



GENERAL FACULTIES COUNCIL
AGENDA

Meeting #607, May 13, 2021, 1:30 p.m.

By Zoom platform

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	McCauley	Verbal	1:30
2.	Remarks of the Chair	McCauley	Verbal	
3.	Remarks of the Vice-Chair	Balser	Verbal	
4.	Question Period	McCauley	Verbal	
5.	Safety Moment	Dalgetty ¹	Document	
6.	Inclusive Practice Moment	Balser	Verbal	
	Action Items			
7.	Approval of the April 8, 2021 Meeting Minutes	McCauley	Document	
	Discussion Items			
8.	Growth Through Focus – Framework for Growth	McCauley	Document	2:05
9.	Academic Staff Criteria and Processes Handbook	Strzelczyk ² /Smith ³	Document	2:35
	Information Items			
10.	Campus Mental Health Strategy Progress Report	Szeto ⁴ /Bruckner ⁵	Document + PowerPoint	2:55
11.	International Strategy Progress Report	Ruwanpura ⁶	Document + PowerPoint	3:10
12.	Standing Reports: a) Report on the April 28, 2021 GFC Executive Committee Meeting b) Report on the May 3 Academic Planning and Priorities Committee Meeting c) Report on the April 20, 2021 Teaching and Learning Committee meeting d) Policy Development Update	In Package Only	Documents	3:25

Item	Description	Presenter	Materials	Estimated Time
13.	Other Business	McCauley		
14.	Adjournment Next meeting: June 10, 2021	McCauley	Verbal	3:25

Regrets and Questions: Elizabeth Sjogren, Governance Coordinator

Email: esjogren@ucalgary.ca

Susan Belcher, University Secretary

Email: sbelcher@ucalgary.ca

GFC Information: <https://www.ucalgary.ca/secretariat/general-faculties-council>

Presenters

1. Linda Dalgetty, Vice-President (Finance and Services)
2. Florentine Strzelczyk, Co-Chair, Academic Staff Criteria and Processes Working Group
3. Francine Smith, Co-Chair, Academic Staff Criteria and Processes Working Group
4. Andrew Szeto, Director, Mental Health Strategy
5. Debbie Bruckner, Senior Director, Student Wellness - Access and Support
6. Janaka Ruwanpura, Vice-Provost (International)



SAFETY MOMENT

Joint Worksite Health and Safety Committee

May 13, 2021

Joint Worksite Health and Safety Committee

Changes to the provincial Occupational Health and Safety (OHS) Act in 2018 legislated that workplaces such as the university needed to establish a Joint Worksite Health and Safety Committee (Committee). The legislation is prescriptive on the make-up and functioning of the Committee. The Committee replaced the University's Health Safety and Security Committee which had been in place since 2010.

Environment Health and Safety (EHS) worked with all of our employee groups to develop a Terms of Reference (TOR) for the Committee. The first meeting was held in December of 2018.

The Committee is made up of seven (7) employer representatives who are members of the SLT or MaPS, and eleven (11) collective-bargained representatives who are members of AUPE, TUCFA, the Graduate Students Association and the Post Doctoral Association.

There are two co-chairs; one from the employer group and one from the collective-bargained group, and the chairing duties alternate.

All Committee members are required to complete training that is mandated by Alberta Occupational Health and Safety. The university encourages designated alternates to take this training as well.

The Committee meets quarterly and the EHS department acts as secretariat for Committee.

The Committee normally conducts quarterly inspections and all members rotate participation in the inspections. Inspections have not been conducted since September 2020 due to COVID-19 restrictions.

Standing agenda items for Committee meetings include:

- Safety Moment (alternates between employer and collective-bargained representatives)
- Health and safety performance
- Review of any serious incidents (reportable to OHS)
- Issues Log
- Interactions with OHS
- Inspection results and status of findings

The TOR enables the Committee to strike sub-committees. The Worker Consultation sub-committee is currently the only sub-committee. The Worker Consultation sub-committee has been struck to assist EHS with the development of a more formalized worker consultation process that describes when and how workers will be consulted in the development of EHS programs, standards and procedures. The sub-committee is also assisting EHS with formalizing a procedure for individuals from the university community to raise issues to the Committee.

Safety related concerns should normally be addressed to the satisfaction of workers by line management in the area of the university where the concern arises. If the concern cannot be addressed by line management, or if the issue is one that affects the entire university, the issue can be referred to

the Committee. A list of Committee members who can be contacted with a concern is posted on the EHS website along with the minutes from the meetings. If an issue referred to the Committee cannot be resolved by the Committee, the matter can be communicated in writing to the VP (Finance & Services) and there are legislated requirements governing the response process and timelines. To date no issues have had to be communicated to the VP (Finance & Services). Examples of issues that have been addressed by the Committee are:

- Improvements to emergency evacuation pathways at Spy Hill
- Improving visibility of stair risers in lecture halls
- Improving access to fire extinguishers in laboratories

There is a good spirit of cooperation on the Committee and it has been effective in improving communication and addressing issues of concern and ultimately helping to create a safer workplace for us all.

The draft Minutes are intentionally removed from this package.

Please see the approved Minutes [uploaded separately on this website](#).



**UNIVERSITY OF
CALGARY**

**GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE**

For Approval For Recommendation For Discussion

SUBJECT: **Framework for Growth**

PROPONENT: Ed McCauley, President & Vice-Chancellor

REQUESTED ACTION

GFC is asked to provide feedback on the 'Framework for Growth' included as an attachment to this briefing note.

KEY CONSIDERATIONS/POINTS

- Great cities – and great societies – are anchored by great research universities. Universities foster a happy and educated citizenry, growth and innovation, and a sense of community and place. We create new industries and help existing ones evolve in a changing world. We improve societies around us. We plan for the long-term – not just for today or next year, but for the decade and century that follow.
- Great research universities do not happen by accident. They are the result of talented people working together, sharing a focus on building something more than the sum of its parts. As the University of Calgary looks forward to our next fifty-five years, we're looking to protect what we've built and set our institution on the path for further growth.
- Working together, we can build upon and expand the opportunities that already exist at the University of Calgary – building a great university and contributing to a great city and a great society in the process.

BACKGROUND

- Beginning in early 2019, the President & Vice-Chancellor embarked on a listening tour framed as 'Conversations with the President'. This involved visiting faculties, staff groups, and student groups across campus to hear about their aspirations for the University of Calgary.
- In early 2020, in the face of what then became clear would be multiple successive rounds of cuts to our provincial operating grant, a post-secondary system review, an economic recession, and a global pandemic, it became apparent that we were in for a turbulent few years at the University of Calgary. Scholars around the world were predicting that this would accelerate disruptions in higher education that haven't been seen since the world wars.
- The question became two fold: 1) how do we deal with the immediate short-term shocks that would inevitably be experienced by our institution, and 2) how do we set ourselves on a long-term trajectory that would see us emerge as a stronger institution when the turbulence is over.
- The response to the first question has been led by our Provost & Vice-President Academic and Vice-President Finance & Services as they've developed and implemented a budget strategy that focuses both on revenue generation and cost containment.
- The response to the second question has resulted in the development of the Growth through Focus vision, which was initially presented for feedback in June 2020, and has evolved many times over the last year since then.

- In June-July 2020, we undertook a community survey to test the daft 10-year vision. The results of that survey suggested that the aspirational objectives of the vision largely resonated, but that there were questions about how this vision would be achieved.
- The next phase of work through Summer 2020 was to further flesh out the components of the vision. This phase of work culminated with a series of presentations to the community in October 2020 (e.g. Town Hall, GFC, BoG, Senate, etc.).
- The subsequent phase of work through Fall 2020 was to strike three small working groups around each of the big differentiators that are part of the 10-year vision. Each group was asked to develop an implementation framework for that differentiator.
- These more detailed implementation frameworks became the basis for a campus-wide Congress held in February-March 2021, to get feedback on each differentiator.
- The documents that have supported the discussion at each stage along the way can be found at the following [link](#).
- We've now further refined and distilled these big ideas into a framework that we are looking for feedback from GFC on.
- If approved, the framework will serve as the formal definition of the University's intent, provide a common understanding of our approach and set the parameters under which future initiatives for growth will be considered. Individual initiatives for growth must still follow routing and approval stages set out in the University of Calgary's governance processes.

ROUTING AND PERSONS CONSULTED

- Extensive consultation has occurred with the campus community over the last year. This has included, but is not limited to, multiple discussions with all of the following groups (in alphabetic order):
 - Alumni Board
 - AUPE Leadership
 - Board of Governors
 - EDI Dimensions Steering Committee
 - Executive Leadership Team
 - External Community Partners
 - General Faculties Council
 - Graduate Student's Association
 - MaPS Executive Committee
 - Senate
 - Senior Leadership Team
 - Student's Union
 - TUCFA Leadership & Board
- The planned next steps for discussion, and eventually approval, of the Framework for Growth include the following:

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
X	GFC	May 13, 2021			X	
	GFC	June 10, 2021	X			
	BoG	June 18, 2021	X			

SUPPORTING MATERIALS

1. Framework for Growth

Attachment: **DRAFT FRAMEWORK FOR GROWTH**

PRINCIPLES

1. The University of Calgary is a broad-based research institution committed to acting for the public interest.
2. The role of a University is to create knowledge and use that knowledge to better the world around us. We do this through: the education of leaders and future scholars in our student body; the groundbreaking research of our faculty; and the supporting/enabling activities of our staff.
3. The framework will be applied within the structure of our approved strategies: Eyes High, ii'taa'poh'to'p, the global engagement plan, the sustainability strategy, the mental health strategy and the Academic and Research Plans.
4. The framework will be applied with consideration of its effect on efforts towards Indigenous reconciliation and equity, diversity, inclusion.
5. The framework will be applied within, and subject to the limits of, the University of Calgary's governance processes.

FUTURE-FOCUSED PROGRAM DELIVERY

6. The University will continue to develop stackable credentials and personalized learning trajectories, along with opportunities for experiential and work-integrated learning.
7. The University will expand resources available to support to faculty in developing programming for new modalities and new programs.
8. The University will increase the amount it works with our community – businesses, governments, non-profits and individuals – in the development and ongoing maintenance of curricula.

DEEPER COMMUNITY PARTNERSHIPS

9. The University will seek to establish deeper institution-level partnerships within our community (businesses, governments and non-profits). These partnerships must be mutually beneficial, ethically sound and respect all academic freedoms.
10. The University will foster and expand support for faculty to establish partnerships that support their scholarship.
11. The University will foster and expand support for faculty to scale and promote their scientific, technological, commercial and social innovations.

TRANSDISCIPLINARY SCHOLARSHIP

12. The University will encourage and support a transdisciplinary approach to our scholarship. Participation by students and faculty in transdisciplinary activity will be voluntary.
13. Transdisciplinary excellence is built upon disciplinary excellence. The University reaffirms its commitment to disciplines being the fundamental building block of our scholarship.

AREAS OF FOCUS

14. The University will identify Areas of Focus. Areas of focus will be driven by the faculty of the university who have opted to participate.
15. Initial Areas of Focus will be:
 - a. Health and life
 - b. Energy transformation
 - c. Cities and communities
 - d. Digital worlds
 - e. Social change and equity



UNIVERSITY OF
CALGARY

**GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE**

For Approval For Recommendation For Discussion

SUBJECT: Academic Staff Criteria and Processes Handbook

PROPONENT(S):

Florentine Strzelczyk, Deputy Provost, Academic Staff Criteria and Processes (ASCP) Working Group, Administrative Co-chair

Francine G. Smith, Cumming School of Medicine Professor, ASCP Working Group, Academic Co-chair

REQUESTED ACTION

The ASCP Handbook Working Group is seeking feedback on both Part A and Part B of the new ASCP Handbook (which will henceforward be referred to as The Handbook).

Initial revisions to Part A of the Handbook (criteria for appointment, renewal, transfer, tenure, promotion and merit assessment) were approved by GFC in November 2020. The ASCP Handbook Working Group has made a number of additional, minor revisions to Part A for GFC's consideration (see Supporting Materials).

These include:

- acknowledgment of DORA (San Francisco Declaration of Research Assessment)
- acknowledgment of research ethics;
- enhanced acknowledgment of supervision and mentorship activities.

The Handbook Working Group has also made comprehensive revisions to Part B of the Handbook (see Supporting Materials) coming forward to the GFC for the first time.

These include:

- General Considerations
- Authority
- Definitions
- Position Posting
- Selection Procedures for Academic Appointments
- Selection Procedures for Academic Appointments (Outside of Faculties)
- Expedited Procedures for Spousal & Strategic Hiring
- Equitable & Inclusive Hiring Initiatives
- Other Appointments

In particular, we are seeking input on the appropriateness of procedures and criteria relating to academic appointments, in the context of an increasingly competitive environment, a new emphasis and expectation on equitable and inclusive hiring practices, and a high-achieving, ambitious professoriate engaged in transdisciplinary, collaborative, entrepreneurial and innovative research and teaching.

KEY CONSIDERATIONS/POINTS

Provisions of the current Handbook

In the spring of 2019, the current Handbook was passed at GFC. It was largely made up of those portions of the Appointment, Promotion and Tenure (APT) and General Promotions Committee (GPC) manuals that remained after materials on processes related to tenure, promotion and assessment were removed and inserted into the Collective Agreement, with minor additions and deletions. Both the APT and GPC manual had not been updated in well over a decade and thus the 2019 Handbook was passed with a mandate to be immediately updated.

The ASCP Handbook Working Group began their activities to revise and update the Handbook in September, 2019, with a scan of comparable provisions across the U15 to ensure that the University of Calgary's new policies and procedures are innovative, ambitious, and enabling at the same time. The initial focus on Part I (criteria for appointment, renewal, transfer, tenure, promotion, and merit assessment) resulted in comprehensive revisions to the new Part A of the Handbook (criteria for appointment, renewal, transfer, tenure, promotion, and merit assessment) which were passed by GFC on November 5, 2020. The proposed revisions to Part A (see Supporting Materials) can be considered minor. The bulk of the discussion at GFC should be around the newly conceptualized Part B of the Handbook that focuses on academic appointments selection procedures (see also Supporting Materials).

The newly revised and updated Handbook Part B contains:

- new and expanded Definitions;
- Position Posting requirements related to language, circulation & approvals to reach diverse candidates;
- new selection procedures for Academic Appointments regarding committee compositions, duties of the chair and members, considerations of EDI & IE in interviewing, ranking, & recommendation for appointment;
- updated procedures for Expedited Spousal Hiring
- a new section on Strategic Hiring (e.g., "*Nobel Prize Laureate*")
- a new section on Equitable & Inclusive Hiring Initiatives
- minor revisions to selection procedures for other Appointments

Both Parts A and B deeply integrate and weave Equity, Diversity and Inclusion (EDI) and Indigenous Engagement (IE) into the fabric of central academic processes such as recruitment, tenure, promotion and merit assessment, with the goal to removing barriers to equity-deserving groups and creating a diverse academic workforce.

In both the revised Part A and the new Part B, the **yellow** highlighted sections refer to new wording not contained in previous versions APT/GPC manuals; double ~~strikeouts~~ demark proposed deletions; black text marks the sections of the Handbook proposed to remain.

RISKS

Faculties have not updated their guidelines for some time while the negotiations concerning the pieces of the Handbook were pending. It is important for the revised Handbook - Parts A and B, to be approved expeditiously to enable faculties to update and implement new Faculty Guidelines.

RESOURCE REQUIREMENTS

The ASCP Handbook Working Group has scheduled meetings every two weeks since its inception in summer of 2019, and continued meeting throughout the summer of 2020, to speed up the work on the new, updated Handbook; many GFC committees only meet once per month or less over an 8-month period. It is therefore important to note that the work of the ASCP Handbook Working Group has been extremely time- and resource- intensive and the members have

demonstrated extraordinary dedication to bringing outmoded and outdated criteria relating to research, scholarship, teaching and service activities as well as the ways in which we attract and appoint academic staff to the university into the 21st century.

BACKGROUND

The APT Ad Hoc Committee was established in 2011 in response to the negotiations occurring between the Board of Governors and the Faculty Association with regard to a) tenure and promotion procedures, and b) merit assessment procedures. The Committee was charged with *“revamping the APT and GPC Manuals to revise and separate out the various processes in light of tentative agreements reached between the Governors and TUCFA regarding tenure and promotion processes”* and with *“preparing a first draft of a document specifying criteria for tenure and promotion, drawn primarily from the APT and GPC Manuals, for consideration by GFC.”* The APT Ad Hoc Committee completed its work and prepared a criteria document drawn primarily from the APT and GPC manuals, resulting in the recommendation of the creation of the Handbook in spring of 2019. In other words, **criteria** for tenure, promotion, and merit assessment, remain under the authority of the GFC, whereas **processes** related to tenure, promotion, and merit assessment were incorporated in the Collective Agreement. With the creation of the Handbook, an Academic Staff Criteria and Processes (ASCP) Handbook Working Group was established under GFC Executive to update the Handbook. The revised Part A and the updated Part B of the new Handbook are the items for discussion today.

ROUTING AND PERSONS CONSULTED [since approval of Part A in November, 2020]

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	Dean’s Council	2021-01-21			X	
	Vice-President Research OPS	2021-02-03			X	
	Department Heads	2021-03-08			X	
	GFC Executive Committee	2021-04-28			X	
X	General Faculties Council	2021-05-13			X	
	GFC Executive Committee	2021-05-19		X		
	General Faculties Council	2021-06-10	X			

Persons and other groups consulted:

- Legal consult, November 25, 2020
- Leslie Reid, Vice-Provost Teaching and Learning / Natasha Kenney, Senior Director, Taylor Institute for Teaching and Learning / Tara Beattie, Associate Dean, Graduate Science Education, Cumming School of Medicine, November 30, 2020;
- Human Resources, December 15, 2020
- Sarah Eaton, Associate Professor, Werklund School of Education, Part A, December 15, 2020
- Mary Jo Romaniuk, Vice Provost - Libraries and Cultural Resources, January 25, 2021
- Michael Hart, Vice-Provost Indigenous Engagement, December 14, 2020; February 09, 2021; March 11, 2021
- Malinda Smith, Vice Provost - Equity, Diversity, Inclusion, February 09, March 11, 2020
- Susan Barker, Vice-Provost, Student Experience, Part A, February 9, 2021
- Daniel Voth, Director, International Indigenous Studies Program, March 3, 2021
- Faculty Association Executive, March 9, 2021
- Indigenous Academics Gathering, March 19, 2021
- Deborah White, Dean of Nursing-Qatar, April 01, 2021

NEXT STEPS

After discussion by GFC, Parts A and B of the Handbook will be restructured into Part A (that contains Authorities, Definitions and Instructions for Faculty Guidelines,) Part B (which is the majority of the current Part A), and Part C (Provisions for Academic Selection and Appointment Procedures). This is simply a reorganization of the Handbook. There will be no major changes to text, although sections will be moved, any duplications between Parts A and Part B (authority, definitions etc.) will be removed, and minor revisions incorporated (e.g., references updated for clauses and numbering). The document will then be resubmitted to the GFC Executive Committee including any recommended changes and request for approval by GFC on June 10, 2021. If the document meets the approval of GFC, the revised Handbook will be made available to academic staff members.

The Handbook Working Group is a standing committee under the GFC Executive, and its mandate is to update the Handbook once a year to keep it current. The committee has already identified areas of work for the 2021/22 work cycle.

SUPPORTING MATERIALS

1. ASCP Handbook, Part A, showing minor revisions [dated April 29, 2021]
2. Newly revised and updated ASCP Handbook Part B showing revisions [dated May 05, 2021]
3. Newly revised and updated ASCP Handbook Part B, clean copy [dated May 05, 2021]

HANDBOOK



UNIVERSITY OF
CALGARY

***GFC Academic Staff
Criteria & Processes
Handbook - Part A***

April 29, 2021

Proposed new text is shown with yellow highlights;
proposed deleted text is shown as double strike-through.

Preamble

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

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

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

The contents of this Handbook shall be applied in the spirit of addressing barriers that have been, and continue to be, encountered by equity-deserving groups including but not limited to, women, ~~Indigenous peoples,~~ ~~Indigenous peoples,~~ ~~visible/~~ ~~racialized~~ ~~minorities,~~ ~~persons with disabilities,~~ and LGBTQ2S. ~~queer, trans and gender nonconforming, women and other systematically disadvantaged scholars from achieving their full potential.~~

The Handbook's contents shall also be applied as consistent with the principles of due process and balance procedural transparency as well as the protection of an individual's right to privacy. As well, the Handbook's contents should allow for flexible interpretation in order to achieve fairness towards all academic staff members.

Table of Contents

PART A - Criteria for Appointment, Renewal, Transfer, Tenure, Promotion, and Merit Assessment

1	Authority	5
2	Faculty Guidelines.....	5
3	Criteria for Research and Scholarship, Teaching, and Service.....	7
	3.1 General Considerations.....	7
	3.2 Research and Scholarship	Error! Bookmark not defined.
	3.3 Teaching.....	9
	3.4 Service.....	10
	3.5 Administrative Duties	12
4	Requirements for Academic Staff Ranks and Streams.....	12
	4.1 General Considerations	12
	4.2 Requirements for Assistant Professor	12
	4.3 Requirements for Associate Professor	13
	4.4 Requirements for Professor	14
	4.5 Requirements for Instructor	15
	4.6 Requirements for Senior Instructor.....	15
	4.7 Requirements for Teaching Professor	16
	4.8 Requirements for Academic Staff in Administrative and Professional Streams	17
	4.8.1 Librarians	17
	4.8.2 Counsellors	17
	4.8.3 Other (Administrative and Professional Academic Staff)	17
5	Criteria for Renewal, Tenure and Promotion	18
	5.1 General Considerations	18
	5.2 Tenure and Promotion in the Professorial Stream.....	18
	5.3 Tenure and Promotion in the Instructor Stream.....	19
	5.4 Promotion to Professor or Teaching Professor	19
	5.5 Transfer between Streams	19
	5.6 Additional Considerations for Renewal, Tenure and Promotion	20
	5.7 Renewal, Tenure and Promotion in Administrative and Professional Streams	20

6	Criteria for Merit Assessment.....	20
6.1	General Considerations	20
6.2	Criteria for Assessing Research and Scholarship.....	22
6.3	Criteria for Assessing Teaching.....	22
6.4	Criteria for Assessing Service.....	23

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

1 Authority

- 1.1 These criteria are established pursuant to Article 29.2 and Article 28.4 of the *Collective Agreement* between the Faculty Association of the University of Calgary and the Governors of the University of Calgary. In accordance with these Articles, the General Faculties Council (GFC) is empowered to establish criteria for Appointment, Renewal, Transfer, Tenure and Promotion, and Merit Assessment.
- 1.2 Criteria outlined in Part A of this Handbook shall also apply to criteria pertaining to the Appointment of academic staff members as outlined in Part B.
- 1.3 Criteria for appointment, reappointment, and assessment of members in Sessional Appointments shall be established in the *Collective Agreement*.
- 1.4 Only criteria established or authorized by the GFC or provided within the *Collective Agreement* shall be considered in matters relating to Appointment, Renewal, Transfer, Tenure and Promotion, as well as Merit Assessment.
- 1.5 For the purposes of Merit Assessment, changes made to criteria within this Handbook and/or the relevant Faculty Guidelines shall only apply from the approved date forward.
- 1.6 For the purposes of applying for Renewal, or for Tenure, as set out in Article 28 of the *Collective Agreement*, an academic staff member may choose to be evaluated under current approved criteria in both this Handbook and Faculty Guidelines, or those in place at the time of appointment. An academic staff member who applies for promotion not linked to an application for tenure may choose to be evaluated under current approved criteria in both this Handbook and Faculty Guidelines, or under criteria in effect three years prior to the promotion application date, or the date of hire, whichever is later.

