UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
AGENDA

Meeting #621, March 9, 2023, 1:30 p.m. Zoom link: https://ucalgary.zoom.us/j/94694655412 passcode: 024931

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	McCauley	Verbal	1:30
2.	Inclusive Practice Moment	Anderson[1]	Verbal	
3.	Safety Moment	Leaist [2]	Document	
4.	Remarks of the Chair	McCauley	Verbal	
5.	Remarks of the Vice-Chair	Werthner	Verbal	
6.	Question Period	McCauley	Verbal	
	Action Items			
7.	Approval of the February 9, 2023 Meeting Minutes	McCauley	Document	
8.	Approval of the Interdisciplinary and Transdisciplinary Graduate Program Governance	Yates[3]/O'Brien[4]	Document	2:00
	Discussion Items			
9.	Revisions to the Academic Staff Criteria and Processes Handbook	Davidson[5]/Smith[6]	Document	2:15
	Information Items			
10.	Revised Academic Staff Criteria and Processes Handbook Working Group Terms of Reference	Davidson/Smith	Document	2:30
11.	Standing Reports: a) Report on the February 15, 2023 GFC Executive Committee Meeting b) Report on the February 6, 2023 Academic Planning and Priorities Committee Meeting c) Report on the February 14, 2023 Teaching and Learning Committee Meeting d) Report on the October 14, 2022, December 9, 2022 and January 20, 2023 Board of Governors Meetings	In Package Only	Documents	
12.	Other Business	McCauley		

Item	Description	Presenter	Materials	Estimated Time
13.	Adjournment Next meeting: April 6, 2023 (in person)	McCauley	Verbal	2:35

Regrets and Questions: Elizabeth Sjogren, Governance Coordinator
Email: esjogren@ucalgary.ca

Courtney McVie, University Secretary
Email: cmluimes@ucalgary.ca

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

Presenters

1. Todd Anderson, Dean, Cumming School of Medicine
2. Mike Leaist, Director - Environmental Health & Safety
3. Robin Yates, Dean and Vice-Provost (Graduate Studies)
4. Mary Grantham O'Brien, Senior Assoc. Dean Policy & Program Development, Faculty of Graduate Studies
5. Sandra Davidson, Co-Chair, Academic Staff Criteria and Processes Handbook Working Group
6. Francine Smith, Academic Co-Chair, Academic Staff Criteria and Processes Handbook Working Group

Working Alone

General Faculties Council – March 9, 2023
Safety Moment

UNIVERSITY OF CALGARY

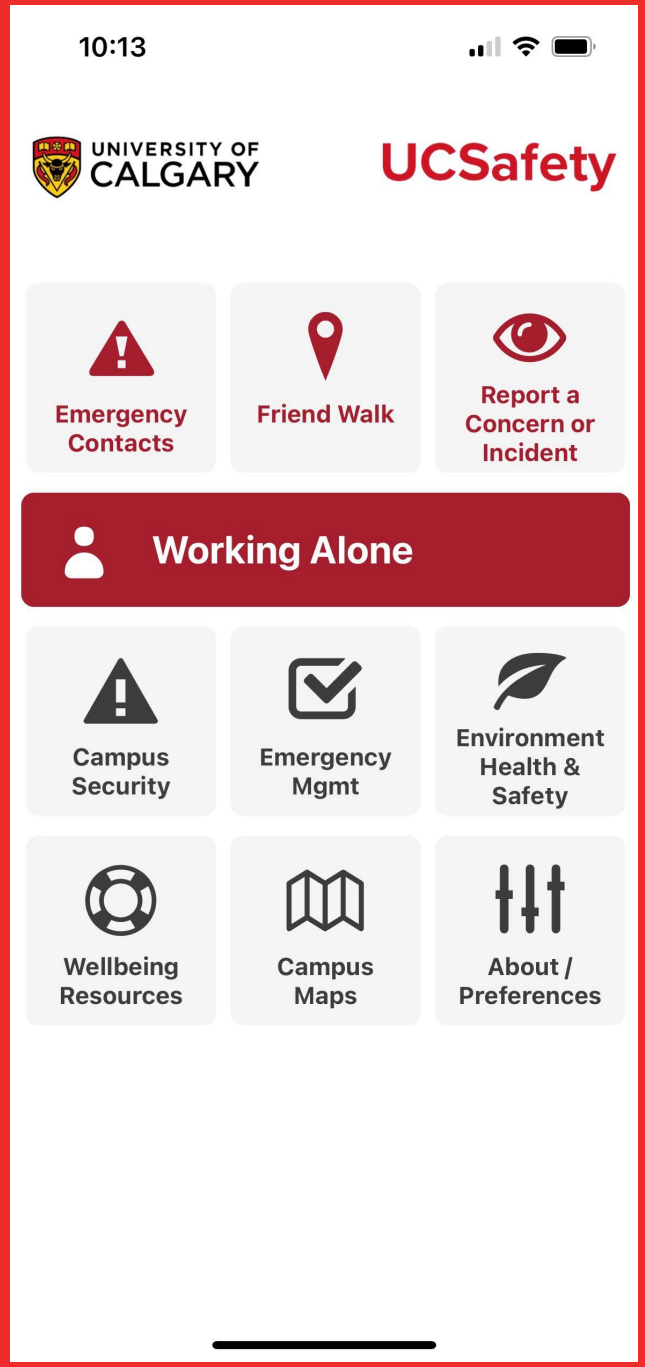
Working Alone Process Update and UCSafety App

- Working Alone Standard and process being updated to incorporate use of mobile app for check-ins
- Expected launch date in late April 2023
- Updated Standard:
  - Clarifies when Working Alone process must be used to meet legislated requirements
  - Describes content of Working Alone Plan which will be in webform/SharePoint with approval workflow
- New App called UCSafety App:
  - Provides automated check-ins on worker
  - Check-ins monitored by third party service provider
  - App has several other features to promote health and safety

If you have any questions, please reach out to Environment, Health & Safety
ucsafety@ucalgary.ca

UNIVERSITY OF CALGARY

UCSafety App



UNIVERSITY OF CALGARY

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

SUBJECT: **Interdisciplinary and Transdisciplinary Graduate Program Governance**

MOTION:

That the General Faculties Council (GFC) approve the Faculty of Graduate Studies as the Faculty Council responsible for oversight of interdisciplinary and transdisciplinary graduate programs, as presented to the GFC and as recommended by the GFC Executive Committee.

PROPONENT(S)

Robin Yates, Vice-Provost and Dean, Graduate Studies
Mary O'Brien, Senior Associate Dean, Faculty of Graduate Studies

REQUESTED ACTION

The General Faculties Council (GFC) is being asked to approve the Faculty of Graduate Studies (FGS) as the Faculty Council responsible for oversight of interdisciplinary and transdisciplinary graduate programs, including specializations that are not within a sole Teaching Faculty or that span multiple Faculties.

KEY CONSIDERATIONS/POINTS

As the University moves to advance interdisciplinary and transdisciplinary scholarship, it is anticipated that there will be an increasing number of proposals with an interdisciplinary or transdisciplinary focus.

The Program Approval Process approved by the GFC requires that graduate program proposals go through the relevant educational/Faculty unit(s) prior to advancing through the FGS and University level committees. It is being proposed that the FGS Council serve as the "Faculty Council" for all interdisciplinary and transdisciplinary programs that are not within a sole Teaching Faculty or that span multiple Faculties; this is due to the increase in the number of interdisciplinary and transdisciplinary program proposals as well as the fact that such programs are not restricted to disciplinary silos and academic programs. This is appropriate as FGS Council has broad representation from graduate programs across the University and this type of approval is within the scope of their Faculty Council Terms of Reference.

This change does not remove the requirement for consultation with the teaching unit/s directly involved in the program or specialization, or change the approval process for courses within the programs.

Unless otherwise delegated, all new transdisciplinary graduate programs that are not within another Faculty will have FGS as their academic and administrative home, which FGS already is for some established graduate programs, such as the Master of Science in Sustainable Energy Development.

RISKS

Failure to clarify the governance of these programs could result in significant delays and an inability to offer these in-demand, timely, and relevant programs to students. Any delays in approving and launching these programs would impede the University's ability to meet the goal of advancing transdisciplinary scholarship.

