

HANDBOOK



GFC Academic Staff Criteria & Processes Handbook

as approved by

The General Faculties Council

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Preamble

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

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PART A

Definitions, Authority, Faculty Guidelines,
Transitional Provisions

1. Definitions

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

- i. .
- ii. 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. -appointed academic appointee will join as part of the secondary affiliation
- iv. means the Dean, or Dean equivalent of a Faculty as defined in
- v. .
- 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. 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. (listed alphabetically) Arts, Cumming School of Medicine, the Haskayne School of Business, Kinesiology, Libraries and Cultural Resources, Nursing, the School of Architecture, Planning and Landscape, Schulich School of Engineering, Science, Social Work, Student and Enrolment Services, Veterinary Medicine, and the Werklund School of Education
- ix. processes that faculties develop, as set out in this Handbook
- x. or a majority of an appointment is held
- xi. 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.

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 scholarship¹, 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). 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 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

- 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), 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 recognition and/or advancement to the discipline, an

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 and innovations to persons in government, business, industry, professions, and broader communities through the organization and presentation of seminars, workshops, and short courses.

1.4 Service

1.4.1

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 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.

2.4.2

2.5.2 Appointment to the rank of Instructor requires engagement in the research and scholarship required to maintain currency in pedagogy and curriculum design of the relevant discipline or field as well as engaging in other scholarly, professional or creative activities that strengthens and

2.6 Requirements for Senior Instructor

2.6.1 In addition to the requirements for an Instructor, appointment at, or promotion to, the rank of Senior Instructor requires evidence of teaching effectiveness (e.g., as part of a Teaching Dossier), a demonstrated ability to apply scholarly approaches to teaching and learning and student engagement, to design student learning experiences and assessment strategies grounded in a clearly articulated teaching philosophy, and to engage in scholarly, professional, or creative

Instructor. Depending on duties assigned, as defined in Faculty Guidelines (see Part A.7.xii.) this may include, but may not be limited to, conducting and disseminating research and scholarship to advance knowledge in the teaching and learning community, supporting academic development of students, trainees, and colleagues, and engaging in educational leadership beyond the classroom.

2.6.2 Appointment at, or promotion to, the rank of Senior Instructor requires the continuous development and demonstration of a scholarly foundation for designing and implementing innovative teaching and that supports student learning, ability to create respectful and inclusive learning environments that promote student engagement, participation in professional learning activities, networks, and communities, and engagement in reflective practice to adjust and

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

and active contributor to the University of Calgary community.

- 3.2.2 When an academic staff member applies for an appointment With Tenure in the Professorial Stream, the FTPC shall seek evidence that the academic staff member has been successful in

3.4 Promotion to Professor or Teaching Professor

- 3.4.1 Advancement to the highest rank in professorial and instructor streams is not automatic. Excelling in one area of criteria for ranks and streams normally cannot substitute for another. Rigorous standards are applied for evaluating research and scholarship, and service, or other assigned duties, in considering promotion to Professor or Teaching Professor to ensure that the academic staff member has achieved the recognition required for this rank as set out above in Part B.2. An academic staff member considering promotion to Professor or Teaching Professor should be an exemplary member of the academy who consistently demonstrates a high standard of achievement in all areas and roles and demonstrates due diligence in meeting assigned duties.
- 3.4.2 When an academic staff member applies for Professor or Teaching Professor, the FTPC shall consider the complete career record of the academic staff member at the University of Calgary and elsewhere.

3.5 Transfer between Streams

- 3.5.1 In accordance with Articles 28.7.6 and 28.10 of the Collective Agreement, all provisions regarding promotion shall apply to the process of transfer between streams with the question being whether the academic staff member seeking the transfer meets criteria for the new rank. A tenured academic staff member may not apply for a rank that normally does not include tenure (e.g., Assistant Professor or Instructor).
- 3.5.2 In the event that an academic staff member wishes to apply to transfer from one stream to another (i.e., professorial stream to instructor stream or instructor stream to professorial stream), the same criteria as outlined above must be met. In the event that an academic staff member meets these criteria, the FTPC members shall evaluate them based upon the rank 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

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. ~~the University of Calgary~~ accomplishments since appointment ~~to~~ the University of Calgary
- ii. 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 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 faculty or the University in administrative roles,

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

4.4 Criteria for Assessing Service Activities

4.4.1

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

- 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.
- 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 ongoing recruitment until the position is filled
- vii. an expectation of the information to be included with applications. This may include as relevant to the position, a current curriculum vitae, statement of teaching philosophy, statement of research interest, samples of scholarly work, and if applicable, an equity and reconciliation statement
- viii. information about the applicable Faculty, Department and Unit, providing web links where available
- ix. a statement that the position is available to a wide range of applicants including National and/or International applicants, where applicable, and that while the search is seeking the best applicant for the position by law, preference will be given to Canadian citizens or permanent residents and,
- x. a meaningful institutional Hiring Statement expressing commitment to EDI and reconciliation, which shall be reviewed at least once every three years by the Provosts, EDI and Indigenous Engagement, in conjunction with, and administered by, Human Resources.

2.5 A position for an Equitable & Inclusive Hiring Initiative shall 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 of Part C.2.4 must be followed

3. Selection Procedures for Continuing Academic Appointments in Teaching and Research

Academic Selection and Appointment belong to the most important processes at the University. Competing for the best, most talented, and promising faculty Nationally and Internationally, requires an efficient and time-conscious process to which all those involved in the search process 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 appointed in accordance with the provisions of the University Act, s. 5(1) and the Regulations, s. 166(f)-1 BT /5F 0 612 792 re

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

trajectory,

- 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 - which may lead to discrimination against equity-serving groups and encourage indulgence in personal bias,
- v. grant due consideration of any accommodations, leaves, career interruptions, or changes in career path.

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

3.6 Recommendation of Appointment

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

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

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

3.6.4 The Dean may recommend the appointment of a candidate who was not the top-ranked candidate from the pool of

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

3.8.2

5. Expedited Extraordinary Procedures for Spousal and Strategic Hiring

5.1 From time to

vi. fulfills an urgent and strategic need for the position.

Examples include:

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

5.4 Expedited Procedures for Spousal and Strategic Hires

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

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

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

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

5.4.3 The committee composition requirements for a Spousal or Strategic Hiring Committee (hereafter 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,

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, 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 Indigenous Strategic 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 on a ~~non~~ Tenure basis. 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 2.6 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 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 comments from the members of the Hiring Committee and, if appropriate from academic staff members of the Home Unit, normally to be provided within three working days. All written comments shall be made available to the Hiring Committee.

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).

