



UNIVERSITY OF CALGARY | Student and Enrolment Services

GUIDELINES FOR ACADEMIC STAFF

For the appointment, renewal, transfer, tenure, promotion and assessment of academic staff

Approved by Academic Council: April 3, 2024

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

Contents

1. Introduction	2
2. Criteria for Teaching, Research and Scholarship and Service	2
2.1. Teaching	2
2.2. Service	2
2.3. Research and Scholarship.....	2
3. Requirements for Academic Staff by Rank	3
3.1. General Considerations	4
3.2. Requirements for Counsellor (Instructor)	4
3.3. Requirements for Senior Counsellor (Instructor)	4
3.4. Requirements for Counsellor (Professorial)	4
3.5. Requirements for Senior Counsellor (Professorial)	5
3.6. Requirements for all ranks	5
4. Criteria for Renewal, Transfer, Tenure and Promotion	5
4.1. Applying for Renewal or Tenure	5
4.2. Applying for Promotion or Transfer of Stream	6
5. Academic Performance Assessment	6
5.1. Progression through the Ranks	6
6. Criteria for Assessment	6
6.1. Professional Practice	6
6.2. Service	7
6.3. Research and Scholarship.....	7
7. Selection Committee Procedures for Academic Appointments	7
7.1. Position Posting	7
7.2. Academic Appointments Selection Committee Composition.....	7
8. Faculty Tenure and Promotion Committee	8
9. Description of tables provided	8
Table 1 – Examples to assist faculty members in demonstrating they have met the criteria outlined in this document.	10
Table 2 – Expectations for hiring, renewal, transfer, promotion, and tenure.....	12
Table 3 - Criteria to be applied in the OAA and PTR processes.	19

1. Introduction

SES Guidelines for Academic Staff are established in accordance with the GFC Academic Staff Criteria & Processes Handbook (GFC Handbook) and the Collective Agreement between The Governors of The University of Calgary and The Faculty Association of The University of Calgary (Collective Agreement).

These guidelines have been developed to apply the GFC Handbook within the specific context of the roles of academic staff within Student and Enrolment Services. These guidelines will be reviewed minimally every three years in addition to when updates are made to the GFC Handbook.

These guidelines embrace the “Our Values” section of the Ahead of Tomorrow Strategy and the ii’ taa’poh’to’p’s Statement of Commitments and recognize faculty members contributions to these commitments. In accordance with Articles 28.3 and 29.2.3 of the Collective Agreement, the quality of administrative leadership shall be recognized when evaluating academic staff for Tenure and Promotion, and for Assessment. Administrative duties can take the form of formal appointments or may occur informally.

2. Criteria for Teaching, Research and Scholarship and Service

2.1. Teaching

In addition to Part B, Section 1.3 of the GFC Handbook, Teaching, SES academic staff may engage in the following activities which would be considered teaching activities:

- Advising- as a teaching activity provides professional guidance and assistance to the student as they develop knowledge, skills, and abilities in the university setting. Advising is an interactive process in which students can learn a wide range of information in a supportive environment and be encouraged to take responsibility for making appropriate academic, personal and career decisions. Advising is personalized to consider the needs of the student.
- Counselling -This is a professional activity that involves the application of knowledge and principles from the social and behavioral sciences and merges with both teaching and psychotherapy. Counselling contributes to the psychosocial development of students and therefore is a part of the learning function within a university.
- Supervision of practicum students and provisional psychologists is optional.

2.2. Service

See Part B, Section 1.4 of the GFC Academic Staff Criteria & Processes Handbook.

2.3. Research and Scholarship

See Part B, Section 1.2 of the GFC Academic Staff Criteria & Processes Handbook.

As members of a research-intensive university, SES academic staff at the University of Calgary are expected to engage in research and advanced scholarship. Being part of a service unit SES recognizes the value of scholarship in addition to the value of formal research endeavours. In SES

research and scholarship is broadly defined and includes the creation, organization, and dissemination of knowledge to academic, public, and professional communities.

Examples of Research and Scholarship include, but are not limited to (in no priority order):

- Publication(s) or ‘in-press submission(s)’ in journals that are peer-reviewed or have a substantive, rigorous editorial process, and chapters in books.
- Authorship and/or editorship of publications such as books, commissioned reports, websites etc.
- Non-peer-reviewed authorship of book reviews, and shorter articles, blogs.
- Editorship of journals.
- Delivery of keynote address(es), major address(es), and formal participation in scholarly discussions at conferences/workshops through presentations, panel participation, posters.
- Invited review of manuscripts, abstracts, tenure and promotion documents, and grant applications.
- Submission of proposals for both internal and external research grants.
- Receipt of research grants from internal, or external funding bodies.
- Maintaining currency within one’s professional field (e.g., attending conferences, training certificates, reading logs)

Peer review is a measure of the value peers place on an academic member’s scholarship. If the formal evaluation of peers is not available, the individual should make efforts to provide information to support the value that peers place on their work.

