



UNIVERSITY OF CALGARY | HASKAYNE SCHOOL OF BUSINESS

Faculty Guidelines for the Appointment, Renewal, Transfer, Tenure, Promotion, and Assessment of Academic Staff

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1 Introduction

- i. The Haskayne School of Business (HSB) aims to attract, support, retain, and reward excellent scholars and teachers, and promotes a culture where all members can thrive.
- ii. The HSB Guidelines define the criteria used to assess the performance of academic staff members for the purpose of appointment, renewal, tenure, promotion, transfer, progression through the ranks (PTR), and outstanding achievement awards (OAA). These faculty guidelines have been developed within the framework of the Academic Staff Criteria and Processes Handbook approved by GFC. This document must be read in conjunction with the [GFC Academic Staff Criteria & Processes Handbook](#) (hereafter the GFC Handbook) and the [Collective Agreement](#) between the Governors of the University of Calgary and the Faculty Association of the University of Calgary. In the event of a conflict between this document and the GFC Handbook or the Collective Agreement, the provisions of the GFC Handbook and Collective Agreement shall apply.
- iii. Academic staff members are encouraged to discuss the performance standards in this document with the Dean or Head-equivalent and to formulate academic and professional goals that are consistent with both their individual career objectives and with the academic direction of the HSB.

2 General Principles

(See [Part A section 3 of the GFC Handbook](#))

2.1 Weighting

- i. The performance standards and expectations defined in this document are used to evaluate the following three functions:
 - a. Research and scholarship
 - b. Teaching
 - c. Service to the faculty, university, profession, and community
- ii. Criteria for renewal, transfer, tenure, promotion, and academic performance assessment (PTR and OAA) are applied to academic staff members in the context of their workload assignment. The Head-equivalent, Faculty Assessment Committee (FAC) and Faculty Tenure and Promotions Committee (FTPC) will give attention to each of these functions when determining overall evaluations.

2.2 Recognition of Diversity of Career Paths

- i. In considering academic performance assessment (PTR and OAA), renewal, transfer, tenure and promotion, the Head-equivalent, FAC, and FTPC will recognize and consider the diversity and implications of different career paths. HSB acknowledges and appreciates the diversity of career paths. This includes acknowledging those with an atypical academic trajectory, and/or diverse skill sets, which may encompass research and scholarship, teaching, or service activities that are outside of mainstream forms. For example, the

methods, process, and outputs of those conducting research in Indigenous communities may differ from those who conduct research in other work environments.

2.3 Recognizing Systemic Barriers

- i. In preparing for renewal, transfer, tenure, promotion, and academic performance assessment (PTR and OAA) the academic staff member may include a narrative to provide context. All reviewers and committee members in the tenure, promotion, and assessment processes are required to review academic work with awareness and sensitivity to the various ways in which systemic barriers prevent academic staff members from achieving career milestones such as Tenure and Promotion at the same rate and speed, as well as achievements through academic performance assessment (PTR and OAA).

2.4 Recognizing DORA Principles

- i. The HSB is committed to DORA principles. Academic staff members should demonstrate the quality and impact of each work using a range of impact indicators. These may include: choice of peer-reviewed outlet, citations to published work, relevant bibliometrics, downloads from open access repositories, recognition, acknowledgment, prizes from high quality associations and journals, as well as influence on policy and practice.
- ii. HSB assesses research on its own merits while recognizing that the standards at top-tier journals in management are such that journal quality often correlates strongly with research quality. As such, HSB encourages academic staff to publish in top-tier outlets, while also recognizing that research not published in top outlets can make strong contributions. Academic staff are encouraged to provide relevant bibliometrics to support their case for PTR, tenure, promotion, and OAA. HSB also recognizes the importance of translating research beyond academia to benefit business and society. Finally, HSB recognizes the value of other research outputs, beyond publications, such as datasets, databases, software, and other outputs. These are reflected in the guidelines outlined later in this document.

3 Faculty Guidelines

- i. The [GFC Handbook](#) allows faculties to develop their own guidelines, and this document serves as the HSB Faculty Guidelines referred to in Articles 28.4 and 29.2 of the [Collective Agreement](#). The following sections are intended to describe the criteria for research and scholarship, teaching, and service. These standards will be applied to appointment, renewal, transfer, tenure, promotion, and academic performance assessment (PTR and OAA).

4 Criteria for Hiring, Renewal, Transfer, PTR, OAA, Tenure and Promotion

4.1 Overview

Haskayne academic staff will be assessed based on their performance in three areas: (1) research, (2) teaching, and (3) service.

4.1.1 Research and Scholarship

- i. At our research-intensive university, all academic staff are expected to engage in high-quality research and advance scholarship. Research and scholarship activities can include a wide range of activities that depend on rank and stream. These include knowledge creation and knowledge application. In addition, an important part of the research and scholarship process is dissemination and engagement with disciplinary communities, professional communities, and the public.
- ii. Academic staff members within HSB are required 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.

