GENERAL FACULTIES COUNCIL
AGENDA

Meeting #608, June 10, 2021, 1:30 p.m.   By Zoom platform

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	McCauley	Verbal	1:30
2.	Inclusive Practice Moment	Perrault[1]	Verbal	
3.	Remarks of the Chair	McCauley	Verbal	
4.	Remarks of the Vice-Chair	Balser	Verbal	
5.	Question Period	McCauley	Verbal	
6.	Safety Moment	Dalgetty[2]	Document	
	Action Items			
7.	Approval of the May 13, 2021 Meeting Minutes	McCauley	Document	
8.	Approval of Growth Through Focus – Framework for Growth	McCauley	Document	2:05
9.	Approval of Revisions to the Student Misconduct and Academic Appeals Policy and Procedures	Morrison[3]/Tutt[4]	Document	2:25
10.	Approval of the Academic Staff Criteria and Processes Handbook	Smith[5]/Strzelczyk[6]	Document	2:40
11.	Election of Members of GFC to the GFC Executive Committee (note: election to be held by email immediately following the meeting)	McCauley/Belcher	Document	2:55
	Information Items			
12.	Student Experience Report	Barker[7]	PowerPoint	3:00

Item	Description	Presenter	Materials	Estimated Time
13.	Standing Reports: a) Report on the May 19, 2021 GFC Executive Committee (EC) Meeting b) Annual Report of the EC c) Report on the May 17 Academic Planning and Priorities Committee (APPC) Meeting d) Annual Report of the APPC e) Report on the May 18, 2021 Teaching and Learning Committee (TLC) Meeting f) Annual Report of the TLC g) Report on the May 20, 2021 Research and Scholarship Committee (RSC) Meeting h) Annual Report of the RSC i) Report on the May 28, 2021 Board of Governors Meeting j) Reports on the April 27 and May 13, 2021 Senate Meetings	In Package Only	Documents	3:15
14.	Revised Faculty of Science Faculty Council Terms of Reference	In Package Only	Document	
15.	Other Business	McCauley		
16.	Adjournment Next meeting: October 7, 2021	McCauley	Verbal	3:15

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. Ellen Perrault, Dean, Faculty of Social Work
2. Linda Dalgetty, Vice-President (Finance and Services)
3. Melissa Morrison, Student Appeals Officer
4. Cherie Tutt, Director, University Secretariat and Student Appeals Office
5. Francine Smith, Co-Chair, Academic Staff Criteria and Processes Working Group
6. Florentine Strzelczyk, Co-Chair, Academic Staff Criteria and Processes Working Group
7. Susan Barker, Vice-Provost (Student Experience)

The university is required to implement and maintain a Biosafety Program to protect its people, assets and the environment from exposure to, and contamination with, biohazards that are being used for research and teaching purposes.

Biohazards include, but are not limited to, infectious material (e.g. bacteria, viruses, fungi, cell lines, blood) and microbial toxins (e.g. botulinum toxin, cholera toxin and diphtheria toxin).

The following distinguishing features of the Biosafety Program are determined to be of higher risk and single out the university as having one of the most complex and varied Biosafety Programs in Canada:

- work involving the virus causing COVID-19 (SARS-CoV-2) in a Level 3 animal facility
- work involving Human Immunodeficiency Virus (HIV)
- small and large animal containment zones (e.g. infections in chickens, pigs, cattle)
- work involving prions (e.g. agent causing Mad Cow Disease or Chronic Wasting Disease)
- work involving fish pathogens (fish acquired domestically/internationally)
- planned work for a wild microbiome facility

The Biosafety Program is designed to produce and monitor compliance with acts, regulations, directives, standards and guidelines published by the Public Health Agency of Canada (PHAC), the Canadian Food Inspection Agency (CFIA), provincial regulators and other parties with oversight over biosafety and biosecurity.

The UCalgary Biosafety Committee is an advisory committee to the Vice-President (Research), ensuring the effectiveness of the Biosafety Program. It is responsible for developing standards or procedures to be followed when handling biohazards in accordance with the applicable requirements. Committee membership is comprised of a cross-section of the affected University stakeholders including representatives from: several faculties, technical staff, the Animal Health Unit, Office of the Vice-President (Research), Environment Health and Safety (EHS), and the Research Services Office.

EHS advises the Biosafety Committee on the development of the Biosafety Program to achieve compliance with relevant legislation. EHS is also responsible for the Laboratory Safety Program, a key foundational element that supports the Biosafety Program. The University Biosafety Officer is also the manager of laboratory safety within EHS and is responsible for directing the University of Calgary Biosafety Program.

Federal biohazard regulators have inspected our facilities at increased frequencies over the last five years compared to prior years. Based on the results of these inspections and internal oversight processes the Biosafety Program is considered to be functioning well and meeting or exceeding requirements.

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**

MOTION:

> That the General Faculties Council (GFC) approve the Framework for Growth, in the form provided to the GFC and as recommended by the GFC Executive Committee.

PROPONENT

Ed McCauley, President & Vice-Chancellor

REQUESTED ACTION

GFC is asked to approve the updated 'Framework for Growth' (included as an attachment to this briefing note) that has been revised following the GFC meeting on May 13, 2021 and the GFC Executive Committee meeting on May 19, 2021.

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 draft 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.
- These big ideas have now been further refined and distilled into a framework.
  - This framework was discussed at GFC on May 13, 2021.
  - There was general appreciation for the significant evolution of the material over the last several months, with several GFC members indicating it's clear that feedback is being incorporated.
  - A summary of the specific suggested revisions that were provided include:

Section	Specific Feedback
Future-Focused Program Delivery	o This section is missing reference to the lifelong learning journey, as well as specific mention of our desire to become a national leader in upskilling/reskilling. o Point 8 could be strengthened by indicating what 'amount' we are referring to (i.e. amount of time, amount of energy, amount of effort, etc.).
Deeper Community Partnerships	o Point 10 and 11 seem somewhat redundant and could likely be combined into a single point.
Transdisciplinary Scholarship	o There is strong support for enabling transdisciplinary scholarship, but we might want to recognize in the framework that there is also a time and a place for disciplinary scholarship, interdisciplinary scholarship, and multidisciplinary scholarship. The goal shouldn't always be transdisciplinary, as it's not always appropriate. o There may be some merit in finessing the wording of "voluntary" and "who have opted to participate", unless we really mean that we are going to invite all scholars across campus to opt in/out.
Areas of Focus	o Considerable support for the notion of focusing. o Caution that we need to ensure there are mechanisms for integrating work across the areas of focus.

	o Support for the additional fifth area of focus, however, caution that we need to balance the notion of undertaking focused work in this area with the desire to embed and integrate this in everything we do. o Suggestion to incorporate the word "democracy" into the fifth area of focus, as that implies positive change, not just any type of social change.

- o In addition, this framework was discussed at GFC Executive Committee on May 19, 2021. Feedback was provided to remove the sentence "participation by students and faculty in transdisciplinary activity will be voluntary" in point 12, and to correct some minor grammatical items.
- 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):
  - o Alumni Board
  - o AUPE Leadership
  - o Board of Governors
  - o EDI Dimensions Steering Committee
  - o Executive Leadership Team
  - o External Community Partners
  - o General Faculties Council
  - o Graduate Student's Association
  - o MaPS Executive Committee
  - o Senate
  - o Senior Leadership Team
  - o Student's Union
  - o TUCFA Leadership & Board

- Routing for approval of the Framework for Growth:

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	General Faculties Council	May 13, 2021			X	
	GFC Executive Committee	May 19, 2021		X		
	BG Executive Committee	June 7, 2021		X		
X	General Faculties Council	June 10, 2021	X			
	Board of Governors	June 18, 2021	X			

SUPPORTING MATERIALS

1. Framework for Growth – With Track Changes
2. Framework for Growth – Without Track Changes

<u>Attachment 1:</u> **FRAMEWORK FOR GROWTH** <mark>(With Track Changes)</mark>

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, and inclusion.

5. Transdisciplinary excellence is built upon disciplinary excellence. The University reaffirms its commitment to disciplines being the fundamental building blocks of our scholarship.

6. The framework will be applied within, and subject to the limits of, the University of Calgary's governance processes.

FUTURE-FOCUSED PROGRAM DELIVERY

6.7. The University recognizes the need to support current and future students on their learning journey and will continue to develop stackable credentials and personalized learning trajectories, along with opportunities for experiential and work-integrated learning. This will position the University as a leading institution for continuing and life-long learning.

7.8. The University will expand resources available to support to faculty in developing programming for new modalities and new programs.

8.9. The University will work more closely with ~~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

9.10.   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.

10.11.   The University will foster and expand support for faculty to establish partnerships that ~~support~~ enhance their scholarship, and to scale and promote their scientific, technological, commercial and social innovations.

11. ~~The University will foster and expand support for faculty to scale and promote their scientific, technological, commercial and social innovations.~~

TRANSDISCIPLINARY SCHOLARSHIP

12. Building on our foundation of outstanding disciplinary scholarship, ~~T~~the University will encourage and support a transdisciplinary approach to our scholarship. ~~Participation by students and faculty in transdisciplinary activity will be voluntary.~~

~~12.~~13. The transdisciplinary activity will be catalyzed through the creation of Areas of Focus that enhance connections among our campus community. Transdisciplinary Areas of Focus will provide opportunities to collaboratively address global challenges.

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. The scholarly vision for each area will be shaped over time by our community. ~~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. Democracy and s~~S~~ocial change ~~and equity~~ (still to be finalized)

<u>Attachment 2:</u> **FRAMEWORK FOR GROWTH** <mark>(Without Track Changes)</mark>

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, and inclusion.

5. Transdisciplinary excellence is built upon disciplinary excellence. The University reaffirms its commitment to disciplines being the fundamental building blocks of our scholarship.

6. The framework will be applied within, and subject to the limits of, the University of Calgary's governance processes.

FUTURE-FOCUSED PROGRAM DELIVERY

7. The University recognizes the need to support current and future students on their learning journey and will continue to develop stackable credentials and personalized learning trajectories, along with opportunities for experiential and work-integrated learning. This will position the University as a leading institution for continuing and life-long learning.

8. The University will expand resources available to support to faculty in developing programming for new modalities and new programs.

9. The University will work more closely with our community – businesses, governments, non-profits and individuals – in the development and ongoing maintenance of curricula.

DEEPER COMMUNITY PARTNERSHIPS

10. 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.

11. The University will foster and expand support for faculty to establish partnerships that enhance their scholarship, and to scale and promote their scientific, technological, commercial and social innovations.

TRANSDISCIPLINARY SCHOLARSHIP

12. Building on our foundation of outstanding disciplinary scholarship, the University will encourage and support a transdisciplinary approach to our scholarship.

13. The transdisciplinary activity will be catalyzed through the creation of Areas of Focus that enhance connections among our campus community. Transdisciplinary Areas of Focus will provide opportunities to collaboratively address global challenges.

AREAS OF FOCUS

14. The University will identify Areas of Focus. The scholarly vision for each area will be shaped over time by our community.

15. Initial Areas of Focus will be:

    a. Health and life
    b. Energy transformation
    c. Cities and communities
    d. Digital worlds
    e. Democracy and social change (still to be finalized)

GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE

⦿ For Approval   ○ For Recommendation   ○ For Discussion

SUBJECT: **Approval of the Revisions to the Student Misconduct and Academic Appeals Policy and Procedures**

MOTION:

> That the General Faculties Council (GFC) approve the revisions to the Student Misconduct and Academic Appeals Policy, the University Appeals Committee Procedure and the Faculty Appeals Committee Procedure in the forms provided to the GFC, effective July 1, 2021 and as recommended by the GFC Executive Committee.

PROPONENT(S)

Melissa Morrison, Student Appeals Officer

REQUESTED ACTION

The General Faculties Council (GFC) is being asked to review and approve that the proposed revisions to the Student Misconduct and Academic Appeals Policy, the University Appeals Committee (UAC) Procedure and the Faculty Appeals Committee (FAC) Procedure.

KEY CONSIDERATIONS/POINTS

The Student Misconduct and Academic Appeals Policy suite has been in effect for over two years and this allows for changes to be made with the benefit of experience. The proposed changes address feedback the Student Appeals Office has received from key participants in the appeal process, which will contribute to an even better student appeals experience.

The Student Appeals Office has had the opportunity to determine what sections of the policy and procedures need to be made clearer or ways in which to better guide students who file an appeal. There were also sections of the policy documents or components of the student appeals process that proved to be unnecessary. Additionally, these changes capture new policies that are interconnected with student appeals (i.e. Student Academic Misconduct Policy, which came into effect after the Student Misconduct and Academic Appeals Policy).

A detailed list of the changes and the rationale for them are outlined in the attached memorandum.

RISKS

The revisions to the policy and procedures should have a positive impact for individuals participating in the student appeals processes.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	GFC Executive Committee	2021-04-28			X	
	GFC Executive Committee	2021-05-19		X		
X	General Faculties Council	2021-06-10	X			

The University Appeals Tribunal (UAT) Procedure will be presented to the Board of Governors for approval.

The University Student Appeals Office is consulting with/has consulted with the following: Executive Leadership Team Operations committee, Legal Services, Student Ombuds, UAC and UAT Appeals Review Administrators, Select UAC and UAT members, including Graduate Students' Association and Students' Union representatives, select Faculties (Arts, Science, Schulich School of Engineering, Graduate Studies), Vice-Provost (Student Experience), Director, Campus Mental Health Strategy, Vice-Provost (Equity, Diversity, and Inclusion), Indigenous Strategy Policy Review Committee.

NEXT STEPS

The University Student Appeals Office will be responsible for the communication and implementation of the revisions to the Policy and the procedures once they have been approved. The communication plan will include posting the revised policy and procedures on the University policy website and the University Student Appeals Office website and working with the University Communications team to implement a communications strategy that will reach students, faculty, and staff.

SUPPORTING MATERIALS

1. Memorandum of the Proposed Revisions to the Student Appeals Policy Suite
2. SMAAP – Track Changes
3. SMAAP – Current
4. UAC Procedure – Track Changes
5. UAC Procedure – Current
6. FAC Procedure – Track Changes
7. FAC Procedure – Current

MEMORANDUM

Date:	June 3, 2021		
To:	Student Appeals Stakeholders	**From:**	Melissa Morrison, Student Appeals Officer

Subject:	**Proposed Revisions to the Student Appeals Policy Suite (*Student Misconduct and Academic Appeals Policy*, the *University Appeals Committee Procedure*, and the *Faculty Appeals Committee Procedure*)**

The purpose of this memo is to communicate proposed revisions to the *Student Misconduct and Academic Appeals Policy* and supporting procedures. These proposed changes are not significant, and any changes, deletions and additions provide additional clarity and contribute to an even better appeals experience. The following is a summary of the changes:

The Student Misconduct and Academic Appeals Policy ("the Policy")

- Section 1.1 d): addition of Graded Term Work. It was an omission in the original policy and needs to be added as Graded Term Work appeals occur at the faculty level;
- Section 2.1 d): addition of Graded Term Work as decisions arising from the reappraisal;
- Section 2.1 f): simply moved "decision made by" to beginning for consistency;
- Section 2.1 g): changes the "PGME Appeals Subcommittee" to the "PGME Appeals Committee" to reflect changes made in 2020 to *PGME Appeals Policy (see* also sections 3.1 f), j), 5.4, 5.11);
- Section 3.1 a): revisions to the definition of Academic Assessment to i) remove reference to grade (as this will add confusion with respect to definition of Graded Term Work) and instead use the term "final assessment" which is consistent with how it is defined in the Calendar and ii) references Calendar provisions that deal with Academic Assessments as there is further important details contained there;
- Section 3.1 c): addition of Academic Regulations definition – this was needed to address new ground of appeal for Academic Progression Matters (see section 5.6);
- Section 3.1 f): addition of Graded Term Work as this was missed previously;
- 3.1 h): addition of Graded Term Work definition as required (see section 1.1) – definition is the same as definition in *Faculty Appeals Procedure*;
- Sections 3.1 i), k) and l): capitalized defined terms for consistency;
- Section 3.1 o): when the policy came into effect, the new Academic Misconduct policy suite had not yet come into effect and thus the definition of Academic Misconduct referenced the Calendar instead of the new policy;
- Section 4.1: addition of general statement around what participants in the appeals process can expect – what we are striving to achieve;
- Section 4.3: capitalization of "Procedural Fairness" as it is a defined term;

- Section 4.4: added clarity that regardless of the type of appeal or the grounds of appeal an Appellant brings forward, the UAC and UAT will also examine the Procedural Fairness and reasonableness aspects of the decision. It is an additional layer of review to ensure the decision made is appropriate;
- Section 4.5: Addition of "Graded Term Work" – see section 1.1;
- Section 5.1: change from "process" to "procedure" as it is a procedure at the faculty level (faculty appeals procedures) and addition of Graded Term Work (see section 1.1);
- Section 5.2: addition of "that do not result in being required to withdraw" – adding clarity as the Graduate Faculty Appeals Committee only deals with unsuccessful attempts to that do not result in an requirement to withdraw (those are Academic Progression matters that go to the UAC);
- Section 5.6: Reordering of the section to add consistency. Removal of procedural fairness as a ground of appeal for Academic Progression matters as it does not apply. Academic reviews are done by applying objective academic regulations. There is no investigation or hearing in advance of these decisions – or any such process that would attract procedural fairness requirements. A new ground of appeal has been inserted in its place: "the decision contained an error in the application of the relevant University or faculty Academic Regulations". The one exception that is carved out is Academic Progression decisions of the PGME Appeals Committee as there is a full hearing process. Procedural fairness is also available to Academic Progression matters when they appeal a UAC decision to the UAT as the UAC is an internal tribunal that is expected to provide an Appellant with procedural fairness;
- Section 5.7: Making it clear that only the UAC panel decision on Academic Progression can be appealed to the UAT (not the original decision);
- Section 5.8: Addition of "Graded Term Work" – see section 1.1;
- Section 5.9: capitalization of "Grounds of Appeal" as it is a defined term;
- Section 5.12: specified and/or as it is possible for more than one proceeding to take place at the same time;
- Sections 8 and 9: addition of the Student Academic Misconduct Policy and Procedure which was not yet in effect when the student appeals policy suite was first approved – revised the Sexual Violence Policy to Sexual and Gender Based Violence Policy which it is now called;
- Section 10: addition of a link to the Student Appeal Submission Form which is required for a student to commence an appeal at the UAC or UAT;
- Section 11: addition of a link to the Student Appeals website

The University Appeals Committee Procedure ("the UAC Procedure")

- Section 3.1 a): revisions to the definition of Academic Assessment to i) remove reference to grade (as this will add confusion with respect to definition of Graded Term Work) and instead use the term "final assessment" which is consistent with how it is defined in the Calendar and ii) references Calendar provisions that deal with Academic Assessments as there is further important details contained there;
- Section 3.1 d): revision to the definition of Advisor to include traditional knowledge keeper as another example of a type of an advisor a student could have to support them during their appeal, as recommended by the Indigenous Strategy Policy Review Task Force
- Section 3.1 j) and l): changes the "PGME Appeals Subcommittee" to the "PGME Appeals Committee" to reflect changes made in 2020 to *PGME Appeals Policy* also changed in sections 4.8 b, 4.55;

- Section 3.1 m): deleted definition of "procedural fairness" as it was not used in the UAC Procedure;
- Section 3.1 o): when the policy came into effect, the new Academic Misconduct policy suite had not yet come into effect and thus the definition of Academic Misconduct referenced the Calendar instead of the new policy;
- Section 3.1 r): Addition of a definition for Witness as there is one for Advisor and it is referenced throughout the policy documents. This results in the capitalization of Witness throughout.
- Section 4.2: This provides the Student Appeals Officer with the authority to grant or deny extension requests. These are granted in the majority of cases and require a timely response to the student who is requesting the extension. Asking our Appeal Review Administrators to do this is adding unnecessary complexity and length of time to this decision;
- Section 4.3: This adds clarity to what a student is required to submit with an extension request and specify that it is to be in writing.
- Section 4.4 b): pluralizing outcome(s);
- Section 4.4 f): Addition of the requirement for the Appellant to specifically describe why their matter fits within the requirements for a written hearing;
- Section 4.6: Many of the Student Appeals Office deadlines already contain the word "normally" in front of it. This revision is to add normally to all Student Appeals Office deadlines. The Student Appeals Office rarely misses a deadline and is often well ahead of required timelines. However, the addition of normally will 1) increase consistency, 2) allow the flexibility to deal with times of significant volumes, and 3) allow purposeful missing of deadlines (i.e. we do not send out negative decisions on Fridays so as to ensure the student has access to wellness and other resources);
- Section 4.8 e): capitalization of "Grounds of Appeal" as it is a defined term (see also 4.13 c) ii));
- Section 4.8 g): this will allow appeals to be dismissed in cases where the remedy the Student is seeking is provided through an alternate process (i.e. tuition refunds, extenuating circumstances withdrawals, approval of accommodations);
- Section 4.10, 4.13, 4.19, 4.26: Addition of "normally" – see section 4.6 above;
- Section 4.13 c) iii): When an Appellant brings forward an Academic Progression appeal, they are required to provide a plan on how they are going to improve their academic performance. This section requires the Respondent to provide a written response to this plan;
- Section 4.20: clarifies that any requests must be made in writing;
- Section 4.25: Provides the Student Appeals Office with the authority to decide the priority of appeals that have been filed (i.e. for the purpose of scheduling hearings). It does not make sense for this priority to be with an individual Appeal Review Administrator as they do not have knowledge of all matters but just the ones that they have been assigned. This supports our needs to know approach to confidentiality of student appeals;
- Section 4.31: change to "speak" to be consistent with how it is framed elsewhere;
- Section 4.34: increasing number of days to 5 to allow more time to prepare and request summaries of anticipated evidence in advance of the hearing, capitalization of "Witness" as it is a defined term;
- Section 4.35: revise language to *advise* the UAC Panel;
- Section 4.45: added that the decision as to whether a hearing is to occur over videoconference, or other such medium is made by the panel chair;
- Section 4.55: addition of panel for clarity that only decisions of the panel are appealable and not individual decisions of the panel chair (or an Appeal Review Administrator).

- Section 4.62: change to refer to the SAO Website vs email, as the SAO is looking into other platforms such as SharePoint or Maxient;
- Section 4.72 a): Allows for 10 Appeal Review Administrators to reduce workload on Appeal Review Administrators during busy times. In summer 2019, GFC already approved using everyone whose name had been put forward (currently have 8) and so this is in line with that. There is also an addition to allow for additional permanent or temporary appointments to address high volumes of appeals. Additionally, the addition of the ability of the Vice-Provost (Student Experience) to delegate decision making to another Vice-Provost if in a conflict situation, given the Vice-Provost (Student Experience) oversees the Conduct Office and may have prior involvement with a matter;
- Section 4.72 e): Reduction in MAPS for Non-Academic Misconduct appeals as these do not occur often;
- Section 4.73: Addition of "for the purposes of hearing and deciding appeals in accordance with this procedure" is to add clarity that the quorum requirement applies to final appeal decisions after a hearing;
- Section 4.74: change to "members" as this is what is used elsewhere; and section a) to state Board membership "up to" 3 members to address board turn over;
- Section 4.81: because undergraduate students typically only serve for one year. Their appointment is through their role on the Students Union;

The Faculty Appeals Committee Procedure

- Section 1.1: It was an error in the previous version to not include appeals of Graded Term Work reappraisals in with Academic Assessments as they can be appealed at the faculty level;'
- Section 3.1 a): revisions to the definition of Academic Assessment to i) remove reference to grade (as this will add confusion with respect to definition of Graded Term Work) and instead use the term "final assessment" which is consistent with how it is defined in the Calendar and ii) references Calendar provisions that deal with Academic Assessments as there is further important details contained there;
- Section 3.1 b) and e): changes the "PGME Appeals Subcommittee" to the "PGME Appeals Committee" to reflect changes made in 2020 to *PGME Appeals Policy* – also adds "Graded Term Work";
- Section 3.1 d): Includes a definition for Graded Term Work – see section 1.1 above – this definition is the same definition as found in the faculty appeals procedures;
- Section 4.1: addition of Graded Term Work – see section 1.1 above;
- Section 4.2: addition of "that do not result in being required to withdraw" – adding clarity as the Graduate Faculty Appeals Committee only deals with unsuccessful attempts to that do not result in an requirement to withdraw (those are Academic Progression matters that go to the UAC);
- Section 4.4: addition of "in consultation with the Student Appeals Office" as this is necessary for any deviations from the standard template in order to ensure that the changes do not conflict with the broader appeals suite or there are no other issues;
- Section 10: addition of a link to the Student Appeals website where students can access FAC Appeals Procedures;
- Removal of associated policies that were not used;

UNIVERSITY OF CALGARY

Student Misconduct and Academic Appeals Policy

Classification Governance	**Table of Contents**

1 Purpose

    1.1   The purpose of this policy is to identify the appeal bodies, and the principles and procedures for appeals of decisions regarding:

        a)   Student Academic Misconduct,

        b)   Student Non-Academic Misconduct,

        c)   Academic Progression Matters, and

        d)   Academic Assessments and Graded Term Work.

2 Scope

    2.1   This policy applies to an appeal of a:

        a)   Student Academic Misconduct decision;

        b)   Student Non-Academic Misconduct decision;

        c)   decision regarding Academic Progression Matters;

        d)   decision regarding Academic Assessment or Graded Term Work;

        e)   decision made by the University Appeals Committee;

        f)   decision made by a Faculty Appeals Committee ~~decision~~ regarding an Academic Assessment; and

        g)   decision made by the PGME Appeals ~~Subcommittee~~Committee.

3   **Definitions**

3.1   In this policy

a) "Academic Assessment" means the determination of a Student's final level of achievement in a specific course or graduate Student milestone, and includes: ~~grades~~final assessment(s); credit or fail designations; ~~and, i~~if specified in a course outline, assessments of all aspects of professional behaviour; and as further defined in the University ~~and Graduate Studies Calendars and Academic Regulations~~.~~.~~

b) "Academic Progression Matter" means a matter regarding a Student's academic achievement in the Student's program. Academic Progression Matters include: assessments of all aspects of professional behaviour as required in University documents other than a course outline; dismissals; or the requirement to withdraw. Academic Progression Matters do not include: decisions regarding Academic Assessments or Student Academic Misconduct.

c) "Academic Regulations" means the regulations applicable to a Student's enrollment at the University as found in the University and Graduate Studies Calendars and within each faculty.

~~c)~~d) "Appeal Hearing" means either a written or oral process to review and decide an appeal before a Faculty Appeals Committee, the University Appeals Committee or the University Appeals Tribunal.

~~d)~~e) "Appellant" means a Student who appeals a decision about themselves.

~~e)~~f) "Faculty Appeals Committee" means the committee constituted to hear appeals of Academic Assessments or Graded Term Work and includes: the Faculty of Graduate Studies Appeals Committee and the Continuing Education Unit Appeals Committee. The PGME Appeals ~~Subcommittee~~ Committee is not a Faculty Appeals Committee. If there is no relevant faculty council, the General Faculties Council will establish an appropriate appeals committee.

~~f)~~g) "Faculty of Graduate Studies Appeals Committee" means the Faculty Appeals Committee of the Faculty of Graduate Studies.

h) "Graded Term Work" refers to graded term work as described in the ~~Section I.2~~ *Reappraisal of Graded Term Work* section of the A~~a~~cademic R~~r~~egulations of the University Calendar.

~~g)~~i) "G~~g~~round of A~~a~~ppeal" means a reason that an appeal is being made.

~~h)~~j) "PGME Appeals ~~Subcommittee~~Committee" means the Postgraduate Medical Education Appeals ~~Subcommittee~~ Committee of the Cumming School of Medicine.

~~i)~~k) "P~~p~~rocedural F~~f~~airness" means that an Appellant and a Respondent have the opportunity to be heard by an unbiased decision maker and to be made aware

of all evidence considered by the decision maker. Procedural F̶f̶airness is about the procedures used to make a decision, not the actual outcome of the decision.

j̶)l) "R̶r̶easonable A̶a̶pprehension of b̶B̶ias" generally means that a reasonable and informed person, viewing the matter realistically and practically, would think that it is more likely than not that a decision maker was biased in respect of the decision under appeal.

k̶)m) "Respondent" means a person who responds to an appeal.

l̶)n) "Student" means an individual who is registered in a course or program of study with the University, whether for credit or not, at the time the subject matter of the decision under appeal occurred.

m̶)o) "Student Academic Misconduct" means plagiarism, cheating or other academic misconduct as defined in the ~~University calendar~~Student Academic Misconduct Policy. ~~or in any University policy that defines student academic misconduct.~~

n̶)p)"Student Non-Academic Misconduct" means conduct that is prohibited as outlined in Appendix 1: Prohibited Conduct of the Student Non-Academic Misconduct Policy.

o̶)q)"University Appeals Committee" means the delegate of the General Faculties Council having the powers and authorities set out in the University Appeals Committee Procedure.

p̶)r) "University Appeals Tribunal" means the delegate of the Board of Governors having the powers and authorities set out in the University Appeals Tribunal Procedure.

q̶)s) "University" means the University of Calgary.

4 **Policy Statement**

4.1 Appeals pursuant to this policy will:
a) be confidential,
b) provide Procedural Fairness,
c) strive for consistency in terms of its decisions,
d) be administratively efficient, and
e) contribute to a fair and just University.

4.14.2 An Appellant submitting an appeal under this policy must meet the requirements of this policy and the relevant procedure.

4.24.3 Appeal Hearings will respect the rights of an Appellant and a Respondent to P̶p̶rocedural F̶f̶airness.

4.3~~4.4~~ Regardless of the type of decision being appealed or the grounds of appeal brought forward by an Appellant in an appeal, in conducting an~~In conducting an~~ Appeal Hearing, Faculty Appeals Committees, the University Appeals Committee and the University Appeals Tribunal will usually review whether the decision being appealed:

a) was made with P~~p~~rocedural F~~f~~airness, and

b) falls within a range of reasonable outcomes.