Research and scholarship includes “all activities undertaken as a result of new insights. Outcomes may include: the number of people in various target audiences that use the research findings (including data sets), the number of students trained, new insights created in the discipline or field, policies developed, business strategies formulated, advancements in understanding reconciliation, etc. Outcomes may be either foreseen or unforeseen, direct or indirect, intended or unintended” (SSHRC, 2019).

Additional examples of research outcomes “are long-term outcomes or effects that take the form of changed thinking and behaviours. Impacts are reflected through such indicators as global economic performance, competitiveness, public service effectiveness, new products and services, employment, policy relevance, learning skills enhancement, quality of life, community cohesion, and movement toward reconciliation and social inclusion” (SSHRC, 2019).

Further examples of Teaching, Research, and Service activities, along with appropriate evidence, is available in Table 1 and Table 3.

3. Requirements for Academic Staff by Rank

Section 2.8.2 of the GFC Academic Staff Criteria & Process Handbook Part B states that criteria with respect to Counsellors shall be established by the Student and Enrolment Services Academic Council.

The following paragraphs set out the requirements for academic Counsellors across ranks and streams for instructor and professorial. These requirements describe the level at which academic staff members in each rank and stream are expected to contribute to research and scholarship; teaching (herein labelled “counselling”); and service. Table 2 provides a comparison of expectations in the areas of counselling, research and scholarship, and service across rank and stream. Table 2 also provides an outline of the expectations for hiring, renewal, transfer, promotion, and tenure.

3.1. General Considerations

Educational and credential requirements

- Counsellors at all ranks and streams require a graduate degree in an appropriate mental health field from an accredited program or equivalent.
- Counsellors at all ranks and streams must be eligible for registration with the appropriate provincial regulatory body within 4 months of employment, and maintain the appropriate professional designation in good standing.

The general expectation across all ranks and streams includes functioning as an independent, responsible professional in accordance with professional codes of ethics; collaboration and cooperation; supportive and constructive in communication. At all ranks and streams, counsellors are expected to maintain currency and competency in the field. Table 2 provides an overview of the requirements.

3.2. Requirements for Counsellor (Instructor)

Counsellor (Instructors) are establishing themselves in their professional roles and show strong potential to meet the challenges of an academic appointment at a research-intensive university. Appointment at the rank of Counsellor (Instructor) normally requires completion of, at minimum, a Master’s degree in a mental health field (e.g., Clinical Psychology, Counselling Psychology, Social Work). In addition, they are required to demonstrate evidence of successful counselling ability and appropriate professional activity.

3.3. Requirements for Senior Counsellor (Instructor)

Appointment or promotion to rank of Senior Counsellor (Instructor) normally requires demonstrated superior performance in counselling. Appointment or Promotion is recommended based on a summative assessment of the record of the candidate and requires evidence of leadership and expertise in counselling within the university context, record of scholarly contributions with provincial, national, and/or international recognition by peers, and demonstrated leadership in service contributions. Expectation of continued appointment is the attainment and maintenance of professional designation.

3.4. Requirements for Counsellor (Professorial)

Appointment to the rank of Counsellor (Professorial) shall require the attainment of a Ph.D. or equivalent and evidence of successful counselling/teaching ability, appropriate professional activity, and evidence of or promising of future development as a scholar. Expectation of continued appointment is the attainment and maintenance of professional designation.

3.5. Requirements for Senior Counsellor (Professorial)

Appointment or promotion to Senior Counsellor (Professorial) is based on demonstrated superior performance in Counselling, Scholarship, and Service. Appointment or promotion is recommended on the basis of a summative assessment of the record of the candidate and requires evidence of leadership or expertise in Counselling and Scholarly or Service contributions/recognition within the University and at a provincial, national, or international level. Expectation of continued appointment is the attainment and maintenance of professional designation.

3.6. Requirements for all ranks

Counsellors are expected to fulfill their work requirements and participate in all aspects of work as a collegial team member. During meetings, counsellors will explore differences with respect, communicate effectively, and contribute to inclusive and collaborative discussions.

4. Criteria for Renewal, Transfer, Tenure and Promotion

4.1. Applying for Renewal or Tenure

Unless appointed “with tenure” academic staff appointments are subject to a renewal period (Collective Agreement, Article 28).