RESOURCE REQUIREMENTS

N/A

BACKGROUND

In June 2021, the GFC approved the *Framework for Growth*, which included the commitments of transdisciplinary scholarship and future-focused program delivery. Confirming the FGS as the Faculty Council responsible for oversight of interdisciplinary and transdisciplinary graduate programs is in alignment with these commitments.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	General Faculties Council Executive Committee	2023-02-15		X		
X	General Faculties Council	2023-03-09	X			

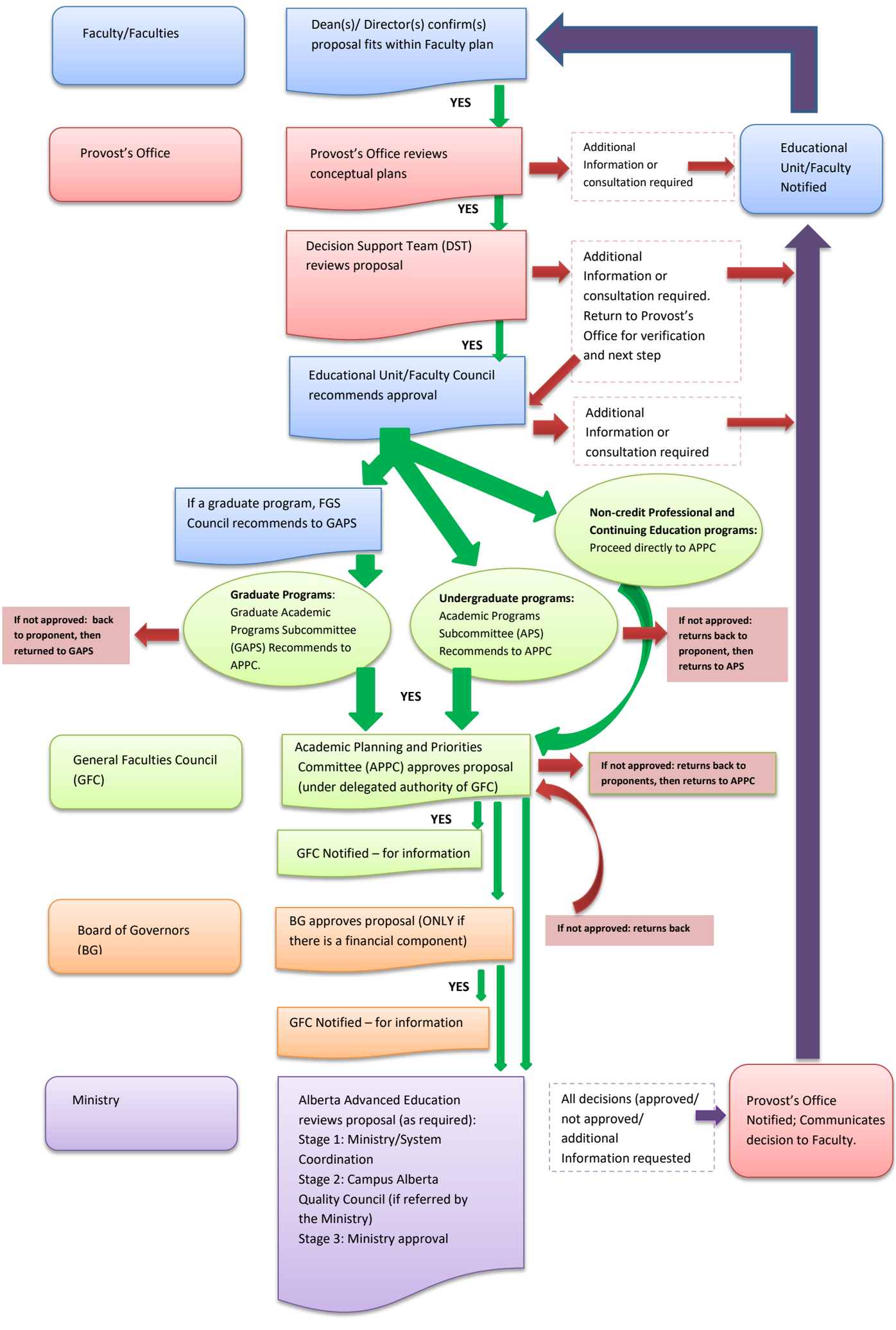
NEXT STEPS

If approved by the GFC, future graduate interdisciplinary and transdisciplinary program proposals will move through governance in alignment with the FGS Faculty Council Terms of Reference and the approved Program Approval Process.

SUPPORTING MATERIALS

1. Program Approval Process
2. Faculty of Graduate Studies Council Terms of Reference

Clarification of Program Proposal Approval Process
Revised Fall 2019



UNIVERSITY OF CALGARY

Faculty of Graduate Studies Council Terms of Reference

1. ESTABLISHMENT

The Faculty of Graduate Studies Council (the 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

Vice Provost and Dean of the Faculty of Graduate Studies (ex-officio, voting)

Vice Chair

Faculty of Graduate Studies Senior Associate Dean or Associate Dean appointed by the Chair (ex-officio, voting)

Members

- President of the University of Calgary or their delegate (ex-officio)
- Registrar of the University of Calgary (ex-officio)
- All Assistant and Associate Deans, Faculty of Graduate Studies (ex-officio)
- The Associate Dean (Graduate Studies) of each University of Calgary Faculty (if one) (ex-officio)
- Graduate College Head (ex-officio)
- All Directors of Graduate Programs (ex-officio)
    - If a program has two co-directors, one will be designated to be a voting member at FGS Council.
    - Non-departmentalized faculties may designate Graduate Program Directors for different degrees (e.g. MSW, PhD) and both can vote.
    - A Graduate Program Director of two programs shall have two votes.
    - An Associate Dean (Graduate Studies) that is also a Graduate Program Director shall have one vote.
- One representative from Library and Cultural Resources appointed by Library and Cultural Resources
- All Graduate Students' Association executive members

Graduate Program Directors or Associate Deans that are unable to attend a particular Council meeting may, and are encouraged to, designate an academic staff member from their graduate program as their delegate for that particular meeting to attend and vote in their stead.

The Council meetings are open to anyone who wishes to observe, with permission of the Chair.

Member Terms

Appointed members may be appointed for a term of up to 3 years, with eligibility for re-appointment for an additional term of up to 3 years.

The membership of an ex-officio member automatically terminates when the member ceases to hold the position by virtue of which they are a member of the Council.

Casual Vacancies

Appointed members will advise the Council 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 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 has authority to propose regulations pertaining to the governance of graduate degrees, certificates and diplomas at the University of Calgary and to approve faculty policies and other documents pertaining to graduate supervision and examinations at the University. The Council should be an effective voice of the academic community, initiating academic policy and priorities on matters relating to graduate education.

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:

a. To develop and recommend for approval by GFC the *Academic Regulations* contained the Graduate Chapter of the *University Calendar.*

b. To develop and approve policies relating to graduate education at the University of Calgary.

c. To recommend to GFC the establishment, suspension, or closure of graduate programs, and any changes to existing programs.

d. To advise the Dean of Graduate Studies on issues relating to graduate education at the University of Calgary. To receive and discuss annual work plans for the next academic year from its standing committees before the end of each academic year.

e. Authorize the granting of degrees.

f. 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 will meet 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.

Notice

Members will be provided with a calendar of meeting dates for regularly scheduled meetings at least 1 month in advance of each Meeting Year, which calendar is deemed to be sufficient notice to all members of any meeting shown in the calendar. Except in the case of an emergency meeting, notice of meetings that do not appear in the calendar 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 notice of any meeting, or the non-receipt of any notice by any of the persons entitled to notice, does not invalidate any proceedings at a meeting.

Meeting Agendas

Meeting agendas will be formulated by the Chair and reviewed and approved in accordance with the Secretary's procedures.

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 will chair the Council.

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 canceled.

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 of Graduate Studies 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 of Graduate Studies 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.

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.

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.

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. 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 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. 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, will have those additional powers and duties assigned by the Chair and the Council from time to time.

11. SECRETARY TO THE COUNCIL

The Secretary to Council shall be the Executive Assistant to the Dean of the Faculty of Graduate Studies or designate.

12. 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.

13. 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.

14. 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.

15. 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.

16. 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.

17. 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.

18. 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

19. 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.

Approved Date: November 27, 2019

UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE - For Discussion

SUBJECT: **Revisions to the Academic Staff Criteria & Processes Handbook**

PROPONENT(S):

Sandra Davison, Deputy Provost (Interim), Academic Staff Criteria and Processes (ASCP) Handbook Working Group Administrative Co-Chair
Francine G. Smith, CSM Professor, ASCP Handbook Working Group Academic Co-Chair

REQUESTED ACTION

The ASCP Handbook Working Group is seeking feedback on revisions to the General Faculties Council (GFC) ASCP Handbook (which will henceforward be referred to as The Handbook).

There are two groups of revisions as outlined below:

I. The **first group of revisions** relates to house-keeping items that will allow the Handbook wording to align with recent changes to the Collective Agreement (in effect July 2023) or reference minor revisions (e.g., EDI to EDIA; punctuation). These revisions are shown in black text with yellow highlights and require no further consideration. Deleted text is shown with double strike through.

II. The **second group of revisions** encompass proposed wording changes that are meant to provide clarity to current Handbook wording. Some are considered minor whereas others are more substantial (e.g., reference to consideration of a *Force Majeure* such as that experience by the global COVID-19 pandemic). Revisions also include a greater consideration of the principles around DORA. This second group of revisions can be found throughout the draft Handbook in the Preamble, Parts A, B, and C. These proposed word changes are shown in red text with yellow highlighting. Deleted text is shown with double strike through.

We are seeking feedback from the GFC on the second group of proposed revisions.

KEY CONSIDERATIONS/POINTS

The ASCP Handbook – History and Progression:
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 this new document known as the GFC Handbook, an Academic Staff Criteria and Processes (ASCP) Handbook Working Group was established in the Spring of 2019 with the mandate …"*to review and recommend to the GFC EC, any necessary changes required..."*

Over the next two years, the Handbook Working Group met on a regular basis, and members dedicated considerable time and resources to addressing outmoded and outdated criteria on research and scholarship, teaching, and service for academic staff members, introducing new wording in line with the 21st century. As well, the ways to attract and appoint academic staff to the university was overhauled. In this way, the Handbook was revised and separated into three separate sections: Part A including Definitions, Authority, Faculty Guidelines, and Transitional Provisions; Part B outlining Criteria for Appointment, Renewal, Transfer, Tenure, Promotion, and Merit Assessment; and Part C describing Academic Appointments Selection Procedures, Position Posting, Expedited Procedures for Spousal and Strategic Hiring, and Equitable & Inclusive Hiring Initiatives. This revised Handbook was approved at GFC in June of 2021.