4.4~~4.5~~ In the event there is a conflict with any other University, faculty or University unit policy, procedure, regulation or standard regarding appeals of:

    i. Student Academic Misconduct decisions,

    ii. Student Non-Academic Misconduct decisions,

    iii. Academic Assessments,

    ~~iii.~~iv. Graded Term Work, or

    ~~iv.~~v. decisions regarding Academic Progression Matters,

this policy takes precedence.

4.5~~4.6~~ Nothing in this policy prevents anyone, including professional licensing bodies, from proceeding with civil, administrative or criminal actions independent of any University appeal process.

5 Procedure

Appeal Bodies and Levels

5.1 Appeals of Academic Assessments or Graded Term Work are made in accordance with the appeal ~~process~~ procedure in the faculty or University unit offering the course, including to the appropriate Faculty Appeals Committee, which is the final level of appeal for Graded Term Work. ~~, and then to the~~The University Appeals Committee ~~, which~~ is the final level of appeal for Academic Assessments.

5.2 Notwithstanding Section 5.1, an appeal by a graduate Student of an Academic Assessment regarding a thesis exam or candidacy component that does not result in the graduate student being required to withdraw is made first to the Faculty of Graduate Studies Appeals Committee and then to the University Appeals Committee, which is the final level of appeal for Academic Assessments.

5.3 Appeals of Student Non-Academic Misconduct decisions, Student Academic Misconduct decisions or Academic Progression Matters are made first to the University Appeals Committee, and then to the University Appeals Tribunal, which is the final level of appeal for these decisions.

5.4 Notwithstanding Sections 5.1 and 5.3, appeals of Academic Assessments, Academic Progression Matters or Student Academic Misconduct decisions for students registered in the postgraduate medical education program must proceed first through the Cumming School of Medicine appeal process, including the PGME Appeals SubcommitteeCommittee. Appeals of PGME Appeals Subcommittee Committee decisions regarding Academic Assessments or Academic Progression Matters are made to the University Appeals Committee, which is the final level of appeal for these decisions. Appeals of PGME Appeals Subcommittee Committee decisions regarding Student Academic Misconduct are made to the University Appeals Tribunal, which is the final level of appeal for these decisions.

Grounds of Appeal for Student Academic Misconduct and Student Non-Academic Misconduct Decisions

5.5 As Student Academic Misconduct decisions and Student Non-Academic Misconduct decisions involve disciplinary action by the University, an Appellant may appeal a Student Academic Misconduct decision or a Student Non-Academic Misconduct decision on one or more of the following grounds:

a) relevant new information has arisen that could not have been presented earlier and that may have otherwise affected the decision being appealed;

b) the decision being appealed was made in a procedurally unfair way;

c) there was a reasonable apprehension of bias on the part of a person who made the decision being appealed;

d) the decision maker did not have the authority to make the decision or to impose the sanctions;

e) the decision, or the severity of the sanction, or both, is unreasonable; or

f) any other ground.

Grounds of Appeal for Academic Progression Matters Assessments and Academic Assessments Progression Matters

5.6 As Academic Progression Matters Assessments and Academic Progression Matters Assessments do not involve disciplinary action by the University, an Appellant may only appeal Academic Progression MattersAssessments or Academic Assessments Progression Matters to the University Appeals Committee on one or more of the following grounds:

Academic Assessments:

a) relevant new information has arisen that could not have been presented earlier and that may have otherwise affected the decision being appealed;

b) the decision being appealed was made in a procedurally unfair way; or

c) there was a reasonable apprehension of bias on the part of a person who made the decision being appealed.

Academic Progression Matters (with the exception of Academic Progression Decisions of the PGME Appeals Committee):

5.6 .

a) relevant new information has arisen that could not have been presented earlier and that may have otherwise affected the decision being appealed;

b) the decision contained an error in the application of the relevant Academic Regulations; or

c) there was a reasonable apprehension of bias on the part of a person who made the decision being appealed.

Academic Progression Decisions of the PGME Appeals Committee:

a) relevant new information has arisen that could not have been presented earlier and that may have otherwise affected the decision being appealed;

b) the decision being appealed was made in a procedurally unfair way; or

c) there was a reasonable apprehension of bias on the part of a person who made the decision being appealed.

5.7 Notwithstanding Section 5.6, an Appellant may only appeal Academic Progression Matters decisions of the University Appeals Committee panel to the University Appeals Tribunal on one or both of the following grounds:

a) the decision being appealed was made in a procedurally unfair way; or

b) there was a reasonable apprehension of bias on the part of a person who made the decision being appealed.

General

5.8 In general, Academic Assessments, Graded Term Work and decisions regarding Academic Progression Matters or Academic Misconduct should be made as close as possible to the level at which the academic competence resides.

5.9 Dissatisfaction with a decision or with a University, faculty or University unit policy, procedure, regulation or standard is not a Ground of Appeal.

5.10 In general, events or academic performance that occur after the date of the decision being appealed are not considered to be relevant new information.

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5.11 An Appellant must exhaust all decision making and appeal processes at the faculty, University unit, Faculty Appeals Committee, PGME Appeals ~~Subcommittee~~ Committee or the Student Conduct Office before submitting an appeal under this policy and the related procedures.

5.12 A Faculty Appeals Committee, the University Appeals Committee or the University Appeals Tribunal may place any appeal made under this policy on hold, pending the outcome of any proceedings associated with a professional code and/or any other proceeding independent of the University appeal process.

6   Responsibilities

6.1 The University Student Appeals Office will:

a) coordinate the process for appointing members to the University Appeals Committee and to the University Appeals Tribunal;

b) organize panels for the University Appeals Committee and the University Appeals Tribunal in accordance with the relevant procedures;

c) provide training to members of Faculty Appeals Committees, members of the University Appeals Committee and members of the University Appeals Tribunal;

d) respond to inquiries and questions about the process of making an appeal under this policy; and

e) receive and coordinate appeals in accordance with this policy and its procedures.

6.2 Students will:

a) be familiar with their rights and responsibilities under this policy and its procedures.

6.3 Faculties and University units will each:

a) establish Faculty Appeals Committees;

b) be familiar with their rights and responsibilities under this policy and its procedures; and

c) ensure the faculty, the University unit, and any departments within the faculty or unit are familiar with this policy and its procedures and utilize the training materials provided by the University Student Appeals Office.

7   Appendices   Summary Diagram of Student Misconduct and Academic Appeals Process

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8	**Related Policies**	Code of Conduct Policy
		Acceptable Use of Electronic Resources and Information Policy~~Electronic Communications Policy~~
		Harassment Policy
		Privacy Policy
		Research Integrity Policy
		Sexual and Gender Based Violence Policy
		Student Academic Misconduct Policy
		Student Non-Academic Misconduct Policy
9	**Related Procedures**	University Appeals Committee Procedure
		University Appeals Tribunal Procedure
		Faculty Appeals Committee Procedure
		Student Academic Misconduct Procedure
		Student Non-Academic Misconduct Procedure
10	**Related Instructions/Forms**	Student Appeal Submission Form
	~~Related Operating Standards~~	
11	**Related Information**	~~Insert text / attach document / add hyperlink~~www.ucalgary.ca/secretariat/student-appeals
	~~References~~	
12	**History**	*Approved: June 14, 2018*
		Effective: January 1, 2019
		Revised: July 1, 2021

Commented [TH1]: This Policy replaces the Electronic Communications Policy (2009), Acceptable Use of Information Assets Policy (2006, revised 2007), and Acceptable Use of Personal Information in Enterprise Information Systems Policy (2006, revised 2007).

Student Misconduct and Academic Appeals Policy

Classification Governance	
Approval Authority General Faculties Council	
Implementation Authority University Secretary	
Effective Date January 1, 2019	
Last Reviewed January 1, 2019	

Table of Contents

1   Purpose

1.1   The purpose of this policy is to identify the appeal bodies, and the principles and procedures for appeals of decisions regarding:

   a)   Student Academic Misconduct,

   b)   Student Non-Academic Misconduct,

   c)   Academic Progression Matters, and

   d)   Academic Assessments.

2   Scope

2.1   This policy applies to an appeal of a:

   a)   Student Academic Misconduct decision;

   b)   Student Non-Academic Misconduct decision;

   c)   decision regarding Academic Progression Matters;

   d)   decision regarding Academic Assessment;

   e)   decision made by the University Appeals Committee;

   f)   Faculty Appeals Committee decision regarding an Academic Assessment; and

   g)   decision made by the PGME Appeals Subcommittee.

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3   Definitions

3.1   In this policy

a)   "Academic Assessment" means the determination of a Student's final level of achievement in a specific course or graduate Student milestone, and includes: grades; credit or fail designations; and, if specified in a course outline, assessments of all aspects of professional behaviour.

b)   "Academic Progression Matter" means a matter regarding a Student's academic achievement in the Student's program. Academic Progression Matters include: assessments of all aspects of professional behaviour as required in University documents other than a course outline; dismissals; or the requirement to withdraw. Academic Progression Matters do not include: decisions regarding Academic Assessments or Student Academic Misconduct.

c)   "Appeal Hearing" means either a written or oral process to review and decide an appeal before a Faculty Appeals Committee, the University Appeals Committee or the University Appeals Tribunal.

d)   "Appellant" means a Student who appeals a decision about themselves.

e)   "Faculty Appeals Committee" means the committee constituted to hear appeals of Academic Assessments and includes: the Faculty of Graduate Studies Appeals Committee and the Continuing Education Unit Appeals Committee. The PGME Appeals Subcommittee is not a Faculty Appeals Committee. If there is no relevant faculty council, the General Faculties Council will establish an appropriate appeals committee.

f)   "Faculty of Graduate Studies Appeals Committee" means the Faculty Appeals Committee of the Faculty of Graduate Studies.

g)   "ground of appeal" means a reason that an appeal is being made.

h)   "PGME Appeals Subcommittee" means the Postgraduate Medical Education Appeals Subcommittee of the Cumming School of Medicine.

i)   "procedural fairness" means that an Appellant and a Respondent have the opportunity to be heard by an unbiased decision maker and to be made aware of all evidence considered by the decision maker. Procedural fairness is about the procedures used to make a decision, not the actual outcome of the decision.

j)   "reasonable apprehension of bias" generally means that a reasonable and informed person, viewing the matter realistically and practically, would think that it is more likely than not that a decision maker was biased in respect of the decision under appeal.

k)   "Respondent" means a person who responds to an appeal.

l) "Student" means an individual who is registered in a course or program of study with the University, whether for credit or not, at the time the subject matter of the decision under appeal occurred.

m) "Student Academic Misconduct" means plagiarism, cheating or other academic misconduct as defined in the University calendar or in any University policy that defines student academic misconduct.

n) "Student Non-Academic Misconduct" means conduct that is prohibited as outlined in Appendix 1: Prohibited Conduct of the Student Non-Academic Misconduct Policy.

o) "University Appeals Committee" means the delegate of the General Faculties Council having the powers and authorities set out in the University Appeals Committee Procedure.

p) "University Appeals Tribunal" means the delegate of the Board of Governors having the powers and authorities set out University Appeals Tribunal Procedure.

q) "University" means the University of Calgary.

4   Policy Statement

4.1   An Appellant submitting an appeal under this policy must meet the requirements of this policy and the relevant procedure.

4.2   Appeal Hearings will respect the rights of an Appellant and a Respondent to procedural fairness.

4.3   In conducting an Appeal Hearing, Faculty Appeals Committees, the University Appeals Committee and the University Appeals Tribunal will usually review whether the decision being appealed:

a) was made with procedural fairness, and

b) falls within a range of reasonable outcomes.

4.4   In the event there is a conflict with any other University, faculty or University unit policy, procedure, regulation or standard regarding appeals of:

i.   Student Academic Misconduct decisions,

ii.   Student Non-Academic Misconduct decisions,

iii.   Academic Assessments, or

iv.   decisions regarding Academic Progression Matters,

this policy takes precedence.

4.5 Nothing in this policy prevents anyone, including professional licensing bodies, from proceeding with civil, administrative or criminal actions independent of any University appeal process.

5 Procedure

Appeal Bodies and Levels

5.1 Appeals of Academic Assessments are made in accordance with the appeal process in the faculty or University unit offering the course, including to the appropriate Faculty Appeals Committee, and then to the University Appeals Committee, which is the final level of appeal for Academic Assessments.

5.2 Notwithstanding Section 5.1, an appeal by a graduate Student of an Academic Assessment regarding a thesis exam or candidacy component is made first to the Faculty of Graduate Studies Appeals Committee and then to the University Appeals Committee, which is the final level of appeal for Academic Assessments.

5.3 Appeals of Student Non-Academic Misconduct decisions, Student Academic Misconduct decisions or Academic Progression Matters are made first to the University Appeals Committee, and then to the University Appeals Tribunal, which is the final level of appeal for these decisions.

5.4 Notwithstanding Sections 5.1 and 5.3, appeals of Academic Assessments, Academic Progression Matters or Student Academic Misconduct decisions for students registered in the postgraduate medical education program must proceed first through the Cumming School of Medicine appeal process, including the PGME Appeals Subcommittee. Appeals of PGME Appeals Subcommittee decisions regarding Academic Assessments or Academic Progression Matters are made to the University Appeals Committee, which is the final level of appeal for these decisions. Appeals of PGME Appeals Subcommittee decisions regarding Student Academic Misconduct are made to the University Appeals Tribunal, which is the final level of appeal for these decisions.

Grounds of Appeal for Student Academic Misconduct and Student Non-Academic Misconduct Decisions

5.5 As Student Academic Misconduct decisions and Student Non-Academic Misconduct decisions involve disciplinary action by the University, an Appellant may appeal a Student Academic Misconduct decision or a Student Non-Academic Misconduct decision on one or more of the following grounds:

a) relevant new information has arisen that could not have been presented earlier and that may have otherwise affected the decision being appealed;

b) the decision being appealed was made in a procedurally unfair way;

c) there was a reasonable apprehension of bias on the part of a person who made the decision being appealed;

d) the decision maker did not have the authority to make the decision or to impose the sanctions;

e) the decision, or the severity of the sanction, or both, is unreasonable; or

f) any other ground.

Grounds of Appeal for Academic Progression Matters and Academic Assessments

5.6 As Academic Progression Matters and Academic Assessments do not involve disciplinary action by the University, an Appellant may only appeal Academic Progression Matters or Academic Assessments to the University Appeals Committee on one or more of the following grounds:

a) relevant new information has arisen that could not have been presented earlier and that may have otherwise affected the decision being appealed;

b) the decision being appealed was made in a procedurally unfair way; or

c) there was a reasonable apprehension of bias on the part of a person who made the decision being appealed.

5.7 Notwithstanding Section 5.6, an Appellant may only appeal Academic Progression Matters to the University Appeals Tribunal on one or both of the following grounds:

a) the decision being appealed was made in a procedurally unfair way; or

b) there was a reasonable apprehension of bias on the part of a person who made the decision being appealed.

General

5.8 In general, Academic Assessments and decisions regarding Academic Progression Matters or Academic Misconduct should be made as close as possible to the level at which the academic competence resides.

5.9 Dissatisfaction with a decision or with a University, faculty or University unit policy, procedure, regulation or standard is not a ground of appeal.

5.10 In general, events or academic performance that occur after the date of the decision being appealed are not considered to be relevant new information.

5.11 An Appellant must exhaust all decision making and appeal processes at the faculty, University unit, Faculty Appeals Committee, PGME Appeals Subcommittee or the Student Conduct Office before submitting an appeal under this policy and the related procedures.

5.12 A Faculty Appeal Committee, the University Appeals Committee or the University Appeals Tribunal may place any appeal made under this policy on hold pending the outcome of any proceedings associated with a professional code or any other proceeding independent of the University appeal process.

6	**Responsibilities**	**6.1**	The University Student Appeals Office will:

a) coordinate the process for appointing members to the University Appeals Committee and to the University Appeals Tribunal;

b) organize panels for the University Appeals Committee and the University Appeals Tribunal in accordance with the relevant procedures;

c) provide training to members of Faculty Appeals Committees, members of the University Appeals Committee and members of the University Appeals Tribunal;

d) respond to inquiries and questions about the process of making an appeal under this policy; and

e) receive and coordinate appeals in accordance with this policy and its procedures.

6.2 Students will:

a) be familiar with their rights and responsibilities under this policy and its procedures.

6.3 Faculties and University units will each:

a) establish Faculty Appeals Committees;

b) be familiar with their rights and responsibilities under this policy and its procedures; and

c) ensure the faculty, the University unit, and any departments within the faculty or unit are familiar with this policy and its procedures and utilize the training materials provided by the University Student Appeals Office.

7	**Appendices**	Summary Diagram of Student Misconduct and Academic Appeals Process

8	**Related Policies**	Code of Conduct Policy
		Electronic Communications Policy
		Harassment Policy

Privacy Policy

Research Integrity Policy

Sexual Violence Policy

Student Non-Academic Misconduct Policy

9   Related Procedures   University Appeals Committee Procedure

University Appeals Tribunal Procedures

Faculty Appeals Committee Procedure

Student Non-Academic Misconduct Procedure

**10 Related
     Instructions/Forms**

**11 Related Operating
     Standards**

12 Related Information   Insert text / attach document / add hyperlink

13 References

14 History   *Approved: June 14, 2018*

Effective: January 1, 2019

University Appeals Committee Procedure

Classification	Table of Contents
Governance	
Approval Authority General Faculties Council	
Implementation Authority University Secretary	
Effective Date January 1, 2019	
Last Reviewed ~~January 1, 2019~~July 1, 2021	

1 Purpose

1.1 The purpose of this procedure is to outline both the authority of the University Appeals Committee and the procedures for appeals made to the University Appeals Committee.

2 Scope

2.1 This procedure applies to appeals made to the University Appeals Committee.

3 Definitions

3.1 In this procedure:

a) "Academic Assessment" means the determination of a Student's final level of achievement in a specific course or graduate Student milestone, and includes: final assessment(s); credit or fail designations; and, if specified in a course outline, assessments of all aspects of professional behavior; and as further defined in the University and Graduate Studies Calendars and Academic Regulations. ~~"Academic Assessment" means the determination of a Student's final level of achievement in a specific course or graduate Student milestone, and includes: grades, credit or fail designations; and, if specified in a course outline, assessments of all aspects of professional behaviour.~~

b) "Academic Progression Matter" means a matter regarding a Student's academic achievement in the Student's program. Academic Progression Matters include: assessments of all aspects of professional behaviour as required in University documents other than a course outline; dismissals; or

the requirement to withdraw. Academic Progression Matters do not include: decisions regarding Academic Assessments or Student Academic Misconduct.

c) "Academic Staff Member" means an individual who is engaged to work for the University and is identified as an academic staff member under Article 1 of the Collective Agreement.

d) "Advisor" means an individual who will assist the Appellant or the Respondent during an appeal. Individuals who may be an Advisor include: legal counsel; the Student Ombuds; a traditional knowledge keeper, a peer or a family member.

e) "Appeal Hearing" means either a written or oral process to review and decide an appeal before the University Appeals Committee.

f) "Appeal Review Administrator" means an Academic Staff Member or the Vice-Provost (Student Experience) who, as members of the University Appeals Committee, are given the authority set out in this procedure to decide whether an appeal will be heard.

g) "Appellant" means a Student who appeals a decision about themselves.

h) "Business Days" means days that the University is open for business, excluding weekends and holiday closures.

i) "Collective Agreement" means the collective agreement between the Faculty Association of the University and the Governors of the University in effect at the relevant time.

j) "Faculty Appeals Committee" means the committee constituted to hear appeals of Academic Assessments and includes: the Faculty of Graduate Studies Appeals Committee and the Continuing Education Unit Appeals Committee. The PGME Appeals Subcommittee Committee is not a Faculty Appeals Committee. If there is no relevant faculty council, the General Faculties Council will establish an appropriate appeals committee.

k) "Ground of Appeal" means a reason that an appeal is being made.

l) "PGME Appeals SubcommitteeCommittee" means the Postgraduate Medical Education Appeals Subcommittee Committee of the Cumming School of Medicine.

m) "procedural fairness" means that an Appellant and a Respondent have the opportunity to be heard by an unbiased decision maker and to be made aware of all evidence considered by the decision maker. Procedural fairness is about the procedures used to make a decision, not the actual outcome of the decision.

n)m) "Respondent" means a person who responds to an appeal.

o)n) "Student" means an individual who is registered in a course or program of study with the University, whether for credit or not, at the time the subject matter of the decision under appeal occurred.

p)o) "Student Academic Misconduct" means plagiarism, cheating or other academic misconduct as defined in the Student Academic Misconduct PolicyUniversity calendar or in any University policy that defines student academic misconduct.

q)p) "Student Non-Academic Misconduct" means conduct that is prohibited as outlined in Appendix 1: Prohibited Conduct of the Student Non-Academic Misconduct Policy.

q) "University" means the University of Calgary.

r) "Witness" means someone who attends a hearing on behalf of the Appellant or Respondent andwho provides evidence that is relevant to the Ggrounds of Aappeal brought by the Appellant.

4   Procedure

Deadline for Appeal to the University Appeals Committee

4.1   An Appellant must submit an appeal to the University Student Appeals Office on or before 11:59 PM (MT) on the tenth (10th) Business Day after the date of the written document setting out the decision being appealed. Compliance with this deadline will be proven by the University's electronic date and time stamp as affixed to an appeal at the time and date the appeal is received by the University Student Appeals Office.

4.2   The Appeal Review AdministratorUniversity's Student Appeals Officer may decide to extend the deadline in Section 4.1 if a request for extension is made by the Appellant prior to the expiration of the deadline.

4.3   An Appellant requesting an extension of the deadline in Section 4.1, prior to the expiration of the deadline, must submit the request in writing to the University Student Appeals Office and must with their request shall provide a copy of the decision that is being appealed, the reasons for the requestinclude the reasons for the request and and the length of extension being requested must submit the request to the University Student Appeals Office.

Contents of an Appeal

4.4   All appeals must:

a)   include the Appellant's UCID number and be submitted in electronic form through the University Student Appeals Office website;

b) attach the decision being appealed and all related documentation, including all correspondence between the Appellant and the person that made the decision;

c) list and explain all Ggrounds of Aappeal, and include all evidence supporting any listed grounds:

   i. for appeals of decisions regarding Academic Progression Matters, the Appellant should include evidence detailing the Appellant's plan to improve their academic standing; and

   ii. for appeals that claim there is relevant new information, the Appellant must submit all evidence that supports their claim and explain why the Appellant was not able to provide the information earlier;

d) state the outcome(s) the Appellant is requesting from the appeal process, including reference to any University documentation that supports the requested outcome(s);

e) indicate whether the Appellant would prefer to not have a Student sit on the University Appeals Committee panel;

f) indicate whether a written or oral Appeal Hearing is preferred and why, and if a written hearing is preferred, describe how the appeal fits within the requirements set out in Section 4.14;

g) indicate whether the Appellant requires an accommodation or any special consideration regarding their participation in the appeal process and Appeal Hearing, and, if so, what is being requested and why; and

h) include a statement that all evidence and documentation provided by the Appellant in the appeal is true and accurate.

4.5 Should an Appellant no longer have access to their UCalgary email address, the Appellant should contact the University Student Appeals Office for instructions on how to send and receive all correspondence related to their appeal.

Receipt of an Appeal

4.6 Normally Wwithin two (2) Business Days following the receipt of an appeal, the University Student Appeals Office will:

a) acknowledge receipt of the appeal and provide the Appellant with a link to this procedure and a list of on-campus sources of assistance; and

b) forward the appeal to an Appeal Review Administrator and to the Respondent, including a link to this procedure.

Permission to Appeal

4.7 An appeal will proceed to the University Appeals Committee only after an Appellant has been granted permission to appeal by the Appeal Review Administrator.

4.8 The Appeal Review Administrator has the authority to deny an Appellant permission to appeal where the Appeal Review Administrator decides that:

a) the individual making the appeal is not an Appellant;

b) the Appellant has not yet exhausted the decision making or appeal processes of the faculty, University unit, Faculty Appeals Committee, PGME Appeals ~~Subcommittee~~Committee, or the Student Conduct Office, as appropriate;

c) the appeal does not follow the requirements of the Student Misconduct and Academic Appeal Policy or this procedure;

d) the University Appeals Committee does not have the authority to decide the appeal;

~~e)~~ the ~~G~~grounds of ~~A~~appeal do not fall within the grounds allowed under the Student Misconduct and Academic Appeals Policy, are clearly without merit, or do not otherwise justify an Appeal Hearing;

~~f)~~e) the relevant new information included in the appeal could have reasonably been presented earlier;

~~g)~~f) the appeal is being brought solely due to the Appellant's dissatisfaction with the decision or with a University, faculty or University unit policy, procedure, regulation or standard;

g) the outcome the Appellant is seeking must be requested through an alternate University process;

h) the appeal has already been decided by the University Appeals Committee; or

i) the Appellant had previously, and in an informed manner, waived their right to appeal.

4.9 If permission to appeal is granted, the Appeal Review Administrator has the authority to decide whether any requested accommodation or special consideration is to be given to the Appellant, including whether the Appeal Hearing is to be prioritized.

4.10 The Appeal Review Administrator will provide their written decision to the University Student Appeals Office normally within ten (10) Business Days of receipt of the appeal. The University Student Appeals Office will distribute a copy of the decision to the Appellant and the Respondent and to such other individuals as the Appeal Review Administrator decides are appropriate or necessary.

Appellant's Responsibility and Standard of Proof

4.11 If permission to appeal is granted, the Appellant is responsible to satisfy the University Appeals Committee that the Appellant's evidence or position is more likely than not to have occurred or to be accurate. This is referred to as the balance of probabilities standard of proof.

Resolution of Appeal Prior to the Appeal Hearing

4.12 In the event the matter is resolved prior to an Appeal Hearing, the Appellant will withdraw the appeal through notice to the University Student Appeals Office.

Procedures Prior to an Appeal Hearing

4.13 Normally Wwithin three (3) Business Days following the distribution of the Appeal Review Administrator's decision granting permission to appeal, the University Student Appeals Office will:

a) provide the names of the University Appeals Committee panel members to the Appellant and the Respondent;

b) provide the date, time and location that will be used in the event of an oral Appeal Hearing to the Appellant and Respondent;

c) advise the Respondent that a written response to the appeal is required within ten (10) Business Days, and that the response is to include the following:

   i. all documents and evidence relating to the decision that is being appealed, including all relevant University, faculty or University unit policies, procedures, regulations and standards and any relevant professional accreditation information;

   ii. a response to the Appellant's Ggrounds of Aappeal;

   iii. for Academic Progression Matters, a response to the Appellant's plan to improve their academic standing;

   iii.iv. a response to the outcome requested by the Appellant, including reference to any University documentation that supports the outcome of the decision being appealed; and

   v. whether a written or oral Appeal Hearing is preferred and why;

and

d) advise the Appellant and the Respondent that they are expected to participate in the Appeal Hearing, and that if they do not attend an oral Appeal Hearing or participate in a written Appeal Hearing, that the University Appeals Committee may proceed and make its decision in their absence.

Form of Appeal Hearing

4.14 In certain circumstances, including where:

a) the appeal is only related to whether the sanction imposed was too severe;

b) the Appellant and the Respondent agree on the relevant facts;

c) the appeal is about an Academic Progression matter; or

d) the Appellant and the Respondent agree that the Appeal Hearing should be written;

the University Appeals Committee panel chair may decide that a written Appeal Hearing will occur.

4.15 Normally, the University Appeals Committee panel chair will make their decision about the form of the Appeal Hearing within three (3) Business Days of the University Student Appeals Office's receipt of the Respondent's materials.

Challenge to Panel Membership

4.154.16 The Appellant and Respondent have five (5) Business Days after the receipt of the names of the panel members to submit a challenge requesting that a panel member not participate in the Appeal Hearing.

4.164.17 Challenges may only be made where it is claimed that a panel member has a conflict of interest that may prevent a fair decision being made.

4.174.18 Challenges must be submitted to the University Student Appeals Office. The University Student Appeals Office will forward any challenge received to the University Appeals Committee panel chair for a decision. However, where a challenge is about the University Appeals Committee panel chair, the University Student Appeals Officer will make the decision.

4.184.19 If the University Appeals Committee panel chair's or University Student Appeals Officer's decision requires the membership of the University Appeals Committee panel to be changed, the University Student Appeals Office will provide the names of the new panel to the Appellant and the Respondent normally within three (3) Business Days of that decision.

Submissions Regarding Process Matters Prior to the Appeal Hearing

4.194.20   An Appellant or a Respondent must submit any requests in writing relating to the Appeal Hearing process, including requests for time extensions, to the University Student Appeals Office as soon as possible.

4.204.21   The University Student Appeals Office will forward any requests to the University Appeals Committee panel chair for a decision.

4.214.22   The University Appeals Committee panel chair may decide to grant a request if the panel chair is of the view that there are reasonable grounds for the request and there is a minimal impact to the other party.

Appeal Hearing Date and Appeal Hearing Materials

4.224.23   Appeal Hearings are intended to proceed in a timely manner, and the Appeal Hearing date will normally be set to occur within thirty (30) Business Days of the permission to appeal decision.

4.234.24   For oral Appeal Hearings, the University Student Appeals Office will normally establish pre-set Appeal Hearing dates. The soonest available Appeal Hearing date that allows a Respondent and Appellant a reasonable time to provide their evidence and to receive notice will normally be selected.

4.244.25   Priority may be given to appeals in the manner decided by the Appeal Review AdministratorUniversity Student Appeals Office.

4.254.26   For oral Appeal Hearings, the University Student Appeals Office will provide the panel members, the Appellant and the Respondent with formal written notice of the Appeal Hearing, including a reminder of the date, time and location, along with a copy of:

a) the appeal;

b) the Respondent's response; and

c) any other documentation received from either the Appellant or the Respondent, or that the University Appeals Committee may consider;

normally at least five (5) Business Days prior to the Appeal Hearing.