Appointments “with tenure” may be granted in accordance with Section 3.1, 3.6, and 3.7 of the GFC Academic Staff Criteria & Process Handbook Part B. Application for renewal are subject to criteria in Section 3.1 and 3.6 of the GFC Academic Staff Criteria & Process Handbook Part B.

Counsellors applying for tenure in the Instructor stream must demonstrate growth and excellent quality of activities in each of the three areas of counselling, scholarly activities, and service as determined by the usual expectations within the Instructor stream. Key considerations for application for renewal or tenure in the Instructor stream will be the quality of counselling activities and future promise of the applicant in counselling, aligning with the higher weighting of counselling activities in the Instructor stream. In line with criteria in Section 3.1.4 of the GFC Academic Staff Criteria & Process Handbook Part B outstanding performance in one area normally cannot substitute for insufficient performance in another. Applicants are expected to provide evidence, including a counselling dossier, of a high standard of performance (see Table 1).

Counsellors applying for tenure in the Professorial stream must demonstrate growth and excellent quality of activities in each of the three areas of counselling, scholarly activities, and service as determined by the usual expectations within the Professorial stream. In line with criteria in Section 3.1.4 of the GFC Academic Staff Criteria & Process Handbook Part B outstanding performance in one area normally cannot substitute for insufficient performance in another. Key considerations for application for renewal or tenure in the Professorial stream will be the quality of counselling and scholarly activities and the future promise of the applicant in counselling and research and scholarship. Applicants are expected to provide evidence, including a counselling dossier, of a high standard of performance (see Table 1).

4.2. Applying for Promotion or Transfer of Stream

Applicants applying for promotion must demonstrate evidence of significant activity and leadership in the areas of counselling, scholarly activities, and service that reflects the weighting of these areas in their assigned duties. Table 1 provides examples of types of evidence for each activity. Applicants are evaluated using the criteria for the rank to which the applicant is seeking promotion (see Table 2).

Applications for transfer of stream from Instructor to Professorial or Professorial to Instructor may be granted in accordance with Section 3.5 of the GFC Academic Staff Criteria & Process Handbook Part B. Applicants applying for transfer of stream must demonstrate evidence of excellent quality of activities in each of the three areas of counselling, research and scholarship activities, and service as determined by the usual expectations for the rank and stream to which they are transferring. Table 1 and Table 2 provide activities and criteria considered in evaluation of applications.

5. Academic Performance Assessment

This process occurs every 2 years, in accordance with the timelines outlined in Article 29 of the Collective Agreement. There are two aspects to the academic performance assessment process: Progression Through the Ranks (PTR) and Outstanding Achievement Awards (OAA). In line with Article 29.2.2 of the Collective Agreement, the criteria for the assessment of individual academic staff members shall be applied in a manner consistent with the range and proportion of duties assigned to the academic staff member through their workload assignment for the corresponding years.

5.1. Progression through the Ranks

Progression Through the Ranks (PTR) Increases will be awarded to individuals who, over the assessment period, met the expected standards of performance for their rank and stream as outlined in this document and the GFC Handbook.

6. Criteria for Assessment

Follow section 4 Criteria for Academic Performance Assessment in Part B of the GFC Academic Staff Criteria & Processes Handbook. Professional Practice assessment is described below. Within Student and Enrollment Services performance is considered within the PTR and OAA evaluation process. Table 3 outlines the criteria for assessment of performance in these areas.

6.1. Professional Practice

Assessment of professional practice (Counselling) shall be multi-faceted and, in particular, shall not be based primarily on any one method. Multiple sources of evidence shall be used to obtain a holistic picture of the performance of the academic staff member.

See Table 1 and 3 for specific assessment criteria.

6.2. Service

Service is evaluated according to Section 4.4 of GFC Academic Staff Criteria & Processes Handbook Part B.

6.3. Research and Scholarship

Research and Scholarship is evaluated according to Section 4.2 of GFC Academic Staff Criteria & Processes Handbook Part B. Scholarly activity is also inclusive of professional development and training to enhance cultural competency and stay current in the field (See Table 1 below.)

Academic counsellors are expected to be active in research and scholarly activity in each reporting period. Some projects may take time to reach conclusion. For that reason, failure to produce and disseminate in any one period does not by itself constitute unsatisfactory performance. It is the responsibility of the academic to provide evidence of scholarly activity and to report on research and scholarship in progress, in the Academic Performance Report, to demonstrate that performance expectations have been met. Expectations increase as faculty members progress through the ranks.

In assessing research and scholarship, the principal evaluators and the members of the Faculty Assessment Committee should be attentive to the evolving and changing natures of research and scholarship, and the ways in which knowledge is produced and disseminated.

