UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
AGENDA

Meeting 629, May 9, 2024, 1:30 p.m.　　　　　　　　　　　　　　　　**Virtual Modality**

Zoom link: https://ucalgary.zoom.us/j/94694655412 passcode: 024931

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	McCauley	Verbal	1:30
2.	Inclusive Practice Moment	Holt[1]	PowerPoint	
3.	Safety Moment	Rendell[2]	Document + PowerPoint	
4.	Remarks of the Chair	McCauley	Verbal	
5.	Question Period	McCauley	Verbal	
	Action Items			
6.	Approval of the April 11, 2024 Meeting Minutes	McCauley	Document	
7.	Recommendation of the Community Mental Health and Well-Being Strategy: Renewal of the Campus Mental Health Strategy	Szeto[3]/ Moon[4]/Wiens[5]/ Thannhauser[6]/Lavoie[7]	Document + PowerPoint	1:50
8.	Approval of Revisions to the GFC Academic Staff Criteria and Processes Handbook	Yates[8]/Wheeler[9]	Document	2:10
	Information Items			
9.	VPR Funding Programs 　a) Catalyst Grants Program 　b) Postdoctoral Match Funding Program 　c) Transdisciplinary Connector Grants Program	Ghali[10] McIntyre[11] Milaney[12]/ Bryant[13]/Span-Smeelen[14]	Document + PowerPoint	2:25
10.	Industry Engagement (Research) Update	Ghali/Buret[15]/Rieder[16]	Document + PowerPoint	2:55
11.	Research Security Division Update	Thompson[17]/Wallace[18]/ Edge[19]	Document + PowerPoint	3:10

Item	Description	Presenter	Materials	Estimated Time
12.	Standing Reports: a) Report on the April 17, 2024 GFC Executive Committee Meeting b) Report on the March 25 and April 15, 2024 Academic Planning and Priorities Committee Meetings c) Report on the April 18, 2024 Research and Scholarship Committee Meeting d) Report on the April 16, 2024 Teaching and Learning Committee Meeting e) Report on the April 18, 2024 Senate Meeting	In Package Only	Documents	3:25
13.	Other Business	McCauley		
14.	Adjournment Next meeting: June 13, 2024 (in-person, ST147)	McCauley	Verbal	3:25

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

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

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

Presenters

1. Nick Holt, Dean, Faculty of Kinesiology
2. James Rendell, Associate Vice-President - Facilities Management
3. Andrew Szeto, Director, Campus Mental Health Strategy
4. Michele Moon, Team Lead, WellBeing and WorkLife
5. Kevin Wiens, Director, Student Wellness, Accessibility and Support
6. Jennifer Thannhauser, Counsellor, Student Wellness Services
7. Sasha Lavoie, Senior Communications Specialist, Provost's Office
8. Robin Yates, Administrative Co-Chair, Academic Staff Criteria and Processes Handbook Working Group
9. Justine Wheeler, Academic Co-Chair, Academic Staff Criteria and Processes Handbook Working Group
10. William Ghali, Vice-President (Research)
11. Hector McIntyre, Manager, Postdoctoral Office and Internal Grants
12. Katrina Milaney, Associate Vice-President Research
13. Steven Bryant, Academic Lead for Transdisciplinary Scholarship, Office of the Vice-President (Research)
14. Mariska Span-Smeelen, Manager, Transdisciplinary Scholarship, Office of the Vice-President (Research)
15. Andre Buret, Associate Vice-President Research
16. Carmen Rieder, Manager, Industry Engagement (Research)
17. Robert Thompson, Associate Vice-President Research
18. Martha Wallace, Director - Research Security
19. Jessica Edge, Manager, Due Diligence

Coyote Safety

General Faculties Council – May 9, 2024
Safety Moment

UNIVERSITY OF
CALGARY

Spring is denning season

UNIVERSITY OF
CALGARY

What do you do if you see a coyote?

- **Shout in a deep voice and maintain eye contact.**

- **Make yourself appear larger – wave your arms overhead and throw rocks, sticks or other objects toward the coyote.**

- **If the coyote continues to approach, back away slowly and move towards buildings or human activity.**

- **Do not turn away or run. This will encourage the coyote to chase you.**

UNIVERSITY OF
CALGARY

Educational Video

https://globalnews.ca/video/rd/1f720cce-d611-11eb-b5dd-0242ac110008/?jwsource=cl – Dr. Shelley Alexander, Professor, Department of Geography, University of Calgary.

Dr. Alexander has been researching coyote populations around Calgary for over a decade, providing a wealth of information on human-coyote conflict. Cameras are used to record animal movement that provides substantial data to support circulation corridors and nesting areas.

PC900 PROFESSIONAL

RECONYX

UNIVERSITY OF
CALGARY

The draft Minutes are intentionally removed from this package.

Please see the approved Minutes [uploaded separately on this website](#).

GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE - For Recommendation

SUBJECT: Community Mental Health and Well-Being Strategy: Renewal and Relaunch of the Campus Mental Health Strategy

MOTION:

That the General Faculties Council (GFC) recommend that the Board of Governors approve the Community Mental Health and Well-Being Strategy (the strategy), in the form provided to the GFC and as recommended by the GFC Executive Committee, and authorize the proponents to make non-substantive changes to the strategy prior to the Board's approval.

PROPONENT(S)

Penny Werthner, Interim Provost and Vice President (Academic)
Andrew Szeto, Director, Campus Mental Health Strategy

REQUESTED ACTION

The General Faculties Council is being asked to recommend the Community Mental Health and Well-Being Strategy to the Board of Governors for approval.

KEY CONSIDERATIONS

The Community Mental Health and Well-being Strategy (UCalgary's revised Campus Mental Health Strategy (CMHS) and renewed commitment to mental health and well-being) is the culmination of several years of consultations, engagements, reviews, and data collection and interpretation. The process began in November 2021 with an external review of the CMHS with a panel of post-secondary mental health practitioners and experts. The review indicated that the CMHS has accomplished much to fulfil its 28 recommendations and has been a leader in the post-secondary mental health space. Along with this, the panel also made a set of recommendations for the CMHS.

In addition to this review, the CMHS has also engaged in other assessment processes, including a survey and a set of consultations in 2021-2022 to begin the implementation of the *National Standard for Mental Health and Wellbeing for Post-Secondary Students*. Similarly, there was also a set of consultations with faculty and staff through Excellence Canada for Gold Level status for UCalgary's implementation of the *National Standard for Psychological Health and Safety in the Workplace*. Additional data sources include our self-study that was created for the external review, as well as a process evaluation that was conducted to examine the inner workings for the CMHS. We also engaged in various surveys that provided data to inform the renewal of the CMHS, including the Graduate Mental Health Survey, the Canadian Campus Wellbeing Survey, and the UCalgary Faculty and Staff Mental Health and Well-Being survey and follow-up focus groups. Finally, in collaboration with the Institutional Sustainability Strategy, we formed an Elders' Leadership Circle to inform the renewals of our respective strategies. This group of Elders were from Treaty 6 and Treaty 7 territories, including Elders Reg and Rose Crowshoe, Elder Kerrie Moore, Elder Virgile Stephans, Elder John Crier, and Elder Ollie Benjamin. All this data was analysed by the CMHS evaluation team and general themes were generated. Subsequently, we engaged J5 (a Calgary-based consultancy firm) to put all the feedback and data points together and come up with coherent overarching themes.

With these themes, the CMHS renewal team developed a draft Community Mental Health and Well-Being Strategy in July and August 2023. In August 2023, we started the engagement process to obtain feedback on the revised strategy from the UCalgary community. From August to December 2023, we conducted 30+ consultations with various groups and individuals across campus. In addition, we set up 5 public engagements in the Taylor Family Digital Library and the Hunter Student Commons to broadly engage the UCalgary community and hear their feedback. These public engagements were promoted across campus and allowed those interested to drop-by and give feedback on the strategy by filling out sticky notes corresponding to the four guiding principles. Finally, we deployed a survey in October to November 2023 to further and more broadly reach the UCalgary community and receive their feedback. From December 2023 to January 2024, the CMHS evaluation team analysed these various forms of feedback data and developed recommended changes and additions for the draft Community Mental Health and Well-Being Strategy. The CMHS renewal team finalized the draft Community Mental Health and Well-being Strategy at the end of January 2024 and the latest draft is enclosed.

The new strategy is a refinement of the CMHS and will focus on 3 core areas as identified by the UCalgary community:

- **A holistic approach to well-being** – Although mental health remains a priority and still a priority, it is important to acknowledge and address the various components that make up our well-being, including physical well-being, spiritual well-being, and social connection.

- **A focus on the "upstream"** – Downstream supports and services (e.g., counselling, EFAP) are an important priority at UCalgary. However, it is also important to move upstream and broadly implement health and mental health promotion and illness prevention initiatives. Shifting upstream, while maintaining services, will enhance the development of skills and resilience which will lessen the demand on downstream services.

- **Creating a supportive academic and workplace culture** – Our culture of excellence in teaching and learning and research has enabled UCalgary to excel. Continuing to build on this excellence while creating a caring, supportive, and respectful campus context will enhance interpersonal relationships, workplace engagement, collaboration, and lead UCalgary to greater productivity, creativity, and innovation.

The new strategy has 4 Guiding Principles, each with Core Components and Example Actions. This structure is based on our learning over the 8 years of the CMHS, to increase flexibility and better adapt to the changing needs of the UCalgary community and the ever-shifting post-secondary context. The 4 Guiding Principles map to 4 levels of influence:

- Guiding Principle 1 – organizational/cultural;
- Guiding Principle 2 - unit/faculty/department level;
- Guiding Principle 3 - interpersonal level;
- Guiding Principle 4 - individual level.

The core components are specific actions that match the goals of the Guiding Principle, while the actions are examples of initiatives, projects, and programs that exemplify the core components and the Guiding Principle. These actions exemplify past and current actions, as well as highlight possible actions in the future. It is important to note that the new strategy departs from the CMHS as there are no specific recommendations. This structure was determined to best balance between the resource and capacity of the strategy and its team, the need to be flexible and adaptable, and the needs of the UCalgary community.

A statement of collaboration developed by the leads of the UCalgary strategies has been added into the section titled "we do this work together". Also based on feedback and suggestions from the previous four meetings in the governance process, we have revised some of the intro portions of the Community Mental Health and Well-Being Strategy to better articulate and clarify the strategy's place at UCalgary and how it operates. Additionally, we have added an additional example under Guiding Principle 2 regarding the Teaching and Learning Subcommittee of the Community Mental Health and Well-being Strategy. There is also a note in the "Past and ongoing activities" of the Appendices indicating

that we intend to build a dynamic website to highly past and current strategy activities. Finally, we have added a land acknowledgement and an Elders acknowledgement to the beginning of the strategy.

BACKGROUND

The CMHS was launched in December 2015 as UCalgary's foundational commitment to the mental health of the UCalgary community. The development of the CMHS was led by the Mental Health Taskforce in Winter and Spring 2015 and approved by the General Faculties Council and Board of Governors in October 2015.

The CMHS, with its 28 recommendations across 6 strategic focus areas, has been impactful in forwarding mental health at UCalgary and has garnered praise as being leaders in Canadian post-secondary mental health. A self-study conducted in 2021, identified that 24 of 28 recommendations were completed or addressed, with 4 recommendations that were being addressed at that time. Some highlights identified in this self-study include achieving gold level accreditation for our implementation of the *National Standard for Psychological Health and Safety in the Workplace*, and the development of an embedded certificate for Mental Wellbeing and Resilience (the largest embedded certificate on campus). Some subsequent highlights include co-hosting the first national post-secondary mental health conference (Collaborations for Change in 2021 and 2023) and the success of the annual UFlourish event, which reaches over 2,000 participants a year.

As with all institutional strategies, there is a 5-year cycle for renewal. The original beginning of the CMHS renewal was scheduled for mid-2020. However, the Covid-19 pandemic delayed the process until the 2021 with the beginning of the process being an external review of the CMHS in November 2021.

RISKS

Mental health and well-being continue to be a priority at post-secondary campuses. The dominant narrative has suggested that there is a mental health crisis at post-secondary institutions. Although this narrative highlights the continued need to address mental health on campuses, the narrative fails to highlight the complexity of mental health. There have been calls for post-secondary institutions to take a whole campus approach and address cultural/organizational components, teaching and learning, and supporting the mental health and well-being of faculty and staff in addition to students. Although the CMHS has accomplished much of this, the post-secondary context continues to evolve, the needs of the campus community continue to shift, and there are additional contextual factors (e.g., funding to post-secondary institutions) that impact mental health and well-being on campuses.

A renewal of the CMHS is necessary to address all these identified factors. The risk of not developing a new strategy at UCalgary is that we fail to best meet the needs of our campus community and supporting their success, cease to be leaders in this space across Canada, and negatively impact UCalgary's reputation, both internally and externally.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	General Faculties Council Executive Committee	2024-02-14			X	
	Human Resources and Governance Committee	2024-03-04			X	
	General Faculties Council	2024-03-07			X	
	Board of Governors	2024-03-22			X	
	Human Resources and Governance Committee (Special Meeting)	2024-04-15		X		

	General Faculties Council Executive Committee	2024-04-17		X		
X	General Faculties Council	2024-05-09		X		
	Board of Governors	2024-05-24	X			

NEXT STEPS

If approved by the Board of Governors, the Community Mental Health and Well-Being Strategy will soft launch during Summer 2024, and formally launch Fall 2024 with specific launch events to be coordinated with UFlourish in November 2024. The Community Mental Health and Well-being Strategy team will begin to develop the annual action plan, set up the evaluation plan, and finalize the committee structures that will guide and implement the work of the new strategy.

SUPPORTING MATERIALS

1. Community Mental Health and Well-Being Strategy

Community Mental Health and Well-Being Strategy

University of Calgary - Draft Community Mental Health and Well-being Strategy

Submitted by the CMHS Renewal Team:

Andrew Szeto, Director, Campus Mental Health Strategy, Office of the Provost; Professor, Department of Psychology, Faculty of Arts

Sasha Lavoie, Senior Communications Specialist, Campus Mental Health Strategy

Michele Moon, Team Lead, WellBeing and WorkLife, Staff Wellness, Human Resources

Jennifer Thannhauser, Counsellor (Professorial), Student Wellness Services, Student and Enrolment Services

Kevin Wiens, Director, Student Wellness, Access & Support, Student Wellness Services, Student and Enrolment Service

Land and Elder Acknowledgement

Land Acknowledgement

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

 The University of Calgary is situated on land Northwest of where the Bow River meets the Elbow River, a site traditionally known as Moh'kins'tsis to the Blackfoot, Wîchîspa to the Stoney Nakoda, and Guts'ists'i to the Tsuut'ina.

We acknowledge and honour the enduring presence of the people who have stewarded these lands for time immemorial, who have generously offered Indigenous knowledge and traditional teachings on wellness and well-being. On this land, in this place, and with one another, we strive to continue gathering, learning, walking, and growing together "in a good way," in the environments we study, teach, work, and play in.

Elder Acknowledgement

We acknowledge and pay tribute to Traditional Knowledge Keepers who are a part of the Elders' Leadership Circle for Sustainability and Campus Mental Health. These Elders helped inform our strategy by sharing their stories, knowledge, and traditions with us. Concepts of interconnectedness, holism, and relationality as intrinsic to our well-being are central to their teachings. These stories highlight how deeply important connection is with ourselves, others, our greater community, as well as to the land.

Their teachings are woven into our strategy and will continue to inform our journey.

UCalgary's Community Mental Health and Well-Being Strategy (CMHWS)

The Community Mental Health and Well-Being Strategy (CMHWS), the renewed and refocused Campus Mental Health Strategy, is a foundational commitment made by the University of Calgary to the mental health and well-being of our UCalgary community.

UCalgary's CMHWS is a systems-based holistic health promotion strategy. It is a call to action that requires the whole campus community's engagement with, collaboration on, and commitment to its guiding principles and core components.

Our strategy is also positioned at the institutional or university level. The strategy is sponsored by the Provost, and the strategy team partners with leaders, faculties, units and the broader community on various mental health and well-being initiatives on campus.

Ahead of Tomorrow and the CMHWS

As we move forward with *Ahead of Tomorrow*, the University of Calgary's new strategic plan for 2023-2030, we also need a new, bold approach to creating a healthy and caring campus community that can support the goals of the plan. *Ahead of Tomorrow* outlines our commitment to excellence in teaching, learning, and research while also highlighting a key value: we strive for community-focused excellence and a sense of belonging where all can thrive.

Universities that are research-intensive require excellence, achievement, expertise, and focused work. It is imperative that we create, at UCalgary, a culture that can embrace both excellence and caring, so our community can flourish while contributing to our achievements.

For our students, postdoctoral scholars, staff, and faculty, to be thriving, successful and whole persons, they need an environment and structures around them that promote their well-being while they achieve the aims of a post-secondary institution.

The importance of a university mental health and well-being strategy

Well-being, health, education, teaching, and learning are intertwined. Post-secondary institutions have the opportunity and responsibility to promote the health and well-being of the people who learn, work, and live within them.

UCalgary was one of the six original signatories to formally adopt the Okanagan Charter: An International Charter for Health Promoting Universities and Colleges in 2015. The Charter calls on post-secondary institutions to make a commitment to health and well-being in all policies and practices and UCalgary has taken that commitment to heart through its Campus Mental Health Strategy (2015-2024).

The vision for the renewed strategy, the Community Mental Health and Well-Being Strategy (CMHWS), is to create a UCalgary community where individuals can achieve well-being, thrive and excel. The strategy addresses well-being programs and resources, our connection with each other and to ourselves, as well as with the land, environment and our greater community. Finally, such a strategy helps build a culture that is respectful, supportive, and caring.

The CMHWS (2024-2029) is UCalgary's overarching commitment to the well-being of its community. To do this work, the strategy acts at the university level to inspire, build connections across our campus, and serve as a catalyst for change. As well, the CMHWS collaborates with both those at UCalgary and in the broader Calgary community to achieve its goals, with impact at the broad university level, as well as at the individual level.

We do this work together

UCalgary's long-term foundational commitment to Equity, Diversity, Inclusion and Accessibility; Global Engagement; Indigenous Engagement; Mental Health and Well-Being; and Sustainability are woven into the fabric of our institution. We recognize the interconnectedness of these foundational commitments and work collaboratively to create a just and caring community, living interdependently with one another and all our relations in the natural world. Through these foundational commitments, we advance reconciliation, and work together to transform systemic inequities and to create a just, sustainable, and thriving community for present and future generations.

As well, the work of the strategy is a community effort and requires students, post-doctoral scholars, staff, faculty and executive leadership to contribute their own unique skills and positions of influence to forward the strategy's mandate.

[CREATIVE SERVICES NOTE: BIRDSEYE CAMPUS GRAPHIC INCLUDING ALL CAMPUSES]

History of UCalgary's Campus Mental Health Strategy (2014-2024)

The Mental Health Task Force was formed in late 2014 to develop a comprehensive strategy with the goal of addressing the mental health needs of UCalgary students, postdoctoral scholars, staff, and faculty and creating a caring and supportive community. Acting on this commitment, the Task Force developed a comprehensive Campus Mental Health Strategy (CMHS) that contained 28 recommendations across six strategic focus areas. The CMHS was launched on Dec. 6, 2015. Subsequently, in 2016, a director was hired to lead the CMHS. As well, an implementation advisory committee and additional subcommittees were formed to advise on and address the specific recommendations of the CMHS.

Since the strategy was launched, UCalgary has seen stigma-reduction strategies positively impact our community. It supported burgeoning projects and collaborations, co-created innovative new roles and models in the mental health space, built capacity and participation in mental health-related training, new programs and educational offerings, and so much more. Not only has the CMHS been impactful at UCalgary, but has had positive impact locally, provincially, and nationally.*

*See an appendix of select activities at the end of this document.

Development of the Community Mental Health and Well-Being Strategy (CMHWS), 2024-2029

The new CMHWS continues our journey towards cultivating a nurturing and empowering UCalgary community that promotes open dialogue and awareness about mental health and well-being and builds an environment where all students, postdocs, staff, and faculty can thrive.

The CMHWS is committed to promoting the mental health and well-being of the entire UCalgary community through a systems-based holistic health promotion approach. The strategy has also been influenced by the following documents:

- The socio-ecological framework recommended by the National Standards for Mental Health and Wellbeing for Post-Secondary Students, 2020;
- The five actions of health promotion in the Ottawa Charter for Health Promotion, 1986;
- The calls to action outlined in the Okanagan Charter, 2015;
- The findings of the engagement conducted at the University of Calgary by the Mental Health Task Force in 2015;
- UCalgary Human Resources' Well-Being and Worklife Strategy, 2022.

The revised strategy takes a community-based approach and looks beyond solely focusing on individual needs to offer a broader, more holistic approach to support student, postdoctoral scholars, staff, and faculty well-being.

Engagement and consultation

The development of the revised strategy started with the external review of the CMHS in late 2021. An external review team, composed of clinicians, academics, and experts in campus mental health, met with various groups from the UCalgary community to discuss the work of the CMHS. Their report acknowledged the accomplishments of CMHS over its first six years and its standing as a national leader in post-secondary mental health. It also set aspirations for the CMHS as it moved forward in the future.

Although there has been continual engagement and listening over the years, gathering feedback and data from the university community has been a priority for the CMHS, particularly from 2020 to 2023. This feedback included various large surveys, such as the Canadian Campus Wellbeing Survey, the Graduate Mental Health survey, the Student Wellness Services Needs Assessment, and, most recently, the Faculty and Staff Mental Health and Well-Being Survey in 2022. An internal survey and a process evaluation of the CMHS was also conducted as a part of the data collection. In addition, UCalgary's implementation of both the *National Standard for Psychological Health and Safety in the Workplace* and the *National Standard for Mental Health and Well-Being for Post-Secondary Students* involved surveys, extensive consultations, and reviews that generated data and information on addressing mental health and well-being. All these data points and feedback were qualitatively analyzed by the CMHS evaluation team, generating broad themes.

Elders' Leadership Circle

One of the most fundamental pieces that informed the direction of the revised strategy were stories and learnings from an Elders' Leadership Circle. This group of Elders was formed specifically to advise on the renewal of both the CMHS and the institutional Sustainability Strategy. Through multiple circles, we discussed the meaning of mental health, the meaning of well-being, our connection with the land, and how we can work together to embed Indigenous ways of knowing and being in what we do.

We are grateful to Elders Reg and Rose Crowshoe, Elder Kerrie Moore, Elder Virgile Stephans, Elder John Crier and Elder Ollie Benjamin for their wisdom and knowledge, guidance and willingness to share their stories.

What we heard

Through all these consultations, engagements, and data points from the UCalgary community and the Elders' Leadership Circle, there were three clear and consistent themes:

> **Holistic approach**: Although mental health continues to be a priority for UCalgary and the revised strategy, consideration of the other components that affect our overall well-being was clearly indicated in the data, such as physical health, spiritual wellbeing, and social connection.

> **Upstream focus**: An upstream focus refers to a proactive and preventative approach to mental health and well-being. This approach focuses on identifying and addressing the underlying factors that support our well-being and prevent mental health problems. By focusing on creating supportive and nurturing environments that foster well-being, we can work as a community to reduce the likelihood of individuals experiencing more severe mental health problems.