2 Faculty Guidelines

- 2.1 Discipline specific criteria will be outlined in Faculty Guidelines for each Faculty or equivalent unit across the University. According to Articles 29.2 and 28.4 of the *Collective Agreement*, GFC has delegated the creation of Faculty Guidelines to the Faculty Councils to ensure that any discipline specific or distinctive aspects relevant to its faculty members are addressed when applying criteria for Appointment, Renewal, Transfer, Tenure and Promotion, and Merit Assessment.
- 2.2 Criteria outlined within this Handbook, may be refined and interpreted in Faculty Guidelines. Faculty Guidelines may not, however, create new criteria, or add to, contradict, or delete criteria, unless specifically authorized to do so within this Handbook.
- 2.3 Following approval by the Faculty Council, and completion of the steps outlined in A.2.5 (below), the Dean shall make available to all academic staff members in the Faculty such

approved Faculty Guidelines on the manner in which criteria for Appointment, Renewal, Transfer, Tenure and Promotion, and Merit Assessment shall be applied within the Faculty.

2.4 Faculty Guidelines *must* include a statement or description:

- a) of the relative importance that the Faculty attaches to University functions of research and scholarship, teaching, and service;
- b) of how the Faculty interprets these functions (i.e. the various activities that the Faculty defines as legitimate and appropriate research and scholarship activities including creative and/or artistic activity);
- c) of how the Faculty values knowledge engagement and transfer (the ways in which public and private sectors benefit from research), entrepreneurship, and innovation;
- d) the relative weighting of the activities outlined in a), b), and c) as defined by the discipline or field, applicable to academic rank and stream;
- e) that clearly articulates any expectations with regard to competitive and other types of funding;
- f) of how the Faculty assesses other duties such as clinical or professional responsibilities, where applicable;
- g) of how the Faculty assesses contributions to service as well as administrative duties;
- h) of how the Faculty assesses the information supplied within a Teaching Dossier (see also Article 28A of the *Collective Agreement*);
- i) that clearly articulates how and when the Faculty credits scholarly work in various stages of publication;
- j) of expectations with respect to performance in each function by academic staff members, including the ways in which these expectations change within rank, and with seniority within a given rank (see Article 29.2.6 of the *Collective Agreement*);
- k) of how academic and professional qualifications are applied in recommending Appointment, Renewal, Tenure and Promotion, as well as Merit Assessment;
- l) that clearly articulates how accomplishments in research and scholarship, teaching, and service as well as any other assigned duties shall be translated into recommendations for Appointment, Renewal, Transfer, Tenure and Promotion, and Merit Assessment within the respective streams present in the Faculty;
- m) of how Faculty Guidelines address variations in applying criteria across units, where applicable, and consistent with Articles 29.5.6 and 29.7.5 of the *Collective Agreement*;
- n) that clearly articulates the ways in which academic staff members shall be credited for activities carried out in other departments within the Faculty, and in other Faculties;
- o) of the ways in which the Faculty recognizes the diversity of different career patterns and the implications of such patterns for career progression and evaluation of progress;
- p) of the ways in which the Faculty recognizes systemic barriers that may prevent academic staff members of equity-deserving seeking groups from achieving career milestones such as Tenure and Promotion at the same rate and speed, as well as achievements through Merit Assessment. Examples of such barriers may include explicit and implicit service expectations, implicit bias surrounding publication quality, community engagement as a pre-requisite for research and scholarship, and/or cognitive and implicit bias and/or

discrimination influencing application of criteria in Renewal, Tenure, Promotion, and in Merit Assessment;

- q) that clearly outlines where the responsibility lies for drafting a Position Posting (outlined in Part B. 4.1) for an Academic Appointment Selection;
- r) of how a formal Academic Appointment Selection Committee (outlined in Part B.5.1) will be composed, in particular, how committee members will be elected and appointed from
 - a) within the faculty but outside the discipline, b) from outside the faculty, c) from outside the academy, d) how trainees may serve on the committee, and e) how committee members will be appointed from a Faculty or Unit where an academic staff member is to be cross-appointed or seconded;
- s) of how Academic Appointment Selection processes will be established according to Part B. 2.5 and 2.6.

2.5 Changes to Faculty Guidelines shall not take effect until:

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

3 Criteria for Research and Scholarship, Teaching, and Service

In keeping with the commitment of the University of Calgary to the San Francisco Declaration on Research Assessment (DORA), research and scholarship activities shall be evaluated based on the quality of the research and scholarship,¹ relying on robust tools and approaches to assessing research quality and impact, rather than on bibliometrics alone. This includes considering the merit of all research and scholarship outputs as well as a broad range of qualitative impact indicators such as influence on policy and practice.

3.1 General Considerations

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

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

¹ <https://sfdora.org>

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

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

3.2 Research and Scholarship

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

3.2.2 Research and scholarship and/or other creative or professional activities *may* include:

- a) fundamental research that creates new knowledge including research creation and creative practice;
- b) integration of knowledge which involves the synthesis of information across disciplines, and across topics within a discipline;
- c) research that involves entrepreneurship and/or innovation;
- d) systematic study of teaching and learning processes, including the scholarship of teaching and learning;
- e) application of knowledge to critically analyze texts, identify or solve a compelling problem in the community-at-large or challenge in society including knowledge engagement and transfer (the ways in which public and private sectors benefit from research), patents, and commercialization;
- f) knowledge creation grounded in or engaged with Indigenous nations, communities, societies or individuals that embraces the intellectual, physical, emotional and/or spiritual dimensions of knowledge and interconnected relationships with people, places and the natural environment. It is committed to building respectful relationships with Indigenous communities, valuing their existing strengths, assets and knowledge systems, and striving to meet community needs, through ethically and culturally appropriate means.

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

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

- 3.2.5 It is expected that academic staff members, as required by their rank and stream, shall actively participate in the evolution of their disciplines and professions, to remain current in their fields, and to disseminate the scholarly outcomes of their work in a variety of forms appropriate to their discipline or field.
- 3.2.6 In their particular fields of endeavor, academic staff members are expected to meet ethical standards for research and scholarship, to adhere to University policies with respect to ethical conduct, and to act with integrity and honesty in conducting and communicating their scholarly work.
- 3.2.7 Academic staff members are normally required to seek competitive funding to sustain their program of research and scholarship where applicable, as defined in the relevant Faculty Guidelines (see A.2.4 e).
- 3.2.8 The relative weighting of types of research and scholarship output may vary by discipline, or field (see A.2.4 d). For example, in some disciplines, publication of an article in a top-tier journal or a refereed book in a national or international press is the summit of scholarly achievement. Some fields may require extensive efforts in community building before research and scholarship can occur. Knowledge engagement, including Indigenous research and scholarship, or entrepreneurial activities, may result in different outputs, impact, and innovation. In other disciplines, presentations, lectures, and/or keynote addresses at international conferences, publications in conference proceedings or editing a journal, carry greatest weight. In others, the number and value of external, competitive grants received, and/or research contracts awarded are important indicators of research and scholarly activity. Similarly, a patent, contributions to policy, or a juried exhibition of artistic work may indicate significant creative and/or professional achievement.
- 3.2.9 In Faculties that prepare students for professional practice, contributions to the discipline of that profession shall be deemed relevant to satisfying research and scholarship requirements provided that they are of high quality and are acknowledged contributions to the field, that they flow primarily from research and scholarship, and that they have been subject to an informed review process and enhance the professional reputation of the academic staff member and the University.

3.3 Teaching

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

3.3.2 Approaches to teaching and learning should be pedagogically informed and grounded in a clearly articulated teaching, supervision, and/or mentorship philosophy, as applicable. Teaching effectiveness and expertise are characterized by high-impact teaching and learning strategies to improve student learning and include a demonstrated ability to apply pedagogically informed teaching and learning experiences.

3.3.3~~2~~ Teaching may take different forms such as direct or classroom instruction at undergraduate and/or graduate levels, as well as competency-based education, and/or field and practicum supervision. ~~supervision or co-supervision and mentoring of undergraduate or graduate students or other trainees. Delivery of instruction may be face-to-face, on-line and blended. Learning may occur inside and outside of the classroom, on and off campus (including land-based education), in collaboration with other instructors, other faculties, associated institutions, community organizations or with Indigenous knowledge-keepers and communities.~~ Teaching activities may include lectures, seminars, tutorials, laboratories, clinical sets, advising/counselling, creating lesson plans, assessments, grading, and examinations, and upholding academic integrity. ~~critical evaluation of written work, advice and guidance to trainees on their research methods and experimental approaches, supervision of experiential activities, participation on supervisory committees, or serving as an external examiner.~~ Delivery of instruction and support of student learning may be face-to-face, on-line and blended and may occur inside and outside of the classroom, on and off campus (including land-based education), in collaboration with other instructors, other faculties, associated institutions, community organizations or with Indigenous knowledge-keepers and communities.

3.3.4. Teaching may also include supervision or co-supervision of undergraduate or graduate students, post-doctoral scholars, and other trainees. In this context, teaching activities may include critical evaluation of written work, advice and guidance to trainees on their research methods and experimental approaches, supervision of experiential activities, participation on supervisory committees, or serving as an external examiner.

3.3.5. Mentorship of undergraduate or graduate students, post-doctoral scholars, and/or other trainees, and/or colleagues, is also an important dimension of teaching. Mentoring activities may include one-on-one or group discussions, sharing knowledge, and providing advice and guidance/counselling. These mentorship activities may include career planning, goal setting, development of a *curriculum vitae*, employment opportunities, and/or other direction that is instrumental to a successful educational experience in the University and beyond.

3.3.6~~3~~ Educational leadership is a dimension of teaching that advances innovation of, and expertise in, teaching and learning, with impact beyond the classroom. This may include ~~ing~~ contributions to curricular development and renewal, pedagogical innovations, evidence-based and/or practice-based educational activities including Indigenous teaching practices, the sharing of pedagogical expertise through publications, or formal educational leadership roles in the academic unit or beyond.

3.3.7~~4~~ The University also recognizes the legitimate role of academics in collaborating with partners in knowledge creation and innovation, or as 'knowledge brokers' in transferring new knowledge and innovations to persons in government, business, industry, the professions, and broader communities through the organization and presentation of seminars, workshops, and short courses.

3.4 Service

3.4.1 Academic staff members have a responsibility to contribute through service to move the institution forward through collegial governance, to advance academic disciplines, and to

impact communities and society. Service means active participation and shared responsibility in academic governance, and development in matters relevant to the progress and welfare of the academic staff member's Department, Unit, Faculty, Institution, discipline, and profession.

- 3.4.2 The degree and number of service activities to which an academic staff member contributes may vary depending on career stage, rank and stream. Appropriate levels of service shall be expected of each rank. Nevertheless, for individuals whose duties include research and scholarship as well as teaching, the normal expectations for these duties cannot be fulfilled by service activity in the absence of written agreements with the Dean. Meeting the expectation for service should normally require a smaller portion of effort than is required for the functions of research and scholarship as well as teaching.
- 3.4.3 Service to the University may include participation in Program or Unit-level, Department or Division, Faculty, and University committees, councils, task forces, *ad hoc* teams, and governing bodies, or other parts of the University including the Faculty Association. Activities that contribute to upholding academic and research integrity across various parts of the academy shall also be considered as important service contributions to the University.
- 3.4.4 Service to an academic staff member's disciplines or profession may include membership on committees or executive bodies of academic or professional organizations, editorial boards of disciplinary or interdisciplinary journals, national or international granting agency councils, on grant selection committees and adjudication panels of regional, provincial, national or international agencies, and similar professional activities. Service may also involve organization of conferences, seminar series, workshops or presentation of short courses within the University, the broader community, or within the national and/or international arena.
- 3.4.5 Service to the community and general public takes place in several forms. Public or community service involves the contribution of an academic staff member's professional and disciplinary expertise to the community and public-at-large in association with their University appointment. Academic staff members may contribute to general, professional, or cultural communities, the province, and the nation, as well as globally, by reciprocal application of their scholarly or professional expertise, knowledge engagement and transfer, thereby bringing recognition to the University. Other service to the community that flows from the discipline, or field, or that accrues through other distinguished service to the University and/or the community may be acknowledged when it brings distinction to the University and/or community.
- 3.4.6 With regard to all service activities as outlined above, serving as Chair/Co-Chair or Executive Membership, for example, could carry significantly more weight than that of membership. Serving as Editor or Associate Editor, or as a member of an Editorial Board for a journal or similar body, for example, could also carry significantly more weight than that of reviewing. It is the role of the Head or equivalent to take into account the time commitment and role that an academic staff member takes on in various service assignments.

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

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

3.5 Administrative Duties

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

4 Requirements for Academic Staff Ranks and Streams

4.1 General Considerations

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

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

4.2 Requirements for Assistant Professor

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

4.3 Requirements for Associate Professor

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

4.3.2 Appointment at, or promotion to the rank of Associate Professor normally requires evidence of an established academic program of a calibre equivalent to national recognition by peers. According to discipline or field, indicators may vary.

Some *examples* are as follows:

- a) evaluation by external referees as recognized authorities external to the University, who are qualified to evaluate the applicant;
- b) publication of high-quality peer-reviewed or equivalent juried creative work in highly ranked journals of the field and competitive peer-reviewed conference proceedings;
- c) creative or professional awards or prizes that bring distinction to the University;
- d) keynote address or invited speaker to conferences, seminars, or workshops, at the local, regional, national or international level, relevant to the discipline or field;
- e) service as an expert to a well-recognized organization;
- f) election or appointment as a member or leader of a reputable scholarly society;
- g) service as peer reviewer for journals or granting bodies including *ad hoc* reviewing;
- h) participation in research networks, consortia, or research teams.

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

4.3.4 In some disciplines or fields, and depending upon assigned duties, appointment at or promotion to the rank of Associate Professor may require the academic staff member to have successfully taught a variety of courses and provided evidence of teaching effectiveness (e.g., as part of a Teaching Dossier). This may be demonstrated by contributing to course and/or curricular development, serving as a member of graduate student supervisory committees, providing trainee mentorship, and/or demonstrating successful supervision or co-supervision of undergraduate or graduate students, **post-doctoral scholars, and/or** other trainees. Teaching effectiveness **and expertise** also includes a demonstrated ability to **design learning experiences grounded in a clearly articulated teaching, and/or mentorship, and/or supervisory philosophy** (see also Part A. 3.3.2 to 3.3.5). ~~apply evidence-based teaching and learning approaches, and to design learning experiences grounded in a clearly articulated teaching philosophy.~~

4.3.5 For appointment at, or promotion to, the rank of Associate Professor, a satisfactory record of and active involvement in University, professional or community service that has

demonstrated commitment to the Department, Unit, Faculty, University or wider community is also expected, as defined in the relevant Faculty Guidelines.

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

4.4 Requirements for Professor

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

Some *examples* are as follows:

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

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

4.4.3 Whereas relative contributions in the areas of research and scholarship, teaching, and service may vary across the professorial stream, appointment at or promotion to the rank of Professor normally requires a sustained body of research and scholarship that has impacted the community, discipline, or field in a significant way, evidence of an on-going research program sustained by peer-reviewed competitive external or industry grants, where applicable and defined by the relevant Faculty Guidelines, or other contributions to creative or professional practice, knowledge engagement, innovation, or entrepreneurship. Notwithstanding the importance of teaching **expertise performance** and effectiveness, appointment at or promotion to the rank of Professor shall only be

recommended when the academic staff member is recognized to be of a calibre equivalent to international standing on the basis of research and scholarship, equivalent creative activity, or professional contributions to the relevant community, discipline, or field, as described in A.4.4.1.

4.4.4 Depending upon assigned duties, appointment at, or promotion to, the rank of Professor normally requires evidence of teaching effectiveness (e.g., as part of a Teaching Dossier) at the undergraduate and graduate levels and/or educational leadership, ~~and a~~ An established track record of supervising or co-supervising undergraduate or graduate students, ~~post-doctoral scholars and/or other trainees, mentorship, and supervisory~~ ~~and/or examining committee membership, and/or mentorship activities, may also be required.~~ Teaching effectiveness and expertise also includes a demonstrated ability to ~~apply evidence-based teaching and learning approaches, and to~~ design learning experiences grounded in a clearly articulated teaching, ~~and/or mentorship, and/or supervisory~~ philosophy (see also A.3.3.2).

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

4.5 Requirements for Instructor

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

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

4.6 Requirements for Senior Instructor

4.6.1 In addition to the requirements for an Instructor, appointment at, or promotion to, the rank of Senior Instructor requires evidence of teaching effectiveness (e.g., as part of a Teaching Dossier), a demonstrated ability to apply scholarly approaches to teaching and learning ~~and student engagement,~~ to design student learning experiences and assessment strategies grounded in a clearly articulated teaching philosophy, and to engage in scholarly, professional, or creative activities that inform and expand the academic staff member's knowledge base as a Senior Instructor. ~~Depending on duties assigned, and as defined in Faculty Guidelines [see Part A. 2.4 I]) this may include, but may not be limited to, conducting~~

and disseminating research and scholarship to advance knowledge in the teaching and learning community, supporting academic development of students, trainees, and colleagues, and engaging in educational leadership beyond the classroom.

- 4.6.2 Appointment at, or promotion to, the rank of Senior Instructor requires the continuous development and demonstration of a scholarly foundation for designing and implementing innovative teaching and that supports student learning, ability to create respectful and inclusive learning environments that promote student engagement, participation in professional learning activities, networks, and communities, and engagement in reflective practice to adjust and strengthen one's teaching, learning and assessment practices.
- 4.6.3 Appointment at, or promotion to, this rank may also require a satisfactory record of and active involvement in educational activities such as engagement in professional, University or community service that has demonstrated commitment to advancing teaching and student learning within the Department, Faculty, Unit, University or broader community
- 4.6.4 When an academic staff member holds a tenure-track appointment at the rank of Instructor, the granting of promotion to Senior Instructor normally carries with it the granting of tenure.

4.7 Requirements for Teaching Professor

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

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

- a) professional learning and development: engaging in professional development to improve teaching and student learning;
 - b) research and scholarship: consulting relevant scholarly sources to design and implement teaching and learning experiences, conducting and sharing research and scholarship on teaching and learning to advance knowledge in the teaching and learning community;
 - c) mentorship: supporting the teaching and academic development of faculty and students;
 - d) educational leadership: activities that advance teaching and learning communities by sharing expertise that helps others to strengthen their teaching practice.
- 4.7.2 Notwithstanding demonstrated distinction in teaching effectiveness and expertise, appointment at or promotion to, the rank of Teaching Professor shall normally only be recommended where the academic staff member has clearly established an outstanding reputation, demonstrated through educational leadership contributions to the theory and practice of teaching and learning, and by impact on, or innovation within, the relevant

community, discipline or field, resulting in distinguished peer-recognition. According to discipline or field, indicators may vary. Some *examples* are as follows:

- a) advanced innovations in teaching and learning with impact beyond the classroom;
- b) participation in, and/or leadership of, professional learning activities, and/or networks (e.g., learning communities, workshops, seminars, peer evaluations) to share teaching and learning expertise with others;
- c) creating and leading initiatives, advising on academic programs and curricula, and/or engaging in effective mentorship;
- d) dissemination of research and scholarship in the broader community (e.g., Department/Faculty/University presentations and workshops, conference presentations and proceedings, keynote addresses or invited speaker, white papers, journal articles);
- e) educational leadership responsibilities within Department, Faculty, Unit, University or broader community;
- f) recognition of teaching expertise across and/or beyond the University.

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

4.7.4 Requirements for Lecturer (Medicine)

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

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

4.8 Requirements for Academic Staff in Administrative and Professional Streams

4.8.1 Librarians

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

4.8.2 Counsellors

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

4.8.3 Other (Administrative and Professional Academic Staff)

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

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

5 Criteria for Renewal, Tenure and Promotion

5.1 General Considerations

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

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

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

5.2 Tenure and Promotion in the Professorial Stream

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

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

- a) review evidence of the accomplishments of the academic staff member in research and scholarship, teaching, and service, or other assigned duties, both over their entire career and since appointment at the University of Calgary;
- b) then consider the overall career pattern of the academic staff member, taking into account the time elapsed since completion of the highest degree, or professional designation, accomplishments in positions prior to employment at the University of Calgary, and other relevant factors; and
- c) use criteria as set out in the relevant Faculty Guidelines in evaluating the evidence presented.

5.3 Tenure and Promotion in the Instructor Stream

- 5.3.1 When an academic staff member applies for an appointment *With Tenure* in the Instructor Stream, the FTPC shall seek evidence that the academic staff member has been successful in meeting criteria for the rank as set out above in A.4 of this Handbook.
- 5.3.2 The granting of an appointment *With Tenure and Promotion to Senior Instructor* requires a determination that, given the quality and pattern of career performance of the academic staff member, there is a substantial likelihood that they will be able to sustain a productive career as an effective teacher and active contributor to the University of Calgary community. To this end, the FTPC shall:
- a) review evidence of the accomplishments of the academic staff member in teaching and learning, service, any other assigned duties, and engagement in other scholarly activities that inform and expand the academic staff member's knowledge base, both over their entire career and since appointment to the University of Calgary;
 - b) consider the overall career pattern of the academic staff member, taking into account the time elapsed since completion of the highest degree or professional designation, accomplishments in positions prior to employment at the University of Calgary, and other relevant factors; and,
 - c) use criteria set out in the Faculty's Guidelines in evaluating the evidence presented.

5.4 Promotion to Professor or Teaching Professor

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

5.5 Transfer between Streams

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

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

5.6 Additional Considerations for Renewal, Tenure and Promotion

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

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

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

5.7 Renewal, Tenure and Promotion in Administrative and Professional Streams

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

- a) review evidence of the academic staff member's accomplishments since appointment to the University of Calgary;
- b) then consider the academic staff member's overall career pattern taking into account the time elapsed since completion of their highest degree of professional designation, accomplishments in positions prior to employment at the University of Calgary, and other relevant factors; and,
- c) in assessing the evidence presented to it, use criteria provided in the relevant Unit Guidelines or criteria referred to above within this Handbook.

6 Criteria for Merit Assessment

6.1 General Considerations

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

- 6.1.2 Article 29.2.2 of the *Collective Agreement* states that criteria for assessing academic staff members shall be applied in a manner consistent with assigned duties as outlined under Article 12.
- 6.1.3 Article 29.2.2 of the *Collective Agreement* further states that merit shall be assessed on the full duties performed by the academic staff member.
- 6.1.4 Article 29.2.3 of the *Collective Agreement* states that notwithstanding the payment of administrative honoraria, the administrative role and the quality of academic administration and leadership provided shall be taken into account when considering the overall performance of academic administrators and others who serve in formally appointed administrative leadership positions. Academic staff members who serve their academic units, faculty or the University in administrative roles, including as Department Heads, Associate Deans, Program or Institute Directors, or other equivalent roles shall also be assessed on the quality of their leadership, e.g. how they have advanced the academic mission of their portfolio, displayed vision, implemented plans and strategies, advanced a culture of high quality research and scholarship, teaching and service, and created meaningful and relevant academic programs.
- 6.1.5 Article 29.2.5 of the *Collective Agreement* states that criteria for assessing academic staff members in positions outside the professorial, instructor, librarian, curator, archivist and counsellor streams shall be based on the duties assigned at the time of hiring, and as mutually amended by the academic staff member and supervisor over time, or as agreed to by the Provost and Faculty Association.
- 6.1.6 Article 29.2.6 of the *Collective Agreement* states that as an academic staff member progresses through a rank, the normal expectation of performance rises.
- 6.1.7 Article 29.3.9.2 of the *Collective Agreement* also states that the awarding of increments of any amount may not be indicative of success in applications for Renewal, Tenure and Promotion.
- 6.1.8 Heads or equivalents are uniquely qualified to assess the impact of the academic staff member's contributions in the particular community, discipline, or field, and are charged with the responsibility of preparing written performance assessments which are critical for Faculty Merit Committees (FMC). Written assessments should include comments on the quantitative and qualitative contributions an academic staff member has made during the reporting period. Evaluative comments should be included, in a concise format, wherever possible and appropriate, and summarize contributions in research and scholarship, creative and/or professional activities, teaching **activities**, and service **activities**, according to assigned duties.
- 6.1.9 In assessing performance and assigning merit, the Head or equivalent shall consider the possible inequities in workload and assigned duties affecting members of under-represented groups as outlined in A.3.4.8.
- 6.1.10 Outside Professional Activity for remuneration shall not normally be counted as service for the purposes of Merit Assessment.