Advisors

4.264.27   An Appellant and a Respondent are expected to speak on their own behalf in an oral Appeal Hearing, including to provide their evidence, to respond to questions, and to ask questions of the other party.

4.274.28   An Appellant and a Respondent may be accompanied by one Advisor each.

4.284.29   An Advisor is not a Wwitness. An Advisor provides assistance and support to an Appellant or Respondent during an oral Appeal Hearing, and does not normally address the University Appeals Committee panel or the other party.

4.294.30   If either an Appellant or a Respondent plans on having an Advisor attend an oral Appeal Hearing, that party must provide the name and occupation or relationship of the Advisor to the Appellant or Respondent to the University Student Appeals Office as soon as possible, but no later than three (3) Business Days before the Appeal Hearing.

4.304.31   An Appellant who wishes to have an Advisor speak on their behalf should submit their request as part of their appeal and as a request for accommodation or special consideration. However, requests following the issuance of the permission to appeal decision, or requests from the Respondent to have an Advisor make representationsspeak on their behalf, may still be made to the University Student Appeals Office no later than three (3) Business Days before the start of the oral Appeal Hearing.

4.314.32   The University Student Appeals Office will forward any requests to the University Appeals Committee panel chair for a decision.

4.324.33   An Appellant and a Respondent are each responsible for making all arrangements for their Advisor to attend the oral Appeal Hearing and are responsible for any costs associated with their Advisor's attendance.

Witnesses

4.334.34   If either the Appellant or Respondent will have a Wwitness attend an oral Appeal Hearing to provide evidence, that party must provide a wWitness list, including the occupation or relationship of each Wwitness to the Appellant or Respondent, to the University Student Appeals Office no later than three five (53) Business Days before the Appeal Hearing.

4.344.35   The University Student Appeals Office will adviselet the University Appeals Committee panel and the other party know of a Wwitness' planned attendance at the oral Appeal Hearing shortly after receiving the information provided in Section 4.34.

4.354.36   If the University Appeals Committee panel chair decides that a written summary of the evidence a Wwitness will provide would be useful in addition to having the Wwitness appear at the oral Appeal Hearing, the panel chair will request a written summary and direct the University Student Appeals Office to amend the Appeal Hearing schedule so that such a summary can be received and reviewed prior to the Appeal Hearing.

4.36<u>4.37</u>   An Appellant and a Respondent are each responsible for making all arrangements for their <u>W</u>~~w~~itness(es) to attend the oral Appeal Hearing and responsible for any costs associated with their <u>W</u>~~w~~itness(es) attendance.

4.37<u>4.38</u>   The University Appeals Committee panel may limit the statements and questioning of <u>W</u>~~w~~itnesses to those matters the panel considers relevant to the appeal.

4.38<u>4.39</u>   A <u>W</u>~~w~~itness will normally only attend an oral Appeal Hearing during the time they are providing evidence and responding to questions.

Conduct of Written Appeal Hearings

4.39<u>4.40</u>   Where the University Appeals Committee panel chair decides that the Appeal Hearing will be in writing, the University Student Appeals Office will provide the panel members, the Appellant and the Respondent with written notice of the panel chair's decision, along with:

a) a copy of this procedure;

b) the appeal;

c) the Respondent's response to the appeal;

d) any other documentation received from either the Appellant or the Respondent, or that the University Appeals Committee may consider;

e) if the panel has questions for the Appellant or the Respondent, what those questions are and the date that responses must be provided; and

f) the date on which the Appellant must provide any final submissions to the panel for consideration.

4.40<u>4.41</u>   Following receipt and review of all appeal documentation, the University Appeal Committee panel will deliberate and make its decision. Members of the University Student Appeals Office, legal counsel for the University Appeals Committee, or both, may attend University Appeals Committee deliberations.

Conduct of Oral Appeal Hearings

4.41<u>4.42</u>   The University Appeals Committee panel chair will conduct an oral Appeal Hearing in a manner that the panel chair considers fair and reasonable.

4.42<u>4.43</u>   An oral Appeal Hearing will normally follow these procedures:

a) the panel chair will introduce everyone in the room, provide an overview of the process, confirm that there are no conflict of interest matters, and summarize the appeal and the issues to be decided;

b) the panel chair will invite the Appellant to present their case;

c) the panel chair will invite the Respondent to question the Appellant. All questions will be directed through the panel chair;

d) the panel may question the Appellant;

e) if the Appellant has Wwitnesses, the Appellant's Wwitnesses will be called one at a time and will be invited to provide information and to respond to questions;

f) the panel chair will then invite the Respondent to present their case;

g) the panel chair will invite the Appellant to question the Respondent. All questions will be directed through the panel chair;

h) the panel may question the Respondent;

i) if the Respondent has Wwitnesses, the Respondent's Wwitnesses will be called one at a time and will be invited to provide evidence and to respond to questions;

j) the panel chair will invite the Respondent to make a brief summary statement in closing;

k) the panel chair will invite the Appellant to make a brief summary statement in closing; and

l) the panel chair will adjourn the oral Appeal Hearing and excuse the Appellant and the Respondent and their Advisors, so that the panel can deliberate in private. Members of the University Student Appeals Office, legal counsel for the University Appeals Committee, or both, may attend University Appeals Committee deliberations.

Attendance at Oral Appeal Hearings

4.434.44   An Appellant and a Respondent are expected to attend an oral Appeal Hearing.

4.444.45   While attendance in person at an oral Appeal Hearing is preferred, the Respondent, Appellant, an Advisor or a Wwitness may attend over teleconference, videoconference or through some other electronic means if necessary and if so decided by the panel chair.

4.454.46   If an Appellant or Respondent do not attend an oral Appeal Hearing at all, the University Appeals Committee panel may choose to proceed with the Appeal Hearing in the absence of the Appellant or Respondent and may accept the written documentation submitted by the non-attending party in lieu of oral submissions made in person.

Recording of Oral Appeal Hearings

4.46~~4.47~~ Oral Appeal Hearings will be audio recorded by the University Student Appeals Office. The recording is done for convenience purposes only and the malfunction of the recording device or loss of the recording will not invalidate, in any way, the related Appeal Hearing or University Appeals Committee decision.

4.47~~4.48~~ No other recordings, audio or otherwise, of an oral Appeal Hearing are permitted.

4.48~~4.49~~ The deliberations of the University Appeals Committee will not be recorded.

University Appeals Committee Decisions

4.49~~4.50~~ Following deliberation, the University Appeals Committee panel will reach a decision. If a decision is not reached by consensus, decisions will be made by majority vote and any vote or opinion that does not align with the majority will not be recorded or included in the written decision.

4.50~~4.51~~ The University Appeals Committee panel may seek assistance from the University Student Appeals Office and legal counsel regarding the precise form or wording of any decision.

4.51~~4.52~~ The University Appeals Committee panel will normally provide its written decision to the University Student Appeals Office within ten (10) Business Days of the decision being reached. The University Student Appeals Office will distribute a copy of the decision to the Appellant and to the Respondent and to such other individuals as the appeal panel has decided are appropriate or necessary.

4.52~~4.53~~ Subject to Section 4.5, written decisions of the University Appeals Committee will be distributed to UCalgary email addresses.

4.53~~4.54~~ A decision of a University Appeals Committee panel will normally include:

a) the membership of the panel;

b) a summary of the background to the appeal;

c) a summary of the evidence of the Appellant and the Respondent;

d) the panel's findings of fact;

e) the panel's decision and the reasons for the decision; and

f) information regarding any further appeal.

Appeals

4.544.55 University Appeals Committee panel decisions regarding appeals of Academic Assessments and of PGME Appeals Subcommittee Committee decisions regarding Academic Progression Matters are final and not appealable at the University. All other decisions of the University Appeals Committee panel may be appealed to the University Appeals Tribunal.

Confidentiality, Records and Reporting

4.554.56 All appeal records will be maintained as confidential records of the University Student Appeals Office as required by applicable law and the University's policies and records retention schedule. Appeal records will only be made available by the University Student Appeals Office to authorized users with a legitimate need for the information. Any other request for appeal records must be handled through the University's access to information process.

4.564.57 Reports and statistics compiled by the University Student Appeals Office will not include identifiable information about an individual.

4.574.58 Oral Appeal Hearings will not be open to the public.

4.584.59 Members of the University Student Appeals Office or legal counsel, or both, may attend oral Appeal Hearings in support roles for the University Appeals Committee. At the discretion of the University Appeals Committee panel chair, observers may attend an Appeal Hearing, but will not play an active role in the Appeal Hearing.

Concerns Regarding Implementation of University Appeals Committee Decision

4.594.60 Should an Appellant have a concern that the Respondent has not carried out any action required by the University Appeals Committee in a University Appeals Committee decision, the concern should be submitted to the University Student Appeals Office.

4.604.61 The University Student Appeals Office will forward the concern to a University Appeals Committee panel chair for determination of whether any further investigation or direction is needed.

Service and Notification

4.614.62 All submissions made to the University Student Appeals Office must be made in written electronic form in accordance with the process set out on the University Student Appeals Office Websiteto the following email address: https://www.ucalgary.ca/secretariat/student-appealsappeals@ucalgary.ca.

4.624.63 All communication from the University Student Appeals Office regarding an appeal will be sent from appeals@ucalgary.ca.

Field Code Changed

4.63**4.64**   Correspondence from the University Student Appeals Office is deemed to have been received two (2) Business Days following the date of an email correspondence.

Decisions of the Appeal Review Administrator, University Student Appeals Officer or University Appeals Committee Panel Chair

4.64**4.65**   A decision made by an Appeal Review Administrator, the University Student Appeals Officer or a University Appeals Committee panel chair in accordance with this procedure is final and not appealable at the University.

4.65**4.66**   In making a decision, the Appeal Review Administrator, University Student Appeals Officer or the University Appeals Committee panel chair may request further information, consult with the University Student Appeals Office or legal counsel, or, in the case of a University Appeals Committee panel chair, with the members of the University Appeals Committee panel.

Authority and Responsibility of the University Appeals Committee

4.66**4.67**   The General Faculties Council has delegated to the University Appeals Committee the authority and responsibilities detailed in this procedure.

4.67**4.68**   The University Appeals Committee will hear and decide appeals regarding:

a) Academic Assessments,

b) Academic Progression Matters,

c) Student Non-Academic Misconduct, and

d) Student Academic Misconduct,

as contemplated in the Student Misconduct and Academic Appeals Policy.

4.68**4.69**   The University Appeals Committee has the authority to:

a) confirm a decision being appealed;

b) reverse a decision, or part of a decision being appealed;

c) void the decision being appealed and substitute its own decision, except that decisions being appealed regarding Academic Assessments must instead be returned to the Faculty Appeals Committee or University unit for reconsideration; and

d) assess a different sanction or outcome, including a more onerous sanction, in accordance with the University's, faculty's, or University unit's policies, procedures, regulations or standards.

4.69~~4.70~~   Subject to the rights of an Appellant and a Respondent set out in the Student Misconduct and Academic Appeal Policy:

a) the University Appeals Committee is not required to observe strict legal procedures or rules of evidence; and

b) if any procedural matter is not dealt with in this procedure, a constituted panel of the University Appeals Committee may establish an appropriate procedure for the appeal it is hearing.

4.70~~4.71~~   The University Appeals Committee will, with the assistance of the University Student Appeal Office, submit an annual report on the nature and number of appeals and decisions to the General Faculties Council.

Composition of the University Appeals Committee

4.71~~4.72~~   Membership of the University Appeals Committee will be appointed as follows:

a) ten~~five~~ (10~~5~~) Appeal Review Administrators will be appointed by the General Faculties Council Executive Committee. The Student Appeals Office may request additional Appeal Review Administrators be appointed by the General Faculties Council Executive Committee for periods where there is expected to be a high volume of appeals. These additional appointments can be temporary or full term. To the extent possible, each Appeal Review Administrator will come from a different faculty at the University. The Appeal Review Administrator for appeals of Student Non-Academic Misconduct decisions is the Vice-Provost (Student Experience). In the event the Vice-Provost has a conflict and cannot act as Appeal Review Administrator, then the Vice-Provost will delegate the appeal to another Vice-Provost.

b) two (2) Academic Staff Members will be appointed by each faculty to serve as University Appeals Committee panel chairs or members.

c) ten (10) full-time undergraduate students who are in good academic standing will be appointed by the Students' Union to serve as University Appeals Committee members. To the extent possible, the Students will represent different disciplines at the University.

d) six (6) full-time graduate students who are in good academic standing will be appointed by the Graduate Students' Association to serve as University Appeals Committee members. To the extent possible, the Students will represent different disciplines at the University.

e) ~~five~~ two (2~~5~~) Management and Professional Staff (MaPS) will be appointed by the MaPS executive to serve as University Appeals Committee panel chairs or members. MaPS will be selected as panel chairs or members only for appeals

regarding Student Non-Academic Misconduct decisions, and will be from different units at the University.

Quorum and Constituting a Specific Panel

4.724.73   Quorum of the University Appeals Committee for the purposes of hearing and deciding appeals in accordance with this procedure is three (3) members appointed pursuant to this procedure.

4.734.74   The University Student Appeals Office will form and organize panels of three (3) University Appeals Committee members from the roster of appointed members to hear appeals, including designating one member of each panel as the University Appeals Committee panel chair. In forming University Appeals Committee panels, the University Student Appeals Office will make reasonable attempts to keep the membership broadly representative of the University community, given the available pool of candidates members.

4.744.75   Subject to Section 4.74, University Appeals Committee panels will be formed by the University Student Appeals Office as follows:

a) for a panel hearing Student Non-Academic Misconduct decisions, one (1) Academic Staff Member, one (1) MaPS and one (1) Student; and

b) for a panel hearing decisions regarding Academic Misconduct decisions, Academic Progression Matters and Academic Assessments, two (2) Academic Staff Members and one (1) Student.

4.754.76   If the Appellant is an undergraduate Student, an undergraduate Student will be selected to sit on the panel. If the Appellant is a graduate Student, a graduate Student will be selected to sit on the panel. For the purposes of forming panels, graduate Students are considered to be from the faculty where they receive supervision.

4.764.77   If an Appellant informs the University Student Appeals Office that they would prefer that a Student not sit on the panel, the University Student Appeals Office will form the panel so that it does not include a Student member. In this scenario, the panel will be formed as follows:

a) for a panel hearing appeals of Student Non-Academic Misconduct decisions, two (2) Academic Staff Members and one (1) MaPS; and

b) for a panel hearing appeals of decisions regarding Academic Misconduct decisions, Academic Progression Matters and Academic Assessments, three (3) Academic Staff Members.

4.774.78   University Appeals Committee panel members will be from different faculties or University units from each other, the Appellant and the Respondent.

4.78<u>4.79</u> No University Appeals Committee member placed on a panel may have had any involvement in the decision being appealed. Panel members will be asked in advance of an Appeal Hearing to declare any possible conflicts of interest.

4.79<u>4.80</u> Should a member of the University Appeals Committee panel be unable to attend the Appeal Hearing, the University Student Appeals Office will determine a replacement as soon as is reasonably possible so as to minimize any delay.

Term of Office

4.80<u>4.81</u> Except where a member has a change in status, members of the University Appeals Committee will serve in their roles for staggered terms of three (3) years, except in the case of Student members who will serve in their role for ~~staggered~~ terms of ~~two~~ <u>one</u> (1~~2~~) years. Terms are renewable.

4.81<u>4.82</u> Any University Appeals Committee panel member who has been included on a panel for a particular case may continue to complete their service on that case even if their term expires.

5	**R Parent Policy**	Student Misconduct and Academic Appeals Policy
	~~Related Policies~~	
	~~Related Procedures~~	
	~~Related Instructions/Forms~~	
	~~Related Operating Standards~~	
	~~Related Information~~	
	~~References~~	
6	**History**	*Approved: June 14, 2018*
		Effective: January 1, 2019
		Revised: July 1, 2021

University Appeals Committee Procedure

Classification	Table of Contents
Governance	
Approval Authority General Faculties Council	
Implementation Authority University Secretary	
Effective Date January 1, 2019	
Last Reviewed January 1, 2019	

1 Purpose

    1.1 The purpose of this procedure is to outline both the authority of the University Appeals Committee and the procedures for appeals made to the University Appeals Committee.

2 Scope

    2.1 This procedure applies to appeals made to the University Appeals Committee.

3 Definitions

    3.1 In this procedure:

      a) "Academic Assessment" means the determination of a Student's final level of achievement in a specific course or graduate Student milestone, and includes: grades, credit or fail designations, and, if specified in a course outline, assessments of all aspects of professional behaviour.

      b) "Academic Progression Matter" means a matter regarding a Student's academic achievement in the Student's program. Academic Progression Matters include: assessments of all aspects of professional behaviour as required in University documents other than a course outline; dismissals; or the requirement to withdraw. Academic Progression Matters do not include: decisions regarding Academic Assessments or Student Academic Misconduct.

      c) "Academic Staff Member" means an individual who is engaged to work for the University and is identified as an academic staff member under Article 1 of the Collective Agreement.

d) "Advisor" means an individual who will assist the Appellant or the Respondent during an appeal. Individuals who may be an Advisor include: legal counsel; the Student Ombuds; a peer or a family member.

e) "Appeal Hearing" means either a written or oral process to review and decide an appeal before the University Appeals Committee.

f) "Appeal Review Administrator" means an Academic Staff Member or the Vice-Provost (Student Experience) who, as members of the University Appeals Committee, are given the authority set out in this procedure to decide whether an appeal will be heard.

g) "Appellant" means a Student who appeals a decision about themselves.

h) "Business Days" means days that the University is open for business, excluding weekends and holiday closures.

i) "Collective Agreement" means the collective agreement between the Faculty Association of the University and the Governors of the University in effect at the relevant time.

j) "Faculty Appeals Committee" means the committee constituted to hear appeals of Academic Assessments and includes: the Faculty of Graduate Studies Appeals Committee and the Continuing Education Unit Appeals Committee. The PGME Appeals Subcommittee is not a Faculty Appeals Committee. If there is no relevant faculty council, the General Faculties Council will establish an appropriate appeals committee.

k) "ground of appeal" means a reason that an appeal is being made.

l) "PGME Appeals Subcommittee" means the Postgraduate Medical Education Appeals Subcommittee of the Cumming School of Medicine.

m) "procedural fairness" means that an Appellant and a Respondent have the opportunity to be heard by an unbiased decision maker and to be made aware of all evidence considered by the decision maker. Procedural fairness is about the procedures used to make a decision, not the actual outcome of the decision.

n) "Respondent" means a person who responds to an appeal.

o) "Student" means an individual who is registered in a course or program of study with the University, whether for credit or not, at the time the subject matter of the decision under appeal occurred.

p) "Student Academic Misconduct" means plagiarism, cheating or other academic misconduct as defined in the University calendar or in any University policy that defines student academic misconduct.

q) "Student Non-Academic Misconduct" means conduct that is prohibited as outlined in Appendix 1: Prohibited Conduct of the Student Non-Academic Misconduct Policy.

r) "University" means the University of Calgary.

4   Procedure

Deadline for Appeal to the University Appeals Committee

4.1   An Appellant must submit an appeal to the University Student Appeals Office on or before 11:59 PM (MT) on the tenth (10th) Business Day after the date of the written document setting out the decision being appealed. Compliance with this deadline will be proven by the University's electronic date and time stamp as affixed to an appeal at the time and date the appeal is received by the University Student Appeals Office.

4.2   The Appeal Review Administrator may decide to extend the deadline in Section 4.1 if a request for extension is made by the Appellant prior to the expiration of the deadline.

4.3   An Appellant requesting an extension of the deadline in Section 4.1 prior to the expiration of the deadline must include the reasons for the request and must submit the request to the University Student Appeals Office.

Contents of an Appeal

4.4   All appeals must**:**

a) include the Appellant's UCID number and be submitted in electronic form through the University Student Appeals Office website;

b) attach the decision being appealed and all related documentation, including all correspondence between the Appellant and the person that made the decision;

c) list and explain all grounds of appeal, and include all evidence supporting any listed grounds:

  i.   for appeals of decisions regarding Academic Progression Matters, the Appellant should include evidence detailing the Appellant's plan to improve their academic standing; and

  ii.   for appeals that claim there is relevant new information, the Appellant must submit all evidence that supports their claim and explain why the Appellant was not able to provide the information earlier;

d) state the outcome the Appellant is requesting from the appeal process, including reference to any University documentation that supports the requested outcome;

e)   indicate whether the Appellant would prefer to <u>not</u> have a Student sit on the University Appeals Committee panel;

f)   indicate whether a written or oral Appeal Hearing is preferred and why;

g)   indicate whether the Appellant requires an accommodation or any special consideration regarding their participation in the appeal process and Appeal Hearing, and, if so, what is being requested and why; and

h)   include a statement that all evidence and documentation provided by the Appellant in the appeal is true and accurate.

4.5   Should an Appellant no longer have access to their UCalgary email address, the Appellant should contact the University Student Appeals Office for instructions on how to send and receive all correspondence related to their appeal.

Receipt of an Appeal

4.6   Within two (2) Business Days following the receipt of an appeal, the University Student Appeals Office will:

a)   acknowledge receipt of the appeal and provide the Appellant with a link to this procedure and a list of on-campus sources of assistance; and

b)   forward the appeal to an Appeal Review Administrator and to the Respondent, including a link to this procedure.

Permission to Appeal

4.7   An appeal will proceed to the University Appeals Committee only after an Appellant has been granted permission to appeal by the Appeal Review Administrator.

4.8   The Appeal Review Administrator has the authority to deny an Appellant permission to appeal where the Appeal Review Administrator decides that:

a)   the individual making the appeal is not an Appellant;

b)   the Appellant has not yet exhausted the decision making or appeal processes of the faculty, University unit, Faculty Appeals Committee, PGME Appeals Subcommittee, or the Student Conduct Office, as appropriate;

c)   the appeal does not follow the requirements of the Student Misconduct and Academic Appeal Policy or this procedure;

d)   the University Appeals Committee does not have the authority to decide the appeal;

e) the grounds of appeal do not fall within the grounds allowed under the Student Misconduct and Academic Appeals Policy, are clearly without merit, or do not otherwise justify an Appeal Hearing;

f) the relevant new information included in the appeal could have reasonably been presented earlier;

g) the appeal is being brought solely due to the Appellant's dissatisfaction with the decision or with a University, faculty or University unit policy, procedure, regulation or standard;

h) the appeal has already been decided by the University Appeals Committee; or

i) the Appellant had previously, and in an informed manner, waived their right to appeal.

4.9 If permission to appeal is granted, the Appeal Review Administrator has the authority to decide whether any requested accommodation or special consideration is to be given to the Appellant, including whether the Appeal Hearing is to be prioritized.

4.10 The Appeal Review Administrator will provide their written decision to the University Student Appeals Office within ten (10) Business Days of receipt of the appeal. The University Student Appeals Office will distribute a copy of the decision to the Appellant and the Respondent and to such other individuals as the Appeal Review Administrator decides are appropriate or necessary.

Appellant's Responsibility and Standard of Proof

4.11 If permission to appeal is granted, the Appellant is responsible to satisfy the University Appeals Committee that the Appellant's evidence or position is more likely than not to have occurred or to be accurate. This is referred to as the balance of probabilities standard of proof.

Resolution of Appeal Prior to the Appeal Hearing

4.12 In the event the matter is resolved prior to an Appeal Hearing, the Appellant will withdraw the appeal through notice to the University Student Appeals Office.

Procedures Prior to an Appeal Hearing

4.13 Within three (3) Business Days following the distribution of the Appeal Review Administrator's decision granting permission to appeal, the University Student Appeals Office will:

a) provide the names of the University Appeals Committee panel members to the Appellant and the Respondent;

b) provide the date, time and location that will be used in the event of an oral Appeal Hearing to the Appellant and Respondent;

c) advise the Respondent that a written response to the appeal is required within ten (10) Business Days, and that the response is to include the following:

  i. all documents and evidence relating to the decision that is being appealed, including all relevant University, faculty or University unit policies, procedures, regulations and standards and any relevant professional accreditation information;

  ii. a response to the Appellant's grounds of appeal;

  iii. a response to the outcome requested by the Appellant, including reference to any University documentation that supports the outcome of the decision being appealed; and

  iv. whether a written or oral Appeal Hearing is preferred and why;

and

d) advise the Appellant and the Respondent that they are expected to participate in the Appeal Hearing, and that if they do not attend an oral Appeal Hearing or participate in a written Appeal Hearing, that the University Appeals Committee may proceed and make its decision in their absence.

Form of Appeal Hearing

4.14 In certain circumstances, including where:

a) the appeal is only related to whether the sanction imposed was too severe;

b) the Appellant and the Respondent agree on the relevant facts;

c) the appeal is about an Academic Progression matter; or

d) the Appellant and the Respondent agree that the Appeal Hearing should be written;

the University Appeals Committee panel chair may decide that a written Appeal Hearing will occur.

4.15 Normally, the University Appeals Committee panel chair will make their decision about the form of the Appeal Hearing within three (3) Business Days of the University Student Appeals Office's receipt of the Respondent's materials.

Challenge to Panel Membership

4.16 The Appellant and Respondent have five (5) Business Days after the receipt of the names of the panel members to submit a challenge requesting that a panel member not participate in the Appeal Hearing.

4.17 Challenges may only be made where it is claimed that a panel member has a conflict of interest that may prevent a fair decision being made.

4.18 Challenges must be submitted to the University Student Appeals Office. The University Student Appeals Office will forward any challenge received to the University Appeals Committee panel chair for a decision. However, where a challenge is about the University Appeals Committee panel chair, the University Student Appeals Officer will make the decision.

4.19 If the University Appeals Committee panel chair's or University Student Appeals Officer's decision requires the membership of the University Appeals Committee panel to be changed, the University Student Appeals Office will provide the names of the new panel to the Appellant and the Respondent within three (3) Business Days of that decision.

Submissions Regarding Process Matters Prior to the Appeal Hearing

4.20 An Appellant or a Respondent must submit any requests relating to the Appeal Hearing process, including requests for time extensions, to the University Student Appeals Office as soon as possible.

4.21 The University Student Appeals Office will forward any requests to the University Appeals Committee panel chair for a decision.

4.22 The University Appeals Committee panel chair may decide to grant a request if the panel chair is of the view that there are reasonable grounds for the request and there is a minimal impact to the other party.

Appeal Hearing Date and Appeal Hearing Materials

4.23 Appeal Hearings are intended to proceed in a timely manner, and the Appeal Hearing date will normally be set to occur within thirty (30) Business Days of the permission to appeal decision.

4.24 For oral Appeal Hearings, the University Student Appeals Office will normally establish pre-set Appeal Hearing dates. The soonest available Appeal Hearing date that allows a Respondent and Appellant a reasonable time to provide their evidence and to receive notice will normally be selected.

4.25 Priority may be given to appeals in the manner decided by the Appeal Review Administrator.

4.26 For oral Appeal Hearings, the University Student Appeals Office will provide the panel members, the Appellant and the Respondent with formal written notice of the Appeal Hearing, including a reminder of the date, time and location, along with a copy of:

a) the appeal;

b) the Respondent's response; and

c) any other documentation received from either the Appellant or the Respondent, or that the University Appeals Committee may consider;

at least five (5) Business Days prior to the Appeal Hearing.

Advisors

4.27 An Appellant and a Respondent are expected to speak on their own behalf in an oral Appeal Hearing, including to provide their evidence, to respond to questions, and to ask questions of the other party.

4.28 An Appellant and a Respondent may be accompanied by one Advisor each.

4.29 An Advisor is not a witness. An Advisor provides assistance and support to an Appellant or Respondent during an oral Appeal Hearing, and does not normally address the University Appeals Committee panel or the other party.

4.30 If either an Appellant or a Respondent plans on having an Advisor attend an oral Appeal Hearing, that party must provide the name and occupation or relationship of the Advisor to the Appellant or Respondent to the University Student Appeals Office as soon as possible, but no later than three (3) Business Days before the Appeal Hearing.

4.31 An Appellant who wishes to have an Advisor speak on their behalf should submit their request as part of their appeal and as a request for accommodation or special consideration. However, requests following the issuance of the permission to appeal decision, or requests from the Respondent to have an Advisor make representations on their behalf, may still be made to the University Student Appeals Office no later than three (3) Business Days before the start of the oral Appeal Hearing.

4.32 The University Student Appeals Office will forward any requests to the University Appeals Committee panel chair for a decision.

4.33 An Appellant and a Respondent are each responsible for making all arrangements for their Advisor to attend the oral Appeal Hearing and responsible for any costs associated with their Advisor's attendance.

Witnesses

4.34 If either the Appellant or Respondent will have a witness attend an oral Appeal Hearing to provide evidence, that party must provide a witness list, including the occupation or relationship of each witness to the Appellant or Respondent, to the University Student Appeals Office no later than three (3) Business Days before the Appeal Hearing.

4.35 The University Student Appeals Office will let the University Appeals Committee panel and the other party know of a witness' planned attendance at the oral Appeal Hearing shortly after receiving the information provided in Section 4.34.

4.36 If the University Appeals Committee panel chair decides that a written summary of the evidence a witness will provide would be useful in addition to having the witness appear at the oral Appeal Hearing, the panel chair will request a written summary and direct the University Student Appeals Office to amend the Appeal Hearing schedule so that such a summary can be received and reviewed prior to the Appeal Hearing.

4.37 An Appellant and a Respondent are each responsible for making all arrangements for their witness(es) to attend the oral Appeal Hearing and responsible for any costs associated with their witness(es) attendance.

4.38 The University Appeals Committee panel may limit the statements and questioning of witnesses to those matters the panel considers relevant to the appeal.

4.39 A witness will normally only attend an oral Appeal Hearing during the time they are providing evidence and responding to questions.

Conduct of Written Appeal Hearings

4.40 Where the University Appeals Committee panel chair decides that the Appeal Hearing will be in writing, the University Student Appeals Office will provide the panel members, the Appellant and the Respondent with written notice of the panel chair's decision, along with:

a) a copy of this procedure;

b) the appeal;

c) the Respondent's response to the appeal;

d) any other documentation received from either the Appellant or the Respondent, or that the University Appeals Committee may consider;

e) if the panel has questions for the Appellant or the Respondent, what those questions are and the date that responses must be provided; and

f) the date on which the Appellant must provide any final submissions to the panel for consideration.

