, and the nation, as well as globally, by reciprocal application of their scholarly or professional expertise, knowledge engagement and transfer, thereby bringing recognition to the University. Other service to the community that flows from the discipline, or field, or that accrues through other distinguished service to the University and/or the community may be acknowledged when it brings distinction to the University and/or community.

3.4.6 With regard to all service activities as outlined above, serving as Chair/Co-Chair or Executive Membership, for example, could carry significantly more weight than that of membership. Serving as Editor or Associate Editor, or as a member of an Editorial Board for a journal or
similar body, for example, could also carry significantly more weight than that of reviewing. It is the role of the Head or equivalent to take into account the time commitment and role that an academic staff member takes on in various service assignments.

3.4.7 Academic staff members may also contribute service to specific communities requiring significant time commitment in order to establish trust, depth and stability, thereby integrating the University with its communities. In some instances, such contributions may be a necessary element of their research and scholarship activities that should be recognized in considerations for Tenure and Promotion, and in Merit Assessment.

3.4.8 Formal and informal service commitments across the University are often disproportionally expected from academic staff members of under-represented groups. Their commitment to offer a diversity of perspectives and experiences on committees and other decision-making bodies supports the University in making the best possible decisions and to establish an inclusive campus for all. Such contributions shall be considered in Tenure and Promotion, and in Merit Assessment.

3.5 Administrative Duties

In accordance with Articles 28.3 and 29.2.3 of the Collective Agreement, the quality of administrative leadership shall be recognized when evaluating academic staff for Tenure and Promotion, and for Merit Assessment. Administrative duties can take the form of formal appointments or may occur informally.

4 Requirements for Academic Staff Ranks and Streams

4.1 General Considerations

4.1.1 The following paragraphs set out the requirements for academic staff members across ranks and streams for professorial and instructor as well as administrative and professional streams. These requirements describe the level at which academic staff members in each rank and stream are expected to contribute to research and scholarship, teaching, and service.

4.1.2 As a principle, expectations increase in relation to rank. As academic staff members progress through the ranks, they may take on a variety of roles in a University community and in their professions, and the vitality of the University community, the academic disciplines, and the broader community or society depends upon their commitment and involvement.

4.2 Requirements for Assistant Professor

4.2.1 Appointment to the rank of Assistant Professor normally requires completion of the highest rank of academic training in a discipline or field. Evidence or promise of original high-quality research and scholarship and future development as a scholar must be present. Where appropriate to the proposed program of research and scholarship, evidence or promise of
the applicant’s ability to obtain competitive funding may also be required (see also 3.2.7). Appointment to the rank of Assistant Professor may also require evidence or promise of teaching proficiency or professional activity.

4.3 Requirements for Associate Professor

4.3.1 Appointment at, or promotion to the rank of Associate Professor normally requires evidence of high-quality research and scholarly activities, evidence of teaching effectiveness (as outlined in A.3.3.1) and an appropriate record of service.

4.3.2 Appointment at, or promotion to the rank of Associate Professor normally requires evidence of an established academic program of a calibre equivalent to national recognition by peers. According to discipline or field, indicators may vary. Some examples are as follows:
   a) evaluation by external referees as recognized authorities external to the University, who are qualified to evaluate the applicant;
   b) publication of high-quality peer-reviewed or equivalent juried creative work in highly ranked journals of the field and competitive peer-reviewed conference proceedings;
   c) creative or professional awards or prizes that bring distinction to the University;
   d) keynote address or invited speaker to conferences, seminars, or workshops, at the local, regional, national or international level, relevant to the discipline or field;
   e) service as an expert to a well-recognized organization;
   f) election or appointment as a member or leader of a reputable scholarly society;
   g) service as peer reviewer for journals or granting bodies including ad hoc reviewing;
   h) participation in research networks, consortia, or research teams.

4.3.3 For appointment at, or promotion to, the rank of Associate Professor, it is expected that a record of high-quality research and scholarship such as peer-reviewed or refereed presentations or publications in an academic, community or artistic forum suitable to the discipline or field has been achieved, or that other measurable contributions to professional practice, knowledge engagement, innovation, or entrepreneurship have been achieved. Evidence of ability to obtain competitive funding to sustain a research program is normally required (see also A.3.2.7).