4.1.2 Teaching

- i. The University of Calgary recognizes the importance of teaching and supports the use of various experiential and creative approaches to teaching by academic staff ([GFC Handbook, Part B, Section 1.3](#)). Teaching effectiveness and expertise are characterized by high-impact teaching and learning strategies to improve student learning and include a demonstrated ability to apply pedagogically informed teaching and learning practices. A commitment to teaching effectiveness and developing teaching expertise is expected of all academic staff at HSB.
- ii. HSB recognizes that teaching is a critical part of the mission of the school, and HSB aims to offer an unparalleled business education to all learners. Teaching contributions to HSB include a range of activities that often vary by rank and stream. There is a general expectation that all academic staff are accessible to students and respond to them in a timely and professional manner. All academic staff members are expected to create and maintain a respectful and inclusive environment that facilitates learning and encourages a diversity of thought and ideas.
- iii. An important part of teaching is maintaining currency in the discipline. Academic staff members are expected to regularly update content and materials in their courses to ensure that they remain current with business theory and practice, and engage with curriculum reviews to ensure that their course materials and delivery are complementary to the programs in which they teach.

4.1.3 Service

- i. Consistent with the GFC Handbook, academic staff members have a responsibility to contribute through service to move the HSB and the university forward through collective governance, to advance academic disciplines, and to impact positively communities and society. Evidence of participation in and substantial contributions to the development of the HSB and to the development and business of the University is required.
- ii. All academic staff are expected to fulfill accountabilities and role model attributes of a respectful team member, attend meetings, debate with respect, communicate effectively, and contribute to inclusive and collaborative decisions.
- iii. Academic staff members are reminded that the examples of types of service is suggestive only. Please refer to the [GFC Handbook, Part B, Section 1.4](#) for expectations.

4.2 Criteria for Renewal

- i. Consistent with the GFC Handbook, renewal of a tenure-track appointment at HSB requires “that there is a reasonable likelihood that [the applicant] will be able to successfully apply for appointment *With Tenure* at the University of Calgary within the time allowed.” The Faculty Tenure and Promotions Committee (FTPC), Head-equivalent, Dean, and any appeal committee will evaluate each candidate’s progress towards the criteria for tenure as outlined in section 4.3 (Teaching and Research Stream) or section 4.4 (Teaching Stream) to assess whether the candidate is likely to be successful applying for tenure, based on their progress at time of renewal.

4.2.1 Research and Scholarship

(see [GFC Handbook – Part B, Section 1.2](#))

The FTPC will assess the applicant’s research productivity to determine the:

- i. Quality of scholarly works
- ii. Evidence of works in progress and future productivity,
 - a. For the Teaching and Research-Focused Stream, this includes but is not limited to papers in press, published, or under review at high quality outlets,
 - b. For the Teaching-Focused Stream, this includes but is not limited to educational publications or cases in progress or published, development of new teaching tools.

4.2.2 Teaching

The FTPC will assess the applicant’s teaching development to determine that the applicant is:

- i. Engaged in high-quality teaching;
- ii. Implementing learning strategies which are evidence-informed and grounded in a teaching philosophy;
- iii. Engaged in a practice of continuous improvement and teaching reflection.

4.2.3 Service

The FTPC, Head-equivalent, and Dean will assess the applicant’s service contributions to determine that the applicant is meeting minimum standards for service. For renewal, requirements are minimal and may include activities such as:

- i. Membership on university-wide formal or ad-hoc committees;
- ii. Membership on faculty formal or ad-hoc committees;
- iii. Engagement with peer-review activities, such as ad-hoc journal or conference reviews;
- iv. Engagement in student mentorship, advising, and activities.

4.3 Hiring, Transfer, PTR, Tenure and Promotion in the Teaching and Research Stream

- i. Progression Through the Ranks (PTR) increases will be provided to individuals who over the assessment period, met the expected standards of performance in all categories (e.g.,

teaching, research/scholarship, and service) for their rank and stream and in the context of their workload assignment, as outlined in this document.

