



**UNIVERSITY OF  
CALGARY**

# **UNIVERSITY OF CALGARY | FACULTY OF KINESIOLOGY**

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## Faculty Guidelines

Approved by: Faculty Council on May 13, 2024

Approved by the Provost and Vice-President (Academic) on May 20, 2024

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## I. INTRODUCTION

The Faculty of Kinesiology Faculty Guidelines are established in accordance with:

- i. The Collective Agreement between The Governors of The University of Calgary and The Faculty Association of The University of Calgary (Collective Agreement); and
- ii. The General Faculties Council Academic Staff Criteria & Processes Handbook (GFC Handbook).

The Faculty of Kinesiology will periodically review and update these guidelines to address any changes to the Collective Agreement and the GFC Handbook.

In the event that a provision in these guidelines contradicts the Collective Agreement or the GFC Handbook, the provisions in those documents shall apply.

### Use of this Document

The purposes of these Faculty Guidelines and Procedures are to:

- i. Define standards of performance.
- ii. Guide faculty members in career planning and establishing academic and professional goals.
- iii. Provide direction for Faculty committees making recommendations regarding recruitment, academic performance assessment, tenure, and promotion.

The performance standards defined for the different academic ranks and streams may be used by Faculty members as a general guide to the expectations of the Dean and Faculty. Faculty members are strongly encouraged to discuss these standards and expectations with faculty leaders when setting academic and professional goals.

Faculty leaders should refer to these guidelines when mentoring and/or reviewing performance of early career faculty members. All senior faculty, particularly the Associate Deans and full professors should make themselves available to assist faculty in developing, achieving, and updating career, academic, and professional goals.

It is recommended that in the years leading up to application for tenure, academic appointees should meet with the Dean at least annually to engage in career planning, performance expectations, and performance review discussions. These Faculty Guidelines provide a framework for such discussions. Similarly, regular discussions between the Dean and faculty members are a vehicle for planning successful applications for promotion at all ranks.

## **II. FACULTY GUIDELINES RELATION TO GFC HANDBOOK PART A AND B: CRITERIA FOR APPOINTMENT, RENEWAL, TRANSFER, TENURE, ASSESSMENT AND PROMOTION**

### **PART A. General Considerations**

Academic staff of the University are expected to be active in three major areas:

- Teaching
- Research/Scholarship
- Service

The Faculty of Kinesiology uses performance in these areas in arriving at recommendations regarding academic performance assessment, tenure and promotion. Teaching and research/scholarship comprise the majority of an academic staff member's effort and time, but service remains an important, valued and essential function. Professional conduct is always required of all academic staff.

Criteria for assessment, tenure, and promotion are applied to faculty members in the context of their workload assignment. The Faculty will make every attempt to judge fairly an individual's unique performance, while recognizing that the primary responsibilities to the University are teaching, research/scholarship and service.

Assignment of each of the three activities of teaching, research/scholarship, and service is the responsibility of the Associate Dean, subject to approval of the Dean as outlined in Article 12 of the Collective Agreement. Academic staff are advised to discuss career development on a regular basis with the Associate Deans and Dean. Decisions regarding relative weighting and assignment of duties are to be documented.

At all ranks, faculty members are expected to maintain currency and competence in selected domain(s) of Kinesiology: research, education, or administration. The University of Calgary is committed to strengthening equity, diversity, inclusivity, and accessibility in teaching, learning, and research. Therefore, it is an expectation that all faculty will integrate the Faculty of Kinesiology's values of inclusivity, respect, compassion, courage, and wellbeing in promoting an organizational climate that fosters the development of students, staff, and colleagues, while engaging in teaching and learning practices that are inclusive and honour diverse ways of being and knowing.

#### **A.1. Recognizing Systemic Barriers**

The Faculty of Kinesiology recognizes that systemic barriers may prevent academic staff members of equity deserving groups from achieving career milestones such as Tenure and Promotion at the same rate and speed. The Faculty also recognizes that a diverse academic staff enriches the research and learning experiences of the entire campus and the greater community.