From July 2021 to September 2022, the Handbook Working Group activities were on a hiatus pending:
a) changes to the Handbook Working Group Terms of Reference,
b) appointment of additional voting members,
c) appointment of an Administrative Co-chair, and
d) assignment of an Executive Assistant from the Provost's team.
After a) to d) above were completed, meetings of the Handbook Working Group resumed in the fall of 2022 with activities focused on proposed revisions to the wording of the various sections of the Handbook. The activities of the Handbook Working Group are on-going.

Description of Proposed Handbook Revisions:
The revisions to the Handbook being brought forward for discussion can be divided into two groups as follows:

Group I revisions:
These are shown in black text with yellow highlights and reflect word changes to correctly align the Handbook with the wording of the Collective Agreement between the Faculty Association of the University of Calgary and the Board of Governors of the University of Calgary (effective July 1st, 2022-June 30, 2024), along with some minor editorial revisions. Deleted text is shown with double strike through. Specific changes are listed below:

Part A.

1. Definitions

1.1.v the acronoym for equity, diversity, and inclusion (EDI) has been changed to EDIA to incorporate reference to "accessibility".

1.1.4 the word "also" has been removed as an additional paragraph has been incorporated (see Group II revisions, 1.1.5)

2.5, alignment with Collective Agreement

3.7 xiii., alignment with Collective Agreement

4.2 the word *"Transfer"* has been added; its absence was an oversight.

Part B.

2.1.2, 2.5, 2.6, 2.7, 3.2, 3.3, 3.4 –new terminology for streams to align with the Collective Agreement

2.7.4 deleted; this is an obsolete category that has been removed from the Collective Agreement.

Part C.

3., 5.3.2– new terminology for streams to align with the Collective Agreement

These Group I revisions require no further discussion.

Group II revisions:
These are shown in red text with yellow highlights and encompass proposed wording changes to provide additional clarity to current Handbook wording. Deleted text is shown with double strike through. Specific changes are listed below:

Preamble

- New introductory paragraph briefly describes the Handbook and its contents
- Reorganization of two paragraphs
- Additional wording changes to better reflect EDIA and Indigenous Engagement

Part A

3. Faculty Guidelines

3.7.v new clause that references DORA

3.7.vi. *"with regard to competitive and other types of funding"* has been changed to *"with regard to different types of funding"*

Part B

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

1.1.5 new clause to reference the potential impact on academic activities that may result from a major event (*Force Majeure*) such as the global COVID-19 pandemic

1.2.4 deletion of "*a number of"* – this is to better align with DORA – clause now reads *"encompassing different modes and activities"*

1.2.8 alignment with principles of DORA

2. Requirements for Academic Staff Ranks and Streams

2.3.2 alignment with principles of DORA

2.4.1 alignment with principles of DORA

3. Criteria for Renewal, Tenure and Promotion

3.1.3 new clause with reference to a *Force Majeure* as described in B.1.1.5

4. Criteria for Merit Assessment

4.1.10 new clause with reference to a *Force Majeure* as described in B.1.1.5

Part C

2. Position Posting

2.4.vii. alignment with principles of DORA

2.4.x. New clause separated from 2.4.ix. and the words *"a statement"* added for clarity

2.4.xi. Handbook Working Group to be consulted on Hiring Statement

2.4.xii. new Hiring Statement for DORA

3.2 Responsibilities of Academic Appointments Selection Committees

3.2.1 clarity around confidentiality as well as training for Indigenous Engagement and DORA

3.2.3 clarity around confidentiality

3.2.4 training for DORA included

3.3.2 clarity around confidentiality

3.5.2 clarity around confidentiality

3.6 Recommendation of Appointment

3.6.2 clarity around tenure

5. Expedited Extraordinary Procedures for Spousal and Strategic Hiring

5.4.9 clarity around written comments provided to Hiring Committee

5.4.10 addition of a new sentence: *"In the case of a Spousal Hire, it is recommended that the Primary Hire (see Part A. 1.1.xi.) be discouraged from participating in the processes outlined in 5.4.8 – 5.4.9 for other candidates"*

RISKS / FUTURE DIRECTIONS

Since implementation of the Handbook in June 2021, each Faculty across the University was asked to create new **Faculty Guidelines** and any disciplinary requirements for the academic staff affiliated with that Faculty. This work has been on going and it is anticipated that some Faculty Guidelines will be approved by the Provost in the coming months. Teams across the various faculties as well as HR and TUCFA have been working diligently on drafts of Faculty Guidelines to ensure alignment with the Collective Agreement, the Handbook, and DORA. After completion of all Faculty Guidelines, the Handbook Working Group will revisit Part A.3.7 to discuss in detail any further clarifications that may be required in future iterations of the Handbook.

The **Research Impact Assessment Working Group** is nearing completion of its activities in developing and recommending strategies to introduce and implement the Declaration on Research Assessment – **DORA,** into UofC policies and procedures. This includes a mandate to incorporate the principles of DORA into policies related to Transfer, Renewal, Tenure and Promotion, as well as Merit Assessment. Hiring practices of the UofC also need to align with the principles of DORA. It is important to note that the current version of the Handbook [dated June 2021] was the first such document in Canada to reference the importance of DORA [see Part B. 1.]. Dr. Penny Pexman and the Knowedge Engagement Team have been instrumental in assisting the Handbook Working Group to improve Handbook language around the principles of DORA included in Group II revisions.

Dr. Malinda Smith, the Vice-Provost (Equity, Diversity and Inclusion) and Dr. Michael Hart, the Vice-Provost (Indigenous Engagement) have been consulted with respect to the revised Preamble wording provided in the Group II revisions. These consultations will continue as we move forward to ensure alignment of Parts A, B and C of the Handbook with the Indigenous Strategy as well as the principles surrounding EDIA.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	GFC Executive Committee	2023-02-15			X	
X	General Faculties Council	2023-03-09			X	
	GFC Executive Committee	2023-04-28		X		
	General Faculties Council	2023-05-11	X			

Persons and other groups consulted:

- Penny Pexman, Associate Vice President Research, February, 2023
  [presentation to Handbook Working Group on DORA]
- Michael Hart, Vice-Provost (Indigenous Engagement) November 2022, February 2023
  [consultation around Preamble wording]
- Malinda Smith, Vice Provost (Equity, Diversity, Inclusion), November 2022, February 2023
  [consultation around Preamble wording]

NEXT STEPS

After discussion by GFC, further revisions to the Handbook will be resubmitted to a GFC Executive Committee for recommendation, followed by consideration by GFC for approval of the proposed revisions. If the document meets the approval of GFC at that time, the revised Handbook will be made available to academic staff members for use in tenure and promotion and merit assessment cycles. It is suggested that any revisions be effective as of July 1st, 2023. This will allow academic staff members applying for Renewal, Transfer, Tenure and/or Promotion to access the latest version of the Handbook at the time that they are preparing their portfolios ahead of the due date of September 1st. It is also anticipated that the Handbook will be updated annually with any subsequent revisions to take effect July 1st of each year.

SUPPORTING MATERIALS

1. Handbook dated March 2023 – showing revisions
2. Handbook dated March 2023 – clean copy

HANDBOOK

UNIVERSITY OF CALGARY

GFC Academic Staff Criteria & Processes Handbook

as approved by

The General Faculties Council

~~*June 2021*~~

Showing revisions

Proposed draft revisions effective July 1, 2023

as of March 2023

Preamble

This Handbook has been developed to assist academic staff to understand ***criteria*** *necessary for academic progression between and within ranks, including requirements for transfer, renewal, tenure, and promotion, as well as merit assessment. Details regarding* ***processes*** *for academic appointments selection are also detailed herein, to guide selection committees in recruiting highly qualified individuals based on the principles of inclusive excellence.*

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 epistemic pluralism (different ways of knowing) and the pursuit and creation of knowledges 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 a diverse and ~~an~~ increasingly complex world.

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. *[moved from below]*

The University of Calgary is committed to equity, diversity, inclusion, and accessibility, and to reconciliation and Indigenous engagement. The contents of this Handbook shall also 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 / visible minority~~ies~~ persons, persons with disabilities, and LGBTQ2S+ persons. *[moved from below]*

By creating and maintaining a positive and respectful ~~productive~~ environment ~~committed to equity, diversity and inclusion,~~ the University promotes a culture ~~where~~ of inclusion and a campus free from harassment, bullying, and discrimination. Indigenous ways of knowing, doing, connecting and being shall also be promoted and respected by maintaining shared ethical spaces inclusive of Indigenous peoples. In this way, all members will 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+.*~~ *[moved to paragraph 5]*

~~*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.*~~ *[moved to paragraph 4]*

Table of Contents

PART A: DEFINITIONS, AUTHORITY, FACULTY GUIDELINES, TRANSITIONAL PROVISIONS 1

1. Definitions 2

2. Authority and General Considerations 3

3. Faculty Guidelines 4

4. Transitional Provisions 6

PART B: CRITERIA FOR APPOINTMENT, RENEWAL, TRANSFER, TENURE, PROMOTION, AND MERIT ASSESSMENT 7

1. Criteria for Research and Scholarship, Teaching, and Service 8

1.1 General Considerations 8
1.2 Research and Scholarship 8
1.3 Teaching 10
1.4 Service 11
1.5 Administrative Duties 12

2. Requirements for Academic Staff Ranks and Streams 13

2.1 General Considerations 13
2.2 Requirements for Assistant Professor 13
2.3 Requirements for Associate Professor 13
2.4 Requirements for Professor 14
2.5 Requirements for ~~Instructor~~ Assistant Professor (Teaching) 16
2.6 Requirements for ~~Senior Instructor~~ Associate Professor (Teaching) 16
2.7 Requirements for ~~Teaching~~ Professor (Teaching) 17
2.8 Requirements for Academic Staff in Administrative and Professional Streams 18