4.3.1 Research and Scholarship

- i. The HSB builds, strengthens, and maintains a national and international research profile and it is expected that all members of the Teaching and Research Stream demonstrate active and high-quality research and scholarship. This includes knowledge creation, dissemination, and translation. Expectations differ across ranks.
- ii. The HSB acknowledges that research goes through multiple stages and considerable work is required at each stage of the research process. For the purpose of PTR, it is also recognized that some publications may take more than one assessment cycle to complete. For the purposes of academic performance assessment (PTR and OAA), work will be credited when it is published (or available for early view on the publication website) and may only be counted once.
- iii. High quality peer-reviewed publications are expected in the Teaching and Research Stream at HSB. The expectation is that papers undergo at least single-blind and ideally double-blind peer review. Where peer-review is not appropriate or applicable, the Head-equivalent may engage in post-publication review to assess the value and impact of the research (see [GFC Handbook Part B, Section 4.4.3](#)). Academic staff members should demonstrate the quality and impact of each work using a range of metrics, including choice of peer-reviewed outlet, review process (e.g., double blind), citations to published work, relevant bibliometrics or validations (e.g., rigorously validated journal lists) demonstrating journal quality, downloads from open access repositories, recognition, acknowledgment, and prizes from high quality associations and journals. HSB prioritizes **quality** over quantity in publication outlets and recognizes that disciplinary differences exist in terms of publication rates. Academic staff members must outline how they have met or exceeded the criteria in the GFC Handbook and Faculty Guidelines related to research and scholarship in their biennial performance report, OAA application, and their tenure and promotion application. Academic staff members are expected to explain their specific contribution to each work, and make a case for the quality of each contribution.
- iv. Academic staff in the Teaching and Research Stream are also expected to disseminate their research at conferences and to the business community at large. In evaluating research for academic performance assessment (PTR and OAA), transfer, renewal, tenure, and promotion, while priority will be placed on high-quality peer reviewed publications, committees will also consider and recognize knowledge mobilization and impact (e.g., influence on policy or business strategy).
- v. All Teaching and Research Stream academic staff are expected to pursue internal and external funding opportunities to support their research and scholarship activities. The number and value of external grants received is an important indicator of research and scholarly activity.
- vi. Teaching and Research Stream academic staff are expected to facilitate equity, diversity, and inclusivity within the research ecosystem, and to engage in a respectful manner with colleagues.

4.3.1.1 Appointment, PTR, OAA, and Renewal at Rank of Assistant Professor

i. *Education*

For hiring, possess or be near completion of a doctoral degree in the relevant field or a cognate discipline.

ii. *Research Output*

Demonstrate evidence of current or potential excellence in scholarship appropriate to the relevant discipline. Evidence may include, but is not limited to, high quality:

- a. Publications in peer-reviewed journals;
- b. Invited revisions at peer-reviewed journals;
- c. Working papers evaluated by the hiring committee to be of top quality;
- d. Conference presentations or proceedings at pinnacle conferences in the field of interest.

While research papers with the potential to be published in top-quality peer-reviewed outlets is normally the primary consideration for appointment, evidence may also include other high-quality outputs (e.g., databases, research tools, books).

iii. *Reputation, Research Impact and Knowledge Translation*

Conducts research that has the potential to contribute to societal impact.

4.3.1.2 Appointment, Transfer, PTR, Tenure and Promotion to Associate Professor

i. *Education*

For transfer or appointment, holds a doctoral degree in the relevant field or a cognate discipline.

ii. *Research Output*

Demonstrate evidence of independent scholarship and sustained (for tenure and promotion) and significant high-quality research output, appropriate to the relevant discipline, which will normally include all of:

- a. Multiple high-quality peer-reviewed publications commensurate in quantity with the norms of the relevant discipline;
- b. Evidence of independent scholarship or ability to lead on academic research;
- c. Evidence of an active and ongoing program of research, which includes evidence of high quality:
 - Invited revisions at high-quality peer-reviewed journals
 - Working papers
 - Conference presentations and proceedings
- d. Other output (e.g., databases, research tools, books, contributions to open science).

For PTR, must demonstrate evidence of ongoing efforts to publish in high-quality outlets with demonstrated progress toward publication since the last PTR evaluation.

iii. *Grant Activity*

- a. Evidence that the applicant has applied for or received tri-agency or other external grants (e.g., industry grants) as principal investigator;

- b. The expectation is that academic staff will persist in applying for such grants until successful;
 - c. Evidence of applications for and receipt of internal grants will also be considered;
 - d. The Head, FTPC, and Dean will recognize that the norms for grants may differ in other countries and institutions. This will be taken into account when considering new appointments or candidates who recently joined from outside of Canada.
- iii. *Reputation, Research Impact, and Knowledge Translation*
Evidence of a discipline-specific research reputation, which may include:
 - a. Editorial board appointments and journal review invitations at high-quality journals;
 - b. Invited research presentations at pinnacle conferences (e.g., conference symposia, panel sessions);
 - c. Invitations to present research (e.g., speaker series, industry outreach);
 - d. Prestigious early career and best paper awards from major academic associations/journals in the relevant discipline;
 - e. Strong citation rates on peer-reviewed articles that are commensurate with norms in the discipline for someone at the rank of associate professor;
 - f. Media coverage of research;
 - g. Research translation beyond academia (e.g., position papers, papers in practitioner and news outlets, presentations to industry, impact on policy).

4.3.1.3 Appointment, Transfer, PTR, Tenure and Promotion to Professor

- i. *Education*
For appointment or transfer, holds a doctoral degree in the relevant field or a cognate discipline.
- ii. *Research Output*
Demonstrate evidence of sustained high-quality research output since promotion to the rank of associate professor and appropriate to the relevant discipline, which will normally include all of:
 - a. An overall record of top-quality research output including continuous evidence of productivity over the applicant's career;
 - b. Other output (e.g., databases, research tools, books, contributions to open science).