Examples of barriers can include explicit and implicit service expectations, particularly as academic staff members from equity-deserving groups often face additional expectations to act as mentors and role models, and to take on heavier loads of service and outreach responsibilities and at earlier stages of their academic career compared to those who are not from equity-deserving groups. People from equity-deserving groups also experience systemic barriers and bias that impact ability to advance within a discipline, such as implicit and explicit discrimination (such as discrimination in peer-reviewed publications, grant allocations, teaching evaluations, etc.). This can be particularly pronounced in disciplines where participation by people in equity deserving groups is low and not reflective of the wider community context.

In preparing for renewal, tenure, promotion, and assessment, the academic staff member – including those from equity-deserving groups – may include a narrative to provide context to reviewers and/or committee members as a means of raising awareness of barriers that may prevent the achievement of career milestones. Reviewers, the Associate Deans, and committee members need to review academic work with a sensitivity and awareness of the impact of such barriers irrespective of whether the applicant has specifically mentioned them.

### **A.2. Recognition of Diversity of Career Paths**

The Faculty of Kinesiology acknowledges and appreciates diversity of career paths. While a record of achievement across teaching, research and scholarship, and service functions is required, the trajectory of career development is unique to the individual. Academic staff members are encouraged to reflect on the progress of their career pathway and can choose to provide a narrative for their development for renewal, tenure, promotion, and assessment.

### **A.3. Activities in Other Faculties**

Academic staff can be credited with activities that are carried out in other faculties. The Faculty values and recognizes interdisciplinary/transdisciplinary work that engages others from across the Faculty and the University in support of research outcomes, outputs, and impacts. We value academic staff sharing their expertise through teaching opportunities (e.g., approved courses, supervision) across the Faculty and the University in support of high-quality teaching and learning and interdisciplinary collaboration(s). Reviewers, Associate Deans, Dean, and Committee may take into account the increased demands on academic staff members that collaborations can create (such as increased meetings, wider knowledge requirements, additional time to prepare and train students and trainees, etc.).

## **PART B. Guidelines for the Interpretation of the General Criteria for Teaching, Research and Scholarship, and Service.**

The Faculty of Kinesiology expects its faculty members to conduct themselves in a manner which is ethical, professional, respectful, cooperative, collaborative, supportive, and constructive to the mission of the Faculty and to each other.

### **B.1. Teaching**

The Faculty of Kinesiology recognizes the importance of teaching and supports the use of various evidence-based and creative approaches to teaching by academic staff. A commitment to a high-level of teaching effectiveness is expected. It is also expected that faculty members will not only be effective educators with a strong commitment to quality teaching, but that they will strive for excellence in all activities associated with teaching performance and accomplishments.

Excellence in teaching involves preparation of creative, challenging, and inspiring courses; effective and interesting dissemination of knowledge embracing diverse learning strategies; modeling and encouraging critical analysis; promoting and sustaining students' intellectual inquiries; and role modeling professionalism for students, in the classroom, in clinical education, outside classes, and in practice settings.

An important component of the teaching function for faculty members in the Teaching and Research stream is the effective supervision and timely graduation of graduate students. Supervision includes the mentoring of graduate students through regular meetings and research training aimed at promoting excellence in research and scholarship. Graduate students must be supported in their applications to obtain awards and scholarships, to obtain research funds, and to develop track records in refereed publications, conference presentations, and international study.

#### **B.1.1. Evaluation Guide: Teaching**

Teaching is a major function of the University. According to the GFC Handbook, Part B, Section 4 (which pertains to assessment):

*“Teaching expertise and effectiveness shall be assessed as part of the performance review for Academic Performance Assessment purposes. Such evaluation should consider all ways academic staff members address their teaching responsibilities and interact with undergraduate or graduate students, post-doctoral scholars, and/or other trainees. Evaluations of teaching activities 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. “*

The teaching component of all the academic roles includes, but is not limited to, classroom performance, evidence-based practice, innovative strategies, and/or peer learning and development. Evaluation shall include consideration of both qualitative and quantitative aspects of teaching work. Teaching contributions can include, but are not limited to:

- Significant redesign of existing programs and courses.
- Incorporation of innovative strategies e.g.: new technology, experiential learning, course-based research experiences, peer learning, simulation, etc.
- Efforts to design and deliver course curriculum with an EDIA and Indigenization lens.
- Teaching a new course.
- Development of new programs, courses, or course content to reflect current thought(s) and evidence in Kinesiology.
- Course co-ordination involving a major administrative component.
- Teaching in courses requiring a significant time commitment to grading.
- Estimated student contact hours.
- Involvement across programs.
- Supervision of undergraduate research experiences
- Membership on graduate supervisory committees and on examination committees within the Faculty and other faculties across campus and other universities.
- Peer review of classroom teaching.