4.3.4 In some disciplines or fields, and depending upon assigned duties, appointment at or promotion to the rank of Associate Professor may require the academic staff member to have successfully taught a variety of courses and provided evidence of teaching effectiveness (e.g. as part of a Teaching Dossier). This may be demonstrated by contributing to course and/or curricular development, serving as a member of graduate student supervisory committees, providing trainee mentorship, and/or demonstrating successful supervision or co-supervision of undergraduate or graduate students or other trainees. Teaching effectiveness also includes a demonstrated ability to apply evidence-based teaching and learning approaches, and to design learning experiences grounded in a clearly articulated teaching philosophy.
4.3.5 For appointment at, or promotion to, the rank of Associate Professor, a satisfactory record of and active involvement in University, professional or community service that has demonstrated commitment to the Department, Unit, Faculty, University or wider community is also expected, as defined in the relevant Faculty Guidelines.

4.3.6 When an academic staff member holds a tenure-track appointment at the rank of Assistant Professor, the granting of promotion to the rank of Associate Professor normally carries with it the granting of tenure.

4.4 Requirements for Professor

4.4.1 Appointment at, or promotion to, the rank of Professor is reserved for those whose academic achievements would normally be recognized by their peers within the University and beyond to be of a calibre equivalent to international standing and as outstanding in their community, discipline, or field. According to discipline or field, indicators may vary. Some examples are as follows:

   a) evaluation by internationally recognized authorities external to the University, who are qualified to evaluate the applicant
   b) publication of high-quality peer reviewed articles in the top-ranked journals of the field or equivalent juried creative works and competitive peer-reviewed conference proceedings;
   c) internationally recognized or influential creative or professional awards or prizes that bring distinction to the University;
   d) keynote address or invited speaker to high-calibre or international conferences, seminars, or workshops, at leading venues;
   e) invitation to contribute to edited collections;
   f) service as peer reviewer or Editorial Board member for journals or granting bodies including ad hoc reviewing;
   g) participation in internationally known or influential research networks, consortia, or research teams;
   h) service as an expert to an internationally recognized organization;
   i) election or appointment as a member or leader of a world-class scholarly society.

4.4.2 Appointment at, or promotion to, the rank of Professor is a recognition of the highest quality of contributions to research and scholarship, teaching, and service including leadership contributions and/or impact or innovation within the relevant community, discipline, or field, resulting in distinguished recognition.

4.4.3 Whereas relative contributions in the areas of research and scholarship, teaching, and service may vary across the professorial stream, appointment at or promotion to the rank of Professor normally requires a sustained body of research and scholarship that has impacted the community, discipline, or field in a significant way, evidence of an on-going research program sustained by peer-reviewed competitive external or industry grants, where applicable and defined by the relevant Faculty Guidelines, or other contributions to
creative or professional practice, knowledge engagement, innovation, or entrepreneurship. Notwithstanding the importance of teaching performance and effectiveness, appointment at or promotion to the rank of Professor shall only be recommended when the academic staff member is recognized to be of a calibre equivalent to international standing on the basis of research and scholarship, equivalent creative activity, or professional contributions to the relevant community, discipline, or field, as described in A.4.4.1.

4.4.4 Depending upon assigned duties, appointment at, or promotion to, the rank of Professor normally requires evidence of teaching effectiveness (e.g. as part of a Teaching Dossier) at the undergraduate and graduate levels and/or educational leadership and an established track record of supervising or co-supervising undergraduate or graduate students or other trainees, mentorship, and supervisory committee membership. Teaching effectiveness also includes a demonstrated ability to apply evidence-based teaching and learning approaches, and to design learning experiences grounded in a clearly articulated teaching philosophy.

4.4.5 Appointment at, or promotion to, the rank of Professor normally requires a distinguished record of service contributions to the institution, the appropriate discipline and profession, and/or broader community.

4.5 Requirements for Instructor

4.5.1 Where appropriate to the discipline or field, appointment to this rank may require completion of the highest rank of academic training or relevant professional designation. Evidence or promise of teaching effectiveness or competency in teaching and learning (e.g. as part of a Teaching Dossier), an awareness of how to apply scholarly approaches to teaching and learning practices, participation in professional learning activities related to teaching and learning, as well as commitment to or experience with defining learning goals, supporting student learning activities, and creating assessment strategies may also be required.

