

UNIVERSITY OF CALGARY | FACULTY OF SOCIAL WORK

FACULTY OF SOCIAL WORK FACULTY GUIDELINES

For Academic Staff Criteria & Processes

Approved by Faculty of Social Work Faculty Council on April 12, 2023

Approved by the Provost and Vice President (Academic) on June 12, 2023

Table of contents

Introduction

Faculty of Social Work (FSW) Faculty Guidelines: For Academic Staff Criteria & Processes

Page 3

Part A

Definitions, Authority, Faculty Guidelines, Transitional Provisions

Page 4

Part B

Criteria for Appointment, Renewal, Transfer, Tenure, Promotion, and Merit Assessment

Page 5

Part C

Academic Appointments Selection Procedures, Position Posting, Expedited Procedures for Spousal and Strategic Hiring, Equitable and Inclusive Hiring Initiatives

Page 27

Faculty of Social Work (FSW) Faculty Guidelines: For Academic Staff Criteria & Processes

The Faculty of Social Work (FSW) was created in 1966 as one of the founding schools of the University of Calgary. Over this time, the FSW has pursued academic excellence in three key areas: 1) teaching and learning; 2) research and scholarship; and 3) service to the community and profession (GFC Academic Staff Criteria & Processes Handbook A.3.7(i)). In addition to offering BSW, MSW, and PhD degrees to over 1,000 students across Alberta and beyond each year, the FSW also has the mandate to provide social work degree education throughout the province. The FSW has three primary campuses in Calgary, Edmonton, and Lethbridge and blended and distance programs that connect the FSW with students near and far. The FSW has grown its research enterprise and built strong community relationships. Faculty members compete successfully in all of Canada's major grant competitions and produce academic scholarship that places our research productivity among the leading schools in the country. Much of this research is based on close relationships with community partners. Community partners provide outstanding support to the FSW. They work closely with faculty members on community-engaged research projects, provide field placements for our students, serve as sessional instructors, participate in a broad range of continuing professional development opportunities, and partner to enhance social work practice.

The Faculty of Social Work (FSW) is guided by its Faculty Council approved [strategic plan](#) in setting priorities and determining actions. The [Faculty of Social Work Equity, Diversity, Inclusion, Decolonization, and Anti-Oppression Statement](#) describes its commitment to equity, diversity, inclusion, and decolonization. The FSW also abides by and is committed to the [Social Work Code of Ethics](#) and the [CASWE accreditation standards](#).

In this context, the Faculty of Social Work (FSW) strives to attract, retain, and reward high-impact scholars, researchers, and educators. Such a commitment requires the necessary mechanisms to ensure recognition and reward. This document is to recognize the current achievement and support colleagues to move to the next level of career development. These FSW Faculty Guidelines add the required specificity as directed by the GFC Academic Staff Criteria and Processes [Handbook](#).

Purpose and Use of Faculty Guidelines

The FSW Faculty Guidelines must be used as a companion to the University of Calgary's GFC Academic Staff Criteria & Processes Handbook ([The Handbook](#)) and the Collective Agreement between the Faculty Association of the University of Calgary and the Governors of the University of Calgary ([The Collective Agreement](#)). Academic staff are guided to familiarize themselves with these three documents. The Handbook is the central reference point for criteria and for hiring procedures. Assessment, Tenure and Promotion procedures are outlined in the Collective Agreement.

The Handbook must be the central reference point for criteria used in academic staff processes (hiring, promotion, tenure, and merit). As outlined in the Handbook, Section A.3.2:

Criteria outlined within this Handbook, may be refined and interpreted in Faculty Guidelines. Faculty Guidelines may not, however, create new criteria, add to, or contradict, or delete criteria, unless specifically authorized to do so within this Handbook.

The FSW Faculty Guidelines are organized in the same manner as the Handbook. Each of the three Parts provides the corresponding links to the Handbook, and in the relevant sections, the Handbook section link is followed by the Faculty-specific requirements set out as required in the Handbook (see Section A.3). For ease of cross-reference, note that sections of these Faculty Guidelines (e.g., 4.1) compliment the corresponding sections of the Handbook (e.g., section 4.1 in the Handbook).

PART A

Definitions, Authority, Faculty Guidelines, Transitional Provisions

These FSW Faculty Guidelines are a compendium to The Handbook.

Please refer to [The Collective Agreement](#) and [The Handbook](#) for definitions, authority, and transitional provisions. The content of these Faculty Guidelines follows and meets the requirements found in The Handbook (A.3).

Links to Part A of The Handbook:

1. [Definitions](#)
2. [Authority and General Considerations](#)
3. [Faculty Guidelines](#)
4. [Transitional Provisions](#)

PART B

FSW Faculty Guidelines is a Compendium to THE HANDBOOK: Criteria for Appointment, Renewal, Transfer, Tenure, Promotion, and Merit Assessment

Please refer to [The Handbook](#) for criteria for appointment, renewal, transfer, tenure, promotion, and merit assessment. For ease of reference, all the Handbook sections link within this document to the most recent approved Handbook. The content of these Faculty Guidelines, including this Part B of these Faculty Guidelines, provides the required Faculty Guidelines components as instructed in the Handbook (A.3).

Links to Part B of the Handbook are provided along with more specific Faculty Guidelines as needed. These Faculty Guidelines can ensure that social work-specific or distinctive aspects relevant to the FSW faculty members are addressed. However, only criteria established or authorized by the GFC may be used along with these Faculty Guidelines to provide more specific detail relevant to the FSW's unique and professional-based assessment.

The following provides additional FSW detail along with links to Part B of the Handbook:

1. [Criteria for Research and Scholarship, Teaching, and Service](#)
 - 1.1 [General Considerations](#)

The performance standards and expectations in this document are based on the criteria identified for academic staff in the Faculty of Social Work (FSW). For purposes of the biennial assessment of academic staff members' performance, the Faculty of Social Work utilizes an overall rating that addresses research and scholarship, teaching, service and – if applicable – administrative duties. The FSW committees and leaders responsible for Appointment, Renewal, Transfer, Tenure, Promotion, and Merit Assessment, e.g., the Faculty Merit Committee (FMC), shall endeavour to give separate and equal attention to each of the three areas, proportionate to the role, in arriving at the overall rating. However, in doing so, the assessors must recognize a diversity of career patterns, and the implications for assessment must be carefully considered.

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

In accordance with the *Health Professions Act* in Alberta, all academic staff members who are eligible for professional registration as required by the Health Professions Act must maintain registration.

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

Skills in Equity, Diversity, Inclusion, Decolonization Facilitation: Academic Staff members are expected to have advanced understanding and facilitation skills for developing an environment where social justice is effectively advanced through teaching, research, and service in both internal and external communities.