3. Criteria for Renewal, Tenure and Promotion 18

3.1 General Considerations 18
3.2 Tenure and Promotion in the ~~Professorial~~ Teaching and Research Stream 19
3.3 Tenure and Promotion in the ~~Instructor~~ Teaching-Focused Stream 19
3.4 Promotion to Professor or ~~Teaching~~ Professor (Teaching) 20
3.5 Transfer between Streams 20
3.6 Additional Considerations for Renewal, Tenure and Promotion 20
3.7 Renewal, Tenure and Promotion in Administrative and Professional Streams 21

4. Criteria for Merit Assessment 21

4.1 General Considerations 21
4.2 Criteria for Assessing Research and Scholarship Activities 22
4.3 Criteria for Assessing Teaching Activities 23
4.4 Criteria for Assessing Service Activities 24

PART C: ACADEMIC APPOINTMENTS SELECTION PROCEDURES, POSITION POSTING, EXPEDITED PROCEDURES FOR SPOUSAL AND STRATEGIC HIRING, EQUITABLE AND INCLUSIVE HIRING INITIATIVES 25

1. General Considerations 26

2. Position Posting 26

3. Selection Procedures for Continuing Academic Appointments – Teaching and Research Stream and Teaching-Focused Stream 27

3.1 Academic Appointments Selection Committee Composition 28
3.2 Responsibilities of Academic Appointments Selection Committees 29
3.3 Short-listing of Candidates 30
3.4 Candidate Interviews 30
3.5 Final Ranking of Candidates 31
3.6 Recommendation of Appointment 32
3.7 Letter of Appointment 33
3.8 Record Management 34
3.9 Applicant Concerns 34

4. Selection Procedures for Academic Appointments – Administrative and Professional and Outside of Faculties 34

5. Expedited Extraordinary Procedures for Spousal and Strategic Hiring 35

5.2 Spousal Hires (see definitions of Primary and Spousal Hires in Part A. 1) 35
5.3 Strategic Hires (see definition in Part A. 1) 35
5.4 Expedited Procedures for Spousal and Strategic Hires 36

6. Equitable & Inclusive Hiring Initiatives 38

7. Other Appointments 39

7.1 Special Limited Term Appointment 39
7.2 Conversion of Contingent and Limited Term Appointment 39

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. "EDIA" stands for equity, diversity, ~~and~~ inclusion, and accessibility.

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* 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, University staff or students by reason of race, political or religious affiliation or beliefs, colour, sex, sexual orientation, gender, gender identity, gender expression, physical characteristics, physical or mental disability, marital status, family status or family relationships, age, ancestry or place of origin, source of income, 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 must 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. the ways in which the Faculty applies the DORA principles in assessing research and scholarship activities in Appointment, Renewal, Transfer, Tenure and Promotion, and Merit Assessment,

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

vii. of how the Faculty assesses other duties such as clinical or professional responsibilities, where applicable,

viii. of how the Faculty assesses contributions to service activities as well as administrative duties,

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

~~i~~x. that clearly articulates how and when the Faculty credits scholarly work in various stages of publication,

xi. 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*),

xii. of how academic and professional qualifications are applied in recommending Appointment, Renewal, Transfer, Tenure and Promotion, as well as Merit Assessment,

xiii. 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,

x~~iii~~iv. of how Faculty Guidelines address variations in applying criteria across units, where applicable, and consistent with Articles 29.5.6 and ~~29.7.5~~ 29.7.4 of the *Collective Agreement*,

x~~i~~v. 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,

xvi. 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,

xvii. 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,

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

xviiix. 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, Transfer, 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.

1.1.5 It is also recognized that instances may arise where research and scholarship and/or teaching and/or service activities of academic staff members have been substantially impacted by a *Force Majeure* event or circumstance that is caused by, or results from, acts or circumstances beyond their control. Such a *Force Majeure* includes, without limitation, acts of God, acts of war, terrorist threats or acts, riots, fires, floods, hurricanes, typhoons, earthquakes, epidemics, or pandemics. In such instances, the relevant evaluation bodies (e.g., Department Head, FTPC) shall duly consider the effects of the *Force Majeure* when assessing the academic progression of the academic staff member(s) so impacted.

1.2 Research and Scholarship

1.2.1 Research and scholarship are major University functions. The primary concern of academic staff

[1] https://sfdora.org

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,

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.vi.).

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 a high quality journal article ~~in a top-tier a 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, social innovation, 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 a) the teaching and research stream, ~~professorial~~ and b) the teaching-focused stream ~~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. Within the context of this paragraph, s~~S~~ome *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~~ works in ~~highly ranked~~ appropriate journals of the field~~, and competitive peer-reviewed conference proceedings~~, or equivalent juried creative work

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. Within the context of this paragraph, ~~S~~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 ~~or equivalent juried creative~~ works in ~~highly ranked~~ appropriate journals of the field, ~~and competitive peer-reviewed conference proceedings~~, or equivalent juried creative work

iii. ~~internationally recognized~~ preeminent 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 preeminent ~~internationally known~~ or influential research networks, consortia, or research teams,

viii. service as an expert to a~~n internationally universally~~ recognized organization,

ix. selection or appointment as a member or leader of a ~~world-class~~ recognized 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~~ Assistant Professor (Teaching)

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

2.6 Requirements for ~~Senior Instructor~~ Associate Professor (Teaching)

2.6.1 In addition to the requirements for an ~~Instructor~~ Assistant Professor (Teaching), appointment at, or promotion to, the rank of ~~Senior Instructor~~ Associate Professor (Teaching) requires evidence of teaching effectiveness (e.g., as part of a Teaching Dossier), a demonstrated ability to apply scholarly approaches to teaching and learning and student engagement, to design student learning experiences and assessment strategies grounded in a clearly articulated teaching philosophy, and to engage in scholarly, professional, or creative activities that inform and expand the academic staff member's knowledge base as an ~~Senior Instructor~~ Associate Professor (Teaching). 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~~ Associate Professor (Teaching) requires the continuous development and demonstration of a scholarly foundation for designing and implementing innovative teaching and that supports student learning, ability to create respectful and inclusive learning environments that promote student engagement, participation in professional learning activities, networks, and communities, and engagement in reflective practice to adjust and strengthen one's teaching, learning and assessment practices.

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~~ Assistant Professor (Teaching), the granting of promotion to ~~Senior Instructor~~ Associate Professor (Teaching) normally carries with it the granting of tenure.

2.7 Requirements for ~~Teaching~~ Professor (Teaching)

2.7.1 In addition to the requirements for ~~Senior Instructor~~ Associate Professor (Teaching), the rank of ~~Teaching~~ Professor (Teaching) 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 (Teaching) requires documented evidence of distinguished achievement in three of the following four categories:

i. professional learning and development: engaging in professional development to improve teaching and student learning,
ii. research and scholarship: consulting relevant scholarly sources to design and implement teaching and learning experiences, conducting and sharing research and scholarship on teaching and learning to advance knowledge in the teaching and learning community,
iii. mentorship: supporting the teaching and academic development of faculty and students,
iv. educational leadership: activities that advance teaching and learning communities by sharing expertise that helps others to strengthen their teaching practice.

2.7.2 Notwithstanding demonstrated distinction in teaching effectiveness and expertise, appointment at or promotion to, the rank of ~~Teaching~~ Professor (Teaching) 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 (Teaching) 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 When evaluating applications for renewal, transfer, tenure and/or promotion, FTPC members shall duly consider instances where research and scholarship and/or teaching and/or service of academic staff members has been substantially impacted by a *Force Majeure* event as detailed in Part B.1.1.5.

3.1.4.~~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~~ Teaching and Research 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~~ Teaching and Research 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~~ Teaching-Focused Stream

3.3.1 When an academic staff member applies for an appointment *With Tenure* in the ~~Instructor~~ Teaching-Focused 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~~ Associate Professor (Teaching)* 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 (Teaching)

3.4.1 Advancement to the highest rank in Teaching and Research as well as Teaching-Focused ~~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 (Teaching) 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 (Teaching) 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 (Teaching), 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 Assistant Professor (Teaching) ~~Instructor~~).

3.5.2 In the event that an academic staff member wishes to apply to transfer from one stream to another (i.e., teaching and research ~~professorial~~ stream to teaching-focused ~~instructor~~ stream or teaching-focused ~~instructor~~ stream to teaching and research ~~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 The Head or equivalent shall also take into consideration when assessing performance and assigning merit, instances where research and scholarship and/or teaching and/or service activities of academic staff members has been substantially impacted by a *Force Majeure* as described in Part B.1.1.5.

4.1.11~~0~~ 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.~~i~~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.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.2.1, 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~~,~~. Depending upon the required background, skills, and experience, a narrative statement or Most Significant Contributions may also be solicited.

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, National and/or International applicants, where applicable,

x. a statement ~~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,

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

xii. a meaningful institutional Hiring Statement expressing commitment to the principles of DORA, which shall be reviewed at least once every three years by the Vice-President (Research) in conjunction with the Handbook Working Group 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 EDIA and reconciliation.