> *Even though the new strategy adopts an upstream focus, "downstream" mental health supports and services, such as counselling and clinical care, remain a priority and will continue to be offered, reviewed, and optimized, along with the creation of more-efficient pathways to community-based resources and services.*

> **Shift academic and workplace culture**: The focus on growth, achievement, and excellence at UCalgary has brought about increased research funding, new infrastructure, and a strengthened global reputation. However, we must work to dispel the perception that an achievement-oriented culture makes it hard to cultivate a caring community. A university community that values respect, work-life balance, boundaries, interpersonal relationships, and supporting each other, as well as excellence is possible and necessary to create a better environment to work, study, and play, and acts as the foundation for achieving creativity and innovation.

What guides us forward

Over the eight-year span of the CMHS, we have learned from our various initiatives, projects, and events, as well from the planning and implementation of an institutional strategy. These lessons will help the new strategy be successful and operate efficiently and effectively.

Our position at the university-level: Based on factors such as resources, capacity, reach, and scope, working at a broader institutional level will enhance the effectiveness of the new strategy. By this, we mean the actions and initiatives we engage in are applicable and influential across our university and will impact our community of students, post-doctoral scholars, staff, and faculty. Some examples of operating at this level include broad media-based initiatives to increase awareness of well-being resources and reduce stigma related to mental illnesses and working with university policy-makers to understand the mental health and well-being impact of a new policy.

Front-line resources, programs, and services (e.g., counselling services for students) are vital to supporting the well-being of the UCalgary community. The new strategy will continue to support the units that provide these vital initiatives.

Collaboration: Much of the work that has been done under the CMHS has been collaborations with various units, faculties, departments, groups, and individuals at UCalgary and in the broader community. Strong relationships have been built that facilitated the success of CMHS initiatives. Over the years, work has been initiated with various faculties and units to adopt the CMHS and prioritize mental health and well-being, for example, with Legal Services to review policies through a mental health lens, with the UCalgary Recovery Community, and various researchers and staff members for training and workshops for the university community. Student Wellness Services and Staff Wellness are two examples of the strong ties built over the span of the CMHS. In collaboration with these units, UFlourish, UCalgary's annual well-being initiative, has grown from a small wellness fair to a two-week expo with more than 50 events reaching thousands in the UCalgary community and broader public. Collaboration will continue to be important with the revised strategy.

Evaluation: Continuous measurement of progress and impact will guide the revised strategy as it moves forward in the future. Evaluation of programs and initiatives and understanding the well-being information that is being collected already at UCalgary, as well as having metrics and indicators that demonstrate effectiveness of the CMHWS, will lay the foundations for success. This approach will also allow us to better understand and adapt to the changing needs of the UCalgary community.

The Community Mental Health and Well-Being Strategy: culture, education, support

The renewal of our strategy signals a shift in focus for mental health and well-being at UCalgary. This renewal involved extensive engagements, consultations, and data-point collection. The university community told us that we need to focus on moving UCalgary's culture toward being more caring and supportive. All these themes are reflected in the strategy's new name and four Guiding Principles.

The Community Mental Health and Well-Being Strategy draft development and feedback

In the summer of 2023, external consultants, J5 Design, helped piece together all the data points, the work of the CMHS evaluation team, and other relevant information (e.g., extensive conversations with the CMHS renewal team) into a coherent set of themes (e.g., need for more training). The renewal team revised this set of themes based on their institutional knowledge and understanding of the needs of the UCalgary community and developed four Guiding Principles. Subsequently, between August and December 2023, we engaged in more than 30 targeted consultations sessions with various groups and units at UCalgary to gather feedback. As well, there were five open-engagement sessions held at the university to capture feedback and ideas from the general UCalgary community. Finally, a survey was developed to obtain feedback on the draft Guiding Principles. Between December 2023 and January 2024, the CMHS evaluation team collated and analyzed feedback and data from the targeted consultations, open-engagement sessions, and renewal survey.

This feedback was used to update the four Guiding Principles, the Core Components, and Example Actions. These are outlined later in this document.

About our new framework

The new strategy has moved away from specific recommendations to a principle-focused approach with four **Guiding Principles** at its centre.

Each of the Guiding Principles is a general goal for advancing well-being at UCalgary and is tied to one of four levels of influence in the nested socio-ecological model that the principle operates at (see Figure 1).
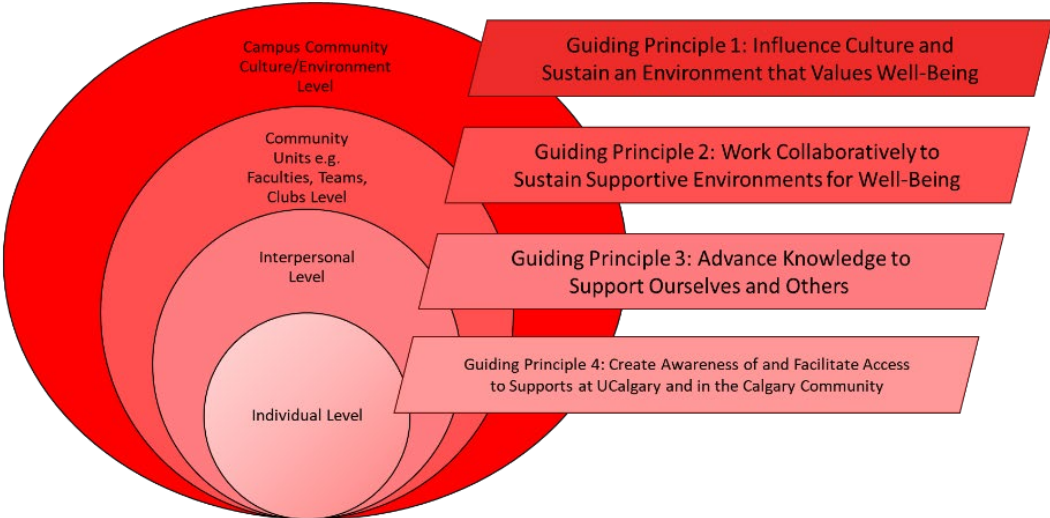

Figure 1.

Each Guiding Principle contains several **Core Components** or specific actions that support the overarching Guiding Principle. Finally, each Guiding Principle, with its core components, has a series of **Example Actions**, which are initiatives or projections that illustrate work under each Guiding Principle.

Guiding Principles

Influence Culture and Sustain an Environment that Values Mental Health and Well-Being	Work Collaboratively to Sustain Supportive Environments for Mental Health and Well-Being	Advance Knowledge to Support Ourselves and Others	Create Awareness of and Facilitate Access to Supports at UCalgary and in the Calgary Community

1) Influence Culture and Sustain an Environment That Values Mental Health and Well-Being

To create sustainable, positive change in the mental health and well-being of all UCalgary community members, we must prioritize a holistic approach to creating and sustaining supportive environments.

Core components

1. Implement holistic frameworks that support the well-being of the UCalgary community and recognize multiple ways of being doing, knowing, and connecting.

2. Work with other UCalgary strategies and priorities to create an inclusive, supportive, and well-being-focused culture where diverse backgrounds and experiences are recognized, acknowledged, supported, and celebrated.

3. Embed mental health and well-being in institutional policies, processes, and procedures.

4. Build relationships with researchers and institutes to advance post-secondary mental health and well-being as a research priority, translating knowledge and informing practice.

5. Provide leadership and achieve excellence in the post-secondary mental health and well-being space at the local, provincial, and national levels.

Example actions

- Work with university and community partners to better understand the links between mental health, well-being and food, housing and financial insecurity. Create awareness of this linkage with our university and broader community.

- Prioritize and support implementation of the National Standard for Psychological Health and Safety in the Workplace and the National Standard for Mental Health and Well-Being for Post-Secondary Students, sharing accountability and actions with community partners.

- Build on the implementation of UCalgary's Suicide Awareness and Prevention Framework, particularly through increased promotion and support to access relevant training.

- Work with UCalgary partners and other subject-matter experts to assess UCalgary spaces for opportunities to better incorporate well-being, comfort, and safety into the built environment.

- In implementing the National Standard for Psychological Health and Safety in the Workplace, work with UCalgary leadership to advance the 13 psychosocial factors and apply evidence-based best practices, including the areas of Civility and Respect, Clear Leadership and Expectations, and Workload Management.

- Work with the Office of Sustainability to forward the United Nations Sustainable Development Goals (e.g., Goal 3 - Good Health and Well-Being).

- Continue to work with Legal Services to examine policies, processes, and procedures through a mental health and well-being lens.

- Work collaboratively with the Mathison Centre to build capacity and opportunities for research in the post-secondary mental health and well-being space.

- Support, grow, and translate knowledge from the UCalgary and nationally-partnered Collaborations for Change conference on post-secondary mental health and well-being.

2) Work Collaboratively to Sustain Supportive Environments for Mental Health and Well-Being

Collaborate with faculties, units, classrooms, clubs, and various groups at our university to create and maintain environments where everyone can flourish.

Core components

1. Enhance UCalgary's community members' ability to recognize and respond to early signs of distress in a supportive manner.

2. Promote protective factors and reduce risk factors that impact the mental health and well-being of the university community.

3. Continue to integrate mental health and well-being into teaching and learning processes and practices.

4. Partner with faculties and units in creating strategic mental health and well-being plans and initiatives.

- Work with faculties, units, and departments to adopt and implement the revised strategy and prioritize and implement mental health and well-being initiatives that are relevant and contextualized to their settings.

- Create a yearly report to the community that celebrates faculties, units, and other collective networks for their efforts in championing a caring environment at UCalgary.

- Create relevant mental health and well-being-related tool kits, resources, and guides with Staff Wellness and Student Wellness Services and other subject-matter experts.

- Assess barriers to mental health services and participation in events, workshops, and training to better tailor delivery and communication to students, staff, faculty, and postdocs.

- Continue to promote the psychosocial factors outlined in the National Standards for Psychological Health and Safety in the Workplace and the National Standard for Mental Health and Wellbeing for Post-Secondary Students within faculties and units. For example, work with UCalgary leadership to advance civility and respect, according to evidence-informed best practices.

- Apply evidence and best practices to support faculties, units, and departments to promote workload management and work-life balance.

- Continue to expand enrolment in course offerings for the Embedded Certificate for Mental Wellbeing and Resilience.

- Work with UCalgary teaching and learning leaders to create and implement resources that support well-being in the classroom and various learning environments.

- Engage the Teaching and Learning Subcommittee of the Community Mental Health and Well-Being Strategy to examine issues that impact the well-being of students in the learning environment and how to address them at UCalgary, including program curriculum design, supportive assessment methods, and a balanced academic workload.

3) Advance Knowledge to Support Ourselves and Others

Develop mental health literacy, skills and understanding to support our own well-being and the well-being of the UCalgary community.

Core components

1. Increase mental health literacy for a diverse UCalgary audience.

2. Increase the availability of mental health and well-being training available to the university community.

3. Continually listen to UCalgary community members to understand their skill-development needs and develop programs, training, and workshops with a particular focus on upstream (i.e., health promotion and illness prevention) and holistic approaches.

Example actions

- Foster skill development of UCalgary community members through workshops, training, and programs offered by university partners, so they can support someone in distress by listening empathetically and referring to appropriate resources.

- Collaborate on the implementation of university-wide offerings that advance the well-being skills of the UCalgary community, such as the Summer Wellness Series and UFlourish.

- Work with partners on campus to identify opportunities to bring more fitness and movement-based activities to students, postdocs, staff, and faculty.

- Collaborate with UCalgary units on the implementation of suicide-intervention skills within the university community.

- Utilize the success and learnings from the Certificate of Mental Wellbeing and Resilience to co-create more opportunities to develop student helpers, social changemakers, and community leaders.

- Continue to support and promote harm reduction and recovery-oriented resources (e.g., UCalgary Recovery Community).

4) Create Awareness of and Facilitate Access to Supports at UCalgary and in the Calgary Community

Improve awareness of and facilitate access to mental health and well-being services and supports that meet the varied needs of the UCalgary community.

Core components

1. Increase awareness of existing resources available at UCalgary and in the broader community.

2. Reduce the stigma related to mental illnesses.

3. Where appropriate and feasible, facilitate the expansion of existing resources and/or development of new resources with UCalgary and broader community partners.

- Promote university and broader community resources and services in collaboration with Student Wellness Services, Staff Wellness and other UCalgary partners.

- Find appropriate and relevant ways to inform the university community about the types and models of services and supports at UCalgary (e.g., clearly communicate the collaborative-care model, enhancing navigation of services, etc.).

- Increase use of social media as a tool to highlight resources and services, as well as to support the work of the revised strategy.

- Share and demonstrate the diverse lived experience of UCalgary community members by continuing awareness and anti-stigma campaigns.

- Expand available resources and programming for parents/families/caregivers of students.

- Bolster the development of peer-support initiatives focused on mental health and well-being for the university community.

- Work with campus partners to identify opportunities to broaden mental health and well-being access for international students and better understand barriers for accessing support.

- Continue to optimize the CMHWS (ucalgary.ca/mentalhealth) website and facilitate the optimization of other UCalgary well-being websites and content.

Laying the foundations of success

In moving forward an institutional strategy, there are several key actions that need to be taken to lay the foundations for success.

Planning Annual implementation plans will set priorities and actionable goals, while allowing the strategy to be dynamic and adaptable to the needs of the whole university community. Plans will be updated each year to be responsive to current needs, as informed by ongoing evaluation. Implementation plans and progress updates will also be shared with the UCalgary community through diverse means, including annual updates to the General Faculty Council and Board of Governors. In addition to developing implementation plans, one early action to move the revised strategy forward will be developing a structure to advise on and support the implementation. This structure might involve a diverse group of voices that represent the UCalgary community. In addition, this structure must include leaders that are able to champion and support implementation in their facilities, units, and departments.

Evaluation Evaluation will be an iterative, dynamic, and ongoing process. One of the first tasks will be to develop evaluation questions collaboratively with relevant university partners to assess how the Guiding Principles are contributing to a respectful, supportive, and caring university culture.

Evaluation of the CMHWS will involve the following:

- Occur at multiple levels (e.g., program, process, university);
- Assess short-term and long-term impacts;
- Serve as a feedback loop to continually inform actions and strategic decision-making of the strategy across UCalgary;
- Empower our community to take findings and engage in direct action.

Data will be gathered to allow for strategic response to the changing mental health and well-being needs of the university community.

Embedding evaluation in all we do will ensure we are making meaningful impact on the complex issues that shape our university culture.

Community engagement Consistent with *Ahead of Tomorrow*, community engagement will be crucial to the success of the revised strategy. Developing new partnerships and collaborations with our UCalgary community, as well as with local, provincial, and national groups will enable the strategy to explore new resources and supports that better meet the needs of the UCalgary community.

Appendices

Definitions

Health promotion

Health promotion is understood as "the process of enabling people to increase control over their health and its determinants, and thereby improve their health." (Okanagan Charter, 2015).

Health promotion action builds upon the Ottawa Charter for Health Promotion, which emphasizes the interconnectedness between individuals and their environments, and recognizes that "health is created and lived by people within the settings of their everyday life: where they learn, work, play and love." (Okanagan Charter, 2015).

The revised strategy recognizes the unique role that higher education plays in the development of individuals, communities, societies, and cultures (Okanagan Charter, 2015), and is taking an active role in the mental health and well-being promotion of its entire university community, including all students, postdocs, staff, and faculty.

Holistic approach

The revised strategy embraces and employs a holistic approach to mental health and well-being. This approach is inclusive of well-being related to emotional, social, psychological, physical, and spiritual aspects of an individual's life. By acknowledging the interconnectedness of these elements, the revised strategy will foster and cultivate a more inclusive environment that addresses various mental health and well-being challenges faced by students, postdocs, staff, and faculty. This holistic approach integrates personal aspects of well-being, builds strong social networks, and promotes psychological and community resilience across UCalgary and beyond.

To ensure the strategy follows this holistic approach, it is rooted in a process that actively engages diverse groups within the university including undergraduate students, graduate students, postdocs, staff, and faculty. Through a series of focus groups, surveys and conducting a comprehensive needs assessment, insights can be gathered directly from those impacted by and involved with mental health initiatives at UCalgary.

The revised strategy not only reflects the input of the community, but also reinforces our commitment to cultivate a nurturing and empowering UCalgary community that promotes open dialogue and awareness about mental health and well-being, to build an environment where all can thrive.

Mental health and well-being

The revised strategy recognizes that the experience of mental health and well-being exist on a continuum and are influenced by the interdependent factors of physical, social, psychological, and emotional determinants.

Mental health

The World Health Organization defines mental health as "more than the absence of mental disorders. It [mental health] exists on a complex continuum, which is experienced differently from one person to the next, with varying degrees of difficulty and distress and potentially very different social and clinical outcomes." (World Health Organization, 2022).

The National Standards of Canada (2020) defines mental health as, "a state of well-being in which the individual realizes their own abilities, can reasonably cope with the stresses of life, can live, study, and work well, and is able to make a contribution to the community."

Well-being

We see well-being as a multidimensional sphere of care that encourages a higher quality of life. While well-being often relates to mental wellness it also includes physical, spiritual, social and environmental wellness, among other facets of care. The National Standard for Mental Health and Wellbeing for Post-Secondary Students define well-being as, "the presence of the highest quality of life in its full expression in the following dimensions of; cultural, emotional, mental, physical, social; and spiritual".

Past and ongoing activities

2016

Mental health consultant role created

The mental health consultant is a role within Staff Wellness that supports postdocs, faculty, and staff navigate resources and tools in the community. This role is the first of its kind in a Canadian post-secondary institution and bridges the gap between university and community resources. The CMHS provided guidance around the creation and development of the role.

Central website ucalgary.ca/mentalhealth launched

A central website has been created (and continues to be refined and added to) to house resources, support directories, news, events, and ways to further build mental health skills and education.

Grants distributed to numerous projects across UCalgary

The CMHS was able to fund 19 projects that demonstrated alignment to the strategy's mission and vision. Projects also had evaluation components, demonstrated impact and staying power, as well as followed a realistic budget and timeline.

UFlourish | A partnership with Student Wellness Services and Staff Wellness

UFlourish is an annual, university-wide initiative that promotes mental health awareness among students, staff and faculty. It aims to equip the UCalgary community with the tools and resources they need to flourish, academically and personally.

Thrive Priority Support Network

A priority of the CMHS, Thrive is a custom early alert system developed by the Student Success Centre and Information Technologies. This program fosters a caring campus environment by promptly identifying and addressing academic challenges in students, supporting instructors, and streamlining referral processes.

Certificate for Mental Well-Being and Resilience | Partnership with the Faculty of Arts

This certificate is an innovative program that equips students with practical knowledge and skills to navigate life's challenges. It exemplifies the university's commitment to experiential learning and holistic student development.

It has already won a University of Calgary Teaching Award for Curriculum Development. Courses within the certificate teach students to develop coping and personal resiliency skills, understand mental health

issues through an intersectional and multidisciplinary lens, and apply problem-solving skills in communities.

Since the program started, 48 UCalgary students have graduated from the certificate, and 119 are currently enrolled.

Suicide Awareness and Prevention Framework | Created in partnership with Student Wellness Services

Alongside community partners, UCalgary launched a long-term system-wide transformation, working together to prevent student suicides. The Framework is a proactive approach to prevent suicide through trainings and is an integral part of our commitment to creating a safe and supportive environment for everyone.

These programs have certified over 11,000 community members since 2015, growing participant numbers steadily year over year.

Building capacity to support more The Working Mind and The Inquiring Mind sessions

In partnership with the Mental Health Commission of Canada, UCalgary expanded the ability to offer these mental health education and stigma reduction training sessions by training UCalgary professionals to administer these sessions. Over 1,600 people have attended so far.

2018

Development of the Program Evaluation Tool Kit

Created by students and guided by the CMHS, the toolkit aims to cultivate an academic environment of growth and evaluation at UCalgary. Initially created to enhance mental health programming, the toolkit is available for anyone to build capacity in evaluation efforts, thus spurring innovation and constant improvement in programs.

Summer Wellness Series | Partnership with the Taylor Institute for Teaching and Learning

During the summer months, this initiative aims to help educators find support and community through a series of wellness webinars and other programming presented by the Taylor Institute for Teaching and Learning and the CMHS.

Multi-year awareness campaign

A multi-year storytelling campaign was launched to destigmatize mental health and mental illness discussions and help-seeking, demonstrate the power of shared experiences, and foster a sense of community and solidarity.

2020

Collaborative-Care Model at Student Wellness Services launched

The CMHS supported the evaluation and change in service delivery at Student Wellness Services. The collaborative-care model fosters an integrated approach to mental health care, ensuring that every student's needs are met.

ucalgary.ca/mentalhealth

Creation of grief and loss workshops and resources

UCalgary mental health professionals on the CMHS' implementation committee worked to create and expand grief and loss resources on campus. Workshops were developed and a resource webpage and worksheet were created and launched in order to help the UCalgary community gain more knowledge, helping skills and compassion for various experiences of grief and loss.

2021

Wellness Classroom Visits

Launched as a collaboration between the Campus Mental Health Strategy, Student Wellness Services, and campus partners including the Student Success Centre, Wellness Classroom Visits are five-minute presentations conducted in classrooms by peer helpers. These session offer various strategies for students in the hopes of improving study habits and personal wellness. Since the launch of the project, over 280 visits have been facilitated, with over 14,000 students reached.

Excellence Canada's Mental Health at Work - Gold level achieved

After several years of elevating through Excellence Canada's bronze and silver due in part to the creation of several supports and services, standards implementations, and creating opportunities for evaluation, UCalgary achieved the Mental Health at Work Gold level. Engaging in these certifications helps UCalgary gather meaningful feedback about mental health and well-being opportunities as well as inform and guide future efforts.

UCalgary *Mindfulness* podcast launched

A partnership with UCalgary Nursing professionals and mindfulness practitioners was struck during the COVID-19 pandemic to support and upskill our community with mindfulness exercises and teachings. Currently, the UCalgary *Mindfulness* podcast houses 20 on-demand sessions with content ranging from managing complex and challenging emotions and developing listening and leadership skills, to connecting to self, others and the greater world around us, and more.

Collaborations for Change (C4C) Conference

C4C brings together changemakers to spark collaborations and meaningful dialogue on how to best integrate research and practice in post-secondary mental health and well-being. The biennial conference reflects the university's commitment to exchanging knowledge across disciplines, fostering innovation and change. It is a collaboration between the CMHS and Best Practices Network in Canadian Higher Education (BP-Net), with support from the Canadian Association of College and University Student Services (CACUSS).

UCalgary Recovery Community

The strategy and its staff guided and supported Dr. Victoria Burns, PhD in securing funding, creating and launching UCalgary's Recovery Community (UCRC). UCRC is an inclusive, peer-driven space supporting all pathways to recovery, building community, and reducing addiction stigma on campus.

2022

WellBeing and WorkLife Strategy

Staff Wellness, in Human Resources, launched a WellBeing and WorkLife (WBWL) Strategy. The mandate of the WBWL division of Staff Wellness is to "support a UCalgary culture in which wellbeing is promoted, protected, practiced, and sustained and where faculty, staff and post-doctoral scholars have access to culturally relevant wellbeing supports and the capacity and skills, reciprocally, to support the wellbeing of others." The strategy includes overarching goals that are aligned with a socio-ecological model and includes an evaluation framework and program components aligned with the goals.

