



**UNIVERSITY OF CALGARY**  
FACULTY OF ARTS

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# **FACULTY GUIDELINES**

Approved by the Provost and Vice-President (Academic) on June 24, 2024

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## **Introductory Notes**

This document is supplementary to the [\*GFC Academic Staff Criteria and Processes Handbook\*](#) and the [\*Collective Agreement Between the Faculty Association of the University of Calgary and the Governors of the University of Calgary\*](#).

These Guidelines refine and interpret the criteria and the Academic Appointment Selection procedures for the Faculty of Arts.

## **PART A: Definitions, Authority, Faculty Guidelines, Transitional Provisions**

(Refer to GFC Handbook – Part A, Section 1-2, 3.1-3.6, 4)

### **3.7 As per the GFC Handbook, 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,

**A.3.7(i)** In support of greater diversity in possible career paths, the Faculty of Arts recognizes and rewards diversity in competencies and talents. As such, the relative importance that Arts attaches to the University functions of research/scholarship, teaching, and service shall be considered in the context of one's workload.

- 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),

**A.3.7(ii)** These interpretations are described in the relevant sections below.

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

**A.3.7(iii)** The Faculty of Arts values and encourages curiosity, creativity, and originality. We support engaging with our communities, transferring and receiving knowledge for the betterment of all parties.

- 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,

**A.3.7(iv)** The relative weighting of research/scholarship, teaching, and service will vary based on workload assignment.

- 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 Academic Performance Assessment,

**A.3.7(v)** The University of Calgary is signatory to the San Francisco Declaration on Research Assessment (DORA), a global initiative to encourage the development and promotion of best practices in the evaluation of the outputs of scholarly research. The Faculty of Arts is committed to inclusive and meaningful assessment of research quality. Evaluation

committees must consult the Declaration on Research Assessment (DORA) and consider a broad range of impact measures, including qualitative indicators of research impact.

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

**A.3.7(vi)** Expectations for competitive and other types of funding are to be interpreted in the context of the academic staff member's rank and stream, FTE and workload. The expectations with respect to academic rank are described in Part B.2 and Appendix One.

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

**A.3.7(vii)** Professional responsibilities would normally be assessed as part of service for the purposes of academic performance assessment.

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

**A.3.7(viii)** Assessment of contributions to service is described in Parts B.1.4 and B.1.5. Administrative duties are normally considered as contributions to service. At times, an academic staff member's time allocation to a leadership role may occur through either the Teaching or the Research and Scholarship function.

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

A.3.7(ix) Assessment of a teaching dossier will primarily focus on evidence provided for, and efforts made to improve, teaching effectiveness.

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

**A.3.7(x)** This is described in B4.4.1.

- 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,

**A.3.7(xi)** Academic Staff are expected to build, accumulate, or sustain scholarly accomplishments over time, leading to a reputation of increasing excellence and expertise. The quality and impact of scholarly accomplishments as determined by an academic staff

member's discipline(s), and relative to an academic staff member's workload, should normally increase as one's career progresses. The requirements for Academic Staff are described in B.4.1.1 and Appendix One.

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

**A.3.7(xii)** This is described in Appendix One.

- 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 Academic Performance Assessment within the respective streams present in the Faculty,

**A.3.7(Xiii)** This is described in relevant sections below and in Appendix One.

- xiv. of how Faculty Guidelines address variations in applying criteria across units, where applicable,

**A.3.7(xiv)** The Faculty of Arts values appointments across multiple units and recognizes that the criteria may vary across such units. The criteria in this document are to be applied consistently for all academic staff members and contextualized in accordance with disciplinary context, workload assignment, rank and stream as described in detail in relevant sections below.

- 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,

**A.3.7(xv)** Activities carried out in other departments and the university will be valued equally to similar contributions within Arts. At the same time, academic staff members are expected to contribute collegially to departmental and faculty activities.

- 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,

**A.3.7(xvi)** The Faculty of Arts recognizes academic staff members have diverse career paths. Career progression and academic assessment is inclusive of equity, diversity, inclusion and accessibility in demonstrating academic excellence.