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

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

Collaboration: A leading school of social work should incorporate teamwork and a collegial spirit. Academic staff members should look for opportunities to collaborate in teaching, research, scholarship, and community endeavours. As well, the effective governance of a democratic environment requires active participation of all individuals with diverse skills to formulate and implement the initiatives of the Faculty.

Leadership: Key to the success of the Faculty and its goal of being a leading school is the willingness of individual Faculty members to take on leadership roles, ensuring that this is a shared commitment and not the function of a few.

International involvement: Social Work is an international and cross-cultural discipline, and the Faculty has long understood the need for students to be exposed to practice in different countries and cultures. Academic staff members are also encouraged to develop international linkages and activities, so that their research and scholarship will reflect international contribution, involvement, or perspective.

The FSW presents a context for the use of these criteria:

- Individual faculty members are required to represent themselves and their career work with integrity and committees are required to review colleagues' work with integrity.
- It is important to transfer responsibility to each faculty member to demonstrate the quality and impact of their contributions. Rather than the administration creating a checklist for everyone to follow, faculty members have both the right and the responsibility to showcase their work in a manner that does justice to their academic position.
- The presentation of an academic's work is hoped that it is revelatory and celebratory for the academic. This presentation should also be used as a guide or roadmap throughout the academic's career (and not just an administrative activity at certain pivotal junctures).
- The three areas (scholarship, teaching, and service) should be examined with equal care.
- The application of criteria should be proportionally consistent with the academic staff member's workload.
- All criteria will be in accord with the Faculty stance and efforts with respect to Equity, Diversity, Inclusion, Accessibility, and Decolonization.
- Career assessment is intended to be developmental and to create an environment where everyone can flourish, given their talents and commitment.

1.2 Research and Scholarship

The Faculty values knowledge engagement, mobilization, and transfer (the ways in which public and private sectors benefit from research), entrepreneurship, and innovation as described in the Handbook *Section 3 Criteria for Research and Scholarship, Teaching, and Service*. (Handbook Part A. 3.7.iii)

The FSW identifies legitimate research and scholarship as those activities that include the publication of an article in an academic journal or a refereed book in a national or international press that is recognized for its scholarly achievement. However, as directed by the San Francisco Declaration on Research Assessment (DORA), the scientific content of a paper is more important than publication metrics or the identity of the journal in which it was published. It is recognized that social work research requires extensive efforts in relationship building within communities before research and scholarship can occur. Knowledge engagement, including collaboration in Indigenous research and scholarship, or entrepreneurial activities, may result in different outputs, impact, and innovation. Presentations, lectures, and/or keynote addresses at international conferences, publications in conference proceedings or editing a journal, are also considered worthy of recognition in assessment. The number and value of external, competitive grants received and/or research contracts awarded are also important indicators of research and scholarly activity. Similarly, a patent, contributions to policy, or a juried exhibition of artistic work may also indicate significant creative and/or professional achievement. (Handbook Part A. 3.7.ii)

The FSW provides expectations with regard to types of funding as is found in the Handbook *Section 3 Criteria for Research and Scholarship, Teaching, and Service*. Academic staff members are required to seek competitive funding to sustain their program of research and scholarship. (Handbook Part A. 3.7.v) The FSW recognizes and encourages:

- tri-council grants, reflective of our role within a research-intensive university;
- expectations regarding the scope and complexity of research contributions increase with seniority in professorial (Teaching and Research Ranks);
- the importance of community-based research within a professional faculty;
- evidence of support to initiatives of strategic importance for the faculty;
- the need to balance teaching and research demands and expectations across the faculty and for each faculty member;
- that the application of criteria in merit assessment must be consistent with the range and proportion of duties assigned to the academic staff member; and
- the critical role that leading researchers play in the classroom experiences of students.

1.3 Teaching

The Faculty assesses the information supplied within a Teaching Dossier as described in the Handbook *Section 3 Criteria for Research and Scholarship, Teaching, and Service* (see also Article 28A of the Collective Agreement).

(Handbook Part A. 3.7.viii). And in addition, although not required, individuals may elect to include an educational development plan (EDP) and a personal Equity, Diversity, Inclusion, Decolonization, and Anti-Oppression statement. The EDP would mainly reflect your personal development plan as an educator. The EDP includes your professional learning and development reflections and planned professional learning and development activities related to teaching and learning. It can include where you hope to grow further and develop. If included, the EDP can either be a separate plan or integrated throughout your teaching dossier. Indication of critical reflection and awareness of development required is an indicator of quality teaching. A continuous learning perspective and indicating the areas for growth in your teaching dossier suggest you take the valuable opportunity to continue the reflection, professional development, growth, and improvement related to your teaching and learning practices.

References:

Our University of Calgary Taylor Institute for Teaching and Learning website on Teaching Dossiers:

<https://www.ucalgary.ca/news/how-organize-and-structure-teaching-dossier>

Kenny, Berenson, Jeffs, Nowell & Grant (2018), Teaching Philosophies and Teaching Dossiers Guide:

<https://taylorinstitute.ucalgary.ca/sites/default/files/Teaching%20Philosophies%20and%20Teaching%20Dossier%20Guide.pdf>

1.4 Service

All faculty members are expected to contribute to the operations of the faculty and contribute to the faculty's faculty council approved strategic plan through active participation in faculty governance. Service includes services to the Faculty, University, Profession, and the Community.

Service to the University may include participation in Program, Faculty, and University committees, councils, task forces, *ad hoc* teams, and governing bodies, or other parts of the University including the Faculty Association. This may include (but is not limited to):

- Contributing to the faculty through active participation in:
 - Faculty Meetings, Faculty Council, and Faculty Annual Planning Days.
 - Standing or ad-hoc Faculty of Social Work committees, task forces or working groups (e.g., FTPC, BSW/MSW/PhD policy committees, admission committees, Student Appeals, Equity committees, Field Education, research and partnership committees, teaching & learning committees, student or faculty awards adjudication committees, curriculum design or redesign committees).
- Contributing to organizing or hosting faculty initiatives or events (e.g., Black History Month, LGBTQ2S+ Pride, Reconciliation, Asian Heritage Month, student recruitment, faculty conferences).
- Engagement in FSW or the broader University community on hiring committees.
- Contributing to the University through participation in meetings, committees, working groups, task forces or events (e.g., service to the Faculty Association, GFC, awards adjudication committees, ethics review board).

- Contributing on behalf of the faculty or University on local, provincial, national or international initiatives.
- Mentoring colleagues informally or formally (e.g., new faculty members, field instructors, sessional instructors).
- Promoting our FSW programs in the community informally or formally.