3. Selection Procedures for Continuing Academic Appointments – Teaching and Research Stream and Teaching-Focused Stream

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 confidentiality of meetings, conflict of interest, and its management and documentation, EDI and/or Indigenous Engagement and/or DORA 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 EDIA 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. All Committee discussions shall remain confidential.

3.2.4 At least once every two years, all members of the Committee shall be required to participate in training around EDIA and Indigenous engagement ~~training~~ as well as DORA and its principles.

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. The Committee members are required to retain confidentiality around the short-list of qualified candidates, until or unless the list is made public.

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 The final ranking by the Committee shall remain confidential.

3.5.3~~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 EDIA 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 in which the proposed hire currently holds an appointment *With Tenure* at another University, 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 (Teaching) 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 EDIA, 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 related to the candidate's background, skills, and experience, 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 in a timely manner, so that ~~.A~~ll 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. In the case of a Spousal Hire, it is recommended that the Primary Hire (see Part A. 1.1.xi) be discouraged from participating in the processes outlined in 5.4.8 – 5.4.9 for other candidates.

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 & Inclusive Hiring Initiatives

6.1 The University is committed to equitable and inclusive hiring practices consistent with the principles of EDIA 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.

HANDBOOK

UNIVERSITY OF CALGARY

GFC Academic Staff Criteria & Processes Handbook

as approved by

The General Faculties Council

~~*June 2021*~~

Clean copy

Proposed draft revisions effective July 1, 2023

as of March 2023

Preamble

*This Handbook has been developed to assist academic staff to understand **criteria** necessary for academic progression between and within ranks, including requirements for transfer, renewal, tenure, and promotion, as well as merit assessment. Details regarding **processes** for academic appointments selection are also detailed herein, to guide selection committees in recruiting highly qualified individuals based on the principles of inclusive excellence.*

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 epistemic pluralism (different ways of knowing) and the pursuit and creation of knowledges 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 a diverse and increasingly complex world.

The Handbook's contents shall 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 to achieve fairness towards all academic staff members.

The University of Calgary is committed to equity, diversity, inclusion, and accessibility, and to reconciliation and Indigenous engagement. The contents of this Handbook shall also 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 racialized / visible minority persons, persons with disabilities, and LGBTQ2S+ persons.

By creating and maintaining a positive and respectful environment, the University promotes a culture of inclusion and a campus free from harassment, bullying, and discrimination. Indigenous ways of knowing, doing, connecting and being shall also be promoted and respected by maintaining shared ethical spaces inclusive of Indigenous peoples. In this way, all members will have the greatest potential to thrive and welcome the freedom to learn, experience, investigate, comment, critique, and contribute to society locally, nationally, or internationally.

Table of Contents

PART A: DEFINITIONS, AUTHORITY, FACULTY GUIDELINES, TRANSITIONAL PROVISIONS 1

1. Definitions 2

2. Authority and General Considerations 3

3. Faculty Guidelines 4

4. Transitional Provisions 6

PART B: CRITERIA FOR APPOINTMENT, RENEWAL, TRANSFER, TENURE, PROMOTION, AND MERIT ASSESSMENT 7

1. Criteria for Research and Scholarship, Teaching, and Service 8

1.1 General Considerations 8
1.2 Research and Scholarship 8
1.3 Teaching 10
1.4 Service 11
1.5 Administrative Duties 12

2. Requirements for Academic Staff Ranks and Streams 13

2.1 General Considerations 13
2.2 Requirements for Assistant Professor 13
2.3 Requirements for Associate Professor 13
2.4 Requirements for Professor 14
2.5 Requirements for Assistant Professor (Teaching) 15
2.6 Requirements for Associate Professor (Teaching) 16
2.7 Requirements for Professor (Teaching) 16
2.8 Requirements for Academic Staff in Administrative and Professional Streams 17

3. Criteria for Renewal, Tenure and Promotion 18

3.1 General Considerations 18
3.2 Tenure and Promotion in the Teaching and Research Stream 18
3.3 Tenure and Promotion in the Teaching-Focused Stream 19
3.4 Promotion to Professor or Professor (Teaching) 19
3.5 Transfer between Streams 20
3.6 Additional Considerations for Renewal, Tenure and Promotion 20
3.7 Renewal, Tenure and Promotion in Administrative and Professional Streams 20

4. Criteria for Merit Assessment 21

4.1 General Considerations 21
4.2 Criteria for Assessing Research and Scholarship Activities 22
4.3 Criteria for Assessing Teaching Activities 22
4.4 Criteria for Assessing Service Activities 23

PART C: ACADEMIC APPOINTMENTS SELECTION PROCEDURES, POSITION POSTING, EXPEDITED PROCEDURES FOR SPOUSAL AND STRATEGIC HIRING, EQUITABLE AND INCLUSIVE HIRING INITIATIVES 25

1. General Considerations 26

2. Position Posting 26

3. Selection Procedures for Continuing Academic Appointments – Teaching and Research Stream and Teaching-Focused Stream 27

3.1 Academic Appointments Selection Committee Composition 28
3.2 Responsibilities of Academic Appointments Selection Committees 29
3.3 Short-listing of Candidates 30
3.4 Candidate Interviews 30
3.5 Final Ranking of Candidates 31
3.6 Recommendation of Appointment 32
3.7 Letter of Appointment 33
3.8 Record Management 34
3.9 Applicant Concerns 34

4. Selection Procedures for Academic Appointments – Administrative and Professional and Outside of Faculties 34

5. Expedited Extraordinary Procedures for Spousal and Strategic Hiring 35

5.2 Spousal Hires (see definitions of Primary and Spousal Hires in Part A. 1) 35
5.3 Strategic Hires (see definition in Part A. 1) 35
5.4 Expedited Procedures for Spousal and Strategic Hires 36

6. Equitable & Inclusive Hiring Initiatives 38

7. Other Appointments 38

7.1 Special Limited Term Appointment 38
7.2 Conversion of Contingent and Limited Term Appointment 39

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. "EDIA" stands for equity, diversity, inclusion, and accessibility.

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* 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, University staff or students by reason of race, political or religious affiliation or beliefs, colour, sex, sexual orientation, gender, gender identity, gender expression, physical characteristics, physical or mental disability, marital status, family status or family relationships, age, ancestry or place of origin, source of income, 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 must 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. the ways in which the Faculty applies the DORA principles in assessing research and scholarship activities in Appointment, Renewal, Transfer, Tenure and Promotion, and Merit Assessment,

vi. that clearly articulates any expectations with regard to different types of funding,

vii. of how the Faculty assesses other duties such as clinical or professional responsibilities, where applicable,

viii. of how the Faculty assesses contributions to service activities as well as administrative duties,

ix. of how the Faculty assesses the information supplied within a Teaching Dossier (see also Article 28A of the *Collective Agreement*),

x. that clearly articulates how and when the Faculty credits scholarly work in various stages of publication,

xi. 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*),

xii. of how academic and professional qualifications are applied in recommending Appointment, Renewal, Transfer, Tenure and Promotion, as well as Merit Assessment,

xiii. 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,

xiv. of how Faculty Guidelines address variations in applying criteria across units, where applicable, and consistent with Articles 29.5.6 and 29.7.4 of the *Collective Agreement*,

xv. 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,

xvi. 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,

xvii. 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,

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

xix. 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

xx. 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, Transfer, 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.

1.1.5 It is also recognized that instances may arise where research and scholarship and/or teaching and/or service activities of academic staff members have been substantially impacted by a *Force Majeure* event or circumstance that is caused by, or results from, acts or circumstances beyond their control. Such a *Force Majeure* includes, without limitation, acts of God, acts of war, terrorist threats or acts, riots, fires, floods, hurricanes, typhoons, earthquakes, epidemics, or pandemics. In such instances, the relevant evaluation bodies (e.g., Department Head, FTPC) shall duly consider the effects of the *Force Majeure* when assessing the academic progression of the academic staff member(s) so impacted.

1.2 Research and Scholarship

1.2.1 Research and scholarship are major University functions. The primary concern of academic staff

[1] https://sfdora.org

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,

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 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 funding to sustain their program of

research and scholarship where applicable, as defined in the relevant Faculty Guidelines (see Part A.3.7.vi.).

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 a high-quality journal article 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, social innovation, 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 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 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 a) the teaching and research stream, and b) the teaching-focused stream 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 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. Within the context of this paragraph, 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 works in appropriate journals of the field, or equivalent juried creative work
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 recognized organization,
vi. election or appointment as a member or leader of a 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 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. Within the context of this paragraph, some *examples* are as follows:

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

ii. publication of high-quality peer-reviewed works in appropriate journals of the field, or equivalent juried creative work

iii. preeminent or influential creative or professional awards or prizes that bring distinction to the University,

iv. keynote address or invited speaker to high-calibre 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 preeminent or influential research networks, consortia, or research teams,

viii. service as an expert to a recognized organization,

ix. selection or appointment as a member or leader of a recognized 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 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 Assistant Professor (Teaching)

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

2.6 Requirements for Associate Professor (Teaching)

2.6.1 In addition to the requirements for an Assistant Professor (Teaching), appointment at, or promotion to, the rank of Associate Professor (Teaching) requires evidence of teaching effectiveness (e.g., as part of a Teaching Dossier), a demonstrated ability to apply scholarly approaches to teaching and learning and student engagement, to design student learning experiences and assessment strategies grounded in a clearly articulated teaching philosophy, and to engage in scholarly, professional, or creative activities that inform and expand the academic staff member's knowledge base as an Associate Professor (Teaching). 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 Associate Professor (Teaching) requires the continuous development and demonstration of a scholarly foundation for designing and implementing innovative teaching and that supports student learning, ability to create respectful and inclusive learning environments that promote student engagement, participation in professional learning activities, networks, and communities, and engagement in reflective practice to adjust and strengthen one's teaching, learning and assessment practices.