6.2 Criteria for Assessing Research and Scholarship Activities

- 6.2.1 Research and scholarship are major functions in a research-intensive university. Through research and scholarship, academic staff members contribute to innovation and advancements in their discipline, field, and communities, and to the solving of challenges that societies face, both locally and globally. The assessment of research and scholarship activities shall be based upon expectations outlined in A.3 and across different ranks and streams in A.4, and the relevant Faculty Guidelines.
- 6.2.2 All research, scholarship, and other creative activities shall be assessed on the merits of the work, regardless of the form in which they appear, and subject to the same rigor of informed peer review or appropriate refereeing. It may be important for Heads and/or Deans to engage in post-publication review to assess value and impact where traditional peer review is not appropriate or applicable.
- 6.2.3 Faculties will articulate how and when the Faculty credits scholarly work in various stages of publication (see A.2.4.i).
- 6.2.4 In assessing research and scholarship activities, the Head or equivalent and the members of the FMC, should be attentive to the evolving and changing nature of research and scholarship, and the ways in which knowledge is produced and disseminated, as specified in the relevant Faculty Guidelines.

6.3 Criteria for Assessing Teaching Activities

- 6.3.1 Teaching is a major function of the work academic staff members perform at the University. The development, renewal and delivery of undergraduate and graduate level courses, and the evaluation, supervision or co-supervision, and mentorship of trainees, are part of the teaching responsibilities of all academic staff members. The assessment of teaching activities is a critical step for constructively and continuously improving the quality of teaching and the student experience across the University.
- 6.3.2 Teaching performance expertise and effectiveness shall be assessed ~~evaluated~~ as part of the performance review for merit assessment purposes. Such evaluation should consider all ways academic staff members address their teaching responsibilities and interact with undergraduate or graduate students, ~~post-doctoral scholars, and/or~~ other trainees. Evaluations of teaching activities should also consider the extent of innovation, preparation, reflection and integration of current knowledge, level of interest, direction, and encouragement demonstrated by the academic staff member. Participation in teaching development programs and/or seeking expert opinion to assist in improving teaching and learning shall be viewed as an indication of commitment to teaching. In some disciplines, seeking the advice of Indigenous knowledge keepers should also be considered.
- 6.3.3 ~~Assessment Evaluations~~ of teaching activities shall be multi-faceted and, in particular, shall not be based primarily on any one method of evaluation. No single tool or activity is sufficient to ~~assess measure~~ teaching performance expertise and effectiveness. Multiple sources of evidence shall be used to obtain a holistic picture of the ~~performance teaching~~

expertise and effectiveness of the academic staff member. This may include self-reflection, examples of student work and achievements, multiple sources of student feedback, teaching awards and nominations, peer review and observation, sample course design and assessment materials, teaching innovations, presentations/publications in teaching, professional learning related to teaching, examples of success in mentorship and supervision, and educational leadership activities, as well as any other assessments provided by the academic staff member ~~available~~ to the Head or equivalent.

- 6.3.4 Evaluations of teaching should state the basis for the assessment (e.g., student feedback, peer review, classroom or laboratory visits by the Head or equivalent). It is helpful to members of the FMC if the Head or equivalent outlines the extent, nature, and significance of an academic staff member's time commitment and contributions to teaching, ~~and the nature and significance of their involvement.~~
- 6.3.5 In assessing teaching activities, the Head or equivalent as well as the members of the FMC shall refer to criteria for teaching, as set out in A.3 of this Handbook, and criteria established for teaching for academic staff members in different ranks and streams, as set out in A.4 of this Handbook.
- 6.3.6 In assessing teaching activities, supervision or co-supervision of undergraduate or graduate students, post-doctoral scholars, and/or other trainees, mentorship, the participation on supervisory committees, and/or serving as an external examiner, shall be considered where applicable.

6.4 Criteria for Assessing Service Activities

- 6.4.1 Service is an important function of the work academic staff perform at the University. Service activities move the institution forward through collegial governance, advance academic disciplines, and impact communities and society. Academic staff members also perform important administrative tasks that may not be subject to a formal appointment; this work should be recognized and assessed as a contribution to service.
- 6.4.2 In evaluating service contributions, the Head or equivalent should assess the information provided by the academic staff member on the nature and type of service activities, the time commitment, significance and impact of these service activities, and include into the written assessment.
- 6.4.3 In assessing service activities, the Head or equivalent and the members of the FMC shall refer to criteria for service as set out in A.3, and criteria established for service contributions for academic staff members in different ranks and streams as set out in A.4.

DRAFT REVISIONS TO PART B Dated May 05, 2021

- Sections without any markings are from the current Handbook Part II, dated April 2019.
 - Sections marked as ~~Double-Strikethrough~~ are also from the current Handbook Part II, and proposed to be deleted.
 - Sections highlighted in yellow mark new text from the Handbook Working Group.
 - References to the relevant clauses in the current Handbook Part II are provided in brackets.
-

GFC Academic Staff Criteria & Processes Handbook

PART B ~~II~~ Academic Appointments Selection Procedures

1. General Considerations

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

1.1 During an Academic Appointment Selection Process, all parties shall be governed ~~with respect to~~ by Article 7.1 of the Collective Agreement. The current wording states: ~~Between the Governors and the Faculty Association:~~

"The Parties agree that the Governors, the Association, and the members of the Association shall not discriminate against any member of the academic staff by reason of race, political or religious affiliation or beliefs, colour, sex, sexual orientation, gender identity, physical characteristics, marital status, family relationships, age, ancestry or place of origin, or membership or activity in the Association as provided under the terms of this Agreement." [Current Handbook Part II, 3.1]

2. ~~1.~~ Delegation of Authority

The Academic Appointment and Selection Procedures laid out in Part B of this Handbook shall apply to all Continuing, Contingent, and Limited-Term appointments.

2.1 Where senior leadership team members are also to be appointed to academic positions, in accordance with the “Policy on the Appointment and Reappointment of Deans” and the “Procedure and for Adding an Academic Appointment to a Senior Leadership Team Position,” such appointments must be made in accordance with those policies, as approved by GFC. ~~with selection rules as approved by the GFC.~~ [Current Handbook Part II, 1.1]

2.2 Sessional and Retired Short-Term positions shall be appointed according to the provisions of the *Collective Agreement*. ~~Between the Governors and the Faculty Association~~ [Current Handbook Part II, 1.2]

2.3 When the Provost & Vice-President (Academic) determines that it may be necessary to deviate substantially from the criteria Academic Appointment Selection Process approved in Part B of this Handbook ~~by the General Faculty Council or Faculty Councils~~, the Faculty Association will be consulted. After such consultation, the Provost & Vice-President (Academic) shall decide the appropriate and fair way to proceed in each case and will inform the Faculty Association of the decision. The Provost & Vice President (Academic) will report the above cases annually to the Academic Staff Criteria and Processes Working Group to enable the Working Group to fulfil its responsibilities. [Current Handbook Part II, 1.3]

2.4 ~~To assure that the advice given by the Dean to the Provost & Vice President (Academic) has had the benefit of the informed academic staff opinion required by the President, e~~ Each Faculty or Academic Council is required to establish a formal Academic Appointment Selection Process ~~advisory to the Dean,~~ for all appointments of more than twelve months’ duration, as part of their Faculty Guidelines (see Part A.2.4). This Academic Appointment Selection Process is intended to be advisory to the Dean and ensure that the recommendation for appointment given by the Dean to the Provost & Vice-President (Academic) has had the benefit of informed opinion from academic staff members. [Current Handbook Part II, 3.3]

2.5 The ~~required~~ Academic Appointment Selection Process established ~~by~~ in the Faculty Guidelines shall be structured in a manner appropriate to the specific Faculty or Unit while being consistent with general University policies including any policies related to EDI, employment equity policies. ~~The process shall be approved by a majority of the Faculty Council concerned and the Provost & Vice President (Academic), and shall provide for:~~ [Current Handbook Part II, 3.6]

~~As part of the process of establishing the Academic Selection process referred to Section 3.6, a Faculty Council shall determine as a matter of policy~~

~~a) at which organizational unit (e.g. Faculty, Department, Program) these procedures shall be applied; and~~

~~b) how to determine which units shall be deemed to comprise the Primary Unit and which the Secondary Unit Destination Unit, if the hiring affects more than one unit.~~ [Current Handbook Part II, 7.13]

2.6 The Academic Appointment Selection Process established in the Faculty Guidelines shall include and be based upon Part B. 3. to B. 7., below. Faculty Guidelines may refine and interpret the below listed Academic Appointment Selection procedures but may not create new procedures, or add to, contradict, or delete stated procedures, unless specifically authorized to do so within this Handbook.

2.7 In the case of a joint or transdisciplinary appointment involving more than one Faculty:

- a) the Provost shall determine which Faculties Guidelines shall be used for the purposes of hiring,
- b) the letter of appointment shall indicate which Faculty and Department (where applicable) shall be considered the Home Unit for the purposes of tenure, promotion, and merit assessment (see also Part B. 5.7.3). Where appropriate, this may include reference to the proportion of duties across the various Faculties/Departments,
- c) the Home Unit shall consult with all other Faculties/Departments involved in the joint or transdisciplinary appointment in making recommendations related to tenure, promotion, or merit assessment.

2.8 In the case of a joint or transdisciplinary appointment involving more than one Department within a single Faculty, the letter of appointment shall indicate which Department shall be considered the Home Unit for the purposes of tenure, promotion, and merit assessment and the proportionate distribution of duties (where appropriate).

2.9 In the case of an appointment where the individual is likely to be seconded within the University, either on a full- or part-time basis, the length and percentage of the secondment shall be included in the letter of appointment whenever possible. The Home Unit shall consult with the Department, Faculty or Unit where the academic staff member is seconded for the purposes of tenure and promotion, as well as merit assessment.

~~In cases where a Faculty or other Unit wishes to appoint to a Librarian, Archivist, or Curator rank, the Dean and the Vice Provost (Library and Cultural Resources) shall jointly establish a selection process that satisfies the interests of both communities. [Current Handbook Part II, 4.2]~~

3. Definitions ~~Definitions~~

For the purposes of ~~these procedures:~~ this Handbook, the following definitions apply (listed alphabetically): [Current Handbook Part II, 7.2]

- a) "AHRA", stands for the *Alberta Human Rights Act*.
- b) "Collective Agreement" means the *Collective Agreement* between the Governors of the University of Calgary and the Faculty Association of the University of Calgary in force at the time the provisions of this Handbook are being applied.
- c) "Conjoint Unit" refers to the Faculty, Department or other academic unit that a cross-appointed academic appointee will join as part of their secondary affiliation.
- ~~a) "Dean" refers to the person, who makes academic appointment recommendations to the Provost & Vice President (Academic);~~
- d) "Dean" means the Dean, or Dean equivalent of a Faculty as defined in h).
- ~~b) "Destination Faculty" or "Destination Unit" refers to the Faculty, Department or other academic unit (as determined by a Faculty Council under Section 7.13) in which it is proposed to find a position for the Secondary Spouse.~~
- e) "EDI" stands for equity, diversity and inclusion.

f) "Equity-deserving groups" are communities that experience significant collective barriers in participating in society. These barriers may encompass attitudinal, historical, social, and environmental barriers based on prohibited grounds as outlined in the AHRA.

g) "Equitable & Inclusive Hiring" refers to programs designed to meet the requirements outlined in Section 10.1 of the AHRA which states:

"It is not a contravention of this Act to plan, advertise, adopt or implement a policy, program or activity that:

- a) has as its objective, the amelioration of the conditions of disadvantaged persons or classes of disadvantaged persons, including those who are disadvantaged because of their race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation; and,
- b) achieves, or is reasonably likely to achieve, that objective."

h) "Faculty" refers to the following (listed alphabetically):

Arts, Cumming School of Medicine, the Haskayne School of Business, Kinesiology, Law, Libraries and Cultural Resources, Nursing, the School of Architecture, Planning and Landscape, the Schulich School of Engineering, Science, Social Work, Student and Enrollment Services, Veterinary Medicine, and the Werklund School of Education.

i) "Faculty Guidelines" refer to the guidelines pertaining to academic staff criteria and processes that faculties develop, as set out in this Handbook.

j) "Home Unit" means the Faculty (and Department for Departmentalized Faculties) where all or a majority of an appointment is held;.

~~c) "Home Faculty" or "Home Unit" refers to the Faculty, Department or other academic unit of the Primary Spouse.~~

k) "Primary Hire" means the spouse of a marriage or spousal equivalent who:

- i. has been recommended for an offer of appointment in accordance with the procedures outlined in this Handbook,
- ii. currently holds a Limited Term, Contingent Term or Continuing academic appointment or,
- iii. has been recommended for, or holds, either a non-academic or a Senior Leadership Team position.

~~d) "Primary Spouse" means the member of a marriage or domestic partnership who has been recommended for an offer of appointment as under Sections 1 to 4 or who currently holds a Limited Term, Contingent Term or Continuing academic appointment. This definition shall also apply in the situation where there has been an offer of employment made under the hiring provisions for non-academic employees or the Senior Leadership Team, or where the Primary Spouse already holds such position.~~

l) "Spousal Hire" means the spouse or common-law partner of a Primary Hire who has the qualifications to hold an appointment as an academic staff member and who desires to do so.

~~e) "Secondary Spouse" means the spouse or domestic partner of a Primary Spouse who has the qualifications to hold an academic staff appointment (Teaching and Research) or (Administrative and Professional) and who desires to do so.~~

m) “Strategic Hire” refers to specific individuals who will bring the greatest possible recognition to, and/or significantly enhance the reputation of, the University because they meet one or more specific criteria (outlined in Part B. 7) and cannot be recruited using the normal procedures.

n) “Transdisciplinary” means an appointment across one or more Home Units.

4. ~~2~~ Advertising Position Posting

~~Prior to the recommendation of any persons for a Continuing, Contingent Term, or Limited Term appointment, such a position shall be advertised to the campus community and nationally.~~

[Current Handbook Part II. 2.1]

The objective of an Academic Appointment Selection process is to appoint highly qualified, excellent, and diverse candidates to the University who have the potential and/or track record to become exceptional, recognized scholars. For all appointees to realize their full potential at our university, we will foster and promote guiding principles of **inclusive excellence** – recognizing the integral relationship between diversity and quality in research & scholarship, teaching, and service. It envisions diversity and quality as “*two sides of the same coin.*” Inclusive excellence also addresses the critical role that diversity of identify, background, and perspective play in harnessing creativity and innovation, and the importance of building an inclusive and collegial community.

4.1 Faculty Guidelines will direct the responsibility for drafting a Position Posting to any one of the Dean’s office, the Head or equivalent, the Academic Appointment Selection Committee or its Chair; however, final approval of the posting by the Dean, or Vice-Dean, is required before publication. In Academic Units outside of Faculties, the position drafting and approval will reside with the Senior Administrator.

4.2 Prior to the commencement of candidate interviews for a position, the position shall be advertised for a minimum of 30 days outside of the University. In order to bring the Position Posting to the attention of a diverse pool of applicants, faculties should consider conventional venues (e.g., national university news publications, discipline-specific professional organizations, other academic publications), as well as unconventional venues such as social media, job portals, and electronic mailing lists (e.g., listservs) to which members of equity-deserving groups subscribe.

4.3 The language of the Position Posting shall strive to be unbiased and free from gender or group stereotypes.

4.4 The individual identified in 4.1, above, drafts the Position Posting which shall normally include:

- a) the intended Home Unit and Conjoint Unit(s) where applicable,
- b) rank and stream as well as type of appointment. Where multiple ranks or streams are to be considered, the position posting shall normally state such at the outset,
- c) anticipated effective date of appointment,
- d) a description of the nature of the position and associated responsibilities,
- e) a description of the qualifications, skills and achievements required for the appointment, and presented in an objective, equitable and inclusive way in order to attract a diverse applicant pool, based on criteria described in Part A. 4 of this Handbook,

f) closing date for receipt of applications (see Part B. 4.2) or a statement that reflects that the Position Posting will close before the ranking of the candidates by the Academic Appointment Selection Committee or, an option for on-going recruitment until the position is filled,

g) an expectation of the information to be included with applications. This may include as relevant to the position, a current *Curriculum Vitae*, statement of teaching philosophy, statement of research interest, samples of scholarly work, and an equity and reconciliation statement (in a format preferable to the applicant),

h) information about the applicable Faculty, Department, and Unit, providing web links where available,

i) a statement that the position is available to a wide range of applicants including National and/or International applicants, where applicable, and that while the search is seeking the best applicant for the position, by law, priority will be given to Canadians and permanent residents, and,

j) a meaningful institutional Hiring Statement expressing commitment to EDI and reconciliation, which shall be reviewed at least once every three years by the Vice Provosts, EDI and Indigenous Engagement, in conjunction with, and administered by, Human Resources.

4.5 A position for an Equitable & Inclusive Hiring Initiative shall not be advertised in advance of the approval process outlined in Part B. 8 below.

4.6 The Dean, may decide to engage a search firm to support the Committee in facilitating and broadening the search for candidates; in this case, all of the above requirements in Part B. 4 must be followed. The Dean shall ensure that the search firm's process aligns with the University's commitments to EDI and reconciliation.

5. ~~3.~~ Selection Procedures for ~~Continuing~~ Academic Appointments ~~(Teaching and Research).~~

Academic Selection and Appointment belong to the most important processes at the University. Competing for the best, most talented, and promising faculty Nationally and Internationally, requires an efficient and time-conscious process to which all those involved in the search process must contribute in order to allow academic units to recruit and appoint their top candidates.

5.1 Academic Appointments Selection Committee Composition

5.1.1 All Academic Appointment Selection Committees are advisory to the Dean. Faculty Guidelines will assign who is responsible for the selection and appointment of the Academic Appointment Selection Committee. The Chair of the selection committee will confirm that the committee composition aligns with the Faculty Guidelines in discussion with the Dean, if the Dean is not the Chair.

5.1.2 ~~a) a~~ A formal Academic Appointments Selection Committee of appropriate size, shall be constituted and normally consisting of the following: [Current Handbook Part II. 3.6]

a) ~~ii~~ Chair (voting only to break a tie): Dean or delegate (e.g., the relevant Head in departmentalized Faculties), ~~Chair (voting only to break a tie);~~

b) ~~iii~~ three to five ~~voting~~ members either elected or appointed, as described in the relevant Faculty Guidelines, ~~drawn~~ from the Continuing, Limited Term and Contingent Term academic staff members of the Faculty Home Unit, with a majority of these members holding a Continuing appointment, ~~(In large or departmentalized Faculties, all but one of the members from a Faculty should be drawn from the affected disciplinary group e.g. the appropriate Department from within the Faculty);~~

c) at least one voting member either elected or appointed as described in the relevant Faculty Guidelines, who holds an appointment as an academic staff member within the Faculty but is outside the affected discipline or Department, as applicable,

d) ~~iii~~ at least one voting member who is a Continuing academic staff member ~~(voting)~~ from outside the Faculty and any applicable Conjoint Unit, either elected by Faculty Council or appointed by the Dean, as described in the relevant Faculty Guidelines. This Committee ~~academic staff member is a fully participating member of the Committee with the same responsibilities as other members, but also~~ 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,

e) ~~iv~~ a Faculty Council shall either provide for a graduate student or other trainee participation on a selection committee from the relevant discipline may be appointed by the Chair as either a voting or non-voting member, as described in the relevant Faculty Guidelines. If student representation on the committee is not required, Faculty Guidelines must describe a ~~or establish other mechanisms to account for informed student opinion to be taken into account~~ or other forms of student feedback, and,

f) 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, as described in the Faculty Guidelines. Such committee members (e.g., clinical appointees, *emeriti*, members of Deans' advisory council, industry experts, non-academic specialists within the unit, other community members, or Indigenous knowledge keepers) provide additional professional, cultural or community expertise that is not otherwise present in the committee makeup.

5.1.3 The number of Committee members from the hiring discipline(s) (as described in Part B. 5.1.2.b) shall be greater than or equal to the number of Committee members from outside the discipline(s) [as described in Part B. 5.1.2. c), d) and f)]. The Dean can appoint additional members from the discipline to balance the Committee.

5.1.4 Where circumstances make it necessary to deviate from the committee composition outlined in Part B. 5.1.2 above, the committee makeup may be modified by the Chair, while endeavouring to remain as consistent with the above rules as possible. If the Chair is not the Dean, any such deviations are subject to confirmation by the Dean.

5.1.5 In the case of cross appointments, the Chair shall be drawn from the Home Unit, and the Committee members as described in Part B. 5.1.2.b) shall be evenly drawn from the Home Unit

and Conjoint Units. In cases where the appointment is not evenly divided across Units, the proportion from Home and Conjoint Units shall reflect this.

5.1.6 In the case of an appointment where the academic staff member is likely to be seconded, the Faculty Guidelines may provide for one or two additional Committee members who are academic staff members of the receiving Department, Faculty or Unit.

5.1.7 Committee composition shall reflect the university's commitment to diverse representation that is inclusive, and with due consideration to ameliorating under-representation, and to the equity needs of the hiring unit(s). In the case of a lack of representational diversity on the Committee, the Chair (or Dean) may fulfil the mandate of appointing additional members as outlined in Part B. 5.1.2.c), d), and f).

~~Both genders shall be included in the Committee.~~ [Current Handbook Part II. 3.6]

5.1.8 Quorum shall be the majority of voting members on the Committee from the hiring discipline (as described in Part B. 5.1.b).

~~b) a quorum rule which assures that a majority at all meetings shall be Continuing academic staff members in the relevant Faculty.~~ [Current Handbook Part II. 3.6]

5.2 Responsibilities of Academic Appointment Selection Committees

5.2.1 The Chair shall:

- a) lead the Committee in all phases of the recruitment process,
- b) ensure compliance with University policies,
- c) act as the official spokesperson for the Committee,
- d) communicate to the Dean, the activities of the Committee, if the Chair is not the Dean,
- e) communicate with candidates,
- f) communicate with individuals providing letters of reference,
- g) manage a proactive, timely, fair, and inclusive selection process in which all Committee members are encouraged to actively contribute,
- h) establish process and ground rules for the successful functioning of the Committee and promote a positive and collegial working atmosphere,
- i) request from Committee members any existing or potential conflict of interest be declared and make recommendations to the Dean as to how to manage such a conflict, if the Chair is not the Dean. Where the Dean is the subject of the existing or potential conflict of interest, the Provost will determine how to manage such a conflict,
- j) establish clear expectations with all Committee members regarding conflict of interest, and its management and documentation, EDI training requirements, the planned interviewing, ranking, and selection processes designed to select excellent academic staff, and the proposed timeline for screening, short-listing, and interviewing potential candidates.