Service to the social work profession may include (but is not limited to):

- Maintaining membership in professional organizations (e.g., Social Workers Association of Alberta, ACSW).
- Participating in professional organization committees and events (e.g., ACSW, SWAA, IFSW, CASW, CASWE, interprofessional organizations, allied health professional organizations).
- Contributing to organizing or hosting professional conferences, workshops, or panels.
- Providing peer review for scholarly publications, conferences, or research grants (e.g., manuscript reviews, book reviews, conference proposal reviews, grant adjudication committees).
- Participating in professional accreditation or other program reviews.
- Supervising social workers for RSW provisional hours.

Service to the Community includes public or community service involving the contribution of an academic staff member's professional and disciplinary expertise to the community and public-at-large in association with their UCalgary appointment, which may include (but is not limited to):

- Contributing to general, professional, or cultural communities, locally, provincially, nationally or globally (e.g., participation in committees or boards in non-profit organizations).
- Contributing to organizing or hosting community or cultural workshops, panels, or events.
- Sharing knowledge and expertise with the community through consultation, mentorship, education, or allyship.
- Contributing to specific communities requiring significant time commitment in order to establish trust, depth and stability, thereby integrating the University with its communities.
- Providing other services that advance research and scholarship, teaching and learning, or the profession in our communities.

1.5 Administrative Duties

Academic staff who hold formally appointed administrative positions will be also assessed on the accomplishments in their leadership positions in accordance with Article 29.2.3 and 29.6 of the Collective Agreement. Quality of administrative role can be further assessed based on evidence of outcomes provided in the academic performance report submitted by Academic staff as aligned with their Administrative Profile for that position. This assessment will be included as part of the overall performance review.

2. Hiring, Transfer, or Promotion Requirements for Academic Staff 18

2.1 General Considerations12

Strong evidence of contributions, impact, and recognition in each of these areas must be provided by the faculty member. In addition to meeting the standards in the criterion areas (scholarship, teaching, and service) discussed below, a candidate is encouraged to demonstrate contributions aligned with the social work profession in Canada, the Faculty of Social Work's Faculty Council approved [Strategic Plan](#), and the University of Calgary's strategic priorities (e.g. the Scarborough Charter, San Francisco Declaration on Research Assessment (DORA)).

The faculty values:

- a progressive development across teaching, research/scholarship, and service;
- a reflective and developmental approach. Therefore, an academic must keep up to date: a clear statement of teaching philosophy and self-assessment, and a development plan which includes for research and service; and
- a clear balance throughout an academic career among teaching, research/scholarship, and service, with due consideration to roles (e.g., administrative assignments, Canada Research Chairs).

The application of criteria in merit assessment must be consistent with the range and proportion of duties assigned to the academic staff member. For example, course releases, or administration appointments commensurate with academic rank would be considered.

The Faculty of Social Work is guided by the Publication manual of the American Psychological Association. The FSW describes how and when the Faculty credits scholarly work in various stages of publication (see A.2.4.i). Published scholarly materials presented for consideration should be available in their published form and can be provided as an electronic link to a pdf or online version. For merit assessment, tenure, promotion, or renewal, in-press means that an electronic copy of the final acceptance letter indicating that it will soon be available in press could be presented. The status "in press" refers to a product that has been accepted for publication. (It means that your paper is now in the final stages of production.) Consideration of scholarly work under development or in-progress are not normally considered (or included). (Handbook Part A. 3.7.ix)

2.2 Hiring, or Transfer Requirements for Assistant Professor

The primary role of academic staff in the Research Ranks is knowledge creation and knowledge transfer. In regards to evidence of promise, to be hired as an assistant professor (Research), an academic must demonstrate evidence of beginning work in each category:

- A publication record in impactful peer-reviewed journals.
- A demonstrated potential and evidence of securing ongoing external research funding as principal investigator.

- Evidence of excellence in teaching at a university level with an interdisciplinary approach to undergraduate and graduate levels, and contributing to the ongoing development of curriculum.
- Knowledge, skills, and commitment to equity, diversity, inclusion, decolonization, anti-oppression, and social justice.

The highest rank of academic training for an Assistant Professor (Teaching and Research) is typically a PhD in social work **and** a BSW or MSW. In exceptional circumstances, a PhD or doctorate in an interdisciplinary-related field may be considered. A new, first-time faculty with a nearly completed PhD may be considered, with a projected (ideally scheduled) date of defense. If the faculty member holds a BSW or MSW, they must apply to be a Registered Social Worker (RSW) with the Alberta College of Social Workers (ACSW).

2.3 Hiring, Transfer, or Promotion Requirements for Associate Professor

High-quality research and scholarship are manifested by a growing and developing research program that is generative, creative, innovative, and impactful within the social work field and society.

The faculty member's published work represents the first order of evidence of scholarly contributions. Evidence must be provided of Knowledge translation of research through academic activities.

The FSW is also concerned with the extent to which the applicant has demonstrated a sustained commitment to teaching and the degree to which they fulfill teaching obligations cooperatively and collegially.

An appropriate record of service is manifested by substantive contributions in one or more of the following areas: service to the University and Faculty, the social work profession, and engagement with the community. Service record includes the amount of time dedicated to this activity or position, specific and special contribution, the impact of or value added by these contributions, and the social work values upheld and exhibited. The FSW We expects consistent participation in service that is necessary for the smooth operation of the Faculty.

2.4 Hiring, Transfer, or Promotion Requirements for Professor

In addition to the criteria for Associate Professor (Teaching and Research stream) and the Handbook 4.4 Requirements for Professor, for the Faculty of Social Work, there is also the expectation of world class calibre - level influence, and service in University and Faculty committees and/or Administrative posts. Specific, designated, and beneficial formal and informal leadership roles are expected. Demonstration of providing early research mentorship to colleagues is required.

Some Social Work examples of world class calibre indicators could be demonstrating the following:

- Knowledge translation of local research to global audiences;
- Sustained mentoring of social workers, allied professionals, and researchers across a range of disciplines

and locations;

- Invitations from international organizations for honorary appointments and works;
- Demonstrating the development of highly qualified professional personnel by inviting others into collaborative networks;
- Advocacy or acting as a global citizen;
- Collaborating on initiatives with high impact;
- Integrating knowledge generated into social work training and practice;
- Participating in international capacity building, e.g., Academics Without Borders or as a board member on International body of social workers or schools of social work education;
- Hosting international visiting academics, postdoctoral scholars, fellowships;
- Chairing/organizing a national and/or international conference;
- Facilitating student exchanges with universities and overseas;
- Holding an adjunct appointment at another institution research centres, and/or think tank in North America and overseas;
- Serving on international graduate committees;
- Serving on committees to review external funding applications, including tri-council grants;
- Serving as an external assessor/evaluator of other universities in Canada and/or overseas.