Faculty and Staff Mental Health and Well-Being Survey

The design, launch, evaluation and dissemination of our faculty and staff survey provided us with insights into the mental well-being of our community. We continue to share results with faculties and units and use learnings to shape and create well-being initiatives, helping us foster a healthy and supportive environment.

2023

Creation of the *UFlourish Reflection Notebook*

The *UFlourish Reflection Noteboo*k is a tool co-created by the CMHS, Staff Wellness, Student Wellness Services and the Office of Advancement. It is designed to support students in their mental health journey. It encourages personal reflection and self-care, fostering resilience and mental well-being.

References

Okanagan Charter: An International Charter for Health Promoting Universities and Colleges (2015).

National Standards of Canada. 2020. Mental health and well-being for post-secondary students. Canadian Standards Association. Mental Health Commission of Canada. Standards Council of Canada.

World Health Organization. 2022. Mental Health. June 17. Accessed July 31, 2023. https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response.

![University of Calgary logo]

GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE - For Approval

SUBJECT: Revisions to the General Faculties Council (GFC) Academic Staff Criteria and Processes Handbook

PROPONENT(S)

Robin Yates, Deputy Provost, Administrative Co-Chair, GFC Academic Staff Criteria and Processes Handbook Working Group
Justine Wheeler, Librarian, Academic Co-Chair, GFC Academic Staff Criteria and Processes Handbook Working Group

MOTION:

> That the General Faculties Council (GFC) approve the revisions to the Academic Staff Criteria and Processes Handbook, effective July 1, 2024, as set out in the document provided to the GFC and as recommended by the GFC Executive Committee.

REQUESTED ACTION

The General Faculties Council Academic Staff Criteria and Processes Handbook (the Handbook) Working Group is requesting that the General Faculties Council (GFC) approve the proposed revisions to the Handbook. These proposed revisions are required to ensure alignment with the new Academic Performance Assessment process in the Collective Agreement between the Governors of the University of Calgary and the Faculty Association of the University of Calgary.

KEY CONSIDERATIONS

The proposed revisions to the Handbook are outlined in Appendix "A", and include the following key changes:
- all references to "merit assessment" have been updated to "academic performance assessment";
- "Outstanding Achievement Awards" and "Progression Through the Ranks Increases" have been defined;
- references to Collective Agreement provisions have been updated;
- a footnote has been added to reflect that changes made to criteria within the Handbook and/or Faculty Guidelines and approved before June 30, 2024, shall apply to the 2025 assessment review;
- certain text has been moved within the document to more appropriate sections;
- new language has been added to clarify expectations related to teaching and service;
- new language has been added to describe important considerations in the new Academic Performance Assessment process; and
- new language has been added to outline the criteria for Progression Through the Ranks Increases and Outstanding Achievement Awards.

BACKGROUND

The Handbook Working Group was established in May of 2019 as an advisory group to the GFC Executive Committee. The Handbook Working Group is responsible for reviewing and recommending to the GFC Executive Committee any necessary changes required in the Handbook.

In June of 2023, the Governors of the University of Calgary and the Faculty Association of the University of Calgary

ratified amendments to the Academic Performance Assessment provisions in the Collective Agreement. The new Academic Performance Assessment process includes Progression Through the Ranks Increases for faculty members who meet the expected standards of performance for their rank and stream, and Outstanding Achievement Awards for a limited number of faculty members who demonstrate exceptional and outstanding performance.

Certain amendments to the Handbook are required to ensure alignment with the new Academic Performance Assessment process. The Handbook Working Group is recommending further minor revisions to provide clarity to those who apply this document.

As part of the agreement reached in June 2023 between the Governors of the University of Calgary and the Faculty Association of the University of Calgary, the parties committed to jointly recommending that the revised version of the Handbook be applied to the 2025 assessment review if it is approved by June 30, 2024.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	GFC Executive Committee	2024-03-13			X	
	General Faculties Council	2024-04-11			X	
	GFC Executive Committee	2024-04-17		X		
X	General Faculties Council	2024-05-09	X			

NEXT STEPS

If the document meets the approval of GFC, the revised Handbook will be made available to academic staff members and applied in the 2025 assessment review.

SUPPORTING MATERIALS

1. General Faculties Council Academic Staff Criteria and Processes Handbook, showing proposed revisions
2. General Faculties Council Academic Staff Criteria and Processes Handbook, clean copy

HANDBOOK

UNIVERSITY OF CALGARY

GFC Academic Staff Criteria & Processes Handbook

as approved by

The General Faculties Council

Preamble

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

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

The University values epistemic pluralism (different ways of knowing) and the pursuit and creation of knowledge and diverse knowledge traditions. Striving for scholarly advancement in all disciplines, the University is committed to advancing innovation, discovery, entrepreneurship, and knowledge engagement, to the benefit of our communities. In its commitment to innovative teaching and learning, the University educates the next generation to tackle society's challenges in a diverse and increasingly complex world.

The Handbook's contents shall be applied as consistent with the principles of due process, and balance procedural transparency as well as the protection of an individual's right to privacy. As well, the Handbook's contents should allow for flexible interpretation to achieve fairness towards all academic staff members.

The University of Calgary is committed to equity, diversity, inclusion, and accessibility, and to reconciliation and Indigenous engagement. The contents of this Handbook shall also be applied in the spirit of addressing barriers that have been, and continue to be, encountered by equity-deserving groups including, but not limited to women, Indigenous peoples racialized / visible minority persons, persons with disabilities, and LGBTQ2S+ persons.

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

Table of Contents

PART A

Definitions, Authority, Faculty Guidelines,
Transitional Provisions

1.   Definitions

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

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

ii.   "Collective Agreement" means the *Collective Agreement* between the Governors of the University of Calgary and the Faculty Association of the University of Calgary in force at the time the provisions of this Handbook are being applied.

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

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

v.   "DORA" stands for the Declaration on Research Assessment and recognizes the need to improve the ways in which research and scholarship isare evaluated.

vi.   "Dual Career Hire" refers to the hiring of two parties of a marriage or equivalent who both have the qualifications to hold an appointment as an academic staff member and who desire to do so.

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

viii.   "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.

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

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

(a)   *has as its objective, the amelioration of the conditions of disadvantaged persons or classes of disadvantaged persons, including those who are disadvantaged because of their race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation; and,*

(b)   *achieves, or is reasonably likely to achieve, that objective".*

x.   "Faculty" refers to the following (listed alphabetically): Arts, Cumming School of Medicine, the Haskayne School of Business, Kinesiology, Law, Libraries and Cultural Resources, Nursing, the School of Architecture, Planning and Landscape, the Schulich School of Engineering, Science, Social Work, Student and Enrolment Services, Veterinary Medicine, and the Werklund School of Education.

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

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

xiii. "Outstanding Achievement Awards (OAAs)" means increases to Rank Salary awarded to a limited number of academic staff members which are intended to recognize excellence and exceptional and outstanding performance.

xiii.xiv. "Partner Hire" refers to the partner of a marriage or equivalent such as an 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.xv. "Primary Hire" means the partner of a marriage or equivalent who:

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

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

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

xvi. "Progression Through the Ranks (PTR) Increases" means the annual increases to Rank Salary for academic staff members who meet the expected standards of performance outlined in this document and in Faculty Guidelines.

xv.xvii. "Strategic Hire" refers to specific individuals who will bring the greatest possible recognition to, and/or significantly enhance the reputation of, the University because they meet one or more specific criteria (outlined in Part C.5.3), and cannot be recruited using the normal procedures.

xvi.xviii. "Transdisciplinary" means an appointment across one or more Units.

2. Authority and General Considerations

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

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

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

2.4 Only criteria established or authorized by the GFC or provided within the *Collective Agreement* shall be considered in matters relating to Appointment, Renewal, Transfer, Tenure and Promotion, as well as MeritAcademic Performance Assessment.

2.5 With respect to this Handbook, all parties shall be governed by Article 7.1 of the *Collective Agreement* of the *Collective Agreement* which currently states: *"The Parties agree that the*

Governors, the Association, and the members of the Association shall not discriminate against any member of the academic staff, University staff or students by reason of race, political or religious affiliation or beliefs, colour, sex, sexual orientation, gender, gender identity, gender expression, physical characteristics, physical or mental disability, marital status, family status or family relationships, age, ancestry or place of origin, source of income, or membership or activity in the Association as provided under the terms of this Agreement."

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

2.7   Where senior leadership team members are to be appointed to academic positions, in accordance with the *"Policy on the Appointment and Reappointment of Deans"* and the *"Procedure for Adding an Academic Appointment to a Senior Leadership Team Position,"* such appointments must be made in accordance with those policies as approved by the GFC.

2.8   When the Provost & Vice-President (Academic) determines that it may be necessary to deviate substantially from the Academic Appointment Selection Process approved in Part C of this Handbook, the Faculty Association will be consulted. After such consultation, the Provost & Vice-President (Academic) shall decide the appropriate and fair way to proceed in each case and will inform the Faculty Association of the decision. The Provost & Vice President (Academic) will report the above cases annually to the Academic Staff Criteria and Processes Working Group to enable the Working Group to fulfil its responsibilities.

3.   Faculty Guidelines

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

3.2   Criteria outlined within this Handbook, may be refined and interpreted in Faculty Guidelines. Faculty Guidelines may not, however, create new criteria, or add to, contradict, or delete criteria, unless specifically authorized to do so within this Handbook.

3.3   Each Faculty Council is required to establish a formal Academic Appointment Selection Process for all appointments of more than twelve months' duration, as part of their Faculty Guidelines. This Academic Appointment Selection Process is intended to be advisory to the Dean and ensure that the recommendation for appointment given by the Dean to the Provost & Vice-President (Academic) has had the benefit of informed opinion from academic staff members.

3.4   The Academic Appointment Selection Process established in the Faculty Guidelines shall be structured in a manner appropriate to the specific Faculty while being consistent with University policies including any policies related to EDI.

3.5   The Academic Appointment Selection Process established in the Faculty Guidelines shall include and be based upon Part C.1 – C.5, below. Faculty Guidelines may refine and interpret the below listed Academic Appointment Selection procedures but may not create new procedures, or add to, contradict, or delete stated procedures, unless specifically authorized to do so within this Handbook**.**

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

3.7　　Faculty Guidelines must include a statement or description:

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

   ii.　of how the Faculty interprets these functions (i.e., the various activities that the Faculty defines as legitimate and appropriate research and scholarship activities including creative and/or artistic activity),

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

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

   v.　the ways in which the Faculty applies the DORA principles in assessing research and scholarship activities in Appointment, Renewal, Transfer, Tenure and Promotion, and ~~Merit~~Academic Performance Assessment,

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

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

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

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

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

   xi.　of expectations with respect to performance in each function by academic staff members, including the ways in which these ~~expectationschange~~expectations change within rank, ~~andwith~~and with seniority within a given rank ~~(see Article 29.2.6 of the *Collective Agreement*),~~,

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

   xiii.　that clearly articulates how accomplishments in research and scholarship, teaching, and service activities as well as any other assigned duties shall be translated into recommendations for Appointment, Renewal, Transfer, Tenure and Promotion, and ~~Merit~~Academic Performance Assessment within the respective streams present in the Faculty,

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

   xv.　that clearly articulates the ways in which academic staff members shall be credited for activities carried out in other departments within the Faculty, and in other Faculties,

xvi. of the ways in which the Faculty recognizes the diversity of different career patterns and the implications of such patterns for career progression and evaluation of progress,

xvii. ~~off~~ the ways in which the Faculty recognizes systemic barriers that may prevent academic staff members of equity-deserving groups from achieving career milestones such as Tenure and Promotion at the same rate and speed, as well as achievements through ~~Merit~~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 ~~Merit~~Academic Performance Assessment,

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

xix. of how a formal Academic Appointment Selection Committee (outlined in Part C.3.1) will be composed; in particular, how committee members will be elected and appointed from:

    a. within the Faculty but outside the discipline,

    b. from outside the Faculty,

    c. from outside the academy,

    d. how trainees may serve on the committee,

    e. how committee members will be appointed from a Faculty or Unit where an academic staff member is to be cross-appointed or seconded, and

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

3.8 Changes to Faculty Guidelines shall not take effect until:

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

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

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

3.9 Following approval by the Faculty Council, and completion of the steps outlined in Part A.3.8, the Dean shall make the approved Faculty Guidelines available to all academic staff members in the Faculty such approved Faculty Guidelines on the manner in which criteria for Appointment, Renewal, Transfer, Tenure and Promotion, and ~~Merit~~Academic Performance Assessment shall be applied within the Faculty.

4. Transitional Provisions

4.1 For the purposes of Merit Assessment~~,~~ changes made to criteria within this Handbook and/or the relevant Faculty Guidelines shall only apply from the approved date forward.[1]

---

[1] For the purposes of Academic Performance Assessment, changes made to criteria within this Handbook and/or the relevant Faculty Guidelines and approved by June 30, 2024 shall apply to the 2025 assessment review.

4.2   For the purposes of applying for Renewal, Transfer, or for Tenure, as set out in Article 28 of the *Collective Agreement*, an academic staff member may choose to be evaluated under current approved criteria in both this Handbook and Faculty Guidelines, or those in place at the time of appointment. An academic staff member who applies for promotion not linked to an application for tenure may choose to be evaluated under current approved criteria in both this Handbookand Faculty Guidelines, or under criteria in effect three years prior to the promotion application date, or the date of hire, whichever is later.

PART B

Criteria for Appointment, Renewal, Transfer, Tenure, Promotion, and ~~Merit~~ Academic Performance Assessment

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

In keeping with the commitment of the University of Calgary to the San Francisco Declaration on Research Assessment (DORA), research and scholarship activities shall be evaluated based on the quality of the research and scholarship,[1] relying on robust tools and approaches to assessing research quality and impact, rather than on bibliometrics alone. This includes considering the merit of all research and scholarship outputs as well as a broad range of qualitative impact indicators such as influence on policy and practice.

1.1 General Considerations

1.1.1 It is the responsibility of all academic staff members to contribute to a climate in which diversities of opinion and views are valued. This will enable all to participate in decision making and advancing the goals of the University.

1.1.2 The functions of the University include research and scholarship, teaching, and service and shall be evaluated as part of Renewal, Tenure and Promotion (see Part B.3) and ~~included~~considered in ~~Merit Assessment~~the assessment of Progression through the Ranks (PTR) Increases and for Outstanding Achievement Awards (OAA) (see Part B.4). In some instances, academic staff members may undertake clinical responsibilities or other professional activities and/or duties that go beyond these three categories, reference to and assessment of which, may also be included in Faculty Guidelines (see Part A.3.7). General criteria for ranks and streams as well as Professional or Administrative appointments are set out in Part B.2 below.

1.1.3 Within the context of Part B 1.1.1 above, and the requirements of the *Collective Agreement* Article 29.2.2, it is recognized that the nature of research and scholarship, teaching, and service and the proportional distribution of expectations for fulfilling these functions shall vary from Faculty to Faculty. There shall be generally consistent application of these considerations within each Faculty.

1.1.4 It ~~also~~is recognized that activities within these functions may focus on ethical obligations to build and maintain community relationships in addition to the pursuit of research and scholarship.

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

1.2 Research and Scholarship

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

---

[1] https://sfdora.org

members and the University shall be the importance of high-quality research and scholarship and/or other creative or professional activities.

1.2.2 It is expected that academic staff members, as required by their rank and stream, shall actively participate in the evolution of their disciplines and professions, to remain current in their fields, and to disseminate the scholarly outcomes of their work in a variety of forms appropriate to their discipline or field.

1.2.3 In their particular fields of endeavor, academic staff members are expected to meet ethical standards for research and scholarship, to adhere to University policies with respect to ethical conduct, and to act with integrity and honesty in conducting and communicating their scholarly work.

1.2.4 Academic staff members are normally required to seek funding to sustain their program of research and scholarship where applicable, as defined in the relevant Faculty Guidelines (see Part A.3.7.vi.).

~~1.2.3~~1.2.5 Research and scholarship and/or other creative or professional activities *may* include:

i. fundamental research that creates new knowledge including research creation and creative practice,

ii. integration of knowledge which involves the synthesis of information across disciplines, and across topics within a discipline; research that involves entrepreneurship and/or innovation,

iii. systematic study of teaching and learning processes, including the scholarship of teaching and learning,

iv. application of knowledge to critically analyze texts, identify or solve a compelling problem in the community-at-large or challenge in society including knowledge engagement and transfer (the ways in which public and private sectors benefit from research), patents, and commercialization,

v. knowledge creation grounded in or engaged with Indigenous nations, communities, societies, or individuals that embraces the intellectual, physical, emotional and/or spiritual dimensions of knowledge and interconnected relationships with people, places and the natural environment. It is committed to building respectful relationships with Indigenous communities, valuing their existing strengths, assets and knowledge systems, and striving to meet community needs, through ethically and culturally appropriate means.

~~1.2.4~~1.2.6 Research and scholarship may take place individually or collaboratively and focus on one or more disciplines. High-quality research and scholarship will be measured by peer recognition and/or advancement to the discipline, and/or innovation, and/or creativity, and/or impact on society and community etc.

~~1.2.5~~1.2.7 Activities in research and scholarship vary among Faculties, and across disciplines and fields, encompassing different modes and activities, creative or professional achievements, in different ways consistent with disciplinary culture and practice and as delineated in the relevant Faculty Guidelines. Such activities shall normally be measured by the quality, originality, innovation, impact, entrepreneurial spirit, knowledge engagement, and community impact, and the pattern of the academic staff member's work appropriate to the discipline, field, or community.

1.2.6~~1.1.1~~ ~~It is expected that academic staff members, as required by their rank and stream, shall actively participate in the evolution of their disciplines and professions, to remain current in their fields, and to disseminate the scholarly outcomes of their work in a variety of forms appropriate to their discipline or field.In their particular fields of endeavor, academic staff members are expected to meet ethical standards for research and scholarship, to adhere to University policies with respect to ethical conduct, and to act with integrity and honesty in conducting and communicating their scholarly work.~~1.2.7<u>1.1.1</u> Academic staff members are normally required to seek funding to sustain their program ~~of research and scholarship where applicable, as defined in the relevant Faculty Guidelines (see~~ Part A.3.7.vi.).

1.2.8 The relative weighting of types of research and scholarship output may vary by discipline, or field (see Faculty Guidelines Part A.3.7.iv.). For example, in some disciplines, <u>the</u> publication of a high quality journal article or a refereed book in a national or international press is the summit of scholarly achievement. Some fields may require extensive efforts in community building before research and scholarship can occur. Knowledge engagement, social innovation, including Indigenous research and scholarship, or entrepreneurial activities, may result in different outputs, impact, and innovation. In other disciplines, presentations, lectures, and/or keynote addresses at international conferences, publications in conference proceedings or editing a journal, carry greatest weight. In others, the number and value of external grants received, and/or research contracts awarded are important indicators of research and scholarly activity. Similarly, a patent, contributions to policy, or a juried exhibition of artistic work may indicate significant creative and/or professional achievement.

1.2.9 In Faculties that prepare students for professional practice, contributions to the discipline of that profession shall be deemed relevant to satisfying research and scholarship requirements provided that they are of high quality and are acknowledged contributions to the field, that they flow primarily from research and scholarship, and that they have been subject to an informed review process and enhance the professional reputation of the academic staff member and the University.

1.3 Teaching

<u>1.3.1</u> Teaching is a major University function. The purpose of teaching is to facilitate learning and to guide the next generation of learners on their educational path.

<u>1.3.2</u> <u>As appropriate by their rank and stream and in the context of their workload assignment and Faculty Guidelines, academic staff members shall endeavour to maintain and improve the quality of instruction by reflecting upon their teaching practice and engaging in pedagogical development opportunities as needed.</u>

<u>1.3.3</u> <u>As required by their rank, stream, and workload assignment, and in accordance with the relevant Faculty Guidelines, it is expected that academic staff members contribute to teaching. This may include contributing to the creation, content, implementation and delivery of undergraduate and graduate academic courses, being accessible to students for consultation and mentorship, performing the teaching component associated with the supervision of undergraduate and graduate students, and performing other activities in which members engage to prepare and</u>

deliver academic programming.

1.3.4 Academic staff members are expected to create and maintain a respectful and inclusive environment that facilitates effective instruction, supervision, and learning, to adhere to University policies with respect to teaching and instruction, and to act with integrity and honesty in teaching and supervising.

~~1.3.2~~1.3.5 Academic staff members with teaching responsibilities are required to demonstrate teaching effectiveness. Approaches to teaching and learning should be ~~pedagogically~~ evidence-informed and grounded in a ~~clearly articulated~~ teaching, supervision, and/or mentorship philosophy, as applicable. ~~Teaching effectiveness and expertise are characterized by high-impact teaching and learning strategies to improve student learning and include a demonstrated ability to apply pedagogically informed teaching and learning experiences.~~ within the context of the relevant discipline/s and Faculty Guidelines.

~~1.3.3~~1.3.6 Teaching may take different forms such as direct or classroom instruction at undergraduate and/or graduate levels, as well as competency-based education, and/or field and practicum supervision. Teaching activities may include lectures, seminars, tutorials, laboratories, clinical sets, advising/counselling, creating lesson plans, assessments, grading, and examinations, and upholding academic integrity. Delivery of instruction and support of student learning may be face-to-face, online and blended and may occur inside and outside of the classroom, on and off campus (including land-based education), in collaboration with other instructors, other faculties, associated institutions, community organizations or with Indigenous knowledge-keepers and communities.

~~1.3.4~~1.3.7 Teaching may also include supervision or co-supervision of undergraduate or graduate students, post-doctoral scholars, and other trainees. In this context, teaching activities may include critical evaluation of written work, advice, and guidance to trainees on their research methods and experimental approaches, supervision of experiential activities, participation on supervisory committees, or serving as an external examiner.

~~1.3.5~~1.3.8 Mentorship of undergraduate or graduate students, post-doctoral scholars, and/or other trainees, and/or colleagues, is also an important dimension of teaching. Mentoring activities may include one-on-one or group discussions, sharing knowledge, and providing advice and guidance/counselling. These mentorship activities may include career planning, goal setting, development of a *curriculum vitae*, employment opportunities, and/or other direction that is instrumental to a successful educational experience in the University and beyond.

~~1.3.6~~1.3.9 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~~informed 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~~1.3.10 The University also recognizes the legitimate role of academics in collaborating with partners in knowledge creation and innovation, or as 'knowledge brokers' in transferring new knowledge and innovations to persons in government, business, industry, the professions, and broader communities through the organization and presentation of seminars, workshops, and short courses.

1.4 Service

1.4.1   Academic staff members have a responsibilityare expected to contribute through service to move the institution forward through collegial governance, to advance academic disciplines, and to impact communities and society. Service means active participation and shared responsibility in academic governance, and development in matters relevant to the progress and welfare of the academic staff member's Department, Unit, Faculty, Institution, discipline, and profession.

1.4.2   All academic staff members are expected to collaborate in the creation of an inclusive, respectful, and safe environment in which diversities of opinion and views are valued.

1.4.21.4.3   The degree and number of service activities to which an academic staff member contributes may vary depending on career stage, rank, and stream. Appropriate levels of service shall be expected of each rank. Nevertheless, for individuals whose duties include research and scholarship as well as teaching, the normal expectations for these duties cannot be fulfilled by service activity in the absence of written agreements with the Dean. Meeting the expectation for service should normally require a smaller portion of effort than is required for the functions of research and scholarship as well as teaching.