4.41 Following receipt and review of all appeal documentation, the University Appeal Committee panel will deliberate and make its decision. Members of the University Student Appeals Office, legal counsel for the University Appeals Committee, or both, may attend University Appeals Committee deliberations.

Conduct of Oral Appeal Hearings

4.42 The University Appeals Committee panel chair will conduct an oral Appeal Hearing in a manner that the panel chair considers fair and reasonable.

4.43 An oral Appeal Hearing will normally follow these procedures:

a) the panel chair will introduce everyone in the room, provide an overview of the process, confirm that there are no conflict of interest matters, and summarize the appeal and the issues to be decided;

b) the panel chair will invite the Appellant to present their case;

c) the panel chair will invite the Respondent to question the Appellant. All questions will be directed through the panel chair;

d) the panel may question the Appellant;

e) if the Appellant has witnesses, the Appellant's witnesses will be called one at a time and will be invited to provide information and to respond to questions;

f) the panel chair will then invite the Respondent to present their case;

g) the panel chair will invite the Appellant to question the Respondent. All questions will be directed through the panel chair;

h) the panel may question the Respondent;

i) if the Respondent has witnesses, the Respondent's witnesses will be called one at a time and will be invited to provide evidence and to respond to questions;

j) the panel chair will invite the Respondent to make a brief summary statement in closing;

k) the panel chair will invite the Appellant to make a brief summary statement in closing; and

l) the panel chair will adjourn the oral Appeal Hearing and excuse the Appellant and the Respondent and their Advisors, so that the panel can deliberate in private. Members of the University Student Appeals Office, legal counsel for the University Appeals Committee, or both, may attend University Appeals Committee deliberations.

Attendance at Oral Appeal Hearings

4.44 An Appellant and a Respondent are expected to attend an oral Appeal Hearing.

4.45 While attendance in person at an oral Appeal Hearing is preferred, the Respondent, Appellant, an Advisor or a witness may attend over teleconference, videoconference or through some other electronic means if necessary.

4.46 If an Appellant or Respondent do not attend an oral Appeal Hearing at all, the University Appeals Committee panel may choose to proceed with the Appeal Hearing in the absence of the Appellant or Respondent and may accept the written documentation submitted by the non-attending party in lieu of oral submissions made in person.

Recording of Oral Appeal Hearings

4.47 Oral Appeal Hearings will be audio recorded by the University Student Appeals Office. The recording is done for convenience purposes only and the malfunction of the recording device or loss of the recording will not invalidate, in any way, the related Appeal Hearing or University Appeals Committee decision.

4.48 No other recordings, audio or otherwise, of an oral Appeal Hearing are permitted.

4.49 The deliberations of the University Appeals Committee will not be recorded.

University Appeals Committee Decisions

4.50 Following deliberation, the University Appeals Committee panel will reach a decision. If a decision is not reached by consensus, decisions will be made by majority vote and any vote or opinion that does not align with the majority will not be recorded or included in the written decision.

4.51 The University Appeals Committee panel may seek assistance from the University Student Appeals Office and legal counsel regarding the precise form or wording of any decision.

4.52 The University Appeals Committee panel will normally provide its written decision to the University Student Appeals Office within ten (10) Business Days of the decision being reached. The University Student Appeals Office will distribute a copy of the decision to the Appellant and to the Respondent and to such other individuals as the appeal panel has decided are appropriate or necessary.

4.53 Subject to Section 4.5, written decisions of the University Appeals Committee will be distributed to UCalgary email addresses.

4.54 A decision of a University Appeals Committee panel will normally include:

a) the membership of the panel;

b) a summary of the background to the appeal;

c) a summary of the evidence of the Appellant and the Respondent;

d) the panel's findings of fact;

e) the panel's decision and the reasons for the decision; and

f) information regarding any further appeal.

Appeals

4.55 University Appeals Committee decisions regarding appeals of Academic Assessments and of PGME Appeals Subcommittee decisions regarding Academic Progression Matters are final and not appealable at the University. All other decisions of the University Appeals Committee may be appealed to the University Appeals Tribunal.

Confidentiality, Records and Reporting

4.56 All appeal records will be maintained as confidential records of the University Student Appeals Office as required by applicable law and the University's policies and records retention schedule. Appeal records will only be made available by the University Student Appeals Office to authorized users with a legitimate need for the information. Any other request for appeal records must be handled through the University's access to information process.

4.57 Reports and statistics compiled by the University Student Appeals Office will not include identifiable information about an individual.

4.58 Oral Appeal Hearings will not be open to the public.

4.59 Members of the University Student Appeals Office or legal counsel, or both, may attend oral Appeal Hearings in support roles for the University Appeals Committee. At the discretion of the University Appeals Committee panel chair, observers may attend an Appeal Hearing, but will not play an active role in the Appeal Hearing.

Concerns Regarding Implementation of University Appeals Committee Decision

4.60 Should an Appellant have a concern that the Respondent has not carried out any action required by the University Appeals Committee in a University Appeals Committee decision, the concern should be submitted to the University Student Appeals Office.

4.61 The University Student Appeals Office will forward the concern to a University Appeals Committee panel chair for determination of whether any further investigation or direction is needed.

Service and Notification

4.62 All submissions made to the University Student Appeals Office must be made in written electronic form to the following email address: appeals@ucalgary.ca.

4.63 All communication from the University Student Appeals Office regarding an appeal will be sent from appeals@ucalgary.ca.

4.64 Correspondence from the University Student Appeals Office is deemed to have been received two (2) Business Days following the date of an email correspondence.

Decisions of the Appeal Review Administrator, University Student Appeals Officer or University Appeals Committee Panel Chair

4.65 A decision made by an Appeal Review Administrator, the University Student Appeals Officer or a University Appeals Committee panel chair in accordance with this procedure is final and not appealable at the University.

4.66 In making a decision, the Appeal Review Administrator, University Student Appeals Officer or the University Appeals Committee panel chair may request further information, consult with the University Student Appeals Office or legal counsel, or, in the case of a University Appeals Committee panel chair, with the members of the University Appeals Committee panel.

Authority and Responsibility of the University Appeals Committee

4.67 The General Faculties Council has delegated to the University Appeals Committee the authority and responsibilities detailed in this procedure.

4.68 The University Appeals Committee will hear and decide appeals regarding:

a) Academic Assessments,

b) Academic Progression Matters,

c) Student Non-Academic Misconduct, and

d) Student Academic Misconduct,

as contemplated in the Student Misconduct and Academic Appeals Policy.

4.69 The University Appeals Committee has the authority to:

a) confirm a decision being appealed;

b) reverse a decision, or part of a decision being appealed;

c) void the decision being appealed and substitute its own decision, except that decisions being appealed regarding Academic Assessments must instead be returned to the Faculty Appeals Committee or University unit for reconsideration; and

d) assess a different sanction or outcome, including a more onerous sanction, in accordance with the University's, faculty's, or University unit's policies, procedures, regulations or standards.

4.70 Subject to the rights of an Appellant and a Respondent set out in the Student Misconduct and Academic Appeal Policy:

a) the University Appeals Committee is not required to observe strict legal procedures or rules of evidence; and

b) if any procedural matter is not dealt with in this procedure, a constituted panel of the University Appeals Committee may establish an appropriate procedure for the appeal it is hearing.

4.71 The University Appeals Committee will, with the assistance of the University Student Appeal Office, submit an annual report on the nature and number of appeals and decisions to the General Faculties Council.

Composition of the University Appeals Committee

4.72 Membership of the University Appeals Committee will be appointed as follows:

a) five (5) Appeal Review Administrators will be appointed by the General Faculties Council Executive Committee. To the extent possible, each Appeal Review Administrator will come from a different faculty at the University. The Appeal Review Administrator for appeals of Student Non-Academic Misconduct decisions is the Vice-Provost (Student Experience).

b) two (2) Academic Staff Members will be appointed by each faculty to serve as University Appeals Committee panel chairs or members.

c) ten (10) full-time undergraduate students who are in good academic standing will be appointed by the Students' Union to serve as University Appeals Committee members. To the extent possible, the Students will represent different disciplines at the University.

d) six (6) full-time graduate students who are in good academic standing will be appointed by the Graduate Students' Association to serve as University Appeals Committee members. To the extent possible, the Students will represent different disciplines at the University.

e) five (5) Management and Professional Staff (MaPS) will be appointed by the MaPS executive to serve as University Appeals Committee panel chairs or members. MaPS will be selected as panel chairs or members only for appeals regarding Student Non-Academic Misconduct decisions, and will be from different units at the University.

Quorum and Constituting a Specific Panel

4.73 Quorum of the University Appeals Committee is three (3) members appointed pursuant to this procedure.

4.74 The University Student Appeals Office will form and organize panels of three (3) University Appeals Committee members from the roster of appointed members to hear appeals, including designating one member of each panel as the University Appeals Committee panel chair. In forming University Appeals Committee panels, the University Student Appeals Office will make reasonable attempts to keep the

membership broadly representative of the University community, given the available pool of candidates.

4.75 Subject to Section 4.74, University Appeals Committee panels will be formed by the University Student Appeals Office as follows:

a) for a panel hearing Student Non-Academic Misconduct decisions, one (1) Academic Staff Member, one (1) MaPS and one (1) Student; and

b) for a panel hearing decisions regarding Academic Misconduct decisions, Academic Progression Matters and Academic Assessments, two (2) Academic Staff Members and one (1) Student.

4.76 If the Appellant is an undergraduate Student, an undergraduate Student will be selected to sit on the panel. If the Appellant is a graduate Student, a graduate Student will be selected to sit on the panel. For the purposes of forming panels, graduate Students are considered to be from the faculty where they receive supervision.

4.77 If an Appellant informs the University Student Appeals Office that they would prefer that a Student not sit on the panel, the University Student Appeals Office will form the panel so that it does not include a Student member. In this scenario, the panel will be formed as follows:

a) for a panel hearing appeals of Student Non-Academic Misconduct decisions, two (2) Academic Staff Members and one (1) MaPS; and

b) for a panel hearing appeals of decisions regarding Academic Misconduct decisions, Academic Progression Matters and Academic Assessments, three (3) Academic Staff Members.

4.78 University Appeals Committee panel members will be from different faculties or University units from each other, the Appellant and the Respondent.

4.79 No University Appeals Committee member placed on a panel may have had any involvement in the decision being appealed. Panel members will be asked in advance of an Appeal Hearing to declare any possible conflicts of interest.

4.80 Should a member of the University Appeals Committee panel be unable to attend the Appeal Hearing, the University Student Appeals Office will determine a replacement as soon as is reasonably possible so as to minimize any delay.

Term of Office

4.81 Except where a member has a change in status, members of the University Appeals Committee will serve in their roles for staggered terms of three (3) years, except in the case of Student members who will serve in their role for staggered terms of two (2) years. Terms are renewable.

4.82 Any University Appeals Committee panel member who has been included on a panel for a particular case may continue to complete their service on that case even if their term expires.

5	**Parent Policy**	Student Misconduct and Academic Appeals Policy
6	**Related Policies**	
7	**Related Procedures**	
8	**Related Instructions/Forms**	
9	**Related Operating Standards**	
10	**Related Information**	
11	**References**	
12	**History**	*Approved: June 14, 2018*
		Effective: January 1, 2019

Faculty Appeals Committee Procedure

Classification Governance	
Approval Authority General Faculties Council	
Implementation Authority Faculty Councils	
Effective Date January 1, 2019	
Last Reviewed ~~January 1, 2019~~July 1, 2021	

Table of Contents

1   Purpose

1.1   The purpose of this procedure is to establish a consistent process across all Faculty Appeals Committees deciding appeals of Academic Assessments or Graded Term Work.

2   Scope

2.1   This procedure applies to appeals made to Faculty Appeals Committees.

3   Definitions

3.1   In this procedure:

a)   "Academic Assessment" means the determination of a Student's final level of achievement in a specific course or graduate Student milestone, and includes: ~~grades~~final assessment(s), credit or fail designations, and, if specified in a course outline, assessments of all aspects of professional behaviour~~.~~; and as further defined in the University and Graduate Studies Calendars and Academic Regulations.

b)   "Faculty Appeals Committee" means the committee constituted to hear appeals of Academic Assessments or Graded Term Work and includes: the Faculty of Graduate Studies Appeals Committee and the Continuing Education Unit Appeals Committee. The PGME Appeals ~~Subcommittee~~ Committee is not a Faculty Appeals Committee. If there is no relevant faculty council, the General Faculties Council will establish an appropriate appeals committee.

c) "Faculty of Graduate Studies Appeals Committee" means the Faculty Appeals Committee of the Faculty of Graduate Studies.

d) "Graded Term Work" refers to graded term work as described in ~~Section I.2~~ the *Reappraisal of Graded Term Work* section of the academic regulations of the University Calendar.

~~d)~~e) "PGME Appeals ~~Subcommittee~~Committee" means the Postgraduate Medical Education Appeals ~~Subcommittee~~ Committee of the Cumming School of Medicine.

~~e)~~f) "Student" means an individual who is registered in a course or program of study with the University, whether for credit or not, at the time the subject matter of the decision under appeal occurred.

~~f)~~g) "University" means the University of Calgary.

4 Procedure

4.1 Student appeals of a decision regarding an Academic Assessment or Graded Term Work are made in accordance with the appeal process of the faculty or University unit offering the course, which includes the Faculty Appeals Committee.

4.2 Notwithstanding 4.1, any graduate Student appeals of the outcome of a thesis exam or candidacy component that do not result in the graduate student being required to withdraw are made to the Faculty of Graduate Studies Appeals Committee.

4.3 Appeals to Faculty Appeals Committees must meet the timeframes and requirements that each faculty has set out in its academic regulations and Faculty Appeal Committee procedures.

4.4 Faculty Appeals Committees will utilize the standard procedures provided from time to time by the University Student Appeals Office, but each faculty may, in consultation with the Student Appeals Office, establish additional rules and procedures provided they do not conflict with the standard procedures.

4.5 Faculty Appeals Committee procedures will be published by a faculty on their website, and will also be available through the University Student Appeals Office.

5 Parent Policy   Student Misconduct and Academic Appeals Policy

6 ~~Related Policies~~

7 ~~Related Procedures~~

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8 ~~Related Instructions/Forms~~

9 ~~Related Operating Standards~~

10 Related Information   www.ucalgary.ca/secretariat/student-appeals

11 ~~References~~

12 History   *Approved: June 14, 2018*

                       Effective: January 1, 2019

                       Revised: July 1, 2021

Faculty Appeals Committee Procedure

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       b)   "Faculty Appeals Committee" means the committee constituted to hear appeals of Academic Assessments and includes: the Faculty of Graduate Studies Appeals Committee and the Continuing Education Unit Appeals Committee. The PGME Appeals Subcommittee is not a Faculty Appeals Committee. If there is no relevant faculty council, the General Faculties Council will establish an appropriate appeals committee.

       c)   "Faculty of Graduate Studies Appeals Committee" means the Faculty Appeals Committee of the Faculty of Graduate Studies.

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d) "PGME Appeals Subcommittee" means the Postgraduate Medical Education Appeals Subcommittee of the Cumming School of Medicine.

e) "Student" means an individual who is registered in a course or program of study with the University, whether for credit or not, at the time the subject matter of the decision under appeal occurred.

f) "University" means the University of Calgary.

4 Procedure

4.1 Student appeals of a decision regarding an Academic Assessment are made in accordance with the appeal process of the faculty or University unit offering the course, which includes the Faculty Appeals Committee.

4.2 Notwithstanding 4.1, any graduate Student appeals of the outcome of a thesis exam or candidacy component are made to the Faculty of Graduate Studies Appeals Committee.

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5 Parent Policy   Student Misconduct and Academic Appeals Policy

6 Related Policies

7 Related Procedures

8 Related Instructions/Forms

9 Related Operating Standards

10 Related Information

11 References

12 **History**

Approved: June 14, 2018

Effective: January 1, 2019

◉ For Approval   ○ For Recommendation   ○ For Discussion

SUBJECT: **Academic Staff Criteria and Processes Handbook**

PROPONENT(S):

Florentine Strzelczyk, Deputy Provost, ASCP Working Group, Administrative Co-chair
Francine G. Smith, CSM Professor, ASCP Working Group, Academic Co-chair

MOTION:

> That the General Faculties Council (GFC) approve the Academic Staff Criteria and Processes Handbook dated June 02, 2021, in the form provided to the GFC and with immediate effect, as recommended by the GFC Executive Committee.

REQUESTED ACTION

The Academic Staff Criteria and Processes (ASCP) Handbook Working Group is seeking recommendation of the new ASCP Handbook Parts A, B, and C (which will henceforward be referred to as The Handbook).

- o   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
- o   Minor revisions to Part A were brought forward to GFC Executive and GFC in April/May respectively for discussion
- o   In addition, major comprehensive revisions to Part B of the Handbook were brought forward to GFC Exec and GFC in April/May respectively for discussion

Parts A and B of the Handbook have now been 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) which had previously been discussed as Part B. This is simply a reorganization of the Handbook. There are no major changes to text; sections have been moved and rearranged, in order to eliminate any duplications between Parts A and Part B (which both addressed authority, definitions etc.); and minor revisions were incorporated (e.g., references updated for clauses and numbering).

These sections have now been incorporated into the newly revised Handbook containing three separate parts, ABC, which were taken forward for recommendation to GFC Executive on May 19, 2021, and which we are bringing forward to GFC for approval on June 10, 2021.

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 was passed by GFC on November 5, 2020. In the revised Handbook Parts A, B, C,the <mark>yellow</mark> 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 Faculty Guidelines for some time while the negotiations concerning the pieces of the Handbook were pending. It is important for the revised Handbook 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 newly revised and updated Handbook containing Parts A, B, and C, is the item for approval today.

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

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	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	
	General Faculties Council	2021-05-13			X	
	GFC Executive Committee	2021-05-19		X		
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

If the document meets the approval of GFC, the revised Handbook will immediately be made available to academic staff members and will supersede any previous iterations.

In keeping with the Transitional Provisions provided in Part A.4 of this Handbook, previous versions of the Handbook shall remain available for Renewal, Tenure and Promotion on the HR websites.

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, Parts A, B, C showing revisions [dated June 02, 2021]
2. ASCP Handbook clean copy [dated June 02, 2021]

GFC Academic Staff Criteria & Processes Handbook

Handbook References:

- **Current Handbook Part A** refers to the ASCP Handbook Part A that was passed by GFC on November 5, 2020 and contains Criteria for Appointment, Renewal, Transfer, Tenure, Promotion, and Merit Assessment.

- **Draft Handbook Part B** refers to the ASCP Handbook Part B that was discussed by GFC on May 13 and contains Academic Appointments Selection Procedures

- **Current Handbook Part II** refers to the Academic Appointment Selection Procedures that were passed by GFC in February of 2019 with the direction to update its provision. The current Handbook Part II forms the base document that the ASCP Working Group has used to reconceptualize and innovate hiring procedures as shown in Draft Handbook Part B.

June 02, 2021

Sections marked as ~~Double Strikethrough~~ are proposed to be deleted. Sections highlighted in <mark>yellow</mark> mark new text approved by the Handbook Working Group.

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, inhibit 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

Definitions, Authority, Faculty Guidelines,

Transitional Provisions

1. Definitions

[Draft Handbook Part B 3 a)-n)]

1.1 For the purposes of ~~these procedures:~~ this Handbook, the following definitions apply (listed alphabetically):

i. "AHRA", stands for the Alberta Human Rights Act.

ii. "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.

Iii. "Conjoint Unit" refers to the Faculty, Department or Unit that a cross-appointed academic appointee will join as part of their secondary affiliation.

iv. ~~d)~~ "Dean" means the Dean, or Dean equivalent of a Faculty as defined in ix. ~~refers to the person who makes academic appointment recommendations to the Provost & Vice President (Academic);~~ [Current Handbook Part B 7.2 (a)]

~~v "Destination Faculty" or "Destination Unit" refers to the Facutly, 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.~~ [Current Handbook Part B 7.2 (b)]

vi. "EDI" stands for equity, diversity and inclusion.

vii. "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.

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

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

   ii. *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, achieves, or is reasonably likely to achieve, that objective*".

ix. ~~-~~"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 Enrolment Services, Veterinary Medicine, and Werklund School of Education.

x. "Faculty Guidelines" refer to the guidelines pertaining to academic staff criteria and

processes that faculties develop, as set out in this Handbook.

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

~~"Home Faculty" or "Home Unit" refers to the Faculty, Department or other academic unit of the Primary Spouse.~~ [Current Handbook Part B 7.2 (c)]

xii. "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;

~~7.2 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.~~

xiii. "Spousal Hire" refers to the spouse of a marriage or spousal equivalent of a Primary Hire who has the qualifications to hold an appointment as an academic staff member and who desires to do so;

~~7.2 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.~~

xiv. "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 C.5.3), and cannot be recruited using the normal procedures;

xv. "Transdisciplinary" means an appointment across one or more Units.

2. Authority and General Considerations

[Current Handbook Part A. 1]

2.1 ~~These criteria are established p~~Within this Handbook, criteria for Renewal, Transfer, Tenure and Promotion, and Merit Assessment, are established by the University's General Faculties Council (GFC) ~~Pp~~ursuant to Articles 28.4 and 29.2 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, Tenure and Promotion, and Merit Assessment~~ [Current Handbook Part A. 1.1]. GFC also has the authority to approve procedures related to appointments ~~p~~Pursuant to Section 22(2) of the Post-Secondary Learning Act,

2.2 Part B of this Handbook describes criteria for Appointment, Renewal, Transfer, Tenure and Promotion, as well as Merit Assessment. Part C of this Handbook describes Academic Appointment Selection Procedures. Criteria outlined in Part ~~A~~B of this ~~a~~ndbook, shall also apply to criteria pertaining to the ~~A~~appointment of academic staff members as outlined in Part ~~B~~C. [Current Handbook Part A. 1.2]

2.3 The Academic Appointment and Selection Procedures laid out in Part C of this Handbook shall apply to all Continuing, Contingent, and Limited-Term appointments. [Draft Handbook Part B. 2]

2.4 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. [Current Handbook Part A. 1.4]

2.5 With respect this Handbook, ~~3.1 During an Selection Process,~~ all parties shall be governed ~~with respect to~~ by Article 7.1 of the Collective Agreement. ~~Between the Governors and the Faculty Association~~ which currently 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.*" [Draft Handbook Part B. 1.1/ Current Handbook Part II, 3.1]

2.6 Sessional and Retired Short-Term positions shall be appointed, reappointed, and/or assessed as applicable, according to provisions of the *Collective Agreement*. ~~Between the Governors and the Faculty Association~~ [Draft Handbook Part B. 2.2/ Current Handbook Part II, 1.1]

2.7 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 for Adding an Academic Appointment to a Senior Leadership Team Position,"* such appointments must be made in accordance with ~~selection rules~~ those policies as approved by the GFC. [Draft Handbook Part B. 2.1 / Current Handbook part II, 1.1]

2.8 When the Provost & Vice-President (Academic) determines that it may be necessary to deviate substantially from ~~criteria approved by the General Faculty Council or Faculty Councils,~~ the

Academic Appointment Selection Process approved in Part ~~B~~C 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. [Draft Handbook Part B. 2.3 / Current Handbook Part II 1.3]]

3. Faculty Guidelines

[Current Handbook Part A. 2]

3.1 ~~2.1 discipline specific criteria will be outlined in Faculty Guidelines. for each Faculty or equivalent across the University~~ For Renewal, Transfer, Tenure, Promotion, and Merit Assessment, Articles 28.4 and 29.2 of the *Collective Agreement* allow GFC ~~has~~ to ~~delegated~~ ~~the creation of Faculty~~ to the Faculty Councils the creation of Faculty Guidelines 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.~~

3.2 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. [Current Handbook Part A.2.2]

3.3 ~~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 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. 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 A.2.2]

3.4 The ~~required~~ Academic Appointment Selection ~~p~~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:~~ [Draft Handbook Part B. 2.5 / Current Handbook Part II, 3.5]

3.5 The Academic Appointment Selection Process established in the Faculty Guidelines shall include and be based upon Part C. 1 – C. 5, 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. [Draft Handbook Part B. 2.6]

~~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]

3.6   In the case of a joint or transdisciplinary appointment, or secondment, the Home Unit shall consult with the other Department, Faculty or Unit for the purposes of tenure and promotion, as well as merit assessment (see also Part C. 3.7.4 to 3.7.7). [Draft Handbook Part B. 2.8- 2.9]

~~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]

3.7   Faculty Guidelines must include a statement or description: [Current Handbook Part A. 2.4]

i.   ~~a)~~ of the relative importance that the Faculty attaches to University functions of research and scholarship, teaching, and service;

ii.   ~~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);

iii.   ~~c)~~ of how the Faculty values knowledge engagement and transfer (the ways in which public and private sectors benefit from research), entrepreneurship, and innovation;

iv.   ~~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;

v.   ~~e)~~ that clearly articulates any expectations with regard to competitive and other types of funding;

vi.   ~~f)~~ of how the Faculty assesses other duties such as clinical or professional responsibilities, where applicable;

vii.   ~~g)~~ of how the Faculty assesses contributions to service activities as well as administrative duties;

viii.   ~~h)~~ of how the Faculty assesses the information supplied within a Teaching Dossier (see also Article 28A of the *Collective Agreement*);

ix.   ~~i)~~ that clearly articulates how and when the Faculty credits scholarly work in various stages of publication;

x.   ~~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*);

xi.   ~~k)~~ of how academic and professional qualifications are applied in recommending Appointment, Renewal, Tenure and Promotion, as well as Merit Assessment;

xii.   ~~l)~~ that clearly articulates how accomplishments in research and scholarship, teaching, and service activities as well as any other assigned duties shall be translated into recommendations for Appointment, Renewal, Tenure and Promotion, and Merit Assessment

within the respective streams present in the Faculty;

xiii. 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*;

xiv. 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;

xv. 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;

xvi. 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 and/or discrimination 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;

xvii. that clearly outlines where the responsibility lies for drafting a Posting Posting (outlined in Part C. 2) for an Academic Appointment Selection;

xviii. of how a formal Academic Appointment Selection Committee (outlined in Part C. 3.1) 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; and,

xix. that establish procedures for Academic Appointment Selection according to Part C.

3.8 Changes to Faculty Guidelines shall not take effect until:

i. approved by the Provost as being in compliance with this Handbook and the Collective Agreement;

ii. a copy is provided to the Faculty Association; and,

iii. the changes are posted on the Provost's website.

[Current Handbook Part A. 2.5]

3.9 Following approval by the Faculty Council, and completion of the steps outlined in Part A. 3.8 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.
[Current Handbook Part A. 2.3]

4. Transitional Provisions

4.1 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.

[Current Handbook Part A. 1.5]

4.2 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. [Current Handbook Part A. 1.6]

PART B

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

1.   Criteria for Research and Scholarship, Teaching, and Service

[Current Handbook Part A, 3]

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.

1.1   General Considerations

[Current Handbook Part A, 3.1]

1.3.1.1   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.

1.3.1.2   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 Part B. 3) and included in Merit Assessment (see A.6) (see Part B. 4). 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 Part A. 3.7). General criteria for ranks and streams as well as Professional or Administrative appointments are set out in A. 4 Part B. 2 below.

1.3.1.3   Within the context of A. 3.1.2 Part B 1.1.1 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.

1.3.1.4   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.

1.2   Research and Scholarship

[Current Handbook Part A, 3.2]

1.3.2.1   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.

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

i.   a) fundamental research that creates new knowledge including research creation and

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[1] https://sfdora.org

creative practice;

ii. ~~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;

iii. ~~d)~~ systematic study of teaching and learning processes, including the scholarship of teaching and learning;

iv. ~~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;

v. ~~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.

1.~~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.

1.~~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.

1.~~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.

1.~~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.

1.~~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~~ Part A. 3.7 v.).

1.~~3.~~2.8 The relative weighting of types of research and scholarship output may vary by discipline, or field (see Faculty Guidelines ~~A.2.4 e~~ Part A. 3.7.iv.). 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.

1.~~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.

1.3   Teaching

[Current Handbook Part A, 3.3]

1.~~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.~~

1.~~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.

1.~~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.

1.3.4. 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.

1.3.5. 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.

1.~~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.

1.~~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.

1.4 Service

[Current Handbook Part A, 3.4]

1.~~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.

1.~~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.

1.3.4.3 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.

1.3.4.4 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.

1.3.4.5 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.

1.3.4.6 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.

1.3.4.7 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.

1.3.4.8 Formal and informal service commitments across the University are often disproportionally 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.

1.5 Administrative Duties

[Current Handbook Part A, 3.5]

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.

2. Requirements for Academic Staff Ranks and Streams

[Current Handbook Part A, 4]

2.1 General Considerations

[Current Handbook Part A, 4.1]

2.4.1.1 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.

2.4.1.2 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.

2.2 Requirements for Assistant Professor

[Current Handbook Part A, 4.2]

2.4.2.1 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 Part B. 1.2.7). Appointment to the rank of Assistant Professor may also require evidence or promise of teaching proficiency or professional activity.

2.3   Requirements for Associate Professor

[Current Handbook Part A, 4.3]

2.4.3.1 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 B.1.3) and an appropriate record of service.

2.4.3.2 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:

i.   a) evaluation by external referees as recognized authorities external to the University, who are qualified to evaluate the applicant;

ii.   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;

iii. c) creative or professional awards or prizes that bring distinction to the University;

iv.   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;

v.   e) service as an expert to a well-recognized organization;

vi.   f) election or appointment as a member or leader of a reputable scholarly society;

vii. g) service as peer reviewer for journals or granting bodies including *ad hoc* reviewing;

viii. h) participation in research networks, consortia, or research teams.

2.4.3.3 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 Part B. 1.2.7).