2.5 Hiring, or Transfer Requirements for Assistant Professor (Teaching)

A master's degree in social work is normally required for an appointment as Assistant Professor (Teaching). A PhD in social work **and** a BSW or MSW is an asset. Except for exceptional circumstances, a PhD or doctorate in an interdisciplinary-related field may be considered. Five years of full-time social work practice experience is preferred.

As evidence of promise, evidence of beginning work in each category will be required:

- Evidence of excellence in teaching at a university level. This may include using online delivery methods, an interdisciplinary approach to undergraduate and graduate teaching, and contributing to the curriculum development, evaluation, experiential learning, and innovation.
- Although recognized, funded research and scholarly activity are not required of those in the Teaching Stream but maintaining currency in the scholarship areas in which one teaches is expected.
- Experience as a field instructor (supervising practicum students) or supporting field education.
- Knowledge, skills, and commitment to equity, diversity, inclusion, decolonization, anti-oppression, and social justice.

2.6 Hiring, Transfer, or Promotion Requirements for Associate Professor (Teaching)..... 17

An Associate Professor (Teaching) candidate would be expected to provide:

- Evidence of teaching effectiveness such as:
 - Demonstrated ability to apply scholarly approaches to teaching and learning to support student learning and engagement
 - Designing student learning experiences and assessment strategies grounded in a clearly articulated teaching philosophy
 - Engaging in scholarly, professional, or creative activities, networks, and communities which inform and expand the academic member’s knowledge base
 - Demonstrated ability to design and implement innovative teaching approaches based on a scholarly foundation
 - The ability to create respectful and inclusive learning environments that promote student engagement
 - In addition to engaging in professional learning activities, engaging in reflective practice to adjust and strengthen one’s teaching, learning, and assessment practices.

2.7 Hiring, Transfer, or Promotion Requirements for Professor (Teaching) 18

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

- a) Professional learning and development, including (but not limited to):
 - Advancing innovations in teaching and learning with impact beyond the classroom (e.g., designing and implementing a new approach to field education);
 - Designing, developing, and implementing professional or teaching development opportunities (workshops, seminars, etc.) for colleagues in the Faculty or across the University;
 - Advocating and championing changes in teaching and learning within the Faculty or beyond (e.g., to develop or change policies, procedures, courses, or programs that improve teaching and learning experiences and supports for our students and staff).
- b) Research and scholarship, including (but not limited to):
 - Conducting and sharing research and scholarship on teaching and learning to advance knowledge in the teaching and learning;
 - Collaborating with colleagues across campus and beyond in advancing teaching and learning (e.g., co-presenting with external colleagues at a teaching and learning conference);
 - Disseminating research and scholarship in the broader community (e.g., Faculty/University presentations and workshops, conference presentations and proceedings, keynote addresses or invited speaker, white papers, journal articles).

- c) Mentorship, including (but not limited to):
- Informally or formally mentoring graduate students, junior faculty members, and or/sessional instructors to support them in their teaching or teaching development (e.g., mentoring teaching assistants, or co-teaching with a graduate student, junior faculty member, or sessional instructor)
 - Supervising students for practicum placement as field instructor, external field instructor, or faculty field instructor.
 - Participating in graduate student examinations or supervising graduate students (e.g., for thesis).
- d) Educational Leadership, including (but not limited to):
- Holding formal leadership roles within the Faculty of Social Work (e.g., Coordinator, Director, or Associate Dean), University (e.g., Teaching Scholar), or broader community, that advance teaching and learning.
 - Leading committee work or other initiatives to advance teaching and learning at the Faculty level.
 - Participating in committee work or contributing to other teaching and learning initiatives at the University level.
 - Leading or contributing to designing, implementing, and evaluating courses and programs (e.g., curriculum design, accreditation) at the Faculty level or University level.
 - Leading or contributing to other initiatives within the faculty or University that enhance student learning.

Demonstrated Distinction in Teaching Effectiveness includes all of the requirements for Associate Professor (Teaching) and recognition of teaching expertise across and/or beyond the University (e.g., teaching awards). Requires a distinguished record of service contributions to the institution, the appropriate discipline, and profession, and/ or broader community. In addition, a distinguished record for promotion to Professor (Teaching) is expected to include leadership in teaching and learning at the faculty or institutional level, as well as service beyond the faculty and institution. This may include (but is not limited to):

- Contributing as a faculty member and institutional leader
- Assuming leadership roles in Faculty or University committees, working groups, task forces or initiatives (e.g., chairing committees, chairing faculty meetings, leading working groups or task forces, curriculum review)
- Assuming leadership roles in professional and/or community organizations at the local, provincial, national, or international level
- Leading in organizing and or co-hosting faculty or University functions on local, provincial, national, or international initiatives
- Chairing/Co-Chairing or Executive Membership of a professional committee
- Membership on editorial boards of disciplinary or interdisciplinary journals
- Providing leadership that advances research or scholarship of teaching and learning (e.g., editor or Associate Editor of a journal)
- Membership on national or international granting agency councils

- Membership on grant selection committees and adjudication panels of regional, provincial, national, and international agencies.

2.8 Requirements for Academic Staff in Administrative and Professional Streams

3. Criteria for Renewal, Transfer, Tenure and Promotion

3.1 General Considerations

3.2 Tenure and Promotion in the Teaching and Research Stream

In addition to the Handbook, see the FSW Career Progression Common Thresholds for Tenure and Promotion, p. 15 (below).

Tenure and Promotion in the Associate Professor (Research) Stream

The required publication milestones for promotion are normally as follows:

- An average of one accepted peer-reviewed article or chapter per year since the beginning of the Assistant Professor (Teaching and Research stream) position/contract
- Seven accepted peer-reviewed articles or chapters at the time of application for tenure and promotion. Note: DORA places a high value on the content and quality of scholarly output. Care should be taken to ensure that the number of publications alone is not equated with merit, although a large number of high-quality publications is likely more meritorious than a lower number of similarly high quality.
- One of the accepted peer-reviewed articles or chapters is recommended to be singly authored. Note: DORA places a high value on the content and quality of scholarly output which holds significant weight.
- One of the accepted peer-reviewed articles or chapters shows first or second authorship in a multi-authored work
- One completed grant submission for tri-council funding (or similar funding source) as a PI.