4.5.2 Appointment to the rank of Instructor requires engagement in the research and scholarship required to maintain currency in pedagogy and curriculum design of the relevant discipline or field as well as engaging in other scholarly professional or creative activities that strengthens and informs the academic staff member’s knowledge base as an Instructor.

4.6 Requirements for Senior Instructor

4.6.1 In addition to the requirements for an Instructor, appointment at, or promotion to, the rank of Senior Instructor requires evidence of teaching effectiveness (e.g. as part of a Teaching Dossier), a demonstrated ability to apply scholarly approaches to teaching and learning, to design student learning experiences and assessment strategies grounded in a clearly articulated teaching philosophy, and to engage in scholarly, professional, or creative activities that inform and expand the academic staff member’s knowledge base as a Senior Instructor.
4.6.2 Appointment at, or promotion to, the rank of Senior Instructor requires the continuous development of a scholarly foundation for designing and implementing innovative teaching and that supports student learning, an ability to create respectful and inclusive learning environments that promote student engagement, participation in professional learning, and engagement in reflective practice to strengthen one’s teaching, learning and assessment practices.

4.6.3 Appointment at, or promotion to, this rank may also require a satisfactory record of and active involvement in educational activities such as engagement in professional, University or community service that has demonstrated commitment to advancing teaching and student learning within the Department, Faculty, Unit, University or broader community.

4.6.4 When an academic staff member holds a tenure-track appointment at the rank of Instructor, the granting of promotion to Senior Instructor normally carries with it the granting of tenure.

4.7 Requirements for Teaching Professor

4.7.1 In addition to the requirements for Senior Instructor, the rank of Teaching Professor normally requires a demonstration of the highest quality of contributions to a research-informed practice of, and reflexive inquiry into, teaching and learning. This rank is reserved for those who are outstanding in their discipline or field and recognized for their leadership contributions to teaching and learning.

Promotion to Teaching Professor requires documented evidence of distinguished achievement in three of the following four categories:

a) professional learning and development: engaging in professional development to improve teaching and student learning;

b) research and scholarship: consulting relevant scholarly sources to design and implement teaching and learning experiences, conducting and sharing research and scholarship on teaching and learning to advance knowledge in the teaching and learning community;

c) mentorship: supporting the teaching and academic development of faculty and students;

d) educational leadership: activities that advance teaching and learning communities by sharing expertise that helps others to strengthen their teaching practice.

4.7.2 Notwithstanding demonstrated distinction in teaching effectiveness, appointment at or promotion to, the rank of Teaching Professor shall normally only be recommended where the academic staff member has clearly established an outstanding reputation, demonstrated through educational leadership contributions to the theory and practice of teaching and learning, and by impact on, or innovation within, the relevant community, discipline or field, resulting in distinguished peer-recognition. According to discipline or field, indicators may vary. Some examples are as follows:

a) advanced innovations in teaching and learning with impact beyond the classroom;
b) participation in, and/or leadership of, professional learning activities (e.g. learning communities, workshops, seminars, peer evaluations) to share teaching and learning expertise with others;

c) dissemination of research and scholarship in the broader community (e.g. Department/Faculty/University presentations and workshops, conference presentations and proceedings, keynote addresses or invited speaker, white papers, journal articles);

d) educational leadership responsibilities within Department, Faculty, Unit, University or broader community;

e) recognition of teaching expertise across and/or beyond the University.

4.7.3 Appointment at or promotion to the rank of Teaching Professor also requires a distinguished record of service contributions to the institution, the appropriate discipline, and profession, and/or broader community.

4.7.4 Requirements for Lecturer (Medicine)

Appointment as Lecturer (Medicine) shall require the completion of academic or professional qualification in Medicine or its associated disciplines. Appointment shall also require evidence of appropriate teaching or professional experience.

Note, this is an obsolete category but still present within the Collective Agreement; it may be removed from the Collective Agreement in the near future at which time 4.7.4 can be removed from the Handbook

4.8 Requirements for Academic Staff in Administrative and Professional Streams

4.8.1 Librarians

Criteria with respect to Librarians, Archivists, and Curators, shall be established by the Academic Council of Libraries and Cultural Resources.

4.8.2 Counsellors

Criteria with respect to counsellors in Student and Enrolment Services shall be established by the Council of academic staff in Student and Enrolment Services.