While it is recognized that it is a challenge to capture all aspects of a teaching role, every effort will be made to consider the various dimensions of this academic role. According to the GFC Handbook, Part B, Section 4:

*“Assessment of teaching activities 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 assess teaching expertise and effectiveness. Multiple sources of evidence shall be used to obtain a holistic picture of the teaching expertise and effectiveness of the academic staff member. This may include self-reflection, examples of student work and achievements, multiple sources of student feedback, teaching awards and nominations, peer review and observation, sample course design and assessment materials, teaching innovations, presentations/publications in teaching, professional learning related to teaching, examples of success in mentorship and supervision, and educational leadership activities, as well as any other assessments provided by the academic staff member to the Head or equivalent.”*

It is important that student feedback is reviewed and applied in the context of various factors, including the number of responses received in course evaluation, the number of

students enrolled in the course, evidence of innovative teaching and learning practices, and the degree of familiarity in teaching the course.

All faculty members **ARE** required to submit a teaching dossier for tenure and promotion. Specifically, the Collective Agreement (Appendix 28A) states that a teaching dossier must be submitted where the appointment includes registrar-scheduled teaching as the Instructor of Record.

In accordance with Appendix 28A of the Collective Agreement, teaching dossiers must include:

- a statement on teaching philosophy,
- teaching strategies, and
- evidence of teaching effectiveness, including: a list of courses for which University of Calgary Course Surveys (formerly Universal Student Rating of Instruction) are available, in accordance with GFC policy, faculty specific teaching evaluation instruments if available (maximum of 5 courses), and of summative evaluations by peers, supervisors and the community if required by Faculties or Units.

The teaching dossier may also include:

- awards, honours and recognitions,
- teaching and learning research,
- educational development and leadership,
- curriculum development,
- teaching in clinical or non-traditional settings (for example: land-based, online and experiential), and
- evidence of mentorship.

## **B.2. Research and Scholarly Activity**

One of the major functions of academic staff is to enhance knowledge and skills in the discipline through research and scholarly activity. As noted in GFC Handbook:

*“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.” (Part B, section 1.2.1).*

Therefore, it is important for academic staff to demonstrate consistent efforts and performance in fulfilling this function of the academic position. Research activity and performance should be consistent with rank and seniority. Research productivity and impact should expand and increase in importance and recognition as a faculty member’s academic career develops.



The character of the research or scholarly activity differs between the Teaching & Research Stream and the Teaching-Focused Stream, but the activities are not mutually exclusive. Faculty members in the Teaching & Research Stream are expected to conduct research that advances knowledge and understanding, stimulates innovations in practice, and has national and international relevance. Faculty members in the Teaching-Focused Stream are expected to engage in the research and scholarship required to maintain currency in pedagogy and curriculum design of their relevant discipline, and to engage in scholarly activities that strengthen and inform their knowledge base and expertise.

### **B.2.1. Evaluation Guide: Research and Scholarly Activity**

Research and advanced scholarship is essential to expand on the existing knowledge and discover new knowledge for the discipline. In addition, the scholarly activities entail dissemination of knowledge to both professionals and the public.

In keeping with the imperative that the Faculty build its research profile, it is expected that all members of the Teaching & Research Stream demonstrate active research and scholarship.

According to the GFC Handbook, Part B, Section 4:

*“In assessing research and scholarship activities, the Head or equivalent and the members of the FAC, 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.”*

The Faculty of Kinesiology recognizes the value that collaboration may bring to scholarly activity, whether from student-supervisor interaction, from interdisciplinary or transdisciplinary projects, or from interaction with disciplinary colleagues at the local, national, or international levels. There is no fixed formula used to evaluate an individual's contribution to a multiple author publication, research or other scholarly project. It is the responsibility of the academic faculty member to provide the information needed to assess their individual contributions within collaborative projects (i.e., co-authored publications and grants awarded to research teams).