For PTR, must demonstrate evidence of ongoing efforts to publish in high-quality outlets with demonstrated progress toward publication since the last PTR evaluation.
- iii. *Grant Activity*
 - a. Evidence of at least one and typically multiple major tri-agency or other external (e.g., industry grants) grants as a principal investigator;
 - b. The Head, FTPC, and Dean will recognize that the norms for grants may differ in other countries and institutions. This will be taken into account when considering new appointments or candidates who recently joined from outside of Canada.
- iv. *Reputation, Research Impact, and Knowledge Translation*
Evidence of an international or transdisciplinary research reputation that would significantly

enhance the profile of HSB and the university. Evidence of achievement may include, but is not limited to:

- a. Invitations to serve as an editor-in-chief or associate editor at high-quality journals in the relevant discipline;
- b. Invited keynote addresses;
- c. Invitations to present research at academic institutions worldwide;
- d. Strong citations rates on peer-reviewed articles that are commensurate with the norms in the discipline for someone at the rank of professor;
- e. Prestigious awards from major academic associations or journals in the relevant discipline;
- f. Media coverage of research;
- g. Research translation beyond academia (e.g., White papers, papers in practitioner and news outlets, presentations to industry);
- h. Invitations to give research-based workshops to industry and members of society;
- i. Adoptions of applicant's research into organizational practices, public policy, or teaching materials;
- j. Application of applicant's research or research tools in other disciplines.

4.3.2 Teaching

- i. Academic staff in the Teaching and Research Stream are expected to divide their time between teaching and research. HSB acknowledges that teachers learn and develop as they gain experience in their careers; therefore, there are different expectations of academic staff at different career stages.
- ii. High-quality teaching delivery is expected in the Teaching and Research Stream at HSB. Academic staff members must demonstrate teaching engagement and effectiveness, and outline how they have met or exceeded the criteria for teaching effectiveness.
- iii. An important component of the teaching function for the Teaching and Research Stream is the effective supervision of graduate students, post-doctoral associates, and other trainees (e.g., research assistants). Supervision includes the mentoring of these trainees through regular meetings and research training aimed at promoting excellence in research and scholarship. Graduate students, post-docs, and other trainees must be supported in their applications to win awards and scholarships, to obtain research funds, and to develop track records in refereed publications and conference presentations.
- iv. Teaching and Research Stream academic staff are expected to facilitate equity, diversity, and inclusivity within the teaching ecosystem, and to engage in a respectful manner with students.

4.3.2.1 Appointment, PTR and Renewal at Rank of Assistant Professor

- i. All academic staff are expected to align teaching activities with learning outcomes. In addition, assistant professors will normally demonstrate all of:
 - a. Teaching and learning strategies which are evidence-informed and grounded in a teaching philosophy,
 - b. Effective teaching of a course in their discipline,
 - c. Willingness to mentor and develop students by sitting on PhD or DBA committees, supervising undergraduates in research initiatives,
 - d. Teaching reflections and modifications based on those reflections,

- e. Participation in teaching workshops.

4.3.2.2 Transfer, PTR, Tenure and Promotion to Associate Professor

- i. All academic staff are expected to align teaching activities with learning outcomes. In addition, associate professors will normally demonstrate all of:
 - a. Teaching and learning strategies informed by a developing understanding of pedagogy,
 - b. Use of innovative approaches to pedagogy (e.g., gamification) where appropriate,
 - c. Effective graduate student mentorship and training (e.g., supervision, co-supervision or RA mentorship),
 - d. Substantive updates to course content (e.g., refresh content, develop new learning exercises),
 - e. Capacity and willingness to teach advanced undergraduate and graduate courses with evidence of teaching effectiveness,

4.3.2.3 Transfer, PTR, Tenure and Promotion to Professor

- i. All academic staff are expected to align teaching activities with learning outcomes. In addition, professors will normally be required to demonstrate all of:
 - a. Teaching and learning strategies which are evidence-informed and grounded in a teaching philosophy,
 - b. Development of innovative approaches to pedagogy (e.g., gamification) where appropriate,
 - c. Effective graduate student supervision,
 - d. Substantive updates to course content (e.g., refresh content, develop new learning exercises),
 - e. Capacity and willingness to develop and deliver advanced undergraduate and graduate courses,
 - f. Engagement in curriculum design,
 - g. Mentoring junior academic staff to develop course materials, and teaching tools,
 - h. Mentoring and supporting the teaching activities of junior academic staff.

4.3.3 Service

- i. Academic staff members in the Teaching and Research Stream are expected to contribute to service internally and externally. Internally, academic staff may contribute in multiple ways, for example, to their academic areas, to HSB elected and appointed committees, and to university-level committees. Externally, academic staff may contribute by supporting their professional disciplines (e.g., volunteering on boards) and to the academic discipline (e.g., through academic reviews and leadership positions within the academy).
- ii. HSB and its academic staff members are expected to support and facilitate equity, diversity, and inclusivity within the research ecosystem, and to engage in a respectful manner when serving on committees and interacting with colleagues.

4.3.3.1 Appointment, PTR and Renewal at rank of Assistant Professor

- i. For PTR and Renewal assistant professors are expected to demonstrate evidence of internal service, such as regularly engaging in HSB seminars or other similar activities.