4.8.3 Other (Administrative and Professional Academic Staff)

4.8.3.1 Criteria with respect to administrative and professional academic staff members shall be established by the appropriate Vice-President or delegate with due regard to the historic duties of the position and after meaningful consultation with the academic staff member(s).

4.8.3.2 A review of these approved criteria may be initiated by either party prior to the commencement of a calendar year. The review and any modification of criteria and duties shall be carried out by the process outlined in A.4.8.3.1.

5 Criteria for Renewal, Tenure and Promotion

5.1 General Considerations
5.1.1 Renewal of a tenure-track appointment requires a determination that, given the quality and pattern of career performance of the academic staff member, there is a reasonable likelihood that they will be able to successfully apply for an appointment With Tenure at the University of Calgary within the time allowed.

5.1.2 Achieving tenure and promotion is a milestone in an academic career and an expression of a university’s commitment to the academic staff member who is making the application. Criteria applied in Tenure and Promotion processes have, however, been shown to be subject to implicit bias – the attitudes or stereotypes that can affect our understanding, actions, or decisions, in an unconscious manner. It is important for members of Faculty Tenure and Promotion Committees (FTPC) to recognize that bias may be present and to critically reflect on same when reviewing applications and referencing relevant criteria.

5.1.3 Advancement to a higher rank is not automatic. Continued growth in research and scholarship, teaching, and service is typically required for all ranks and streams according to assigned duties. Outstanding performance in one area normally cannot substitute for insufficient performance in another.

5.2 Tenure and Promotion in the Professorial Stream

5.2.1 Granting of an appointment With Tenure requires a determination that, given the quality and pattern of career performance of the academic staff member, there is a substantial likelihood that they will be able to sustain a career as a productive researcher and scholar, effective teacher, and active contributor to the University of Calgary community.

5.2.2 When an academic staff member applies for an appointment With Tenure in the Professorial Stream, the FTPC shall seek evidence that the academic staff member has been successful in meeting criteria for the rank, as set out in A.4 of this Handbook. To this end, the FTPC shall:

a) review evidence of the accomplishments of the academic staff member in research and scholarship, teaching, and service, or other assigned duties, both over their entire career and since appointment at the University of Calgary;

b) then consider the overall career pattern of the academic staff member, taking into account the time elapsed since completion of the highest degree, or professional designation, accomplishments in positions prior to employment at the University of Calgary, and other relevant factors; and

c) use criteria as set out in the relevant Faculty Guidelines in evaluating the evidence presented.

5.3 Tenure and Promotion in the Instructor Stream

5.3.1 When an academic staff member applies for an appointment With Tenure in the Instructor Stream, the FTPC shall seek evidence that the academic staff member has been successful in meeting criteria for the rank as set out above in A.4 of this Handbook.
5.3.2 The granting of an appointment With Tenure and Promotion to Senior Instructor requires a determination that, given the quality and pattern of career performance of the academic staff member, there is a substantial likelihood that they will be able to sustain a productive career as an effective teacher and active contributor to the University of Calgary community. To this end, the FTPC shall:

a) review evidence of the accomplishments of the academic staff member in teaching and learning, service, any other assigned duties, and engagement in other scholarly activities that inform and expand the academic staff member’s knowledge base, both over their entire career and since appointment to the University of Calgary;
b) consider the overall career pattern of the academic staff member, taking into account the time elapsed since completion of the highest degree or professional designation, accomplishments in positions prior to employment at the University of Calgary, and other relevant factors; and,
c) use criteria set out in the Faculty’s Guidelines in evaluating the evidence presented.

5.4 Promotion to Professor or Teaching Professor

5.4.1 Advancement to the highest rank in professorial and instructor streams is not automatic. Excelling in one area of criteria for ranks and streams normally cannot substitute for another. Rigorous standards are applied for evaluating research and scholarship, teaching, and service, or other assigned duties, in considering promotion to Professor or Teaching Professor to ensure that the academic staff member has achieved the recognition required for this rank as set out above in this Handbook (see A.4). An academic staff member considering promotion to Professor or Teaching Professor should be an exemplary member of the academy who consistently demonstrates a high standard of achievement in all areas and roles and demonstrates due diligence in meeting assigned duties.

5.4.2 When an academic staff member applies for Professor or Teaching Professor, the FTPC shall consider the complete career record of the academic staff member at the University of Calgary and elsewhere.