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 Academic Performance 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 Academic Performance Assessment,

**A.3.7(xvii)** This is described in Section B.1.

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

**A.3.7(xviii)** This is described in relevant sections in C.2.

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

**A.3.7(xix)** This is described in C.3.1.2.

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

**A.3.7(xx)** This is described in C.3.1.2.



## **PART B: Criteria for Appointment, Renewal, Transfer, Tenure, Promotion, and Academic Performance Assessment**

### **1. Criteria for Research and Scholarship, Creative and Artistic Activities, Teaching and Service**

#### **1.1 General Considerations**

The Faculty of Arts is strongly committed to an equitable, inclusive, and diverse campus community, recognizing that diversity enhances the research and scholarship, work, and learning environments for everyone.

Interpretation and application of the criteria included in these guidelines shall recognize and aim to remedy the barriers that have been and continue to be encountered by equity-deserving groups including, but not limited to women, Indigenous peoples, racialized people, LGBTQ2S+, and people with disabilities. Examples of such barriers may include, but without limitation, “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 Academic Performance Assessment” (GFC Handbook, Part A, 3.7).

The Faculty of Arts expects faculty members to conduct themselves in a collegial manner which is respectful, ethical, fair, and accountable.

#### **1.2 Research, Scholarship, and Creative and Artistic Activities**

- 1.2.1 Research and scholarship vary across discipline(s) and field(s) in the Faculty of Arts, encompassing many different modes and activities, and creative, artistic, and professional achievements, in ways consistent with disciplinary culture and practice. Such activities and the pattern of the academic staff member’s work shall be measured as defined in the GFC Handbook and appropriate to the nature of activities. The Faculty of Arts values community-based and policy-relevant research and such work shall be measured as appropriate when part of one’s program of research and scholarship. The assessment of research, scholarly, creative and artistic activities will include consideration of the merit of all outputs as well as a broad range of qualitative impact indicators, including but not limited to: rigorous peer review, quality of the venue, value and extent of impact, and reach of impact (e.g. internal, local, national, international).

The University of Calgary is signatory to the Declaration on Research Assessment (DORA), a global initiative to encourage the development and promotion of best practices in the evaluation of the outputs of scholarly research. The Faculty of Arts is committed to inclusive and meaningful assessment of research quality. Evaluation committees should consult the Declaration of Research Assessment (DORA) and consider a broad range of impact measures, including qualitative indicators of research and scholarly impact.

1.2.2 All academic staff in both streams are expected to maintain an active research program. Where applicable, this includes seeking competitive funding to sustain their program of research and scholarship. This includes both internal and external funding.

1.2.4 The faculty member is responsible for providing sufficient evidence to support the evaluation of their research scholarship, creative and artistic activities.

### **1.3 Teaching**

(Refer to GFC Handbook - Part B, Section 1.3)

### **1.4 Service**

(Refer to GFC Handbook - Part B, Section 1.4)

### **1.5 Administrative Duties**

(Refer to GFC Handbook - Part B, Section 1.5)

## **2. Hiring, Transfer, or Promotion Requirements for Academic Staff Ranks and Streams**

### **2.1 General Considerations**

(Refer to GFC Handbook - Part B, Section 2.1)

#### **2.2-2.7 Comparison of Requirements within Professorial Ranks**

Refer to Appendix One.

### **2.8 Requirements for Academic Staff in Administrative and Professional Streams**

(Refer to GFC Handbook - Part B, Section 2.8)

## **3. Criteria for Renewal, Transfer, Tenure and Promotion**

(Refer to GFC Handbook - Part B, Section 3)

### **3.1 General Considerations**

Refer to Appendix One.

### **3.2 Tenure and Promotion in the Teaching and Research Stream**

### **3.3 Tenure and Promotion in the Teaching-Focused Stream**

### **3.4 Promotion to Professor or Professor (Teaching)**

### **3.5 Transfer between Streams**

(See also Articles 28.7.6 and 28.10 of the *Collective Agreement*)

### **3.6 Additional Considerations for Renewal, Tenure and Promotion**

### **3.7 Renewal, Tenure and Promotion in Administrative and Professional Streams**

## **4. Criteria for Academic Performance Assessment**

### **4.1 General Considerations**

4.1.1 In accordance with the GFC Handbook and the Collective Agreement, as an academic staff member progresses through a rank, the normal expectation of performance rises.