The greatest weight for research and scholarship will be given to scholarly products, which include the following:

- Funding of external grants, including tri-council funding as the principal investigator
- Peer-reviewed high impact journal articles that are published or accepted and in-press
- Peer-reviewed books published by a well-established publisher as the first, co-author, or second author
- Apps development
- Peer-reviewed book chapters
- Peer-reviewed monographs relevant to social work practice/academia (published by other than vanity presses)
- Funding of competitive internal grants as Principal investigator

- Published papers in peer-reviewed national and international conference proceedings

Other scholarly products that can provide supportive evidence of a faculty member's performance in the areas of research and scholarship, as well as scholarly reputation, but do not substitute for significant scholarly products (above), may include the following:

- Refereed research and scholarly papers presented at well-known, major professional conferences (e.g., IFSW, IASSW, CASW, NASW, CSWE)
- Editorials in professional, refereed journals
- Submission of large grant requests
- Funding of competitive internal and external small grants
- Development of new policy proposals
- Article, book, or grant proposal review
- Design, testing, implementation, evaluation, and reporting of programs, services, or practice innovations
- Non-peer-reviewed literature
- Published abstracts or book reviews
- Newsletters
- Applied social science materials
- Review of manuscripts for journals or book publishers
- Presentation of non-juried original work at other scholarly or professional meetings
- Non peer-reviewed monographs
- Entrepreneurial and social innovation initiatives
- Research fellowship or associate appointment in research centres and/or thinktank in North America and/or overseas
- Adjunct appointments from research-intensive universities in Canada (e.g., U15) and/or reputable universities (top 200 in world university ranking).

Additional evidence of the scholarly reputation of a faculty member can be provided in describing other activities such as:

- Invited presentations at national and international conferences
- Educational panels of local or regional professional organizations
- Social Media impact
- Substantial posts to professional websites and Blog posts related to professional social work. (It is the candidate's responsibility to provide evidence of the site's professional nature and links to the post).

In addition to the milestone markers noted above, we consider it imperative that the applicant demonstrate the quality and impact of their scholarly work. Chief among these is the reported quality of the impactful content of peer-reviewed publications (i.e., mainstream social work and interdisciplinary journals) and letters from external scholars regarding the applicant's impact and recognition in the field.

Other sources may include the following:

- Evidence of research grants awarded and/or grant applications that received high ratings
- Involvement as keynote speakers or conference presentations at provincial, national, and international high calibre meetings

- Invited presentations
- Appointments to national task forces and/or review panels
- Election to offices in professional organizations related to research
- Others' reviews of the candidate's work
- Scholarly awards and honors
- Citations in major reviews and books
- Scholarly books
- Our Faculty aligns with the DORA recommendation of not using journal metrics in individual's research assessment. Citation counts or other journal metrics must recognize that when publishing in journals in social work, the citation count may not be as high as other disciplines given that our highest ranked professional journals have lower impact factors than many other fields. We also recognize that citations may depend, in part, on the length of time since publication. As directed by DORA, journal-based metrics should not be used as a substitute measure of the quality of individual research articles.
- Sources of global or international work, which may include publishing in international journals or with international colleagues, invited presentations, presenting at international conferences, collaborative grant or research project with international colleagues, appointments to international research-related taskforces and/or review panels.

We recognize that some areas of scholarship, publications, or other products may appear only after lengthy or extensive effort and may appear in a wider range of venues, both of which can be particularly true of community-engaged and/or interdisciplinary work at the local, national, and/or international levels.

Social Work is a professional discipline that places importance on engagement in the community. Community-engaged scholarship and interdisciplinary work may be demonstrated by high-profile products such as reports to local, national, or international agencies and formal presentations.

We value how the work (process and product) supports and affects communities and individuals and is instrumental in producing significant positive change at various levels (e.g., local/wide-ranging international, immediate/long-term).

Evidence of seeking mentorship by FSW colleagues is encouraged for advancing to Associate Professor (Teaching and Research).

The FSW is particularly interested in collaborative and interdisciplinary scholarship and impacts.

The FSW expects that all academic members will use the Handbook and these FSW guidelines, along with the FSW [strategic plan approved by the FSW Faculty Council](#), and opportunities for recognition, to support the success of all colleagues' careers for the advancement of the FSW's adopted goals and priorities.

Social Work Indicators of an established program recognized by peers follow:

- Demonstration of a variety of relationships and teamwork developed across the FSW faculty, with those from other disciplines, community organizations, and geographical regions
- Demonstration of working cooperatively within the faculty
- Local, provincial, national, and international collaborations in social work research and scholarship, teaching, and service
- Incorporation of learnings from national or international conference workshops and professional

development

- Publication in a peer-reviewed and national or international journal
- Presenting at a peer-reviewed national or international conference
- Demonstration of how work has been recognized, taken up, utilized, or expanded on by social work and other academic and practitioner peers.

Evidence of Knowledge translation of research through academic activities include:

Scholarship

- Publications
- Conference presentations
- Invited Lectures/Keynotes/plenary speakers
- Standardized measurement scale development
- Apps development

Knowledge engagement

- Community workshop and/or training
- Reaching out to communities outside the academic community
- Strategic ways to support others to create high impact
- Video/webinar with high impact
- Interviewed by credible media outlets such as CBC or other national news media organizations

Innovation

- Being creative within particular communities and in your role

Entrepreneurship

- Social entrepreneurship
- Training networks to extend the impacts
- Professional development
- Community-University partnerships where revenue is generated with learning opportunities and supports civic engagement
- Building community capacity
- Leveraging social connection and relationships for in-kind support
- Resources are attracted to extend the impacts of the research.

Demonstrated evidence

- Demonstration of the utility of the research/scholarship completed
- Demonstration of how the research and scholarship has influenced and is integrated into one's teaching, service, or public profile
- A range of authorship contribution demonstrated by one's positioning in the author list, including at least one as first author
- Evidence of tri-council grant proposal submissions/applications and successful grant outcomes
- Evidence of how grant-funded research and scholarship has furthered a continuing, developing, and expanding research program
- Demonstration of how unfunded research and scholarship has furthered a continuing, developing, and expanding research program
- Citation of publications and reports.

We are also concerned with the extent to which the applicant has demonstrated a sustained commitment to teaching and the degree to which they fulfill teaching obligations cooperatively and collegially.

An appropriate record of service is manifested by substantive contributions in one or more of the following areas: service to the University and Faculty, the social work profession, and engagement with the community. Service record includes the amount of time dedicated to this activity or position, specific and special contribution, the impact of or value added by these contributions, and the social work values upheld and exhibited. We expect consistent participation in service that is necessary for the smooth operation of the Faculty.