2.4.3.4 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 B. 1.3.2 to B. 1.3.5). ~~apply evidence-based teaching and learning approaches, and to design learning experiences grounded in a clearly articulated teaching philosophy.~~

2.~~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.

2.~~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.

2.4 Requirements for Professor

[Current Handbook Part A, 4.4]

2.~~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:

i. ~~a)~~ evaluation by internationally recognized authorities external to the University, who are qualified to evaluate the applicant

ii. ~~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;

iii. ~~c)~~ internationally recognized or influential creative or professional awards or prizes that bring distinction to the University;

iv. ~~d)~~ keynote address or invited speaker to high-calibre or international conferences, seminars, or workshops, at leading venues;

v. ~~e)~~ invitation to contribute to edited collections;

vi. ~~f)~~ service as peer reviewer or Editorial Board member for journals or granting bodies including *ad hoc* reviewing;

vii. ~~g)~~ participation in internationally known or influential research networks, consortia, or research teams;

viii. ~~h)~~ service as an expert to an internationally recognized organization;

ix. ~~i)~~ election or appointment as a member or leader of a world-class scholarly society.

2.~~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.

2.4.4.3 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 knowledge engagement, innovation, or entrepreneurship, or creative or professional practice. 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.~~Part B. 2.4.1.

2.4.4.4 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 Part B 1.3.2).

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.

2.5 Requirements for Instructor

[Current Handbook Part A, 4.5]

2.4.5.1 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.

2.4.5.2 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.

2.6   Requirements for Senior Instructor

[Current Handbook Part A, 4.6]

2.6.1   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. 3.7.xii.) 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.

2.6.2   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.

2.6.3   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

2.6.4   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.

2.7   Requirements for Teaching Professor

[Current Handbook Part A, 4.7]

2.7.1   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:

i.   a) professional learning and development: engaging in professional development to improve teaching and student learning;

ii. ~~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;

iii. ~~c)~~ mentorship: supporting the teaching and academic development of faculty and students;

iv. ~~d)~~ educational leadership: activities that advance teaching and learning communities by sharing expertise that helps others to strengthen their teaching practice.

2.~~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:

i. ~~a)~~ advanced innovations in teaching and learning with impact beyond the classroom;

ii. ~~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;

iii. creating and leading initiatives, advising on academic programs and curricula, and/or engaging in effective mentorship;

iv. ~~c)~~ 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);

v. ~~d)~~ educational leadership responsibilities within Department, Faculty, Unit, University or broader community;

vi. ~~e)~~ recognition of teaching expertise across and/or beyond the University.

2.~~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.

2.7.4 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, 2.~~4.~~7.4 this is an obsolete category but still present within the Collective Agreement; it may be removed from the Collective Agreement in the near future at which time 2.~~4.~~7.4 can be removed from the Handbook.

2.8   Requirements for Academic Staff in Administrative and Professional Streams

[Current Handbook Part A. 4.8]

2.8.1 Librarians

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

2.8.2 Counsellors

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

2.4.8.3   Other (Administrative and Professional Academic Staff)

2.4.8.3.1 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).

2.4.8.3.2 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 Part B. 2.A..4.8.3.1.

3.   Criteria for Renewal, Tenure and Promotion

[Current Handbook Part A. 5]

3.1   General Considerations

[Current Handbook Part A. 5.1]

3.5.1.1 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.

3.5.1.2 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.

3.5.1.3 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.

3.2 Tenure and Promotion in the Professorial Stream

[Current Handbook Part A. 5.2]

3.~~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.

3.~~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~~ Part B. 2. To this end, the FTPC shall:

   i.   ~~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;

   ii.   ~~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

   iii.   ~~c)~~ use criteria as set out in the relevant Faculty Guidelines in evaluating the evidence presented.

3.3 Tenure and Promotion in the Instructor Stream

[Current Handbook Part A. 5.3]

3.~~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.~~ Part B. 2 ~~of this Handbook~~.

3.~~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:

   i.   ~~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;

   ii.   ~~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,

iii. c) use criteria set out in the Faculty's Guidelines in evaluating the evidence presented.

3.4 Promotion to Professor or Teaching Professor

[Current Handbook Part A. 5.4]

3.5.4.1 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 Part B.2. 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.

3.5.4.2 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.

3.5 Transfer between Streams

[Current Handbook Part A. 5.5]

3.5.5.1 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).

3.5.5.2 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 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.

3.6 Additional Considerations for Renewal, Tenure and Promotion

[Current Handbook Part A. 5.6]

3.5.6.1 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.

3.5.6.2 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.

3.5.6.3 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*.

3.7 Renewal, Tenure and Promotion in Administrative and Professional Streams

[Current Handbook Part A. 5.7]

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:

i.   a) review evidence of the academic staff member's accomplishments since appointment to the University of Calgary;

ii. 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,

iii. c) in assessing the evidence presented to it, use criteria provided in the relevant Unit Guidelines or criteria referred to above within this Handbook.

4 Criteria for Merit Assessment

[Current Handbook Part A. 6]

4.6.1.1 In assessing performance and assigning merit, the Head or equivalent shall base their assessments on the requirements set out in Part B. 1 and B. 2 A.3 and A. 4. of this Handbook and Faculty Guidelines.

4.6.1.2 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.

4.6.1.3 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.

4.6.1.4 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.

4.1.5 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.

4.1.6 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.

4.1.7 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.

4.1.8 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.

4.1.9 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 Part B. 1.A.3.4.8.

4.1.10 Outside Professional Activity for remuneration shall not normally be counted as service for the purposes of Merit Assessment.

4.2 Criteria for Assessing Research and Scholarship Activities

[Current Handbook Part A. 6.2]

4.2.1 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. Part B. 1 and across different ranks and streams in A.4 Part B. 2, and the relevant Faculty Guidelines.

4.<s>6.</s>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.

4.<s>6.</s>2.3 Faculties will articulate how and when the Faculty credits scholarly work in various stages of publication (see <s>A.24.i.</s> Part A. 3.7.ix.).

4.<s>6.</s>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.

4.3   Criteria for Assessing Teaching Activities

[Current Handbook Part A. 6.3]

4.<s>6.</s>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.

4.<s>6.</s>3.2 Teaching <s>performance</s> expertise and effectiveness shall be <s>evaluated</s> assessed 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.

4.<s>6.</s>3.3 <s>Evaluations</s> Assessment of teaching activities shall be multi-faceted and, in particular, shall not be based primarily on any one method of evaluation. No single tool or activity is sufficient to <s>measure</s> assess teaching <s>performance</s> expertise and effectiveness. Multiple sources of evidence shall be used to obtain a holistic picture of the <s>performance</s> 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 <s>available</s> to the Head or equivalent.

4.6.3.4 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.

4.6.3.5 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 Part B. 1 of this Handbook, and criteria established for teaching for academic staff members in different ranks and streams, as set out A. 4 Part B. 2 of this Handbook.

4.6.3.6 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.

4.4 Criteria for Assessing Service Activities

[Current Handbook Part A. 6.4]

4.6.4.1 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.

4.6.4.2 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.

4.6.4.3 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 Part B. 1, and criteria established for service contributions for academic staff members in different ranks and streams as set out in A.4. Part B. 2.

PART C

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

1.   General Considerations

[Draft Handbook Part B. 1]

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

2.   Advertising Position Posting

[Draft Handbook Part B.4 / Current Handbook Part II, 2]

~~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.

2.1   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 (see A. 3.5 xviii); 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 Dean.

2.2   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, or 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.

2.3   The language of the position posting shall strive to be unbiased and free from gender or group stereotypes.

2.4   The individual identified in Part C. 2. drafts the Position Posting which shall normally include:

i.   the intended Home Unit and Conjoint Unit(s) where applicable;

ii.   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;

iii.   anticipated effective date of appointment;

iv.   a description of the nature of the position and associated responsibilities;

v.   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 B. 2;

vi.   closing date for receipt of applications (see Part C. 2.2) 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;

vii.   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 if applicable, an equity and reconciliation statement;

viii.   information about the applicable Faculty, Department, and Unit, providing web links where available;

ix.   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, preference will be given to Canadian citizens or permanent residents; and

x.   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.

2.5   A position for an Equitable & Inclusive Hiring Initiative shall <u>not</u> be advertised in advance of the approval process outlined in Part C. 6, below.

2.6   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 C.2.4 must be followed. The Dean shall ensure that the search firm's process aligns with the University's commitments to EDI and reconciliation.

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

[Draft Handbook Part B.5 / Current Handbook Part II, 3]

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.

3.1 Academic Appointments Selection Committee Composition

[Draft Handbook Part B.5.1 / Current Handbook Part II, 3.6]

3.1.1 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.

3.1.2   a) a A formal Academic Appointments Selection Committee of appropriate size, shall be constituted and normally consisting of the following:

i.   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);

ii.   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);

iii.   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,

iv.   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,;

v.   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~~ mechanism~~s~~ to account for informed student opinion ~~to be taken into account~~ or other forms of student feedback, and,

vi. if applicable to the hire, one or two additional members who do not hold an academic appointment, may be appointed as either a voting or non-voting member, 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.

3.1.3   The number of Committee members from the hiring discipline(s) (as described in Part C. 3.1.2.b) shall be greater than or equal to the number of Committee members from outside the discipline(s) [as described in Part C. 3.1.2. c), d) and f)]. The Dean can appoint additional members from the discipline to balance the Committee.

3.1.4   Where circumstances make it necessary to deviate from the committee composition outlined in Part C. 3.1.2 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.

3.1.5   In the case of cross appointments, the Chair shall be drawn from the Home Unit, and the Committee members as described in Part C. 3.1.2.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.

3.1.6   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.

3.1.7   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 C. 3.1.2.c), d), and f).

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

3.1.8 Quorum shall be the majority of voting members on the Committee from the hiring discipline (as described in Part C. 3.1. ii.).

~~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]**

3.2   Responsibilities of Academic Appointments Selection Committees

[Draft Handbook Part B. 5.2 / Current Handbook Part II, 3.6]

3.2.1   The Chair shall:

i.   lead the Committee in all phases of the recruitment process;

ii.   ensure compliance with University policies;

iii.   act as the official spokesperson for the Committee;

iv.   communicate to the Dean, the activities of the Committee, if the Chair is not the Dean;

v.   communicate with candidates;

vi.   communicate with individuals providing letters of reference;

vii.   manage a proactive, timely, fair, and inclusive selection process in which all Committee members are encouraged to actively contribute;

viii.   establish process and ground rules for the successful functioning of the Committee and promote a positive and collegial working atmosphere;

ix.   determine any existing or potential conflict of interest of the Committee members, and make recommendations to the Dean as to how to manage such a conflict, if the Chair is not the Dean;

x.   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.

3.2.2   The Committee members shall:

i.   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;

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;

ii.   base criteria on Part B.1 and Part B.2 that describe research & scholarship, teaching, and service, and the expectations for academic staff in different ranks and streams,

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

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

v. review and assess all applicant files using criteria formulated by the Committee,

e) the initial review of applications;

vi. develop a short list of candidates,

f) an initial short-listing based on relevant criteria;

viii. develop i) a final ranking process for interviewed candidates that is based upon established relevant criteria and that identifies candidates' suitability for the position.

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.

3.2.3 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 EDI communities, 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.

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

3.3 Short-listing of Candidates

[Draft Handbook Part B. 5.3 / Current Handbook Part II, 3.8]

3.3.1 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 C. 2 Position Posting.

3.3.2 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.

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

3.4 Candidate Interviews

3.4.1 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.*

3.4.2   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.

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

3.4.4   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.

3.4.5   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:

i.   the duration of the interview, who the panel members will be, and the types of questions that will be asked,

ii. 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),

iii. a detailed itinerary for their interview,

iv. the fact that career breaks for family or medical needs, or community responsibilities including Indigenous Engagement, will not negatively impact the hiring decision, and,

v.   respect for, and adherence to, the duty to accommodate.

3.5   Final Ranking of Candidates

3.5.1   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:

i.   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,

ii.   fairly assess research and scholarship activities that may be considered outside of the mainstream of the discipline, meeting criteria outlined in Part B. 1,

iii. 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,

iv.   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,

v.   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]

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

3.6   Recommendation of Appointment

[Draft Handbook Part B. 5.6 / Current Handbook Part II, 3]

3.6.1   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.

3.6.2   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*.

3.6.3 ~~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.

3.6.4 ~~If t~~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.

3.7   Letter of Appointment

[Draft Handbook Part B, 5.7 / Current Handbook Part II, 5-6]

~~5. External Obligations~~

3.7.1   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.

~~6. Letter of Appointment~~

3.7.2   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.

3.7.3   When an academic staff member is to hold an appointment in more than one Faculty, Department, or Unit, the letter of appointment shall ~~clearly state which Faculty's (Unit's) tenure and, promotion and assessment criteria shall apply~~ include provisions as outlined in Part A. 3.6 as appropriate.

3.7.4   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]

3.7.5   In the case of a joint or transdisciplinary appointment involving more than one Faculty: [Draft Handbook Part B. 2.7]

   i)   the Provost shall determine which Faculties Guidelines shall be used for the purposes of hiring;

   ii)   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 C. 3.7.3). Where appropriate, this may include reference to the proportion of duties across the various Faculties/Departments;

   iii) 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.

3.7.6   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). [Draft Handbook Part B. 2.8]

3.7.7   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. [Draft Handbook Part B. 2.9]

3.8   Record Management

[Current Handbook Part II, 3.6 / Draft Handbook Part B, 5.8]

3.8.1   All official records from an Academic Appointment Selection Process shall be retained by Human Resources for two years and shall include complete ~~j) 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.

3.8.2   Relevant official records outlined in Part C. 3.8.1 may ~~j) 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.

3.9   Applicant Concerns

[Current Handbook Part II, 3.2 / Draft Handbook Part B, 5.9]

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.

~~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]

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

[Current Handbook Part II, 4 / Draft Handbook Part B, 6]

4.1 In the case of Library and Cultural Resources and Student and Enrolment Services, if the Faculty Council recommends a deviation to the procedures outlined in Part C. 3 in their Faculty Guidelines, the Provost & Vice President (Academic), after consultation with the Faculty Association, will decide upon such deviations (see also Part A. 2.8).

~~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)~~

~~(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~~

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

4.2 For all academic staff outside of a Faculty (defined in Part A. 1.ix.), the appropriate Senior Administrator shall establish an Ad Hoc Selection Committee with procedures that shall adhere to the principles set out in Part C. 2. to C. 3., to the extent possible under the circumstances of the position. The external member shall be drawn from a different organizational unit.

4.3 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 C. 2. to C. 3., while recognizing the operational necessities of the position.

4.4 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~~.

4.5 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 B. 1. to B. 3. and in accordance with Articles 1.8 and 28 of the *Collective Agreement.*

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

4.7   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.

5.   Expedited ~~Extraordinary~~ Procedures for Spousal ~~&~~ and Strategic Hiring

[Current Handbook II, 7 / Draft Handbook Part B. 7]

~~The Extraordinary Procedures for Expedited Spousal Hiring in Section 7 shall be considered the equivalent of the formal Academic Selection process for all purposes.~~

5.1   ~~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)~~

5.2   Spousal Hires (see definitions of Primary and Spousal Hires in Part A. 1)

[Draft Handbook Part B. 7.2]

5.2.1   The following conditions for Spousal Hire must be met in order to apply the expedited hiring procedures outlined in Part C. 5.4:

i.   the primary purpose of a Spousal Hire is to assist in recruiting or retaining a Primary Hire (as defined above in Part A. 1.),

ii. no Limited Term, Contingent Term, or Continuing academic appointment suitable for the Spouse is posted, and,

iii. the Spouse meets or exceeds criteria described in Parts B. 2. to B. 3.

5.2.2 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.

5.3 Strategic Hires (see definition in Part A. 1)

[Draft Handbook Part B. 7.3]

5.3.1 Before commencing any expedited procedures described in Part C. 5.4 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 C. 5. 3.2. and why the hire cannot be recruited using the normal recruitment procedures outlined above (see Part C. 2 to C. 3).

5.3.2 The expedited hiring procedures outlined below in Part C. 5.4 may only be used in extraordinary circumstances and when the proposed Strategic Hire cannot be hired under the normal procedures:

i. has unique expertise that has resulted in exceptional impact on their discipline or field and is of a calibre equivalent to international standing,

ii. 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,

iii. is expected to achieve significant breakthrough discoveries and/or exert cutting-edge impact on the discipline, unit and University,

iv. will bring significant resources and/or partnerships to the University,

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

vi. 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. Theseshall 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 Ccommittee. [Current Handbook Part II, 7.10]

Following the presentation to the unit, the Head of the Destination Unit shall solict 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]

5.4   Expedited Procedures for Spousal and Strategic Hires

[Draft Handbook Part B. 7.4]

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

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

ii.   initiated by the Provost & Vice-President (Academic).

5.4.2   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

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]

5.4.3   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 C. 3. 1. with the addition of one non-voting Faculty Association representative 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.

5.4.4   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.

5.4.5   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).

5.4.6   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.

5.4.7   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.

5.4.8   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.

5.4.9   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.

5.4.10 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.

5.4.11 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. The Hiring Committee shall take into account criteria as outlined in Part B, as appropriate.

6.   Equitable and Inclusive Hiring Initiatives

[Draft Handbook Part B. 8]

6.1   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*.

6.2   An Equitable & Inclusive Hiring Initiative [see also Part A.1.viii)] 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.

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

6.4   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.

6.5.   Once an Equitable & Inclusive Hiring Initiative has been approved, the Academic Appointment Selection Committee will be selected as described in Part C. 3 1. Once the Academic Appointment Selection Committee is in place, the procedures outlined above in Part C. 3.2 to C. 3.9 shall be followed. The language of the proposed Position Posting listed in Part C. 6.4.v. above, may, however, be revisited by the Committee before being released for publication.

7.   Other Appointments

7.1   Special Limited Term Appointment

[Current Handbook, Part II, 7.14 / Draft Handbook Part B. 9.1]

In cases where time constraints or other circumstances do not permit the use of the extraordinary procedures as described in Part C. 5.2 ~~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 ~~s~~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~~ Home Unit may initiate a new process for expedited hiring as described above. ~~the Extraordinary Procedures for Expedited Spousal Hiring~~. 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 C. 2. and C. 3.

7.2   Conversion of Contingent and Limited Term Appointment

[Current Handbook, Part II, 8 / Draft Handbook Part B. 9.2]

7.~~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:

   i.   ~~a)~~ a Continuing position has been allocated to the ~~department or~~ Home ~~U~~unit for the same purpose in the same discipline as the Contingent Term appointment;

   ii. ~~b)~~ the incumbent was originally selected according to the competitive procedures of Part C ~~this Handbook~~ or by a process approved in advance by the Provost & Vice-President (Academic) as being equivalent to the procedures in Part C ~~the Handbook~~; and,

   iii. ~~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 B ~~this Handbook~~;~~.~~

   iv. ~~d)~~ in the case of Limited Term appointments only, all circumstances under Article 1.6(c) of the *Collective Agreement* have been removed.

7.~~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.

HANDBOOK

GFC Academic Staff Criteria & Processes Handbook

June 02, 2021

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, visible/ racialized minorities, persons with disabilities, and LGBTQ2S+.

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.

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PART A

Definitions, Authority, Faculty Guidelines,
Transitional Provisions

1.   Definitions

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

i.   "AHRA", stands for the Alberta Human Rights Act.

ii.   "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.

iii.   "Conjoint Unit" refers to the Faculty, Department or Unit that a cross-appointed academic appointee will join as part of their secondary affiliation.

iv.   "Dean" means the Dean, or Dean equivalent of a Faculty as defined in ix.

v.   "EDI" stands for equity, diversity and inclusion.

vi.   "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.

vii.   "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".*

viii.   "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 Enrolment Services, Veterinary Medicine, and the Werklund School of Education.

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

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

xi.   "Primary Hire" means the spouse of a marriage or spousal equivalent who:

a.   has been recommended for an offer of appointment in accordance with the procedures outlined in this Handbook,

b.   currently holds a Limited Term, Contingent Term or Continuing academic appointment or,

      c.   has been recommended for, or holds, either a non-academic or a Senior Leadership Team position.

    xii.   "Spousal Hire" refers to the spouse of a marriage or spousal equivalent of a Primary Hire who has the qualifications to hold an appointment as an academic staff member and who desires to do so;

    xiii.   "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 C.5.3), and cannot be recruited using the normal procedures;

    xiv.   "Transdisciplinary" means an appointment across one or more Units.

2.   Authority and General Considerations

2.1   Within this Handbook, criteria for Renewal, Transfer, Tenure and Promotion, and Merit Assessment, are established by the University's General Faculties Council (GFC) pursuant to Articles 28.4 and 29.2 of the *Collective Agreement* between the Faculty Association of the University of Calgary and the Governors of the University of Calgary. GFC also has the authority to approve procedures related to appointments pursuant to Section 22(2) of the Post-Secondary Learning Act.

2.2   Part B of this Handbook describes criteria for Appointment, Renewal, Transfer, Tenure and Promotion, as well as Merit Assessment. Part C of this Handbook describes Academic Appointment Selection Procedures. Criteria outlined in Part B of this Handbook shall also apply to criteria pertaining to the appointment of academic staff members as outlined in Part C.

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

2.4   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.

2.5   With respect this Handbook, all parties shall be governed by Article 7.1 of the *Collective Agreement* which currently 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."*

2.6   Sessional and Retired Short-Term positions shall be appointed, reappointed, and/or assessed as applicable, according to provisions of the *Collective Agreement.*

2.7   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 for Adding an Academic Appointment to a Senior Leadership Team Position,"* such appointments must be made in accordance with those policies as approved by the GFC.

2.8   When the Provost & Vice-President (Academic) determines that it may be necessary to deviate substantially from the Academic Appointment Selection Process approved in Part C 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.

3.   Faculty Guidelines

3.1   For Renewal, Transfer, Tenure, Promotion, and Merit Assessment, Articles 28.4 and 29.2 of the *Collective Agreement* allow GFC to delegate to the Faculty Councils the creation of Faculty Guidelines to ensure that any discipline specific or distinctive aspects relevant to its faculty members are addressed.

3.2   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.

3.3   Each Faculty 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. 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.

3.4   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.

3.5   The Academic Appointment Selection Process established in the Faculty Guidelines shall include and be based upon Part C.1 – C.5, 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**.**

3.6   In the case of a joint or transdisciplinary appointment, or secondment, the Home Unit shall consult with the other Department, Faculty, or Unit for the purposes of tenure and promotion, as well as merit assessment (see also Part C.3.7.4 to C.3.7.7).

3.7   Faculty Guidelines <u>must</u> include a statement or description:

i.   of the relative importance that the Faculty attaches to University functions of research and scholarship, teaching, and service,

ii.   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),

iii.   of how the Faculty values knowledge engagement and transfer (the ways in which public and private sectors benefit from research), entrepreneurship, and innovation,

iv.   the relative weighting of the activities outlined in i., ii., and iii. as defined by the discipline or field, applicable to academic rank and stream,

v.   that clearly articulates any expectations with regard to competitive and other types of funding,

vi.   of how the Faculty assesses other duties such as clinical or professional responsibilities, where applicable,

vii.   of how the Faculty assesses contributions to service activities as well as administrative duties,

viii. of how the Faculty assesses the information supplied within a Teaching Dossier (see also Article 28A of the *Collective Agreement*),

ix.   that clearly articulates how and when the Faculty credits scholarly work in various stages of publication,

x.   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*),

xi.   of how academic and professional qualifications are applied in recommending Appointment, Renewal, Transfer, Tenure and Promotion, as well as Merit Assessment,

xii.   that clearly articulates how accomplishments in research and scholarship, teaching, and service activities 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,

xiii. 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*,

xiv.   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,

xv.   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,

xvi.   of the ways in which the Faculty recognizes systemic barriers that may prevent academic staff members of equity-deserving 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

and/or discrimination 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, Transfer, Tenure, Promotion, and in Merit Assessment,

xvii. that clearly outlines where the responsibility lies for drafting a Posting (outlined in Part C.2) for an Academic Appointment Selection,

xviii. of how a formal Academic Appointment Selection Committee (outlined in Part C.3.1) 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,

   e. how committee members will be appointed from a Faculty or Unit where an academic staff member is to be cross-appointed or seconded, and

xix. that establish procedures for Academic Appointment Selection according to Part C.

3.8   Changes to Faculty Guidelines shall not take effect until:

i.   approved by the Provost as being in compliance with this Handbook and the *Collective Agreement,*

ii.   a copy is provided to the Faculty Association, and,

iii. the changes are posted on the Provost's website.

3.9   Following approval by the Faculty Council, and completion of the steps outlined in Part A.3.8, the Dean shall make the approved Faculty Guidelines 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.

4.   Transitional Provisions

4.1   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.

4.2   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.

PART B

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

1.   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.

1.1   General Considerations

1.1.1   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.

1.1.2   The functions of the University include research and scholarship, teaching, and service and shall be evaluated as part of Renewal, Tenure and Promotion (see Part B.3) and included in Merit Assessment (see Part B.4). 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 Part A.3.7). General criteria for ranks and streams as well as Professional or Administrative appointments are set out in Part B.2 below.

1.1.3   Within the context of Part B 1.1.1 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.

1.1.4   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.

1.2   Research and Scholarship

1.2.1   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.

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

   i.   fundamental research that creates new knowledge including research creation and creative practice,

   ii.   integration of knowledge which involves the synthesis of information across disciplines, and across topics within a discipline; research that involves entrepreneurship and/or innovation,

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[1] https://sfdora.org

iii. systematic study of teaching and learning processes, including the scholarship of teaching and learning,

iv. 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,

v. 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.

1.2.3 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.

1.2.4 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.

1.2.5 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.

1.2.6 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.

1.2.7 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 Part A.3.7.v.).

1.2.8 The relative weighting of types of research and scholarship output may vary by discipline, or field (see Faculty Guidelines Part A.3.7.iv.). 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.

1.2.9   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.

1.3   Teaching

1.3.1   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.

1.3.2   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.

1.3.3.   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. Teaching activities may include lectures, seminars, tutorials, laboratories, clinical sets, advising/counselling, creating lesson plans, assessments, grading, and examinations, and upholding academic integrity. 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.

1.3.4.   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.

1.3.5.   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.

1.3.6   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 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.

1.3.7   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.

1.4   Service

1.4.1   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.

1.4.2   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.

1.4.3   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.

1.4.4   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.

1.4.5   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.

1.4.6   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.

1.4.7   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.

1.4.8   Formal and informal service commitments across the University are often disproportionally 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.

1.5   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.

2.   Requirements for Academic Staff Ranks and Streams

2.1   General Considerations

2.1.1   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.

2.1.2   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.

2.2   Requirements for Assistant Professor

2.2.1   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 Part B.1.2.7). Appointment to the rank of Assistant Professor may also require evidence or promise of teaching proficiency or professional activity.

2.3   Requirements for Associate Professor

2.3.1   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 Part B.1.3) and an appropriate record of service.

2.3.2   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:

   i.   evaluation by external referees as recognized authorities external to the University, who are qualified to evaluate the applicant,

   ii.   publication of high-quality peer-reviewed or equivalent juried creative work in highly ranked journals of the field and competitive peer-reviewed conference proceedings,

   iii. creative or professional awards or prizes that bring distinction to the University,

   iv.   keynote address or invited speaker to conferences, seminars, or workshops, at the local, regional, national or international level, relevant to the discipline or field,

   v.   service as an expert to a well-recognized organization,

   vi.   election or appointment as a member or leader of a reputable scholarly society,

   vii. service as peer reviewer for journals or granting bodies including *ad hoc* reviewing,

   viii. participation in research networks, consortia, or research teams.

2.3.3   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 Part B.1.2.7).

2.3.4   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 B.1.3.2 to B.1.3.5).

2.3.5   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.

2.3.6   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.

2.4   Requirements for Professor

2.4.1   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:

i.   evaluation by internationally recognized authorities external to the University, who are qualified to evaluate the applicant,

ii.   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,

iii.   internationally recognized or influential creative or professional awards or prizes that bring distinction to the University,

iv.   keynote address or invited speaker to high-calibre or international conferences, seminars, or workshops, at leading venues,

v.   invitation to contribute to edited collections,

vi.   service as peer reviewer or Editorial Board member for journals or granting bodies including *ad hoc* reviewing,

vii.   participation in internationally known or influential research networks, consortia, or research teams,

viii. service as an expert to an internationally recognized organization,

ix.   selection or appointment as a member or leader of a world-class scholarly society.

2.4.2 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.

2.4.3 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 knowledge engagement, innovation, or entrepreneurship, or creative or professional practice. Notwithstanding the importance of teaching expertise and effectiveness, appointment at or promotion to the rank of Professor shall only be recommended when the academic staff member is recognized to be of a calibre equivalent to international standing on the basis of research and scholarship, equivalent creative activity, or professional contributions to the relevant community, discipline, or field as described in Part B.2.4.1.

2.4.4 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. An established track record of supervising or co-supervising undergraduate or graduate students, post-doctoral scholars and/or other trainees, supervisory and/or examining committee membership, and/or mentorship activities, may also be required. Teaching effectiveness and expertise also includes a demonstrated ability to design learning experiences grounded in a clearly articulated teaching, and/or mentorship, and/or supervisory philosophy (see also Part B.1.3.2 to B.1.3.5).

2.4.5 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.

2.5 Requirements for Instructor

2.5.1 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 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.

2.5.2   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.

2.6   Requirements for Senior Instructor

2.6.1   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.3.7.xii.) 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.

2.6.2   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.

2.6.3   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

2.6.4   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.

2.7   Requirements for Teaching Professor

2.7.1   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:

i. <u>professional learning and development</u>: engaging in professional development to improve teaching and student learning,

ii. <u>research and scholarship</u>: consulting relevant scholarly sources to design and implement teaching and learning experiences, conducting and sharing research and scholarship on teaching and learning to advance knowledge in the teaching and learning community,

iii. <u>mentorship</u>: supporting the teaching and academic development of faculty and students,

iv. <u>educational leadership</u>: activities that advance teaching and learning communities by sharing expertise that helps others to strengthen their teaching practice.