4.1.2 In accordance with the Collective Agreement, the head/director will seek advice from a variety of relevant sources, including from the supervisor in other units where a faculty member has assigned duties.

#### **4.1.9 Outside Professional Activities**

Outside Professional Activity for remuneration shall not normally be counted as service for the purposes of academic performance assessment.

Discipline(s)-specific norms (e.g., those pertaining to creative and artistic activity) under which some remunerated activities are clearly included within an individual's academic and service work will be taken into account and may result in some remunerated activities being taken into consideration for Academic Performance Assessment.

### **4.2 Progression through the Ranks (PTR) Increases**

PTR Increases are the annual increases to Rank Salary for academic staff members who, over the assessment period, meet the expected standards of performance across all three categories for their rank and stream and in the context of their workload assignment as outlined in the GFC Handbook and this document, including the expectations outlined in Appendix One.

### **4.3 Outstanding Achievement Awards (OAA)**

OAA's may be awarded to individuals who, over the assessment period, significantly exceeded expectations in one or more categories while meeting or exceeding expectations in all other categories for their rank and stream as outlined in the GFC Handbook and this document, including the expectations outlined in Appendix One.

### **4.4 Criteria for Assessing Research, Scholarship, and Creative and Artistic Activities**

4.4.1 For assessment purposes, work is recognized within the assessment period that contains the date in which the work is performed, presented or made publicly available by the publisher.

### **4.5 Criteria for Assessing Teaching Activities**

(Refer to GFC Handbook - Part B, Section 4.5)

### **4.6 Criteria for Assessing Service Activities**

(Refer to GFC Handbook - Part B, Section 4.5)

## **PART C: Academic Appointments Selection Procedures, Position Posting, Expedited Procedures for Dual Career and Strategic Hiring, Equitable and Inclusive Hiring Initiatives**

### **1. General Considerations**

(Refer to GFC Handbook - Part C, Section 1)

### **2. Position Posting**

2.1 The chair of the Academic Appointment Selection Committee, in consultation with the committee, is responsible for drafting the position ad. The position posting must be approved by the head/director (if relevant) prior to submission to the Dean (or designate) for final approval.

2.3 The Faculty of Arts recognizes the value of inclusion and diversity and therefore the position posting must aim to attract a diverse pool of qualified candidates.

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

#### **3.1 Academic Appointments Selection Committee Composition**

3.1.2 Academic Appointment Selection Committee members will include:

- a) Chair appointed by the Dean; normally the Head/Director of the unit or the coordinator/director of the interdisciplinary program, (voting only to break a tie);
- b) Three members drawn from the Continuing, Limited Term and/or Contingent Term academic staff members of the unit or, in the case of an interdisciplinary program hire, from those who teach in the program with representation from at least two units, recommended by the chair of the committee to the dean (voting);
- c) One academic staff member from the Faculty of Arts external to the unit or program, appointed by the dean (voting);
- d) One continuing academic staff member from outside the Faculty of Arts, appointed by the dean (voting).
- e) a graduate student or other trainee from a relevant discipline may be appointed by the Chair as a non-voting member; or, in the absence of a graduate student appointee, graduate student input must be sought through invitations to (and feedback from) public presentations by the job candidate(s); when possible, undergraduate student feedback may also be solicited after teaching and/or research presentations
- f) if applicable to the hire, one or two additional members who do not hold an academic appointment may be appointed by the dean as a non-voting member.

3.1.5 The Academic Appointment Selection Committee will include an equity, diversity and inclusion champion, either the chair of the Committee or appointed by the chair from among the committee members, who will consult with the chair or vice-chair of the Faculty of Arts Equity, Diversity and Inclusion Committee regarding policies and resources available.

- 3.1.7 Diversity with respect to equity-deserving groups, rank and stream must be taken into account when establishing an Academic Appointment Selection Committee. All Academic Appointment Selection Committees must include gender diversity.