5.2.2 The Committee members shall:

a) collectively develop criteria for evaluating candidates prior to reviewing any applications, including criteria that articulate academic excellence as well as consider diversity and a broad range of career paths, including those of applicants not based in a typical academic trajectory, and/or diverse skill sets which may encompass research & scholarship, teaching, or service activities are outside of mainstream forms,

~~c) develop a process that determines candidates' suitability for the position, based on relevant criteria and qualifications; [Current Handbook Part II. 3.6]~~

~~d) steps to search out qualified candidates of either gender or any group designated under Employment Equity that has been identified by the Faculty as being under represented in the discipline; [Current Handbook Part II. 3.6]~~

b) base criteria on Part A. 3 and Part A. 4 of this Handbook that describe research & scholarship, teaching, and service, and the expectations for academic staff in different ranks and streams,

c) rank criteria in order of weight and importance prior to screening applicants using an evaluation matrix,

d) be informed by a method to identify an applicant's skills, abilities, experience, and qualities,

e) review and assess all applicant files using criteria formulated by the Committee,

~~e) the initial review of applications; [Current Handbook Part II. 3.6]~~

f) develop a short list of candidates,

~~f) an initial short listing based on relevant criteria; c~~

g) develop a final ranking process for interviewed candidates that is based upon established relevant criteria and that identifies candidates' suitability for the position. [Current Handbook Part II. 3.6]

~~The Academic Selection Committee may delegate any or all of tasks 3.6 (e), (f), and (g) to a sub-committee of its members, provided that any Committee member is free to participate in the sub-committee's activities and that a mechanism is established to ensure that the sub-committee accounts for these activities to the Academic Selection Committee as a whole.~~

[Current Handbook Part II. 3.7]

5.2.3 All members of the Committee have a responsibility to ensure the fairness of the proceedings, the appropriate application of criteria, and the reduction of implicit, overt and/or other types of bias and/or discrimination. The proceedings shall be inclusive and recognize practices that reflect shared space, cultural safety, and intercultural capacity. Diversity of opinions from Committee members shall be welcomed and respected at all times. Any concerns regarding process shall be introduced and discussed at the Committee.

5.2.4 At least once every two years, all members of the Committee shall be required to participate in EDI and Indigenous Engagement training.

5.3 Short-listing of Candidates

5.3.1 An initial short-listing of candidates based on previously established criteria may be determined at any time, provided that the vacancy has been advertised nationally for a minimum of thirty (30) days as described in Part B. 4 Position Posting. [Current Handbook Part II. 3.8 f]

5.3.2 After the Committee has prepared a short-list of qualified candidates, and before the Committee proceeds to the interviewing stage, the Dean will be provided with the short-list for consideration and approval to move ahead.

5.3.3 The Committee Chair shall solicit confidential written references (normally three are required) for all short-listed candidates, commenting on factors relevant to the position.

5.4 Candidate Interviews

5.4.1 The interviewing process shall provide for access to the candidate(s) by the members of the relevant Faculty, Department or discipline(s) including a mechanism to solicit written feedback. All such written feedback shall be reviewed and accorded appropriate weight by members of the Committee. Candidates will be informed that members of the relevant Faculty, Department or discipline(s) will be provided access to the candidates' *Curriculum Vitae*.

5.4.2 The Committee shall develop a core set of position-related interview questions designed to identify academic excellence, on which each candidate's evaluation will be based. Normally, these questions should be asked of all candidates during the committee interview to ensure consistency and to allow comparative judgments to be made. Behaviour-based questions are considered the norm, which means that hypothetical questions should largely be avoided in favour of questions that the candidate can answer by relying on past experience and examples. Committee members are not permitted to ask questions relating to protected grounds under the *AHRA*, except as otherwise permitted by law.

5.4.3 The Committee shall ensure that all candidates have the opportunity to ask questions outside the formal interview process.

5.4.4 Good stewardship is essential during the interview process. To this end, candidates shall be provided with a chance for confidential discussions with Faculty and/or Staff members not directly involved in the search, who can provide information about schools, housing, childcare, places of worship, or any other types of information that might be needed for a candidate to envision themselves joining the community. Candidates may be introduced to Faculty members with similar research interests, if applicable.

5.4.5 All candidates shall receive the same tailoring of visits, and principles of equity, fairness and transparency shall be followed. If candidates require alternative arrangements, such arrangements will be accommodated, wherever possible.

Specifically, candidates will be informed of:

- a) the duration of the interview, who the panel members will be, and the types of questions that will be asked,
- b) the components of the interview (e.g., a public research presentation, a teaching lecture, an interview with the Committee, meeting with staff and students, meeting with the Dean's office),
- c) a detailed itinerary for their interview,
- d) the fact that career breaks for family or medical needs, or community responsibilities including Indigenous Engagement, will not negatively impact the hiring decision, and,

e) respect for, and adherence to, the duty to accommodate.

5.5 Final Ranking of Candidates

5.5.1 A final ranking process shall be applied to interviewed candidates who have been deemed by the Committee to have met the requirements for the position and considered to be excellent candidates for the position. This ranking process shall:

a) consider that the best-qualified candidates may not have the most years of experience, greatest number of publications, or largest number of academic accomplishments. For example, many candidates may have articles published in non-peer reviewed journals on important issues, produce research to meet community needs for future generations of Indigenous peoples, or may be a recently appointed post-doctoral scholar with fewer accomplishments compared to one who has completed one or more post-doctoral scholarship positions,

b) fairly assess research and scholarship activities that may be considered outside of the mainstream of the discipline, meeting criteria outlined in Part A. 3 of this Handbook,

c) be aware that top-tier, mainstream platforms and venues and/or competitive research funding may not be available to scholars in particular and emerging fields of study,

d) be mindful to avoid potential risks in using the concepts such as “fit” or “non-hire ability” which may lead to discrimination against equity-deserving groups and encourage indulgence in personal bias,

e) grant due consideration of any accommodations, leaves, career interruptions, or changes in career path.

~~When an Academic Selection Committee determines that two or more candidates are equally qualified to receive an offer of appointment, and at least one of these candidates is, either of the following groups: a) the minority gender in a unit in which the gender ratio of academic staff is greater than 2:1, or b) any group that is identified under Employment Equity and that is under-represented as defined by the Faculty's Employment Equity Plan, the Committee shall recommend that an offer of appointment be made to the candidate who is a member of group (a) or b).~~

[Current Handbook Part II. 3.9]

5.5.2 If a Committee concludes that no interviewed candidates meet the above-mentioned qualifications, there will be no final ranking and no recommendation for appointment.

5.6 Recommendation of Appointment

5.6.1 At the conclusion of the process, the Committee Chair will recommend to the Dean the top-ranking candidate along with a list of those candidates that met the requirements for the position. The Chair will provide a written report on the process that led to the selection of the top-ranking candidate along with those that met the requirements for the position. The written report should include the position posting, criteria established prior to interviewing candidates, interview questions, how EDI and Indigenous Engagement were addressed, and a rationale for the recommendation of the top-ranking candidate over the other candidates who met the requirements of the position but were not selected. The Dean shall consult with the Chair and the Department Head, as appropriate.

5.6.2 In certain circumstances, an Academic Appointment Selection Committee may recommend to the Dean, that the appointment be made *With Tenure*. ~~In such cases, the Committee must make its recommendation based on the career history of the applicant~~ when considered in accordance with the spirit of Articles 1.8 and 28 of the *Collective Agreement*. [Current Handbook Part II, 3.12]

5.6.3 ~~3.10 An Academic Selection A~~ Committee may choose, for good reason, to recommend no candidate to the Dean. The Dean may reconsider the parameters for the position including reposting, reconsidering qualifications, rank or stream. . [Current Handbook Part II, 3.10]

5.6.4 ~~If~~ The Dean may recommend the appointment of a candidate who was not the top-ranked candidate from the pool of interviewed candidates who have been deemed by the Committee to have met the requirements for the position. If the Dean's recommendation ~~of the Dean~~ differs from the advice received from the Academic Selection Committee, the Dean shall inform the Provost & Vice-President (Academic) and the members of the Committee, and provide a rationale for their decision. [Current Handbook Part II, 3.11]

5.7 Letter of Appointment

~~5. External Obligations~~

5.7.1 ~~5.1~~ During appointment negotiations and prior to the signing of the letter of appointment, individuals recommended ~~selected~~ for Continuing, Contingent Term, or Limited Term appointments must declare any employment obligations to, and appointments ~~or contractual relationships~~ with, any other institution or organization, if these obligations or relationships will ~~shall~~ remain in effect after ~~acceptance of an~~ the commencement of their appointment to the academic staff of the University of Calgary. Individuals must also declare any relationships with other individuals, institutions, or organizations which could lead to an actual, potential or perceived conflict of interest. [Current Handbook Part II, 5.1]

~~6. Letter of Appointment~~

5.7.2 Notwithstanding any prior ~~Previous~~ correspondence with the Dean or Department Head, if applicable, ~~a Deans or Heads, notwithstanding,~~ only the President or designate [e.g., Provost and Vice-President (Academic)] may ~~send~~ provide the official and binding letter of offer of an academic appointment to the candidate on behalf of the Board of Governors ~~to the candidate~~. This letter of appointment shall specify terms and conditions of employment, which shall and include an outline of the general duties and responsibilities. [Current Handbook Part II, 6.1]

5.7.3 ~~6.2~~ When an academic staff member is to hold an appointment in more than one Faculty, Department, or Unit, the letter of appointment shall clearly state which Faculty's (Unit's) tenure and promotion and assessment criteria shall apply include provisions as outlined in Part B. 2.7 b), 2.8 or 2.9, as appropriate. [Current Handbook Part II, 6.2]

5.7.4 When an academic staff member is appointed to a unit that is not a Faculty or equivalent, and has no recognized Faculty Guidelines, the letter of appointment shall clearly state the duties of the position and the initial criteria against which performance shall be assessed.

~~If an academic staff member holds an appointment in a unit that has no criteria, the letter of appointment shall clearly state the duties of the position and the initial criteria against which performance shall be assessed.~~ [Current Handbook Part II, 6.3]

5.8 Record Management

5.8.1 All official records from an Academic Appointment Selection Process shall be retained by Human Resources for two years and shall include complete ~~i) the maintenance, and retention for two years, of~~ records of all stages of the recruitment and selection process for each academic appointment, including selection criteria, copies of advertisements, publication venues, an outline of the active recruitment methods employed, copies of applicants' curricula vitae, and ~~copies of~~ letters of recommendation. Personal meeting notes, recordings, and working materials will be destroyed upon conclusion of the hiring process. [Current Handbook Part II, 3.6]

5.8.2 Relevant official records outlined in Part B. 5.8.1 may ~~ii) These records shall be made available to the Provost & Vice-President (Academic) and the applicable Vice Provost (EDI or Indigenous Engagement) and the Director of the Office of Diversity, Equity and Protected Disclosure (ODEPD) upon request as appropriate, consistent with aggregated data analyses.~~ [Current Handbook Part II, 3.6]

5.9 Applicant Concerns

An applicant may write to the Provost & Vice-President (Academic) regarding concerns related to ~~Section 3.1. The applicant~~ AHRA legislation and may send a copy of correspondence to the Faculty Association. After appropriate review and consultation, the Provost & Vice-President (Academic) may take whatever action, if any, is deemed necessary. [Current Handbook Part II, 3.2]

~~Similar competitive procedures shall be followed in selecting candidates for Contingent Term and Limited Term appointments, with the exception that the Academic Selection process set out below need not be followed for the selection of candidates for Contingent Term appointments where the appointment is linked to a selection process established by an external funding agency, and if the waiving of the normal procedures receives the prior approval of the Provost & Vice President (Academic) upon the recommendation of the appropriate Dean.~~ [Current Handbook Part II, 3.5]

6.4 Selection Procedures for Academic Appointments (Administrative and Professional and Outside of Faculties)

6.1. In the case of Library and Cultural Resources and Student and Enrollment Services, if the Faculty Council recommends a deviation to the procedures outlined in Part B. 5 in their Faculty Guidelines, the Provost & Vice President (Academic), after consultation of the Faculty Association, will decide upon such deviations (see also Part B. 2.3 of this Handbook).

~~A formal Academic Selection process established by the Libraries and Cultural Resources Academic Council shall be advisory to the Vice Provost (Libraries and Cultural Resources).~~ [Current Handbook Part II, 4.1]

~~(Counsellors)~~

~~Selection procedures for all ranks of Counsellors shall be similar to those outlined in Section 3 for Academic Appointments (Teaching and Research). A formal Academic Selection process established by a majority of the Counsellors shall be advisory to the Vice Provost (Student Experience).~~ [Current Handbook Part II, 4.3]

Other Academic Staff ~~(Administrative and Professional)~~

6.2 The appropriate Senior Administrator shall establish an Ad Hoc Selection Committee with procedures that shall adhere to the principles set out in Part B. 4. to B. 5.3, to the extent possible under the circumstances of the position. The external member shall be drawn from a different organizational unit. [Current Handbook Part II, 4.5]

6.3 The members of the Ad Hoc Selection Committee, a majority of whom shall hold academic appointments ~~(Administrative and Professional)~~, shall be appointed by the appropriate Senior Administrator in a manner consistent with to assure adherence to the principles of Part B. 4 to B. 5 while recognizing the operational necessities of the position. [Current Handbook Part II, 4.6]

6.4 The procedures of the Ad Hoc Selection Committee shall be approved by the Provost & Vice-President (Academic) or delegate before the ~~vacancy~~ position is posted is advertised. [Current Handbook Part II, 4.7]

6.5 In situations when the selection process is for a senior ~~vacancy~~ position, the Ad Hoc Selection Committee may recommend that the appointment be made *With Tenure*. In such cases, the Committee must make its recommendation based on the career history of the applicant ~~when considered in the spirit of the GFC's tenure criteria~~ and relevant criteria for the appropriate rank and stream and requirements for tenure, as described in Part A.3. to A. 4. and in accordance with Articles 1.8 and 28 of the *Collective Agreement*. [Current Handbook Part II, 4.8]

6.6 An appointment *With Tenure* may be made upon appointment only if so recommended to the Senior Administrator by the Ad Hoc Selection Committee. [Current Handbook Part II, 4.9]

6.7 ~~4.4-External competition for academic positions (Administrative and Professional)~~ academic staff positions outside of Faculties may is not normally be required where the promotion of an individual subordinate represents a normal career path. Internal advertising of the opportunity is, however, required. [Current Handbook Part II, 4.4]

7. Expedited ~~Extraordinary~~ Procedures for Spousal & Strategic Hiring

~~The Extraordinary Procedures for Expedited Spousal Hiring in Section 7 shall be considered the equivalent of the formal Academic Selection process for all purposes.~~ [Current Handbook Part II, 3.4]

7.1 ~~It may f~~ From time to time, it may prove to be in the University's best interest to act expeditiously in order to be able to make an offer of employment for a Spousal Hire or a Strategic Hire. In such cases, and subject to the requirements and limitations outlined in Part B. 7.4 below,

the expedited hiring procedures shall be considered equivalent to, and used *in lieu* of, the aforementioned formal Academic Appointment Selection procedures.

- ~~a) make employment offers to both members of a marriage or domestic partnership in which both have academic qualifications but where no Limited Term, Contingent Term, or Continuing position has been advertised suitable for one of the spouses; or~~
 - ~~b) make an employment offer to for the spouse of an existing Limited Term, Contingent Term, or Continuing academic staff member for retention purposes; or~~
 - ~~c) make an academic staff employment offer to the academically qualified spouse of a non-academic staff University employee or recruit (including members of the Senior Leadership Team)~~
- [Current Handbook Part II, 7.1]

7.2 Spousal Hires (see definitions of Primary and Spousal Hires in Part B. 3)

7.2.1 The following conditions for Spousal Hire must be met in order to apply the expedited hiring procedures outlined in Part B. 7.4:

- a) the primary purpose of a Spousal Hire is to assist in recruiting or retaining a Primary Hire (as defined above in Part B. 3),
- b) no Limited Term, Contingent Term, or Continuing academic appointment suitable for the Spouse is posted, and,
- c) the Spouse meets or exceeds criteria described in Parts A.3. to A.4. of this Handbook.

7.2.2 For a Spousal Hire, neither job description nor Position Posting is required. The candidate is expected to meet the requirement of the rank and stream of the position.

7.3 Strategic Hires (see definition in Part B. 3)

7.3.1 Before commencing any expedited procedures described in Part B. 7.4 for a planned Strategic Hire, the Dean of the Home Unit (into which the Strategic Hire is to be recruited) shall provide details in writing to the Provost and Vice-President (Academic) as to how the Strategic Hire meets the requirements set out below in Part B. 7.3.2. and why the hire cannot be recruited using the normal recruitment procedures outlined above (see Part B. 4 to B. 5).

7.3.2 The expedited hiring procedures outlined below in Part B. 7.4 may only be used in extraordinary circumstances and when the proposed Strategic Hire cannot be hired under the normal procedures:

- a) has unique expertise that has resulted in exceptional impact on their discipline or field and is of a calibre equivalent to international standing,
- b) has demonstrated unique research and scholarship, teaching activities and/or scholarly engagement that has resulted in a broad, heightened awareness of the perspectives of either Indigenous peoples or other equity-deserving groups in the community at large,
- c) is expected to achieve significant breakthrough discoveries and/or exert cutting-edge impact on the discipline, unit and University,
- d) will bring significant resources and/or partnerships to the University,

e) will accelerate the goal of the University to differentiate itself in a signature area of focus, or,

f) fulfills an urgent and strategic need for the position.

Examples include:

i) an individual at the highest rank of Professor or Teaching Professor whose reputation and international stature would significantly enhance the profile of the University,

ii) an individual who brings to the University a unique and highly sought-after expertise related to an innovative, ground-breaking, cutting-edge area of research and scholarship, professional or technical expertise, industry or community partnerships, or creative and professional achievement that will bring world-class recognition to the University, or,

iii) an individual who has been publicly recognized, nationally or internationally, for the impact of their scholarship on EDI, Indigenous Engagement, and/or social justice.

~~The Dean shall notify all Committee members of the projected timing of the process and shall supply each of them with copies of these procedures. This memo will be accompanied by a CV provided by the Secondary Spouse. [Current Handbook Part II, 7.7]~~

~~In this memo, the Dean of the Destination Faculty shall additionally state clearly two things: (1) the nature of the initial funding of the proposed position, the duration for which this funding is promised, and if the funding is of limited duration, the possibilities for continued funding of the position after the initial funding runs out; and (2) the implication this hiring would have with respect to other hiring in the Unit's future specifically whether this hiring would count as a regular hiring or whether it would be considered to be in addition to and outside of the Unit's hiring agenda. [Current Handbook Part II, 7.8]~~

~~It will be the responsibility of the Secondary Spouse to supply a complete CV, the names of three individuals to be contacted for written references, copies of selected recent publications (or disciplinary equivalents), and information relating to teaching effectiveness (where possible), by a date which shall be specified by the Dean. These shall be made available to academic staff members in the Destination Unit, for review in the Destination Unit's administrative office for no less than five working days. It is understood that the publications may be photocopied or reproduced by the Unit concerned and circulated as a means of expediting the diffusion of relevant information. [Current Handbook Part II, 7.9]~~

~~The Dean of the Destination Faculty shall arrange, not at the expense of the Destination Unit, for at least one professional presentation to the Destination Unit by the Secondary Spouse and shall provide opportunities for informal meetings with interested members of the Destination Unit and an interview with the Committee. The Dean shall seek letters of reference from the individuals identified by the Secondary Spouse and report the findings to the committee. The letters shall be presented and remain confidential to the members of the Committee. [Current Handbook Part II, 7.10]~~

~~Following the presentation to the unit, the Head of the Destination Unit shall solicit comments from all members of the unit. The members of the Unit shall be given at least five working days to provide such comments to the Head. These comments shall be provided to the Committee by the Head. [Current Handbook Part II, 7.11]~~

~~As soon as possible after all of the provisions of 7.9, 7.10, and 7.11 have been carried out, the Dean of the Destination Faculty shall convene a meeting of the Committee to consider the proposed hiring.~~ [Current Handbook Part II, 7.12]

7.4 Expedited Procedures for Spousal and Strategic Hires

7.4.1 In all instances of Spousal and Strategic Hires, these expedited procedures may be either:

- (a) requested by a Dean and put forward to the Provost & Vice President (Academic), or
- (b) initiated by the Provost & Vice-President (Academic).

A decision by the Provost regarding the application or initiation of expedited procedures shall be provided in writing to the relevant Dean.

7.4.2 Regarding Strategic Hires the office of the Provost & Vice-President (Academic) will report annually to the Academic Staff Criteria and Processes Handbook Working Group the number of applications from each Faculty, and for those approved, the associated timeline, the circumstance under which the hire was initiated, and the context of the decision regarding the hire; for those declined, the reason for the decision. An analysis of the report shall also be provided to GFC on an annual basis. The Academic Staff Criteria and Processes Handbook Working Group will periodically review the necessity of this clause.

~~Application~~

~~7.3 Extraordinary procedures for expedited spousal hiring may be used to offer an academic staff appointment to a secondary spouse where:~~ [Current Handbook Part II, 7.3]

- ~~a) the offer will be made simultaneously or nearly simultaneously with an offer to the Primary Spouse and neither of the spouses is currently employed by the University;~~
- ~~b) the offer will be made to a Secondary Spouse who currently holds a special Limited Term position under Section 7.14; or~~
- ~~c) the Primary Spouse currently holds a Limited Term, Contingent Term, or Continuing academic staff appointment, or a similar position in the non-academic staff or Senior Leadership Team.~~

~~Procedures~~

~~These procedures shall be invoked only by the mutual agreement of the Deans of the Home and Destination Faculties (or equivalent, in the case of a non-academic staff member). In the case where the spouse of a Senior Leadership Team member is being considered, the agreement of the Provost & Vice-President (Academic) shall also be required.~~ [Current Handbook Part II, 7.4]

~~Except where both spouses are to be in the same unit, the Committee to be used in the expedited spousal hiring process shall be the Academic Selection Committee, as established in 3.6 with the addition of a non-voting Faculty Association representative who shall be required for quorum.~~ [Current Handbook Part II, 7.5]

~~Where both spouses are in the same unit, the Committee to be used shall be based on the composition of an Academic Selection Committee as established in 3.6. Normally, the review committee for the Secondary spouse shall not include any member who was on the selection committee for the Primary spouse.~~ [Current Handbook Part II, 7.6]

7.4.3 The committee composition requirements for a Spousal or Strategic Hiring Committee (hereafter referred to as the “Hiring Committee”) shall be the same as the requirements outlined in Part B. 5.1, with the addition of one non-voting Faculty Association member who shall be required for quorum. At the discretion of the Chair, a resource person from Human Resources may also be invited to attend and advise on procedural matters.

7.4.4 In the case of a Spousal Hire where the Spouse is to be in the same Home Unit as the Primary Hire, the Committee shall not normally include any member of the Academic Appointment Selection Committee used for the Primary Hire.