1.4.31.4.4   Service to the University may include participation in Program or Unit-level, Department or Division, Faculty, and University committees, councils, task forces, *ad hoc* teams, and governing bodies, or other parts of the University including the Faculty Association. Activities that

contribute to upholding academic and research integrity across various parts of the academy shall also be considered as important service contributions to the University.

1.4.41.4.5   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.

1.4.51.4.6   Service to the community and general public takes place in several forms. Public or community service involves the contribution of an academic staff member's professional and disciplinary expertise to the community and public-at-large in association with their University appointment. Academic staff members may contribute to general, professional, or cultural communities, the province, and the nation, as well as globally, by reciprocal application of their scholarly or professional expertise, knowledge engagement and transfer, thereby bringing recognition to the University. Other service to the community that flows from the discipline, or field, or that accrues through other distinguished service to the University and/or the community may be acknowledged when it brings distinction to the University and/or community.

1.4.61.4.7   With regard to all service activities as outlined above, serving as Chair/Co-Chair or Executive Membership, for example, could carry significantly more weight than that of membership. Serving as Editor or Associate Editor, or as a member of an Editorial Board for a

journal or similar body, for example, could also carry significantly more weight than that of reviewing. It is the role of the Head or equivalent to take into account the time commitment and role that an academic staff member takes on in various service assignments.

1.4.71.4.8   Academic staff members may also contribute service to specific communities requiring significant time commitment to establish trust, depth and stability, thereby integrating the University with its communities. In some instances, such contributions may be a necessary element of their research and scholarship activities that should be recognized in considerations for Tenure and Promotion, and in MeritAcademic Performance Assessment.

1.4.81.4.9   Formal and informal service commitments across the University are often disproportionally expected from academic staff members of under-represented groups. Their commitment to offer a diversity of perspectives and experiences on committees and other decision-making bodies supports the University in making the best possible decisions and to establish an inclusive campus for all. Such contributions shall be considered in Tenure and Promotion, and in MeritAcademic Performance Assessment.

1.5   Administrative Duties

In accordance with Articles 28.3 and 29.2.3 of the *Collective Agreement*, the quality of administrative leadership shall be recognized when evaluating academic staff for Tenure and Promotion, and for MeritAcademic Performance Assessment. Administrative duties can take the form of formal appointments or may occur informally.

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

2.1   General Considerations

2.1.1   The following paragraphs set out the hiring, transfer, or promotion requirements for academic staff members across ranks and streams for a) the teaching and research stream, and b) the teaching-focused stream as well as administrative and professional streams. These requirements describe the level at which academic staff members in each rank and stream are expected to contribute to research and scholarship, teaching, and service.

2.1.2   As a principle, expectations increase in relation to rank. As academic staff members progress through the ranks, they may take on a variety of roles in a University community and in their professions, and the vitality of the University community, the academic disciplines, and the broader community or society depends upon their commitment and involvement.

2.2   Hiring, or Transfer Requirements for Assistant Professor

2.2.1   Appointment to the rank of Assistant Professor normally requires completion of the highest rank of academic training in a discipline or field. Evidence or promise of original high-quality research and scholarship and future development as a scholar must be present. Where appropriate to the proposed program of research and scholarship, evidence or promise of the applicant's ability to obtain funding may also be required (see also Part B.1.2.7). Appointment to the rank of Assistant Professor may also require evidence or promise of teaching proficiency or professional activity.

2.3   Hiring, Transfer, or Promotion Requirements for Associate Professor

2.3.1 Appointment at, transfer into, or promotion to the rank of Associate Professor normally requires evidence of high-quality research and scholarly activities, evidence of teaching effectiveness (as outlined in Part B.1.3) and an appropriate record of service.

2.3.2 Appointment at, or promotion to, the rank of Associate Professor normally requires evidence of an established academic program of a calibre equivalent to national recognition by peers. According to discipline or field, indicators may vary. Within the context of this paragraph, some *examples* are as follows:

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

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

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

iv. keynote address or invited speaker to conferences, seminars, or workshops, at the local, regional, national or international level, relevant to the discipline or field,

v. service as an expert to a recognized organization,

vi. election or appointment as a member or leader of a scholarly society,

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

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

2.3.3 For appointment at, or promotion to, the rank of Associate Professor, it is expected that a record of high-quality research and scholarship such as peer-reviewed or refereed presentations or publications in an academic, community or artistic forum suitable to the discipline or field has been achieved, or that other measurable contributions to professional practice, knowledge engagement, innovation, or entrepreneurship have been achieved. Evidence of ability to obtain funding to sustain a research program is normally required (see also Part B.1.2.7).

2.3.4 In some disciplines or fields, and depending upon assigned duties, appointment at or promotion to the rank of Associate Professor may require the academic staff member to have successfully taught a variety of courses and provided evidence of teaching effectiveness (e.g., as part of a Teaching Dossier). This may be demonstrated by contributing to course and/or curricular development, serving as a member of graduate student supervisory committees, providing trainee mentorship, and/or demonstrating successful supervision or co-supervision of undergraduate or graduate students, post-doctoral scholars, and/or other trainees. Teaching effectiveness and expertise also includes a demonstrated ability to design learning experiences grounded in a clearly articulated teaching, and/or mentorship, and/or supervisory philosophy (see also Part B.1.3.2 to B.1.3.5).

2.3.5 For appointment at, or promotion to, the rank of Associate Professor, a satisfactory record of and active involvement in university, professional or community service that has demonstrated commitment to the Department, Unit, Faculty, University or wider community is also expected, as defined in the relevant Faculty Guidelines.

2.3.6 When an academic staff member holds a tenure-track appointment at the rank of Assistant Professor, the granting of promotion to the rank of Associate Professor normally carries with it the granting of tenure.

2.4 Hiring, Transfer, or Promotion Requirements for Professor

2.4.1 Appointment at, transfer into, or promotion to, the rank of Professor is reserved for those whose academic achievements would normally be recognized by their peers within the University and beyond to

be of a calibre equivalent to international standing and as outstanding in their community, discipline, or field. According to discipline or field, indicators may vary. Within the context of this paragraph, some *examples* are as follows:

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

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

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

     iv. keynote address or invited speaker to high-calibre conferences, seminars, or workshops, at leading venues,

     v.   invitation to contribute to edited collections,

     vi. service as peer reviewer or Editorial Board member for journals or granting bodies including *ad hoc* reviewing,

     vii. participation in preeminent or influential research networks, consortia, or research teams,

     viii. service as an expert to a recognized organization,

     ix. selection or appointment as a member or leader of a 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 professorial stream, appointment at, or promotion to, the rank of Professor normally requires a sustained body of research and scholarship that has impacted the community, discipline, or field in a significant way, evidence of an on-going research program sustained by peer-reviewed external or industry grants, where applicable, and defined by the relevant Faculty Guidelines, or other contributions to knowledge engagement, innovation, or entrepreneurship, or creative or professional practice. Notwithstanding the importance of teaching expertise and effectiveness, appointment at or promotion to the rank of Professor shall only be recommended when the academic staff member is recognized to be of a calibre equivalent to international standing on the basis of research and scholarship, equivalent creative activity, ~~orprofessional~~or professional contributions to the relevant community, discipline, or field as described in Part B.2.4.1.

2.4.4   Depending upon assigned duties, appointment at, or promotion to, the rank of Professor normally requires evidence of teaching effectiveness (e.g., as part of a Teaching Dossier) at the undergraduate and graduate levels and/or educational leadership. An established track record of supervising or co-supervising undergraduate or graduate students, post-doctoral scholars and/or other trainees, supervisory and/or examining committee membership, and/or mentorship activities, may also be required. Teaching effectiveness and expertise also includes a demonstrated ability to design learning experiences grounded in a clearly articulated teaching, and/or mentorship, and/or supervisory philosophy (see also Part B.1.3.2 to B.1.3.5).

2.4.5   Appointment at, transfer into, or promotion to, the rank of Professor normally requires a distinguished record of service contributions to the institution, the appropriate discipline and profession, and/or broader community.

2.5   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 related to teaching and learning may be necessary. Commitment to, or experience with, defining learning goals, supporting student learning activities and engagement, and creating assessment strategies may also be required.

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

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

2.6.1   In addition to the requirements for an Assistant Professor (Teaching), appointment at, transfer into, or promotion to, the rank of Associate Professor (Teaching) requires evidence of teaching effectiveness (e.g., as part of a Teaching Dossier), a demonstrated ability to apply scholarly approaches to teaching and learning and student engagement, to design student learning experiences and assessment strategies grounded in a clearly articulated teaching philosophy, and to engage in scholarly, professional, or creative activities that inform and expand the academic staff member's knowledge base as an Associate Professor (Teaching). Depending on duties assigned, and as defined in Faculty Guidelines (see Part A.3.7.xiii.) 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, transfer into, or promotion to, the rank of Associate Professor (Teaching) requires the continuous development and demonstration of a scholarly foundation for designing and implementing innovative teaching and that supports student learning, ability to create respectful and inclusive learning environments that promote student engagement, participation in professional learning activities, networks, and communities, and engagement in reflective practice to adjust and strengthen one's teaching, learning and assessment practices.

2.6.3   Appointment at, transfer into, or promotion to, this rank may also require a satisfactory record of and active involvement in educational activities such as engagement in professional, University or community service that has demonstrated commitment to advancing teaching and student learning within the Department, Faculty, Unit, University, or broader community.

2.6.4   When an academic staff member holds a tenure-track appointment at the rank of Assistant Professor (Teaching), the granting of promotion to Associate Professor (Teaching) normally carries with it the granting of tenure.

2.7　Hiring, Transfer, or Promotion Requirements for Professor (Teaching)

2.7.1　In addition to the requirements for Associate Professor (Teaching), the rank of Professor (Teaching) normally requires a demonstration of the highest quality of contributions to a research-informed practice of, and reflective inquiry into, teaching and learning. This rank is reserved for those who are outstanding in their discipline or field and recognized for their leadership contributions to teaching and learning. Appointment at, transfer into, or Promotion to Professor (Teaching) requires documented evidence of distinguished achievement in three of the following four categories:

    i.　<u>professional learning and development</u>: engaging in professional development to improve teaching and student learning,

    ii.　<u>research and scholarship</u>: consulting relevant scholarly sources to design and implement teaching and learning experiences, conducting and sharing research and scholarship on teaching and learning to advance knowledge in the teaching and learning community,

    iii.　<u>mentorship</u>: supporting the teaching and academic development of faculty and students,

    iv.　<u>educational leadership</u>: activities that advance teaching and learning communities by sharing expertise that helps others to strengthen their teaching practice.

2.7.2　Notwithstanding demonstrated distinction in teaching effectiveness and expertise, appointment at, transfer into, or promotion to, the rank of Professor (Teaching) shall normally only be recommended where the academic staff member has clearly established an outstanding reputation, demonstrated through educational leadership contributions to the theory and practice of teaching and learning, and by impact on, or innovation within, the relevant community, discipline or field, resulting in distinguished peer-recognition. According to discipline or field, indicators may vary.

Some *examples* are as follows:

    i.　advanced innovations in teaching and learning with impact beyond the classroom,

    ii.　participation in, and/or leadership of, professional learning activities, and/or networks (e.g., learning communities, workshops, seminars, peer evaluations) to share teaching and learning expertise with others,

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

    iv.　dissemination of research and scholarship in the broader community (e.g., Department/ Faculty/University presentations and workshops, conference presentations and proceedings, keynote addresses or invited speaker, white papers, journal articles),

    v.　educational leadership responsibilities within Department, Faculty, Unit, University or broader community,

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

2.7.3　Appointment at or promotion to the rank of Professor (Teaching) also requires a distinguished record of service contributions to the institution, the appropriate discipline, and profession, and/ or broader community.

2.8   Requirements for Academic Staff in Administrative and Professional Streams

2.8.1   Librarians

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

2.8.2   Counsellors

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

2.8.3   Other (Administrative and Professional Academic Staff)

2.8.3.1 Criteria with respect to administrative and professional academic staff members shall be established by the appropriate Vice-President or delegate with due regard to the historic duties of the position and after meaningful consultation with the academic staff member(s).

2.8.3.2 A review of these approved criteria may be initiated by either party prior to the commencement of a calendar year. The review and any modification of criteria and duties shall be carried out by the process outlined in Part B.2.8.3.1.

3   Criteria for Renewal, Transfer, Tenure and Promotion

3.1 General Considerations

3.1.1 Renewal of a tenure-track appointment requires a determination that, given the quality and pattern of career performance of the academic staff member, there is a reasonable likelihood that they will be able to successfully apply for an appointment *With Tenure* at the University of Calgary within the time allowed.

3.1.2 Achieving tenure and promotion is a milestone in an academic career and an expression of a university's commitment to the academic staff member who is making the application. Criteria applied in Tenure and Promotion processes have, however, been shown to be subject to implicit bias – the attitudes or stereotypes that can affect our understanding, actions, or decisions, in an unconscious manner. It is important for members of Faculty Tenure and Promotion Committees (FTPC) to recognize that bias may be present and to critically reflect on same when reviewing applications and referencing relevant criteria.

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

3.1.4 Advancement to a higher rank is not automatic. Continued growth in research and scholarship,

teaching, and service is typically required for all ranks and streams according to assigned duties. Outstanding performance in one area normally cannot substitute for insufficient performance in another.

3.2   Tenure and Promotion in the Teaching and Research Stream

3.2.1 Granting of an appointment *With Tenure* requires a determination that, given the quality and pattern of career performance of the academic staff member, there is a substantial likelihood that they will be able to sustain a career as a productive researcher and scholar, effective teacher, and active contributor to the University of Calgary community.

3.2.2 When an academic staff member applies for an appointment *With Tenure* in the Teaching and Research Stream, the FTPC shall seek evidence that the academic staff member has been successful in meeting criteria for the rank, as set out in Part B.2. To this end, the FTPC shall:

i.   review evidence of the accomplishments of the academic staff member in research and scholarship, teaching, and service, or other assigned duties, both over their entire career and since appointment at the University of Calgary,

ii.   then consider the overall career pattern of the academic staff member, taking into account the time elapsed since completion of the highest degree, or professional designation, accomplishments in positions prior to employment at the University of Calgary, and other relevant factors, and,

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

3.3   Tenure and Promotion in the Teaching-Focused Stream

3.3.1 When an academic staff member applies for an appointment *With Tenure* in the Teaching-Focused Stream, the FTPC shall seek evidence that the academic staff member has been successful in meeting criteria for the rank as set out above in Part B.2.

3.3.2 The granting of an appointment *With Tenure* and Promotion to Associate Professor (Teaching*)* requires a determination that, given the quality and pattern of career performance of the academic staff member, there is a substantial likelihood that they will be able to sustain a productive career as an effective teacher and active contributor to the University of Calgary community.

To this end, the FTPC shall:

i.   review evidence of the accomplishments of the academic staff member in teaching and learning, service, any other assigned duties, and engagement in other scholarly activities that inform and expand the academic staff member's knowledge base, both over their entire career and since appointment to the University of Calgary,

ii.   consider the overall career pattern of the academic staff member, taking into account the time elapsed since completion of the highest degree or professional designation, accomplishments in positions prior to employment at the University of Calgary, and other relevant factors, and,

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

3.4   Promotion to Professor or Professor (Teaching)

3.4.1 Advancement to the highest rank in Teaching and Research as well as Teaching-Focused streams is not automatic. Excelling in one area of criteria for ranks and streams normally cannot substitute for another. Rigorous standards are applied for evaluating research and scholarship, teaching, and service, or other assigned duties, in considering promotion to Professor or Professor (Teaching) to ensure that the academic staff member has achieved the recognition required for this rank as set out above in Part B.2. An academic staff member considering promotion to Professor or Professor (Teaching) should be an exemplary member of the academy who consistently demonstrates a high standard of achievement in all areas and roles and demonstrates due diligence in meeting assigned duties.

3.4.2 When an academic staff member applies for Professor or Professor (Teaching), the FTPC shall consider the complete career record of the academic staff member at the University of Calgary and elsewhere.

3.5   Transfer between Streams

3.5.1 In accordance with Articles 28.7.6 and 28.10 of the *Collective Agreement*, all provisions regarding promotion shall apply to the process of transfer between streams with the question being whether the academic staff member seeking the transfer meets criteria for the new rank. A tenured academic staff member may not apply for a rank that normally does not include tenure (e.g., Assistant Professor or Assistant Professor (Teaching)).

3.5.2 In the event that an academic staff member wishes to apply to transfer from one stream to another (i.e., teaching and research stream to teaching-focused stream or teaching-focused stream to teaching and research stream), the same criteria as outlined above must be met. In the event that an academic staff member meets these criteria, the FTPC members shall evaluate them based upon the rank and stream to which they are transferring, ensuring that all criteria as set out above, and in Faculty Guidelines, have been met.

3.6   Additional Considerations for Renewal, Tenure and Promotion

3.6.1 Outside Professional Activity shall be considered in determining career advancement to the extent that any such activity contributes to fulfilling the obligations of the academic staff member to the University and to enhancing the stature of the University.

3.6.2 Notwithstanding the payment of administrative honoraria, the administrative role and the quality of academic administration and leadership provided shall be taken into account when considering the overall performance of the academic staff member where relevant to Tenure and Promotion.

3.6.3 With regard to Tenure and Promotion, materials in support of demonstrating teaching effectiveness shall be included in the Teaching Dossier of the academic staff member as laid out in Appendix 28A of the *Collective Agreement*.

3.7 Renewal, Tenure and Promotion in Administrative and Professional Streams

In Administrative or Professional streams, granting an appointment *With Tenure* requires a determination that, given the quality and pattern of the academic staff member's career performance, there is a substantial likelihood that they will be able to sustain a career as a productive and effective member of, and active contributor to, the University of Calgary community. To this end, the FTPC shall:

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

ii. then consider the academic staff member's overall career pattern taking into account the time elapsed since completion of their highest degree of professional designation, accomplishments in positions prior to employment at the University of Calgary, and other relevant factors, and,

iii. in assessing the evidence presented to it, use criteria provided in the relevant Unit Guidelines or criteria referred to above.

4 Criteria for ~~Merit~~Academic Performance Assessment

4.1 General Considerations

4.1.1 In assessing performance and ~~assigning merit~~determining PTR and nominating academic staff members for OAA, the Head or equivalent shall base their assessments on the requirements set out in ~~Part~~Parts B.1 ~~and,~~ B.2, and B.4 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~~PTR and OAAs shall be assessed on the full duties performed by the academic staff member.

4.1.4 Article 29.2.3 of the *Collective Agreement* states that notwithstanding the payment of administrative honoraria, the administrative role and the quality of academic administration and leadership provided shall be taken into account when considering the overall performance of academic administrators and others who ~~serve in formally appointed~~perform administrative ~~leadership positions~~tasks. Academic staff members who serve their academic units, faculty or the University in administrative roles, including as Department Heads, Associate Deans, Program or Institute Directors, or other equivalent roles shall also be assessed on the quality of their leadership, e.g., how they have advanced the academic mission of their portfolio, displayed vision, implemented plans and strategies, advanced a culture of high-quality research and scholarship, teaching and service, and created meaningful and relevant academic programs.

4.1.5 Article 29.2.5 of the *Collective Agreement* states that criteria for ~~assessing~~the assessment of individual academic staff members in positions outside the ~~professorial, instructor~~Teaching and Research, Teaching-Focused, librarian, curator, archivist, educational development consultant, and counsellor streams shall be based on the duties assigned at the time of hiring, and as mutually amended by the academic staff member and ~~supervisor~~Dean over time, or as agreed to by the Provost and Faculty Association.

1.1.1 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.~~

~~1.1.2   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.~~

4.1.6 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.~~recommendations to the Dean in cases where the Head believes that the academic staff member is not meeting the standards for a PTR increase. These written recommendations must describe how the academic staff member is deficient in meeting the standards outlined in this document and Faculty Guidelines.

4.1.7 In assessing performance ~~and assigning merit~~, the Head or equivalent shall consider the possible inequities in workload and assigned duties affecting members of under-represented groups as outlined in Part B.1.4.8.

4.1.8 ~~The~~In assessing performance, the Head or equivalent shall also take into consideration ~~when assessing performance and assigning merit,~~ instances where research and scholarship and/or teaching and/or service activities of academic staff members ~~has~~have been substantially impacted by a *Force Majeure* as described in Part B.1.1.5.

4.1.9 Outside Professional Activity for remuneration shall not normally be counted as service for the purposes of ~~Merit~~Academic Performance Assessment.

4.2 PTR Increases

4.2.1   PTR Increases are the annual increases to Rank Salary for academic staff members who, over the assessment period, meet the expected standards of performance for their rank and stream as outlined in this document and the relevant Faculty Guidelines.

4.3 OAAs

4.3.1 OAAs are intended to recognize excellence and an academic staff member's exceptional and outstanding performance.

4.3.2   OAAs may be awarded to individuals, consistent with the provisions in the Collective Agreement on a competitive basis who, over the assessment period, significantly exceeded expectations in one or more categories while meeting expectations in all other categories for their rank and stream as outlined in this document and the relevant Faculty Guidelines.

4.3.3 When comparing applications for OAAs, evaluators must consider the quality and impact of the academic staff member's performance.

4.3.4   As a principle, expected standards of performance increase in relation to rank.

~~4.2~~4.4 Criteria for Assessing Research and Scholarship Activities

4.2.1 4.4.1   Research and scholarship are major functions in a research-intensive university. Through research and scholarship, academic staff members contribute to innovation and advancements in their discipline, field, and communities, and to the solving of challenges that societies face, both locally and globally.

4.2.24.4.2   The assessment of research and scholarship activities shall be based upon expectations outlined in Part B.1 and, across different ranks and streams in Part B.2, Part B.4, and the relevant Faculty Guidelines.

4.2.34.4.3   All research, scholarship, and other creative activities shall be assessed on the merits of the work, regardless of the form in which they appear, and subject to the same rigor of informed peer review or appropriate refereeing. It may be important for Heads and/or Deans to engage in post- publication review to assess value and impact where traditional peer review is not appropriate or applicable.

4.2.44.4.4   Faculties will articulate how and when the Faculty credits scholarly work in various stages of publication (see Part A.3.7.x.).

4.2.54.4.5   In assessing research and scholarship activities, the Head or equivalent and the members of the FMC,FAC 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.

4.34.5 Criteria for Assessing Teaching Activities

4.3.14.5.1   Teaching is a major function of the work academic staff members perform at the University. The development, renewal and delivery of undergraduate and graduate level courses, and the evaluation, supervision or co-supervision, and mentorship of trainees, are part of the teaching responsibilities of all academic staff members. The assessment of teaching activities is a critical step for constructively and continuously improving the quality of teaching and the student experience across the University.

4.5.2   In assessing teaching activities, the Head or equivalent as well as the members of the FAC shall refer to criteria for teaching, as set out in Part B.1 and B.4, and criteria established for teaching for academic staff members in different ranks and streams, as set out Part B.2.

4.3.24.5.3   Teaching expertise and effectiveness shall be assessed as part of the performance review for merit assessmentAcademic Performance Assessment purposes. Such evaluation should consider all ways academic staff members address their teaching responsibilities and interact with undergraduate or graduate students, post-doctoral scholars, and/or other trainees. Evaluations of teaching activities should also consider the extent of innovation, preparation, reflection and integration of current knowledge, level of interest, direction, and encouragement demonstrated by the academic staff member. Participation in teaching development programs and/or seeking expert opinion to assist in improving teaching and learning shall be viewed as an indication of commitment to teaching. In some disciplines, seeking the advice of Indigenous knowledge keepers should also be considered.