### **3.2 Responsibilities of Academic Appointments Selection Committees**

- 3.2.3 It is compulsory that all members of the Academic Appointment Selection Committee maintain strict confidence throughout the process before, during and after the search. This shall not preclude an academic staff member from raising concerns about matters of policy or procedure. The committee shall undertake efforts to seek out qualified candidates who are members of groups that are identified as under-represented among academic staff.

All committee members have the responsibility to keep in mind and promote equity, diversity and inclusion and Indigenous engagement in carrying out their work on the committee. (See GFC Handbook, Part C, 3.2.3: "All members of the Committee have a responsibility to ensure the fairness of the proceedings, the appropriate application of criteria, and the reduction of implicit, overt and/or other types of bias and/or discrimination. The proceedings shall be inclusive and recognize practices that reflect EDI communities, shared space, cultural safety, and intercultural capacity. Diversity of opinions from Committee members shall be welcomed and respected at all times. Any concerns regarding process shall be introduced and discussed at the Committee.")

- 3.2.4 All members of Academic Appointment Selection Committees are required to participate in a workshop on academic hiring that includes a component on equity, diversity, inclusion and accessibility, and Indigenous engagement. (See GFC Handbook, Part C, 3.2.4)

### **3.3 Short-listing of Candidates**

- 3.3.1 Normally references will be solicited only for short-listed candidates, but the Academic Appointment Selection Committee may create a longer short list of no more than eight candidates for whom reference letters are solicited. Reference letters should be read with a consideration to equity, diversity and inclusion since they can introduce bias and committee members are required to take this into consideration when reviewing them.
- 3.3.2 Academic Appointment Selection Committees should strive to encourage a diverse and inclusive pool of candidates who meet the criteria for the position.
- 3.3.3 The shortlist must be submitted to the dean for approval and must be approved by the dean in writing before invitations to interview are issued.

### **3.4 Candidate Interviews**

(Refer to GFC Handbook - Part C, Section 3.4)

### **3.5 Final Ranking of Candidates**

- 3.5.1 Taking into account Section 3.5 and 3.6 of the GFC Handbook, the chair of the committee must submit the final ranking of candidates and recommendation as to who should be hired to the Dean for approval.

### **3.6 Recommendation of Appointment**

(Refer to GFC Handbook - Part C, Section 3.6)

3.6.1 The Chair must submit a written report of the hiring process, as per Section 3.6.1 of the GFC Handbook, to the Dean.

**3.7 Letter of Appointment**

(Refer to GFC Handbook - Part C, Section 3.7)

**3.8 Record Management**

(Refer to GFC Handbook - Part C, Section 3.8)

**3.9 Applicant Concerns**

(Refer to GFC Handbook - Part C, Section 3.9)

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

(Refer to GFC Handbook - Part C, Section 4)

**5. Expedited Extraordinary Procedures for Dual Career and Strategic Hiring**

(Refer to GFC Handbook - Part C, Section 5)

**6. Equitable and Inclusive Hiring Initiatives**

(Refer to GFC Handbook - Part C, Section 6)

**7. Other Appointments**

(Refer to GFC Handbook - Part C, Section 7)

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History:

Approved by the Faculty of Arts Council: June 21, 2024

## Appendix One

The tables below detail the normal requirements for faculty members in the Teaching and Research, and the Teaching-focused streams. Except where otherwise specified, these requirements apply in the appointment, academic performance assessment, renewal, transfer and tenure and promotion processes. All academic staff are expected to maintain an active research program. Where applicable, this includes seeking competitive funding to sustain their program of research and scholarship. This includes both internal and external funding. Academic Staff are expected to build, accumulate, or sustain scholarly accomplishments over time, leading to a reputation of increasing excellence and expertise.