The University of Calgary, and the Faculty of Kinesiology follow the Declaration on Research Assessment (DORA), a global initiative to encourage the development and promotion of best practices in evaluation of researchers and the outputs of scholarly research. When assessing research at all academic ranks, the Faculty will consider the value and impact of all research outputs (including datasets and software) in addition to research publications, and consider a broad range of impact measures including qualitative indicators of research impact, such as influence on policy and practice, recognition or feedback received from intended beneficiaries, explicit acknowledgments and references in professional and public domains, and/or quotes from peer-review reports.

The onus shall be on the faculty member to provide peer-reviewed activities reflecting a high level of performance that can be considered in the tenure, promotion and assessment processes. Such evidence shall include tangible examples of the impact of research and scholarship on individuals, groups, and/or communities.

In keeping with the DORA principles, the Faculty shall strive to meet the following recommendations:

- When involved in committees making decisions about funding, hiring, tenure, or promotion, make assessments based on scientific content rather than publication metrics alone.
- Wherever appropriate, cite primary literature in which observations are first reported rather than reviews in order to give credit where credit is due.
- Use a range of article metrics and indicators on personal/supporting statements, as evidence of the impact of individual published articles and other research outputs.
- Challenge research assessment practices that rely inappropriately on Journal Impact Factors and promote and teach best practice that focuses on the value and influence of specific research outputs.

Faculty members are also expected to clearly describe the quality of the journal/conference in which peer-reviewed work is published or presented. Academic faculty members must avoid double counting of publications, technical reports, abstracts, contributions to conferences, or invited presentations.

### **B.2.2. Appraisal of Faculty in the Teaching & Research Ranks**

The University of Calgary is dedicated to both seeking and disseminating knowledge. Considerations include the impact of work, whether the work has been subjected to a peer review process, and the extent of dissemination of the work. As noted in Part B, section 4.4 of the GFC Handbook, 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.

Key factors for appraisal of particularly meritorious research/scholarly contributions for faculty in the Teaching & Research Ranks may include but are not limited to:

- The quality and quantity of published work in refereed journals. Publications will be appraised in the year in which they are published.
- Publication of book chapters is particularly meritorious when evidence of peer-review can be provided.
- A technical report to a private or government agency, published or unpublished by that agency, where evidence of peer review is provided.
- The receipt of significant research awards, either individual or as part of a collaboration depending upon rank, from a provincial, national or international peer-reviewed body.
- The award of grants and contracts from a private foundation where evidence of peer-review has been provided.

- Invitations to deliver scholarly talks or major addresses to one's peers are a measure of leadership in the field.
- Award of prizes, fellowships and scholarships arising from research endeavours are another indication of peer recognition.
- Presentation of peer-reviewed papers at national and international conferences and workshops.
- Activities such as the authorship of a book, involvement in community-based education programs, consultation and professional services to government and/or communities, etc. are also examples of time-consuming activities and may reflect considerable research and scholarly expertise in the topic area.

### **B.2.3. Appraisal of Faculty in the Teaching-Focused Ranks**

In the Teaching-Focused Ranks, scholarly activity is primarily outlined in GFC Handbook Part B, Sections 1.2, 2.5, 2.6 and 2.7. When interpreting these statements in the Faculty of Kinesiology, it is understood that the scholarship required to maintain currency in the field may include diverse forms of scholarly activity.

Teaching-Focused Stream faculty may become involved in the development and dissemination of new teaching procedures, including inquiry based and blended learning, lab and tutorial innovations, and lecture demonstrations. These activities may require a high level of scholarly activity and systematic evaluation if they are to demonstrate innovation and effectiveness. Thus, scholarly activity in connection with assigned teaching duties is likely to be an important component in the evaluation of Teaching-Focused Stream faculty and should be documented appropriately by the academic faculty member.

### **B.3. Service**

Service is an essential function of academic faculty. According to the GFC Handbook, Part B, Article 1.4.1:

*“Academic staff members are expected 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.”*

The level of service activities may differ greatly with academic rank. Newly appointed academic staff should devote themselves mainly to establishing a sound base in teaching and research. However, we recognize the challenges faced by academic staff from equity-deserving groups who may receive added requests to act as mentors and role models, and to serve on academic committees within the Faculty of Kinesiology and across campus.