- ii. Although not required, assistant professors at the pre-renewal stage may also choose to engage in other service activities, such as serving on area committees (e.g., PhD student selection committees, area curriculum committees, area search committees).
- iii. Academic staff at the assistant professor rank are also normally expected to engage in external service, particularly service that advances research (e.g., reviewing for conferences and journals).

4.3.3.2 Transfer, PTR, Tenure and Promotion to Associate Professor

Academic staff will be expected to demonstrate evidence of internal and external service. Examples include:

- i. Serving on substantive area or school-level committees (e.g., search committees, research committee, program committees),
- ii. Service to other faculties or to university-level committees,
- iii. Serving on journal editorial boards, conference program committees, or other major external service.

4.3.3.3 Transfer, PTR, Tenure and Promotion to Professor

Academic staff are expected to demonstrate service leadership through significant service roles. Examples include:

- i. Area chair, directorship, or other major service leadership roles,
- ii. Chairing significant committees,
- iii. Major service to the research community, for example by serving as an associate editor or editor-in-chief at high-quality journals, chairing a conference program committee, or other external service,
- iv. Service on governing boards appropriate to specialization or expertise.

4.3.4 Outstanding Achievement Award (OAA) in the Teaching and Research Stream

- i. Outstanding Achievement Awards (OAA) are awarded to individuals on a competitive basis who, over the assessment period, significantly exceeded expectations in one or more categories (i.e., teaching, research/ scholarship, and service) while meeting or exceeding expectations in all other categories for their rank and stream as outlined in this document.
- ii. OAA will be evaluated relative to disciplinary norms, career stage, and workload. For example, where an academic staff member holds teaching releases to enable stronger research output, there will be a relatively higher expectation to demonstrate significant research output than for academic staff members who are teaching a full load or who are engaging in significant service roles.
- iii. OAA applications will be assessed based on the written submission by the individual, or by the recommendation provided by the Head equivalent who nominates them. These awards are limited each year and therefore, necessarily comparative.
- iv. Normally, to earn OAA, the following minimum criteria apply:
 - a. The academic staff member has published at least one high-quality paper in a peer-reviewed top-tier outlet (as evidenced by relevant bibliometrics submitted by the applicant),
 - b. The academic staff member has provided evidence of successful teaching performance, including classroom delivery, course development, or student supervision and mentorship,
 - c. The academic staff member has applied for or currently holds Tri-agency funding as a principal investigator,
 - d. The academic staff member engages in a way that contributes positively to Haskayne's culture, including efforts to support equity, diversity, and inclusion in the research and teaching eco-systems,
 - e. The academic staff member engages in a respectful manner with colleagues,
 - f. The academic staff member is engaged in service activities that benefit the school, university, or academy with greater service expectations (including service leadership) expected at higher ranks.

4.4 Hiring, Transfer, PTR, Tenure and Promotion in the Teaching-Focused Stream

- i. Progression Through the Ranks (PTR) increases will be provided to individuals who over the assessment period, met the expected standards of performance in all categories (e.g., teaching, research/scholarship, and service) for their rank and stream and in the context of their workload assignment, as outlined in this document.

4.4.1 Research and Scholarship

- i. The Teaching-Focused Stream is expected to engage 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 strengthen and inform the academic staff member's knowledge base and expertise in the classroom. To be hired within or transferred to this stream the completion of the highest rank of academic training (e.g., a relevant PhD, DBA, or other relevant doctoral degree) is desired.
- ii. Scholarly activity within the Teaching-Focused Stream will normally emphasize the scholarship of teaching and learning or discipline-specific research. Where peer-review is not appropriate or applicable, the Head-equivalent will engage in post-publication review to assess the value and impact of the research (see [GFC Handbook Part B, Section 4.4.3](#)). Academic staff in the Teaching-Focused Stream will maintain currency in their chosen field and will work to develop and disseminate pedagogical tools. This may be through publication (e.g., case or educational journals) or the creation of shareable teaching exercises. Academic staff members should demonstrate the quality and impact of each work using a range of metrics, including choice of peer-reviewed outlet, citations to published work, relevant bibliometrics, downloads from open access repositories, recognition, acknowledgment, prizes from high-quality associations and journals.
- iii. Academic staff will work to disseminate their outputs at teaching conferences. As outlined in [Part B, Section 1.2.9 of the GFC Handbook](#), HSB prepares learners for professional practice, as such contributions to the discipline of our profession will also satisfy research and scholarship requirements, provided 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.
- iv. Teaching Stream academic staff are encouraged to pursue internal or external funding opportunities to support their research and scholarship activities. Grant applications and success will be considered as part of the evaluation for academic performance assessment, tenure, and promotion.
- v. In addition to the activities outlined in sections 4.3.1.1, 4.3.1.2, and 4.3.1.3, evidence of research, scholarship and inquiry may include but is not limited to:
 - a. Attended or presented at a local/national/international conference,
 - b. Attended professional development workshops,
 - c. Keynote speaker at a conference,
 - d. Invited teaching scholar,
 - e. Published in recognized magazines or news outlets,