**Table 1.1 Comparison of Requirements within Teaching and Research Stream Ranks**

Assistant Professor	Associate Professor	Professor
<b>Research, Scholarship, and Creative and Artistic Activity</b>		
<b>Program of Research, Scholarship, and Creative and Artistic Activity</b>		
Evidence of, or potential for, original high-quality research creation and future development as a scholar or artist as demonstrated by peer reviewed publication or equivalent juried creative or artistic work, as appropriate to the discipline(s).	Evidence of an established academic program of a calibre equivalent to national recognition by peers as demonstrated by publication of peer-reviewed or equivalent juried creative or artistic work, as appropriate to the discipline(s).  According to discipline(s) or field(s), indicators may vary. Examples are outlined in Section 2.3.2 of the GFC Handbook.	Ongoing academic achievements are recognized within the University and beyond to be of a calibre equivalent to international standing and as outstanding in their community, discipline(s), or field(s).  According to discipline(s) or field(s), indicators may vary. Examples are outlined in Section 2.4.1 of the GFC Handbook.
<b>Funding for Research, Scholarship, and Creative and Artistic Activity</b>		
Evidence of, or potential for, the applicant's ability to obtain competitive funding.	Evidence of ability to obtain competitive funding to sustain a program of research creation or creative or artistic activity is normally required.	Evidence of an on-going program of research creation or creative or artistic activity sustained by peer-reviewed competitive external funding as relevant to the discipline(s).
<b>Academic, Community, and Societal Impacts of Research, Scholarship, and Creative and Artistic Activity</b>		
Evidence of, or potential for, research or creative or artistic program is leading to high-quality publication or creative or artistic activities.	Evidence of high-quality research, scholarship, or creative or artistic activity such as peer-reviewed or refereed presentations or publications in	Evidence of a sustained body of original high-quality peer-reviewed publications in top ranked outlets or equivalent juried creative or artistic

	an academic, community or creative or artistic forum suitable to the discipline(s) or field(s), or evidence of other measurable contributions to professional practice, knowledge engagement, innovation, or entrepreneurship.	activities, or professional contributions that have impacted the community, discipline(s), or field(s) in a significant way.
<b>Assistant Professor</b>	<b>Associate Professor</b>	<b>Professor</b>
<b>Teaching</b>		
<b>Instruction</b>		
<p>Evidence of, or potential for, teaching proficiency.</p> <p>A clearly articulated teaching philosophy, including information about teaching methods and strategies, and evidence of teaching effectiveness.</p> <p>Additionally, for academic performance assessment: Evidence of innovation in course design and alignment of course learning activities and assessments with course learning outcomes, which are, in turn, aligned with program learning outcomes as defined by the relevant discipline(s).</p>	<p>Evidence of effective teaching at the undergraduate and/or graduate levels.</p> <p>Demonstrated ability to design evidence-based learning experiences grounded in a clearly articulated teaching, mentorship, and/or supervisory philosophy.</p> <p>Evidence of innovation in course design (of one or more new or existing courses) that demonstrates alignment of course learning activities and assessments with course learning outcomes, which are, in turn, aligned with program learning outcomes as defined by the relevant discipline(s).</p> <p>A clearly articulated teaching philosophy, including information about teaching methods and strategies, and <b>evidence of teaching effectiveness.</b></p>	<p>Evidence of exemplary teaching at the undergraduate and/or graduate levels.</p> <p>Demonstrated ability to design evidence-based learning experiences grounded in a clearly articulated teaching, mentorship, and/or supervisory philosophy.</p> <p>Evidence of innovation in course and/or curriculum design that is sustained and impactful and which demonstrates alignment of course learning activities and assessments with course learning outcomes, which are, in turn, aligned with program learning outcomes as defined by the relevant discipline(s).</p> <p>A clearly articulated teaching philosophy, including information about teaching methods and strategies, and <b>evidence of teaching effectiveness.</b></p>
<b>Supervision</b>		
Evidence of, or potential for, supervision or co-supervision of undergraduate and/or graduate students.	Evidence of successful supervision or co-supervision of undergraduate and/or graduate students is normally required.	Evidence of an established record of accomplishment of supervising or co-supervising undergraduate or graduate students, post-doctoral scholars and/or other trainees.