5.5 Transfer between Streams

5.5.1 In accordance with Articles 28.7.6 and 28.10 of the Collective Agreement, all provisions regarding promotion shall apply to the process of transfer between streams with the question being whether the academic staff member seeking the transfer meets criteria for the new rank. A tenured academic staff member may not apply for a rank that normally does not include tenure (e.g. Assistant Professor or Instructor).

5.5.2 In the event that an academic staff member wishes to apply to transfer from one stream to another (i.e. professorial stream to instructor stream or instructor stream to professorial stream), the same criteria as outlined above in this Handbook must be met. In the event that an academic staff member meets these criteria, the FTPC members shall evaluate them based upon the rank and stream to which they are transferring, ensuring that all criteria as set out above, and in Faculty Guidelines, have been met.
5.6 Additional Considerations for Renewal, Tenure and Promotion

5.6.1 Outside Professional Activity shall be considered in determining career advancement to the extent that any such activity contributes to fulfilling the obligations of the academic staff member to the University and to enhancing the stature of the University.

5.6.2 Notwithstanding the payment of administrative honoraria, the administrative role and the quality of academic administration and leadership provided shall be taken into account when considering the overall performance of the academic staff member where relevant to Tenure and Promotion.

5.6.3 With regard to Tenure and Promotion, materials in support of demonstrating teaching effectiveness shall be included in the Teaching Dossier of the academic staff member as laid out in Appendix 28A of the Collective Agreement.

5.7 Renewal, Tenure and Promotion in Administrative and Professional Streams

In Administrative or Professional streams, granting an appointment With Tenure requires a determination that, given the quality and pattern of the academic staff member’s career performance, there is a substantial likelihood that they will be able to sustain a career as a productive and effective member of, and active contributor to, the University of Calgary community. To this end, the FTPC shall:

a) review evidence of the academic staff member’s accomplishments since appointment to the University of Calgary;

b) then consider the academic staff member’s overall career pattern taking into account the time elapsed since completion of their highest degree of professional designation, accomplishments in positions prior to employment at the University of Calgary, and other relevant factors; and,

c) in assessing the evidence presented to it, use criteria provided in the relevant Unit Guidelines or criteria referred to above within this Handbook.

6 Criteria for Merit Assessment

6.1 General Considerations

6.1.1 In assessing performance and assigning merit, the Head or equivalent shall base their assessments on the requirements set out in A.3 and A.4 of this Handbook and Faculty Guidelines.

6.1.2 Article 29.2.2 of the Collective Agreement states that criteria for assessing academic staff members shall be applied in a manner consistent with assigned duties as outlined under Article 12.

6.1.3 Article 29.2.2 of the Collective Agreement further states that merit shall be assessed on the full duties performed by the academic staff member.
6.1.4 Article 29.2.3 of the Collective Agreement states that notwithstanding the payment of administrative honoraria, the administrative role and the quality of academic administration and leadership provided shall be taken into account when considering the overall performance of academic administrators and others who serve in formally appointed administrative leadership positions. Academic staff members who serve their academic units, faculty or the University in administrative roles, including as Department Heads, Associate Deans, Program or Institute Directors, or other equivalent roles shall also be assessed on the quality of their leadership, e.g. how they have advanced the academic mission of their portfolio, displayed vision, implemented plans and strategies, advanced a culture of high quality research and scholarship, teaching and service, and created meaningful and relevant academic programs.

6.1.5 Article 29.2.5 of the Collective Agreement states that criteria for assessing academic staff members in positions outside the professorial, instructor, librarian, curator, archivist and counsellor streams shall be based on the duties assigned at the time of hiring, and as mutually amended by the academic staff member and supervisor over time, or as agreed to by the Provost and Faculty Association.

6.1.6 Article 29.2.6 of the Collective Agreement states that as an academic staff member progresses through a rank, the normal expectation of performance rises.

6.1.7 Article 29.3.9.2 of the Collective Agreement also states that the awarding of increments of any amount may not be indicative of success in applications for Renewal, Tenure and Promotion.

6.1.8 Heads or equivalents are uniquely qualified to assess the impact of the academic staff member's contributions in the particular community, discipline, or field, and are charged with the responsibility of preparing written performance assessments which are critical for Faculty Merit Committees (FMC). Written assessments should include comments on the quantitative and qualitative contributions an academic staff member has made during the reporting period. Evaluative comments should be included, in a concise format, wherever possible and appropriate, and summarize contributions in research and scholarship, creative and/or professional activities, teaching, and service, according to assigned duties.