7.4.5 For a Spousal or Strategic Hire, the Dean shall notify the Hiring Committee of the projected timing of the process. The Dean shall also provide (a) copies of these procedures, (b) the implication the proposed Hire would have with respect to other future hires in the Faculty, Department, or Unit, and (c) whether it is considered a regular hire or an additional hire (i.e., outside the Unit’s hiring agenda).

7.4.6 By a date specified by the Dean, it will be the responsibility of the candidate to supply the information deemed relevant to the hire. For example, a *Curriculum Vitae*, teaching portfolio, an equity and reconciliation statement (in a format preferable to the candidate), references (in written or oral form), and/or evidence of scholarly work. In the case of an Indigenous Strategic Hire, evidence of the candidate’s engagement of, or connection to, Indigenous community or communities may be required. This information shall normally be made available to the Hiring Committee for no less than three working days.

7.4.7 A Hiring Committee may recommend to the Dean that the appointment be made *With Tenure*. In such cases, the Hiring Committee must make its recommendation based on the career history of the applicant when considered in accordance with Articles 1.8 and 28 of the *Collective Agreement*, and in conjunction with the requirements for rank and stream outlined in this Handbook.

7.4.8 The Dean shall arrange for a presentation to either the Home Unit or, depending upon the circumstances of the hire, to the Hiring Committee. The Dean shall also arrange for an interview with the Hiring Committee and may provide opportunities for informal meetings with interested members of the Home Unit.

7.4.9 Following the candidate’s presentation, the Dean, Head or equivalent, shall solicit written comments from the members of the Hiring Committee and, if appropriate from academic staff members of the Home Unit, normally to be provided within three working days. All written comments shall be made available to the Hiring Committee. All such written feedback shall be reviewed and accorded appropriate weight by members of the Hiring Committee.

7.4.10 In the case of a Strategic Hire where the candidate needs to remain confidential, or a Spousal Hire where the Primary Hire’s candidacy needs to remain confidential (e.g., recruitment for a position on the university’s Senior Leadership Team), appropriate steps will be taken to ensure confidentiality for those involved in the Strategic Hire or Spousal Hire.

7.4.11 As soon as possible after the provisions outlined above have been carried out, the Dean of the Home Unit shall convene a meeting of the Hiring Committee to consider the proposed hire and to make its recommendation.

8. Equitable & Inclusive Hiring Initiatives

8.1 The University is committed to equitable and inclusive hiring practices consistent with the principles of EDI and Indigenous Strategies in order to achieve diverse representation in its academic staff. From time to time, the University may wish to engage in an Equitable & Inclusive Hiring Initiative in accordance with the *AHRA*.

8.2 An Equitable & Inclusive Hiring Initiative [see also Part B. 3.j)] means any job competition that gives preference to, or is only open to, one or more equity-deserving groups with the objective of amelioration, in accordance with the *AHRA*. In the case of a *bona fide* occupational requirement, the same procedures will apply.

8.3 The Deputy Provost, a Vice Provost or a Dean may propose an Equitable & Inclusive Hiring Initiative which requires approval by the Provost and Vice Provost (Academic).

8.4 The following information must accompany a request for the Provost's approval of an Equitable & Inclusive Hiring Initiative:

- i. An outline of the proposed initiative and its objective (e.g., decreasing under-representation, supporting community-engaged scholarship, developing certain areas of research),
- ii. A summary of evidence supporting the need for the initiative (e.g., University EDI data and/or local, provincial, and/or National data relevant to the proposed initiative),
- iii. Any proposed adjustments to the Position Posting and Academic Appointments Selection Committee,
- iv. Confirmation of consultation with Human Resources, Labour Relations, and the Faculty Association, as well as the Vice Provost (Indigenous Engagement) and/or Vice Provost (EDI), and a brief summary of those consultations,
- v. The proposed Position Posting that clearly articulates the range of candidates to whom the position is open,
- vi. Any other information that the Provost & Vice-President (Academic) deems necessary to evaluate the proposed initiative.

8.5. Once an Equitable & Inclusive Hiring Initiative has been approved, the Academic Appointment Selection Committee will be selected as described in Part B. 5.1. Once the Academic Appointment Selection Committee is in place, the procedures outlined above in Part B. 5.2 to B. 5.9 shall be followed. The language of the proposed Position Posting listed in Part B. 8.4 v. above, may, however, be revisited by the Committee before being released for publication.

9. Other Appointments

9.1 Special Limited Term Appointment [Current Handbook, Part II, 7.14]

In cases where time constraints or other circumstances do not permit the use of the extraordinary procedures ~~as described in Part B. 7.2 set forth in the foregoing Sections, the Secondary Spouse may be offered~~ a special Limited Term appointment ~~may be offered~~ [as per *Collective Agreement* Article 1.6.f)]. In this instance, the ~~Special Limited Term appointment shall be~~ ~~is for~~ a non-renewable one-year term, and the offer may be made without satisfying the normal advertising and selection requirements. At the conclusion of the one-year term, the special Limited Term appointment will lapse. During or immediately following the one-year term, the Dean of the ~~Destination Faculty~~ ~~the Extraordinary Procedures for Expedited Spousal Hiring~~ Home Unit may initiate a new process for expedited hiring as described above. The incumbent may at any time become a candidate for any position that may become available and be advertised in accordance with the normal procedures for selection and appointment ~~as outlined in Part B. 4. and B. 5. of this Handbook.~~

9.2 Conversion of Contingent and Limited Term Appointment [Current Handbook, Part II. 8]

9.2.1 If operating funds are allocated for a position previously deemed to require a Contingent Term or Limited Term appointment, the incumbent shall be granted the option of being considered first for the Continuing position prior to it being advertised, if all ~~of the~~ following conditions are met:

- a) a Continuing position has been allocated to the ~~department of~~ Home Unit for the same purpose in the same discipline as the Contingent Term appointment;
- b) the incumbent was originally selected according to the competitive procedures of ~~Part B of~~ this Handbook or by a process approved in advance by the Provost & Vice-President (Academic) as being equivalent to the procedures in ~~Part B of~~ the Handbook; and,
- c) the incumbent has received assessments in the normal manner, that have acknowledged satisfactory performance of the normal range of duties expected of a Continuing academic appointee according to the criteria in ~~Part A of~~ this Handbook;
- d) in the case of Limited Term appointments only, all circumstances under Article 1.6(c) of the *Collective Agreement* have been removed.

9.2.2 Consideration in this case may result in the offer of a Continuing position, or a declaration that the incumbent does not meet the requirements of the Continuing position, or a decision to proceed to an advertised competition.

DRAFT REVISIONS TO PART B – May 05, 2021
CLEAN COPY – NO HIGHLIGHTS NO DELETIONS
NO REFERENCE CLAUSES

PART B Academic Appointments Selection Procedures

1. General Considerations

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

1.1 During an Academic Appointment Selection Process, all parties shall be governed by Article 7.1 of the *Collective Agreement*. The current wording states:

“The Parties agree that the Governors, the Association, and the members of the Association shall not discriminate against any member of the academic staff by reason of race, political or religious affiliation or beliefs, colour, sex, sexual orientation, gender identity, physical characteristics, marital status, family relationships, age, ancestry or place of origin, or membership or activity in the Association as provided under the terms of this Agreement.”

2. Authority

The Academic Appointment and Selection Procedures laid out in Part B of this Handbook shall apply to all Continuing, Contingent, and Limited-Term appointments.

2.1 Where senior leadership team members are to be appointed to academic positions, in accordance with the *“Policy on the Appointment and Reappointment of Deans”* and the *“Procedure and for Adding an Academic Appointment to a Senior Leadership Team Position,”* such appointments must be made in accordance with those policies, as approved by GFC.

2.2 Sessional and Retired Short-Term positions shall be appointed according to the provisions of the *Collective Agreement*.

- 2.3 When the Provost & Vice-President (Academic) determines that it may be necessary to deviate substantially from the Academic Appointment Selection Process approved in Part B of this Handbook, the Faculty Association will be consulted. After such consultation, the Provost & Vice-President (Academic) shall decide the appropriate and fair way to proceed in each case and will inform the Faculty Association of the decision. The Provost & Vice President (Academic) will report the above cases annually to the Academic Staff Criteria and Processes Working Group to enable the Working Group to fulfil its responsibilities.
- 2.4 Each Faculty or Academic Council is required to establish a formal Academic Appointment Selection Process for all appointments of more than twelve months' duration, as part of their Faculty Guidelines (see Part A. 2.4). This Academic Appointment Selection Process is intended to be advisory to the Dean and ensure that the recommendation for appointment given by the Dean to the Provost & Vice-President (Academic) has had the benefit of informed opinion from academic staff members.
- 2.5 The Academic Appointment Selection Process established in the Faculty Guidelines shall be structured in a manner appropriate to the specific Faculty while being consistent with University policies including any policies related to EDI.
- 2.6 The Academic Appointment Selection Process established in the Faculty Guidelines shall include and be based upon Part B. 3. to B. 7., below. Faculty Guidelines may refine and interpret the below listed Academic Appointment Selection procedures but may not create new procedures, or add to, contradict, or delete stated procedures, unless specifically authorized to do so within this Handbook.
- 2.7 In the case of a joint or transdisciplinary appointment involving more than one Faculty:
- a) the Provost shall determine which Faculties Guidelines shall be used for the purposes of hiring,
 - b) the letter of appointment shall indicate which Faculty and Department (where applicable) shall be considered the Home Unit for the purposes of tenure, promotion, and merit assessment (see also Part B. 5.7.3). Where appropriate, this may include reference to the proportion of duties across the various Faculties/Departments,
 - c) the Home Unit shall consult with all other Faculties/Departments involved in the joint or transdisciplinary appointment in making recommendations related to tenure, promotion, or merit assessment.
- 2.8 In the case of a joint or transdisciplinary appointment involving more than one Department within a single Faculty, the letter of appointment shall indicate which Department shall be considered the Home Unit for the purposes of tenure, promotion, and merit assessment and the proportionate distribution of duties (where appropriate).
- 2.9 In the case of an appointment where the individual is likely to be seconded within the University, either on a full or part-time basis, the length and percentage of the secondment shall be included in the letter of appointment whenever possible. The Home Unit shall consult with the Department, Faculty or Unit where the academic staff member is seconded for the purposes of tenure and promotion, as well as merit assessment.

3. Definitions

For the purposes of this Handbook, the following definitions apply (listed alphabetically):

- a) “AHRA”, stands for the *Alberta Human Rights Act*.
- b) “Collective Agreement” means the *Collective Agreement* between the Governors of the University of Calgary and the Faculty Association of the University of Calgary in force at the time the provisions of this Handbook are being applied.
- c) “Conjoint Unit” refers to the Faculty, Department or other academic unit that a cross-appointed academic appointee will join as part of their secondary affiliation.
- d) “Dean” means the Dean, or Dean equivalent of a Faculty as defined in h).
- e) “EDI” stands for equity, diversity and inclusion.
- f) “Equity-deserving groups” are communities that experience significant collective barriers in participating in society. These barriers may encompass attitudinal, historical, social, and environmental barriers based on prohibited grounds as outlined in the AHRA.
- g) “Equitable & Inclusive Hiring” refers to programs designed to meet the requirements outlined in Section 10.1 of the AHRA which states:
 - “It is not a contravention of this Act to plan, advertise, adopt or implement a policy, program or activity that:
 - a) has as its objective, the amelioration of the conditions of disadvantaged persons or classes of disadvantaged persons, including those who are disadvantaged because of their race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation; and,
 - b) achieves, or is reasonably likely to achieve, that objective.”
- h) “Faculty” refers to the following (listed alphabetically): Arts, Cumming School of Medicine, the Haskayne School of Business, Kinesiology, Law, Libraries and Cultural Resources, Nursing, the School of Architecture, Planning and Landscape, the Schulich School of Engineering, Science, Social Work, Student and Enrollment Services, Veterinary Medicine, and the Werklund School of Education.
- i) “Faculty Guidelines” refer to the guidelines pertaining to academic staff criteria and processes that faculties develop, as set out in this Handbook.
- j) “Home Unit” means the Faculty (and Department for Departmentalized Faculties) where all or a majority of an appointment is held;.
- k) “Primary Hire” means the spouse of a marriage or spousal equivalent who:
 - i. has been recommended for an offer of appointment in accordance with the procedures outlined in this Handbook,
 - ii. currently holds a Limited Term, Contingent Term or Continuing academic appointment or,
 - iii. has been recommended for, or holds, either a non-academic or a Senior Leadership Team position.
- l) “Spousal Hire” means the spouse or common-law partner of a Primary Hire who has the qualifications to hold an appointment as an academic staff member and who desires to do so.

- m) “Strategic Hire” refers to specific individuals who will bring the greatest possible recognition to, and/or significantly enhance the reputation of, the University because they meet one or more specific criteria (outlined in Part B.7) and cannot be recruited using the normal procedures.
- n) “Transdisciplinary” means an appointment across one or more Home Units.

4. Position Posting

The objective of an Academic Appointment Selection process is to appoint highly qualified, excellent, and diverse candidates to the University who have the potential and/or track record to become exceptional, recognized scholars. For all appointees to realize their full potential at our university, we will foster and promote guiding principles of **inclusive excellence** – recognizing the integral relationship between diversity and quality in research & scholarship, teaching, and service. It envisions diversity and quality as *“two sides of the same coin.”* Inclusive excellence also addresses the critical role that diversity of identify, background, and perspective play in harnessing creativity and innovation, and the importance of building an inclusive and collegial community.

- 4.1 Faculty Guidelines will direct the responsibility for drafting a Position Posting to any one of the Dean’s office, the Head or equivalent, the Academic Appointment Selection Committee or its Chair; however, final approval of the posting by the Dean, or Vice-Dean, is required before publication. In Academic Units outside of Faculties, the position drafting and approval will reside with the Senior Administrator.
- 4.2 Prior to the commencement of candidate interviews for a position, the position shall be advertised for a minimum of 30 days outside of the University. In order to bring the Position Posting to the attention of a diverse pool of applicants, faculties should consider conventional venues (e.g., national university news publications, discipline-specific professional organizations, other academic publications), as well as unconventional venues such as social media, job portals, and electronic mailing lists (e.g., listservs) to which members of equity-deserving groups subscribe.
- 4.3 The language of the Position Posting shall strive to be unbiased and free from gender or group stereotypes.
- 4.4 The individual identified in 4.1, above, drafts the Position Posting which shall normally include:
- a) the intended Home Unit and Conjoint Unit(s) where applicable,
 - b) rank and stream as well as type of appointment. Where multiple ranks or streams are to be considered, the position posting shall normally state such at the outset,
 - c) anticipated effective date of appointment,
 - d) a description of the nature of the position and associated responsibilities,
 - e) a description of the qualifications, skills and achievements required for the appointment, and presented in an objective, equitable and inclusive way in order to attract a diverse applicant pool, based on criteria described in Part A. 4 of this Handbook,
 - f) closing date for receipt of applications (see Part B. 4.2) or a statement that reflects that the Position Posting will close before the ranking of the candidates by the Academic Appointment Selection Committee or, an option for on-going recruitment until the position is filled,

g) an expectation of the information to be included with applications. This may include as relevant to the position, a current *Curriculum Vitae*, statement of teaching philosophy, statement of research interest, samples of scholarly work, and an equity and reconciliation statement (in a format preferable to the applicant),

h) information about the applicable Faculty, Department, and Unit, providing web links where available,

i) a statement that the position is available to a wide range of applicants including National and/or International applicants, where applicable, and that while the search is seeking the best applicant for the position, by law, priority will be given to Canadians and permanent residents, and,

j) a meaningful institutional Hiring Statement expressing commitment to EDI and reconciliation, which shall be reviewed at least once every three years by the Vice Provosts, EDI and Indigenous Engagement, in conjunction with, and administered by, Human Resources.

4.5 A position for an Equitable & Inclusive Hiring Initiative shall not be advertised in advance of the approval process outlined in Part B. 8 below.

4.6 The Dean, may decide to engage a search firm to support the Committee in facilitating and broadening the search for candidates; in this case, all of the above requirements in Part B. 4 must be followed. The Dean shall ensure that the search firm's process aligns with the University's commitments to EDI and reconciliation.

5. Selection Procedures for Academic Appointments

Academic Selection and Appointment belong to the most important processes at the University. Competing for the best, most talented, and promising faculty Nationally and Internationally, requires an efficient and time-conscious process to which all those involved in the search process must contribute in order to allow academic units to recruit and appoint their top candidates.

5.1 Academic Appointments Selection Committee Composition

5.1.1 All Academic Appointment Selection Committees are advisory to the Dean. Faculty Guidelines will assign who is responsible for the selection and appointment of the Academic Appointment Selection Committee. The Chair of the selection committee will confirm that the committee composition aligns with the Faculty Guidelines in discussion with the Dean, if the Dean is not the Chair.

5.1.2 A formal Academic Appointments Selection Committee of appropriate size shall be constituted and normally consist of the following:

a) Chair (voting only to break a tie): Dean or delegate (e.g., the relevant Head in departmentalized Faculties),

b) three to five voting members either elected or appointed, as described in the relevant Faculty Guidelines, from the Continuing, Limited Term and Contingent Term academic staff members of the Home Unit, with a majority of these members holding a Continuing appointment,

c) at least one voting member either elected or appointed as described in the relevant Faculty Guidelines, who holds an appointment as an academic staff member within the Faculty but is outside the affected discipline or Department, as applicable,

d) at least one voting member who is a Continuing academic staff member from outside the Faculty and any applicable Conjoint Unit, either elected by Faculty Council or appointed by the Dean, as described in the relevant Faculty Guidelines. 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 appropriate application of criteria,

e) a graduate student or other trainee from the relevant discipline may be appointed by the Chair as either a voting or non-voting member, as described in the relevant Faculty Guidelines. If student representation on the committee is not required, Faculty Guidelines must describe a mechanism to account for informed student opinion or other forms of student feedback, and,

f) 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, as described in the Faculty Guidelines. Such committee members (e.g., clinical appointees, *emeriti*, members of Deans' advisory council, industry experts, non-academic specialists within the unit, other community members, or Indigenous knowledge keepers) provide additional professional, cultural or community expertise that is not otherwise present in the committee makeup.

5.1.3 The number of Committee members from the hiring discipline(s) (as described in Part B. 5.1.2.b) shall be greater than or equal to the number of Committee members from outside the discipline(s) [as described in Part B. 5.1.2. c), d) and f)]. The Dean can appoint additional members from the discipline to balance the Committee.

5.1.4 Where circumstances make it necessary to deviate from the committee composition outlined in Part B. 5.1.2 above, the committee makeup may be modified by the Chair, while endeavouring to remain as consistent with the above rules as possible. If the Chair is not the Dean, any such deviations are subject to confirmation by the Dean.

5.1.5 In the case of cross appointments, the Chair shall be drawn from the Home Unit, and the Committee members as described in Part B. 5.1.2.b) shall be evenly drawn from the Home Unit and Conjoint Units. In cases where the appointment is not evenly divided across Units, the proportion from Home and Conjoint Units shall reflect this.

5.1.6 In the case of an appointment where the academic staff member is likely to be seconded, the Faculty Guidelines may provide for one or two additional Committee members who are academic staff members of the receiving Department, Faculty or Unit.

5.1.7 Committee composition shall reflect the university's commitment to diverse representation that is inclusive, and with due consideration to ameliorating under-representation and to the equity needs of the hiring unit(s). In the case of a lack of representational diversity on the Committee, the Chair (or Dean) may fulfil the mandate of appointing additional members as outlined in Part B. 5.1.2.c), d), and f).

5.1.8 Quorum shall be the majority of voting members on the Committee from the hiring discipline (as described in Part B. 5.1.b).

5.2 Responsibilities of Academic Appointment Selection Committees

5.2.1 The Chair shall:

- a) lead the Committee in all phases of the recruitment process,
- b) ensure compliance with University policies,
- c) act as the official spokesperson for the Committee,
- d) communicate to the Dean, the activities of the Committee, if the Chair is not the Dean,
- e) communicate with candidates,
- f) communicate with individuals providing letters of reference,
- g) manage a proactive, timely, fair, and inclusive selection process in which all Committee members are encouraged to actively contribute,
- h) establish process and ground rules for the successful functioning of the Committee and promote a positive and collegial working atmosphere,
- i) request from Committee members any existing or potential conflict of interest be declared and make recommendations to the Dean as to how to manage such a conflict, if the Chair is not the Dean. Where the Dean is the subject of the existing or potential conflict of interest, the Provost will determine how to manage such a conflict,
- j) establish clear expectations with all Committee members regarding conflict of interest, and its management and documentation, EDI training requirements, the planned interviewing, ranking, and selection processes designed to select excellent academic staff, and the proposed timeline for screening, short-listing, and interviewing potential candidates.

5.2.2 The Committee members shall:

- a) collectively develop criteria for evaluating candidates prior to reviewing any applications, including criteria that articulate academic excellence as well as consider diversity and a broad range of career paths, including those of applicants not based in a typical academic trajectory, and/or diverse skill sets which may encompass research & scholarship, teaching, or service activities are outside of mainstream forms,
- b) base criteria on Part A. 3 and Part A. 4 of this Handbook that describe research & scholarship, teaching, and service, and the expectations for academic staff in different ranks and streams,
- c) rank criteria in order of weight and importance prior to screening applicants using an evaluation matrix,
- d) be informed by a method to identify an applicant's skills, abilities, experience, and qualities,
- e) review and assess all applicant files using criteria formulated by the Committee,
- f) develop a short list of candidates,
- g) develop a final ranking process for interviewed candidates based upon established relevant criteria and that identifies candidates' suitability for the position.

5.2.3 All members of the Committee have a responsibility to ensure the fairness of the proceedings, the appropriate application of criteria, and the reduction of implicit, overt and/or other types of bias and/or discrimination. The proceedings shall be inclusive and recognize practices that reflect shared space, cultural safety, and intercultural capacity. Diversity of opinions from Committee members shall be welcomed and respected at all times. Any concerns regarding process shall be introduced and discussed at the Committee.

5.2.4 At least once every two years, all members of the Committee shall be required to participate in EDI and Indigenous Engagement training.

5.3 Short-listing of Candidates

5.3.1 An initial short-listing of candidates based on previously established criteria may be determined at any time, provided that the vacancy has been advertised for a minimum of thirty (30) days, as described in Part B. 4 Position Posting.

5.3.2 After the Committee has prepared a short-list of qualified candidates, and before the Committee proceeds to the interviewing stage, the Dean will be provided with the short-list for consideration and approval to move ahead.

5.3.3 The Committee Chair shall solicit confidential written references (normally three are required) for all short-listed candidates, commenting on factors relevant to the position.

5.4 Candidate Interviews

5.4.1 The interviewing process shall provide for access to the candidate(s) by the members of the relevant Faculty, Department or discipline(s) including a mechanism to solicit written feedback. All such written feedback shall be reviewed and accorded appropriate weight by members of the Committee. Candidates will be informed that members of the relevant Faculty, Department or discipline(s) will be provided access to the candidates' *Curriculum Vitae*.

5.4.2 The Committee shall develop a core set of position-related interview questions designed to identify academic excellence, on which each candidate's evaluation will be based. Normally, these questions should be asked of all candidates during the committee interview to ensure consistency and to allow comparative judgments to be made. Behaviour-based questions are considered the norm, which means that hypothetical questions should largely be avoided in favour of questions that the candidate can answer by relying on past experience and examples. Committee members are not permitted to ask questions relating to protected grounds under the *AHRA*, except as otherwise permitted by law.

5.4.3 The Committee shall ensure that all candidates have the opportunity to ask questions outside the formal interview process.