See Section 1.3.4 of the GFC Handbook for examples.	See Section 1.3.4 of the GFC Handbook for examples.	See Section 1.3.4 of the GFC Handbook for examples.
<b>Mentorship</b>		
Evidence of, or potential for, mentorship of undergraduate, graduate students, other trainees, and/or colleagues.  See Section 1.3.5 of the GFC Handbook for examples.	Evidence of successful mentorship of undergraduate, graduate students, other trainees, and/or colleagues is normally required.  See Section 1.3.5 of the GFC Handbook for examples.	Evidence of an established record of accomplishment of mentoring undergraduate or graduate students, post-doctoral scholars and/or other trainees, and colleagues.  See Section 1.3.5 of the GFC Handbook for examples.
<b>Assistant Professor</b>	<b>Associate Professor</b>	<b>Professor</b>
<b>Service</b>		
<b>Service to the University, including the Faculty of Arts</b>		
For academic performance assessment: Evidence of active involvement in department/school, Faculty, and/or University service.	Evidence of a satisfactory record of and active involvement in department/school, Faculty, and University service that has demonstrated commitment to the Unit, Faculty, University, and/or wider community.	Evidence of an exemplary record of and active involvement in department/school, Faculty, and University service that has demonstrated commitment to the Unit, Faculty, University, and/or wider community.
<b>Service to the Discipline(s), Profession, and/or Community</b>		
For appointment: Evidence of, or potential for, active involvement in professional and/or community service.	Evidence of a satisfactory record of and active involvement in professional and/or community service that has demonstrated commitment to the discipline(s) and/or wider community.  According to discipline(s) or field(s), indicators may vary. Examples are outlined in Sections 1.4.4, 1.4.5, and 2.3.2 of the GFC Handbook.	Evidence of an exemplary record of and active involvement in professional or community service that has demonstrated commitment to the discipline(s) and/or wider community.  According to discipline(s) or field(s), indicators may vary. Examples are outlined in Sections 1.4.4, 1.4.5, and 2.4.1 of the GFC Handbook.

**Table 1.2 Comparison of Requirements within Teaching-Focused Ranks**

Note: As outlined in GFC Handbook, Part B, Section 2.7.1, appointment at, transfer into, and promotion to Professor (Teaching), requires documented evidence of distinguished achievement in three of the following four categories: professional learning and development, research and scholarship, mentorship,

and/or educational leadership. This is in addition to the other listed requirements concerning instruction, research, and service.

Assistant Professor (Teaching)	Associate Professor (Teaching)	Professor (Teaching)
<b>Teaching</b>		
<b>Instruction</b>		
<p>Evidence of, or potential for, teaching proficiency.</p> <p>Evidence of commitment to, or experience with, defining learning goals, supporting student learning activities and engagement, and creating assessment strategies that employ evidence-based approaches to teaching and learning.</p>	<p>Evidence of effective teaching at the undergraduate and/or graduate levels.</p> <p>Evidence of continuous development and demonstration of a scholarly foundation for designing and implementing innovative teaching that supports student learning and an ability to create respectful and inclusive learning environments that promote student engagement.</p>	<p>In addition to the requirements for Associate Professor (Teaching), the rank of Professor (Teaching) requires evidence of exemplary teaching effectiveness as demonstrated by outstanding contributions to a research-informed practice of, and reflective inquiry into, teaching and learning.</p>
<b>Program and Course Design</b>		
<p>Evidence of, or potential for, innovation in course design and alignment of course learning activities and assessments with course learning outcomes, which are, in turn, aligned with program learning outcomes as defined by the relevant discipline(s).</p>	<p>Evidence of innovation in course design (of one or more new or existing courses) that demonstrates alignment of course learning activities and assessments with course learning outcomes, which are, in turn, aligned with program learning outcomes as defined by the relevant discipline(s).</p>	<p>Evidence of a record of innovation in course and/or curriculum design that is sustained and impactful and which demonstrates alignment of course learning activities and assessments with course learning outcomes, which are, in turn, aligned with program learning outcomes as defined by the relevant discipline(s).</p>
<b>Supervision (Recognized)</b>		
<p>Evidence of, or potential for, successful supervision or co-supervision of students, teaching assistants, and/or other trainees.</p> <p>See Section 1.3.4 of the GFC Handbook for examples.</p>	<p>Evidence of successful supervision or co-supervision of students, teaching assistants, and/or other trainees is normally required.</p> <p>See Section 1.3.4 of the GFC Handbook for examples.</p>	<p>Evidence of an established record of accomplishment of supervising or co-supervising students, teaching assistants, and/or other trainees is normally required.</p> <p>See Section 1.3.4 of the GFC Handbook for examples.</p>
<b>Mentorship</b>		
<p>Evidence of, or potential for, successful mentorship to</p>	<p>Evidence of successful mentorship to support the</p>	<p>Evidence of an established record of accomplishment in</p>