4.3.34.5.4   Assessment of teaching activities shall be multi-faceted and, in particular, shall not be

based primarily on any one method of evaluation. No single tool or activity is sufficient to assess teaching expertise and effectiveness. Multiple sources of evidence shall be used to obtain a holistic picture of the teaching expertise and effectiveness of the academic staff member. This may include self-reflection, examples of student work and achievements, multiple sources of student feedback, teaching awards and nominations, peer review and observation, sample course design and assessment materials, teaching innovations, presentations/publications in teaching, professional learning related to teaching, examples of success in mentorship and supervision, and educational leadership activities, as well as any other assessments provided by the academic staff member to the Head or equivalent.

4.3.44.5.5   Evaluations of teaching should state the basis for the assessment (e.g., student feedback, peer review, classroom or laboratory visits by the Head or equivalent). It is helpful to members of the FMCFAC if the Head or equivalent outlines the extent, nature, and significance of an academic staff member's time commitment and contributions to teaching.

1.1.3   In assessing teaching activities, the Head or equivalent as well as the members of the FMC shall refer to criteria for teaching, as set out in Part B.1, and criteria established for teaching for academic staff members in different ranks and streams, as set out Part B.2.

4.3.54.5.6   In assessing teaching activities, supervision or co-supervision of undergraduate or graduate students, post-doctoral scholars, and/or other trainees, mentorship, the participation on supervisory committees, and/or serving as an external examiner, shall be considered where applicable.

4.44.6 Criteria for Assessing Service Activities

4.4.14.6.1   Service is an important function of the work academic staff perform at the University. Service activities move the institution forward through collegial governance, advance academic disciplines, and impact communities and society. Academic staff members also perform important administrative tasks that may not be subject to a formal appointment; this work should be recognized and assessed as a contribution to service.

4.6.2   In assessing service activities, the Head or equivalent and the members of the FAC shall refer to criteria for service as set out in Part B.1 and Part B.4, and criteria established for service contributions for academic staff members in different ranks and streams as set out in Part B.2.

4.4.24.6.3   In evaluating service contributions, the Head or equivalent should assess the information provided by the academic staff member on the nature and type of service activities, the time commitment, significance, and impact of these service activities, and include into the written assessment.

1.1.4   In assessing service activities, the Head or equivalent and the members of the FMC shall refer to criteria for service as set out in Part B.1, and criteria established for service contributions for academic staff members in different ranks and streams as set out in Part B.2.

PART C

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

1.   General Considerations

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

2.   Position Posting

The objective of an Academic Appointment Selection process is to appoint highly qualified, excellent, and diverse candidates to the University who have the potential and/or track record to become exceptional, recognized scholars. For all appointees to realize their full potential at our university, we will foster and promote guiding principles of **inclusive excellence** – recognizing the integral relationship between diversity and quality in research & scholarship, teaching, and service. It envisions diversity and quality as *"two sides of the same coin."* Inclusive excellence also addresses the critical role that diversity of identify, background, and perspective play in harnessing creativity and innovation, and the importance of building an inclusive and collegial community.

2.1   Faculty Guidelines will direct the responsibility for drafting a position posting to any one of the Dean's office, the Head or equivalent, the Academic Appointment Selection Committee or its Chair (see Part A.3.7.xviii.); however, final approval of the posting by the Dean, or Vice-Dean is required before publication. In Academic Units outside of Faculties, the position drafting, and approval will reside with the Dean.

2.2   Prior to the commencement of candidate interviews for a position, the position shall be advertised for a minimum of 30 days outside of the University. In order to bring the Position Posting to the attention of a diverse pool of applicants, faculties should consider conventional venues (e.g., national university news publications, discipline-specific professional organizations, or other academic publications), as well as unconventional venues such as social media, job portals, and electronic mailing lists (e.g., listservs) to which members of equity-deserving groups subscribe.

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

2.4   The individual identified in Part C.2.1, drafts the Position Posting which shall normally include:

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

ii.   rank and stream as well as type of appointment. Where multiple ranks or streams are to be considered, the position posting shall normally state such at the outset,

iii.   anticipated effective date of appointment,

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

v. a description of the qualifications, skills and achievements required for the appointment, and presented in an objective, equitable and inclusive way to attract a diverse applicant pool, based on criteria described in Part B.2,

vi. closing date for receipt of applications (see Part C.2.2) or a statement that reflects that the Position Posting will close before the ranking of the candidates by the Academic Appointment Selection Committee or, an option for on-going recruitment until the position is filled,

vii. an expectation of the information to be included with applications. This may include as relevant to the position, a current *curriculum vitae*, statement of teaching philosophy, statement of research interest, samples of scholarly work, and if applicable, an equity and reconciliation statement. Depending upon the required background, skills, and experience, a narrative statement or Most Significant Contributions may also be solicited.

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

ix. a statement that the position is available to a wide range of applicants, National and/or International applicants, where applicable,

x. a statement that while the search is seeking the best applicant for the position, by law, preference will be given to Canadian citizens or permanent residents, and,

xi. a meaningful institutional Hiring Statement that:
   - expresses commitment to EDIA
   - encompasses recognition of indigenous engagement, truth and reconciliation, and
   - includes reference to the principles of DORA.

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

2.6 The Dean may decide to engage a search firm to support the Committee in facilitating and broadening the search for candidates; in this case, all of the above requirements in Part C.2.4 must be followed. The Dean shall ensure that the search firm's process aligns with the University's commitments to EDIA and reconciliation.

2.7 At least once every three years, the Hiring Statement (see 2.4.xi) shall be reviewed by the Vice Provosts (EDI and Indigenous Engagement), and the Vice-President (Research), in conjunction with the Handbook Working Group and administered by Human Resources.

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

Academic Selection and Appointment belong to the most important processes at the University. Competing for the best, most talented, and promising faculty Nationally and Internationally, requires an efficient and time-conscious process to which all those involved in the search process

must contribute to allow academic units to recruit and appoint their top candidates.

3.1 Academic Appointments Selection Committee Composition

3.1.1 All Academic Appointment Selection Committees are advisory to the Dean. Faculty Guidelines will assign who is responsible for the selection and appointment of the Academic Appointment Selection Committee. The Chair of the selection committee will confirm that the committee composition aligns with the Faculty Guidelines in discussion with the Dean, if the Dean is not the Chair.

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

i. Chair (voting only to break a tie): Dean or delegate (e.g., the relevant Head in departmentalized Faculties),

ii. three to five voting members either elected or appointed, as described in the relevant Faculty Guidelines, from the Continuing, Limited Term and Contingent Term academic staff members of the Home Unit, with a majority of these members holding a Continuing appointment,

iii. at least one voting member either elected or appointed as described in the relevant Faculty Guidelines, who holds an appointment as an academic staff member within the Faculty but is outside the affected discipline or Department, as applicable,

iv. at least one voting member who is a Continuing academic staff member from outside the Faculty and any applicable Conjoint Unit, either elected by Faculty Council or appointed by the Dean, as described in the relevant Faculty Guidelines. This Committee provides a perspective beyond the interests of the discipline or Faculty and has a particular role in observing both the fairness of the proceedings and appropriate application of criteria,

v. a graduate student or other trainee from the relevant discipline may be appointed by the Chair as either a voting or non-voting member, as described in the relevant Faculty Guidelines. If student representation on the committee is not required, Faculty Guidelines must describe a mechanism to account for informed student opinion or other forms of student feedback, and,

vi. if applicable to the hire, one or two additional members who do not hold an academic appointment may be appointed as either a voting or non-voting member, as described in the Faculty Guidelines. Such committee members (e.g., clinical appointees, *emeriti,* members of Deans' advisory council, industry experts, non-academic specialists within the unit, other community members, or Indigenous knowledge keepers) provide additional professional, cultural or community expertise that is not otherwise present in the committee makeup.

3.1.3 The number of Committee members from the hiring discipline(s) (as described in Part C.3.1.2. ii.) shall be greater than or equal to the number of Committee members from outside the discipline(s) (as described in Part C.3.1.2.iii., iv., and vi.). The Dean can appoint additional members from the discipline to balance the Committee.

3.1.4   Where circumstances make it necessary to deviate from the committee composition outlined in Part 3.1.2 above, the committee makeup may be modified by the Chair, while endeavouring to remain as consistent with the above rules as possible. If the Chair is not the Dean, any such deviations are subject to confirmation by the Dean.

3.1.5   In the case of cross appointments, the Chair shall be drawn from the Home Unit, and the Committee members as described in Part C.3.1.2.ii. shall be evenly drawn from the Home Unit and Conjoint Units. In cases where the appointment is not evenly divided across Units, the proportion from Home and Conjoint Units shall reflect this.

3.1.6   In the case of an appointment where the academic staff member is likely to be seconded, the Faculty Guidelines may provide for one or two additional Committee members who are academic staff members of the receiving Department, Faculty or Unit.

3.1.7   Committee composition shall reflect the university's commitment to diverse representation that is inclusive, and with due consideration to ameliorating under-representation, and to the equity needs of the hiring unit(s). In the case of a lack of representational diversity on the Committee, the Chair (or Dean) may fulfil the mandate of appointing additional members as outlined in Part C.3.1.2.iii., iv., and vi.

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

3.2   Responsibilities of Academic Appointments Selection Committees

3.2.1   The Chair shall:

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

ii.   ensure compliance with University policies,

iii.   act as the official spokesperson for the Committee,

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

v.   communicate with candidates,

vi.   communicate with individuals providing letters of reference,

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

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

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

x.   establish clear expectations with all Committee members regarding confidentiality of meetings, conflict of interest, and its management and documentation, EDIA and/or Indigenous Engagement and/or DORA training requirements, the planned interviewing, ranking, and selection processes designed to select excellent academic staff, and the proposed timeline for screening, short-listing, and interviewing potential candidates.

3.2.2   The Committee members shall:

i.   collectively develop criteria for evaluating candidates prior to reviewing any applications, including criteria that articulate academic excellence as well as consider diversity and a broad range of career paths, including those of applicants not based in a typical academic trajectory, and/or diverse skill sets which may encompass research & scholarship, teaching, or service activities are outside of mainstream forms,

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

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

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

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

vi.   develop a short list of candidates,

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

3.2.3   All members of the Committee have a responsibility to ensure the fairness of the proceedings, the appropriate application of criteria, and the reduction of implicit, overt and/or other types of bias and/or discrimination. The proceedings shall be inclusive and recognize practices that reflect EDIA communities, shared space, cultural safety, and intercultural capacity. Diversity of opinions from Committee members shall be welcomed and respected at all times. Any concerns regarding process shall be introduced and discussed at the Committee. All Committee discussions shall remain confidential.

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

3.3   Short-listing of Candidates

3.3.1   An initial short-listing of candidates based on previously established criteria may be determined at any time, provided that the vacancy has been advertised for a minimum of thirty (30) days, as described in Part C.2 Position Posting.

3.3.2   After the Committee has prepared a short-list of qualified candidates, and before the Committee proceeds to the interviewing stage, the Dean will be provided with the short-list for consideration and approval to move ahead. The Committee members are required to retain confidentiality around the short-list of qualified candidates, until or unless the list is made public.

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

3.4   Candidate Interviews

3.4.1   The interviewing process shall provide for access to the candidate(s) by the members of the relevant Faculty, Department or discipline(s) including a mechanism to solicit written feedback.

All such written feedback shall be reviewed and accorded appropriate weight by members of the Committee. Candidates will be informed that members of the relevant Faculty, Department or discipline(s) will be provided access to the candidates' *Curriculum Vitae.*

3.4.2   The Committee shall develop a core set of position-related interview questions designed to identify academic excellence, on which each candidate's evaluation will be based. Normally, these questions should be asked of all candidates during the committee interview to ensure consistency and to allow comparative judgments to be made. Behaviour-based questions are considered the norm, which means that hypothetical questions should largely be avoided in favour of questions that the candidate can answer by relying on past experience and examples. Committee members are not permitted to ask questions relating to protected grounds under the *AHRA*, except as otherwise permitted by law.

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

3.4.4   Good stewardship is essential during the interview process. To this end, candidates shall be provided with a chance for confidential discussions with Faculty and/or Staff members not directly involved in the search, who can provide information about schools, housing, childcare, places of worship, or any other types of information that might be needed for a candidate to envision themselves joining the community. Candidates may be introduced to Faculty members with similar research interests, if applicable.

3.4.5   All candidates shall receive the same tailoring of visits, and principles of equity, fairness and transparency shall be followed. If candidates require alternative arrangements, such arrangements will be accommodated, wherever possible. Specifically, candidates will be informed of:

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

   ii.   the components of the interview (e.g., a public research presentation, a teaching lecture, an interview with the Committee, meeting with staff and students, meeting with the Dean's office),

   iii. a detailed itinerary for their interview,

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

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

3.5   Final Ranking of Candidates

3.5.1   A final ranking process shall be applied to interviewed candidates who have been deemed by the Committee to have met the requirements for the position and considered to be excellent candidates for the position. This ranking process shall:

   i.   consider that the best-qualified candidates may not have the most years of experience, greatest number of publications, or largest number of academic accomplishments. For

example, many candidates may have articles published in non-peer reviewed journals on important issues, produce research to meet community needs for future generations of Indigenous peoples, or may be a recently appointed post-doctoral scholar with fewer accomplishments compared to one who has completed one or more post-doctoral scholarship positions,

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

iii. be aware that top-tier, mainstream platforms and venues and/or competitive research funding may not be available to scholars in particular and emerging fields of study,

iv. be mindful to avoid potential risks in using the concepts such as "fit" or "non-hire ability" which may lead to discrimination against equity-deserving groups and encourage indulgence in personal bias,

v. grant due consideration of any accommodations, leaves, career interruptions, or changes in career path.

3.5.2. The final ranking by the Committee shall remain confidential.

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

3.6   Recommendation of Appointment

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

3.6.2   In certain circumstances in which the proposed hire currently holds an appointment *With Tenure* at a different University, an Academic Appointment Selection Committee may recommend to the Dean, that the appointment be made *With Tenure* when considered in accordance with Articles 1.8 and 28 of the *Collective Agreement*.

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

3.6.4   The Dean may recommend the appointment of a candidate who was not the top-ranked candidate from the pool of interviewed candidates who have been deemed by the Committee to have met the requirements for the position. If the Dean's recommendation differs from the advice received from the Academic Selection Committee, the Dean shall inform the Provost &

Vice-President (Academic) and the members of the Committee and provide a rationale for their decision.

3.7   Letter of Appointment

3.7.1   During appointment negotiations and prior to the signing of the letter of appointment, individuals recommended for Continuing, Contingent Term, or Limited Term appointments must declare any employment obligations to, and appointments with, any other institution or organization, if these obligations or relationships will remain in effect after the commencement of their appointment to the academic staff of the University of Calgary. Individuals must also declare any relationships with other individuals, institutions, or organizations which could lead to an actual, potential or perceived conflict of interest.

3.7.2   Notwithstanding any prior correspondence with the Dean or Department Head, if applicable, only the President or designate [e.g., Provost and Vice-President (Academic)] may provide the official and binding letter of offer of an academic appointment to the candidate on behalf of the Board of Governors. This letter of appointment shall specify terms and conditions of employment and include an outline of the general duties and responsibilities.

3.7.3   When an academic staff member is to hold ~~anappointment~~an appointment in more than one Faculty, Department, or Unit, the ~~letterofappointmentshall~~letter of appointment shall include provisions as outlined in Part A.3.6, as appropriate.

3.7.4   When an academic staff member is appointed to a unit that is not a Faculty or equivalent, and has no recognized Faculty Guidelines, the letter of appointment shall clearly state the duties of the position and the initial criteria against which performance shall be assessed.

3.7.5   In the case of a joint or transdisciplinary appointment involving more than one Faculty:

    i.   the Provost shall determine which Faculties Guidelines shall be used for the purposes of hiring,

    ii.   the letter of appointment shall indicate which Faculty and Department (where applicable) shall be considered the Home Unit for the purposes of tenure, promotion, and ~~merit assessment~~Academic Performance Assessment (see also Part C.3.7.3). Where appropriate, this may include reference to the proportion of duties across the various Faculties/Departments,

    iii.   the Home Unit shall consult with all other Faculties/Departments involved in the joint or transdisciplinary appointment in making recommendations related to tenure, promotion, or ~~merit assessment~~Academic Performance Assessment.

3.7.6   In the case of a joint or transdisciplinary appointment involving more than one Department within a single Faculty, the letter of appointment shall indicate which Department shall be considered the Home Unit for the purposes of tenure, promotion, and ~~merit assessment~~Academic Performance Assessment and the proportionate distribution of duties (where appropriate).

3.7.7   In the case of an appointment where the individual is likely to be seconded within the University, either on a full or part-time basis, the length and percentage of the secondment shall be included in the letter of appointment whenever possible. The Home Unit shall consult with the

Department, Faculty or Unit where the academic staff member is seconded for the purposes of tenure and promotion, as well as ~~merit assessment~~Academic Performance Assessment.

3.8   Record Management

3.8.1   All official records from an Academic Appointment Selection Process shall be retained by Human Resources for two years and shall include complete records of all stages of the recruitment and selection process for each academic appointment, including selection criteria, copies of advertisements, publication venues, an outline of the active recruitment methods employed, copies of applicants' *Curricula Vitae*, and letters of recommendation. Personal meeting notes, recordings, and working materials will be destroyed upon conclusion of the hiring process.

3.8.2   Relevant official records outlined in Part C.3.8.1 may be made available to the Provost & Vice-President (Academic) and the applicable Vice Provost (EDI or Indigenous Engagement) upon request as appropriate, consistent with aggregated data analyses.

3.9   Applicant Concerns

An applicant may write to the Provost & Vice-President (Academic) regarding concerns related to AHRA legislation and may send a copy to the Faculty Association. After appropriate review and consultation, the Provost & Vice-President (Academic) may take whatever action, if any, is deemed necessary.

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

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

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

4.3   The members of the Ad Hoc Selection Committee, a majority of whom shall hold academic appointments, shall be appointed by the appropriate Senior Administrator in a manner consistent with the principles of Part C.2. to C.3., while recognizing the operational necessities of the position.

4.4   The procedures of the Ad Hoc Selection Committee shall be approved by the Provost & Vice-President (Academic) or delegate before the position is posted.

4.5   In situations when the selection process is for a senior position, the Ad Hoc Selection Committee may recommend that the appointment be made *With Tenure*. In such cases, the Committee must make its recommendation based on the career history of the applicant and relevant criteria for

the appropriate rank and stream and requirements for tenure, as described in Part B.1. to B.3. and in accordance with Articles 1.8 and 28 of the *Collective Agreement.*

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

4.7   External competition for academic staff positions outside of Faculties may ~~is~~ not normally be required where the promotion of an individual represents a normal career path. Internal advertising of the opportunity is, however, required.

5.   Expedited Extraordinary Procedures for Dual Career and Strategic Hiring

5.1   From time to time, it may be in the University's best interest to act expeditiously to be able to make an offer of employment for a Dual Career Hire or a Strategic Hire. In such cases, and subject to the requirements and limitations outlined in Part C.5.4 below, the expedited hiring procedures shall be considered equivalent to, and used *in lieu* of, the aforementioned formal Academic Appointment Selection procedures.

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

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

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

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

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

5.2.2   For a Partner Hire, neither job description nor Position Posting is required. The candidate is expected to meet the requirement of the rank and stream of the position.

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

5.3.1   Before commencing any expedited procedures described in Part C.5.4 for a planned Strategic Hire, the Dean of the Home Unit (into which the Strategic Hire is to be recruited) shall provide details in writing to the Provost and Vice-President (Academic) as to how the Strategic Hire meets the requirements set out below in Part C.5.3.2. and why the hire cannot be recruited using the normal recruitment procedures outlined above (see Part C.2 to C.3).

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

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

ii. has demonstrated unique research and scholarship, teaching activities and/or scholarly engagement that has resulted in a broad, heightened awareness of the perspectives of either Indigenous peoples or other equity-deserving groups in the community at large,

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

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

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

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

Examples include:

a. an individual at the highest rank of Professor or Professor (Teaching) whose reputation and international stature would significantly enhance the profile of the University,

b. an individual who brings to the University a unique and highly sought-after expertise related to an innovative, ground-breaking, cutting-edge area of research and scholarship, professional or technical expertise, industry or community partnerships, or creative and professional achievement that will bring world-class recognition to the University, or,

c. an individual who has been publicly recognized, nationally or internationally, for the impact of their scholarship on EDIA, Indigenous Engagement, and/or social justice.

5.4 Expedited Procedures for Dual Career and Strategic Hires

5.4.1 In all instances of Dual Career 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 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 Handbook Working Group will periodically review the necessity of this clause.

5.4.3 The committee composition requirements for a Partner or Strategic Hiring Committee (hereafter referred to as the "Hiring Committee") shall be the same as the requirements outlined in Part C.3.1, with the addition of one non-voting Faculty Association member who shall be required for *quorum*. At the discretion of the Chair, a resource person from Human Resources may also be invited to attend and advise on procedural matters.

5.4.4 In the case of a Dual Career Hire where the Partner 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 Dual Career or Strategic Hire, the Dean shall notify the Hiring Committee of the projected timing of the process. The Dean shall also provide (a) copies of these procedures, (b) the implication the proposed Hire would have with respect to other future hires in the Faculty, Department, or Unit, and (c) whether it is considered a regular hire or an additional hire (i.e., outside the Unit's hiring agenda).

5.4.6 By a date specified by the Dean, it will be the responsibility of the candidate to supply the information deemed relevant to the hire. For example, a *Curriculum Vitae*, teaching portfolio, an equity and reconciliation statement (in a format preferable to the candidate), references (in written or oral form), and/or evidence of scholarly work. In the case of an Indigenous Strategic Hire, evidence of the candidate's engagement of, or connection to, Indigenous community or communities may be required. This information shall normally be made available to the Hiring Committee for no less than three working days.

5.4.7 A Hiring Committee may recommend to the Dean that the appointment be made *With Tenure*. In such cases, the Hiring Committee shall make its recommendation based on the career history of the applicant when considered in accordance with Articles 1.8 and 28 of the *Collective Agreement*, and in conjunction with the requirements for rank and stream outlined in this Handbook.

5.4.8 Any deviation(s) to Articles 1.8 and 28 of the Collective Agreement with respect to appointments made *With Tenure* must be first approved by the Provost & Vice President (Academic), after consultation with, and agreement by the Faculty Association.

5.4.9 The Dean shall arrange for a presentation to either the Home Unit or, depending upon the circumstances of the hire, to the Hiring Committee. The Dean shall also arrange for an interview with the Hiring Committee and may provide opportunities for informal meetings with interested members of the Home Unit.

5.4.10 Following the candidate's presentation, the Dean, Head or equivalent, shall solicit written comments related to the candidate's background, skills, and experience, from the members of the Hiring Committee and, if appropriate from academic staff members of the Home Unit, normally to be provided within three working days. All written comments shall be made available to the Hiring Committee in a timely manner, so that all such written feedback shall be reviewed and accorded appropriate weight by members of the Hiring Committee.