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 Assistant Professor (Teaching), the granting of promotion to Associate Professor (Teaching) normally carries with it the granting of tenure.

2.7 Requirements for Professor (Teaching)

2.7.1 In addition to the requirements for Associate Professor (Teaching), the rank of Professor (Teaching) 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 Professor (Teaching) requires documented evidence of distinguished achievement in three of the following four categories:

i. professional learning and development: engaging in professional development to improve teaching and student learning,
ii. research and scholarship: consulting relevant scholarly sources to design and implement teaching and learning experiences, conducting and sharing research and scholarship on teaching and learning to advance knowledge in the teaching and learning community,
iii. mentorship: supporting the teaching and academic development of faculty and students,
iv. educational leadership: activities that advance teaching and learning communities by sharing expertise that helps others to strengthen their teaching practice.

2.7.2 Notwithstanding demonstrated distinction in teaching effectiveness and expertise, appointment at or promotion to, the rank of Professor (Teaching) 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 Professor (Teaching) also requires a distinguished record of service contributions to the institution, the appropriate discipline, and profession, and/ or broader community.

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 When evaluating applications for renewal, transfer, tenure and/or promotion, FTPC members shall duly consider instances where research and scholarship and/or teaching and/or service of academic staff members has been substantially impacted by a *Force Majeure* event as detailed in Part B.1.1.5.

3.1.4.~~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 Teaching and Research 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 Teaching and Research 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 Teaching-Focused Stream

3.3.1 When an academic staff member applies for an appointment *With Tenure* in the Teaching-Focused 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 Associate Professor (Teaching)* 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 Professor (Teaching)

3.4.1 Advancement to the highest rank in Teaching and Research as well as Teaching-Focused 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 Professor (Teaching) 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 Professor (Teaching) 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 Professor (Teaching), 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 Assistant Professor (Teaching).

3.5.2 In the event that an academic staff member wishes to apply to transfer from one stream to another (i.e., teaching and research stream to teaching-focused stream or teaching-focused stream to teaching and research 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 The Head or equivalent shall also take into consideration when assessing performance and assigning merit, instances where research and scholarship and/or teaching and/or service activities of academic staff members has been substantially impacted by a *Force Majeure* as described in Part B.1.1.5.

4.1.11~~0~~ 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.x.).

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.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.2.1, 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~~,~~. Depending upon the required background, skills, and experience, a narrative statement or Most Significant Contributions may also be solicited.

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, National and/or International applicants, where applicable,

x. a statement 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,

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

xii. a meaningful institutional Hiring Statement expressing commitment to the principles of DORA, which shall be reviewed at least once every three years by the Vice-President (Research) in conjunction with the Handbook Working Group 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 EDIA and reconciliation.

3. Selection Procedures for Continuing Academic Appointments – Teaching and Research Stream and Teaching-Focused Stream

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 confidentiality of meetings, conflict of interest, and its management and documentation, EDI and/or Indigenous Engagement and/or DORA 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 EDIA 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. All Committee discussions shall remain confidential.

3.2.4 At least once every two years, all members of the Committee shall be required to participate in training around EDIA and Indigenous engagement as well as DORA and its principles.

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. The Committee members are required to retain confidentiality around the short-list of qualified candidates, until or unless the list is made public.

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 The final ranking by the Committee shall remain confidential.

3.5.3~~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 EDIA 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 in which the proposed hire currently holds an appointment *With Tenure* at another University, 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 Professor (Teaching) 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 EDIA, 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 related to the candidate's background, skills, and experience, 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 in a timely manner, so that 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. In the case of a Spousal Hire, it is recommended that the Primary Hire (see Part A.1.1.xi) be discouraged from participating in the processes outlined in C.5.4.8 – 5.4.9 for other candidates.

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 & Inclusive Hiring Initiatives

6.1 The University is committed to equitable and inclusive hiring practices consistent with the principles of EDIA 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
INFORMATION BRIEFING NOTE

SUBJECT: **Revised Academic Staff Criteria and Processes Handbook Working Group Terms of Reference**

PROPONENT(S):

Sandra Davison, Deputy Provost (Interim), Academic Staff Criteria and Processes (ASCP) Handbook Working Group Administrative Co-chair
Francine G. Smith, Cumming School of Medicine Professor, ASCP Handbook Working Group Academic Co-chair

PURPOSE

The General Faculties Council (GFC) is being provided for information the revised Terms of Reference (TOR) for the ASCP Handbook Working Group (the Working Group) as approved by the GFC Executive Committee.

OVERVIEW

The TOR were revised considering edits suggested by and feedback from the Working Group, and the revisions are considered minor in nature.

Changes:

- Revised the membership section to allow for reappointment of Academic Co-chair
  Rationale: the intention behind this is to ensure that if an Academic Co-chair is approved by the Faculty Association and GFC Exec membership, then reappointment be expedited. Appointment of a new Academic Co-chair would follow the requirements included in the current TORs

- Added the term accessibility to the reference to EDI
  Rationale: to align with UofC policies on EDI

- Added delegates for the two non-voting resource members
  Rationale: to ensure representation from both HR and TUCFA in the event the appointed members are not available

- Added the requirements around attendance
  Rationale: to align with GFC Standing Committee policies

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	ASCP Working Group	2022-12-21	X			
	GFC Executive Committee	2023-02-15	X			
	General Faculties Council	2023-03-09				X

NEXT STEPS

The approved TOR took immediate effect and all existing TOR were repealed as of the approval date of the new TOR. The Working Group will be provided a copy of the updated TOR at its next meeting, for information.

SUPPORTING MATERIALS

1. Academic Staff Criteria and Processes Working Group – Terms of Reference – Revised February 2023 – changes highlighted
2. Academic Staff Criteria and Processes Working Group – Terms of Reference – Revised February 2023 – clean copy

General Faculties Council Executive Committee
Academic Staff Criteria and Processes Handbook Working Group
Terms of Reference

1. ESTABLISHMENT

The General Faculties Council (**GFC**) Executive Committee (**EC**) is responsible to periodically review and make recommendations for changes to the Academic Staff Criteria and Processes Handbook (the **Handbook**) for approval by GFC.

To assist it in carrying out its work effectively and productively, the EC hereby establishes a working group called the Academic Staff Criteria and Processes Handbook Working Group (the **Working Group**) under these Terms of Reference, and delegates to the Working Group the responsibilities set out herein.

2. MEMBERSHIP

Administrative Co-Chair (non-voting)
Deputy Provost or Vice-Provost as appointed by the Provost (ex officio)

Academic Co-Chair (non-voting)
One academic staff member from a list of seven individuals nominated by the Faculty Association and appointed by the GFC EC. In the case of renewal, and following consultation with the Faculty Association, the aforementioned list shall not be required.

Voting Members

- Five academic staff members appointed by the GFC EC, at least two of whom shall be members of GFC at the time of their appointment, and with due consideration to the University's commitment to Equity, Diversity, ~~and~~ Inclusion, and Accessibility
- One representative named by the Faculty Association
- One Dean named by Deans' Council

Appointments are for a term of three-years, with eligibility for re-appointment for additional terms

Non-Voting Members

- One resource person named by the Faculty Association (or delegate)
- - One resource person named by the Associate Vice-President (Human Resources) (or delegate)

3. ROLE

The Working Group serves as an advisory group to the GFC EC with respect to the periodic review and recommended amendments to the Handbook.

4. RESPONSIBILITIES

The Working Group is responsible to review and recommend to the GFC EC, any necessary changes required in the Handbook.

5. MEETINGS, QUORUM AND VOTING

The Working Group will meet in accordance with a schedule agreed to by the Administrative Co-Chair and Academic Co-Chair. Additional meetings may be called by the Co-Chairs as necessary to deal with business. Meeting items will be determined by the Co-Chairs or by resolution of the membership of the Working Group.

In the event that a member is absent from two or more consecutive meetings without notice, the Co-Chairs may request that a substitute 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 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.

A *quorum* for the transaction of business at any meeting of Working Group is a number equal to a majority of the voting members of the Working Group.

Motions will be decided by show of hands or a roll call (voice) or otherwise in such manner that clearly evidences a member's vote and is accepted by the Co-Chairs. Voting by proxy is not allowed. An affirmative vote of a majority of the voting members present is required to carry/adopt a motion.

6. RESPONSIBILITIES OF THE CO-CHAIRS

In addition to the responsibilities outlined in these Terms of Reference, the Co-Chairs shall generally provide leadership to enhance the effectiveness of the Working Group, act as spokespersons for the Working Group, act as the liaison between the Working Group and the GFC EC and generally oversee the Working Group activities. The Co-Chairs shall report at least annually to the GFC EC and GFC including any revisions to the Handbook as recommended by the Working Group.

7. OTHER MATTERS

Other than as set out in these Terms of Reference, the Working Group shall establish its own operating procedures.

~~**As at October 20, 2021**~~
As at February 15, 2023

General Faculties Council Executive Committee
Academic Staff Criteria and Processes Handbook Working Group
Terms of Reference

1. ESTABLISHMENT

The General Faculties Council (**GFC**) Executive Committee (**EC**) is responsible to periodically review and make recommendations for changes to the Academic Staff Criteria and Processes Handbook (the **Handbook**) for approval by GFC.