support the academic development of students, trainees, and colleagues.  See Section 1.3.5 of the GFC Handbook for examples.	academic development of students, trainees, and colleagues.  See Section 1.3.5 of the GFC Handbook for examples.	mentorship to support the teaching and academic development of students, trainees, and colleagues.  See Section 1.3.5 of the GFC Handbook for examples.
<b>Professional Learning and Development</b>		
Evidence of participation in reflective practice, and professional learning activities related to teaching and learning.	Evidence of participation in professional learning activities, networks, and communities, and engagement in reflective practice to adjust and strengthen one’s teaching, learning and assessment practices.	Evidence of sustained participation in professional learning activities, networks, and communities, and engagement in reflective practice to adjust and strengthen one’s teaching, learning and assessment practices.
<b>Educational Leadership</b>		
Evidence of interest in and potential to demonstrate educational leadership.  See Section 1.3.6 of the GFC Handbook for examples.	Evidence of innovation and emerging expertise and impact in teaching and learning beyond the classroom.  See Section 1.3.6 of the GFC Handbook for examples.	Evidence that an outstanding reputation has been established, 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(s), or field(s), resulting in distinguished peer-recognition.  See Sections 1.3.6 and 2.7.2 of the GFC Handbook for examples.
<b>Assistant Professor (Teaching)</b>	<b>Associate Professor (Teaching)</b>	<b>Professor (Teaching)</b>
<b>Research, Scholarship, and Creative and Artistic Activities</b>		
Evidence of engagement in the research and scholarship and, where relevant, creative or artistic activities, required to maintain currency in pedagogy and curriculum design of the relevant discipline(s) or field(s).  Evidence of engagement in other scholarly professional or creative and artistic activities that strengthens and informs	Evidence of conducting and disseminating research and scholarship and, where relevant, creative or artistic activities, to advance knowledge in the teaching and learning community and to maintain currency in one’s discipline(s) or field(s).	Evidence of consulting relevant scholarly sources to design and implement teaching and learning experiences and conducting and sharing research and scholarship and, where relevant, creative or artistic activities on teaching and learning to advance knowledge in the teaching and learning community and to maintain currency in one’s field(s).

one's knowledge base and expertise.		See Section 2.7.2 of the GFC Handbook for examples.
<b>Assistant Professor (Teaching)</b>	<b>Associate Professor (Teaching)</b>	<b>Professor (Teaching)</b>
<b>Service</b>		
<b>Service to the University, including the Faculty of Arts</b>		
For academic performance assessment: Evidence of active involvement in Department/School, Faculty, and University service.	Evidence of a satisfactory record of and active involvement in Department/School, Faculty, and University service that has demonstrated commitment to the Unit, Faculty, University, and/or wider community.	Evidence of a distinguished record of and active involvement in Department/School, Faculty, and University service that has demonstrated commitment to the Unit, Faculty, University, and/or wider community.
<b>Service to the Discipline(s), Profession, and/or Community</b>		
For appointment: Evidence of, or potential for, active involvement in professional and/or community service.	Evidence of a satisfactory record of and active involvement in professional and/or community service that has demonstrated commitment to the discipline(s) and/or wider community.  According to discipline(s) or field(s), indicators may vary. Examples are outlined in Sections 1.4.4 and 1.4.5 of the GFC Handbook.	Evidence of a distinguished record of and active involvement in professional and/or community service that has demonstrated commitment to the discipline(s) and/or wider community.  According to discipline(s) or field(s), indicators may vary. Examples are outlined in Sections 1.4.4 and 1.4.5 of the GFC Handbook.