5.4.4 Good stewardship is essential during the interview process. To this end, candidates shall be provided with a chance for confidential discussions with Faculty and/or Staff members not directly involved in the search, who can provide information about schools, housing, childcare, places of worship, or any other types of information that might be needed for a candidate to envision themselves joining the community. Candidates may be introduced to Faculty members with similar research interests, if applicable.

5.4.5 All candidates shall receive the same tailoring of visits, and principles of equity, fairness and transparency shall be followed. If candidates require alternative arrangements, such arrangements will be accommodated, wherever possible. Specifically, candidates will be informed of:

- a) the duration of the interview, who the panel members will be, and the types of questions that will be asked,

- b) the components of the interview (e.g., a public research presentation, a teaching lecture, an interview with the Committee, meeting with staff and students, meeting with the Dean's office),
- c) a detailed itinerary for their interview,
- d) the fact that career breaks for family or medical needs, or community responsibilities including Indigenous Engagement will not negatively impact the hiring decision, and,
- e) respect for, and adherence to, the duty to accommodate.

5.5 Final Ranking of Candidates

5.5.1 A final ranking process shall be applied to interviewed candidates who have been deemed by the Committee to have met the requirements for the position and considered to be excellent candidates for the position. This ranking process shall:

- a) consider that the best-qualified candidates may not have the most years of experience, greatest number of publications, or largest number of academic accomplishments. For example, many candidates may have articles published in non-peer reviewed journals on important issues, produce research to meet community needs for future generations of Indigenous peoples, or may be a recently appointed post-doctoral scholar with fewer accomplishments compared to one who has completed one or more post-doctoral scholarship positions,
- b) fairly assess research and scholarship activities that may be considered outside of the mainstream of the discipline, meeting criteria outlined in Part A. 3 of this Handbook,
- c) be aware that top-tier, mainstream platforms and venues and/or competitive research funding may not be available to scholars in particular and emerging fields of study,
- d) be mindful to avoid potential risks in using the concepts such as "fit" or "non-hire ability" which may lead to discrimination against equity-deserving groups and encourage indulgence in personal bias,
- e) grant due consideration of any accommodations, leaves, career interruptions, or changes in career path.

5.5.2 If a Committee concludes that no interviewed candidates meet the above-mentioned qualifications, there will be no final ranking and no recommendation for appointment.

5.6 Recommendation of Appointment

5.6.1 At the conclusion of the process, the Committee Chair will recommend to the Dean the top-ranking candidate along with a list of those candidates that met the requirements for the position. The Chair will provide a written report on the process that led to the selection of the top-ranking candidate along with those that met the requirements for the position. The written report should include the position posting, criteria established prior to interviewing candidates, interview questions, how EDI and Indigenous Engagement were addressed, and a rationale for the recommendation of the top-ranking candidate over the other candidates who met the requirements of the position but were not selected. The Dean shall consult with the Chair and the Department Head, as appropriate.

5.6.2 In certain circumstances, an Academic Appointment Selection Committee may recommend to the Dean, that the appointment be made *With Tenure* when considered in accordance with Articles 1.8 and 28 of the *Collective Agreement*.

5.6.3 A Committee may choose, for good reason, to recommend no candidate to the Dean. The Dean may reconsider the parameters for the position including reposting, reconsidering qualifications, rank or stream.

5.6.4 The Dean may recommend the appointment of a candidate who was not the top-ranked candidate from the pool of interviewed candidates who have been deemed by the Committee to have met the requirements for the position. If the Dean's recommendation differs from the advice received from the Academic Selection Committee, the Dean shall inform the Provost & Vice-President (Academic) and the members of the Committee, and provide a rationale for their decision.

5.7 Letter of Appointment

5.7.1 During appointment negotiations and prior to the signing of the letter of appointment, individuals recommended for Continuing, Contingent Term, or Limited Term appointments must declare any employment obligations to, and appointments with, any other institution or organization, if these obligations or relationships will remain in effect after the commencement of their appointment to the academic staff of the University of Calgary. Individuals must also declare any relationships with other individuals, institutions, or organizations which could lead to an actual, potential or perceived conflict of interest.

5.7.2 Notwithstanding any prior correspondence with the Dean or Department Head, if applicable, only the President or designate [e.g., Provost and Vice-President (Academic)] may provide the official and binding letter of offer of an academic appointment to the candidate on behalf of the Board of Governors. This letter of appointment shall specify terms and conditions of employment and include an outline of the general duties and responsibilities.

5.7.3 When an academic staff member is to hold an appointment in more than one Faculty, Department, or Unit, the letter of appointment shall include provisions as outlined in Part B. 2.7 b), 2.8 or 2.9, as appropriate.

5.7.4 When an academic staff member is appointed to a unit that is not a Faculty or equivalent, and has no recognized Faculty Guidelines, the letter of appointment shall clearly state the duties of the position and the initial criteria against which performance shall be assessed.

5.8 Record Management

5.8.1 All official records from an Academic Appointment Selection Process shall be retained by Human Resources for two years and shall include complete records of all stages of the recruitment and selection process for each academic appointment, including selection criteria, copies of advertisements, publication venues, an outline of the active recruitment methods employed, copies of applicants' *Curricula Vitae*, and letters of recommendation. Personal meeting notes, recordings, and working materials will be destroyed upon conclusion of the hiring process.

5.8.2 Relevant official records outlined in Part B. 5.8.1 may be made available to the Provost & Vice-President (Academic) and the applicable Vice Provost (EDI or Indigenous Engagement) upon request as appropriate, consistent with aggregated data analyses.

5.9 Applicant Concerns

An applicant may write to the Provost & Vice-President (Academic) regarding concerns related to AHRA legislation and may send a copy to the Faculty Association. After appropriate review and consultation, the Provost & Vice-President (Academic) may take whatever action, if any, is deemed necessary.

6. Selection Procedures for Academic Appointments (Administrative and Professional and Outside of Faculties)

6.1. In the case of Library and Cultural Resources and Student and Enrollment Services, if the Faculty Council recommends a deviation to the procedures outlined in Part B. 5 in their Faculty Guidelines, the Provost & Vice President (Academic), after consultation of the Faculty Association, will decide upon such deviations (see also Part B. 2.3 of this Handbook).

Other Academic Staff

6.2 The appropriate Senior Administrator shall establish an Ad Hoc Selection Committee with procedures that shall adhere to the principles set out in Part B.4. to B 5. to the extent possible under the circumstances of the position. The external member shall be drawn from a different organizational unit.

6.3 The members of the Ad Hoc Selection Committee, a majority of whom shall hold academic appointments shall be appointed by the appropriate Senior Administrator in a manner consistent with the principles of Part B. 4 to B. 5 while recognizing the operational necessities of the position.

6.4 The procedures of the Ad Hoc Selection Committee shall be approved by the Provost & Vice-President (Academic) or delegate before the position is posted

6.5 In situations when the selection process is for a senior position, the Ad Hoc Selection Committee may recommend that the appointment be made *With Tenure*. In such cases, the Committee must make its recommendation based on the career history of the applicant and relevant criteria for the appropriate rank and stream and requirements for tenure, as described in Part A. 3. to A. 4. and in accordance with Articles 1.8 and 28 of the *Collective Agreement*.

6.6 An appointment *With Tenure* may be made upon appointment only if so recommended to the Senior Administrator by the Ad Hoc Selection Committee.

6. External competition for academic staff positions outside of Faculties may not normally be required where the promotion of an individual represents a normal career path. Internal advertising of the opportunity is, however, required.

7. Expedited Procedures for Spousal & Strategic Hiring

7.1 From time to time, it may be in the University's best interest to act expeditiously in order to be able to make an offer of employment for a Spousal Hire or a Strategic Hire. In such cases, and subject to the requirements and limitations outlined in Part B. 7.4 below, the expedited hiring procedures shall be considered equivalent to, and used *in lieu* of, the aforementioned formal Academic Appointment Selection procedures.

7.2 Spousal Hires (see definitions of Primary and Spousal Hires in Part B. 3)

7.2.1 The following conditions for Spousal Hire must be met in order to apply the expedited hiring procedures outlined in Part B. 7.4:

- a) the primary purpose of a Spousal Hire is to assist in recruiting or retaining a Primary Hire (as defined above in Part B. 3),
- b) no Limited Term, Contingent Term, or Continuing academic appointment suitable for the Spouse is posted, and,
- c) the Spouse meets or exceeds criteria described in Parts A.3. to A.4. of this Handbook.

7.2.2 For a Spousal Hire, neither job description nor Position Posting is required. The candidate is expected to meet the requirement of the rank and stream of the position.

7.3 Strategic Hires (see definition in Part B. 3)

7.3.1 Before commencing any expedited procedures described in Part B. 7.4 for a planned Strategic Hire, the Dean of the Home Unit (into which the Strategic Hire is to be recruited) shall provide details in writing to the Provost and Vice-President (Academic) as to how the Strategic Hire meets the requirements set out below in Part B. 7.3.2. and why the hire cannot be recruited using the normal recruitment procedures outlined above (see Part B. 4 to B. 5).

7.3.2 The expedited hiring procedures outlined below in Part B. 7.4 may only be used in extraordinary circumstances and when the proposed Strategic Hire cannot be hired under the normal procedures:

- a) has unique expertise that has resulted in exceptional impact on their discipline or field and is of a calibre equivalent to international standing,
- b) has demonstrated unique research and scholarship, teaching activities and/or scholarly engagement that has resulted in a broad, heightened awareness of the perspectives of either Indigenous peoples or other equity-deserving groups in the community at large,
- c) is expected to achieve significant breakthrough discoveries and/or exert cutting-edge impact on the discipline, unit and University,
- d) will bring significant resources and/or partnerships to the University,
- e) will accelerate the goal of the University to differentiate itself in a signature area of focus,
or,
- f) fulfills an urgent and strategic need for the position.

Examples include:

- i) an individual at the highest rank of Professor or Teaching Professor whose reputation and international stature would significantly enhance the profile of the University,
- ii) an individual who brings to the University a unique and highly sought-after expertise related to an innovative, ground-breaking, cutting-edge area of research and scholarship, professional or technical expertise, industry or community partnerships, or creative and professional achievement that will bring world-class recognition to the University, or,
- iii) an individual who has been publicly recognized, nationally or internationally, for the impact of their scholarship on EDI, Indigenous Engagement, and/or social justice.

7.4 Expedited Procedures for Spousal and Strategic Hires

7.4.1 In all instances of Spousal and Strategic Hires, these expedited procedures may be either:

- (a) requested by a Dean and put forward to the Provost & Vice President (Academic), or
- (b) initiated by the Provost & Vice-President (Academic).

A decision by the Provost regarding the application or initiation of expedited procedures shall be provided in writing to the relevant Dean.

7.4.2 Regarding Strategic Hires the office of the Provost & Vice-President (Academic) will report annually to the Academic Staff Criteria and Processes Handbook Working Group the number of applications from each Faculty, and for those approved, the associated timeline, the circumstance under which the hire was initiated, and the context of the decision regarding the hire; for those declined, the reason for the decision. An analysis of the report shall also be provided to GFC on an annual basis. The Academic Staff Criteria and Processes Handbook Working Group will periodically review the necessity of this clause.

7.4.3 The committee composition requirements for a Spousal or Strategic Hiring Committee (hereafter referred to as the “Hiring Committee”) shall be the same as the requirements outlined in Part B. 5.1, with the addition of one non-voting Faculty Association member who shall be required for quorum. At the discretion of the Chair, a resource person from Human Resources may also be invited to attend and advise on procedural matters.

7.4.4 In the case of a Spousal Hire where the Spouse is to be in the same Home Unit as the Primary Hire, the Committee shall not normally include any member of the Academic Appointment Selection Committee used for the Primary Hire.

7.4.5 For a Spousal or Strategic Hire, the Dean shall notify the Hiring Committee of the projected timing of the process. The Dean shall also provide (a) copies of these procedures, (b) the implication the proposed Hire would have with respect to other future hires in the Faculty, Department, or Unit, and (c) whether it is considered a regular hire or an additional hire (i.e., outside the Unit’s hiring agenda).

7.4.6 By a date specified by the Dean, it will be the responsibility of the candidate to supply the information deemed relevant to the hire. For example, a *Curriculum Vitae*, teaching portfolio, an equity and reconciliation statement (in a format preferable to the candidate), references (in written or oral form), and/or evidence of scholarly work. In the case of an Indigenous Strategic Hire, evidence of the candidate’s engagement of, or connection to, Indigenous

community or communities may be required. This information shall normally be made available to the Hiring Committee for no less than three working days.

- 7.4.7 A Hiring Committee may recommend to the Dean that the appointment be made *With Tenure*. In such cases, the Hiring Committee must make its recommendation based on the career history of the applicant when considered in accordance with Articles 1.8 and 28 of the *Collective Agreement*, and in conjunction with the requirements for rank and stream outlined in this Handbook.
- 7.4.8 The Dean shall arrange for a presentation to either the Home Unit or, depending upon the circumstances of the hire, to the Hiring Committee. The Dean shall also arrange for an interview with the Hiring Committee and may provide opportunities for informal meetings with interested members of the Home Unit.
- 7.4.9 Following the candidate's presentation, the Dean, Head or equivalent, shall solicit written comments from the members of the Hiring Committee and, if appropriate from academic staff members of the Home Unit, normally to be provided within three working days. All written comments shall be made available to the Hiring Committee. All such written feedback shall be reviewed and accorded appropriate weight by members of the Hiring Committee.
- 7.4.10 In the case of a Strategic Hire where the candidate needs to remain confidential, or a Spousal Hire where the Primary Hire's candidacy needs to remain confidential (e.g., recruitment for a position on the university's Senior Leadership Team), appropriate steps will be taken to ensure confidentiality for those involved in the Strategic Hire or Spousal Hire.
- 7.4.11 As soon as possible after the provisions outlined above have been carried out, the Dean of the Home Unit shall convene a meeting of the Hiring Committee to consider the proposed hire and to make its recommendation.

8. Equitable & Inclusive Hiring Initiatives

- 8.1 The University is committed to equitable and inclusive hiring practices consistent with the principles of EDI and Indigenous Strategies in order to achieve diverse representation in its academic staff. From time to time, the University may wish to engage in an Equitable & Inclusive Hiring Initiative in accordance with the *AHRA*.
- 8.2 An Equitable & Inclusive Hiring Initiative [see also Part B. 3.j)] means any job competition that gives preference to, or is only open to, one or more equity-deserving groups with the objective of amelioration, in accordance with the *AHRA*. In the case of a *bona fide* occupational requirement, the same procedures will apply.
- 8.3 The Deputy Provost, a Vice Provost or a Dean may propose an Equitable & Inclusive Hiring Initiative which requires approval by the Provost and Vice Provost (Academic).
- 8.4 The following information must accompany a request for the Provost's approval of an Equitable & Inclusive Hiring Initiative:
 - i. An outline of the proposed initiative and its objective (e.g., decreasing under-representation, supporting community-engaged scholarship, developing certain areas of research),

- ii. A summary of evidence supporting the need for the initiative (e.g., University EDI data and/or local, provincial, and/or National data relevant to the proposed initiative),
 - iii. Any proposed adjustments to the Position Posting and Academic Appointments Selection Committee,
 - iv. Confirmation of consultation with Human Resources, Labour Relations, and the Faculty Association, as well as the Vice Provost (Indigenous Engagement) and/or Vice Provost (EDI), and a brief summary of those consultations,
 - v. The proposed Position Posting that clearly articulates the range of candidates to whom the position is open,
 - vi. Any other information that the Provost & Vice-President (Academic) deems necessary to evaluate the proposed initiative.
- 8.5. Once an Equitable & Inclusive Hiring Initiative has been approved, the Academic Appointment Selection Committee will be selected as described in Part B. 5.1. Once the Academic Appointment Selection Committee is in place, the procedures outlined above in Part B. 5.2 to B. 5.9 shall be followed. The language of the proposed Position Posting listed in Part B. 8.4 v. above, may, however, be revisited by the Committee before being released for publication.

9. Other Appointments

9.1 Special Limited Term Appointment

In cases where time constraints or other circumstances do not permit the use of the extraordinary procedures as described in Part B. 7.2 a special Limited Term appointment may be offered [as per *Collective Agreement* Article 1.6.f)]. In this instance, the Special Limited Term appointment shall be a non-renewable one-year term, and the offer may be made without satisfying the normal advertising and selection requirements. At the conclusion of the one-year term, the special Limited Term appointment will lapse. During or immediately following the one-year term, the Dean of the Home Unit may initiate a new process for expedited hiring as described above. The incumbent may at any time become a candidate for any position that may become available and be advertised in accordance with the normal procedures for selection and appointment as outlined in Part B. 4. and B. 5. of this Handbook.

9.2 Conversion of Contingent and Limited Term Appointment

9.2.1 If operating funds are allocated for a position previously deemed to require a Contingent Term or Limited Term appointment, the incumbent shall be granted the option of being considered first for the Continuing position prior to it being advertised, if all following conditions are met:

- a) a Continuing position has been allocated to the Home Unit for the same purpose in the same discipline as the Contingent Term appointment,
- b) the incumbent was originally selected according to the competitive procedures of Part B of this Handbook or by a process approved in advance by the Provost & Vice-President (Academic) as being equivalent to the procedures in Part B of the Handbook, and,

- c) the incumbent has received assessments in the normal manner, that have acknowledged satisfactory performance of the normal range of duties expected of a Continuing academic appointee according to criteria in Part A of this Handbook;
- d) in the case of Limited Term appointments only, all circumstances under Article 1.6(c) of the *Collective Agreement* have been removed.

9.2.2 Consideration in this case may result in the offer of a Continuing position, or a declaration that the incumbent does not meet the requirements of the Continuing position, or a decision to proceed to an advertised competition.

DRAFT



GENERAL FACULTIES COUNCIL INFORMATION BRIEFING NOTE

SUBJECT: Campus Mental Health Strategy Progress Report

PROPONENT(S)

Teri Balsler, Provost and Vice President (Academic)
Andrew Szeto, Director, Campus Mental Health Strategy
Debbie Bruckner, Senior Director, Student Wellness Access and Support

PURPOSE

To provide an update to the General Faculties Council on the progress of the Campus Mental Health Strategy (CMHS).

KEY POINTS

- All 28 recommendations are underway or complete but still responsive to emerging issues and opportunities
- The CMHS has created foundations for advancing mental health in the past 5 years
- Collaboration with internal and external stakeholders has been a strength of the CMHS
- Increasing capacity and uptake of mental health programming and initiatives on campus
- Responsiveness to campus community needs and the current context
- Begin implementation of the National Standard on Mental Health and Wellbeing for Post-Secondary Students and continued implementation of the National Standard for Psychological Health and Safety in the Workplace

BACKGROUND

The Mental Health Task Force was formed in January 2015 and met for most of the year to develop the CMHS. The strategy went through our formal governance processes and was approved by the Board of Governors in late fall 2015. Formally launched in December 2015, the CMHS has a total of 28 recommendations under six strategic focus areas.

As a direct result of one of the recommendations, a director for the strategy was hired in April 2016 and the Mental Health Strategy Implementation Advisory Committee was convened in May 2016 to guide the activities of the strategy over the next five years. Reporting to the Provost, the Implementation Advisory Committee oversees progress and guides the direction on key recommendations of the CMHS. Annually, the committee prioritizes the goals of the strategy, and performs an annual review of priorities and new opportunities. Several standing subcommittees support the work of implementation. The CMHS has been responsive to the needs of the campus community, as well as think strategically and innovate as the CMHS moves ahead.

ROUTING AND PERSONS CONSULTED

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
X	General Faculties Council	2021-05-13				X
	Board of Governors	2021-05-28				X

NEXT STEPS

Implementation of the CMHS continues under the direction of the Implementation Committee, the Director of the Campus Mental Health Strategy, and the Provost and Vice President (Academic). A progress update of the implementation of the Campus Mental Health Strategy is provided annually to the General Faculties Council and Board of Governors.