There is no fixed formula used to evaluate research and scholarship and/or an individual's contribution to a multiple author publication, research, or other scholarly project. It is the responsibility of the academic to provide the information needed to assess the research project and for collaborative projects, their individual contributions (i.e., co-authored publications and grants awarded to research teams). Academics are also expected to clearly describe the merit of the research, publication, or presentation itself. In accordance with recommendations from the San Francisco Declaration on Research Assessment (DORA) the Journal Impact Factor will not be used as evidence of the value or quality of an individual publication. The work will be evaluated by its own merit. Levels of expectation for scholarship are differentiated by the rank. See Table 2.

7. Selection Committee Procedures for Academic Appointments

The selection committee procedures will follow the GFC Academic Staff Criteria & Processes Handbook Part C, except where the following deviations exist.

7.1. Position Posting

The responsibility for drafting the position posting falls to the Associate Director, Counselling (or a designate appointed by the Dean-equivalent), with final approval from the Dean-equivalent.

7.2. Academic Appointments Selection Committee Composition

Committee composition shall align with criteria set forth in 3.1.2 of GFC Academic Staff Criteria & Processes Handbook Part C. All Academic Appointment Selection Committees (AASC) are advisory to

the Dean-equivalent. The AASC provides recommendations to the Dean-equivalent, but the authority of any final decisions resides with the Dean-equivalent. The Associate Director, Counselling, is responsible for the selection and appointment of the AASC, in consultation with academic unit members. Due to the small size of the unit, appointment of AASC members will ultimately fall to the Associate Director, Counselling or Dean-equivalent's designate who will ensure fairness and representation in roles and diversity of committee members. The AASC is typically composed of 6 members:

- Dean-equivalent, or designate serves as chair.
- AASC is typically composed of no more than three academic staff members from the Unit, who hold Continuing, Limited Term, and/or Contingent Term appointments. A minimum of two members of the academic unit, must hold Continuing Appointments (tenure or tenure track).
- Two members who are academic staff members from outside the Faculty and any applicable Conjoint Unit and hold Continuing academic appointments (tenure or tenure track). These two members are appointed by the Dean-equivalent, or designate. This Committee members provides a perspective beyond the interests of the discipline or Faculty and has a particular role in observing both the fairness of the proceedings and appropriate application of criteria.
- One member who is a graduate student or trainee from the relevant discipline.
- Quorum shall be the majority of voting members on the Committee from the hiring discipline.
- All members vote. The Chair votes to break a tie.
- Additional members may be added, or committee composition could vary in line with Article 3.1 of GFC Academic Staff Criteria & Processes Handbook Part C.

8. Faculty Tenure and Promotion Committee

The composition and responsibilities of the Faculty Tenure and Promotion Committee shall follow the requirements (see Article 28) set forth in the Collective Agreement. It is not possible for this document to modify the committee composition as outlined in the Collective Agreement.

9. Description of tables provided

Once a Counsellor joins the Student and Enrollment Services faculty their yearly work assignment will break down into three categories for Counselling, Research and Scholarship and Service. For all the examples provided in each of the tables below, no faculty member is expected to achieve every example given within an academic year for their rank and stream.

Table 1 provides examples to assist faculty members in demonstrating they have met the criteria outlined in this document.

Table 2 shows examples of expectations across streams and ranks by counsellor role and may be used by counsellors and leadership when considering or assessing the expectations for hiring, renewal, transfer, promotion, and tenure.

Table 3 outlines criteria to be applied in the OAA and PTR processes.

Table 1 – Examples to assist faculty members in demonstrating they have met the criteria outlined in this document.