In evaluating service, we consider, for example, participation in faculty and university committees, editorships of various sorts, reviewing abstracts for conferences and manuscripts for publications and granting agencies, holding office in professional organizations, and activities related to social work in the community such as consulting with community agencies, service on community task forces, chairing a session at a scholarly or professional conference, leadership role in a scholarly or professional conference, interviews, speeches, contributions to public proceedings, etc., consulting to or advising a government or service agency or community group, service contributing to the advancement of the internationalization goals of the University and/or the Faculty, and public lectures relevant to social work.

The Faculty expects mentorship of undergraduate and graduate students in scholarship and research. And some peer mentorship of newer colleagues in teaching, scholarship and service, as possible.

Evidence of service impact includes involvement in important policy decisions, administrative responsibility, and particularly effective outcomes. (Service as such is differentiated from engagement with communities and external organizations undertaken in support of teaching or community-engaged scholarship.)

The Faculty highly values and will include in consideration of tenure the candidate's demonstration of working cooperatively within the Faculty.

[3.3 Tenure and Promotion in the Teaching-Focused Stream](#)

[3.4 Promotion to Professor \(Teaching and Research stream\)](#)

To be promoted from Associate Professor (Teaching and Research stream) to Full Professor (Teaching and Research stream) in the Faculty of Social Work, it is expected that a faculty member is already a leading scholar in their area(s) of specialization at the national or international level, that they have established a record of excellence in teaching (Teaching and Research Stream) and scholarly research (Research Stream), they have strong relationships with previous students and community partners, and that they have a record of substantial contributions in service to the profession, university, and community, where appropriate. The indicators of excellence used to assess the viability of tenure applications are used for promotion to Full Professor (Teaching and Research stream), as well as the indication of sustained high-quality work.

[3.5 Transfer between Streams](#)

[3.6 Additional Considerations for Renewal, Tenure and Promotion](#)

3.7 Renewal, Tenure and Promotion in Administrative and Professional Streams

Please refer to Article 28 of the collective agreement for Tenure/Promotion procedures and FTPC committee composition.

Refer to TUCFA Collective Agreement (Article 28.11.2) for details.

4. Criteria for Merit Assessment

4.1 General Considerations

Contributions of academic staff are appreciated for the expertise they bring to the Faculty of Social Work (FSW) and are recognized during the biennial review process. The merit assessment process provides an opportunity to describe, document, and reflect on one's academic work, with regard to research and scholarship, teaching, and service, in the context of the broader trajectory of this work. For merit purposes, academic staff members are expected to demonstrate significant accomplishments in research and scholarship, teaching, and service. The application of criteria in merit assessment must be consistent with the range and proportion of duties assigned to the academic staff member. As an FSW academic continues in their position over time, more significant impacts and accomplishments will be expected. For example, a Faculty Member who is 10 years or more past tenure will have more expectations for performance than those who are within a few years of receiving tenure. The academic portfolio should include a complete account of work at the time of the review process and include supporting documentation and evidence (e.g., links to publications, examples of course materials, teaching evaluations, evidence of successful community impact) to provide a clear understanding of the nature and quality of the work.

4.2 Criteria for Assessing Research and Scholarship Activities

The Faculty values knowledge engagement, mobilization, and transfer (the ways in which public and private sectors benefit from research), entrepreneurship, and innovation as described in the Handbook *Section 3 Criteria for Research and Scholarship, Teaching, and Service*. (Handbook Part A. 3.7.iii)

The FSW identifies legitimate research and scholarship as those activities that include the publication of an article in an academic journal or a refereed book in a national or international press that is recognized for its scholarly achievement. However, as directed by the San Francisco Declaration on Research Assessment (DORA), the scientific content of a paper is more important than publication metrics or the identity of the journal in which it was published. It is recognized that social work research requires extensive efforts in relationship building within communities before research and scholarship can occur. Knowledge engagement, including collaboration in Indigenous research and scholarship, or entrepreneurial activities, may result in different outputs, impact, and innovation. Presentations, lectures, and/or keynote addresses at international conferences, publications in conference proceedings or editing a journal, are also considered worthy of

recognition in assessment. The number and value of external, competitive grants received and/or research contracts awarded are also important indicators of research and scholarly activity. Similarly, a patent, contributions to policy, or a juried exhibition of artistic work may also indicate significant creative and/or professional achievement. (Handbook Part A. 3.7.ii)

The FSW provides expectations with regard to types of funding as is found in the Handbook *Section 3 Criteria for Research and Scholarship, Teaching, and Service*. Academic staff members are required to seek competitive funding to sustain their program of research and scholarship. (Handbook Part A. 3.7.v) The FSW recognizes and encourages:

- tri-council grants, reflective of our role within a research-intensive university;
- expectations regarding the scope and complexity of research contributions increase with seniority in professorial (Teaching and Research Ranks);
- the importance of community-based research within a professional faculty;
- evidence of support to initiatives of strategic importance for the faculty;
- the need to balance teaching and research demands and expectations across the faculty and for each faculty member;
- The application of criteria in merit assessment must be consistent with the range and proportion of duties assigned to the academic staff member; and
- the critical role that leading researchers play in the classroom experiences of students.

The greatest weight for research and scholarship will be given to scholarly products, which include the following:

- Funding of external grants, including tri-council funding as the principal investigator
- Peer-reviewed impactful journal articles that are published or accepted and in-press
- Peer-reviewed books published by a well established publisher as the first, co-author, or second author
- Apps development
- Peer-reviewed book chapters
- Peer-reviewed monographs relevant to social work practice/academia (published by other than vanity presses)
- Funding of competitive internal grants as Principal investigator
- Published papers in peer-reviewed national and international conference proceedings

4.3 Criteria for Assessing Teaching Activities

Evidence of teaching effectiveness may include (but is not limited to):

- Developing a clearly articulated teaching philosophy.
- Demonstrating currency and competency within the scope of social work practice in key areas of teaching, such as knowledge of relevant populations, best practices, and key issues in the field.
- Demonstrating knowledge, skills, and versatility in teaching – for example, teaching a variety of courses across programs (e.g., undergrad/grad), content areas (e.g., theory/practice/field education) and/or platforms (e.g., in-person, blended, online).
- Presenting informal or formal evidence of teaching effectiveness (e.g., teaching feedback from students or peers, formative or summative feedback, feedback from community).

- Recognition of teaching effectiveness (e.g., Faculty or University teaching awards)

Demonstrated ability to apply scholarly approaches to teaching and learning to support student learning and engagement may include (but is not limited to):

- Articulating an understanding of current Scholarship of Teaching and Learning (SoTL) literature relating to approaches and strategies that are particularly relevant or effective to social work practice (e.g., experiential learning);
- Demonstrating competency and currency in social work practice relating to particular areas of teaching focus (e.g., clinical practice, community development, field education);
- Implementing teaching and learning strategies informed by educational theories, evidence-informed teaching practices and evidence-informed social work practice;
- Exposing students to and utilizing various forms of diverse research, knowledge sources and ways of knowing to articulate, inform, and foster critical evaluation and reflection in student learning. Through teaching practices encourages students to apply, analyze, and evaluate knowledge as it relates to practice settings.