- f. Peer-reviewed academic publications,
 - g. Become a member of a SoTL research team,
 - h. Completed ethics/grant application for a SoTL study,
 - i. Received a grant for SoTL research,
 - j. Published a case study in a recognized journal or case clearing-house,
 - k. Published an article in a peer-reviewed journal,
 - l. Published a textbook or textbook chapter.
- 4.4.1.1 Appointment, PTR, and Renewal at Rank of Assistant Professor (Teaching)
- i. For appointment, a doctoral degree in the relevant field or a cognate discipline is desired,
 - ii. For appointment, work experience or professional accreditation is preferred,
 - iii. For appointment, demonstrates the potential to engage in scholarship to maintain currency in pedagogy and curriculum design and to inform instructional knowledge. For PTR and Renewal, demonstrates developing engagement in scholarship to maintain currency in pedagogy and curriculum design and to inform instructional knowledge,
 - iv. For appointment, demonstrates the potential to collaborate with colleagues in HSB on being current in the field and/or informing one's instructional knowledge. For PTR and Renewal, demonstrates collaboration with colleagues in HSB on being current in the field and/or information one's instructional knowledge.
- 4.4.1.2 Transfer, PTR, Tenure and Promotion to Associate Professor (Teaching)
- i. A doctoral degree in the relevant field or cognate discipline is desired,
 - ii. Engages in scholarship focused on maintaining currency in pedagogy and curriculum design and informing instructional knowledge and practice,
 - iii. Evidence of participating in scholarship and leadership on research,
 - iv. Creates and or leads innovations and or new knowledge in teaching and learning,
 - v. Demonstrates an emerging record of presenting at peer-reviewed, non-peer-reviewed, and/or professional conferences and/or leading venues focused on teaching and learning.
- 4.4.1.3 Transfer, PTR, Tenure and Promotion to Professor (Teaching)
- i. A doctoral degree in the relevant field or cognate discipline is desired,
 - ii. Engages in research and scholarship focused on maintaining currency in pedagogy and curriculum design and informing instructional knowledge and practice,
 - iii. Demonstrates continuous evidence of productivity and research contributions throughout the applicant's career,
 - iv. Demonstrates sustained contributions through scholarship that advances theory, practice, and/or policy,
 - v. Where appropriate, creates and leads innovations and/or new knowledge through individual, collaborative, and/or community-engaged scholarship focused on teaching and learning relevant to the discipline and/or field,
 - vi. Leads the sharing or transfer of innovations and/or new knowledge to a variety of academic, professional, and community contexts focused on teaching and learning.
- 4.4.2 Teaching

- i. Academic staff in the Teaching-Focused Stream are key contributors to undergraduate and graduate business education. HSB acknowledges that teachers learn and develop as they gain experience in their careers; therefore, there are different expectations of academic staff at different career stages.
- ii. High-quality teaching delivery is expected in the Teaching-Focused Stream at HSB. Academic staff members must demonstrate teaching engagement and effectiveness in their biennial performance report, their OAA applications, and their tenure and promotion applications.
- iii. Academic staff in the Teaching-Focused Stream are expected to develop a strong teaching record that engages in scholarly and evidence-informed teaching and assessment practices. Teaching-focused academic staff are expected to maintain currency in pedagogical approaches as well as their area of expertise, design and deliver innovative courses, participate in professional learning and development, and engage in mentorship that supports the community of practice in teaching and learning.
- iv. Academic staff members are required to outline how they have met or exceeded the criteria in the GFC Handbook and Faculty Guidelines related to teaching (which includes teaching expertise and effectiveness) in their biennial performance report, their OAA applications, and their tenure and promotion applications. Academic staff must make a case for the effectiveness of their teaching.

4.4.2.1 Appointment, PTR and Renewal at Rank of Assistant Professor (Teaching)

- i. *Maintaining currency in pedagogical approaches and area of expertise*
 - a. Demonstrates advanced knowledge in the subject matter within one's area of discipline.
 - b. Implements teaching and learning strategies informed by a developing understanding of pedagogy and evidence-informed teaching practices.
 - c. Develops innovative approaches to pedagogy within HSB, where appropriate.
 - d. Demonstrates the potential to receive recognition of teaching excellence through multiple source such as student evaluations, peer assessments and/or nominations of teaching awards.
- ii. *Designs and delivers one's teaching in support of reaching area, faculty, and institutional goals*
 - a. Demonstrates the potential to participate in course design, development, and evaluation
 - b. Collaborates with colleagues to implement and manage curriculum by aligning teaching activities with learning outcomes.
- iii. *Recognizes that professional learning and development is ongoing throughout one's career*
 - a. Seeks out and engages in professional learning opportunities and discusses learning with others. Maintains a record of professional development including currency in their academic discipline.
 - b. Uses feedback and self-reflection to improve role effectiveness and articulates an evolving teaching philosophy.
- iv. *Recognizes the value of mentorship and supports the community of practice in teaching and learning*
 - a. Engages in discussion of teaching resources and actively works with colleagues to improve existing teaching resources and develop new activities/exercises.
- v. *Provides timely and constructive verbal and written feedback and uses a variety of strategies to assess and evaluate students.*