	Counsellor (Instructor)	Counsellor (Professorial)
Counselling	<ul style="list-style-type: none"> • Ability to counsel diverse client issues of increasing levels of difficulty, appropriate to rank. • Provision of individual and/or group counselling, with an emphasis on individual unless students as an entire campus population are requesting otherwise. • Evaluations of counselling completed by clients (individuals, groups) • Examples of counselling materials developed. • Outcome measures completed by clients. • Submission of a counselling dossier (e.g., theory of counselling, areas of practice) • Viewing of counselling by the Associate Director, Counselling, or designate, Colleague or peer assessment. • Unsolicited student or Faculty comments • Evaluations from trainees 	<ul style="list-style-type: none"> • Ability to counsel diverse client issues of varying levels of difficulty, appropriate to rank. • Provision of individual and/or group counselling, with an emphasis on individual unless students as an entire campus population are requesting otherwise. • Evaluations of counselling completed by clients (individuals, groups) • Examples of counselling materials developed. • Outcome measures completed by clients. • Submission of a counselling dossier (e.g., theory of counselling, areas of practice) • Viewing of counselling by the Associate Director, Counselling, or designate • Colleague or peer assessment • Unsolicited student or Faculty comments • Evaluations from trainees
Research and Scholarship Activity	<ul style="list-style-type: none"> • Materials demonstrating the ability to keep current with the literature on counselling practice and substantive areas within counselling (e.g., training certificates, reading logs) • Development of workshops/webinars • Presentations on campus or at conferences, professional meetings, seminars, colloquia • Publication of manuals/handbooks • Development of web-based resources (e.g., blogs, websites, other web-based materials) • Activity as a journal reviewer • Development of grant/project proposals (e.g., Quality Money grants) • Participation in program evaluation 	<ul style="list-style-type: none"> • Materials demonstrating the ability to keep current with the literature on counselling practice and substantive areas within counselling (e.g., training certificates, reading logs, conference registrations) • Presentations on campus and at conferences, professional meetings, seminars, colloquia • Talks/papers presented for academic/professional audiences. • Participation in research/program evaluation • Publication in peer-reviewed journals/conferences, with effort to disseminate at national and international level. • Publication of manuals or handbooks

	<ul style="list-style-type: none"> • Publication in professional magazines • Participation in Indigenous cultural ceremonies • Working with and witnessing storytelling from Knowledge Keepers and Elders 	<ul style="list-style-type: none"> • Submission of funding proposals (i.e., internal and external grants) • Receipt of grants from internal/external funding bodies • Activity as an editor or referee • Participation in Indigenous cultural ceremonies • Working with and witnessing storytelling from Knowledge Keepers and Elders
Service	<ul style="list-style-type: none"> • Administrative operations of Student Wellness Services. • Student Wellness Services, Student & Enrolment Services short-term working groups, and University committees • Conference planning committees • Volunteer for University events • Professional committees • Community organizations • Participation in Indigenous ceremony 	<ul style="list-style-type: none"> • Administrative operations of Student Wellness Services. • Student Wellness Services, Student & Enrolment Services short-term working groups, and University committees • Conference coordinator • Volunteer for University events • Professional committees • Community organizations • Participation in Indigenous ceremony

Table 2 – Expectations for hiring, renewal, transfer, promotion, and tenure.

	Counsellor (Instructor)	Senior Counsellor (Instructor)	Counsellor (Professorial)	Senior Counsellor (Professorial)
Educational Prerequisites	Master’s degree in mental health field (e.g., Clinical Psychology, Counselling Psychology, Social Work, Clinical Psychology). Must be eligible for professional licensure or registration in province of Alberta within 4 months of initial appointment. Maintenance of registration in good standing is required for ongoing employment.	Master’s degree in mental health field (e.g., Counselling Psychology, Social Work, Clinical Psychology). Must be eligible for professional licensure or registration in province of Alberta within 4 months of initial appointment. Maintenance of registration in good standing is required for ongoing employment.	PhD in mental health field (e.g., Clinical Psychology, Counselling Psychology, Social Work). Must be eligible for professional licensure or registration in province of Alberta within 4 months of initial appointment. Maintenance of registration in good standing is required for ongoing employment.	PhD in mental health field (e.g., Clinical Psychology, Counselling Psychology, Social Work). Must be eligible for professional licensure or registration in province of Alberta within 4 months of initial appointment. Maintenance of registration in good standing is required for ongoing employment.
Leadership and Professionalism	<ul style="list-style-type: none"> • Demonstrates evidence of successful Counselling ability and appropriate professional activity. • Functions as an independent, responsible professional in accordance with professional codes of ethics. 	<ul style="list-style-type: none"> • Demonstrates leadership and expertise in Counselling activities using evidence-informed practice and proficient engagement in scholarly activity. Takes leadership role in service activities. • Functions as an independent, responsible professional in accordance with professional codes of ethics. 	<ul style="list-style-type: none"> • Demonstrates evidence of successful counselling/teaching ability and appropriate professional activity. Developing engagement in scholarly activities. • Functions as an independent, responsible professional in accordance with professional codes of ethics. 	<ul style="list-style-type: none"> • Demonstrates leadership and expertise in Counselling activities using evidence-informed practice and demonstrates an established record of scholarly activity. Takes leadership role in service activities. • Functions as an independent, responsible professional in accordance with professional codes of ethics.

