

PART C

PART A

Definitions, Authority, Faculty Guidelines,
Transitional Provisions

1. Definitions

1.1

- xiii. "Partner Hire" refers to the partner of a marriage or equivalent ~~sustained~~ established unmarried relationship, of a Primary Hire who has the qualifications to hold an appointment as an academic staff member and who desires to do so.
- xiv. "Primary Hire" means the partner of a marriage or equivalent who:
 - a. has been recommended ~~de~~ 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.
- xv. "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~~ in Part C.5.3), and cannot be recruited using the normal procedures.
- xvi. "Transdisciplinary" means an appointment across one or more Units.

2. Authority and General Considerations

- 2.1 Within this Handbook, criteria for Renewal, Transfer, Tenure ~~Pr~~omotion, and Merit

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,” 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 discipline 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

and Faculty Guidelines, or under criteria in eyr sd or ltded (o)-6.m o oddlt ogee lat 508f4.ltP| dage

PART B

*Criteria for Appointment, Renewal, Transfer, Tenure,
Promotion, (a)-0etPr, Retmetm0.5 (Re)2t*

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, 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 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 ~~have~~ 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.

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 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

- 1.3.4 Teaching may also include supervision or 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 advisory committees, or serving as an external examiner
- 1.3.5 Mentorship of undergraduate or graduate students, postdoctoral 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

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 in 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.

- iii. preeminent or influential creative or professional awards or prizes bringing 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 scholarly society.

2.4.2 Appointment at, transfer into, 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 professoriate, 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 ongoing 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, postdoctoral 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 clearly articulated teaching, and/or mentorship, and/or supervisory philosophy (see also Part B.1.3.2 to B.1.3.5).

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

- 2.5.1 Where appropriate to the discipline or field, appointment to, or transfer into, 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 (e.g., learning goals, supporting learning activities and engagement, and creating assessment strategies) may also be required.
- 2.5.2 Appointment to, or transfer into, the rank of Assistant Professor (Teaching) requires, 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 professional or creative activities that strengthen and inform the academic staff member's knowledge base and expertise as an Assistant Professor (Teaching).

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

Appointment to, or promotion to, the rank of Associate Professor (Teaching) requires, in addition to the experiences and assessment strategies grounded in a clearly articulated teaching philosophy and to engage in scholarly, professional, or creative activities that inform and advance the academic staff member's knowledge base as an Associate Professor (Teaching).

teaching research and scholarship to advance

community, supporting academic development of

in educational leadership beyond the

2.6.4 When an academic staff member holds a ~~tenure~~ ^{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

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

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 streams is not automatic. Excelling in one area of criteria for ranks and streams normally cannot

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 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 underrepresented groups as outlined in Part B.1.4.8.

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 I sh F uep-6.4 (arc)-1.9(l)12gib-1.2d [li Tc9 (m

4.3.6 In assessing teaching activities, supervisor cosupervision of undergraduate or graduate students, postdoctoral 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 and

PART C

*Academic Appointments Selection Procedures,
Position Posting, Expedited Procedures for
DualCareer 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. ()T -65.13 Td (27)

must contribute 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.

()10 3.1.2 A formal Academic Appointments Selection Committee of appropriate size be constituted and normally consist of the following:

- i. Chair (voting only to break a tie): Dean or delegate (e.g., the department Head in departmentalized Faculties),
- ii. three to five voting members either elected or--3.610.errng i ()2 (e)10.4(ted)164 (o)-3(n)5.

- 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

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 candidate's 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. Behavior-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.

example, many candidates may have articles published in peer reviewed journals on important issues, produce research to meet community needs for future generations of Indigenous peoples or may be a recently appointed postdoctoral scholar with fewer

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 ~~Contingent~~ 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 ~~0 Td-3.25G 2 6.9u05123 0 2 8Tc.916as 87 a 0 3d [(0 2 8Tcr~~

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

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 for a Partner Hire 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 ~~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 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~~ 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 procedure ~~in Part C.~~ or by a process approved in advance by the Provost & ~~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.