- vi. *Creates and maintains a respectful and inclusive environment that facilitates learning. Recognizes equity, diversity inclusivity.*

4.4.2.2 Transfer, PTR, Tenure and Promotion to Associate Professor (Teaching)

- i. *Maintaining currency in pedagogical approaches*
 - a. Demonstrates advanced knowledge and expertise in the subject matter within one's area of discipline.
 - b. Implements teaching and learning strategies which are evidence-informed and grounded in a teaching philosophy.
 - c. Demonstrates proficiency in innovative approaches to pedagogy within HSB and the university, where appropriate.
 - d. Receives recognition of teaching excellence through multiple sources such as student evaluations, peer assessments, teaching awards, and or honours.
- ii. *Designs and delivers one's teaching in support of reaching area, faculty, and institutional goals*
 - a. Contributes to course design development and evaluation.
 - b. Collaborates with colleagues to develop, implement and manage curriculum by aligning teaching activities with learning outcomes.
- iii. *Recognizes that professional learning and development is ongoing throughout one's career*
 - a. Engages in professional learning opportunities and leads learning opportunities for colleagues. Maintains a record of professional development.
 - b. Uses feedback and self-reflection to improve role effectiveness and articulates a comprehensive teaching philosophy.
 - c. Engages in professional practice to build and maintain currency within one's discipline.
- iv. *Recognizes the value of mentorship and supports the community of practice in teaching and learning*
 - a. Engages in discussion of teaching resources and actively works with colleagues to improve existing teaching resources and develop new activities/exercises.
 - b. Mentors newer academic staff to develop course materials and teaching tools. Helps to review existing teaching materials and collaborates to improve the pedagogy.
- v. *Provides timely and constructive verbal and written feedback and uses a variety of strategies to assess and evaluate students.*
- vi. *Creates and maintains a respectful and inclusive environment that facilitates learning. Recognizes equity, diversity inclusivity.*

4.4.2.3 Transfer, PTR, Tenure and Promotion to Professor (Teaching)

- i. *Maintaining currency in pedagogical approaches and area of expertise*
 - a. Demonstrates advanced knowledge and expertise in the subject matter within one's own area of discipline.
 - b. Implements teaching and learning strategies which are evidence-informed and grounded in a teaching philosophy.
 - c. Demonstrates advanced proficiency in innovative approaches to pedagogy within HSB, the university, and national/international arenas.

- d. Receives recognition of teaching excellence through multiple sources such as student evaluations, peer assessments, teaching awards, and or honours.
- ii. *Designs and delivers one's teaching in support of reaching area, faculty, and institutional goals*
 - a. Leads course design, development, and evaluation.
 - b. Collaborates with colleagues to lead the development, implementation, and management of curriculum by aligning teaching activities with learning outcomes.
- iii. *Recognizes that professional learning and development is ongoing throughout one's career*
 - a. Engages in professional learning opportunities and leads learning opportunities for colleagues. Contributes to the practice of professional development and growth of the broader educational community. Maintains a record of professional development.
 - b. Uses feedback and self-reflection to improve role effectiveness and articulates a comprehensive teaching philosophy/educational leadership philosophy.
 - c. Engages in professional practice to build and maintain currency within one's discipline.
- iv. *Recognizes the value of mentorship and supports the community of practice in teaching and learning*
 - a. Engages in leadership activities to support the community of practice in the school through both formal (e.g. workshops, teaching squares) and informal (e.g. one-on-one meetings) mentoring activities.
 - b. Supports the teaching, scholarship, and service activities of junior academic staff members through collaboration and guidance.
- v. *Provides timely and constructive verbal and written feedback and uses a variety of strategies to assess and evaluate students.*
- vi. *Creates and maintains a respectful and inclusive environment that facilitates learning. Recognizes equity, diversity inclusivity.*

4.4.3 Service

- i. Academic staff members in the Teaching-Focused Stream are expected to contribute to service internally and externally. Internally, academic staff may contribute in multiple ways, for example, to their academic areas, to HSB elected and appointed committees, and to university-level committees. Teaching-Focused Stream academic staff are expected to primarily contribute to areas of service that enhance learning, contribute to the community of practice in teaching and learning, and benefit students' learning experiences. Externally, academic staff may contribute by supporting their professional disciplines and to the academic discipline.
- ii. HSB and its academic staff members are expected to support and facilitate equity, diversity, and inclusivity within the research ecosystem, and to engage in a respectful manner when serving on committees and interacting with colleagues.
- iii. In addition to the activities outlined in sections 4.3.3.1, 4.3.3.2, and 4.3.3.3 evidence of service may include the following:
 - a. *Students*
 - Advising student groups
 - Faculty advisor for student clubs
 - Coaching of student case teams
 - Volunteering for faculty or university student recruiting efforts
 - b. *Haskayne and the University*

- Chairing a professional conference, workshop, or lecture series to be held at UCalgary/HSB
- Leadership in assessment or accreditation
- Serving as special advisor for first-generation students from low-income families, students of minority populations, international students, EDI
- Becoming and acting as an inclusion advocate
- Participating on hearing panels for Inclusion and Equity investigations
- Helping bring new campus or university initiatives to fruition

c. *Community*

- Engaging in community outreach or community engagement efforts on behalf of the HSB
 - Participating in public service or community development activities on behalf of the HSB
 - Volunteering services as a consultant on community projects when representing the University
 - Using one's expertise to offer insight or provide analysis of issues via public, non-academic media
 - Giving presentations in the area of expertise to the public, including media
- iv. Contributions through service aim to move the HSB and the university forward through collegial governance, to advance academic disciplines, and to positively impact communities and society.