	Counsellor (Instructor)	Senior Counsellor (Instructor)	Counsellor (Professorial)	Senior Counsellor (Professorial)
	<ul style="list-style-type: none"> • Consults and collaborates within Student Wellness Services and with other campus/community partners within an interprofessional model. • Practices with an awareness of University of Calgary's, Student & Enrolment Services', and Student Wellness Services mission, strategic plan, and policies, procedures, and guidelines that inform the Counsellor role. 	<ul style="list-style-type: none"> • Consults and collaborates within Student Wellness Services and with other campus/community partners within an interprofessional model. • Aligns counselling, scholarly activity, and service with the University of Calgary's, Student & Enrolment Services', and Student Wellness Services' mission, strategic plan, and policies, procedures, and guidelines that inform the Counsellor role. 	<ul style="list-style-type: none"> • Consults and collaborates within Student Wellness Services and with other campus/community partners within an interprofessional model. • Aligns counselling, scholarly activity, and service with the University of Calgary's, Student & Enrolment Services', and Student Wellness Services' mission, strategic plan, and policies, procedures, and guidelines that inform the Counsellor role. 	<ul style="list-style-type: none"> • Consults and collaborates within Student Wellness Services and with other campus/community partners within an interprofessional model. • Aligns counselling, scholarly activity, and service with the University of Calgary's, Student & Enrolment Services', and Student Wellness Services' mission, strategic plan, and policies, procedures, and guidelines that inform the Counsellor role.
Counselling	<ul style="list-style-type: none"> • Demonstrates growing range, depth, and flexibility in responding to client needs for preventative, developmental or therapeutic counselling within a brief counselling model. 	<ul style="list-style-type: none"> • Demonstrates proficiency in range, depth and flexibility when responding to client needs for preventative, developmental or therapeutic counselling within a brief counselling model. 	<ul style="list-style-type: none"> • Demonstrates growing range, depth, and flexibility in responding to client needs for preventative, developmental or therapeutic counselling within a brief counselling model. 	<ul style="list-style-type: none"> • Demonstrates proficiency in range, depth and flexibility when responding to client needs for preventative, developmental or therapeutic counselling within a brief counselling model.

	Counsellor (Instructor)	Senior Counsellor (Instructor)	Counsellor (Professorial)	Senior Counsellor (Professorial)
	<ul style="list-style-type: none"> • Implements evidence-informed and culturally-relevant theories and interventions to support psychosocial development of students in individual and group formats • Counsels diverse counselling issues of varying levels of complexity & severity using intersectional lens. • Responds to urgent mental health situations. 	<ul style="list-style-type: none"> • Demonstrates an advanced understanding of evidence-informed and culturally-relevant theories and interventions to support psychosocial development of students in individual and group formats • Counsels diverse counselling issues of greater complexity & severity using intersectional lens. • Provides mentorship to the mental health team. • Provides leadership in responding to urgent mental health situations. 	<ul style="list-style-type: none"> • Implements evidence-informed and culturally-relevant theories and interventions to support psychosocial development of students in individual and group formats • Counsels diverse counselling issues of varying levels of complexity & severity using intersectional lens. • Responds to urgent mental health situations. 	<ul style="list-style-type: none"> • Demonstrates an advanced understanding of evidence-informed and culturally-relevant theories and interventions to support psychosocial development of students in individual and group formats • Counsels diverse counselling issues of greater complexity & severity using intersectional lens. • Provides mentorship to the mental health team. • Provides leadership in responding to urgent mental health situations.

	Counsellor (Instructor)	Senior Counsellor (Instructor)	Counsellor (Professorial)	Senior Counsellor (Professorial)
	<ul style="list-style-type: none"> Provides information to students and campus community to facilitate appropriate use of on-campus and off-campus resources. May engage in clinical supervision of Masters-level trainees &/or provisional psychologists. Provides consultation to campus and community partners. 	<ul style="list-style-type: none"> Provides information to students and campus community to facilitate appropriate use of on-campus and off-campus resources. May engage in clinical supervision of Masters-level trainees &/or provisional psychologists. Provides consultation to campus and community partners. 	<ul style="list-style-type: none"> Provides information to students and campus community to facilitate appropriate use of on-campus and off-campus resources. May engage in supervision of Masters- and doctoral-level trainees &/or provisional psychologists. Provides consultation to campus and community partners. 	<ul style="list-style-type: none"> Provides information to students and campus community to facilitate appropriate use of on-campus and off-campus resources. May engage in clinical supervision of Masters-level trainees &/or provisional psychologists. Provides consultation to campus and community partners.
	<ul style="list-style-type: none"> Responds to requests by members of the campus community for participation in specialized mental health activities with approval from Associate Director, Counselling in consultation with Dean-equivalent to ensure maintenance of service requirements for students. 	<ul style="list-style-type: none"> Responds to requests by members of the campus community for participation in specialized mental health activities with approval from Associate Director, Counselling in consultation with Dean-equivalent to ensure maintenance of service requirements for students. 	<ul style="list-style-type: none"> Respond to requests by members of the campus community for participation in specialized mental health activities with approval from Associate Director, Counselling in consultation with Dean-equivalent to ensure maintenance of service requirements for students. 	<ul style="list-style-type: none"> Respond to requests by members of the campus community for participation in specialized mental health activities with approval from Associate Director, Counselling in consultation with Dean-equivalent to ensure maintenance of service requirements for students.