Faculty members are strongly encouraged to serve in leadership roles. The level of service activities may differ greatly between Teaching-Focused Stream and Teaching & Research Stream and within each rank (depending on years of service).

### **B.3.1. Evaluation Guide:**

Participation on standing and working committees within the Faculty of Kinesiology is normally required. The value of service will be assessed in terms of both the willingness to serve and on the quantity and quality of the activities. Academic faculty members must provide comment or evidence related to relevant factors to be considered in appraisal of service involvements.

According to the GFC Handbook, Part B, Section 1.4:

*“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.”*

There is a great diversity in service opportunities. Examples other than those outlined in Section B 1.4 of the GFC Handbook include:

Internal service:

- Chair or member of a university, faculty or department committee;
- Review and evaluation of peers for purposes of promotion, assessment or awards;
- Service to a student organization;
- Mentoring of colleagues or students in teaching and research.

External service related to the profession:

- Review and evaluation of manuscripts and of grant applications for outside agencies;
- Editorships of peer-reviewed publications;
- Involvement at some official level in national and/or international professional organizations;
- Involvement in community-based education programs;
- Consultation and professional services to government and communities, to public agencies, and to individuals in the staff member's capacity as a faculty member;
- Service on public boards, commissions and committees representing the University or discipline;
- Involvement in media productions and other presentations designed to inform the public about matters in kinesiology;
- Peer recognition through election and service to scholarly societies, national/international grant selection committees of peer-reviewed agencies like NSERC, SSHRC, or CIHR, or any form of award in recognition of the quality of service will be noted as a significant service contribution.

Academic staff members are expected to increase the impact, and/or scope of their Service contributions as they rise through the ranks. Provincial, national and international leadership roles are generally encouraged for academic staff members to take on. Service contributions such as outside professional activity (OPA) with remuneration will not be considered (e.g., paid board members).

#### **B.4. Evaluation including Leave Period (Research & Scholarship (Sabbatical) and Secondment Leave)**

Research & Scholarship (Sabbatical) leaves provide release from normal University teaching and service expectations, although service contributions to professional or other organizations may continue during a Research & Scholarship (Sabbatical) leave. When assessing scholarship activities, care must be taken to bear in mind that scholarship produced during the leave is most likely to appear and be evaluated in subsequent years.

It is important that faculty members relate their research/scholarly activities to the approved Research & Scholarship (Sabbatical) project to assist in the evaluation of their scholarship for the period of the leave. The terms of a secondment agreement will provide for non-standard expectations for scholarship, teaching, and service. Such terms should call for evaluation of activities particular to the nature of the secondment. Faculty members are required to request timely input from the agency to which a member is seconded, providing an evaluation of overall performance, and particular feedback regarding the assigned responsibilities of the agreement.

#### **B.5. Requirements for Teaching & Research Ranks**

Appointees to the Faculty of Kinesiology in the Teaching & Research ranks contribute to both graduate and undergraduate Kinesiology education and develop and lead a program of research and scholarship, including mentoring postdoctoral scholars.

Teaching & Research appointees have role expectations related to each part of the tripartite mandate of teaching, research/scholarship, and service. This section outlines anticipated role performance and competencies expected as faculty members progress through the Teaching & Research ranks from Assistant Professor to promotion to Associate Professor, and subsequently to promotion at the rank of Full Professor. The descriptors for each item are intended to reflect this progression, with distinctions relative to growing academic expertise over time and rank. Thus, many descriptors for Assistant Professor reflect “beginning” capabilities as appointees may have limited background and academic experience in teaching and research.

##### **B.5.1. Professors**

Professors are expected to have gained an international reputation for their research and scholarship activities. They are expected to be “competent” in most items (i.e. having suitable or sufficient skill, knowledge, and experience for the role), but will be expected to

have advanced or proficient competencies in some items (i.e. having specialized or expert skill or knowledge for the role).

Appointment at, or promotion to, the rank of Professor is reserved for those whose academic achievements are 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.

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 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 (including Tri-Council) or industry grants, where applicable, or other contributions to knowledge engagement, innovation, or entrepreneurship, or creative or professional practice. Notwithstanding the importance of teaching expertise 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 Part B.2.4.1 of the GFC Handbook.