6.1.9 In assessing performance and assigning merit, the Head or equivalent shall consider the possible inequities in workload and assigned duties affecting members of under-represented groups as outlined in A.3.4.8.

6.1.10 Outside Professional Activity for remuneration shall not normally be counted as service for the purposes of Merit Assessment.

6.2 Criteria for Assessing Research and Scholarship

6.2.1 Research and scholarship are major functions in a research-intensive university. Through research and scholarship, academic staff members contribute to innovation and advancements in their discipline, field, and communities, and to the solving of challenges that societies face, both locally and globally. The assessment of research and scholarship
shall be based upon expectations outlined in A.3 and across different ranks and streams in A.4, and the relevant Faculty Guidelines.

6.2.2 All research, scholarship, and other creative activities shall be assessed on the merits of the work, regardless of the form in which they appear, and subject to the same rigor of informed peer review or appropriate refereeing. It may be important for Heads and/or Deans to engage in post-publication review to assess value and impact where traditional peer review is not appropriate or applicable.

6.2.3 Faculties will articulate how and when the Faculty credits scholarly work in various stages of publication (see A.2.4.i).

6.2.4 In assessing research and scholarship activities, the Head or equivalent and the members of the FMC, should be attentive to the evolving and changing nature of research and scholarship, and the ways in which knowledge is produced and disseminated, as specified in the relevant Faculty Guidelines.

6.3 Criteria for Assessing Teaching

6.3.1 Teaching is a major function of the work academic staff members perform at the University. The development, renewal and delivery of undergraduate and graduate level courses, and the evaluation, supervision or co-supervision, and mentorship of trainees, are part of the teaching responsibilities of all academic staff members. The assessment of teaching is a critical step for constructively and continuously improving the quality of teaching and the student experience across the University.

6.3.2 Teaching performance and effectiveness shall be evaluated as part of the performance review for merit assessment purposes. Such evaluation should consider all ways academic staff members address their teaching responsibilities and interact with undergraduate or graduate students or other trainees. Evaluations of teaching should also consider the extent of innovation, preparation, reflection and integration of current knowledge, level of interest, direction, and encouragement demonstrated by the academic staff member. Participation in teaching development programs and/or seeking expert opinion to assist in improving teaching and learning shall be viewed as an indication of commitment to teaching. In some disciplines, seeking the advice of Indigenous knowledge keepers should also be considered.

6.3.3 Evaluations of teaching shall be multi-faceted and, in particular, shall not be based primarily on any one method of evaluation. No single tool or activity is sufficient to measure teaching performance and effectiveness. Multiple sources of evidence shall be used to obtain a holistic picture of the performance of the academic staff member. This may include self-reflection, student feedback, peer observation, course design materials, and educational leadership activities provided by the academic staff member as well as any other assessments available to the Head or equivalent.
6.3.4 Evaluations of teaching should state the basis for the assessment (e.g., student feedback, peer review, classroom or laboratory visits by the Head or equivalent). It is helpful to members of the FMC if the Head or equivalent outlines the academic staff member’s time commitment to teaching, and the nature and significance of their involvement.

6.3.5 In assessing teaching, the Head or equivalent as well as the members of the FMC shall refer to criteria for teaching, as set out in A.3 of this Handbook, and criteria established for teaching for academic staff members in different ranks and streams, as set out in A.4 of this Handbook.

6.3.6 In assessing teaching, supervision or co-supervision of undergraduate or graduate students or other trainees, mentorship, the participation on supervisory committees, and/or serving as an external examiner, shall be considered where applicable.

6.4 Criteria for Assessing Service

6.4.1 Service is an important function of the work academic staff perform at the University. Service activities move the institution forward through collegial governance, advance academic disciplines, and impact communities and society. Academic staff members also perform important administrative tasks that may not be subject to a formal appointment; this work should be recognized and assessed as a contribution to service.

6.4.2 In evaluating service contributions, the Head or equivalent should assess the information provided by the academic staff member on the nature and type of service activities, the time commitment, significance and impact of these service activities, and include into the written assessment.

6.4.3 In assessing service, the Head or equivalent and the members of the FMC shall refer to criteria for service as set out in A.3, and criteria established for service contributions for academic staff members in different ranks and streams as set out in A.4.