4.4.3.1 Appointment, PTR, and Renewal at Rank of Assistant Professor (Teaching)

- i. Willingness to provide service to students; OR
- ii. Willingness to provide service to HSB and the University; OR
- iii. Willingness to provide service to the discipline, profession, or community

4.4.3.2 Transfer, PTR, Tenure, and Promotion to Associate Professor (Teaching)

- i. Evidence of service to students; and
- ii. Evidence of service to HSB and the University; AND/OR
- iii. Evidence of service to the discipline, profession, or community

4.4.3.3 Transfer, PTR, Tenure, and Promotion to Professor (Teaching)

- i. Evidence of service leadership (e.g., program directors, course coordination, chairing committees); and
- ii. Evidence of significant service to HSB and the University; AND/OR
- iii. Evidence of significant service to the discipline, profession, or community

4.4.4 Outstanding Achievement Award (OAA) in the Teaching-Focused Stream

- i. Outstanding Achievement Awards (OAA) are awarded to individuals on a competitive basis who, over the assessment period, significantly exceeded expectations in one or more categories (i.e., teaching, research/ scholarship, and service) while meeting or exceeding expectations in all other categories for their rank and stream as outlined in this document.
- ii. OAA will be evaluated relative to disciplinary norms, career stage, and workload. For example, where an academic staff member holds teaching releases to enable stronger research or student mentorship, there will be a relatively higher expectation to demonstrate other teaching-, student-

- , service-, or research-related activities than for academic staff members who are teaching a full load or who are engaging in significant service roles.
- iii. OAA applications will be assessed based on the written submission by the individual, or by the recommendation provided by the Head equivalent who nominates them. These awards are limited each year and therefore, necessarily comparative.
 - iv. Normally, to earn OAA, the following minimum criterion apply:
 - a. The academic staff member has published at least one case study or research paper in a high-quality, peer-reviewed SOTL or academic outlet (as evidenced by relevant bibliometrics submitted by the applicant),
 - b. The academic staff member has provided evidence of successful teaching performance, including classroom delivery, course development, or student supervision and mentorship,
 - c. The academic staff member is engaged in teaching-related service activities, such as course coordination, coaching case competitions, student group advising, etc.
 - d. The academic staff member engages in a way that contributes positively to Haskayne's culture including efforts to support equity, diversity, and inclusion in the research and teaching eco-systems,
 - e. The academic staff member engages in a respectful manner with colleagues,
 - f. The academic staff member is engaged in service activities that benefit the school, university, or academy with greater service expectations (including service leadership) expected at higher ranks.

5 Academic Appointment Selection Procedures and Position Postings

(See [GFC Handbook – Part C, Section 2 – 4](#))

5.1 Academic Appointment Selection Committee

- i. Academic Selection Committees are advisory to the Dean. The Dean or delegate will appoint the Academic Appointment Selection Committee (AASC) as outlined below.
- ii. The AASC composition is outlined in [Part C, Section 3.1.2 in the GFC Handbook](#). The committees will be comprised of:
 - a. Chair (voting only to break a tie): Dean or delegate,
 - b. Three to five members with continuing, limited term or contingent term academic appointments from the Haskayne School of Business, appointed by the Dean or delegate (Associate Dean or Committee Chair), with the majority of these members holding continuing appointments. The normal appointment will be three, but the Dean will appoint up to two additional members in cases where additional academic staff members wish to participate in a given Academic Appointment Selection Committee. These appointees will normally be from the area of specialization.
 - c. At least one voting member, appointed by the Dean or delegate (Associate Dean or Committee Chair), with a continuing, limited-term, or contingent term academic appointment from within the faculty but outside the area of specialization,
 - d. At least one voting member, appointed by the Dean or delegate (Associate Dean or Committee Chair), who is a continuing academic staff member from outside the faculty,

- e. A graduate student, appointed by the Chair, from the area of specialization. In the research and teaching stream, the student member should normally be a PhD student. In the teaching stream, student members may be from other programs. The student may be voting or non-voting at the discretion of the Chair, but this determination should be made before the first meeting,
 - f. Consistent with [Part C, Section 3.1.6 of the GFC Handbook](#), if an academic staff member is to be seconded to another unit on campus, the AACCS should include up to two academic members from that unit,
 - g. Where appropriate, the committee may include a non-voting member who does not hold an academic appointment (e.g., Indigenous knowledge keeper or other community member).
- iii. Committee composition will normally mirror the stream that is being hired (e.g., for teaching stream positions, the AACCS will normally consist primarily of teaching stream academic staff).