Depending upon assigned duties, appointment at, or promotion to, the rank of Professor requires evidence of teaching effectiveness (e.g., as part of a Teaching Dossier) at the undergraduate and/or graduate levels and/or educational leadership. An established track record of supervising or co-supervising undergraduate and/or graduate students, post-doctoral scholars and/or other trainees, supervisory and/or examining committee membership, and/or mentorship activities, may also be required. Teaching effectiveness and expertise also includes a demonstrated ability to design learning experiences grounded in a clearly articulated teaching, and/or mentorship, and/or supervisory philosophy (see also Part B.1.3 of the GFC Handbook).

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

More information from GFC Handbook – Part B, Section 2.4.

### **B.5.2. Associate Professors**

Associate Professors are expected to have gained a national reputation for their research and scholarship activities. Appointment at, or promotion to the rank of Associate Professor requires evidence of high-quality research and scholarly activities, evidence of teaching effectiveness and an appropriate record of service.

Appointment at, or promotion to the rank of Associate Professor requires evidence of an established academic program of a calibre equivalent to national recognition by peers.

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 (including Tri-Council grants) to sustain a research program is required.

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, post-doctoral scholars, and/or other trainees. Teaching effectiveness and expertise also includes a demonstrated ability to design learning experiences grounded in a clearly articulated teaching, and/or mentorship, and/or supervisory philosophy.

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.

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 carries with it the granting of tenure.

More information from GFC Handbook – Part B, Section 2.3.

### **B.5.3. Assistant Professors**

Appointment to the rank of Assistant Professor 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 (including Tri-Council grants) may also be required. Appointment to the rank of Assistant Professor may also require evidence or promise of teaching proficiency or professional activity.

More information from GFC Handbook – Part B, Section 2.2.

## **B.6. Requirements for Teaching-Focused Ranks**

### **B.6.1. Professor (Teaching)**

The rank of Teaching Professor requires a demonstration of the highest quality of contributions to a research-informed practice of, and reflective 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:

- i. professional learning and development: engaging in professional development to improve teaching and student learning,
- ii. 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,
- iii. mentorship: supporting the teaching and academic development of faculty and students,
- iv. educational leadership: activities that advance teaching and learning communities by sharing expertise that helps others to strengthen their teaching practice.

Notwithstanding demonstrated distinction in teaching effectiveness and expertise, appointment at or promotion to, the rank of Teaching Professor shall 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.

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.

More information from GFC Handbook – Part B, Section 2.7.

### **B.6.2. Associate Professor (Teaching)**

Appointment at, or promotion to, the rank of Associate Professor (Teaching) requires evidence of teaching effectiveness (e.g., as part of a Teaching Dossier), a demonstrated ability to apply scholarly approaches to teaching and learning and student engagement, 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 Associate Professor (Teaching). Depending on duties assigned, this may include, but may not be limited to, conducting and disseminating research and scholarship to advance knowledge in the teaching and learning community, supporting academic development of



students, trainees, and colleagues, and engaging in educational leadership beyond the classroom.

Appointment at, or promotion to, the rank of Associate Professor (Teaching) requires the continuous development and demonstration of a scholarly foundation for designing and implementing innovative teaching and that supports student learning, ability to create respectful and inclusive learning environments that promote student engagement, participation in professional learning activities, networks, and communities, and engagement in reflective practice to adjust and strengthen one's teaching, learning, and assessment practices.

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 Faculty, Unit, University or broader community.

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

More information from GFC Handbook – Part B, Section 2.6.

### **B.6.3. Assistant Professor (Teaching)**

Where appropriate to the discipline or field, appointment to the rank of Assistant Professor (Teaching) 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 reflective practice, and professional learning activities related to teaching and learning may be necessary. Commitment to, or experience with, defining learning goals, supporting student learning activities and engagement, and creating assessment strategies may also be required.

Appointment to the rank of Assistant Professor (Teaching) 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 and expertise as an Instructor.

More information from GFC Handbook – Part B, Section 2.5.