	Counsellor (Instructor)	Senior Counsellor (Instructor)	Counsellor (Professorial)	Senior Counsellor (Professorial)
	<ul style="list-style-type: none"> Gathers feedback from clients and demonstrates thoughtful engagement in reflective practice. 	<ul style="list-style-type: none"> Provides leadership in responding to campus community mental health needs and demonstrates innovation through specialized mental health activities. Gathers feedback from clients and demonstrates thoughtful engagement in reflective practice. 	<ul style="list-style-type: none"> Gathers feedback from clients and demonstrates thoughtful engagement in reflective practice. 	<ul style="list-style-type: none"> Provides leadership in responding to campus community mental health needs and demonstrates innovation through specialized mental health activities. Gathers feedback from clients and demonstrates thoughtful engagement in reflective practice.
Scholarly Activities	<ul style="list-style-type: none"> Participate in continuing professional education to maintain currency in the field, as required by the scientist/practitioner model and professional code of ethics. Demonstrate scholarly progression through program development and evaluation that responds to student mental health needs. May engage in range of scholarly activity as 	<ul style="list-style-type: none"> Participate in continuing professional education to maintain currency in the field, as required by the scientist/practitioner model and professional code of ethics. Demonstrate leadership and innovation through development and evaluation of evidence-based programs, resources, and initiatives that respond to student mental health needs. May engage in range of scholarly activity as 	<ul style="list-style-type: none"> Participate in continuing professional education to maintain currency in the field, as required by the scientist/practitioner model and professional code of ethics. Develop and articulate a program of research that shapes an evolving line of inquiry, focusing knowledge development in a specific area, and providing a basis for knowledge dissemination and impact. Engage in range of scholarly activity as 	<ul style="list-style-type: none"> Participate in continuing professional education to maintain currency in the field, as required by the scientist/practitioner model and professional code of ethics. Leads a focused program of research and scholarship in a specific area, providing a basis for knowledge dissemination and impact. Engage in range of scholarly activity as defined in Article

	Counsellor (Instructor)	Senior Counsellor (Instructor)	Counsellor (Professorial)	Senior Counsellor (Professorial)
	defined in Article 1.2.2 of the GFC Academic Staff Criteria & Processes Handbook Part B	defined in Article 1.2.2 of the GFC Academic Staff Criteria & Processes Handbook Part B <ul style="list-style-type: none"> Actively seeks to disseminate scholarship activity 	defined in Article 1.2.2 of the GFC Academic Staff Criteria & Processes Handbook Part B <ul style="list-style-type: none"> While not required, may apply for funding to support scholarly activities. 	1.2.2 of the GFC Academic Staff Criteria & Processes Handbook Part B <ul style="list-style-type: none"> Encouraged to seek funding to support scholarly activities.
Service	<ul style="list-style-type: none"> Fulfill role expectations as a team member through attendance at team meetings and communicates effectively, contributing to inclusive and collaborative discussions. Is a strong advocate for the maintenance of a respectful, professional, and inclusive work environment within Student Wellness, Student Wellness Access and Support, Student and Enrollment Services and on and off campus 	<ul style="list-style-type: none"> Assume a leadership role in modeling accountabilities as a team member, through active participation at team meetings, effective communication, contributions to inclusive and collaborative discussions. Is a leader in supporting the maintenance of a respectful, professional and inclusive work environment within Student Wellness, Student Wellness Access and Support, Student and Enrollment Services and on and off campus 	<ul style="list-style-type: none"> Fulfill role expectations as a team member through attendance at team meetings and communicates effectively, contributing to inclusive and collaborative discussions. Is a strong advocate for the maintenance of a respectful, professional, and inclusive work environment within Student Wellness, Student Wellness Access and Support, Student and Enrollment Services and on and off campus 	<ul style="list-style-type: none"> Assume a leadership role in modeling accountabilities as a team member, through active participation at team meetings, effective communication, contributions to inclusive and collaborative discussions. Is a leader in supporting the maintenance of a respectful, professional and inclusive work environment within Student Wellness, Student Wellness Access and Support, Student and Enrollment Services and on and off campus