2.7.2 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:

i. advanced innovations in teaching and learning with impact beyond the classroom,

ii. 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,

iii. creating and leading initiatives, advising on academic programs and curricula, and/or engaging in effective mentorship,

iv. 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),

v. educational leadership responsibilities within Department, Faculty, Unit, University or broader community,

vi. recognition of teaching expertise across and/or beyond the University.

2.7.3 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.

2.7.4 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, 2.7.4 is an obsolete category but still present within the Collective Agreement; it may be removed from the Collective Agreement in the near future at which time 2.7.4 can be removed from the Handbook.

2.8 Requirements for Academic Staff in Administrative and Professional Streams

2.8.1 Librarians

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

2.8.2 Counsellors

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

2.8.3 Other (Administrative and Professional Academic Staff)

2.8.3.1 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).

2.8.3.2 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 Part B.2.8.3.1.

3. Criteria for Renewal, Tenure and Promotion

3.1 General Considerations

3.1.1 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.

3.1.2 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.

3.1.3 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.

3.2 Tenure and Promotion in the Professorial Stream

3.2.1 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.

3.2.2   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 Part B.2. To this end, the FTPC shall:

i.   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,

ii.   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,

iii.   use criteria as set out in the relevant Faculty Guidelines in evaluating the evidence presented.

3.3   Tenure and Promotion in the Instructor Stream

3.3.1   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 Part B.2.

3.3.2   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:

i.   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,

ii.   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,

iii.   use criteria set out in the Faculty's Guidelines in evaluating the evidence presented.

3.4   Promotion to Professor or Teaching Professor

3.4.1   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 Part B.2. 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.

3.4.2   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.

3.5   Transfer between Streams

3.5.1   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).

3.5.2   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 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.

3.6   Additional Considerations for Renewal, Tenure and Promotion

3.6.1   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.

3.6.2   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.

3.6.3   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*.

3.7 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:

i.   review evidence of the academic staff member's accomplishments since appointment to the University of Calgary,

ii.   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,

iii. in assessing the evidence presented to it, use criteria provided in the relevant Unit Guidelines or criteria referred to above.

4. Criteria for Merit Assessment

4.1 General Considerations

4.1.1   In assessing performance and assigning merit, the Head or equivalent shall base their assessments on the requirements set out in Part B.1 and B.2 of this Handbook and Faculty Guidelines.

4.1.2   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.

4.1.3   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.

4.1.4   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.

4.1.5   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.

4.1.6   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.

4.1.7   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.

4.1.8   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.

4.1.9   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 Part B.1.4.8.

4.1.10   Outside Professional Activity for remuneration shall not normally be counted as service for the purposes of Merit Assessment.

4.2   Criteria for Assessing Research and Scholarship Activities

4.2.1   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 Part B.1 and across different ranks and streams in Part B.2, and the relevant Faculty Guidelines.

4.2.2   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.

4.2.3   Faculties will articulate how and when the Faculty credits scholarly work in various stages of publication (see Part A.3.7.ix.).

4.2.4   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.

4.3 Criteria for Assessing Teaching Activities

4.3.1 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.

4.3.2 Teaching expertise and effectiveness shall be assessed 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.

4.3.3 Assessment of teaching activities shall be multi-faceted and, in particular, shall not be based primarily on any one method of evaluation. No single tool or activity is sufficient to assess teaching expertise and effectiveness. Multiple sources of evidence shall be used to obtain a holistic picture of the teaching expertise and effectiveness of the academic staff member. This may include self-reflection, examples of student work and achievements, multiple sources of student feedback, teaching awards and nominations, peer review and observation, sample course design and assessment materials, teaching innovations, presentations/publications in teaching, professional learning related to teaching, examples of success in mentorship and supervision, and educational leadership activities, as well as any other assessments provided by the academic staff member to the Head or equivalent.

4.3.4 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.

4.3.5 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 Part B.1, and criteria established for teaching for academic staff members in different ranks and streams, as set out Part B.2.

4.3.6 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.

4.4 Criteria for Assessing Service Activities

4.4.1   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.

4.4.2   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.

4.4.3   In assessing service activities, the Head or equivalent and the members of the FMC shall refer to criteria for service as set out in Part B.1, and criteria established for service contributions for academic staff members in different ranks and streams as set out in Part B.2.

PART C

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

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.

2.   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.

2.1   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 (see Part A.3.7.xvii.); 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 Dean.

2.2   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, or 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.

2.3   The language of the position posting shall strive to be unbiased and free from gender or group stereotypes.

2.4   The individual identified in Part C.2.1, drafts the Position Posting which shall normally include:

i.   the intended Home Unit and Conjoint Unit(s) where applicable,

ii.   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,

iii.   anticipated effective date of appointment,

iv.   a description of the nature of the position and associated responsibilities,

v. 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 B.2,

vi. closing date for receipt of applications (see Part C.2.2) 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,

vii. 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 if applicable, an equity and reconciliation statement,

viii. information about the applicable Faculty, Department, and Unit, providing web links where available,

ix. 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, preference will be given to Canadian citizens or permanent residents, and,

x. 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.

2.5 A position for an Equitable & Inclusive Hiring Initiative shall not be advertised in advance of the approval process outlined in Part C.6 below.

2.6 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 C.2.4 must be followed. The Dean shall ensure that the search firm's process aligns with the University's commitments to EDI and reconciliation.

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.

3.1 Academic Appointments Selection Committee Composition

3.1.1 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.

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

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

    ii.   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,

    iii.   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,

    iv.   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 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,

    v.   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,

    vi.   if applicable to the hire, one or two additional members who do not hold an academic appointment may be appointed as either a voting or non-voting member, 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.

3.1.3   The number of Committee members from the hiring discipline(s) (as described in Part C.3.1.2. ii.) shall be greater than or equal to the number of Committee members from outside the discipline(s) (as described in Part C.3.1.2.iii., iv., and vi.). The Dean can appoint additional members from the discipline to balance the Committee.

3.1.4   Where circumstances make it necessary to deviate from the committee composition outlined in Part 3.1.2 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.

3.1.5   In the case of cross appointments, the Chair shall be drawn from the Home Unit, and the Committee members as described in Part C.3.1.2.ii. 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.

3.1.6   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.

3.1.7   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 C.3.1.2.iii., iv., and vi.

3.1.8   Quorum shall be the majority of voting members on the Committee from the hiring discipline (as described in Part C.3.1.ii.).

3.2   Responsibilities of Academic Appointments Selection Committees

3.2.1   The Chair shall:

i.   lead the Committee in all phases of the recruitment process,

ii.   ensure compliance with University policies,

iii.   act as the official spokesperson for the Committee,

iv.   communicate to the Dean, the activities of the Committee, if the Chair is not the Dean,

v.   communicate with candidates,

vi.   communicate with individuals providing letters of reference,

vii.   manage a proactive, timely, fair, and inclusive selection process in which all Committee members are encouraged to actively contribute,

viii.   establish process and ground rules for the successful functioning of the Committee and promote a positive and collegial working atmosphere,

ix.   determine any existing or potential conflict of interest of the Committee members, and make recommendations to the Dean as to how to manage such a conflict, if the Chair is not the Dean,

x.   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.

3.2.2   The Committee members shall:

i.   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,

ii.   base criteria on Part B.1 and B.2 that describe research & scholarship, teaching, and service, and the expectations for academic staff in different ranks and streams,

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

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

v.   review and assess all applicant files using criteria formulated by the Committee,

vi.   develop a short list of candidates,

vii.   develop a final ranking process for interviewed candidates based upon established relevant criteria and that identifies candidates' suitability for the position.

3.2.3   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 EDI communities, 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.

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

3.3   Short-listing of Candidates

3.3.1   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 C.2 Position Posting.

3.3.2   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.

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

3.4   Candidate Interviews

3.4.1   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.*

3.4.2   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.

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

3.4.4   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.

3.4.5   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:

     i.   the duration of the interview, who the panel members will be, and the types of questions that will be asked,

     ii.   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),

     iii.   a detailed itinerary for their interview,

     iv.   the fact that career breaks for family or medical needs, or community responsibilities including Indigenous Engagement, will not negatively impact the hiring decision, and,

     v.   respect for, and adherence to, the duty to accommodate.

3.5   Final Ranking of Candidates

3.5.1   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:

     i.   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,

ii. fairly assess research and scholarship activities that may be considered outside of the mainstream of the discipline, meeting criteria outlined in Part B,

iii. 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,

iv. 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,

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

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

3.6   Recommendation of Appointment

3.6.1 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.

3.6.2 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*.

3.6.3 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.

3.6.4 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.

3.7   Letter of Appointment

3.7.1 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.

3.7.2   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.

3.7.3   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 A.3.6, as appropriate.

3.7.4   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.

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

i.   the Provost shall determine which Faculties Guidelines shall be used for the purposes of hiring,

ii.   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 C.3.7.3). Where appropriate, this may include reference to the proportion of duties across the various Faculties/Departments,

iii.   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.

3.7.6   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).

3.7.7   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.

3.8   Record Management

3.8.1   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.

3.8.2   Relevant official records outlined in Part C.3.8.1 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.

3.9   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.

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

4.1   In the case of Library and Cultural Resources and Student and Enrolment Services, if the Faculty Council recommends a deviation to the procedures outlined in Part C.3 in their Faculty Guidelines, the Provost & Vice President (Academic), after consultation with the Faculty Association, will decide upon such deviations (see also Part A.2.8).

4.2   For all academic staff outside of a Faculty (defined in Part A.1.ix.), the appropriate Senior Administrator shall establish an Ad Hoc Selection Committee with procedures that shall adhere to the principles set out in Part C.2. to C.3., to the extent possible under the circumstances of the position. The external member shall be drawn from a different organizational unit.

4.3   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 C.2. to C.3., while recognizing the operational necessities of the position.

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

4.5   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 B.1. to B.3. and in accordance with Articles 1.8 and 28 of the *Collective Agreement.*

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

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

5.   Expedited Extraordinary Procedures for Spousal and Strategic Hiring

5.1   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 C.5.4 below, the expedited hiring procedures shall be considered equivalent to, and used *in lieu* of, the aforementioned formal Academic Appointment Selection procedures.

5.2   Spousal Hires (see definitions of Primary and Spousal Hires in Part A. 1)

5.2.1   The following conditions for Spousal Hire must be met in order to apply the expedited hiring procedures outlined in Part C.5.4:

i.   the primary purpose of a Spousal Hire is to assist in recruiting or retaining a Primary Hire (as defined above in Part A.1),

ii.   no Limited Term, Contingent Term, or Continuing academic appointment suitable for the Spouse is posted, and,

iii.   the Spouse meets or exceeds criteria described in Parts B.2. to B.3.

5.2.2   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.

5.3   Strategic Hires (see definition in Part A. 1)

5.3.1   Before commencing any expedited procedures described in Part C.5.4 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 C.5.3.2. and why the hire cannot be recruited using the normal recruitment procedures outlined above (see Part C.2 to C.3).

5.3.2   The expedited hiring procedures outlined below in Part C.5.4 may only be used in extraordinary circumstances and when the proposed Strategic Hire cannot be hired under the normal procedures:

i.   has unique expertise that has resulted in exceptional impact on their discipline or field and is of a calibre equivalent to international standing,

ii.   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,

iii.   is expected to achieve significant breakthrough discoveries and/or exert cutting-edge impact on the discipline, unit and University,

iv.   will bring significant resources and/or partnerships to the University,

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

vi.   fulfills an urgent and strategic need for the position.

Examples include:

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

b.   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,

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

5.4   Expedited Procedures for Spousal and Strategic Hires

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

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

ii.   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.

5.4.2   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.

5.4.3   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 C.3.1, 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.

5.4.4   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.

5.4.5   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).

5.4.6   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.

5.4.7   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.

5.4.8   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.

5.4.9   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.

5.4.10   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.

5.4.11   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. The Hiring Committee shall take into account criteria as outlined in Part B, as appropriate.

6.   Equitable & and Inclusive Hiring Initiatives

6.1   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*.

6.2   An Equitable & Inclusive Hiring Initiative (see also Part A.1.1.viii.) 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.

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

6.4   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.

6.5.   Once an Equitable & Inclusive Hiring Initiative has been approved, the Academic Appointment Selection Committee will be selected as described in Part C. 3.1. Once the Academic Appointment Selection Committee is in place, the procedures outlined above in Part C. 3.2 to C. 3.9 shall be followed. The language of the proposed Position Posting listed in Part C. 6.4.v. above, may, however, be revisited by the Committee before being released for publication.

7.   Other Appointments

7.1   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 C.5.2, 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 C.2. and C.3.

7.2 Conversion of Contingent and Limited Term Appointment

7.2.1 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:

    i.   a Continuing position has been allocated to the Home Unit for the same purpose in the same discipline as the Contingent Term appointment,

    ii.   the incumbent was originally selected according to the competitive procedures of Part C. or by a process approved in advance by the Provost & Vice-President (Academic) as being equivalent to the procedures in Part C, and,

    iii.   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 B,

    iv.   in the case of Limited Term appointments only, all circumstances under Article 1.6(c) of the *Collective Agreement* have been removed.

7.2.2 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.

UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
Biographies of Candidates for Elections

One election will be held by email vote immediately following the June 10, 2021 General Faculties Council meeting.

These are the biographies of the candidates who were nominated by the GFC Executive Committee and have agreed to stand for election:

11   Election of Four Members of GFC to the GFC Executive Committee

Joule Bergerson, Schulich School of Engineering

Associate Professor
Recipient: 2021 Engineering Students' Society Professor of the Year Award - Department of Chemical and Petroleum Engineering
Recipient: 2020 Schulich School of Engineering Achievement Award for Teaching
Recipient: 2019 CSChE Emerging Leaders in Chemical Engineering Award
Recipient: 2019 Faculty of Graduate Studies Great Supervisor Award
Recipient: 2018 UCalgary Peak Scholar Award
Recipient: 2017 Canada Research Chair in Energy Technology Assessment
Recipient: 2017 Royal Society of Canada: College of New Scholars, Artists and Scientists
Recipient: 2016 Sustainability Award: Teaching Leadership

Past Service:
1. Department Search Committees (12 positions).
2. SSE High School Liaison/Student Recruitment Committee.
3. Energy and Environmental Systems Group Curriculum Development Committee.
4. Energy and Environmental Systems Group New Faculty Hire Committee (5 positions).
5. ISEEE-HSB joint-hire search committee (1 position).
6. Department Merit Committee.
7. Chemistry Faculty Search Committee (1 position).
8. Civil Engineering Faculty Search Committee (2 positions).
9. URGC Research Grants Committee.
10. Department Research Committee.
11. ISEEE Graduate Studies Committee.
12. Member of the Economics Department Faculty Search Committee (3 positions).
13. Department Graduate Studies Committee.

Current Service:
1. GFC Representative on the UCalgary Board of Governors.
    a) Board Budget Committee Member.
    b) Board Finance Committee Member.
    c) Board Health, Safety and Sustainability Committee Member.
2. GFC Executive Committee Member.
3. GFC Engineering Faculty Representative.

Sherry Weaver, Haskayne School of Business

Sherry has been an academic leader at Haskayne for the past 10 years, implementing new programs and supporting student success and efficient operations.

Past Service: Assistant Dean, Leadership Development, Associate Dean T&L, Teaching & Learning Advisory Committee (HASK), Board Member, JA Southern Alberta (JASA), International Articulation Program Working Group, Mathison Building Committee

Current Service: Associate Dean, Undergraduate Programs, Academic Chair GFC Calendar and Curriculum Committee, Dimensions Steering Committee, Co-chair Faculty EDI Committee (HASK), GFC Faculty Representative; Academic Discipline Group, Academic Integrity Committee, Prestige Awards Selection Committee, Chair Undergraduate Review Committee (HASK)

Jennifer Winter, Faculty of Arts

Associate Professor (Economics) and Scientific Director, Energy and Environmental Policy (SPP)
Recipient: NSERC, SSHRC, Alberta Innovates, Calgary Foundation, Smart Prosperity Institute, GRI, URGC grants
Recipient: Alberta Innovates, Emissions Reduction Alberta, Government of Canada, Arctic Council research contracts
Recipient: Canada Clean50 and Canada Clean16, 2019; Avenue Magazine, Calgary Top 40 Under 40, 2017

Current service: Faculty rep, GFC; Energy Research Strategy 2 working group; SUPPORT (Partnerships and Major Grants); Policy and Planning Committee (Econ); Admissions Committee (SPP); Executive Committee (SPP); several community boards

Past service: Graduate Program Committee (SPP); hiring committees (HSB, SSE); policy advising (Canada and Alberta)

Website: www.jenniferwinter.ca

Jennifer Cobb, Cumming School of Medicine

Professor.
Recipient: CIHR; NSERC; ACF; AHFMR – currently 4 tri-council grants.
Recipient: Associate Professor Award; Great supervisor Award; Assistant Professor Award, CIHR new investigator; AHFMR scholar; American Cancer Society Scholar.

Past Service: GFC; UCalgary SUPPORT-VPR; Faculty of Graduate Studies (FGS) Appeals Committee; Charbonneau Executive Committee; BMB Executive Committee; CIHR Committees BMB-A, BMB-B, Genetics; Scientific Officer (SO), CCSRI; NSERC-RTI committee.

Current Service: Director, BMB Dept Graduate Program; Director, Robson DNA Science Centre; FGS Policy Committee; FGS General Council; CSM Graduate Student Education Council; CIHR-BMB panel SO; Michael Smith Foundation Biomedical 2 Panel SO.

Jessica Ayala, Faculty of Social Work

- Teaching Professor and Vice-Dean
- Educational Leader in Residence (Online Learning) – 20% secondment to Taylor Institute (2019-2021)
- Recipient: Students' Union Teaching Excellence Award, UC Teaching Excellence Award for Teaching in Online Environments, Faculty of Social Work Educational Leadership Teaching Excellence Award
- Notable University Service: GFC Teaching and Learning Committee (2015-2021), GFC Academic Staff Criteria & Processes Working Group (i.e., Handbook Committee, 2020-present), Academic Crisis Management Task Force (CMTF, 2020-present)

Rachel Lauer, Faculty of Science

Assistant Professor
Recipient: NSERC DG, CFI, i@home Internationalization Grant, Eyes High PhD Scholarship
Nominee: Student Union Teaching Excellence Award (2021, 2019)

Past Service: Strategic Planning Task Force-Faculty of Science; Faculty of Science Executive Committee; Faculty of Science-Faculty Merit Committee; FGS Graduate Scholarship Committee; five search committees for hiring in Geoscience(both Faculty and Staff).

Current Service: Modernize the Geoscience Curriculum Committee; Equity Diversity and Inclusion Committee-Geoscience Department; Geoscience Mental Health and Wellness committee; Faculty Representative, GFC; University of Calgary Senator, appointed by GFC.

Outreach: NSF sponsored Scientist in Residence Fellowship, Sitka Sound Science Center, Sitka, Alaska; Soapbox Science.

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

Approval of Changes to the Faculty of Science Faculty Council Terms of Reference

The EC reviewed and approved the proposed changes to the Faculty of Science Faculty Council Terms of Reference. There was no discussion.

Recommendation of the Academic Staff Criteria and Processes Handbook

The EC reviewed the proposed Academic Staff Criteria and Processes Handbook (the Handbook), learning that the Handbook has been reformatted into three parts; Part A (Definitions, Authority, Faculty Guidelines, Transitional Provisions), Part B (Criteria for Appointment, Renewal, Transfer, Tenure, Promotion, and Merit Assessment), and Part C (Academic Appointments Selection Procedures, Position Posting, Expedited Procedures for Spousal and Strategic Hiring, Equitable and Inclusive Hiring Initiatives).

In response to questions, it was reported that:
- Since the Academic Staff Criteria and Processes Working Group is reviewing the Handbook one more time tomorrow, the motion to recommend approval by the GFC of the May 18, 2021 version of the Handbook must include a statement authorizing the Working Group to make non-substantive changes
- It is intended that the Handbook will be reviewed and updated as appropriate every year going forward
- A Dean may engage a candidate search firm in addition to striking an Academic Appointment Selection Committee

The EC discussed:
- That previously-expressed concerns about the rigour of the strategic hiring process have been addressed in the current version of the Handbook
- The use of the acronym "LGBTQ2S+"

The EC voted to recommend that the GFC approve the Handbook dated May 18, 2021 and authorized the Working Group to make non-substantive changes to the documents prior to their presentation to the GFC.

Recommendation of Revisions to the Student Misconduct and Academic Appeals Policy and Procedures

The EC reviewed the revisions to the Student Misconduct and Academic Appeals Policy and the related procedures.

There was no discussion, and the EC voted to recommend that the GFC approve the revisions to the Student Misconduct and Academic Appeals Policy, the University Appeals Committee Procedure, and the Faculty

Appeals Committee Procedure and authorized the proponents to make non-substantive changes to the documents prior to their presentation to the GFC.

Appointment Work

The EC made rank-ordered nominations in order that an election by GFC to the EC can be held at the June 10, 2021 GFC meeting.

The EC made rank-ordered nominations and appointments were made as follows:

Naming of the Academic Co-Chair of the Academic Planning and Priorities Committee
Tara Beattie

Naming of the Academic Co-Chair of the Research and Scholarship Committee
Dora Tam

Appointment of One Member of the Teaching and Learning Committee to the Campus and Facilities Development Subcommittee
Fabian Neuhaus, School of Architecture, Planning and Landscape

Appointment of One Academic Staff Member to the Academic Program Subcommittee
Karen Benzies, Faculty of Nursing

Appointment of Two Members of GFC to the Senate
Jeffrey Priest, Schulich School of Engineering
TBD

Recommendation of the Growth Through Focus Framework for Growth

The EC was reminded of the development of the Growth Through Focus vision, and then reviewed the resulting Framework for Growth.

In response to questions, it was reported that:
- A drafting group refined the Framework for Growth based on feedback gathered during the consultation process
- GFC members will receive the Framework for Growth in advance of the June 10, 2021 GFC meeting and will be able to consult with the people they represent
- Only the Framework for Growth is being approved at this time. Any associated proposals will move through the governance system as appropriate and in due course.
- Faculties determine how Faculty funding is allocated, and there is no dictated 80-20 formula to allocate funding to people who are or are not connected to the Framework

The EC discussed:
- That future-focused program delivery is perceived favourably by students
- That the principle "transdisciplinary excellence is built upon disciplinary excellence" strikes a good balance
- That the language in the Framework is seen to be inclusive and responsive to previously-expressed concerns
- The relationship between the Eyes High Strategy and the Framework for Growth

The EC suggested that:

- The sentence "Participation by students and faculty in transdisciplinary activity will be voluntary" in point 12 be removed from the Framework
- Point 4 be corrected to read: "…efforts towards Indigenous reconciliation and equity, diversity, **and** inclusion"

The EC voted to recommend that the GFC approve the Framework for Growth.

Review of the Draft June 10, 2021 GFC Agenda

The EC reviewed the draft agenda for the June 10, 2021 GFC meeting, and determined that Bill Rosehart, Dean of the Schulich School of Engineering, will present the Inclusive Practice Moment.

Annual Committee Performance Review and Review of the EC Terms of Reference

The EC conducted the annual committee performance review and review of its Terms of Reference, and discussed that:

- The EC's appointment work could be facilitated by the inclusion of a description of the mandate of a committee and the key characteristics of its members when the EC is appointing to a committee

- Units should encourage people to put their names forward for consideration for appointment if they have interest in a committee, and this could be framed as an opportunity for personal development and not simply service

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Ed McCauley, Chair and Teri Balser, Vice-Chair

GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE

2020-2021 ANNUAL REPORT

Prepared for:

General Faculties Council

June 2021

Message from the Chair and Vice-Chair

The General Faculties Council (GFC) Executive Committee (EC) is a high-functioning committee, and is performing its duties within the GFC governance structure. We are pleased to present the EC Annual Report for the 2020-2021 meeting year.

> Ed McCauley, President and Vice-Chancellor, Chair
> Teri Balser, Provost and Vice-President (Academic), Vice-Chair

Committee Accomplishments

With the exception of considering changes to the Universal Student Ratings of Instruction instrument and process, which is carried over to next year, the EC completed all of the responsibilities set out in its 2020-2021 Work Plan. The timing and titles of some Work Plan items were adjusted as necessary.

General Faculties Council Agendas

> The EC fulfilled its duties in reviewing the draft GFC meeting agendas over the course of the year.

Business

> The EC:
> - Reviewed and recommended the Academic Staff Criteria and Processes Handbook, in two phases (Fall 2020 and Spring 2021)
> - Approved the revised Terms of Reference of the Research Ethics Appeal Board
> - Reviewed and recommended the 2021-2022 GFC elected membership distribution
> - Discussed the Growth Through Focus Vision and later recommended the Framework for Growth
> - Discussed an update on the Institutional Enterprise Risk Management Program – Student Risk
> - Approved a revision to the Academic Schedule to add a study day (non-instructional) for students prior to the Winter 2021 final exam period
> - Recommended the 2021-2022 GFC Elected Membership Distribution
> - Recommended the revisions to the Sexual Violence Policy
> - Discussed and later recommended the revisions to the Student Non-Academic Misconduct Policy and Procedure
> - Approved the GFC and GFC standing committees meeting schedules for 2021-2022 and 2022-2023
> - Discussed and agreed to a recommendation not to conduct a GFC member evaluation for 2020-2021
> - Discussed and later recommended the revisions to the Student Misconduct and Academic Appeals Policy and Procedures
> - Approved revisions to the Terms of Reference for the Faculty of Science Faculty Council

<u>Appointment Work</u>

The EC made nominations for the following GFC elections held this meeting year:
- Advisory Review Committee for the Dean of the Faculty of Law
- Advisory Selection Committee for a Dean of the Faculty of Veterinary Medicine
- Advisory Selection Committee for a Dean of the Faculty of Science
- GFC Executive Committee

The EC made appointments to the following bodies on behalf of GFC:
- Academic Planning and Priorities Committee
- Academic Program Subcommittee
- Campus and Facilities Development Subcommittee
- Graduate Academic Program Subcommittee
- Senate
- University Appeals Committee, Appeal Review Administrators

The EC named the Academic Co-Chairs of the following GFC standing committees:
- Academic Program Subcommittee (starting October 21, 2020)
- Academic Planning and Priorities Committee (starting second term July 1, 2021)
- Research and Scholarship Committee (starting July 1, 2021)

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council (GFC)
for the meeting held May 17, 2021

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

Appointment of Two Academic Staff Members to the Calendar and Curriculum Subcommittee

The APPC named, in rank order, academic staff members to be approached by the University Secretariat to serve on the Calendar and Curriculum Subcommittee, for three-year terms effective July 1, 2021. The following persons agreed to serve and are deemed appointed:

> Shawna Cunningham, Office of Indigenous Engagement
> Andrew Szeto, Faculty of Arts

Creation of a Bachelor of Education Honours Degree in the Werklund School of Education

The APPC reviewed the proposal, learning that the proposed Bachelor of Education (BEd) Honours program will encourage pre-service teachers to bridge the theory-practice divide, that the Werklund School of Education expects a fairly small cohort of ten to twelve students to begin with, and that the BEd Honours will consist of a 6-credit course and an Honours project due at the end of the Fall term of students' final year in the BEd program.

The APPC discussed the format for the Honours project, the ethics approval processes for students intending to work with human participants, supervisory workload, workload requirements for students, and the marketing and the communications plan.

The APPC approved the creation of a Bachelor of Education (Honours) degree in the Werklund School of Education.

Changes to Section E.6 *Recording of Lectures* in the University Calendar

The APPC reviewed the changes, learning that this Calendar regulation has not been updated in about 15 years, and that the language is confusing and the process is unclear for students and staff. It was noted that the Calendar will continue to read as "audio" recordings as opposed to "audio and video" due to certain permissions with Student Accessibility Services (SAS), and that this is something that will be reviewed in the future. It was noted that there are no changes being made to the process for obtaining permission to record lectures, but more information has been added in accordance with recent changes to the Student Non-Academic Misconduct Policy, including a link to the release form.

The APPC discussed the content of the release form, the current processes for obtaining permission to record a lab/tutorial, how the recordings can be used, how these regulations relate to permission to being granted to record a lecture through a SAS accommodation, and how the recording of lectures may impact Fall 2021 course planning.

The APPC suggested that the link to SAS and references to the Student Non-Academic Misconduct be re-incorporated from the existing Calendar entry.

The APPC approved the changes to Section E.6 Recording of Lectures in the University Calendar.

Teri Balser, Co-Chair, and Tara Beattie, Academic Co-Chair

Academic Planning and Priorities Committee (APPC)

Annual Report for the Year Ending June 30, 2021

Prepared for General Faculties Council

May 31, 2021

Introductory Comments

The Academic Planning and Priorities Committee (APPC) is the principal planning and review committee of the General Faculties Council (GFC) dealing with a wide range of matters related to academic programming, university policy development, and oversight/insight on the preparation of annually required University documents related to the academic activities of the University. It undertakes this work either in an advisory capacity to GFC or under the delegated authority of GFC.

Over the 2020-2021 Academic Year, APPC met approximately every two-to-three weeks from September to June and sometimes more frequently as urgent COVID-19 specific issues arose. This totaled 15 meetings and over 30 hours of in-person committee meeting service by the members of APPC. With roughly 1500 pages of preparatory committee material reviewed or to be reviewed over the course of this academic year, the workload for the membership of APPC remains quite substantial. The APPC co-chairs would like to note and applaud the commitment of the members of APPC and the service provided to the University through their engaged and well-informed participation in the activity of the committee over the last 10 months.

Description of Activities

The following section provides an overview of the range of activities undertaken by APPC over the 2020-21 Academic Year, organized on the basis of the elements contained in the APPC Work Plan. Details on any of these activities can be found in the APPC Reports to GFC, included in the docket of each GFC Meeting during the 2020-2021 Academic Year, or in the minutes of the APPC Meetings (https://www.ucalgary.ca/secretariat/general-faculties-council/general-faculties-council-minutes/appc-minutes).