## **Part C. Academic Appointments Selection Procedures, Position Posting, Expedited Procedures for Spousal and Strategic Hiring, Equitable and Inclusive Hiring Initiatives**

### **C.1. General Considerations**

The Faculty of Kinesiology is committed to inclusive excellence in research and teaching. We will uphold the values stated in the GFC Handbook Part C 1:

*“The University of Calgary is strongly committed to an equitable and inclusive campus, and recognizes that a diverse faculty, including Indigenous faculty, benefits and enriches the work, learning, and research experiences of our campus and the greater community. The University is committed to removing barriers that impede access to, and success within, the academy, and strives to recruit individuals who will further enhance the diversity of the campus community. Academic Appointment Selection Committees will identify and address systemic barriers as they manifest themselves in the hiring process, and actively work to eliminate them.”*

Faculty position posting and selection procedures for academic appointments will conform to the GFC Handbook Part C 2-3.

### **C.2. Position Posting**

The responsibility of drafting the position posting will be the designated Chair of the Academic Selection Committee (see GFC Handbook Part C 3.1, and below). The Chair will consult with the Academic Selection Committee to draft the posting. As stated in GFC Handbook Part C 2.1, final approval of the posting is by the Dean.

### **C.3. Selection Procedures for Continuing Academic Appointments – Teaching and Research Stream and Teaching Focus Stream**

The Dean is responsible for the selection and appointment of the Academic Appointment Selection Committee. If the Chair of the selection committee is not the Dean, then the Chair will recommend committee members to be approved by the Dean.

An Academic Selection Committee (GFC Handbook Part C 3.1.2) minimally consists of:

- Selection Committee Chair: Dean or delegate (normally the relevant Associate Dean) who votes only to break a tie

Voting Members:

- Three (3) continuing, limited-term and/or contingent-term academic staff members from the Faculty (in the case of interdisciplinary programs), with the majority of these members holding a continuing appointment

- One (1) continuing, limited-term and contingent-term academic staff member from within the Faculty but outside the affected discipline
- One (1) continuing academic staff member from outside the Faculty of Kinesiology as outlined in GFC Handbook Part C 3.1.2.iv
- A graduate student representative or other trainee from the relevant discipline

Committee composition shall reflect the Faculty's and University's commitment to EDIA and Reconciliation. In the case of a lack of representational diversity on the Committee, the Chair (or Dean) may fulfil the mandate of appointing additional members as outlined in the GFC Handbook Part C.3.1.2.iii., iv., and vi.

The Academic Selection Committee shall adhere to all requirements of GFC Handbook Part C. As part of its information gathering, the Committee shall establish mechanisms and document its efforts to allow input from all available members of the department and to take into account informed student opinion. The Committee shall document its efforts to attract a diverse applicant pool and will complete unconscious bias training prior to viewing applications. At the conclusion of its deliberations, the Chair of the Academic Selection Committee shall make a recommendation to the Dean.

#### **C.4. Selection Procedures for Academic Appointments – Administrative and Professional and Outside of Faculties**

See GFC Handbook, Part C - Section 4.

#### **C.5. Expedited Extraordinary Procedures for Spousal and Strategic Hiring**

See GFC Handbook, Part C – Section 5.

#### **C.6. Equitable & and Inclusive Hiring Initiatives**

See GFC Handbook, Part C, Section 6.

#### **C.7. Other Appointments**

See GFC Handbook, Part C, Section 7.

### **III. Progression Through the Ranks (PTR) and Outstanding Achievement Awards (OAA)**

Progression Through the Ranks (PTR) Increases and Outstanding Achievement Awards (OAA) are provided to Continuing, Limited Term, Contingent Term, Special Limited Term, or Pre-Tenure Track Appointment members of the academic staff in accordance with the process outlined in Article 29 of the Collective Agreement.

#### **Progression Through the Ranks (PTR)**

PTR Increases are provided to academic staff members who meet the expected standards of performance for their rank and stream outlined in this document and the GFC Handbook.

The biennial academic performance report (APR) submitted by academic staff members is central to the PTR review process. The APR should provide a summary of the academic staff member's academic work over the assessment period, and outline how they have met the criteria in this document and the GFC Handbook.

The procedures associated with PTR Assessment, are outlined in Article 29.5 of the Collective Agreement.

#### **Outstanding Achievement Awards (OAA)**

OAA's may be awarded to individuals, consistent with the provisions in the Collective Agreement on a competitive basis who, over the assessment period, significantly exceed the performance expectations outlined in this document and the GFC Handbook.

The procedures associated with OAA Consideration are outlined in Article 29.6 of the Collective Agreement.