Designing student learning experiences and assessment strategies grounded in clearly articulated teaching philosophy may include (but is not limited to):

- Learning about, developing, and evaluating creative teaching strategies that are rooted in and connected to their teaching philosophy;
- Demonstrating alignment between teaching philosophy, teaching approaches, teaching activities, and assessments used;
- Cultivating and adapting learning opportunities to teaching philosophy, which considers context and student learning needs. i.e., adapts content to online formats, engages with diverse learning needs of students, shows flexibility in meeting learning needs of diverse students, fosters equity in class or field placement setting;
- Supporting students in linking theory to practice and preparing students for social work practice. For example, providing opportunities for students to develop practice-based skills and/or knowledge through experiential learning activities;
- Building reciprocal relationships with community members and/or the social work community, and/or building interdepartmental, faculty, or community collaborations that are ongoing, mutually beneficial, and improve student learning opportunities.

Engaging in scholarly, professional, or creative activities, networks, and communities which inform and expand the academic member's knowledge base may include (but is not limited to):

- Engaging in Faculty-based, University, and/or professional teaching development activities to expand teaching knowledge and skills (e.g., teaching and learning workshops, field instructor workshops, lunch and learns, book clubs, badges, certificates, institutes, conferences);
- Participating in professional or cultural activities that support teaching (e.g., professional conferences to promote currency in relevant fields of social work practice; learning that promotes cultural self-awareness and understanding);
- Synthesizing and applying new understandings of teaching practices in order to foster deep learning in students and self;

- Contributing to teaching and learning committees or initiatives in the Faculty;
- Contributing to teaching, teaching development or the scholarship of teaching beyond the classroom (e.g., guest speaking in other courses; engaging in research or scholarship relating to teaching; presenting at a conference on teaching innovation, facilitating a teaching development or field instructor workshop, taking on an educational leadership role).

Demonstrated ability to design and implement innovative teaching approaches based on a scholarly foundation may include (but is not limited to):

- Developing, implementing, and evaluating creative and innovative student learning experiences;
- Continually looking for ways to improve baseline teaching strategies and try new models or activities for teaching that promote student engagement and opportunities for students to scaffold their learning;
- Engaging with colleagues, experts and the social work practice community to build new learning opportunities for students that link theory to practice (e.g., innovative practicum placements, shared project or research based work, guest speakers);
- Developing a new course or redesigning an existing course;
- Contributing or participating in implementing, improving and/or evaluating courses, programs, policies or processes that support teaching and learning (e.g., curriculum redesign, accreditation, practicum learning objectives, field education manual).

The ability to create respectful and inclusive learning environments that promote student engagement may include (but is not limited to):

- Demonstrating a commitment to integrating anti-racist and decolonizing approaches to teaching and learning;
- Meaningfully integrating equity, diversity, and inclusion in both the content and process of teaching. Some examples of how this may be done are through engagement with diverse community partners, facilitating challenging classroom conversations around topics that are relevant to the discipline, and proactively engaging students in bringing issues of diversity, equity, inclusion, and anti-oppression to the learning environment;
- Supporting students to be reflective, critical, and ethical practitioners;
- Creating engaging and supportive learning environments by fostering a classroom climate that is respectful, relational, and reciprocal;
- Role-modeling professional, ethical, and inclusive social work practice;
- Supervising, supporting and/or mentoring students informally or formally. Examples include providing or connecting students to additional supports they may need to be successful; supervising students for practicum placements; participating in student examinations and committees (e.g., graduate student examination committees, capstone, practicum credit by special assessment); writing reference letters for students; creating/leading extracurricular learning or citizenship opportunities for students; supporting student groups (e.g., SWSA, interest groups) and facilitating connections between student groups, FSW, and community.

In addition to engaging in professional learning activities, engaging in reflective practice to adjust and strengthen one's teaching, learning, and assessment practices may include (but is not limited to):

- Integrating multiple sources of feedback from students and/or peers for continuous improvement in

teaching.

- Engaging in intentional self reflection and refinement of teaching practices.
- Continuously and deliberately incorporating research, professional development, and other learning to foster growth in teaching and learning.
- Continuing to look for ways to improve teaching strategies, student engagement, and application of academic foundational knowledge to professional practices.

4.4 Criteria for Assessing Service Activities

See 1.4 above for details.

4.5 Faculty Merit Committees (FMC)

See Article 28 of the collective agreement for Tenure/Promotion procedures and FTPC committee composition.

4.6 Appeals to a Faculty Merit Committee

See Article 29.9.3 in Collective Agreement for additional details on the Appeals Process to FMC.

4.7 Appeals to the General Merit Committee (GMC)

See Article 29.9.4 in Collective Agreement for additional details on the Appeals Process to GMC.

FACULTY OF SOCIAL WORK
CAREER PROGRESSION COMMON THRESHOLDS FOR TENURE AND PROMOTION
Important Note:

Although this table provides suggested common thresholds as a guideline for career progression, one must recognize the diversity of career patterns and the implications of such patterns. Awareness must be held for diversity of impact, specialization, and systemic context when considering any application of this chart. While DORA recommends transparency in hiring, tenure, promotion and merit decisions, it should be noted that DORA places a high value on the content and quality of scholarly output. Care should be taken to ensure that the number of publications alone is not equated with merit, although a large number of high-quality publications is likely more meritorious than a lower number of similarly high quality.

Please refer to the variety of outputs and activities that may be considered as research activity (throughout the document) and as Evidence of Knowledge Translation. This Career Progression Activities table must be considered in a tempered manner, as there can be a variety of activities considered progression through career ranks, or for merit.