To assist it in carrying out its work effectively and productively, the EC hereby establishes a working group called the Academic Staff Criteria and Processes Handbook Working Group (the **Working Group**) under these Terms of Reference, and delegates to the Working Group the responsibilities set out herein.

2. MEMBERSHIP

Administrative Co-Chair (non-voting)
Deputy Provost or Vice-Provost as appointed by the Provost (ex officio)

Academic Co-Chair (non-voting)
One academic staff member from a list of seven individuals nominated by the Faculty Association and appointed by the GFC EC. In the case of renewal, and following consultation with the Faculty Association, the aforementioned list shall not be required.

Voting Members

- Five academic staff members appointed by the GFC EC, at least two of whom shall be members of GFC at the time of their appointment, and with due consideration to the University's commitment to Equity, Diversity, Inclusion, and Accessibility
- One representative named by the Faculty Association
- One Dean named by Deans' Council

Appointments are for a term of three-years, with eligibility for re-appointment for additional terms

Non-Voting Members

- One resource person named by the Faculty Association (or delegate)
- One resource person named by the Associate Vice-President (Human Resources) (or delegate)

3. ROLE

The Working Group serves as an advisory group to the GFC EC with respect to the periodic review and recommended amendments to the Handbook.

4. RESPONSIBILITIES

The Working Group is responsible to review and recommend to the GFC EC, any necessary changes required in the Handbook.

5. MEETINGS, QUORUM AND VOTING

The Working Group will meet in accordance with a schedule agreed to by the Administrative Co-Chair and Academic Co-Chair. Additional meetings may be called by the Co-Chairs as necessary to deal with business. Meeting items will be determined by the Co-Chairs or by resolution of the membership of the Working Group.

In the event that a member is absent from two or more consecutive meetings without notice, the Co-Chairs may request that a substitute 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 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.

A *quorum* for the transaction of business at any meeting of Working Group is a number equal to a majority of the voting members of the Working Group.

Motions will be decided by show of hands or a roll call (voice) or otherwise in such manner that clearly evidences a member's vote and is accepted by the Co-Chairs. Voting by proxy is not allowed. An affirmative vote of a majority of the voting members present is required to carry/adopt a motion.

6. RESPONSIBILITIES OF THE CO-CHAIRS

In addition to the responsibilities outlined in these Terms of Reference, the Co-Chairs shall generally provide leadership to enhance the effectiveness of the Working Group, act as spokespersons for the Working Group, act as the liaison between the Working Group and the GFC EC and generally oversee the Working Group activities. The Co-Chairs shall report at least annually to the GFC EC and GFC including any revisions to the Handbook as recommended by the Working Group.

7. OTHER MATTERS

Other than as set out in these Terms of Reference, the Working Group shall establish its own operating procedures.

As at February 15, 2023

UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE
Report to General Faculties Council
for the meeting held February 15, 2023

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

Revisions to the Academic Staff Criteria and Processes Handbook

The EC was reminded of the mandate and membership of its Academic Staff Criteria and Processes Handbook Working Group (ASCPHWG), and heard that the ASCPHWG and its resource planning sub-group have each been meeting monthly and the ASCPHWG co-chairs have been conducting consultations as needed.

The EC received a presentation summarizing the ASCPHWG's proposed revisions to the Academic Staff Criteria and Processes Handbook. The EC heard that some of the revisions are housekeeping revisions and others are intended to provide greater clarity in the document. It was reported that revisions further incorporating the University's commitment to the principles of the Declaration on Research Assessment (DORA) will be brought forward in the future.

In response to questions, it was reported that:

- The wording in the Handbook must align with the Collective Agreement between the Faculty Association and the Board of Governors, but the ASCPHWG can consider if the Handbook wording regarding hiring with tenure can be made more flexible
- The Faculty Guidelines will provide discipline-specific details regarding "competitive and other types of funding"
- The socialization and operationalization of the Handbook is allowing for the identification of sections that need to be refined. It is expected that ongoing periodic reviews of the Handbook will occur, and that proposed revisions will be brought forward when necessary.

Approval of Revisions to the Academic Staff Criteria and Processes Handbook Working Group Terms of Reference

Following a presentation of the proposed revisions, the EC voted to approve the revisions to the ASCPHWG Terms of Reference.

Recommendation of the Interdisciplinary and Transdisciplinary Graduate Program Governance

The EC reviewed the proposal to designate the Faculty of Graduate Studies (FGS) Faculty Council responsible for the oversight of interdisciplinary and transdisciplinary graduate programs that are not within another Faculty, and heard that because, as the University advances its interdisciplinary and transdisciplinary scholarship, there will be an increasing number of proposals. The EC heard that the FGS Faculty Council has broad representation from graduate programs across the University, and that this arrangement does not remove the requirement for consultation with units involved in an interdisciplinary or transdisciplinary program or change the approval process for courses within the programs.

In response to questions, it was reported that:

- There will be checks and balances in place to ensure that pieces such as the program budget and operational and teaching needs are addressed in proposals and that thorough consultation has taken place
- It is possible that interdisciplinary and transdisciplinary programs will become part of a separate unit (i.e. the Graduate College) in the future, which will have a steering committee and established consultative and communications network

Discussion included that:

- This streamlined process should reduce proponents' frustration and the time needed to achieve proposal approval as some proponents were taking proposals to each Faculty Council involved
- The persons most engaged in interdisciplinary and transdisciplinary work may not serve on the FGS Faculty Council, and so broad consultation on matters such as curriculum changes will be necessary

The EC voted to recommend that the GFC approve the Faculty of Graduate Studies as the Faculty Council responsible for oversight of interdisciplinary and transdisciplinary graduate programs where FGS is the academic and administrative home.

Review of the Draft March 9, 2023 GFC Agenda

The EC reviewed the draft agenda for the March 9, 2023 GFC meeting.

In response to questions, it was reported that:

- The estimated times on the agenda will be carefully reviewed before the agenda is finalised
- The "Statutory Declaration Process" discussion item will be discussed by the Academic Planning and Priorities Committee before it is discussed by the GFC, and a briefing note will be provided

_____

Ed McCauley, Chair and Penny Werthner, Vice-Chair

UNIVERSITY OF CALGARY

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council
for the meeting held on February 6, 2023

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

Changes to the Academic Regulations for Section G *Examinations and Tests*

The APPC reviewed the revisions to the Academic Regulations (AR) pertaining to examinations and tests (Section G of the University Calendar). The APPC learned that the *Examination and Tests* AR were edited multiple times throughout the pandemic and that these changes made the section difficult to understand and navigate and that the proposed revisions focus on improving overall organization and readability with consultation planned to begin in the spring to review substantive issues relating to assessment practices. It was reported that as part of phase two there is also a plan for the associate deans to develop a companion best practices document to the *Examination and Tests* AR.

The APPC provided suggestions to be considered during the next round of revision relating to when assessments can be due, proof of identity, if assessment structure can be punitive, and modality of examinations.

The APPC expressed its appreciation for the work done to date and agreed that the changes make the section easier to navigate and understand. The APPC approved the revisions to the *Examination and Tests* AR with a request for the Registrar's Office to improve clarity around contradictory language pertaining to modality of final exams for courses delivered entirely in an online modality.

Creation of the Graduate Certificate in Community Health Sciences I & II

The APPC reviewed the proposal to create graduate certificates in Community Health Sciences I and II. The APPC learned that the certificates are being proposed at this time due to increasing labour market demand for individuals with essential competencies and training in broad public health competencies. Each 12-unit certificate will have options of five sub-specializations and students can complete Certificate II with a different sub-specialization following completion of Certificate I. In the future it is expected that the certificates will ladder into a transdisciplinary master's degree but currently there is no extra credential awarded if both are completed.

The APPC discussed the structure of the graduate certificates, predicted enrollment, the governance process for laddered credentials, the admission requirements, in particular the English Language Proficiency requirements and the inclusion of an Equity, Diversity, Inclusion and Accessibility (EDIA) personal statement, and how Indigenous content is being incorporated into the program and curriculum.

The APPC approved the proposal and provided suggestions for consideration as the program moves into the next stages of development, including reviewing the inclusion of an EDIA personal statement and ensuring that if one is used that there is appropriate guidance around what is included and that training is provided for admission evaluators; that Indigenous content be included alongside a critical approach/lens and that thought be given to the balance of Western and Indigenous approaches to topics; and adding greater detail on the blended delivery format in the proposal.