	Counsellor (Instructor)	Senior Counsellor (Instructor)	Counsellor (Professorial)	Senior Counsellor (Professorial)
	<ul style="list-style-type: none"> • Contribute as a faculty member to short-term working groups within Student Wellness Services and/or committees through Student and Enrolment Services, and the University, and, where appropriate, externally in professional organizations and the community. • Adopt a coordinator role of an area relevant to the mission and scope of Student Wellness Services. 	<ul style="list-style-type: none"> • Contribute and provide increased leadership as a faculty member to short-term working groups within Student Wellness Services, and/or committees through Student and Enrolment Services, and the University, and, where appropriate, externally in professional organizations and the community. • Through coordinator role, provide leadership in an area relevant to the mission and scope of Student Wellness Services 	<ul style="list-style-type: none"> • Contribute as a faculty member to short-term working groups within Student Wellness Services, and/or committees through Student and Enrolment Services, and the University, and, where appropriate, externally in professional organizations and the community. • Adopt a coordinator role of an area relevant to the mission and scope of Student Wellness Services. 	<ul style="list-style-type: none"> • Contribute and provide increased leadership as a faculty member to short-term working groups within Student Wellness Services, and/or committees through Student and Enrolment Services, and the University, and, where appropriate, externally in professional organizations and the community. • Through coordinator role, provide leadership in an area relevant to the mission and scope of Student Wellness Services

Table 3 - Criteria to be applied in the OAA and PTR processes.

	Criteria for OAA	Criteria for PTR
Counselling	<ul style="list-style-type: none"> • Has and can demonstrate new ways to teach clients counselling concepts that aim to balance awareness building with action building aspects that fit the client’s situation. • Keeps up to date with charting (session notes) on a consistent basis and provides guidance to others on charting strategies when requested. • Has consistently received outstanding feedback from Associate Director, Counselling, peers, and/or trainees following observations. • Consistently demonstrates effective balance of time spent in counselling activities when compared to research and scholarship or service 	<ul style="list-style-type: none"> • Has a strong grasp of counselling modalities and is able to adjust approach to fit the client's needs or situation independently or with minimal support • Keeps up to date with charting (session notes) on a regular basis and consistently reaches out for support from Associate Director, Counselling, and colleagues when support is needed. • Has regularly received positive feedback with minimal areas of development from Associate Director, Counselling, peers, and/or trainees following observations. • Regularly demonstrates proficient balance of time spent in counselling activities when compared to research and scholarship or service
Research and Scholarship	<ul style="list-style-type: none"> • Has demonstrated outstanding performance in knowledge creation, innovation and transfer that have had a significant impact on Student Wellness, Student and Enrollment Services, the campus community, the larger community, or the profession. • The impact has been demonstrated through significant knowledge mobilization through for example the feedback received from journal articles; conferences and on or off campus presentations, or the creation of professional resources such as guidelines documents or materials. 	<ul style="list-style-type: none"> • Has demonstrated a strong or developing performance of knowledge creation, innovation and transfer that have had positive impact on Student Wellness, Student and Enrollment Services, the campus community, the larger community, or the profession. • The impact has been demonstrated through strong or some knowledge mobilization through for example the feedback received from journal articles; conferences and on or off campus presentations, or the creation of professional resources such as guidelines documents or materials.

	Criteria for OAA	Criteria for PTR
	<ul style="list-style-type: none"> Contributions have had a significant impact on outcomes that includes impacts on target audiences, increased engagement of those audiences, and the promotion of change that have led to enhancement of the effectiveness of the operations of Student Wellness Services, Student and Enrollment Services and/or have led to advancement of policies, procedures and practices that contribute to the advancement of understanding of reconciliation 	<ul style="list-style-type: none"> Contributions have had a strong or developing impact on outcomes that includes impacts on target audiences, increased engagement of those audiences, and the promotion of change that have led to enhancement of the effectiveness of the operations of Student Wellness Services, Student and Enrollment Services and/or have led to advancement of policies, procedures and practices that contribute to the advancement of understanding of reconciliation
Service	<ul style="list-style-type: none"> Service contributions are exemplary in terms of the status that it confers upon the individual, or the distinction it brings to the university or to the profession. Exemplary service may also involve a special contribution of innovation and collaboration to Student Wellness Services, Student & Enrolment Services, or distinction brought to the University of Calgary or the department through professional endeavours. 	<ul style="list-style-type: none"> Service contributions play a minor role in several service opportunities or a major role in one or two endeavours.