Quality Assurance

2020-2021 marked another busy year for Quality Assurance (QA) Reviews received by APPC, with both reviews and mid-term reports making their way to the committee for discussion, as mandated by the current University QA process and procedures. The committee received two full Unit Reviews from the Faculty of Social Work and the Werklund School of Education, and three Midterm Reports from the School of Architecture, Planning and Landscape, the Faculty of Arts and the Graduate College. All reports were reviewed by the committee and discussed in person with the leaders of the Unit under review.

University Priority Initiatives

APPC received updates on the University's International Strategy, Student Ombuds Office, the, the National Survey of Student Engagement results, and updates of the Sexual Violence Policy and the non-academic misconduct policy and procedures.

Academic Programming

2020-2021 proved to be a busy year for APPC with respect to Academic Programming changes, additions, and deletions. In this area, APPC works closely with its Academic Program Subcommittee (APS) and Graduate Academic Program Subcommittee (GAPS), each of which reviews proposals in advance of their progress to APPC, with APS dealing primarily with undergraduate program proposal and GAPS dealing with graduate program proposals. In 2020-2021, APPC considered **25 proposals** for changes to Academic Programming, including the creation of **three** new degrees, **two** new graduate certificates, **one** new embedded undergraduate certificate, **one** new not-for-academic-credit certificate. The committee also considered the suspension and/or termination of **two** undergraduate degree programs, **two** graduate

programs, **five** minors, **four** concentrations and the consolidation of **three** specializations into one. Finally, APPC considered modifications/revisions to curriculum in **two** existing programs. Examples of some of the more significant changes included the creation of a corporate summer law program, two new specializations in Advance Nursing Practice I and II – Palliative and end of life Care and Oncology Nursing, a combined Bachelor of Kinesiology/Bachelor of Education, a non-credit certificate in Marketing Fundamentals and an embedded certificate in Pluralism and Global Citizenship. The committee also approved **31**calendar changes/revisions at both the graduate and undergraduate level, most notably, a black student and an indigenous student admission policy in the undergraduate law program, a black student admission policy for medical school, and updates to the undergraduate admissions policy.

Academic-related Policies, Procedures and Regulations

APPC is charged with reviewing and recommending to GFC all changes, additions or deletions to academic-related university policies, procedures, and regulations. In 2020-2021, this included review and recommendation or discussion of **two** university policies or procedures including discussion and input on the revisions to the Sexual Violence Policy and the non-academic misconduct policy and procedures.

Committee Workplans and Evaluations

Each year, APPC is charged with reviewing its workplan, approving the workplans of its subcommittees and carrying out evaluations of operations and workplan progress. APPC subcommittees include the Academic Program Subcommittee (APS), the Calendar and Curriculum Subcommittee (CCS), the Graduate Academic Program Subcommittee (GAPS) and the Campus and Facilities Development Subcommittee (CFDS), with APPC approving these subcommittee workplans in the fall, and monitoring progress through reports from the subcommittees following each of their meetings. In 2020-2021 there were 27 such reports received by APPC as well as year-end reports from each of the four committees. APPC monitors its own workplan progress and effectiveness through reports on workplan progress staggered throughout the year, an annual written committee evaluation completed by the APPC membership each February, and a year-end review of committee progress and its Terms of Reference in May. Member orientation activities are held in September when new members join the committee and when a committee member joins mid-year, they individually meet with the academic co-chair for an orientation.

Other Matters: The COVID-19 Pandemic

In addition to specific items in the APPC workplan, the committee considered a number of items necessitated by the COVID-19 pandemic. For the 2020-2021 academic year all meetings were held All remotely (via) zoom. COVID-19 specific items included the approval of flexible grading options for the Fall 2020 and Winter 2021 terms, additional English language proficiency tests, scheduling of tests and in-class assessments, and recording of lectures.

Overview of Committee Progress Against its Workplan

At the time of submission of this report, APPC has two remaining scheduled meeting of the committee. Therefore, a number of items contained within the progress summary provided have not been fully completed but will be completed by year end. This includes 1 new undergraduate program, a curriculum revision/load change to the undergraduate medical program, and revisions to the operating standard on Media recordings in Learning Environments. Program review and approval is a regular part of APPC meetings, and we are aware that there are a number of programs that continue to move through the system.

Concluding Comment

This was my third year as Academic Co-Chair of the University's Academic Planning and Priorities Committee. I would like to thank the members of the secretariat and the Committee for all of their hard-work and dedication, especially for the additional work as a result of the COVID-19 pandemic. I would also like to thank the many proponents who presented to the committee for their efforts and preparedness. And finally, I would like to thank the former provost and co-chair Dr. Dru Marshall for all of her leadership and contributions to the committee and welcome the new provost Dr. Teri Balser to this committee. I have very much enjoyed my time in this role, and I look forward to the further contributions that this committee will make to the University of Calgary.

Prepared and submitted by Tara Beattie, APPC Academic Co-Chair, June 2021

Appendices

Annual Report of the Academic Program Subcommittee

Annual Report of the Calendar and Curriculum Subcommittee

Annual Report of the Campus and Facilities Development Subcommittee

Annual Report of the Graduate Academic Program Subcommittee

Academic Program Subcommittee

Annual Report for the Year Ending June 30, 2021

Prepared for the Academic Planning and Priorities Committee

Academic Program Subcommittee Annual Report
26 May 2021

This report provides an overview of Academic Program Committee's (APS) work over the current academic year in fulfillment of its mandate to serve as a vetting and advisory group to the Academic Planning and Priorities Committee (APPC) with respect of the creation, alteration or termination of undergraduate programs and continuing education programs.

Over the year, the APS committee recommended 17 proposals to the APPC:

Recommendations for the Creation or Modification of Programs
- Creation of the BKin-KNES Major/BEd Combined Degree
- Creation of the Embedded Certificate in Pluralism and Global Citizenship
- Creation of the BA/BA Honours in Language and Culture
- Creation of the BEd Honours
- Creation of the BSc Sustainable Systems Engineering
- Load change to the MD program

Recommendations for Suspension/Termination of Programs
- Suspension and Termination of the BKin, Leadership in Pedagogy Concentration/BEd combined Degree Program
- Suspension and Termination of the BA/BA Honours concentrations in Sociology (Criminology, Deviance and Social Control; Gender, Family and Work; Social Inequalities and Social Justice)
- Suspension and Termination of the BA Minor in Sonic Arts
- Suspension and Termination of the BSc/BSc Honours and Minor in Earth Science
- Suspension and Termination of the BA/BA Honours in German
- Suspension and Termination of the BA/BA Honours in Italian Studies
- Suspension and Termination of the BA/BA Honours in Russian
- Suspension and Termination of the BKin Concentration in Leadership in Pedagogy and Coaching
- Suspension of the BSc Oil and Gas Engineering

Recommendations to Rename Programs
- Change of Name for BKin Specialization 'Mind Sciences in Kinesiology' to 'Motor and Psychosocial Aspects of Movement'
- Change of Name for BKin Specialization 'Leadership in Pedagogy and Coaching' to 'Leadership and Coaching'

The APS committee recommended 1 proposal return to APS prior to proceeding to the APPC:

Recommended to return to APS
- Creation of the Leaders in Veterinary Medicine

Other
- Discussion on the Embedded Certificates Definitions and Guidelines

Self-assessment
Informal self-assessment was undertaken at various times through the year as well as a more formal committee review in May 2021. The committee noted the increased quality of the proposals coming forward and also noted the importance of ensuring that anticipated questions are addressed prior to proceeding to the Academic Planning and Priorities Committee.

Members expressed their appreciation of the all-in-one document and the opportunity to briefly discuss the proposals before meetings with proponents begin. Members also noted that their collective consideration and the constructive feedback generated helps ensure that program proposals moving forward to the Academic Planning and Priorities Committee (APPC) are of high quality.

The committee found the positive, respectful, organized and constructive environment of APS to be highlights of their experience. As joint APS and Graduate Academic Program Subcommittee proposals were brought forward, the members expressed that more clarity on the scope of APS would be helpful. Based on group suggestions, in Fall 2021 APS will include further clarification of scope as well as a discussion on individual strengths and tips for reviewing proposals in the Orientation of Work of the Academic Program Subcommittee. Finally, many members expressed how the Zoom format worked very well for this particular committee.

Respectfully submitted,

Jocelyn Hayley
Academic Co-chair
Academic Program Subcommittee

UNIVERSITY OF CALGARY | Calendar and Curriculum Subcommittee

ANNUAL REPORT

Prepared for:

Academic Planning and Priorities Committee

May 27,2021

Message from the Co-Chairs

We are pleased to present the Calendar and Curriculum Subcommittee (CCS) Annual Report for the 2020/2021 year. This report highlights key activities undertaken by CCS in fulfilment of its role as a General Faculties Council committee.

Susan Barker, Vice-Provost (Student Experience), Co-Chair
Sherry Weaver, Associate Dean Undergraduate, Haskayne School of Business, Academic Co-Chair

Committee Accomplishments

The 2020/2021 year was dedicated to regular calendar updating as well as adapting to change given the impact of the pandemic.

Academic Schedule:
CCS recommended the Academic Schedule for 2025-26 as per the rolling 5-year practice.

Academic Standing:
Sections F.3.1 and F.3.2 related to academic standing were revised to provide greater clarity for students with respect to progression, suspension, expulsion, and student record notation.

Admissions:
Both the Cumming School of Medicine and the Faculty of Law introduced new admission processes to improve equity through Indigenous (IAP) and Black student admission processes (BSAP). Revisions to the Indigenous Students Access Program were made to clarify requirements; differentiation of admission requirements to Open Studies based upon degree status was made. Indigenous Admission Regulations were created, in which faculties may consider students for admission through this process, with a faculty specific admission committee, starting Fall 2022. In light of changes to in-person testing availability (COVID-19 related) new testing opportunities were approved for English Language Proficiency; admission requirements for SAT and ACT test scores for international high school students were removed.

Embedded Certificates:
A new section of the calendar was created to feature all embedded certificates. A standard definition and guidelines were added to assist faculties in the development of future embedded certificates.

The Faculty of Arts and the Haskayne School of Business all introduced new embedded certificates that are open to students across many faculties on campus, with courses offered by several faculties.
- Canadian Studies
- Entrepreneurship
- Leadership
- Pluralism and Global Citizenship

Co-operative Education/Internship:
As a result of the work from the COOP/INTE working group, changes were recommended to align program requirements across several faculties as well as move information to one location where connections to the university Experiential Learning Plan are made with clarification of the five categories of experiential learning. Faculty of Veterinary Medicine made changes to experiential learning courses to accommodate reduced hours and virtual delivery of components that could be moved from in-person delivery in response to COVID-19 restrictions.

Flexible Grading:
This item appeared on the agenda of many CCS meetings both to introduce interim measures as well as prepare the groundwork for a more permanent regulation. In both Fall 2020 and Winter 2021, students were able to choose a CR grade to replace one 3-credit course each term. In Winter 2021 D/D+ grades would be counted towards GPA.

Change of Personal Information:
This was clarified including the statement regarding FOIP and the addition of preferred name and emergency contact sections.

Scheduling of Tests and In-Class Assessments and Scheduling of Final Examinations:
This included clarifications to the process for courses that are synchronous and asynchronous, updated guidelines, and exemptions for smaller-stakes online assessments from having to be accessible for 24-hours.

Faculty Highlights:
Arts: Deletions, additions, and changes to many courses across programs. Suspension in the Minor in Sonic Arts as well as 3 concentrations in Sociology. Revisions to the BA programs, Co-op, and Minor programs – renaming to Global Development Studies from International Development Studies. Suspension of BA programs, Co-op, and Minor programs in Canadian Studies, replacing with the similarly named embedded certificate. Renaming of programs in Social and Cultural Anthropology to simply Anthropology to reflect broader focus.
Cumming: Changes made to BHSc, BCR, and MD program requirements. Minor corrections and modification of prerequisites and course names.
Haskayne: Elimination of Business and Environment (BSEN) area with courses distributed to Strategy and General Management (SGMA) and Organizational Behaviour and Human Resources (OBHR).
Kinesiology: Changed name of BKin and BSc specialization in "Mind Sciences in Kinesiology" to "Motor and Psychosocial Aspects of Movement". Approved changes associated with the combined degree with Haskayne School of Business.
Law: Calendar changes to implement the Foreign Trained Lawyers Program.
School of Architecture Planning and Landscape updated the the acronym of UNIV 511 to SUST 511 to align with its affiliation to the Embedded Certificate in Sustainability Studies**.**
Schulich: Deletions, modifications, and additions to update program regulations, including digital engineering courses that may be taken over and above degree. Department of Electrical and Computer Engineering renamed to the Department of Electrical and Software Engineering. Suspension of BSc in Oil and Gas

Engineering. Course changes for the minor in Aerospace Engineering.

Science: Editorial changes for new courses and increased contact hours for engineering-related math courses. Termination of the Applied and Environmental Geology Program. Updates to Geology and Geophysics programs. Revision to the admission requirements of the Internship Program to align with others and to ensure students do not commence too late in their degree. Removal of recommended course sequencing from calendar and moved to faculty website. Updated course titles and descriptions as well as antirequisites.

Veterinary Medicine: Added the Medical College Admission Test (MCAT) as a threshold admission requirement. In addition to GPA requirements, an interview process/file review will be used to rank candidates.

Conclusion

CCS completed the 20/21 workplan. Despite the loss of our Registrar prior to the end of the academic year, many changes were accomplished to the main body of the calendar. Many sections of the academic regulations were updated, providing clarity and modern approaches. Members of CCS, including faculty experts who regularly attend, showed great commitment to ensuring that the University of Calgary calendar is clear, concise, and fitting a modern post-secondary institution; able to respond to high priority and emergent issues.

Campus and Facilities Development Subcommittee

Annual Report for 2020-2021

The Committee was scheduled to meet four times during the academic year. This year, the Committee met twice (December and February). Meeting agendas and supporting documents were posted on D2L. Meetings were conducted using Zoom.

The Campus and Facilities Development Subcommittee (CFDS) approved the Work Plan for 2020-2021. At the February meeting, the Committee decided to move three items to the 2021-2022 Work Plan.

Major topics discussed by the CFDS included:
- Engineering F Renovation – Program and Block Review
- Review of the Washroom Spaces Standard
- Schulich School of Engineering ENC Basement Renovation Block and Program.

One information item was a presentation on the Main Campus Landscape Plan.

The Committee did not make any formal recommendations to General Faculties Council. CFDS did submitted a report to the Academic Planning and Priorities Committee regarding the Schulich School of Engineering ENC Basement Renovation – Block and Program.

Submitted by:

Jennifer Lock, Academic Co-Chair

UNIVERSITY OF CALGARY |Graduate Academic Program Subcommittee

ANNUAL REPORT FOR THE 2020-2021 ACADEMIC YEAR

Over the course of the 2020-21 academic year, GAPS held seven meetings between September and May (September and October were cancelled). All meetings were held remotely. The Subcommittee completed work in the following areas:

Review and Recommendation of 2020-21 GAPS Work plan to APPC
GAPS reviewed and recommended its annual work plan in November 2020 and completed all the work therein as well as subsequently arising tasks.

Review and Recommendation of Graduate Program Proposals for Approval to APPC
Review of graduate program proposals represents the bulk of the work completed by GAPS this year. We reviewed new programs and specializations (some interdisciplinary), and stackable diplomas and certificates. These were often prompted by strong interest from the Calgary healthcare or business community and workforce. The committee also oversaw program name changes or changes in curriculum. A few programs were closed due to lack of enrollment. Notably, the Subcommittee recommended that the Cotetelle PhD option be closed. Most of the proposals presented to GAPS were well prepared. The Subcommittee provided the proponents with suggested improvements, which were usually minor, although a few proposals were sent back for major revision.

Review and Recommend changes to University Graduate Academic Regulations
GAPS approved several changes to graduate admissions and regulations this year, including those involving English language proficiency (testing access during COVID-19 was at particular issue), quality assurance and appeals regulations. The GR/F option for one course annually was also debated.

Approval of Annual Faculty/Program Calendar Change Submissions
There were numerous calendar submissions, usually in conjunction with program changes came to the Subcommittee after Calendar Working Group pre-screening. This process continued to work smoothly and resulted in consistency in submissions.

GAPS Committee Self-Evaluation for 2020-21 Academic Year
The committee considered itself to have been quite busy, and all assigned tasks were completed. Remote meetings required due to the COVID shutdown were adequate, not hindering the committee's work. The Subcommittee did not experience any operational problems in large part due to the excellent support staff. We would like to thank all of the Subcommittee members for their careful review of materials, their focused discussions, and their critical feedback. We would also like to thank the members of DST and the Faculty of Graduate Studies and Provost's Office staff for their assistance in ensuring the work of the Subcommittee is completed properly and efficiently.

Kathryn King-Shier, Academic Co-Chair
Robin Yates, Co-Chair

TEACHING AND LEARNING COMMITTEE
Report to General Faculties Council
for the meeting held May 18, 2021

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

D2L 'Prevent Moving Backwards' Feature for Timed Online Assessments

The TLC received a presentation on the D2L 'Prevent Moving Backwards' (PMB) feature and the impacts of this when used for online assessments.

The TLC discussed that:

- When students are taking an in-person test, they can flip back and forth through the pages if they wish. It is not desirable for students in the online environment to have a very different learning experience from in-person learning.

- Common test-writing practice is for a student to read through all the questions, begin by answering the questions they are most comfortable with, and then review their answers before submission. The PMB feature prevents this practice.

- Some assessments, such as a certification exam, use a PBM feature. Disciplines that have this support students by providing a mock exam so that student have familiarity with how to write a test in this format.

- There are other ways to preserve academic integrity during an assessment than using the PMB feature

- It is unknown how many instructors are currently using the PMB feature in assessments

In response to a question, it was reported that it is possible to create a pop-up in D2L to prompt an instructor to consider the impacts before enabling the PMB feature.

Taylor Institute for Teaching and Learning 2020 Community Report

The TLC received a presentation highlighting the Taylor Institute for Teaching and Learning (TI) 2020 Community Report.

The TLC discussed that:

- The TI's priorities align well with the University's strategic direction

- The TI admirably facilitates efforts to provide quality learning experiences at the University, and the TI's achievements, particularly in assisting instructors to transition to online teaching during this difficult year, are applauded

Annual Committee Performance Review and Review of the TLC Terms of Reference

The TLC conducted the annual committee performance review and review of its Terms of Reference, and discussed that:

- The TLC operates efficiently, and members feel that their participation is impactful

- Items of business such as discussions with Indigenous, Mental Health, and Equity, Diversity and Inclusion specialists are valued, and opportunities to discuss current matters, such as the impacts of COVID-19 on teaching and learning, are appreciated

- The standing reports from the TI, Students' Union and Graduate Students' Association are helpful in ensuring that information is received

- Attendance at the virtual meetings this year has been high, and it is hoped that a hybrid model of in-person and virtual participation in future meetings can be facilitated. It was suggested that, if a hybrid model is found to be impracticable, perhaps meetings could alternate between in-person and virtual.

COVID Updates (Round Table Discussion)

The TLC was given an opportunity to talk about COVID-19 impacts on teaching and learning and other matters of significance at this time, and the committee discussed that:

- Last week's town hall meeting with the Provost and Vice-President (Academic) and academic staff members to discuss Fall 2021 was appreciated

- Faculties have prepared scenarios for Fall 2021 but firm decisions about course delivery, etc. have not yet been made. Undergraduate, graduate and international students all want clarity so that informed decisions can be made, but there are uncertainties at this time.

- The Fall 2021 course outlines will need to make clear to students which components of a course, such as the assessments, will be occurring online

- Degree progression is a concern in some disciplines, because some learning, such as hands-on in laboratories, has not been possible during the COVID-19 restrictions

- In addition to students and academic staff members, MaPS and AUPE staff members are also stressed from the impacts of COVID-19 and the uncertainties about Fall 2019

Standing Reports

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

Leslie Reid, Co-Chair, and Amy Warren, Academic Co-Chair

Teaching and Learning Committee

Annual Report for the Year Ending June 30, 2021

Prepared for the General Faculties Council
June 2, 2021

Introduction

It has been a busy year in GFC Teaching and Learning Committee. Much of our work concentrated on emerging issues to the teaching and learning mandate surrounding the Covid-19 pandemic and the switch to online learning. The Co-Chairs wrote the work plan anticipating a need for flexibility. The majority of items in our work plan were met through the year, even if that meant shifting priorities as the pandemic ebbed and flowed.

In this annual report for the GFC Teaching and Learning Committee for 2020-21, we will provide an overview of our work this year and outline some highlights of the committee's work.

Leslie Reid and Amy Warren
Co-Chairs, Teaching and Learning Committee

Accomplishments

New Member Orientation

We welcomed our new and returning TLC members in September 2020. The committee reviewed its 2020-21 Workplan that included regular business of the TLC committee, with ongoing discussion items on Covid-19 online teaching updates. The Covid-19 online teaching updates from faculties allowed a regular time to highlight new, emerging, or ongoing issues within faculties and departments with the shift to online learning. GFC approved this Workplan.

Progress on the TLC Workplan

- TLC received and discussed regular reports from the Taylor Institute, the Graduate Students' Association, and the Students' Union throughout the year
- TLC received and discussed periodic reports from the Learning Technologies Advisory Committee (LTAC), the External Teaching and Learning Awards Committee and the USRI working group throughout the year
- TLC discussed and provided feedback on curriculum review reports and action plans from the Faculty of Kinesiology and the Werklund School of Education.
- TLC received presentations and discussed as planned:
    o Priorities for equity, diversity, and inclusion (EDI) in teaching and learning
    o Reviving anti-racism pedagogy – a project report from the Faculty of Social Work
    o Student success center – supporting students online
    o University of Calgary Teaching Awards Program
    o Mental Health Strategy Teaching and Learning sub-group
    o Teaching and Learning External Awards committee
- TLC conducted a self-assessment of its progress on its work plan

- TLC conducted an annual committee performance review and review of the TLC terms of reference

Additional Items of presentation and discussion:

- TLC discussed and provided feedback on revisions to assessment guidelines for remote and online assessments (changes to regulations G.1 and G.5 in the University Calendar).
- TLC discussed and provided feedback on recommended changes to the embedded certificate definitions and guidelines.
- TLC discussed and provided feedback on the new U of C Teaching Award in Indigenous Ways of Knowing.
- TLC discussed and provided feedback on the results from the 2020 NSSE action plan report.
- TLC discussed and provided feedback on the Taylor Institute Annual Report and Unit Plan.
- TLC discussed and provided feedback on the GSA survey documenting issues experienced by TA's during online and modified in-person teaching during the pandemic.
- TLC discussed and provided feedback on the Common Grade Conversion Scheme (% to letter grade).
- TLC discussed and provided feedback on resources to support setting up positive online learning environments.
- TLC received a presentation on the Carnegie Community Engagement Classification – Canadian Pilot.
- TLC discussed and provided feedback on revisions to operating standards on media recordings in learning environments and revisions to calendar section E6 in the University Calendar (recordings of lectures).
- TLC discussed and provided feedback on the "D2L prevent moving backward" feature.

Issues and Concerns

- We did not schedule a February 2021 meeting out of respect for the Winter break

Points of Pride

- This committee has been very effective at discussing issues (positive and negative) surrounding teaching and learning impacted by the vast change in teaching and learning associated with the pandemic
- Committee members reported a great deal of satisfaction in voicing and tabling their concerns and appreciated the space the committee had created as an open forum for feedback. The co-chairs believe that this was critical in helping the committee to constructively respond to upcoming issues with teaching and learning that arose during the first year of the institution teaching predominantly online.

- Despite the tumult of the year, we were proud to progress still agenda items important to ongoing teaching and learning priorities, including indigenous strategy, mental health, EDI in teaching and learning, learning technologies, the Carnegie community engagement pilot, and external teaching awards.
- All meetings were well attended throughout the year.

Considerations for next year

- Discuss the merit of continuing a Covid-19 issues space-holder in meetings, dependent on the stage of the pandemic in the fall semester
- Consider the modality of meeting for the upcoming year – online vs. hybrid vs. in person. The committee generally felt that due to the inherent inequities created by a hybrid model, rotation between online and in-person meetings could be optimal. The increased attendance at meetings throughout the year was considered to in part be due to the accessibility online meetings afford.
- Consider the addition of ongoing representation from the Student Services group, Qatar campus and change the Faculty of Graduate Studies member from non-voting to voting.
- Introduce a rotating report on teaching and learning highlights from two faculties/units at each meeting – this was a recommendation from last year that we did not successfully institute this year.

RESEARCH AND SCHOLARSHIP COMMITTEE
Report to General Faculties Council
for the meeting held May 20, 2021

This report is submitted on behalf of the Research and Scholarship Committee (RSC).

VPR Portfolio Year-end Update

The RSC received a presentation highlighting the work done within the Vice-President (Research)'s portfolio this year, including the establishment and later expansion of the Critical Research Designation, management of changing funding deadlines and new external funding programs, development of workspace safety plans, launch of the VPR Catalyst Grants program, formation of the Indigenous Research Support Team, growth of the Knowledge Engagement Team, facilitation of the University's endorsement of the San Francisco Declaration on Research Assessment (DORA), launch of the UCeed funding program, and review of various policies. The RSC was informed that the Vice-President (Research)'s portfolio as four mandates: 1) to measure and communicate research impact, 2) to enhance institutional capacity 3) to maximize opportunities for impact, and 4) to oversee administrative and regulatory files.

In response to questions, it was reported that:

- The Vice-Provost (International) (VPI) is associated with both the Vice-President (Research) office and the Provost and Vice-President (Academic) office, and the VPI also holds the title of Associate Vice-President (Research)

- A legal contracts lawyer is being recruited to the Research Services Office, to improve turnaround times in this area

The RSC discussed that:

- Care should be taken to be inclusive of persons in the Arts disciplines in reporting. It was noted that using the Scopus system for citation metrics excludes researchers in some disciplines.

- The move away from the use of bibliometrics to analysis of research impact is a positive change

- Strong administrative offices and procedures are needed to support the research enterprise, and recent improvements to systems, such as for ethics approval, are appreciated

- Partnerships includes profit and non-profit entities, and the growth of partnerships is part of initiatives such as Growth Through Focus and the Carnegie Community Engagement Classification – Canadian Pilot Project

Annual Committee Performance Review and Review of the RSC Terms of Reference/RSC 2021-2022

The RSC conducted the annual committee performance review and review of its Terms of Reference, and discussed that:

- The University no longer submits an annual Comprehensive Institutional Plan (CIP) to the provincial government, and so the responsibility to recommend the research chapter of the CIP should be removed from the RSC's Terms of Reference

- The overlap in membership and between the RSC and the Associate Deans Research Council (ADRC) is no longer as much as it was, and the two bodies bring different perspectives to any overlapping items of business, and so the similarity of RSC and ADRC is no longer the concern it was

- It is desired to revise the RSC Terms of Reference so that the Dean and Vice-Provost (Graduate Studies) may appoint a delegate to the committee

With respect to the 2021-2022 upcoming meeting year, the RSC discussed that:

- A presentation on the Vice-President (Research)'s portfolio would be valuable to new RSC members at the start of the meeting year

- Updates on the Eyes High Strategy and Growth Through Focus Framework are wanted

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Prepared by the University Secretariat on behalf of Robert Thompson, Co-Chair and Andy Knight, Academic Co-Chair

Research and Scholarship Committee Annual Report

For the Academic Year 2020 – 2021

 Prepared for the General Faculties Council by

Dr. Andy Knight, Academic Co-Chair

Message from the Co-Chairs

June 03, 2021
We are pleased to present the Annual Report from the Research and Scholarship Committee (RSC) for the year ending June 30, 2021. The highlights refer to the activity undertaken by RSC in fulfillment of its role as the General Faculties Council's committee for research, scholarship, and research-related activity.

We are pleased to report that we made significant progress toward the achievement of our institutional objectives for research and scholarship as laid out in the Academic Plan and the Strategic Research Plan.

R. Thompson, Associate Vice-President (Research), Co-Chair
A. Knight, Academic Co-Chair

RSC Accomplishments 2020/21

Workplan for 20/21
RSC reviewed, discussed, revised, and approved a draft RSC 2019/20 Workplan at the September meeting and added emerging items as the academic year progressed.

Emerging Cross-Cutting Research Themes
The committee received presentations on both of the two emerging research themes that were selected by the Vice-President (Research) following a competitive process: **Child Health and Wellness**, and **One Health**. Both presentations gave information on the development of the themes by communities of scholars over the previous year, and described the respective vision, mission, grad challenges and goals. The RSC discussed the wide range of disciplines that make up each of the themes, their intersection with the established research themes described in the Research Plan and how each brings researchers from across campus together.

Eyes High Postdoctoral Match Funding Program
The RSC received a presentation detailing the necessity to evolve the Eyes High Postdoctoral funding program into a matching funds program. Discussions covered the continuing goal of attracting high quality scholars to the university, and that the scholars supported by this program should also be competitive in other external funding competitions.

VPR Catalyst Grants Program
Information on the new Catalyst Grants Program was presented to the committee. The committee learned that this program was a replacement for the URGC seed funding program. With four competitions per year, the program funds are intended to leverage substantial external funding and are the program is for all disciplines. In discussions the differences between the Catalyst Grants Program and UCeed were explained.

Industry Liaison Office
The RSC received a presentation on the Industry Liaison/Solutions Office and its role in connecting industry and research partners. This included material explaining the implementation of this role through databases of opportunities and contacts, marketing, maps of areas of interest, outreach, through to contract executions. The committee discussed the importance of focus on social innovation as well as

science and technology, intellectual property negotiations and the impact of partnerships on the university's reputation.

Indigenous Research Support Team (IRST)
The IRST was introduced to the committee, with information on its mandate to support the Indigenous research enterprise at the university. A presentation included the key functions, composition and framework for the team. In response to questions, the presented made clear that the IRST, their webinars and events, are open for all persons with an interest in Indigenous Research.