Prepared by the Secretariat on behalf of Penny Werthner, Co-Chair, and Tara Beattie, Academic Co-Chair

UNIVERSITY OF CALGARY

TEACHING AND LEARNING COMMITTEE
Report to General Faculties Council
for the meeting held February 14, 2023

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

Academic Course Content in the UCalgary Web Environment

The TLC received a presentation on academic course content in the University's web environment, which included that:

- An investigation of the University's online course listings has been conducted, including user testing, student surveys and focus groups and interviews
- The University's UNITIS contacts directory will be decommissioned this year, and there is consideration being given to if and how academic course information should be displayed in the Drupal web system
- The investigation determined that:
    - Students must navigate too many sources of information to find the information they need
    - Multiple platforms display similar information. Too much near-duplicate content can lead to inaccuracies and confusion, as too much content is difficult to update and maintain.
    - Students indicate that their preferred platforms for finding course and program information are the Schedule Builder, Academic Calendar, Course Listings, Google search engine, Degree Guide, Faculty websites, and Explore Programs
    - Students indicate that the important information for enrolment decisions includes: course title/description/date/time, course availability and waitlist information, course outlines, course learning outcomes, deadlines, and assessments, and instructor information
    - The registration process is not friendly to neurodivergent people
    - Access to course outlines would be beneficial for students and staff
        - It was found that 92% of students surveyed said that accessing course outlines before enrolment would be beneficial, and the reasons for wanting to review course outlines include: identifying scheduling conflicts of major assessments, reviewing types of assessments (e.g., individual vs. group work), and understanding course learning outcomes
        - Staff said that reasons for wanting to review course outlines include: supporting students with accommodations, and providing transfer students and alumni with course information
- Recommendations include:
    - Use the University's new Academic Catalogue (launching in 2023) to provide course outlines instead of building a new system or procuring a third-party platform for this
    - Explore how to improve the student experience in the University's web environment by consolidating content and systems and collaborating with teams on content standards

The TLC discussed that:

- It is not reasonable to expect that instructors will have course outlines ready at the time of course registration, which can be 6-12 months ahead, for reasons including because sometimes the course instructor is not known until shortly before a course starts
- Making previous course outlines available is possible, but could be misleading to students as some course components (e.g. assessment formats, assessment timing/deadlines, required readings) may change
- Perhaps the Academic Catalogue could include course descriptions that set out the learning objectives and other consistent detailed information about each course. This would support course registration decisions as it is more information than currently in the University Calendar, but would not be as potentially misleading as previous course outlines.
- Consolidating course information will positively impact the student experience
- Information in the Academic Catalogue will also be useful for units, such as Libraries and Cultural Resources, which could use the course information to develop tools and resources for students
- There needs to be clarity about making changes to a course outline, including when this can be done by an instructor, what can be changed, and who needs to be notified

Review of Course Outlines: Content, Regulations and Support Resources

The TLC heard that a review of the current course outline requirements and support materials has begun, and it will be determined if actions need to be taken to update the University's course outline regulations and support materials. The TLC was informed that several issues relating to course outlines have recently emerged, including:

- Required course readings are to be listed in a course outline
- A definition of 'required' in relation to course textbooks, readings and resources is needed
- Current information regarding required technology for courses is needed
- Dates and deadlines for assessments in a course are to be included in a course outline
- Students need information on course component modalities
- Information about the use of AI-generated text in coursework is needed

The TLC discussed that:

- The required links to campus mental health resources, including information about anxiety, and the Student Ombuds office are important. Perhaps the messaging in the course outlines could be enhanced to describe the services available.
- A balance needs to be struck between having the course outline be contractual but easily digestible
- Instructors need guidance on how to acquire and/or describe technology
- A broad conversation about the purpose of the course outline is needed, including whether it is a contract
- Some units have templates for their unit's course outlines, while other units allow for creativity and for the instructor to use the course outline as a meaningful part of communication about a course. A risk in having non-templated course outlines is that an instructor may inadvertently violate course outline regulations.

- Knowing an instructor's approach to teaching and assessment is valuable to students when considering registration in a course, and this could be communicated through the course outline and/or Academic Catalogue. Information about whether a course will have group projects, term papers, etc. can impact student decisions. Details such as the dates of assessments are not needed as early.
- Courses that are taught by sessional instructors, that do not have an instructor assigned, or that have an instructor change shortly before the start of classes will not have course outlines that can be published early
- Teaching Assistants are often not assigned early, and this can impact the ability to finalise a course outline
- An enhanced statement regarding equity, diversity, inclusion and accessibility is needed in the required course outline information

Teaching and Learning Round Table Discussion

The TLC was given an opportunity to discuss matters currently impacting teaching and learning, and discussed that:

- Covid-19 and other illnesses continue to have impact. Instructors are sometimes unable to deliver their teaching when ill, and in some cases it is not possible for a colleague to step in. There is no formal limit to how many lectures can be given via Zoom and/or recorded, but virtual delivery should be used in exceptional circumstances and not as a convenience.
- Ongoing conversations about delivery modality, particularly with respect to the learning experience and access to technology, are needed. Some undergraduate and graduate students thrive in an asynchronous learning environment, but others do not. Conversations about when asynchronous delivery is appropriate are needed.
- Podcasts became increasingly used during the pandemic, but a recent student survey indicated student dissatisfaction with this format
- A student-centred learning environment is good, but conversations are needed about the expectations surrounding instructors. Students will be absent or will request extensions or deferrals due to illness and other reasons, but some reasons for this can appear to be less reasonable. Boundaries are needed, as tremendous work goes into rescheduling and creating new assessments. It was observed that the Taylor Institute has resources available, such as on helping students cope with anxiety in the classroom.
- The University is seeing a significant rise in the number of deferred exams, mostly due to illness, but in some cases students need to be assisted in thinking through if deferring an exam is in their best interest. Some students need to learn how to manage their workload and to make fully informed decisions about the impact of deferring.
- Clear instructions are needed for the process a student is to follow if they need to request an extension for an assignment or deferral of an exam, as some students do not request an extension or deferral because they do not understand the process or what will happen next. Also, there should be alternate formal ways to request a deferral beyond the current written form, such as submitting an oral request.
- Some students ask for extensions to deadlines but other students (i.e., those who are less assertive) do not, and there can be perception of unfairness

Standing Reports

The TLC received reports on the current activities of the Course Feedback Implementation Working Group, Taylor Institute for Teaching and Learning, Graduate Students' Association, and Students' Union.

Leslie Reid, Co-Chair, and Barbara Brown, Academic Co-Chair

Report to the General Faculties Council
on the Meeting of
The Board of Governors (Open Session), October 14, 2022 (8:00 am)
From the Member of the Board nominated by GFC

The Chair of the Board, Mark Herman, called the meeting to order at 8:04 am with a welcome to new Board Members and external guests, approval of the meeting agenda and identification of any existing conflicts of interest amongst the Board Members.

Michael Van Hee, Vice-President (Finance and Services) - Development presented the safety moment on evacuation procedures at the University.

Following the safety moment and approval of previous meeting minutes, four information items were then presented:

- Report from the President
- Budget Principles, Process and Levers of Control for the University Annual Consolidated and Capital Budgets
- 2022 Institutional Sustainability Report
- Global Engagement Plan Progress Report
- 2022 Continuing Education Enrolment Report

Reports and documents included in the meeting materials included

- 2022-2023 Standing Committee Work Plans
- Standing Committee Chair Reports
    - Audit
    - Environment, Health, Safety & Sustainability
    - Executive
    - Finance and Property
    - Human Resources and Governance
    - Investment
- Board Member Reports
    - Report from the Chancellor and Board Member nominated by the Senate
    - Report from the Board Members nominated by the Alumni Association
    - Report from the Board Member nominated by the University of Calgary Faculty Association
    - Report from the Board Member nominated by the Alberta Union of Provincial Employees, Local 52
    - Report from the Board Member nominated by the Students' Union

There being **no other business**, the Open Session of the Board Meeting was then adjourned at 9:16 am.

Sincerely,

Joule Bergerson

Report to the General Faculties Council
on the Meeting of
The Board of Governors (Open Session), December 9, 2022 (8:00 am)
From the Member of the Board nominated by GFC

The Chair of the Board, Mark Herman, called the meeting to order at 8:06 am with a welcome to new Board Members and external guests, approval of the meeting agenda and identification of any existing conflicts of interest amongst the Board Members.

Michael Van Hee, Vice-President (Finance and Services) - Development presented the safety moment on safety at home.

Following the safety moment and approval of previous meeting minutes, two action items were then presented:

- Approval of the Sexual and Gender-Based Violence Policy Revisions
- Approval of the 2023-2024 Residence, Meal Plan and Parking Rates

The following information items were then discussed:

- Report from the President
- Budget Parameters for the University of Calgary's Annual Consolidated and Capital Budgets
- 2022 Enrolment Report
- Indigenous Strategy Progress Report

Reports and documents included in the meeting materials included:

- Updates to the Partisan Political Activities Policy
- Updates to the Environment, Health and Safety Policy
- Student Appeals Office Annual Report
- Standing Committee Chair Reports:
    - Audit
    - Environment, Health, Safety and Sustainability
    - Executive
    - Finance and Property
    - Human Resources and Governance
    - Investment
- Board Member Reports
    - Report from the Chancellor and Board Member nominated by the Senate
    - Report from the Board Members nominated by the Alumni Association
    - Report from the Board Member nominated by the University of Calgary Faculty Association
    - Report from the Board Member nominated by the Alberta Union of Provincial Employees, Local 52

- Report from the Board Member nominated by the Students' Union including the Students' Union Financial Statements
- Report from the Board Member nominated by the Graduate Students' Association

There being **no other business**, the Open Session of the Board Meeting was then adjourned at 9:51 am.

Sincerely,

Joule Bergerson

Report to the General Faculties Council
on the Special Meeting of
The Board of Governors (Open Session), January 20, 2023 (11:30 am)
From the Member of the Board nominated by GFC

The Chair of the Board, Mark Herman, called the meeting to order with a welcome and approval of the meeting agenda and identification of any existing conflicts of interest amongst the Board Members.

Following the approval of previous meeting minutes, two action items were then presented:

- Approval of the 2023-2024 Tuition and Fees for New and Existing Programs
- Approval of the Quality Money Program Budget for 2024, 2025, 2026

After extensive discussion, both items were approved by vote of Board Members.

There being **no other business**, the Open Session of the Board Meeting was then adjourned.

Sincerely,

Joule Bergerson