5.4.11 In the case of a Strategic Hire where the candidate needs to remain confidential, or a Dual Career Hire where the Primary Hire's candidacy needs to remain confidential (e.g., recruitment for a position on the university's Senior Leadership Team), appropriate steps will be taken to ensure confidentiality for those involved in the Strategic Hire or Dual Career Hire. In the case of a Dual Career Hire, with reference to the Partner Hire, it is recommended that the Primary Hire (see Part A. 1.1.xiv) be discouraged from participating in the processes outlined in 5.4.8 – 5.4.9 for

other candidates.

5.4.12 As soon as possible after the provisions outlined above have been carried out, the Dean of the Home Unit shall convene a meeting of the Hiring Committee to consider the proposed hire and to make its recommendation. The Hiring Committee shall take into account criteria as outlined in Part B, as appropriate.

6. Equitable & Inclusive Hiring Initiatives

6.1 The University is committed to equitable and inclusive hiring practices consistent with the principles of EDIA and Indigenous Strategies to achieve diverse representation in its academic staff. From time to time, the University may wish to engage in an Equitable & Inclusive Hiring Initiative in accordance with the *AHRA*.

6.2 An Equitable & Inclusive Hiring Initiative (see also Part A.1.1.ix.) means any job competition that gives preference to, or is only open to, one or more equity-deserving groups with the objective of amelioration, in accordance with the *AHRA*. In the case of a *bona fide* occupational requirement, the same procedures will apply.

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

6.4 The following information must accompany a request for the Provost's approval of an Equitable & Inclusive Hiring Initiative:

i. An outline of the proposed initiative and its objective (e.g., decreasing under-representation, supporting community-engaged scholarship, developing certain areas of research),

ii. A summary of evidence supporting the need for the initiative (e.g., University EDI data and/or local, provincial, and/or National data relevant to the proposed initiative),

iii. Any proposed adjustments to the Position Posting and Academic Appointments Selection Committee,

iv. Confirmation of consultation with Human Resources, Labour Relations, and the Faculty Association, as well as the Vice Provost (Indigenous Engagement) and/or Vice Provost (EDI), and a brief summary of those consultations,

v. The proposed Position Posting that clearly articulates the range of candidates to whom the position is open,

vi. Any other information that the Provost & Vice-President (Academic) deems necessary to evaluate the proposed initiative.

6.5 Once an Equitable & Inclusive Hiring Initiative has been approved, the Academic Appointment Selection Committee will be selected as described in Part C. 3.1. Once the Academic Appointment Selection Committee is in place, the procedures outlined above in Part C. 3.2 to C. 3.9 shall be followed. The language of the proposed Position Posting listed in Part C. 6.4.v. above, may, however, be revisited by the Committee before being released for publication.

7. Other Appointments

7.1 Special Limited Term Appointment

In cases where time constraints or other circumstances do not permit the use of the extraordinary procedures 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 non-renewable one-year term, and the offer may be made without satisfying the normal advertising and selection requirements. At the conclusion of the one-year term, the special Limited Term appointment will lapse. During the one-year term, the Dean of the Home Unit may initiate a new process for expedited hiring as described above. The incumbent may at any time become a candidate for any position that may become available and be advertised in accordance with the normal procedures for selection and appointment as outlined in Part C.2. and C.3.

7.2 Conversion of Contingent and Limited Term Appointment

7.2.1   If operating funds are allocated for a position previously deemed to require a Contingent Term or Limited Term appointment, the incumbent shall be granted the option of being considered first for the Continuing position prior to it being advertised, if all following conditions are met:

i.   a Continuing position has been allocated to the Home Unit for the same purpose in the same discipline as the Contingent Term appointment,

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

iii.   the incumbent has received assessments in the normal manner, that have acknowledged satisfactory performance of the normal range of duties expected of a Continuing academic appointee according to criteria in Part B,

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

7.2.2   Consideration in this case may result in the offer of a Continuing position, or a declaration that the incumbent does not meet the requirements of the Continuing position, or a decision to proceed to an advertised competition.

HANDBOOK

UNIVERSITY OF CALGARY

GFC Academic Staff Criteria & Processes Handbook

as approved by

The General Faculties Council

Proposed draft revisions effective July 1, 2024

Preamble

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

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

The University values epistemic pluralism (different ways of knowing) and the pursuit and creation of knowledge and diverse knowledge traditions. Striving for scholarly advancement in all disciplines, the University is committed to advancing innovation, discovery, entrepreneurship, and knowledge engagement, to the benefit of our communities. In its commitment to innovative teaching and learning, the University educates the next generation to tackle society's challenges in a diverse and increasingly complex world.

The Handbook's contents shall be applied as consistent with the principles of due process, and balance procedural transparency as well as the protection of an individual's right to privacy. As well, the Handbook's contents should allow for flexible interpretation to achieve fairness towards all academic staff members.

The University of Calgary is committed to equity, diversity, inclusion, and accessibility, and to reconciliation and Indigenous engagement. The contents of this Handbook shall also be applied in the spirit of addressing barriers that have been, and continue to be, encountered by equity-deserving groups including, but not limited to women, Indigenous peoples racialized / visible minority persons, persons with disabilities, and LGBTQ2S+ persons.

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

Table of Contents

PART A
Definitions, Authority, Faculty Guidelines,
Transitional Provisions

1.   Definitions

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

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

ii.   "Collective Agreement" means the *Collective Agreement* between the Governors of the University of Calgary and the Faculty Association of the University of Calgary in force at the time the provisions of this Handbook are being applied.

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

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

v.   "DORA" stands for the Declaration on Research Assessment and recognizes the need to improve the ways in which research and scholarship are evaluated.

vi.   "Dual Career Hire" refers to the hiring of two parties of a marriage or equivalent who both have the qualifications to hold an appointment as an academic staff member and who desire to do so.

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

viii.   "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.

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

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

(a)   *has as its objective, the amelioration of the conditions of disadvantaged persons or classes of disadvantaged persons, including those who are disadvantaged because of their race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation; and,*

(b)   *achieves, or is reasonably likely to achieve, that objective".*

x.   "Faculty" refers to the following (listed alphabetically): Arts, Cumming School of Medicine, the Haskayne School of Business, Kinesiology, Law, Libraries and Cultural Resources, Nursing, the School of Architecture, Planning and Landscape, the Schulich School of Engineering, Science, Social Work, Student and Enrolment Services, Veterinary Medicine, and the Werklund School of Education.

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

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

xiii. "Outstanding Achievement Awards (OAAs)" means increases to Rank Salary awarded to a limited number of academic staff members which are intended to recognize excellence and exceptional and outstanding performance.

xiv. "Partner Hire" refers to the partner of a marriage or equivalent such as an 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.

xv. "Primary Hire" means the partner of a marriage or equivalent who:

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

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

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

xvi. "Progression Through the Ranks (PTR) Increases" means the annual increases to Rank Salary for academic staff members who meet the expected standards of performance outlined in this document and in Faculty Guidelines.

xvii. "Strategic Hire" refers to specific individuals who will bring the greatest possible recognition to, and/or significantly enhance the reputation of, the University because they meet one or more specific criteria (outlined in Part C.5.3) and cannot be recruited using the normal procedures.

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

2.   Authority and General Considerations

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

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

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

2.4   Only criteria established or authorized by the GFC or provided within the *Collective Agreement* shall be considered in matters relating to Appointment, Renewal, Transfer, Tenure and Promotion, as well as Academic Performance Assessment.

2.5   With respect to this Handbook, all parties shall be governed by Article 7.1 of *the Collective Agreement* which currently states: *"The Parties agree that the Governors, the Association, and*

the members of the Association shall not discriminate against any member of the academic staff, University staff or students by reason of race, political or religious affiliation or beliefs, colour, sex, sexual orientation, gender, gender identity, gender expression, physical characteristics, physical or mental disability, marital status, family status or family relationships, age, ancestry or place of origin, source of income, or membership or activity in the Association as provided under the terms of this Agreement."

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

2.7   Where senior leadership team members are to be appointed to academic positions, in accordance with the *"Policy on the Appointment and Reappointment of Deans"* and the *"Procedure for Adding an Academic Appointment to a Senior Leadership Team Position,"* such appointments must be made in accordance with those policies as approved by the GFC.

2.8   When the Provost & Vice-President (Academic) determines that it may be necessary to deviate substantially from the Academic Appointment Selection Process approved in Part C of this Handbook, the Faculty Association will be consulted. After such consultation, the Provost & Vice-President (Academic) shall decide the appropriate and fair way to proceed in each case and will inform the Faculty Association of the decision. The Provost & Vice President (Academic) will report the above cases annually to the Academic Staff Criteria and Processes Working Group to enable the Working Group to fulfil its responsibilities.

3.   Faculty Guidelines

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

3.2   Criteria outlined within this Handbook, may be refined, and interpreted in Faculty Guidelines. Faculty Guidelines may not, however, create new criteria, or add to, contradict, or delete criteria, unless specifically authorized to do so within this Handbook.

3.3   Each Faculty Council is required to establish a formal Academic Appointment Selection Process for all appointments of more than twelve months' duration, as part of their Faculty Guidelines. This Academic Appointment Selection Process is intended to be advisory to the Dean and ensure that the recommendation for appointment given by the Dean to the Provost & Vice-President (Academic) has had the benefit of informed opinion from academic staff members.

3.4   The Academic Appointment Selection Process established in the Faculty Guidelines shall be structured in a manner appropriate to the specific Faculty while being consistent with University policies including any policies related to EDI.

3.5   The Academic Appointment Selection Process established in the Faculty Guidelines shall include and be based upon Part C.1 – C.5, below. Faculty Guidelines may refine and interpret the below listed Academic Appointment Selection procedures but may not create new procedures, or add to, contradict, or delete stated procedures, unless specifically authorized to do so within this Handbook**.**

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

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

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

    ii.　　of how the Faculty interprets these functions (i.e., the various activities that the Faculty defines as legitimate and appropriate research and scholarship activities including creative and/or artistic activity),

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

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

    v.　　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,

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

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

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

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

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

    xi.　　of expectations with respect to performance in each function by academic staff members, including the ways in which these expectations change within rank, and with seniority within a given rank,

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

    xiii.　　that clearly articulates how accomplishments in research and scholarship, teaching, and service activities as well as any other assigned duties shall be translated into recommendations for Appointment, Renewal, Transfer, Tenure and Promotion, and Academic Performance Assessment within the respective streams present in the Faculty,

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

    xv.　　that clearly articulates the ways in which academic staff members shall be credited for activities carried out in other departments within the Faculty, and in other Faculties,

    xvi.　　of the ways in which the Faculty recognizes the diversity of different career patterns and the implications of such patterns for career progression and evaluation of progress,

xvii. of the ways in which the Faculty recognizes systemic barriers that may prevent academic staff members of equity-deserving groups from achieving career milestones such as Tenure and Promotion at the same rate and speed, as well as achievements through 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,

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

xix. of how a formal Academic Appointment Selection Committee (outlined in Part C.3.1) will be composed; in particular, how committee members will be elected and appointed from:

    a. within the Faculty but outside the discipline,

    b. from outside the Faculty,

    c. from outside the academy,

    d. how trainees may serve on the committee,

    e. how committee members will be appointed from a Faculty or Unit where an academic staff member is to be cross-appointed or seconded, and

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

3.8 Changes to Faculty Guidelines shall not take effect until:

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

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

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

3.9 Following approval by the Faculty Council, and completion of the steps outlined in Part A.3.8, the Dean shall make the approved Faculty Guidelines available to all academic staff members in the Faculty such approved Faculty Guidelines on the manner in which criteria for Appointment, Renewal, Transfer, Tenure and Promotion, and Academic Performance Assessment shall be applied within the Faculty.

4. Transitional Provisions

4.1 For the purposes of Academic Performance Assessment, changes made to criteria within this Handbook and/or the relevant Faculty Guidelines shall only apply from the approved date forward.[1]

_____

[1] *For the purposes of Academic Performance Assessment, changes made to criteria within this Handbook and/or the relevant Faculty Guidelines and approved by June 30, 2024 shall apply to the 2025 assessment review.*

4.2   For the purposes of applying for Renewal, Transfer, or for Tenure, as set out in Article 28 of the *Collective Agreement*, an academic staff member may choose to be evaluated under current approved criteria in both this Handbook and Faculty Guidelines, or those in place at the time of appointment. An academic staff member who applies for promotion not linked to an application for tenure may choose to be evaluated under current approved criteria in both this Handbook and Faculty Guidelines, or under criteria in effect three years prior to the promotion application date, or the date of hire, whichever is later.

PART B

Criteria for Appointment, Renewal, Transfer, Tenure, Promotion, and Academic Performance Assessment

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

In keeping with the commitment of the University of Calgary to the San Francisco Declaration on Research Assessment (DORA), research and scholarship activities shall be evaluated based on the quality of the research and scholarship,[1] relying on robust tools and approaches to assessing research quality and impact, rather than on bibliometrics alone. This includes considering the merit of all research and scholarship outputs as well as a broad range of qualitative impact indicators such as influence on policy and practice.

1.1 General Considerations

1.1.1   It is the responsibility of all academic staff members to contribute to a climate in which diversities of opinion and views are valued. This will enable all to participate in decision making and advancing the goals of the University.

1.1.2   The functions of the University include research and scholarship, teaching, and service and shall be evaluated as part of Renewal, Tenure and Promotion (see Part B.3) and considered in the assessment of Progression through the Ranks (PTR) Increases and for Outstanding Achievement Awards (OAA) (see Part B.4). In some instances, academic staff members may undertake clinical responsibilities or other professional activities and/or duties that go beyond these three categories, reference to and assessment of which, may also be included in Faculty Guidelines (see Part A.3.7). General criteria for ranks and streams as well as Professional or Administrative appointments are set out in Part B.2 below.

1.1.3   Within the context of Part B 1.1.1 above, and the requirements of the *Collective Agreement* Article 29.2.2, it is recognized that the nature of research and scholarship, teaching, and service and the proportional distribution of expectations for fulfilling these functions shall vary from Faculty to Faculty. There shall be generally consistent application of these considerations within each Faculty.

1.1.4   It is recognized that activities within these functions may focus on ethical obligations to build and maintain community relationships in addition to the pursuit of research and scholarship.

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

1.2 Research and Scholarship

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

---

[1] https://sfdora.org

members and the University shall be the importance of high-quality research and scholarship and/or other creative or professional activities.

1.2.2   It is expected that academic staff members, as required by their rank and stream, shall actively participate in the evolution of their disciplines and professions, to remain current in their fields, and to disseminate the scholarly outcomes of their work in a variety of forms appropriate to their discipline or field.

1.2.3   In their particular fields of endeavor, academic staff members are expected to meet ethical standards for research and scholarship, to adhere to University policies with respect to ethical conduct, and to act with integrity and honesty in conducting and communicating their scholarly work.

1.2.4   Academic staff members are normally required to seek funding to sustain their program of research and scholarship where applicable, as defined in the relevant Faculty Guidelines (see Part A.3.7.vi.).

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

   i.   fundamental research that creates new knowledge including research creation and creative practice,

   ii.   integration of knowledge which involves the synthesis of information across disciplines, and across topics within a discipline; research that involves entrepreneurship and/or innovation,

   iii. systematic study of teaching and learning processes, including the scholarship of teaching and learning,

   iv.   application of knowledge to critically analyze texts, identify, or solve a compelling problem in the community-at-large or challenge in society including knowledge engagement and transfer (the ways in which public and private sectors benefit from research), patents, and commercialization,

   v.   knowledge creation grounded in or engaged with Indigenous nations, communities, societies, or individuals that embraces the intellectual, physical, emotional and/or spiritual dimensions of knowledge and interconnected relationships with people, places, and the natural environment. It is committed to building respectful relationships with Indigenous communities, valuing their existing strengths, assets, and knowledge systems, and striving to meet community needs, through ethically and culturally appropriate means.

1.2.6   Research and scholarship may take place individually or collaboratively and focus on one or more disciplines. High-quality research and scholarship will be measured by peer recognition and/or advancement to the discipline, and/or innovation, and/or creativity, and/or impact on society and community, etc.

1.2.7   Activities in research and scholarship vary among Faculties, and across disciplines and fields, encompassing different modes and activities, creative or professional achievements, in different ways consistent with disciplinary culture and practice and as delineated in the relevant Faculty Guidelines. Such activities shall normally be measured by the quality, originality, innovation, impact, entrepreneurial spirit, knowledge engagement, and community impact, and the pattern of the academic staff member's work appropriate to the discipline, field, or community.

1.2.8   The relative weighting of types of research and scholarship output may vary by discipline, or

field (see Faculty Guidelines Part A.3.7.iv.). For example, in some disciplines, the publication of a high-quality journal article or a refereed book in a national or international press is the summit of scholarly achievement. Some fields may require extensive efforts in community building before research and scholarship can occur. Knowledge engagement, social innovation, including Indigenous research and scholarship, or entrepreneurial activities, may result in different outputs, impact, and innovation. In other disciplines, presentations, lectures, and/or keynote addresses at international conferences, publications in conference proceedings or editing a journal, carry greatest weight. In others, the number and value of external grants received, and/or research contracts awarded are important indicators of research and scholarly activity. Similarly, a patent, contributions to policy, or a juried exhibition of artistic work may indicate significant creative and/or professional achievement.

1.2.9   In Faculties that prepare students for professional practice, contributions to the discipline of that profession shall be deemed relevant to satisfying research and scholarship requirements provided that they are of high quality and are acknowledged contributions to the field, that they flow primarily from research and scholarship, and that they have been subject to an informed review process and enhance the professional reputation of the academic staff member and the University.

1.3   Teaching

1.3.1   Teaching is a major University function. The purpose of teaching is to facilitate learning and to guide the next generation of learners on their educational path.

1.3.2   As appropriate by their rank and stream and in the context of their workload assignment and Faculty Guidelines, academic staff members shall endeavour to maintain and improve the quality of instruction by reflecting upon their teaching practice and engaging in pedagogical development opportunities as needed.

1.3.3   As required by their rank, stream, and workload assignment, and in accordance with the relevant Faculty Guidelines, it is expected that academic staff members contribute to teaching. This may include contributing to the creation, content, implementation, and delivery of undergraduate and graduate academic courses, being accessible to students for consultation and mentorship, performing the teaching component associated with the supervision of undergraduate and graduate students, and performing other activities in which members engage to prepare and deliver academic programming.

1.3.4   Academic staff members are expected to create and maintain a respectful and inclusive environment that facilitates effective instruction, supervision, and learning, to adhere to University policies with respect to teaching and instruction, and to act with integrity and honesty in teaching and supervising.

1.3.5   Academic staff members with teaching responsibilities are required to demonstrate teaching effectiveness. Approaches to teaching and learning should be evidence-informed and grounded in teaching, supervision, and/or mentorship philosophy, as applicable within the context of the relevant discipline/s and Faculty guidelines.

1.3.6   Teaching may take different forms such as direct or classroom instruction at undergraduate and/or graduate levels, as well as competency-based education, and/or field and practicum supervision. Teaching activities may include lectures, seminars, tutorials, laboratories, clinical

sets, advising/counselling, creating lesson plans, assessments, grading, and examinations, and upholding academic integrity. Delivery of instruction and support of student learning may be face-to-face, online, and blended and may occur inside and outside of the classroom, on and off campus (including land-based education), in collaboration with other instructors, other faculties, associated institutions, community organizations or with Indigenous knowledge-keepers and communities.

1.3.7   Teaching may also include supervision or co-supervision of undergraduate or graduate students, post-doctoral scholars, and other trainees. In this context, teaching activities may include critical evaluation of written work, advice, and guidance to trainees on their research methods and experimental approaches, supervision of experiential activities, participation on supervisory committees, or serving as an external examiner.

1.3.8   Mentorship of undergraduate or graduate students, post-doctoral scholars, and/or other trainees, and/or colleagues, is also an important dimension of teaching. Mentoring activities may include one-on-one or group discussions, sharing knowledge, and providing advice and guidance/counselling. These mentorship activities may include career planning, goal setting, development of a *curriculum vitae*, employment opportunities, and/or other direction that is instrumental to a successful educational experience in the University and beyond.

1.3.9   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-informed 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.

1.3.10   The University also recognizes the legitimate role of academics in collaborating with partners in knowledge creation and innovation, or as 'knowledge brokers' in transferring new knowledge and innovations to persons in government, business, industry, the professions, and broader communities through the organization and presentation of seminars, workshops, and short courses.

1.4   Service

1.4.1   Academic staff members are expected to contribute through service to move the institution forward through collegial governance, to advance academic disciplines, and to impact communities and society. Service means active participation and shared responsibility in academic governance, and development in matters relevant to the progress and welfare of the academic staff member's Department, Unit, Faculty, Institution, discipline, and profession.

1.4.2   All academic staff members are expected to collaborate in the creation of an inclusive, respectful, and safe environment in which diversities of opinion and views are valued.

1.4.3   The degree and number of service activities to which an academic staff member contributes may vary depending on career stage, rank, and stream. Appropriate levels of service shall be expected of each rank. Nevertheless, for individuals whose duties include research and scholarship as well as teaching, the normal expectations for these duties cannot be fulfilled by service activity in the

absence of written agreements with the Dean. Meeting the expectation for service should normally require a smaller portion of effort than is required for the functions of research and scholarship as well as teaching.

1.4.4 Service to the University may include participation in Program or Unit-level, Department or Division, Faculty, and University committees, councils, task forces, *ad hoc* teams, and governing bodies, or other parts of the University including the Faculty Association. Activities that contribute to upholding academic and research integrity across various parts of the academy shall also be considered as important service contributions to the University.

1.4.5 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.

1.4.6 Service to the community and general public takes place in several forms. Public or community service involves the contribution of an academic staff member's professional and disciplinary expertise to the community and public-at-large in association with their University appointment. Academic staff members may contribute to general, professional, or cultural communities, the province, and the nation, as well as globally, by reciprocal application of their scholarly or professional expertise, knowledge engagement and transfer, thereby bringing recognition to the University. Other service to the community that flows from the discipline, or field, or that accrues through other distinguished service to the University and/or the community may be acknowledged when it brings distinction to the University and/or community.

1.4.7 With regard to all service activities as outlined above, serving as Chair/Co-Chair or Executive Membership, for example, could carry significantly more weight than that of membership. Serving as Editor or Associate Editor, or as a member of an Editorial Board for a journal or similar body, for example, could also carry significantly more weight than that of reviewing. It is the role of the Head or equivalent to take into account the time commitment and role that an academic staff member takes on in various service assignments.

1.4.8 Academic staff members may also contribute service to specific communities requiring significant time commitment to establish trust, depth, and stability, thereby integrating the University with its communities. In some instances, such contributions may be a necessary element of their research and scholarship activities that should be recognized in considerations for Tenure and Promotion, and in Academic Performance Assessment.

1.4.9 Formal and informal service commitments across the University are often disproportionally expected from academic staff members of under-represented groups. Their commitment to offer a diversity of perspectives and experiences on committees and other decision-making bodies supports the University in making the best possible decisions and to establish an inclusive campus for all. Such contributions shall be considered in Tenure and Promotion, and in Academic Performance Assessment.

1.5 Administrative Duties

In accordance with Articles 28.3 and 29.2.3 of the *Collective Agreement*, the quality of administrative leadership shall be recognized when evaluating academic staff for Tenure and Promotion, and for Academic Performance Assessment. Administrative duties can take the form of formal appointments or may occur informally.