Academic Activity	Associate Professor (Teaching)	Professor (Teaching)	Associate Professor	Full Professor
Teaching <ul style="list-style-type: none"> Teaching Dossier 	Meritorious	Meritorious	Meritorious	Meritorious
MSW thesis student supervision	1 *consideration is provided if access is limited by the number of students		2 *consideration is provided if access is limited by the number of students	5
PhD student supervision	Applicable if holds a PhD	Applicable if holds a PhD	2 PhD Committees (neutral chair does not apply)	2 chair (as Supervisor) 5 PhD committees *consideration of limit to number of possible students
Peer-reviewed journal articles/ book chapter			7 (one as the sole author)	25
Peer-reviewed Conference proceedings; poster/ paper presentations			10	35
Peer-reviewed authored/edited Book from reputable publisher				3 (One as first author)

<p>Research grants</p> <ul style="list-style-type: none"> major granting council (e.g., Tri-council) other 	<p>Not required, but maintaining currency in scholarship areas of teaching</p>	<p>One SoTL (Scholarship of Teaching and Learning) grant or other funding or equivalent recognition</p>	<p>2 co-investigator or collaborator on competitive grant 1 Principal Preference is for at least one completed Tri-council Grant.</p>	<p>10 3 PI (Two must be Tri-Council Grant or equivalent)</p>
<p>Faculty and University service</p>	<p>Demonstrate significant leadership in curriculum development</p>	<p>Recognized as highly influential FSW and University leader through highly reputable service</p>	<p>Demonstrate leadership</p>	<p>Recognized as highly influential FSW and University leader through highly reputable service</p>
<p>Service to the profession</p>	<p>Demonstrate local and national leadership</p>	<p>Recognized national and international leadership</p>	<p>Demonstrate local and national leadership</p>	<p>Recognized national and international leadership</p>
<p>Service to the community</p>	<p>Demonstrate leadership Excellent community relationships</p>	<p>Recognized regional, national, and international leadership Excellent community relationships</p>	<p>Demonstrate leadership Excellent community relationships</p>	<p>Recognized regional, national, and international leadership Excellent community relationships</p>

Part C

FSW Faculty Guidelines is a Compendium to the [Handbook](#)

Academic Appointments Selection Procedures, Position Posting, Expedited Procedures for Spousal and Strategic Hiring, Equitable and Inclusive Hiring Initiatives

Faculty Guidelines for Part C of the Handbook:

1. [General Considerations](#)

The University of Calgary and the Faculty of Social Work are strongly committed to an equitable and inclusive campus. The Faculty is committed to recruiting a diverse group of academic staff, particularly members from Indigenous, Black, and other racialized communities and members of other equity-deserving groups. 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. The FSW Faculty Council's approved [strategic plan](#) sets the FSW priorities and high-level actions. The Faculty of Social Work Equity, Diversity, Inclusion, Decolonization, and Anti-Oppression statement guides the FSW commitment to equity, diversity, inclusion, decolonization, and social justice.

2. [Position Posting](#)

The FSW Dean's Office is responsible for drafting a position posting (Handbook Part A.3.7.xvii) and final approval of the posting is required by the Dean before publication.

3. [Selection Procedures for Continuing Academic Appointments – Teaching and Research Stream and Teaching-Focused Stream](#)

For the Academic Appointment Selection Process for all appointments of more than twelve months' duration, the Dean will ensure that the hiring process is conducive to recruiting the very best candidate. The Dean will ensure that postings are advertised in accordance with University guidelines, and in formats and locations appropriate for the Faculty of Social Work. Members of the Academic Selection Committee will be encouraged to utilize their professional networks to elicit applications from qualified applicants.

The Academic Selection Committee shall:

1. Identify a short list from a pool of qualified applicants, normally more than one, utilizing a ranking based on relevant criteria relative to the advertised position.
2. Develop a protocol for short-listed candidates that includes opportunities to assess candidates' teaching and research abilities and potential; and opportunities to seek input from faculty and staff, students, and community professionals. The protocols will reflect the requirements of a particular vacancy and may vary from one competition to another. However, every candidate for a given competition will follow the same protocol.
3. The Committee will identify the individual they feel best meets the criteria and advise the Dean accordingly. The Committee may choose, for good reason, to recommend no candidate to the Dean.
4. Student, staff, academic staff, and community member opinion and feedback will, at minimum, be sought from those who attend a candidate's teaching and/or demonstration and research presentation. Teaching and/or research presentations carried out by candidates will be open to students, staff, academic staff, and community members (as possible in the event of a confidential search). Feedback from students, staff, academic staff, and community members will be sought from those attending these presentations (for example, via an online survey) and will be considered by the Academic Selection Committee.

It is the Dean's responsibility to ensure committee composition is inclusive and diverse, with a particular focus on ameliorating under-representation and the equity needs of the position for selection and the FSW overall. The Dean may appoint one or two additional academic members from the Faculty of Social Work to the Academic Selection committee for equity, diversity, and inclusive representation.

3.1 Academic Appointments Selection Committee Composition

The Dean is responsible for the selection and appointment of the Academic Appointments Selection Committee. The Dean may choose to have a separate committee for each search, or for academic recruitment initiatives in a given academic year, an Academic Appointments Selection Committee may be established.

Academic appointments selection committees are advisory to the Dean and shall be comprised of:

- i. Chair (voting only to break a tie): Dean or delegate;
- ii. three voting members and one "alternate member" from the Continuing, Limited Term and Contingent Term academic staff members of the FSW, with a majority of these members holding a Continuing appointment, elected (or appointed if acclaimed) by academic faculty members following an open call for committee members;
- iii. at least one of the three voting academic staff members above must be inside and at least one academic member outside the affected FSW region;
- iv. at least one voting member who is a Continuing academic staff member from outside the FSW and any applicable Conjoint Unit and appointed by the Dean. The Dean may choose to solicit nomination suggestions from academic staff members. This Committee member 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 the appropriate application of criteria;
- v. a graduate student or other social work trainee may be appointed by the Chair as a voting member. If student representation on the committee is not attained, students must be provided with an opportunity to provide informed student opinion or other forms of student feedback,
 - vi. if applicable to the hire, one or two additional members who do not hold an academic appointment may be appointed as either a voting or non-voting member, to provide additional professional, cultural, community, and/or student perspective or expertise pertinent to the position. Such committee members (e.g., Elders, social workers, *emeriti*, members of Deans' advisory council, non-academic specialists, community members, or Indigenous knowledge keepers) can provide additional professional, cultural or community expertise that is not otherwise present in the committee makeup.
 - vii. Administrative staff person (ex-officio, non-voting).

3.2 Responsibilities of Academic Appointments Selection Committees

3.3 Short-listing of Candidates

3.4 Candidate Interviews

3.5 Final Ranking of Candidates

3.6 Recommendation of Appointment

3.7 Letter of Appointment

3.8 Record Management

3.9 Applicant Concerns

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

5. Expedited Extraordinary Procedures for Dual Career and Strategic Hiring

5.2 Dual Career Hires

5.3 Strategic Hires

5.4 Expedited Procedures for Dual Career and Strategic Hires

6. Equitable & and Inclusive Hiring Initiatives

7. Other Appointments

7.1 Special Limited Term Appointment

7.2 Conversion of Contingent and Limited Term Appointment