San Francisco Declaration on Research Assessment (DORA)
Prior to the University becoming a signatory to DORA, the RSC received a presentation on DORA, including its focus on the impacts of research as well as bibliometrics. The committee learned signatories to DORA include the Canadian Tri-Agencies as well as other funding bodies. The committee discussed the way that impact can be measured, especially as non-journal outputs in non-STEM fields, and the concerns around sensationalizing research impact.

Research Impact Assessment
After the university became a signatory to DORA, the RSC received a presentation on the University's Knowledge Engagement Impact Evaluation Framework Project, funded by a Research Impact Canada grant. The presenters reported that this project will establish a research impact assessment framework, develop an impact evaluation tool for use by researchers and tools to promote use of the framework. In discussions between the presenters and the committee, the committee learned that The University's Knowledge Engagement Unit was studying other research impact assessment frameworks and that the Knowledge Engagement website would roll out in phases.

Hunter Hub Mandate and Positioning
The RSC received a presentation on the key successes of the Hunter Hub in 2019-20 and its key initiatives for 2020-21. The presentation addressed the vision, mandate, objectives, and governance, with a plan for repositioning the Hunter Hub within the university's innovation ecosystem. The committee discussed the embedded certificate in Entrepreneurial Thinking, and the applicability of entrepreneurship vs innovation across disciplines. The committee suggested that the presenters visit the Faculty Councils to allow the wider university community to understand broad examples of how they could connect with the Hunter Hub.

Dimensions EDI Pilot Update
The RSC received a presentation on the Dimensions pilot program, a federal program intended to enhance research excellence through increased equity, diversity and inclusion (EDI). The presenters reported that the University is a signatory to the Dimensions EDI Charter and is one of 17 post-secondary institutions chosen to participate in the pilot; that the EDI groups include but are not limited to women, Indigenous peoples, persons with disabilities, members of visible minority or racialized groups, and members of LGBTQ2S+ communities; and that Dimensions encompasses all disciplines. The committee heard that University's commitment to EDI is being manifested through initiatives including the Office of EDI, Dimensions EDI executive and steering committees, EDI literacy workshops and training, EDI events, incorporating EDI into policies, processes and practices, inclusive hiring, the QCentre, the Women's Resource Centre, within some academic programs (e.g. Indigenous Studies, Women's Studies, and International Development), hiring EDI specialists in the Taylor Institute and Office of the Vice-President (Research), through the CFREF Equity Plan and CDI Institutional Action Plan, and the Indigenous Research Support Team.

Energy Research Strategy (ERS2)

The committee received a presentation giving an overview of ERS2. The committee learned that that the Energy Research Strategy underwent an external review in 2019; how the ERS2 was developed building on the university's strengths, considering the review report and recommendations and incorporating economic and policy matters without silos and with a focus on transdisciplinary research. The presenters described four specific projects with a first grand challenge of Decarbonization and Transition towards a Low-Carbon Economy, and the scope for additional grand challenges devised by the academy. The committee discussed the importance of broadening the understanding of "energy" and how acceptance of different approaches to meet energy needs depends on much more than technological solutions.

High Performance Computing and Secure Research Computing

The RSC received an presentation on the high performance and secure computing initiatives at the university. The committee learned about the office of Research Computing Service (RCS), an overview of high performance computing, and services provided by RCS. The committee discussed the increasing need for high performance computing by researchers in Arts, the Prairie Regional Research Data Centre, operated by Libraries and Cultural Resources.

Innovation Ecosystem Update

The RSC received information on the university's innovation ecosystem. The presentation covered the Hunter Hub for Entrepreneurial thinking, Innovate Calgary, Social Innovation, Supporting Invention and Creation in the Academy, UCEED, and the University Innovation Quarter. The committee discussed the City of Calgary priority of innovation in technology, the need to expand awareness of Social Innovation activities, and the difficulty of comparing innovation metrics between universities due to relative availability of relevant data.

Research Metrics Dashboard

The RSC received a presentation that demonstrated the research metrics dashboard, which is being developed to provide institutional level insights on scholarly activity at the university. The committee learned that there are plans to expand to provide faculty-level information in the future, and that finer granularity may be possible at some point. The committee discussed reliance on Scopus data, and the need to consider additional sources to fully capture the breadth of activity across campus. The committee also discussed the value of comparisons against other institutions, vs the difficulty of comparing between faculties at the university, due the differences in relative measures of scholarly activity and productivity between research fields.

Growth Through Focus

Growth Through Focus and Congress were not specified agenda items at any point in the year, but were addressed though either Co-Chairs remarks or "Other Business". RSC had robust, constructive, discussions about ensuring that all faculties were represented and that the language and topics in Growth Through Focus were inclusive and truly transdisciplinary.

VPR Portfolio Updates

The RSC received a number of updates on items within the portfolio throughout the year. These included: **Research Management System (RMS)** The RSC received an update on RMS as Tri-Agency Programs were implemented in fall. **Research Services Updates** Information on the leadership changes within the RSO, RMS, IRISS, REB, the Knowledge Engagement unit and IRST was presented. The committee noted the substantial growth in IRISS submission in the past decade, with IRISS submission passing 10,000 this year.

VPR Portfolio Year-end Update The RSC received a presentation from the describing the breadth of activity in the VPR office, and the relationships between the various units that report to the VPR.

Annual Committee Performance Review and Review of the RSC Terms of Reference
The RSC reviewed its Terms of Reference and discussed the nature of the business it receives, now that RSC no longer needs to approve the research section of the Comprehensive Institutional Plan. There was strong agreement in the value of the discussion at RSC and importance of faculty providing direct feedback and input to the research enterprise.

**Report to the General Faculties Council
on the Meeting of
The Board of Governors (Open Session), May 28, 2021 (8:00 am)
From the Member of the Board nominated by GFC**

The Chair of the Board, Geeta Sankappanavar, called the meeting to order at 8:07 am with a welcome to external guests and approval of the meeting agenda and identification of any existing conflicts of interest amongst the Board Members. The Chair welcomed Jay Brown, Nicole Schmidt and Teri Balser to their first Board meeting.

Linda Dalgetty presented the safety moment about Harassment and Violence Awareness Training for Volunteers which is mandatory for all Board members.

Following the safety moment and approval of previous meeting minutes, the discussion moved directly to the seven action items:

- Approval of the University Capital Plan
- Approval of the Mathison Hall Project Budget Increases and Scope Revision
- Approval of the Institutional Risk Appetite
- Approval of the Internal Restrictions of Net Assets
- Approval of the Annual Consolidated Financial Statements & Management Discussion & Analysis

After a fulsome discussion of each item, all items were approved unanimously.

Four information items were then presented:
- Board Member Reports
- Campus Mental Health Strategy Report
- Final International Strategy Progress Report
- One Health at UCalgary Research Strategy Presentation

There being **no other business**, the Open Session of the Board Meeting was then adjourned at 10:32 am.

Sincerely,

Joule Bergerson

Senate Report for General Faculties Council

Meeting date: 27 April 2021
Report prepared and submitted by: Rachel Lauer, GFC Elected Representative
4:00 p.m. – 6:00 p.m.

1. Welcome, territorial acknowledgements.

2. Approval of the Senate Meeting agenda.

3. Consent agenda and approval of the meeting minutes of February 10, 2021.

4. Vote for Second Term Senators

   The poll for voting on second term Senators was conducted and completed.

5. President's Remarks

   - President McCauley addressed concerns surrounding the pandemic, budget, and uncertainty surrounding planning for the Fall.

6. Chancellor's Remarks

   - Acknowledgment and condolences following of the loss of Senator Ricky Ramdhaney

   - Announced opportunities for Senator Participation, and engagement, including the Lecture of a Lifetime.

   - Announced Senate Award winners, and introduced Teri Balser, the new Provost and VP Academic.

7. Provost's Introduction followed by Question-and-Answer Period

8. Presentations followed by Question-and-Answer Period

   - Max Eisele, winner, Senate Service Award 2021

   - Kiera Van Vliet, winner, Chancellor's Award-Calgary Youth Science Fair

9. Other business & roundtable

   - Lecture of a Lifetime update

   - Introduction to Student Membership Program

   - Convocation Update-June 2021 will be virtual

10. Presentation from Alumni Engagement

    - Speakers were Colleen Bangs and Jennifer DeDominicis, Senior Director of

Alumni Engagement, and Director of Alumni Programs and Services, respectively.

11. Question and Answer with Alumni Engagement Team

12. Adjournment – Meeting adjourned at 5:59 p.m.

13. Equity, Diversity, Inclusion, and Skills Matrix Survey circulated via email.

Senate Report for General Faculties Council

Meeting date: 13 May 2021
Report prepared and submitted by: Rachel Lauer, GFC Elected Representative
4:30 p.m. – 6:30 p.m.

1. Welcome, territorial acknowledgements.

2. Approval of the Senate Meeting agenda.

3. Consent agenda and approval of the meeting minutes of April 27, 2021.

   Year-End Reports from Standing Senate Committee Chairs and Student Representatives:

   - Brief question and answer for Chairs and Representatives

4. New Senator election, based on circulated Biographies. Wesley Ernst explained the ballot

   procedure to complete the Online election of three new Senators from five candidates.

5. Introductions for new Senate Members

   - Chancellor Yedlin Introduced Corey Hogan, who is the Interim VP of
     Communications

   - Departing Senate Rep, Christine Chao introduced Kristen Neprily, VP External,
     GSA

   - Departing Senate Rep, Jackson Cooper introduced Shagufta Farheen, Student-at-
     Large, Senate Rep

   - Departing Senate Rep, Jonah Secreti introduced Aly Samji, Student-at-Large,
     Senate Rep

6. Other business & Roundtable

   - Senate Coordinator, Kate Hulme shared an overview of the EDI and Skills Matrix
     survey results, which included good representation and a range of strengths and
     skills across the Senate. There was some discussion surrounding the survey goals
     and next steps.

   - Narmin Ismail-Teja shared her perspective on Eid, and encourage a discussion
     surrounding the role of prayer and fasting, as well as food, friendship, and sharing
     during the holiday.

7. Break

8. Presentations followed by Question-and-Answer Period

- Max Eisele, winner, Senate Service Award 2021
- Kiera Van Vliet, winner, Chancellor's Award-Calgary Youth Science Fair

9. Senator Recognition

   Chancellor Yedlin thanked and recognized the contributions of all departing Senate members.

10. Adjournment – Meeting adjourned at 6:20 p.m.

11. Vote for Representative Senators Poll Closed at 6:30.

SUBJECT: Revised Faculty of Science Faculty Council Terms of Reference

PROPONENT(S):

Bernhard Mayer (Interim Dean)
Cindy Graham (Vice-Dean)

PURPOSE

To provide for information the approved Faculty Council Terms of Reference (TOR) for the Faculty of Science.

OVERVIEW/KEY POINTS

The TOR were revised to reflect changes that have occurred as a result of the re-organization of administrative and technical staff in Spring 2020.

- Under Membership

  - **Change** "six members appointed by non-academic staff and from the non-academic staff" to "six members elected by, and representing, non-academic staff*"

  - **Add** "one member of non-academic staff* appointed by the Dean to ensure balanced representation"

  - **Add** definition of non-academic staff member

  - **Add** how elections will be run

- Under Member Terms

  - **Updated to add** and clarify elected members appointment term

- Under Casual Vacancies

  - **Updated to add** elected members to process for handling of casual vacancies

BACKGROUND

The General Faculties Council (GFC) Executive Committee has the authority to approve the TOR for any group over which GFC has been granted or exercises authority in this regard.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Faculty of Science Executive Committee	2021-03-16		X		

	Faculty of Science Council (Council Committee)	2021-03-30			X	
	Faculty of Science Council (Council Committee)	2021-05-04		X		
	GFC Executive Committee	2021-05-19	X			
X	General Faculties Council	2021-06-10				X

NEXT STEPS

The approved TOR have immediate effect.

SUPPORTING MATERIALS

1. Faculty of Science Faculty Council Terms of Reference – tracked changes

Science Faculty Council Terms of Reference

1. ESTABLISHMENT

The Science Faculty Council (**Council**) is established pursuant to the Post-Secondary Learning Act (**PSLA**) and has those powers granted under the PSLA and these Terms of Reference (**TOR**), subject to the authority of the General Faculties Council (**GFC**).

2. MEMBERSHIP

Chair
- Dean of the Faculty of Science (the Faculty) (ex-officio, voting),

Vice Chair
- Vice Dean of the Faculty or an Associate Dean designated by the Chair (ex-officio, voting),

Members
- the President of the University of Calgary (University) or their delegate (ex-officio),
- all full-time members of the academic staff of the Faculty of Science (ex-officio),
- all part-time continuing, contingent and limited-term academic staff (ex-officio),

Appointed and Elected Members
- three undergraduate students from the Faculty of Science appointed by the Students' Union,
- two graduate students from the Faculty of Science appointed by the Graduate Students' Association,
- one Post-Doctoral Scholar recruited by the Faculty of Science and approved by the Post-Doctoral Office, and
- six members elected by, and representing, appointed by non-academic staff and from the non-academic staff*, and.
- One member of non-academic staff* appointed by the Dean to ensure balanced representation.

  *Non-academic staff members are defined as those with full-time limited-term, continuing or fixed term appointments with either an AUPE or MaPS designation, within the Faculty of Science

  *Elections for non-academic staff members will be run in accordance with the bylaws of General Faculties Council

Member Terms
Appointed members may be appointed for a term of up to three years, with eligibility for re- appointment for an additional term of up to three years up to a cumulative maximum of six years. **Elected members will be appointed for a term of three years, with eligibility to be re-elected for an additional three year term, up to a cumulative maximum of six years.** A member's term will continue until the term start date of the member's successor or on the expiry date of the member's appointment if there is no successor. Members having served the maximum six consecutive years will be eligible to be appointed or elected for appointment to the Council after a minimum of two years has elapsed since the expiration of their last term.

Casual Vacancies

Appointed and elected members will advise the Council secretary (**Secretary**) as soon as possible of any known or anticipated circumstances that would result in the member being absent from two or more consecutive meetings. In this circumstance or in the event that a member is absent from two or more consecutive meetings without notice, the Chair may agree to allow a substitute to be appointed for the duration of the absence of the member or may declare the member's position vacant and ask that a replacement be appointed or elected for the balance of the member's term. Appointments under this provision will be conducted in accordance with the regular appointment process for that member.

Responsibilities of Members
Members are expected to:

- Familiarize themselves with the Council's role and these Terms of Reference.
- Attend each regularly scheduled Council meeting, making every attempt to attend in person.
- Come to meetings prepared to engage in respectful, meaningful discussion and provide considered, constructive and thoughtful feedback and commentary, express opinions and ask questions to enable the Council to exercise its best judgment in decision making and advising.

3. ROLE

The Council serves as the Faculty's senior academic governing and advisory body on the academic affairs of the Faculty. Accordingly, in addition to the responsibilities listed in the PSLA, the Council reviews and provides recommendations regarding academic priorities, strategies, plans and policies for the Faculty, and provides a forum for discussion, information sharing and approval of Faculty recommendations to the GFC or other external decision-makers.

4. RESPONSIBILITIES

The Council will fulfill its role primarily by carrying out the activities enumerated below.
The listed responsibilities shall be the common, recurring activities of the Council; however, the Council may carry out additional responsibilities and duties within its role.

The Council's primary responsibilities are as follows:

1. Determine the programs of study for which the Faculty is established;
2. Determine the conditions under which a student must withdraw from or may continue the student's program of studies in the Faculty;
3. Authorize the granting of degrees; and
4. Such other activities and responsibilities delegated or assigned to it by the GFC or brought to it by the Chair from time to time.

5. POWERS

The Council is empowered to carry out its role and responsibilities subject to any conditions or restrictions that are imposed on it by the GFC.

The Council may delegate any of its powers, responsibilities and functions as it sees fit and may prescribe conditions governing the exercise or performance of any delegated power, responsibility or function, including the power of sub-delegation. The Council shall require as part of any delegation of its authority that any action taken under a delegated authority of the Council be reported to the Council. The Council may also, by resolution, alter or revoke the delegation of any of its powers, responsibilities and functions under this section.

The Council is ultimately responsible for the work and responsibilities of each of its delegates, standing or *ad hoc* committees, and working groups, if any.

6. **COUNCIL MEETINGS**

Schedule
The Council shall normally meet twice during the period from September to June in each year (the **Meeting Year**) in accordance with a meeting calendar provided to members. Additional regular or special meetings may be called by the Chair. On the written request of 40 voting members of council, the Dean shall call a special meeting of Council, provided that the request specify an agenda item within the legal purview of the Council.

Notice
Members will be provided with a schedule of meeting dates for regularly scheduled meetings at least one month in advance of the first day in September. Except in the case of an emergency meeting, notice of meetings that do not appear in the schedule will be provided at least two days in advance of the meeting date. Meeting details will be communicated to members by the Secretary as soon as they are available before each meeting.

The accidental omission or irregularity of any schedule of any meeting, or the non-receipt of any schedule by any of the persons entitled to the schedule, does not invalidate any proceedings at a meeting.

Meeting Agendas
Meeting agendas will be formulated by the Chair and reviewed by the Executive Committee.

A member intending to introduce a new matter at a meeting shall give written notice of the matter and any materials for the Council's consideration, to the Chair and the Secretary at least eight days in advance of the meeting at which it is intended to be introduced.

Notwithstanding the paragraph above, a matter may be introduced to a meeting of the Council without the specified notice thereof having been given and without it having been included in the agenda if the matter is communicated in advance to the Chair, and its introduction to the meeting is approved by the Chair.

If a person who is not a member or a guest approved by the Chair wishes to address the Council at any meeting, such person may do so if he or she has received the prior permission of the Chair.

Materials
As much as possible, meeting materials will be provided to the Council electronically one week in advance of a scheduled meeting.

Absence of Chair
In the event that the Chair is unable to attend a meeting of the Council, the Vice Chair shall act as Chair for that meeting.

If neither the Chair nor the Vice Chair is present within fifteen (15) minutes of the time fixed for the commencement of the meeting, the meeting will be cancelled.

Quorum
A quorum for the transaction of business at any meeting of the Council is a number equal to a one-half (1/2) of the members of the Council.

If quorum for a Council meeting is not present within ten (10) minutes of the time fixed for the commencement of the meeting, the Chair of the meeting may:

1. Refer the business of the meeting to the Faculty Council Committee;
2. Adjourn the meeting; or
3. Cancel the meeting.

If quorum for a Council meeting is lost at any time during the meeting, the Chair of the meeting, in his or her sole discretion, may refer the balance of the business of the meeting to the Faculty Council Committee or postpone the business to the next meeting of the Council.

Conduct of Meetings
In the sole discretion of the Chair, Council meetings may be held in person or by means of a telephonic, electronic or other communication facility that permits all participants to communicate adequately with each other during the meeting.

The Chair, or in his or her absence, the Vice Chair, shall be responsible for the orderly conduct of meetings of the Council. Meetings will be conducted in accordance with all applicable laws and these Terms of Reference or, where applicable laws or these Terms of Reference are silent on the matter, as determined by a ruling of the Chair, acting reasonably. The Chair may consult the Secretary and look to Roberts Rules of Order or Nathan's Company Meetings for guidance on the conduct of meetings, however, none of these sources shall be considered determinative and the Chair retains the discretion to make a final determination on the matter, subject to challenge as provided below.

The Chair's ruling shall bind all members of the Council except where a motion challenging the ruling has been duly moved, seconded and carried by two-thirds (2/3) of the members present at the meeting, whereupon such ruling shall cease to have force and effect. In this event, a member may propose a new ruling and provided it is duly moved, seconded and carried by a majority of the members present at the meeting; it shall bind all members of the Council.

Where feasible, matters will be brought to Council for discussion in a separate meeting before being brought for decision.

Electronic Participation
In the event that a Council meeting is held by means of a telephonic, electronic or other communication facility, members may participate in the meeting by means of the telephonic, electronic or other communication facility made available by the Secretary. A person participating in a meeting by such means is deemed to be present at the meeting and may vote through the telephonic, electronic or other method of communication being used.

Voting at Meetings

Only Council members may move, second and vote on motions.

Motions will be decided by a show of hands, a roll call (voice), consensus, or otherwise in such manner that clearly evidences a member's vote and is accepted by the Chair of the meeting. Voting by proxy is not allowed.

An affirmative vote of a majority of the members present and eligible to vote, or consent without objection is required to pass a motion. The Chair does not have a second or casting vote.

A declaration by the Chair of the meeting that a motion has been carried and an entry to that effect in the minutes shall be prima facie evidence of the action taken. Any member may ask at the time of the vote that the member's individual vote or abstention be recorded in the minutes.

Elections will be decided based upon the number of votes in favour of each nominee in descending order, the first elected person being the nominee with the most votes. Additional elected persons will be the person(s) with the next highest number of votes in descending order until all elected persons have been determined. In the event of an equal number of votes being cast for more than one nominee (a tie), the Chair (or the Vice Chair where the Chair is in a conflict of interest) will cast a vote to break the tie. In the case where elections have been held by council according to due process (e.g. for Faculty representatives to GFC), the Dean shall have the authority to declare a nominee elected by acclamation in the event no other nominations are received. Similarly, the Dean shall have authority to appoint representatives in the event no nominations are received.

Resolutions in Writing

Resolutions in writing are only suitable for straightforward motions or where it is not feasible or practical to call a meeting of the Council and should be used infrequently. Resolutions in writing may be circulated for approval via facsimile, electronic mail or electronic poll.

A resolution of the Council consented to in writing by a majority of the members entitled to vote on it, whether by signed document, facsimile, electronic mail or any other method of transmitting legibly recorded messages, shall have the same force and effect as if it had been passed at a Council meeting duly called and held. Such resolution may be in two or more counterparts which together are deemed to constitute one resolution in writing. A resolution passed in this manner is effective on the date stated in the resolution or, if a date is not stated, on the latest date stated on any counterpart or the latest date on which the required number of affirmative votes is communicated to the Secretary.

The procedures for approval of resolutions via electronic mail or electronic poll are as follows:

- Resolutions will be circulated to members by electronic mail at the e-mail address on file with the Secretary or by electronic poll.
- The resolution will expire in the time set in the message; however, the Chair or the Secretary may extend the deadline once by up to a maximum of seven days.

- An affirmative vote of a majority of members who are eligible to vote is required to pass a resolution made via electronic mail or electronic poll.

- The Secretary is responsible for tallying the votes and informing the Council of the outcome.

- Written resolutions may not be amended; however, the member who proposed the resolution may withdraw it at any time prior to receipt of the necessary approval or the expiry time, if one, or with the approval of all of the members who voted on the resolution.

- If the resolution does not receive the required votes by the deadline (as extended, if applicable), it does not pass.

Open and Closed Meetings

The Council may hold open and closed meetings or sessions of the Council in compliance with all applicable laws.

Open meetings or open sessions of meetings of the Council may be attended by the public, subject to the limitations of space.

Closed meetings or closed sessions of meetings of the Council will be attended by the Secretary unless specifically excused by the Chair, and by those guests who are invited to remain for the closed session or a portion thereof. If the Secretary is excused by the Chair from a closed session, the Chair will appoint one of the members present to act as secretary for the session, which member shall record any discussions, decisions and actions of the Council pertaining to Council business done in closed session, and will provide a signed record to the Secretary for the official records.

Invited Guests and Visitors

Guests may be invited to attend and speak at a meeting with the approval of the Chair given in advance of the meeting or, in the sole discretion of the Chair of the meeting, during the meeting. Invited guest may include:

the Registrar; the Vice Provost of Library and Cultural Resources; the Chief Information Officer; one representative from Library and Cultural Resources, the Alumni Association, and the Senate.

Visitors in attendance at a meeting to observe Council proceedings may speak only if expressly invited to do so by the Chair of the meeting. All visitors are expected to maintain the decorum prescribed for parliamentary galleries and no person is allowed to use a camera or a recording device in a Council meeting except for the recording Secretary. In the event of a breach of these rules or a disturbance, the Chair may eject persons from the meeting or adjourn the meeting.

Council Records

Minutes of the proceedings of all Council meetings and records of all decisions of the Council made outside of a meeting will be created and presented to the Council (or the Committee) for approval or information, as applicable, at its next subsequent meeting.

The Council shall keep as permanent records, minutes of all Council meetings, a record of all actions taken by the Council without a meeting, and a record of all actions taken by a committee exercising the

authority of the Council. The Council shall maintain its records in a form capable of conversion into written form within a reasonable time.

The official records of the Council will be maintained under the custodianship of the Secretary and shall be available for inspection in the Secretary's office by any member of the Council at any time during regular office hours upon reasonable advance notice to the Secretary.

Access to the official records of the Council by persons other than members will be determined in accordance with applicable legislation and University policies in effect from time to time.

Certification of Records
The Chair, the Secretary or such other person designated by the Council for the purpose may, in a written certificate, certify that:

   a. a writing referred to in the certificate is a true copy of all or part of a minute of the proceedings of a meeting of the Council or a resolution of the Council; and

   b. that the minute or resolution or part thereof is or is not in effect as at a date stated in the certificate.

A certificate made under this section shall, in relation to the Council, be prima facie proof of the facts stated therein without proof of the signature or capacity of the person signing the certificate.

If the person making the certificate is not the Secretary, that person shall make and deliver to the Secretary an executed copy of the certificate as soon as reasonably possible.

7. COMMITTEES

Establishment
The Council may, by resolution, establish standing or ad-hoc committees with such responsibilities, authorities, membership and operational rules as it considers appropriate. The Council may also, by resolution, dissolve any committee.

Authority
The Council may delegate to a committee any of the Council's powers, responsibilities or functions, on such conditions, if any, set out in the establishing resolution or any subsequent resolution. The Council may also, by resolution, alter or revoke the delegation of any of its powers, responsibilities and functions under this section.

Rules and Procedures
Except where otherwise specified in these Terms of Reference, the responsibilities, authorities, membership and operation of a committee shall be set out in terms of reference approved by the Council or its delegate.

Committees shall report their activities and decisions to the Council at such times and in such manner as required by the Council.

8. WORKING GROUPS

The Council may create working groups that report to the Council directly or through the Chair, to facilitate the accomplishment of its responsibilities. The membership of any working group shall be determined by the Chair, taking into consideration any recommendations for membership made by the Council. Working group members may be drawn from outside the Council.

9. OUTSIDE ADVISORS

The Chair is authorized to retain outside advisors with particular expertise to advise the Council if the Chair determines in his or her sole discretion that doing so is essential to the Council in carrying out its responsibilities.

10. RESPONSIBILITIES OF THE CHAIR

In addition to the other responsibilities of the Chair set out in these Terms of Reference, the Chair shall provide leadership to enable the Council to effectively carry out its role and responsibilities, act as a spokesperson for the Council, act as the liaison between the Council and the GFC and other University or external groups or individuals, and will generally oversee the Council's activities. The Chair shall also oversee the engagement of any outside advisors.

The Vice Chair will carry out any or all of the Chair's responsibilities at the request of the Chair or in the event that the Chair is absent or unable to carry out their responsibilities, and will have those additional powers and duties assigned by the Chair and the Council from time to time.

11. SPOKESPERSON

The Chair, or in his or her absence or inability to act, the Vice Chair, is the only person authorized to speak for the Council.

12. REPORTING TO THE GFC

The Council shall report their activities and decisions to the GFC at such times and in such manner as required by the GFC.

13. COUNCIL ASSESSMENT

The Council shall carry out an assessment of its performance and operations no later than three years following its last assessment in accordance with a process approved by the Council or its delegate.

14. AUTHORIZATION AND EXECUTION

All documents or instruments in writing requiring execution on behalf of the Council shall be signed by the Chair or those authorized signatories specified in, and in accordance with, a written authorization of the Council.

All documents or instruments authorized and signed on behalf of the Council as provided herein shall be

valid and binding on the Council.

15. **VALIDITY OF NOTICES**

 "Business Day" for the purposes of this section means a day other than a day that the University of Calgary is closed or a Saturday, Sunday, statutory or civic holiday in Calgary, Alberta.

Any notice or communication required or permitted to be given or made hereunder will be sufficiently given or made for all purposes if delivered personally, sent by electronic mail or facsimile or sent by ordinary mail within Canada to the last address listed in the records of the Secretary. Any such notice or communication if sent by facsimile or other means of electronic communication shall be deemed to have been received on the day of sending, and if delivered by hand shall be deemed to have been received at the time it is delivered to the applicable address. A document sent by mail will be deemed to be received on the fifth Business Day after the day on which it is mailed. In proving the notice or communication was mailed, it shall be sufficient to prove that such document was properly addressed, stamped and posted.

16. **REVIEW AND CHANGES TO THESE TERMS OF REFERENCE**

These Terms of Reference will be reviewed by the Council at least once every three years and any changes it considers necessary will be recommended to the GFC or its delegate for approval.

Anything done pursuant to, or in reliance on, these Terms of Reference before they were amended, replaced or repealed is conclusively deemed to be valid for all purposes.

Minor amendments and corrections to these Terms of Reference that are required in between reviews may be made by a majority vote of the Council and reported to the GFC or its delegate at that body's next meeting.

17. **GENERAL**

Headings
The headings used throughout these Terms of Reference are inserted for reference only and are not to be considered in construing the terms and provisions of these Terms of Reference or to be deemed in any way to clarify, modify or explain the effect of such terms or provisions.

Conflict with Terms of Reference
In the event of a conflict between the provisions of these Terms of Reference and the provisions of applicable legislation, the provisions of the applicable legislation shall govern.

Invalidity of Provisions
The invalidity or unenforceability of any provision of these Terms of Reference shall not affect the validity or enforceability of the remaining provisions of these Terms of Reference.

18. EFFECTIVE DATE

These Terms of Reference will be effective on the date that they are approved by the GFC or its delegate. All prior or existing Terms of Reference of the Council are repealed as of the effective date of these Terms of Reference.

December 18, 2015 – Terms of Reference Approved by GFC Executive