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

2.1 General Considerations

2.1.1 The following paragraphs set out the hiring, transfer, or promotion requirements for academic staff members across ranks and streams for a) the teaching and research stream, and b) the teaching-focused stream as well as administrative and professional streams. These requirements describe the level at which academic staff members in each rank and stream are expected to contribute to research and scholarship, teaching, and service.

2.1.2 As a principle, expectations increase in relation to rank. As academic staff members progress through the ranks, they may take on a variety of roles in a University community and in their professions, and the vitality of the University community, the academic disciplines, and the broader community or society depends upon their commitment and involvement.

2.2 Hiring, or Transfer Requirements for Assistant Professor

2.2.1 Appointment to the rank of Assistant Professor normally requires completion of the highest rank of academic training in a discipline or field. Evidence or promise of original high-quality research and scholarship and future development as a scholar must be present. Where appropriate to the proposed program of research and scholarship, evidence or promise of the applicant's ability to obtain funding may also be required (see also Part B.1.2.7). Appointment to the rank of Assistant Professor may also require evidence or promise of teaching proficiency or professional activity.

2.3 Hiring, Transfer, or Promotion Requirements for Associate Professor

2.3.1 Appointment at, transfer into, or promotion to the rank of Associate Professor normally requires evidence of high-quality research and scholarly activities, evidence of teaching effectiveness (as outlined in Part B.1.3) and an appropriate record of service.

2.3.2 Appointment at, or promotion to, the rank of Associate Professor normally requires evidence of an established academic program of a calibre equivalent to national recognition by peers. According to discipline or field, indicators may vary. Within the context of this paragraph, some *examples* are as follows:

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

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

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

iv. keynote address or invited speaker to conferences, seminars, or workshops, at the local,

regional, national, or international level, relevant to the discipline or field,

    v.   service as an expert to a recognized organization,

    vi.   election or appointment as a member or leader of a scholarly society,

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

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

2.3.3   For appointment at, or promotion to, the rank of Associate Professor, it is expected that a record of high-quality research and scholarship such as peer-reviewed or refereed presentations or publications in an academic, community or artistic forum suitable to the discipline or field has been achieved, or that other measurable contributions to professional practice, knowledge engagement, innovation, or entrepreneurship have been achieved. Evidence of ability to obtain funding to sustain a research program is normally required (see also Part B.1.2.7).

2.3.4   In some disciplines or fields, and depending upon assigned duties, appointment at or promotion to the rank of Associate Professor may require the academic staff member to have successfully taught a variety of courses and provided evidence of teaching effectiveness (e.g., as part of a Teaching Dossier). This may be demonstrated by contributing to course and/or curricular development, serving as a member of graduate student supervisory committees, providing trainee mentorship, and/or demonstrating successful supervision or co-supervision of undergraduate or graduate students, post-doctoral scholars, and/or other trainees. Teaching effectiveness and expertise also includes a demonstrated ability to design learning experiences grounded in a clearly articulated teaching, and/or mentorship, and/or supervisory philosophy (see also Part B.1.3.2 to B.1.3.5).

2.3.5   For appointment at, or promotion to, the rank of Associate Professor, a satisfactory record of and active involvement in university, professional or community service that has demonstrated commitment to the Department, Unit, Faculty, University, or wider community is also expected, as defined in the relevant Faculty Guidelines.

2.3.6   When an academic staff member holds a tenure-track appointment at the rank of Assistant Professor, the granting of promotion to the rank of Associate Professor normally carries with it the granting of tenure.

2.4   Hiring, Transfer, or Promotion Requirements for Professor

2.4.1   Appointment at, transfer into, or promotion to, the rank of Professor is reserved for those whose academic achievements would normally be recognized by their peers within the University and beyond to be of a calibre equivalent to international standing and as outstanding in their community, discipline, or field. According to discipline or field, indicators may vary. Within the context of this paragraph, some *examples* are as follows:

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

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

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

iv.   keynote address or invited speaker to high-calibre conferences, seminars, or workshops, at leading venues,

v.   invitation to contribute to edited collections,

vi.   service as peer reviewer or Editorial Board member for journals or granting bodies including ad hoc reviewing,

vii.   participation in preeminent or influential research networks, consortia, or research teams,

viii.   service as an expert to a recognized organization,

ix.   selection or appointment as a member or leader of a 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 professorial stream, appointment at, or promotion to, the rank of Professor normally requires a sustained body of research and scholarship that has impacted the community, discipline, or field in a significant way, evidence of an on-going research program sustained by peer-reviewed external or industry grants, where applicable, and defined by the relevant Faculty Guidelines, or other contributions to knowledge engagement, innovation, or entrepreneurship, or creative or professional practice. Notwithstanding the importance of teaching expertise and effectiveness, appointment at or promotion to the rank of Professor shall only be recommended when the academic staff member is recognized to be of a calibre equivalent to international standing on the basis of research and scholarship, equivalent creative activity, or professional contributions to the relevant community, discipline, or field as described in Part B.2.4.1.

2.4.4   Depending upon assigned duties, appointment at, or promotion to, the rank of Professor normally requires evidence of teaching effectiveness (e.g., as part of a Teaching Dossier) at the undergraduate and graduate levels and/or educational leadership. An established track record of supervising or co-supervising undergraduate or graduate students, post-doctoral scholars and/or other trainees, supervisory and/or examining committee membership, and/or mentorship activities, may also be required. Teaching effectiveness and expertise also includes a demonstrated ability to design learning experiences grounded in a clearly articulated teaching, and/or mentorship, and/or supervisory philosophy (see also Part B.1.3.2 to B.1.3.5).

2.4.5   Appointment at, transfer into, or promotion to, the rank of Professor normally requires a distinguished record of service contributions to the institution, the appropriate discipline and profession, and/or broader community.

2.5   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 related to teaching and learning may be necessary. Commitment to, or experience with, defining learning goals, supporting student learning activities and engagement, and creating assessment strategies may also be required.

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

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

2.6.1   In addition to the requirements for an Assistant Professor (Teaching), appointment at, transfer into, or promotion to, the rank of Associate Professor (Teaching) requires evidence of teaching effectiveness (e.g., as part of a Teaching Dossier), a demonstrated ability to apply scholarly approaches to teaching and learning and student engagement, to design student learning experiences and assessment strategies grounded in a clearly articulated teaching philosophy, and to engage in scholarly, professional, or creative activities that inform and expand the academic staff member's knowledge base as an Associate Professor (Teaching). Depending on duties assigned, and as defined in Faculty Guidelines (see Part A.3.7. xiii.) 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, transfer into, or promotion to, the rank of Associate Professor (Teaching) requires the continuous development and demonstration of a scholarly foundation for designing and implementing innovative teaching and that supports student learning, ability to create respectful and inclusive learning environments that promote student engagement, participation in professional learning activities, networks, and communities, and engagement in reflective practice to adjust and strengthen one's teaching, learning and assessment practices.

2.6.3   Appointment at, transfer into, or promotion to, this rank may also require a satisfactory record of and active involvement in educational activities such as engagement in professional, University or community service that has demonstrated commitment to advancing teaching and student learning within the Department, Faculty, Unit, University, or broader community.

2.6.4   When an academic staff member holds a tenure-track appointment at the rank of Assistant Professor (Teaching), the granting of promotion to Associate Professor (Teaching) normally carries with it the granting of tenure.

2.7   Hiring, Transfer, or Promotion Requirements for Professor (Teaching)

2.7.1   In addition to the requirements for Associate Professor (Teaching), the rank of Professor (Teaching) normally requires a demonstration of the highest quality of contributions to a research-informed practice of, and reflective inquiry into, teaching and learning. This rank is reserved for those who are outstanding in their discipline or field and recognized for their leadership contributions to teaching and learning. Appointment at, transfer into, or Promotion to Professor (Teaching) requires documented evidence of distinguished achievement in three of the following four categories:

i.   professional learning and development: engaging in professional development to improve teaching and student learning,

ii.   research and scholarship: consulting relevant scholarly sources to design and implement teaching and learning experiences, conducting, and sharing research and scholarship on teaching and learning to advance knowledge in the teaching and learning community,

iii.   mentorship: supporting the teaching and academic development of faculty and students,

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

2.7.2   Notwithstanding demonstrated distinction in teaching effectiveness and expertise, appointment at, transfer into, or promotion to, the rank of Professor (Teaching) shall normally only be recommended where the academic staff member has clearly established an outstanding reputation, demonstrated through educational leadership contributions to the theory and practice of teaching and learning, and by impact on, or innovation within, the relevant community, discipline or field, resulting in distinguished peer-recognition. According to discipline or field, indicators may vary.

Some *examples* are as follows:

i.   advanced innovations in teaching and learning with impact beyond the classroom,

ii.   participation in, and/or leadership of, professional learning activities, and/or networks (e.g., learning communities, workshops, seminars, peer evaluations) to share teaching and learning expertise with others,

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

iv.   dissemination of research and scholarship in the broader community (e.g., Department/ Faculty/University presentations and workshops, conference presentations and proceedings, keynote addresses or invited speaker, white papers, journal articles),

v.   educational leadership responsibilities within Department, Faculty, Unit, University, or broader community,

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

2.7.3   Appointment at or promotion to the rank of Professor (Teaching) also requires a distinguished record of service contributions to the institution, the appropriate discipline, and profession, and/ or broader community.

2.8   Requirements for Academic Staff in Administrative and Professional Streams

2.8.1   Librarians

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

2.8.2   Counsellors

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

2.8.3   Other (Administrative and Professional Academic Staff)

2.8.3.1   Criteria with respect to administrative and professional academic staff members shall be established by the appropriate Vice-President or delegate with due regard to the historic duties of the position and after meaningful consultation with the academic staff member(s).

2.8.3.2   A review of these approved criteria may be initiated by either party prior to the commencement of a calendar year. The review and any modification of criteria and duties shall be carried out by the process outlined in Part B.2.8.3.1.

3.   Criteria for Renewal, Transfer, Tenure and Promotion

3.1   General Considerations

3.1.1   Renewal of a tenure-track appointment requires a determination that, given the quality and pattern of career performance of the academic staff member, there is a reasonable likelihood that they will be able to successfully apply for an appointment *With Tenure* at the University of Calgary within the time allowed.

3.1.2   Achieving tenure and promotion is a milestone in an academic career and an expression of a university's commitment to the academic staff member who is making the application. Criteria applied in Tenure and Promotion processes have, however, been shown to be subject to implicit bias – the attitudes or stereotypes that can affect our understanding, actions, or decisions, in an unconscious manner. It is important for members of Faculty Tenure and Promotion Committees (FTPC) to recognize that bias may be present and to critically reflect on same when reviewing applications and referencing relevant criteria.

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

3.1.4   Advancement to a higher rank is not automatic. Continued growth in research and scholarship,

teaching, and service is typically required for all ranks and streams according to assigned duties. Outstanding performance in one area normally cannot substitute for insufficient performance in another.

3.2   Tenure and Promotion in the Teaching and Research Stream

3.2.1   Granting of an appointment *With Tenure* requires a determination that, given the quality and pattern of career performance of the academic staff member, there is a substantial likelihood that they will be able to sustain a career as a productive researcher and scholar, effective teacher, and active contributor to the University of Calgary community.

3.2.2   When an academic staff member applies for an appointment *With Tenure* in the Teaching and Research Stream, the FTPC shall seek evidence that the academic staff member has been successful in meeting criteria for the rank, as set out in Part B.2. To this end, the FTPC shall:

i.   review evidence of the accomplishments of the academic staff member in research and scholarship, teaching, and service, or other assigned duties, both over their entire career and since appointment at the University of Calgary,

ii.   then consider the overall career pattern of the academic staff member, taking into account the time elapsed since completion of the highest degree, or professional designation, accomplishments in positions prior to employment at the University of Calgary, and other relevant factors, and,

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

3.3   Tenure and Promotion in the Teaching-Focused Stream

3.3.1   When an academic staff member applies for an appointment *With Tenure* in the Teaching-Focused Stream, the FTPC shall seek evidence that the academic staff member has been successful in meeting criteria for the rank as set out above in Part B.2.

3.3.2   The granting of an appointment *With Tenure* and Promotion to Associate Professor (Teaching*)* requires a determination that, given the quality and pattern of career performance of the academic staff member, there is a substantial likelihood that they will be able to sustain a productive career as an effective teacher and active contributor to the University of Calgary community.

To this end, the FTPC shall:

i.   review evidence of the accomplishments of the academic staff member in teaching and learning, service, any other assigned duties, and engagement in other scholarly activities that inform and expand the academic staff member's knowledge base, both over their entire career and since appointment to the University of Calgary,

ii.   consider the overall career pattern of the academic staff member, taking into account the time elapsed since completion of the highest degree or professional designation, accomplishments in positions prior to employment at the University of Calgary, and other relevant factors, and,

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

3.4 Promotion to Professor or Professor (Teaching)

3.4.1 Advancement to the highest rank in Teaching and Research as well as Teaching-Focused streams is not automatic. Excelling in one area of criteria for ranks and streams normally cannot substitute for another. Rigorous standards are applied for evaluating research and scholarship, teaching, and service, or other assigned duties, in considering promotion to Professor or Professor (Teaching) to ensure that the academic staff member has achieved the recognition required for this rank as set out above in Part B.2. An academic staff member considering promotion to Professor or Professor (Teaching) should be an exemplary member of the academy who consistently demonstrates a high standard of achievement in all areas and roles and demonstrates due diligence in meeting assigned duties.

3.4.2 When an academic staff member applies for Professor or Professor (Teaching), the FTPC shall consider the complete career record of the academic staff member at the University of Calgary and elsewhere.

3.5 Transfer between Streams

3.5.1 In accordance with Articles 28.7.6 and 28.10 of the *Collective Agreement*, all provisions regarding promotion shall apply to the process of transfer between streams with the question being whether the academic staff member seeking the transfer meets criteria for the new rank. A tenured academic staff member may not apply for a rank that normally does not include tenure (e.g., Assistant Professor or Assistant Professor (Teaching)).

3.5.2 In the event that an academic staff member wishes to apply to transfer from one stream to another (i.e., teaching and research stream to teaching-focused stream or teaching-focused stream to teaching and research stream), the same criteria as outlined above must be met. In the event that an academic staff member meets these criteria, the FTPC members shall evaluate them based upon the rank and stream to which they are transferring, ensuring that all criteria as set out above, and in Faculty Guidelines, have been met.

3.6 Additional Considerations for Renewal, Tenure and Promotion

3.6.1 Outside Professional Activity shall be considered in determining career advancement to the extent that any such activity contributes to fulfilling the obligations of the academic staff member to the University and to enhancing the stature of the University.

3.6.2 Notwithstanding the payment of administrative honoraria, the administrative role and the quality of academic administration and leadership provided shall be taken into account when considering the overall performance of the academic staff member where relevant to Tenure and Promotion.

3.6.3 With regard to Tenure and Promotion, materials in support of demonstrating teaching effectiveness shall be included in the Teaching Dossier of the academic staff member as laid out in Appendix 28A of the *Collective Agreement*.

3.7 Renewal, Tenure and Promotion in Administrative and Professional Streams

In Administrative or Professional streams, granting an appointment *With Tenure* requires a determination that, given the quality and pattern of the academic staff member's career performance, there is a substantial likelihood that they will be able to sustain a career as a productive and effective member of, and active contributor to, the University of Calgary community. To this end, the FTPC shall:

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

ii. then consider the academic staff member's overall career pattern taking into account the time elapsed since completion of their highest degree of professional designation, accomplishments in positions prior to employment at the University of Calgary, and other relevant factors, and,

iii. in assessing the evidence presented to it, use criteria provided in the relevant Unit Guidelines or criteria referred to above.

4. Criteria for Academic Performance Assessment

4.1 General Considerations

4.1.1 In assessing performance and determining PTR and nominating academic staff members for OAA, the Head or equivalent shall base their assessments on the requirements set out in Parts B.1, B.2, and B.4 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 PTR and OAAs shall be assessed on the full duties performed by the academic staff member.

4.1.4 Article 29.2.3 of the *Collective Agreement* states that notwithstanding the payment of administrative honoraria, the administrative role and the quality of academic administration and leadership provided shall be taken into account when considering the overall performance of academic administrators and others who perform administrative tasks. Academic staff members who serve their academic units, faculty or the University in administrative roles, including as Department Heads, Associate Deans, Program or Institute Directors, or other equivalent roles shall also be assessed on the quality of their leadership, e.g., how they have advanced the academic mission of their portfolio, displayed vision, implemented plans and strategies, advanced a culture of high-quality research and scholarship, teaching and service, and created meaningful and relevant academic programs.

4.1.5 Article 29.2.5 of the *Collective Agreement* states that criteria for the assessment of individual academic staff members in positions outside the Teaching and Research, Teaching-Focused, librarian, curator, archivist, educational development consultant, and counsellor streams shall be based on the duties assigned at the time of hiring, and as mutually amended by the academic staff member and Dean over time, or as agreed to by the Provost and Faculty Association.

4.1.6 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 recommendations to the Dean in cases where the Head believes that the academic staff member is not meeting the standards for a PTR increase. These written recommendations must describe how the academic staff member is deficient in meeting the standards outlined in this document and Faculty Guidelines.

4.1.7   In assessing performance, the Head or equivalent shall consider the possible inequities in workload and assigned duties affecting members of under-represented groups as outlined in Part B.1.4.8.

4.1.8   In assessing performance, the Head or equivalent shall also take into consideration instances where research and scholarship and/or teaching and/or service activities of academic staff members have been substantially impacted by a *Force Majeure* as described in Part B.1.1.5.

4.1.9   Outside Professional Activity for remuneration shall not normally be counted as service for the purposes of Academic Performance Assessment.

4.2   PTR Increases

4.2.1   PTR Increases are the annual increases to Rank Salary for academic staff members who, over the assessment period, meet the expected standards of performance for their rank and stream as outlined in this document and the relevant Faculty Guidelines.

4.3   OAAs

4.3.1   OAAs are intended to recognize excellence and an academic staff member's exceptional and outstanding performance.

4.3.2   OAAs may be awarded to individuals, consistent with the provisions in the Collective Agreement on a competitive basis 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 this document and the relevant Faculty Guidelines.

4.3.3   When comparing applications for OAAs, evaluators must consider the quality and impact of the academic staff member's performance.

4.3.4   As a principle, expected standards of performance increase in relation to rank.

4.4   Criteria for Assessing Research and Scholarship Activities

4.4.1   Research and scholarship are major functions in a research-intensive university. Through research and scholarship, academic staff members contribute to innovation and advancements in their discipline, field, and communities, and to the solving of challenges that societies face, both locally and globally.

4.4.2   The assessment of research and scholarship activities shall be based upon expectations outlined in Part B.1, across different ranks and streams in Part B.2, Part B.4, and the relevant Faculty Guidelines.

4.4.3   All research, scholarship, and other creative activities shall be assessed on the merits of the work, regardless of the form in which they appear, and subject to the same rigor of informed

peer review or appropriate refereeing. It may be important for Heads and/or Deans to engage in post-publication review to assess value and impact where traditional peer review is not appropriate or applicable.

4.4.4   Faculties will articulate how and when the Faculty credits scholarly work in various stages of publication (see Part A.3.7.x.).

4.4.5   In assessing research and scholarship activities, the Head or equivalent and the members of the FAC, 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.

4.5   Criteria for Assessing Teaching Activities

4.5.1   Teaching is a major function of the work academic staff members perform at the University. The development, renewal and delivery of undergraduate and graduate level courses, and the evaluation, supervision or co-supervision, and mentorship of trainees, are part of the teaching responsibilities of all academic staff members. The assessment of teaching activities is a critical step for constructively and continuously improving the quality of teaching and the student experience across the University.

4.5.2   In assessing teaching activities, the Head or equivalent as well as the members of the FAC shall refer to criteria for teaching, as set out in Part B.1 and B.4, and criteria established for teaching for academic staff members in different ranks and streams, as set out Part B.2.

4.5.3   Teaching expertise and effectiveness shall be assessed as part of the performance review for Academic Performance Assessment purposes. Such evaluation should consider all ways academic staff members address their teaching responsibilities and interact with undergraduate or graduate students, post-doctoral scholars, and/or other trainees. Evaluations of teaching activities should also consider the extent of innovation, preparation, reflection and integration of current knowledge, level of interest, direction, and encouragement demonstrated by the academic staff member. Participation in teaching development programs and/or seeking expert opinion to assist in improving teaching and learning shall be viewed as an indication of commitment to teaching. In some disciplines, seeking the advice of Indigenous knowledge keepers should also be considered.

4.5.4   Assessment of teaching activities shall be multi-faceted and, in particular, shall not be based primarily on any one method of evaluation. No single tool or activity is sufficient to assess teaching expertise and effectiveness. Multiple sources of evidence shall be used to obtain a holistic picture of the teaching expertise and effectiveness of the academic staff member. This may include self-reflection, examples of student work and achievements, multiple sources of student feedback, teaching awards and nominations, peer review and observation, sample course design and assessment materials, teaching innovations, presentations/publications in teaching, professional learning related to teaching, examples of success in mentorship and supervision, and educational leadership activities, as well as any other assessments provided by the academic staff member to the Head or equivalent.

4.5.5   Evaluations of teaching should state the basis for the assessment (e.g., student feedback, peer review, classroom, or laboratory visits by the Head or equivalent). It is helpful to members of

the FAC if the Head or equivalent outlines the extent, nature, and significance of an academic staff member's time commitment and contributions to teaching.

4.5.6   In assessing teaching activities, supervision, or co-supervision of undergraduate or graduate students, post-doctoral scholars, and/or other trainees, mentorship, the participation on supervisory committees, and/or serving as an external examiner, shall be considered where applicable.

4.6   Criteria for Assessing Service Activities

4.6.1   Service is an important function of the work academic staff perform at the University. Service activities move the institution forward through collegial governance, advance academic disciplines, and impact communities and society. Academic staff members also perform important administrative tasks that may not be subject to a formal appointment; this work should be recognized and assessed as a contribution to service.

4.6.2   In assessing service activities, the Head or equivalent and the members of the FAC shall refer to criteria for service as set out in Part B.1 and Part B.4, and criteria established for service contributions for academic staff members in different ranks and streams as set out in Part B.2.

4.6.3   In evaluating service contributions, the Head or equivalent should assess the information provided by the academic staff member on the nature and type of service activities, the time commitment, significance, and impact of these service activities, and include into the written assessment.

PART C

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

1.   General Considerations

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

2.   Position Posting

The objective of an Academic Appointment Selection process is to appoint highly qualified, excellent, and diverse candidates to the University who have the potential and/or track record to become exceptional, recognized scholars. For all appointees to realize their full potential at our university, we will foster and promote guiding principles of **inclusive excellence** – recognizing the integral relationship between diversity and quality in research & scholarship, teaching, and service. It envisions diversity and quality as *"two sides of the same coin."* Inclusive excellence also addresses the critical role that diversity of identify, background, and perspective play in harnessing creativity and innovation, and the importance of building an inclusive and collegial community.

2.1   Faculty Guidelines will direct the responsibility for drafting a position posting to any one of the Dean's offices, the Head or equivalent, the Academic Appointment Selection Committee or its Chair (see Part A.3.7.xviii); however, final approval of the posting by the Dean, or Vice-Dean is required before publication. In Academic Units outside of Faculties, the position drafting, and approval will reside with the Dean.