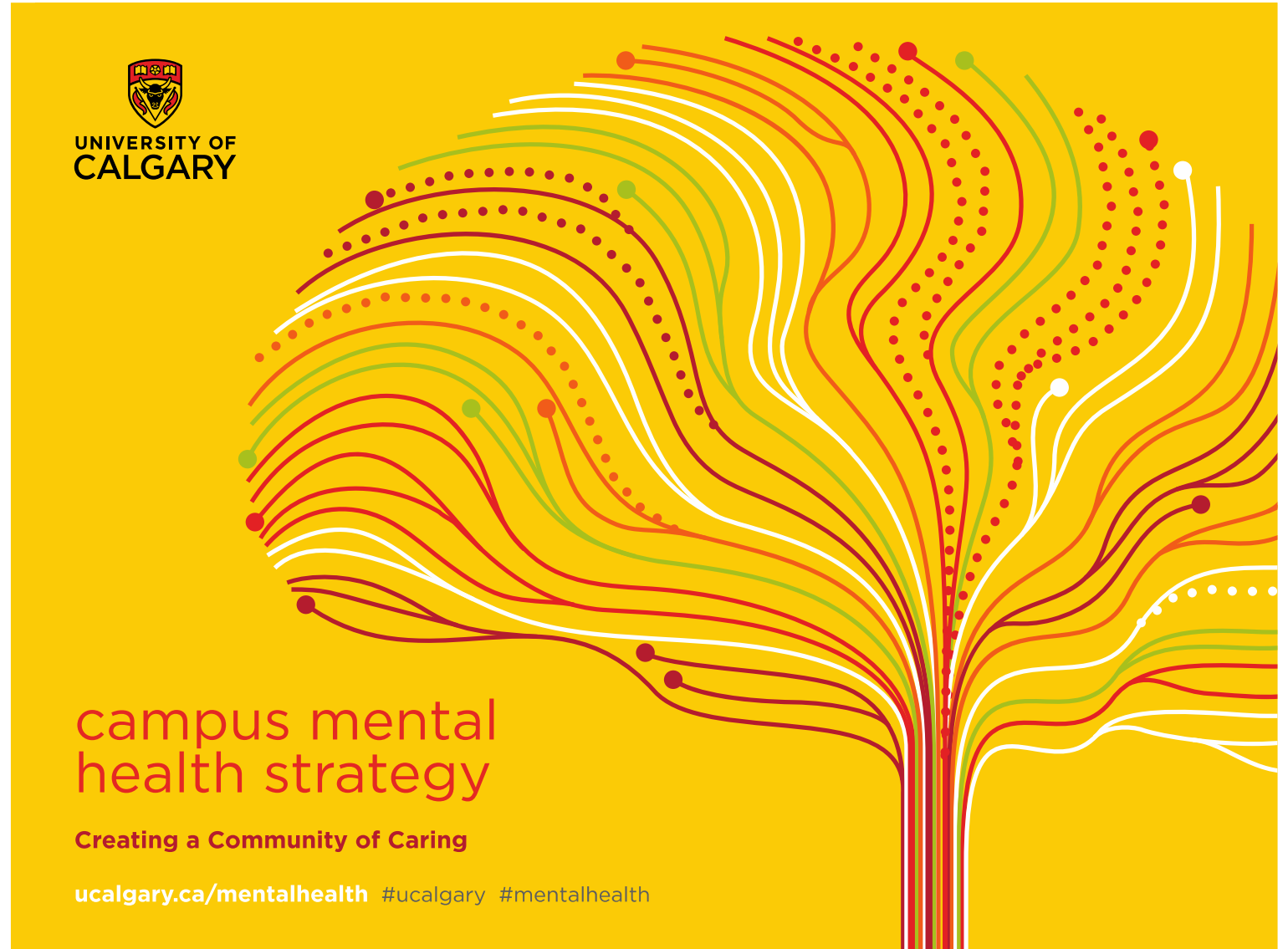
SUPPORTING MATERIALS

CMHS Progress Report

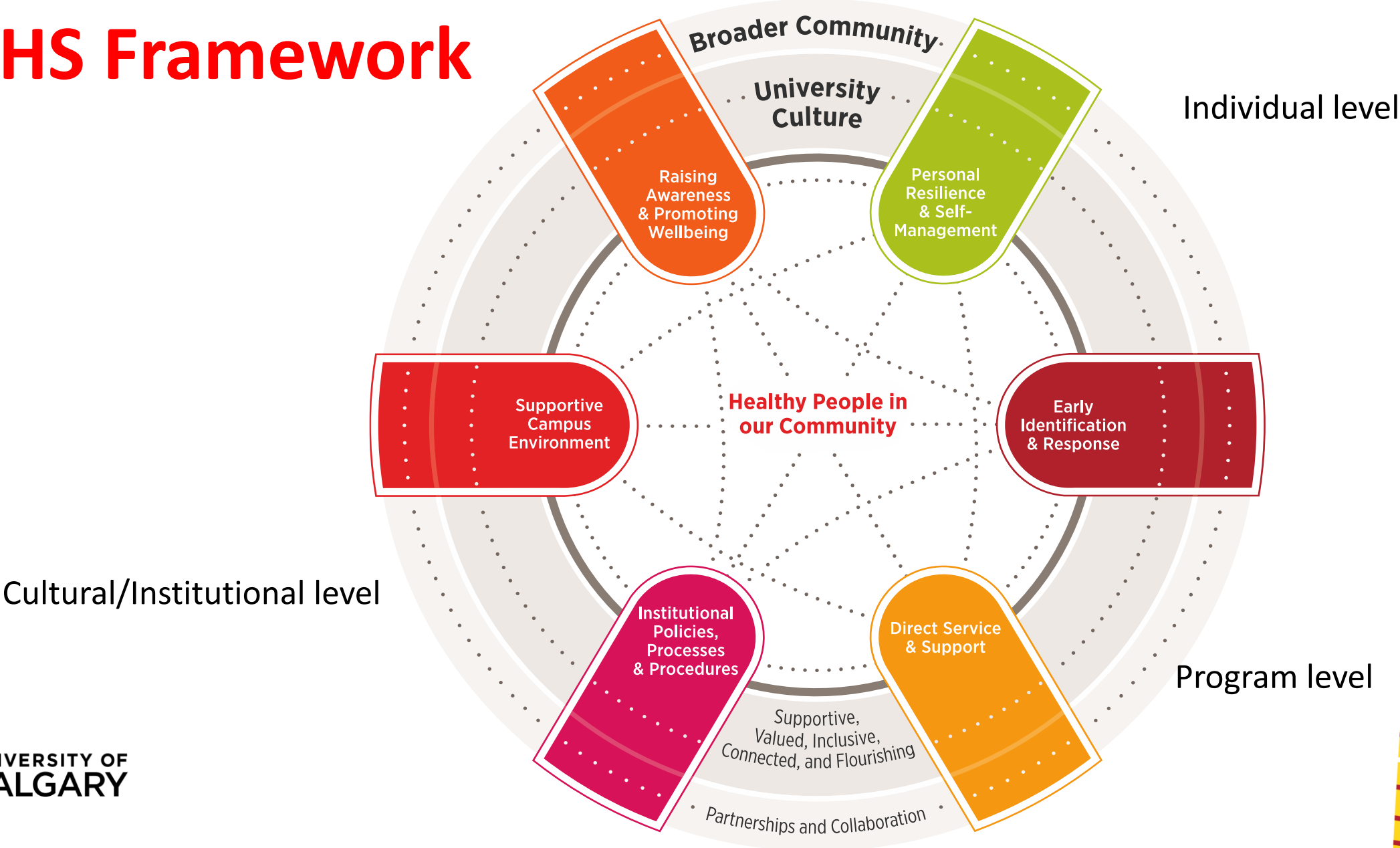
Campus Mental Health Strategy Annual Progress Report

GFC

May 13, 2021



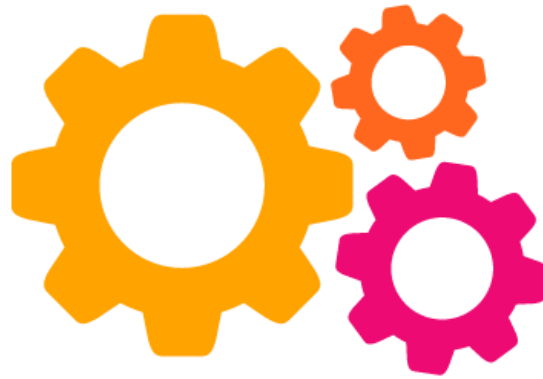
CMHS Framework



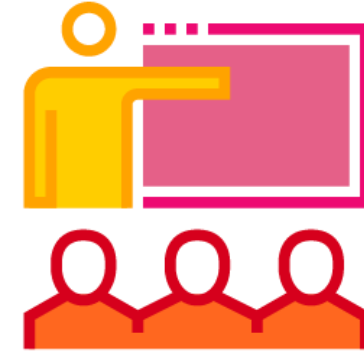
Creating a Caring Campus Community



Over the last 5 years,
we've built a more caring
campus community



Over the last 5 years,
we've created workshops,
programs and resources,
and provided other supports
for mental health initiatives



Over the last 5 years,
we've trained our campus
community on how to address
mental health issues to
provide quick, meaningful
support and referral

Internal Partners



External Partners

Primary Care &
Post-Secondary
Mental Health
Subcommittee

Mental Health
Commission
of Canada

Calgary
Communities
Against Sexual
Assault

CMHA
Alberta

Centre for
Suicide
Prevention

Calgary
Post-Secondary
Mental Health
Network

Canadian Centre
on Substance
Use & Addictions

Alberta
Post-Secondary
Health
Association

CMHA
Calgary

Campus Mental
Health Strategy

Distress
Centre

Healthy
Campus
Alberta

Community
Action on
Mental Health
& Addiction
Stewardship
Group

Canadian
Post-Secondary
Community of
Practice for
Workplace
Wellness

Calgary
Regional
Post-Secondary
Mental Health
Coordinating
Committee

Community
Collaborations
Subcommittee

AHS
Mental Health
& Addictions

Wood's
Homes

Region
Collaborative
Service
Delivery

Calgary Police
Behavioral
Sciences Unit

Highlights from 2019-20: Student Wellness Services

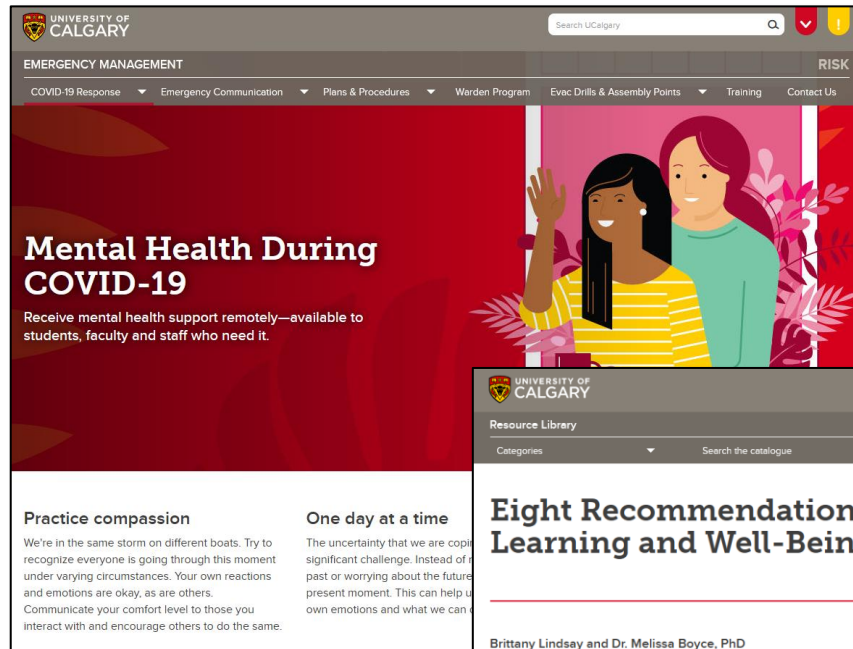


Student Wellness Services



Capacity Building and
Increasing Reach

Highlights from 2020-21: Accessible and Timely Resources



UNIVERSITY OF CALGARY

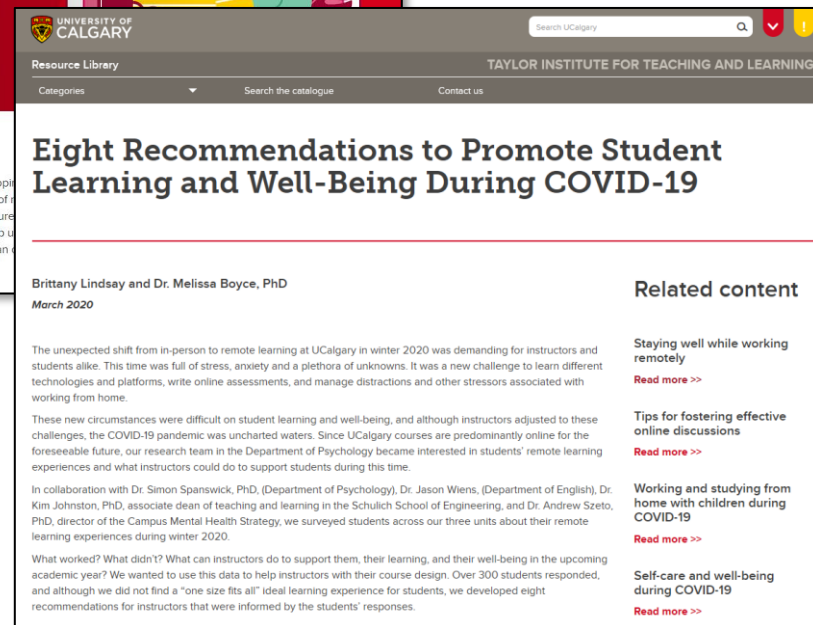
EMERGENCY MANAGEMENT

Mental Health During COVID-19

Receive mental health support remotely—available to students, faculty and staff who need it.

Practice compassion
We're in the same storm on different boats. Try to recognize everyone is going through this moment under varying circumstances. Your own reactions and emotions are okay, as are others. Communicate your comfort level to those you interact with and encourage others to do the same.

One day at a time
The uncertainty that we are coping with is a significant challenge. Instead of dwelling on the past or worrying about the future, focus on the present moment. This can help us manage our own emotions and what we can do to support others.



UNIVERSITY OF CALGARY

Resource Library

Eight Recommendations to Promote Student Learning and Well-Being During COVID-19

Brittany Lindsay and Dr. Melissa Boyce, PhD
March 2020

The unexpected shift from in-person to remote learning at UCalgary in winter 2020 was demanding for instructors and students alike. This time was full of stress, anxiety and a plethora of unknowns. It was a new challenge to learn different technologies and platforms, write online assessments, and manage distractions and other stressors associated with working from home.

These new circumstances were difficult on student learning and well-being, and although instructors adjusted to these challenges, the COVID-19 pandemic was uncharted waters. Since UCalgary courses are predominantly online for the foreseeable future, our research team in the Department of Psychology became interested in students' remote learning experiences and what instructors could do to support students during this time.

In collaboration with Dr. Simon Spanswick, PhD, (Department of Psychology), Dr. Jason Wiens, (Department of English), Dr. Kim Johnston, PhD, associate dean of teaching and learning in the Schulich School of Engineering, and Dr. Andrew Szeto, PhD, director of the Campus Mental Health Strategy, we surveyed students across our three units about their remote learning experiences during winter 2020.

What worked? What didn't? What can instructors do to support them, their learning, and their well-being in the upcoming academic year? We wanted to use this data to help instructors with their course design. Over 300 students responded, and although we did not find a "one size fits all" ideal learning experience for students, we developed eight recommendations for instructors that were informed by the students' responses.

Related content

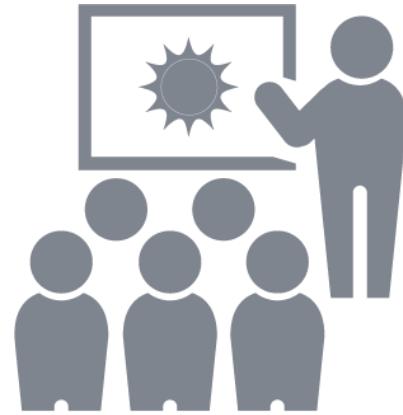
- Staying well while working remotely
[Read more >>](#)
- Tips for fostering effective online discussions
[Read more >>](#)
- Working and studying from home with children during COVID-19
[Read more >>](#)
- Self-care and well-being during COVID-19
[Read more >>](#)



UFlourish

1500 campus community members participated in 2020

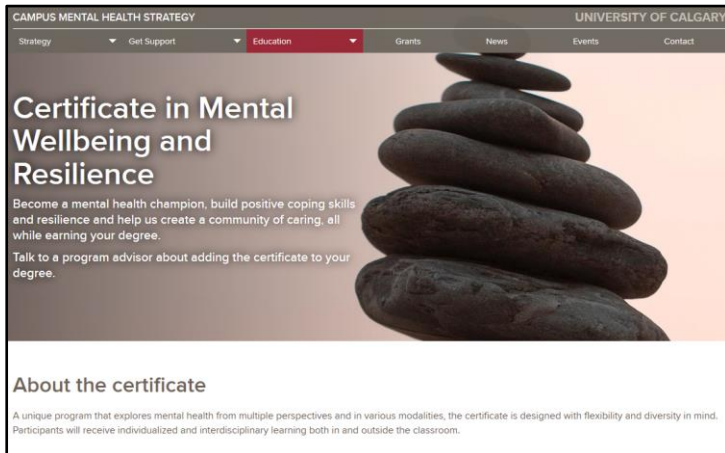
Highlights from 2019-20: Advancing Mental Health and Wellbeing on our Campus



Faculty and Staff



Suicide Awareness and Prevention



CMHS Awareness Campaign, Website, and Events

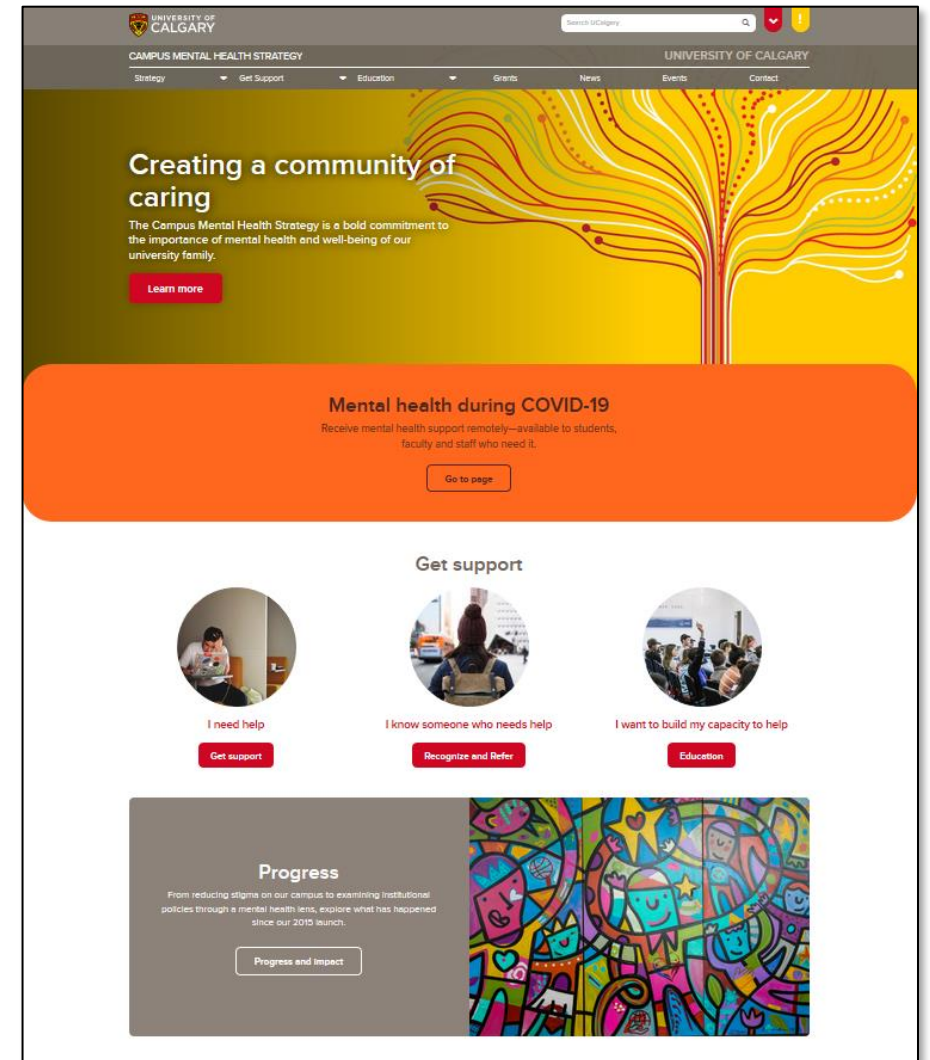
Moving Forward

- Continue work on Suicide Awareness and Prevention Framework led by Student Wellness Services
- Formal review of the CMHS in late 2021
- Start implementation of the National Standard on Mental Health and Wellbeing for Post-Secondary Students
- Continue implementation of Workplace National Standard
- Continue leadership in Canadian Post-Secondary Mental Health

ucalgary.ca/mentalhealth

Thank you!

- *Andrew Szeto* aszeto@ucalgary.ca
- *Debbie Bruckner* dbruckne@ucalgary.ca





**GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE**

SUBJECT: International Strategy Progress Report

PROPONENT(S)

Teri Balsler, Provost and Vice President (Academic)
Janaka Ruwanpura, Vice Provost and Associate Vice-President (International)

PURPOSE

To provide the Academic Planning and Priorities Committee with an update on the key goals of the University of Calgary’s International Strategy that was first introduced in March of 2013.

KEY POINTS

Within the ‘dashboard’ document (attached), data is provided to explain progress towards the four strategic goals of the International Strategy:

- 1) Increase diversity of our campus communities
- 2) Improve global and cross-cultural competencies within our campus communities
- 3) Enhance opportunities for international collaborations and partnerships in research and education
- 4) Leverage our unique areas of expertise to engage in international development

BACKGROUND

The International Strategy is key to becoming an international hub where students, staff and faculty will promote new discoveries, ideas and applications that will have global impact as outlined in our *Eyes High* 2017-22 vision; internationalization is a priority within the Academic Plan 2018-23.

ROUTING AND PERSONS CONSULTED

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	Academic Planning and Priorities Committee	2021-05-03				X
X	General Faculties Council	2021-05-13				X
	Board of Governors	2021-05-29				X

NEXT STEPS

Last December, our new Global Engagement Plan (GEP) was launched. This is an update to the 2013 International Strategy, reflecting our continued institutional commitment to meaningful connection and interaction with the world around us. The plan stays true to our original vision, while taking into account emerging global developments. Over the next five years, the GEP will guide our priorities and resources as we work toward our international goals in support of Growth Through Focus. The GEP will continue to transform our institution and how we engage globally

by focusing on strategic partnership development, faculty-driven initiators of international activities, incentivized activities, building capacity and sustainability.

The GEP focuses on three overarching goals and targets. A new set of KPIs is currently being curated to align with the new plan.

SUPPORTING MATERIALS

Highlights of the Final International Strategy Progress Report (2013-2020) and preamble to the new Global Engagement Plan (2020-2025).

Final International Strategy Progress Report 2013-2020

Key Performance Indicators (KPI)

April 2021



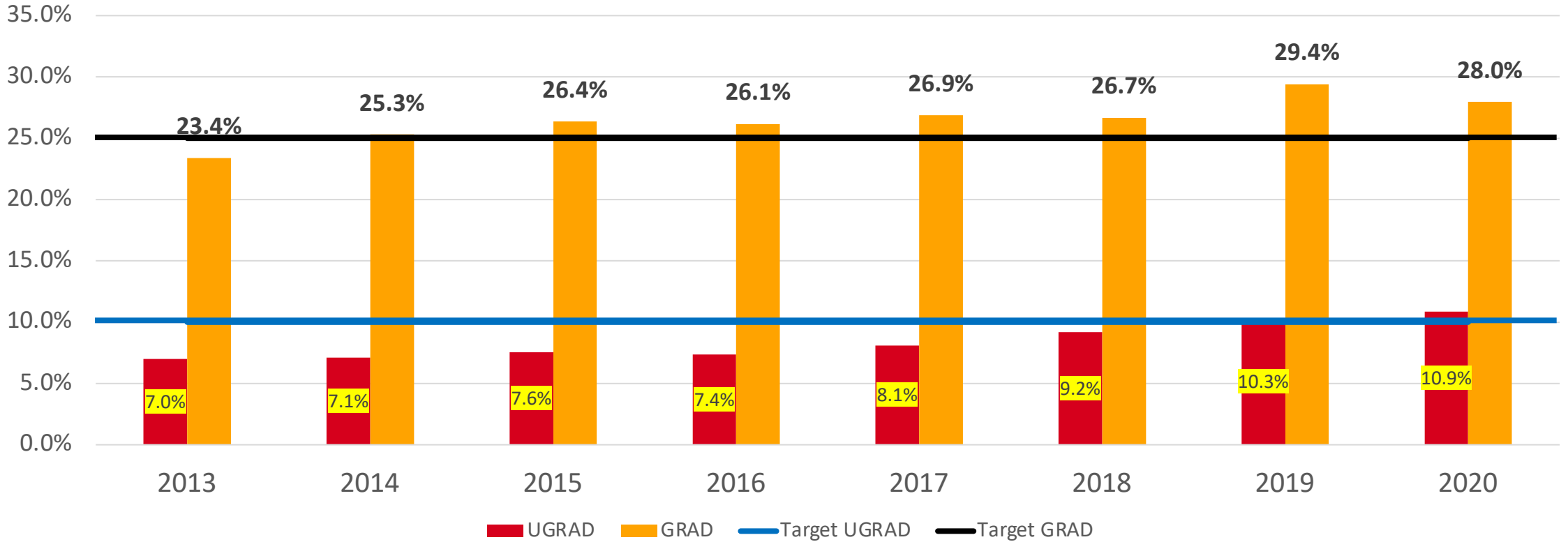
UNIVERSITY OF
CALGARY

Introduction to KPIs

- International Strategy launched in 2013
 - KPIs developed to align with strategy
 - Final year to report on the International Strategy
- New Global Engagement Plan (GEP) was launched in December 2020
 - A new set of KPIs is currently being curated
- KPI Presentation:
 - Collected data for 2013-2020
 - Reporting timeframes vary depending on the KPI (calendar, academic, fiscal)
 - To ensure reporting consistency, metrics were calculated and presented in the same format as previous years

Increase of International Student Populations vs. Strategy Targets

GOAL #1: INCREASE DIVERSITY



Top Countries of Origin for International Students in 2020



China
20.7%



India
16.2%



Iran
7.8%



Bangladesh
4.8%



Nigeria
4.6%



Pakistan
4.1%



USA
3.0%



Egypt
2.7%



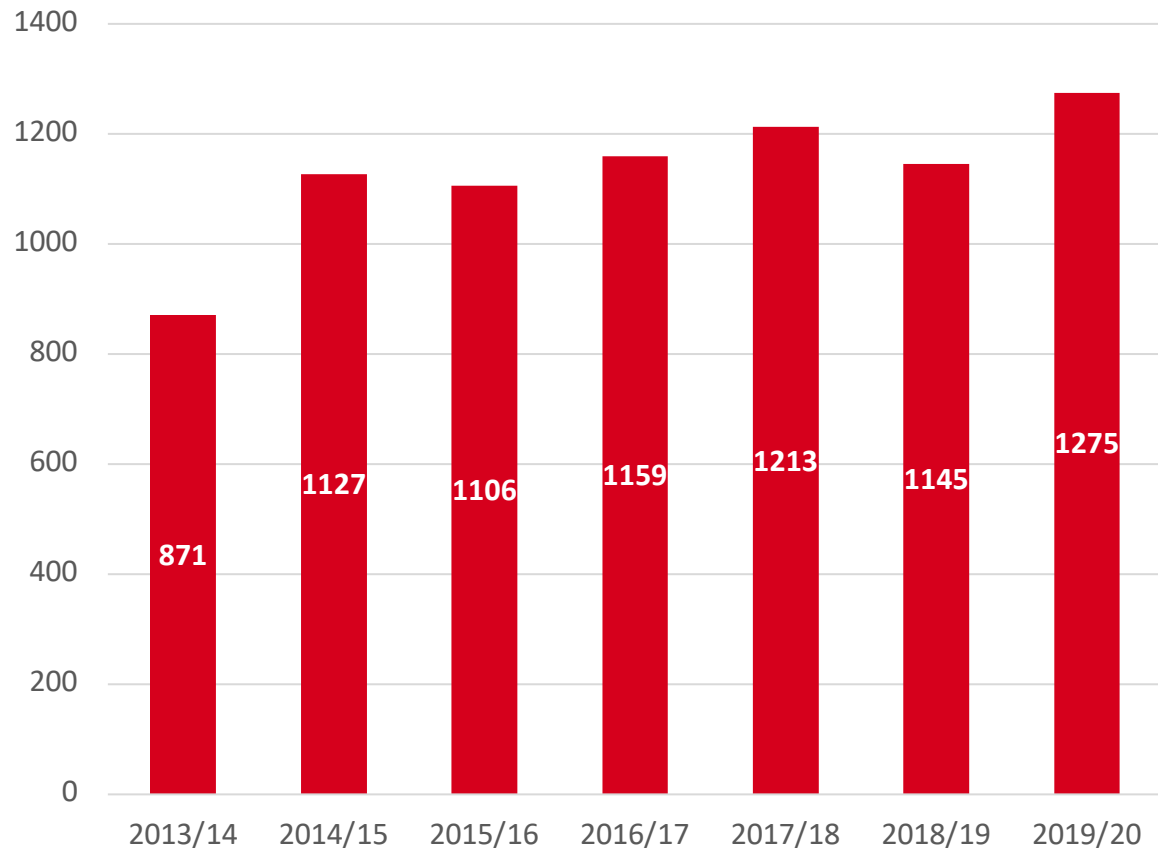
Vietnam
2.5%



South Korea
2.0%

GOAL #2: IMPROVE CROSS-CULTURAL COMPETENCIES

UCalgary Undergraduate Students with an International Learning Experience (ILE)



TOP FIVE ILE DESTINATIONS FOR UG IN 2019/2020



United States
13.5%



Mexico
11.1%



Spain
7.6%



Japan
7.4%

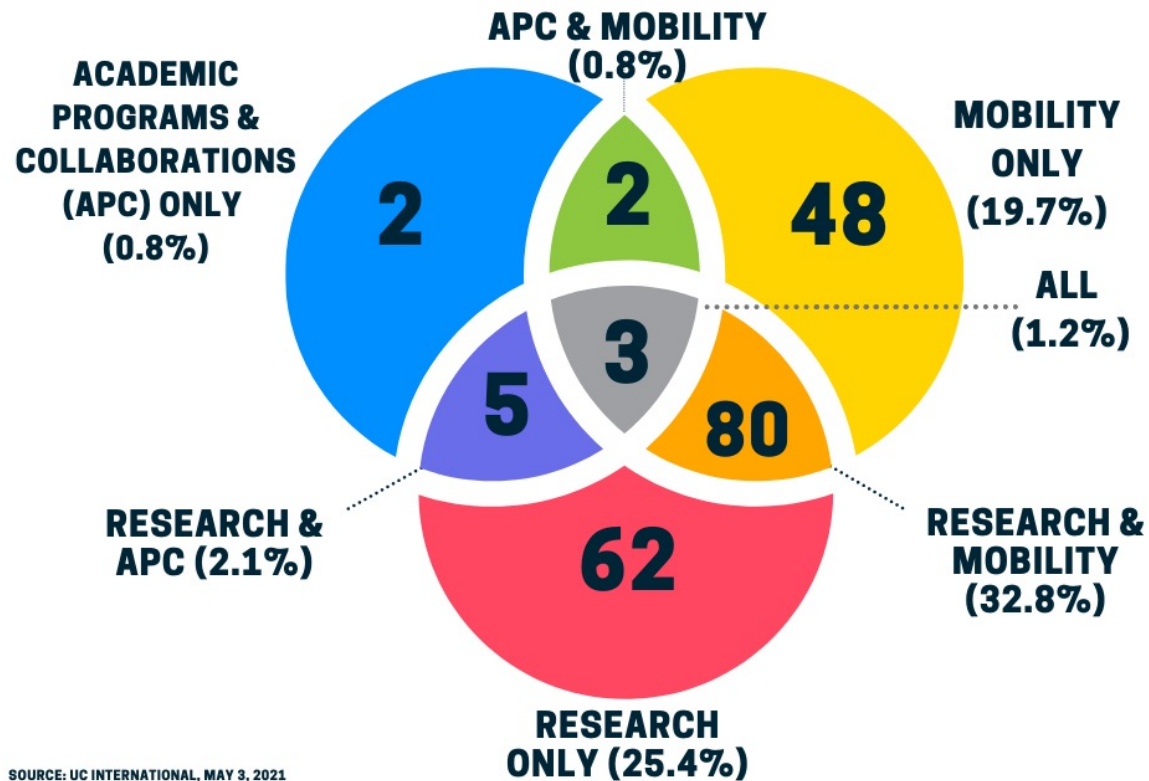


Singapore
6.4%

In the past 5 years, our internationally trained faculty increased from 47% to 49%

International Partnership Assessment Rating Index (IPARI)

WORLDWIDE (2019-2020)



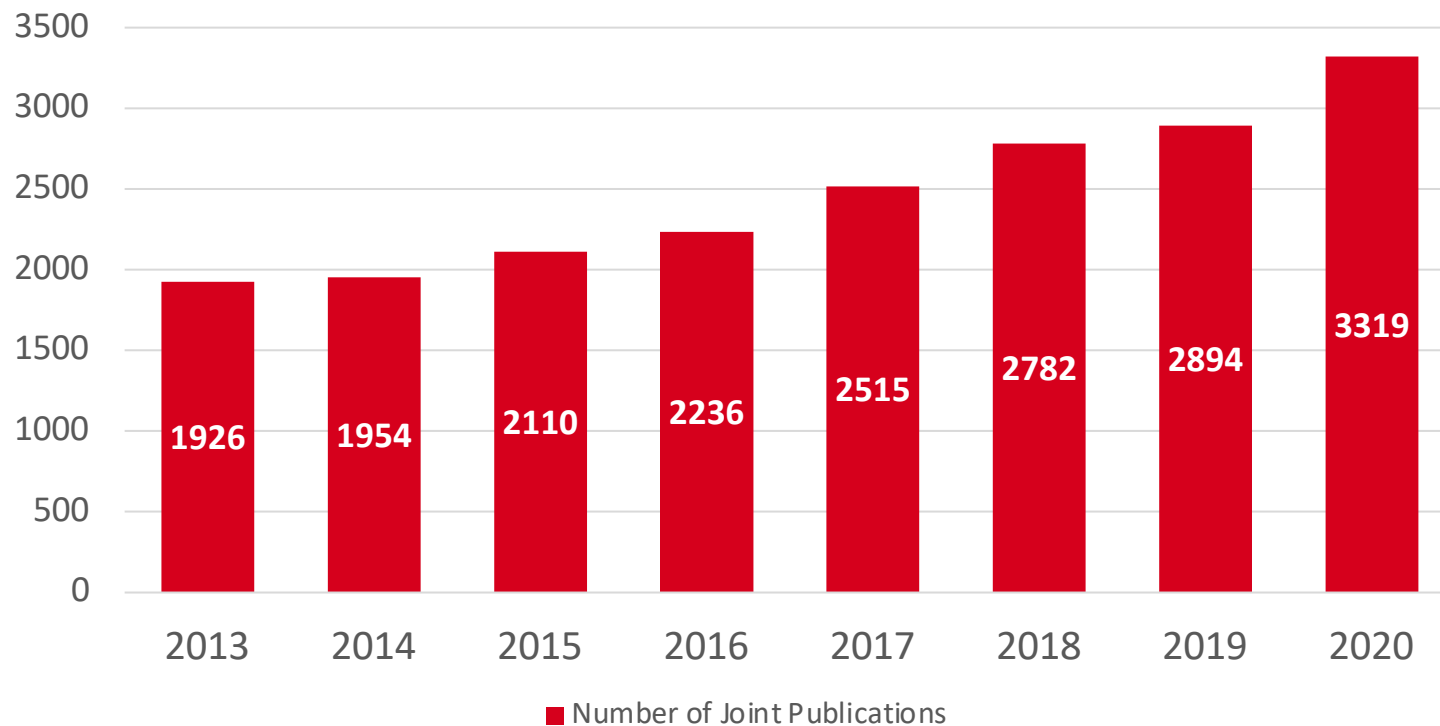
SOURCE: UC INTERNATIONAL, MAY 3, 2021

GOAL #3:
ENHANCE
INTERNATIONAL
PARTNERSHIPS
FOR RESEARCH AND EDUCATION

244 active university partners in **53** countries at the end of **2020**
133 Mobility Partners
150 Research Partners
12 Academic Programs & Collaboration Partners

GOAL #3: ENHANCE INTERNATIONAL PARTNERSHIPS FOR RESEARCH AND EDUCATION

Research Output from International Collaborations
expressed via number of joint publications



Since **FY 2013**, we have received funding from **700+** unique sponsoring agencies internationally. Our top 5 international sponsors are from **United States, France, and Mexico.**

We have received more than **\$163M** in research revenue from sponsors situated in **40+** different countries from **FY2013-2021**

From 2013-2020, UCalgary had **45,992** joint publications, of which **19,707 (42.8%)** were with UCalgary's countries/regions of emphasis and interest

GOAL #4: ENGAGE IN INTERNATIONAL DEVELOPMENT



NEW funding for **four** projects:
one Queen Elizabeth
Advanced Scholars (West
Africa) and
three Academics Without
Borders,
totalling **+\$650K**

Since **FY 2013**,
we have raised over **\$23.3M**
for **15** International
Development Projects
involving **499** students and
scholars

Global Engagement Plan 2020-25



2013 INTERNATIONAL STRATEGY

1. Increase diversity of the campus community
2. Improve cross cultural competencies
3. Enhance collaborations and partnerships
4. Leverage expertise to engage in international development

FOUNDATION
Country strategy



(NEW) GLOBAL ENGAGEMENT PLAN 2020-25

1. Increase diversity of the campus community
2. Improve global and intercultural capacity within our campus communities
3. Enhance global partnerships

FOUNDATION
Research & Academic Priorities



UNIVERSITY OF
CALGARY



Goal 1

**Increase diversity
of the campus
community**



TARGET 1:

**Undergraduate target of 15% for
international students by 2022**



TARGET 2:

**Graduate target of 30% for
international students by 2022**



Goal 2

Improve global and intercultural capacity within our campus communities

TARGET 1:

By 2025, 50% of our students will graduate with at least one International Learning Experience or Intercultural Capacity-building Experience that takes place either abroad or at home.

The priorities of the Academic and Research Plans drive the strategic foundation for all global partnerships, including academic, research and global development.



Goal 3

**Enhance
global partnerships**



**GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE
Report to General Faculties Council
for the meeting held April 28, 2021**

This report is submitted on behalf of the General Faculties Council (GFC) Executive Committee (EC).

Appointment Work

The EC made rank-ordered nominations for the appointment of one academic staff member of GFC to the Academic Planning and Priorities Committee, for a three-year term effective July 1, 2021. The following person agreed to serve and is deemed appointed:

Tara Beattie, Faculty of Graduate Studies/Cumming School of Medicine

The EC made rank-ordered nominations for the appointment of six academic staff members as Appeal Review Administrators for the University Appeals Committee, for terms effective immediately and ideally until June 30, 2024. The following persons agreed to serve and are deemed appointed:

Bronwen Wheatley, Faculty of Science
Soroush Sabbaghan, Werklund School of Education
Anil Mehrotra, Schulich School of Engineering
Darren Stefanyshyn, Faculty of Kinesiology
Rong Zhao, Haskayne School of Business
Eugene Beaulieu, Faculty of Arts

Revisions to the Student Misconduct and Academic Appeals Policy and Procedure

The EC reviewed the proposed revisions to the Student Misconduct and Academic Appeals Policy and Procedure.

In response to questions, the proponents explained:

- The difference between 'academic assessment' and 'graded term work' and that graded term work cannot be appealed to the University Appeals Committee
- Why the ground of 'procedural fairness' is not applicable to appeals of academic progression
- That many students appeal academic progression matters using the ground of 'new information'

Academic Staff Criteria and Processes Handbook

The EC reviewed the proposed revisions to the Academic Staff Criteria and Processes (ASCP) Handbook, including revisions to the recently approved Part A and the new Part B.

In response to questions, the proponents explained:

- Why the term 'equity deserving' is being used instead of 'equity seeking'
- That there are a variety of Equity, Diversity and Inclusion (EDI) and Indigenous engagement trainings offered at the University, by units including Human Resources and the EDI Office. The EC observed that consistency in training is desirable.

- That the ASCP Working Group made effort to define the ‘exceptional circumstances’ when expedited hiring procedures can be used, as it is not intended for the strategic hiring process to undermine the regular process. The proponents noted that the strategic hiring process also involves the use of an academic appointment selection committee, and so there will be checks and balances.
- That some Faculties do not want for a student to have a voting seat on an academic appointment selection committee, and so the Handbook provides that the voting or non-voting status of a student member be described in the relevant Faculty Guidelines and that Faculties can employ other mechanisms to obtain student feedback
- The wording “marriage or common-law relationship” is believed to be current legal terminology, but this will be confirmed
- Appointment with tenure is only possible when hiring to the Associate Professor rank, not at the Assistant Professor rank, and the position posting must clearly state if multiple ranks or streams are to be considered by the academic appointment selection committee

The EC suggested that:

- The membership of an academic appointment selection committee as set out in section 5.1.1.e not be limited to a *senior level* graduate student
- Section 5.6.2 (Recommendation of Appointment With Tenure) be linked to section 4.4 (Position Posting), for clarity
- A typo in section 7.4.8 be corrected to read “interested members of the home unit”

Review of the Draft May 13, 2021 GFC Agenda

The EC reviewed the draft agenda for the May 13, 2021 GFC meeting.

The EC discussed:

- Adding a new standing item to the GFC agendas, during which a Land Acknowledgement will be read by a Dean or delegate and then they will highlight an inclusive practice in their unit
- That the Growth Through Focus Update will be a 30-minute discussion item



**ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council (GFC)
for the meeting held May 3, 2021**

This report is submitted on behalf of the Academic Planning and Priorities Committee (APPC).

Approval of the Creation of the Specialization in Palliative and End of Life Care within the Graduate Certificate in Advanced Nursing Practice I and II

The APPC reviewed the proposal, learning that palliative and end of life care occurs in multiple health settings, that this proposal responds to great interest from the healthcare field, and that expertise in this field is often underdeveloped.

The APPC discussed the program's reliance on sessional instructors to teach in the Specialization and why this is the case, options for work-integrated learning and why it is not a standard component of the program, the role of intercultural competencies in how care is delivered, prerequisite requirements for the program, the program's focus on domestic student enrolment, and the function of the admission deposit.

The APPC approved the creation of the Specialization in Palliative and End of Life Care within the Graduate Certificate in Advanced Nursing Practice I and II, effective for the Fall 2021 term.

Approval of the Creation of the Specialization in Oncology Nursing within the Graduate Certificate in Advanced Nursing Practice I and II

The APPC reviewed the proposal, learning that cancer patients and their families have very special needs, that this Specialization aims to advance knowledge about cancer care and treatment, and that the creation of this program has been encouraged by AHS.

The APPC learned that there is no accreditation body for advanced nursing practice, and that while the Specialization is not unique to the University, it will enhance the training currently available.

The APPC discussed the role of sessional instructors and encouraged the Faculty of Nursing to consider what a sustainable model for hiring might look like in the future. The APPC learned that sessional instructors are partnered with existing Faculty members for mentorship, that sessional appointees bring advanced expertise from clinical settings or senior administrative roles in the healthcare system, and that sessional hires will not buy regular Faculty members out of teaching.

The APPC approved the creation of the Specialization in Oncology Nursing within the Graduate Certificate in Advanced Nursing Practice I and II, effective for the Fall 2021 term.

Changes to D.1.3 *Course Drops and Withdrawals* and H.3 *Student Progress* in the Graduate Chapter of the University Calendar

The APPC reviewed the changes, which clarify the difference between course drops, course withdrawals, and extenuating circumstances withdrawals, define program milestones, and explain how progress through program milestones is tracked.

The APPC learned that all milestone requirements should be captured in each graduate program's Calendar entry to provide an official record.

The APPC suggested that the Calendar entry for D.1.3 clarify that students cannot withdraw from a specific course through their Student Centre more than once.

The APPC approved the changes to sections D.1.3 *Course Drops and Withdrawals* and H.3 *Student Progress* in the Graduate Chapter of the University Calendar.

Final International Strategy Progress Report

The Vice-Provost International provided a report on the final year of the International Strategy, highlighting the progress made through the goals of the Strategy, the level of diversity in the University's international student body as compared to other U15 institutions, the dollars raised in support of international development projects, the development of new Key Performance Indicators in conjunction with the Global Engagement Plan (GEP) 2020-2025, and the GEP's goals.

The APPC learned that the University's budget does not depend on international tuition, and so was less affected by pandemic travel restrictions than other institutions, and that work is still being done to count foreign language publications as part of internationalization efforts.

Prepared by the University Secretariat on behalf of Teri Balsler, Co-Chair, and Tara Beattie, Academic Co-Chair



TEACHING AND LEARNING COMMITTEE
Report to General Faculties Council
for the meeting held April 20, 2021

This report is submitted on behalf of the Teaching and Learning Committee (TLC).

Revisions to Operating Standard on Media Recordings in Learning Environments

The TLC reviewed the proposed revisions to the Operating Standard on Media Recordings in Learning Environments.

The TLC discussed:

- The new statement regarding the destruction of recordings, and the TLC suggested that the wording be revised to “**normally** securely destroy the recording ~~after the appropriate interval~~, usually at the end of term”. The TLC noted that there may be instances, such as a special guest lecture, when it would be desirable to keep a recording for use in future years or by other instructors, and there should be a process for securing appropriate permissions for this.
- That an instructor might decide partway into a term to record their lectures or a guest speaker, and this would not be captured in the course outline. It was determined that in such cases an email to students would be sufficient notice of the intent to record.
- That there are different processes for the recording of an instructor’s lecture and a recording that will also capture student voices and/or images
- Whether the instructor or the student should be responsible for the masking of identity within the Zoom platform when a student does not consent to be recorded
- That an instructor can pause a recording when a student who has not consented to be recorded wishes to ask a question or make a comment
- That the Operating Standard does not apply to academic accommodation situations or for invigilation

Revisions to Calendar Section E.6: Recordings of Lectures

The TLC reviewed the proposed revisions to Calendar section E.6 (Recording of Lectures).

The proponents noted that the regulations in this Calendar section are only in relation to audio recordings made by students, as the University is not yet ready to set regulations for video recordings or still photos, and that the use of “audio” and “digital” will be made consistent throughout.

The TLC discussed that:

- This Calendar section applies to students who are seeking to record lectures for study purposes. Students seeking academic accommodation to record do so through Student Accessibility Services.
- Some instructors may wish to provide blanket consent to students in the course outline to record their lectures, but using the form to grant permission on a case by case basis allows for the provision

of a reminder of how a recording can be used. The proponents indicated that consideration would be given to establishing a more streamlined approach.

- The instructor may not always be the course instructor, such as a Graduate Teaching Assistant in a lab or tutorial section. The proponents indicated that the language will be reviewed in order to ensure no conflict with the Collective Agreement.
- Fellow students should always be advised if a recording will be made, and normally it will be the instructor who will advise the class that a permission has been granted
- There may be situations when it is inappropriate for a student to record, such as out of respect for a guest's culture, and this could be addressed in this Calendar section. The proponents observed that this could also be incorporated into the Operating Standard on Media Recordings.
- It is necessary to be clear with students about what can and cannot be done with a recording, and specifically that sharing or posting on websites is not permitted. The TLC suggested that the new notation in this Calendar section that "*Unauthorized media recording of lectures or the unauthorized sharing of recordings can be investigated under the Student Non-Academic Misconduct Policy and result in disciplinary action being taken*" should also be added to the consent form.

Priorities for Equity, Diversity and Inclusion in Teaching and Learning

The TLC received a presentation on priorities for Equity, Diversity and Inclusion (EDI) in teaching and learning, including the need to prevent a hostile environment through focus on literacy and awareness and to achieve decolonization in curricula. The presenter remarked that that EDI is diverse and seeks fairness for groups including women, Indigenous peoples, visible minorities, persons with disabilities, LGBTQ+ persons, and religious/cultural/linguistic minorities, and that it will take a long time to fundamentally change the classroom experience.

The TLC discussed that:

- It is important to evolve citation practices to include a broad representation of authors, as citation statistics are examined during administrative initiatives such as performance and curriculum reviews, and being cited grows a person's power and recognition as an authority
- It would be interesting to study EDI within graduate and undergraduate programs, as this is the next generation of academics

Reviving Anti-Racism Pedagogy: Exploring the Experiences of Social Work Educators and Students in Post-Secondary Education Project Report

The TLC received a presentation on the project report *Reviving Anti-Racism Pedagogy: Exploring the Experiences of Social Work Educators and Students in Post-Secondary Education*, including a project overview, the results of student and educator interviews, key findings, and recommendations.

The TLC discussed that:

- The report's recommendations can be applied across disciplines, particularly with respect to the need for strong leadership, thoughtful curriculum, and the provision of anti-racism educational opportunities
- Workshops may be attended by people who are already committed to anti-racism, and that it is important to find ways to broaden the reach of these

- The innovation and evaluation of curriculum requires resources
- An Anti-Racism Policy is being developed for the University

Standing Reports

The TLC received reports on the current initiatives of the Taylor Institute, Students' Union, and Graduate Students' Association.

Prepared by the University Secretariat on behalf of Leslie Reid, Co-Chair, and Amy Warren, Academic Co-Chair

POLICY DEVELOPMENT PLAN (PDP) REPORT

as of 2021-05-03

Below is a list of all University Policies and Procedures currently in Consultation or recently Approved by the applicable Approval Authority.

Title	Stage	Drafting Team
-------	-------	---------------

There is currently nothing to report as of 2021-05-03.