2.2   Prior to the commencement of candidate interviews for a position, the position shall be advertised for a minimum of 30 days outside of the University. In order to bring the Position Posting to the attention of a diverse pool of applicants, faculties should consider conventional venues (e.g., national university news publications, discipline-specific professional organizations, or other academic publications), as well as unconventional venues such as social media, job portals, and electronic mailing lists (e.g., listservs) to which members of equity-deserving groups subscribe.

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

2.4   The individual identified in Part C.2.1, drafts the Position Posting which shall normally include:

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

ii.   rank and stream as well as type of appointment. Where multiple ranks or streams are to be considered, the position posting shall normally state such at the outset,

iii.   anticipated effective date of appointment,

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

v. a description of the qualifications, skills and achievements required for the appointment, and presented in an objective, equitable and inclusive way to attract a diverse applicant pool, based on criteria described in Part B.2,

vi. closing date for receipt of applications (see Part C.2.2) or a statement that reflects that the Position Posting will close before the ranking of the candidates by the Academic Appointment Selection Committee or, an option for on-going recruitment until the position is filled,

vii. an expectation of the information to be included with applications. This may include as relevant to the position, a current *curriculum vitae*, statement of teaching philosophy, statement of research interest, samples of scholarly work, and if applicable, an equity and reconciliation statement. Depending upon the required background, skills, and experience, a narrative statement or Most Significant Contributions may also be solicited.

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

ix. a statement that the position is available to a wide range of applicants, National and/or international applicants, where applicable,

x. a statement that while the search is seeking the best applicant for the position, by law, preference will be given to Canadian citizens or permanent residents, and,

xi. a meaningful institutional Hiring Statement that:

- expresses commitment to EDIA,

- encompasses recognition of indigenous engagement, truth and reconciliation, and

- includes reference to the principles of DORA.

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

2.6 The Dean may decide to engage a search firm to support the Committee in facilitating and broadening the search for candidates; in this case, all of the above requirements in Part C.2.4 must be followed. The Dean shall ensure that the search firm's process aligns with the University's commitments to EDIA and reconciliation.

2.7 At least once every three years, the Hiring Statement (see 2.4.xi) shall be reviewed by the Vice Provosts (EDI and Indigenous Engagement), and the Vice-President (Research), in conjunction with the Handbook Working Group and administered by Human Resources.

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

Academic Selection and Appointment belong to the most important processes at the University. Competing for the best, most talented, and promising faculty Nationally and Internationally, requires an efficient and time-conscious process to which all those involved in the search process

must contribute to allow academic units to recruit and appoint their top candidates.

3.1   Academic Appointments Selection Committee Composition

3.1.1   All Academic Appointment Selection Committees are advisory to the Dean. Faculty Guidelines will assign who is responsible for the selection and appointment of the Academic Appointment Selection Committee. The Chair of the selection committee will confirm that the committee composition aligns with the Faculty Guidelines in discussion with the Dean if the Dean is not the Chair.

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

i.   Chair (voting only to break a tie): Dean or delegate (e.g., the relevant Head in departmentalized Faculties),

ii.   three to five voting members either elected or appointed, as described in the relevant Faculty Guidelines, from the Continuing, Limited Term and Contingent Term academic staff members of the Home Unit, with a majority of these members holding a Continuing appointment,

iii.   at least one voting member either elected or appointed as described in the relevant Faculty Guidelines, who holds an appointment as an academic staff member within the Faculty but is outside the affected discipline or Department, as applicable,

iv.   at least one voting member who is a Continuing academic staff member from outside the Faculty and any applicable Conjoint Unit, either elected by Faculty Council or appointed by the Dean, as described in the relevant Faculty Guidelines. This Committee provides a perspective beyond the interests of the discipline or Faculty and has a particular role in observing both the fairness of the proceedings and appropriate application of criteria,

v.   a graduate student or other trainee from the relevant discipline may be appointed by the Chair as either a voting or non-voting member, as described in the relevant Faculty Guidelines. If student representation on the committee is not required, Faculty Guidelines must describe a mechanism to account for informed student opinion or other forms of student feedback, and,

vi.   if applicable to the hire, one or two additional members who do not hold an academic appointment may be appointed as either a voting or non-voting member, as described in the Faculty Guidelines. Such committee members (e.g., clinical appointees, *emeriti,* members of Deans' advisory council, industry experts, non-academic specialists within the unit, other community members, or Indigenous knowledge keepers) provide additional professional, cultural or community expertise that is not otherwise present in the committee makeup.

3.1.3   The number of Committee members from the hiring discipline(s) (as described in Part C.3.1.2. ii.) shall be greater than or equal to the number of Committee members from outside the discipline(s) (as described in Part C.3.1.2.iii., iv., and vi.). The Dean can appoint additional members from the discipline to balance the Committee.

3.1.4   Where circumstances make it necessary to deviate from the committee composition outlined in Part 3.1.2 above, the committee makeup may be modified by the Chair, while endeavouring to remain as consistent with the above rules as possible. If the Chair is not the Dean, any such deviations are subject to confirmation by the Dean.

3.1.5   In the case of cross appointments, the Chair shall be drawn from the Home Unit, and the Committee members as described in Part C.3.1.2. ii. shall be evenly drawn from the Home Unit and Conjoint Units. In cases where the appointment is not evenly divided across Units, the proportion from Home and Conjoint Units shall reflect this.

3.1.6   In the case of an appointment where the academic staff member is likely to be seconded, the Faculty Guidelines may provide for one or two additional Committee members who are academic staff members of the receiving Department, Faculty or Unit.

3.1.7   Committee composition shall reflect the university's commitment to diverse representation that is inclusive, and with due consideration to ameliorating under-representation, and to the equity needs of the hiring unit(s). In the case of a lack of representational diversity on the Committee, the Chair (or Dean) may fulfil the mandate of appointing additional members as outlined in Part C.3.1.2.iii., iv., and vi.

3.1.8   Quorum shall be the majority of voting members on the Committee from the hiring discipline (as described in Part C.3.1.2.ii.).

3.2   Responsibilities of Academic Appointments Selection Committees

3.2.1   The Chair shall:

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

ii.   ensure compliance with University policies,

iii.   act as the official spokesperson for the Committee,

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

v.   communicate with candidates,

vi.   communicate with individuals providing letters of reference,

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

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

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

x.   establish clear expectations with all Committee members regarding confidentiality of meetings, conflict of interest, and its management and documentation, EDIA and/or Indigenous Engagement and/or DORA training requirements, the planned interviewing, ranking, and selection processes designed to select excellent academic staff, and the proposed timeline for screening, short-listing, and interviewing potential candidates.

3.2.2   The Committee members shall:

     i.   collectively develop criteria for evaluating candidates prior to reviewing any applications, including criteria that articulate academic excellence as well as consider diversity and a broad range of career paths, including those of applicants not based in a typical academic trajectory, and/or diverse skill sets which may encompass research & scholarship, teaching, or service activities are outside of mainstream forms,

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

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

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

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

     vi.   develop a short list of candidates,

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

3.2.3   All members of the Committee have a responsibility to ensure the fairness of the proceedings, the appropriate application of criteria, and the reduction of implicit, overt and/or other types of bias and/or discrimination. The proceedings shall be inclusive and recognize practices that reflect EDIA communities, shared space, cultural safety, and intercultural capacity. Diversity of opinions from Committee members shall be welcomed and respected at all times. Any concerns regarding process shall be introduced and discussed at the Committee. All Committee discussions shall remain confidential.

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

3.3   Short-listing of Candidates

3.3.1   An initial short-listing of candidates based on previously established criteria may be determined at any time, provided that the vacancy has been advertised for a minimum of thirty (30) days as described in Part C.2 Position Posting.

3.3.2   After the Committee has prepared a short-list of qualified candidates, and before the Committee proceeds to the interviewing stage, the Dean will be provided with the short-list for consideration and approval to move ahead. The Committee members are required to retain confidentiality around the short-list of qualified candidates, until or unless the list is made public.

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

3.4   Candidate Interviews

3.4.1   The interviewing process shall provide for access to the candidate(s) by the members of the relevant Faculty, Department or discipline(s) including a mechanism to solicit written feedback.

All such written feedback shall be reviewed and accorded appropriate weight by members of the Committee. Candidates will be informed that members of the relevant Faculty, Department or discipline(s) will be provided access to the candidates' *Curriculum Vitae.*

3.4.2   The Committee shall develop a core set of position-related interview questions designed to identify academic excellence, on which each candidate's evaluation will be based. Normally, these questions should be asked of all candidates during the committee interview to ensure consistency and to allow comparative judgments to be made. Behaviour-based questions are considered the norm, which means that hypothetical questions should largely be avoided in favour of questions that the candidate can answer by relying on past experience and examples. Committee members are not permitted to ask questions relating to protected grounds under the *AHRA*, except as otherwise permitted by law.

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

3.4.4   Good stewardship is essential during the interview process. To this end, candidates shall be provided with a chance for confidential discussions with Faculty and/or Staff members not directly involved in the search, who can provide information about schools, housing, childcare, places of worship, or any other types of information that might be needed for a candidate to envision themselves joining the community. Candidates may be introduced to Faculty members with similar research interests, if applicable.

3.4.5   All candidates shall receive the same tailoring of visits, and principles of equity, fairness and transparency shall be followed. If candidates require alternative arrangements, such arrangements will be accommodated, wherever possible. Specifically, candidates will be informed of:

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

   ii.   the components of the interview (e.g., a public research presentation, a teaching lecture, an interview with the Committee, meeting with staff and students, meeting with the Dean's office),

   iii. a detailed itinerary for their interview,

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

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

3.5   Final Ranking of Candidates

3.5.1   A final ranking process shall be applied to interviewed candidates who have been deemed by the Committee to have met the requirements for the position and considered to be excellent candidates for the position. This ranking process shall:

   i.   consider that the best-qualified candidates may not have the most years of experience, greatest number of publications, or largest number of academic accomplishments. For

example, many candidates may have articles published in non-peer reviewed journals on important issues, produce research to meet community needs for future generations of Indigenous peoples, or may be a recently appointed post-doctoral scholar with fewer accomplishments compared to one who has completed one or more post-doctoral scholarship positions,

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

iii. be aware that top-tier, mainstream platforms, and venues and/or competitive research funding may not be available to scholars in particular and emerging fields of study,

iv. be mindful to avoid potential risks in using the concepts such as "fit" or "non-hire ability" which may lead to discrimination against equity-deserving groups and encourage indulgence in personal bias,

v. grant due consideration of any accommodations, leaves, career interruptions, or changes in career path.

3.5.2   The final ranking by the Committee shall remain confidential.

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

3.6   Recommendation of Appointment

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

3.6.2   In certain circumstances in which the proposed hire currently holds an appointment *With Tenure* at a different University, an Academic Appointment Selection Committee may recommend to the Dean, that the appointment be made *With Tenure* when considered in accordance with Articles 1.8 and 28 of the *Collective Agreement*.

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

3.6.4   The Dean may recommend the appointment of a candidate who was not the top-ranked candidate from the pool of interviewed candidates who have been deemed by the Committee to have met the requirements for the position. If the Dean's recommendation differs from the advice received from the Academic Selection Committee, the Dean shall inform the Provost &

Vice-President (Academic) and the members of the Committee and provide a rationale for their decision.

3.7   Letter of Appointment

3.7.1   During appointment negotiations and prior to the signing of the letter of appointment, individuals recommended for Continuing, Contingent Term, or Limited Term appointments must declare any employment obligations to, and appointments with, any other institution or organization, if these obligations or relationships will remain in effect after the commencement of their appointment to the academic staff of the University of Calgary. Individuals must also declare any relationships with other individuals, institutions, or organizations which could lead to an actual, potential, or perceived conflict of interest.

3.7.2   Notwithstanding any prior correspondence with the Dean or Department Head, if applicable, only the President or designate [e.g., Provost and Vice-President (Academic)] may provide the official and binding letter of offer of an academic appointment to the candidate on behalf of the Board of Governors. This letter of appointment shall specify terms and conditions of employment and include an outline of the general duties and responsibilities.

3.7.3   When an academic staff member is to hold an appointment in more than one Faculty, Department, or Unit, the letter of appointment shall include provisions as outlined in Part A.3.6, as appropriate.

3.7.4   When an academic staff member is appointed to a unit that is not a Faculty or equivalent, and has no recognized Faculty Guidelines, the letter of appointment shall clearly state the duties of the position and the initial criteria against which performance shall be assessed.

3.7.5   In the case of a joint or transdisciplinary appointment involving more than one Faculty:

  i.   the Provost shall determine which Faculties Guidelines shall be used for the purposes of hiring,

  ii.   the letter of appointment shall indicate which Faculty and Department (where applicable) shall be considered the Home Unit for the purposes of tenure, promotion, and Academic Performance Assessment (see also Part C.3.7.3). Where appropriate, this may include reference to the proportion of duties across the various Faculties/Departments,

  iii. the Home Unit shall consult with all other Faculties/Departments involved in the joint or transdisciplinary appointment in making recommendations related to tenure, promotion, or Academic Performance Assessment.

3.7.6   In the case of a joint or transdisciplinary appointment involving more than one Department within a single Faculty, the letter of appointment shall indicate which Department shall be considered the Home Unit for the purposes of tenure, promotion, and Academic Performance Assessment and the proportionate distribution of duties (where appropriate).

3.7.7   In the case of an appointment where the individual is likely to be seconded within the University, either on a full or part-time basis, the length and percentage of the secondment shall be included in the letter of appointment whenever possible. The Home Unit shall consult with the

Department, Faculty or Unit where the academic staff member is seconded for the purposes of tenure and promotion, as well as Academic Performance Assessment.

3.8   Record Management

3.8.1   All official records from an Academic Appointment Selection Process shall be retained by Human Resources for two years and shall include complete records of all stages of the recruitment and selection process for each academic appointment, including selection criteria, copies of advertisements, publication venues, an outline of the active recruitment methods employed, copies of applicants' *Curricula Vitae*, and letters of recommendation. Personal meeting notes, recordings, and working materials will be destroyed upon conclusion of the hiring process.

3.8.2   Relevant official records outlined in Part C.3.8.1 may be made available to the Provost & Vice-President (Academic) and the applicable Vice Provosts (EDI or Indigenous Engagement) upon request as appropriate, consistent with aggregated data analyses.

3.9   Applicant Concerns

An applicant may write to the Provost & Vice-President (Academic) regarding concerns related to AHRA legislation and may send a copy to the Faculty Association. After appropriate review and consultation, the Provost & Vice-President (Academic) may take whatever action, if any, is deemed necessary.

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

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

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

4.3   The members of the Ad Hoc Selection Committee, a majority of whom shall hold academic appointments, shall be appointed by the appropriate Senior Administrator in a manner consistent with the principles of Part C.2. to C.3., while recognizing the operational necessities of the position.

4.4   The procedures of the Ad Hoc Selection Committee shall be approved by the Provost & Vice-President (Academic) or delegate before the position is posted.

4.5   In situations when the selection process is for a senior position, the Ad Hoc Selection Committee may recommend that the appointment be made *With Tenure*. In such cases, the Committee must make its recommendation based on the career history of the applicant and relevant criteria for

the appropriate rank and stream and requirements for tenure, as described in Part B.1. to B.3. and in accordance with Articles 1.8 and 28 of the *Collective Agreement.*

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

4.7   External competition for academic staff positions outside of Faculties may not normally be required where the promotion of an individual represents a normal career path. Internal advertising of the opportunity is, however, required.

5.   Expedited Extraordinary Procedures for Dual Career and Strategic Hiring

5.1   From time to time, it may be in the University's best interest to act expeditiously to be able to make an offer of employment for a Dual Career Hire or a Strategic Hire. In such cases, and subject to the requirements and limitations outlined in Part C.5.4 below, the expedited hiring procedures shall be considered equivalent to, and used *in lieu* of, the aforementioned formal Academic Appointment Selection procedures.

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

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

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

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

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

5.2.2   For a Partner Hire, neither job description nor Position Posting is required. The candidate is expected to meet the requirement of the rank and stream of the position.

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

5.3.1   Before commencing any expedited procedures described in Part C.5.4 for a planned Strategic Hire, the Dean of the Home Unit (into which the Strategic Hire is to be recruited) shall provide details in writing to the Provost and Vice-President (Academic) as to how the Strategic Hire meets the requirements set out below in Part C.5.3.2. and why the hire cannot be recruited using the normal recruitment procedures outlined above (see Part C.2 to C.3).

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

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

ii. has demonstrated unique research and scholarship, teaching activities and/or scholarly engagement that has resulted in a broad, heightened awareness of the perspectives of either Indigenous peoples or other equity-deserving groups in the community at large,

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

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

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

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

Examples include:

a. an individual at the highest rank of Professor or Professor (Teaching) whose reputation and international stature would significantly enhance the profile of the University,

b. an individual who brings to the University a unique and highly sought-after expertise related to an innovative, ground-breaking, cutting-edge area of research and scholarship, professional or technical expertise, industry or community partnerships, or creative and professional achievement that will bring world-class recognition to the University, or,

c. an individual who has been publicly recognized, nationally or internationally, for the impact of their scholarship on EDIA, Indigenous Engagement, and/or social justice.

5.4   Expedited Procedures for Dual Career and Strategic Hires

5.4.1   In all instances of Dual Career 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 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 Handbook Working Group will periodically review the necessity of this clause.

5.4.3   The committee composition requirements for a Partner or Strategic Hiring Committee (hereafter referred to as the "Hiring Committee") shall be the same as the requirements outlined in Part C.3.1, with the addition of one non-voting Faculty Association member who shall be required for *quorum*. At the discretion of the Chair, a resource person from Human Resources may also be invited to attend and advise on procedural matters.

5.4.4 In the case of a Dual Career Hire where the Partner 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 Dual Career or Strategic Hire, the Dean shall notify the Hiring Committee of the projected timing of the process. The Dean shall also provide (a) copies of these procedures, (b) the implication the proposed Hire would have with respect to other future hires in the Faculty, Department, or Unit, and (c) whether it is considered a regular hire or an additional hire (i.e., outside the Unit's hiring agenda).

5.4.6 By a date specified by the Dean, it will be the responsibility of the candidate to supply the information deemed relevant to the hire. For example, a *Curriculum Vitae*, teaching portfolio, an equity and reconciliation statement (in a format preferable to the candidate), references (in written or oral form), and/or evidence of scholarly work. In the case of an Indigenous Strategic Hire, evidence of the candidate's engagement of, or connection to, Indigenous community or communities may be required. This information shall normally be made available to the Hiring Committee for no less than three working days.

5.4.7 A Hiring Committee may recommend to the Dean that the appointment be made *With Tenure*. In such cases, the Hiring Committee shall make its recommendation based on the career history of the applicant when considered in accordance with Articles 1.8 and 28 of the *Collective Agreement*, and in conjunction with the requirements for rank and stream outlined in this Handbook.

5.4.8 Any deviation(s) to Articles 1.8 and 28 of the Collective Agreement with respect to appointments made *With Tenure* must be first approved by the Provost & Vice President (Academic), after consultation with, and agreement by the Faculty Association.

5.4.9 The Dean shall arrange for a presentation to either the Home Unit or, depending upon the circumstances of the hire, to the Hiring Committee. The Dean shall also arrange for an interview with the Hiring Committee and may provide opportunities for informal meetings with interested members of the Home Unit.

5.4.10 Following the candidate's presentation, the Dean, Head or equivalent, shall solicit written comments related to the candidate's background, skills, and experience, from the members of the Hiring Committee and, if appropriate from academic staff members of the Home Unit, normally to be provided within three working days. All written comments shall be made available to the Hiring Committee in a timely manner, so that all such written feedback shall be reviewed and accorded appropriate weight by members of the Hiring Committee.

5.4.11 In the case of a Strategic Hire where the candidate needs to remain confidential, or a Dual Career Hire where the Primary Hire's candidacy needs to remain confidential (e.g., recruitment for a position on the university's Senior Leadership Team), appropriate steps will be taken to ensure confidentiality for those involved in the Strategic Hire or Dual Career Hire. In the case of a Dual Career Hire, with reference to the Partner Hire, it is recommended that the Primary Hire (see Part A. 1.1.xiv) be discouraged from participating in the processes outlined in 5.4.8 – 5.4.9 for

other candidates.

5.4.12   As soon as possible after the provisions outlined above have been carried out, the Dean of the Home Unit shall convene a meeting of the Hiring Committee to consider the proposed hire and to make its recommendation. The Hiring Committee shall take into account criteria as outlined in Part B, as appropriate.

6.   Equitable & Inclusive Hiring Initiatives

6.1   The University is committed to equitable and inclusive hiring practices consistent with the principles of EDIA and Indigenous Strategies to achieve diverse representation in its academic staff. From time to time, the University may wish to engage in an Equitable & Inclusive Hiring Initiative in accordance with the *AHRA*.

6.2   An Equitable & Inclusive Hiring Initiative (see also Part A.1.1.ix.) means any job competition that gives preference to, or is only open to, one or more equity-deserving groups with the objective of amelioration, in accordance with the *AHRA*. In the case of a *bona fide* occupational requirement, the same procedures will apply.

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

6.4   The following information must accompany a request for the Provost's approval of an Equitable & Inclusive Hiring Initiative:

   i.   An outline of the proposed initiative and its objective (e.g., decreasing under-representation, supporting community-engaged scholarship, developing certain areas of research),

   ii.   A summary of evidence supporting the need for the initiative (e.g., University EDI data and/or local, provincial, and/or National data relevant to the proposed initiative),

   iii.   Any proposed adjustments to the Position Posting and Academic Appointments Selection Committee,

   iv.   Confirmation of consultation with Human Resources, Labour Relations, and the Faculty Association, as well as the Vice Provost (Indigenous Engagement) and/or Vice Provost (EDI), and a brief summary of those consultations,

   v.   The proposed Position Posting that clearly articulates the range of candidates to whom the position is open,

   vi.   Any other information that the Provost & Vice-President (Academic) deems necessary to evaluate the proposed initiative.

6.5   Once an Equitable & Inclusive Hiring Initiative has been approved, the Academic Appointment Selection Committee will be selected as described in Part C. 3.1. Once the Academic Appointment Selection Committee is in place, the procedures outlined above in Part C. 3.2 to C. 3.9 shall be followed. The language of the proposed Position Posting listed in Part C. 6.4.v. above, may, however, be revisited by the Committee before being released for publication.

7. Other Appointments

7.1 Special Limited Term Appointment

In cases where time constraints or other circumstances do not permit the use of the extraordinary procedures 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 non-renewable one-year term, and the offer may be made without satisfying the normal advertising and selection requirements. At the conclusion of the one-year term, the special Limited Term appointment will lapse. During the one-year term, the Dean of the Home Unit may initiate a new process for expedited hiring as described above. The incumbent may at any time become a candidate for any position that may become available and be advertised in accordance with the normal procedures for selection and appointment as outlined in Part C.2. and C.3.

7.2 Conversion of Contingent and Limited Term Appointment

7.2.1   If operating funds are allocated for a position previously deemed to require a Contingent Term or Limited Term appointment, the incumbent shall be granted the option of being considered first for the Continuing position prior to it being advertised, if all following conditions are met:

i.   a Continuing position has been allocated to the Home Unit for the same purpose in the same discipline as the Contingent Term appointment,

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

iii.   the incumbent has received assessments in the normal manner, that have acknowledged satisfactory performance of the normal range of duties expected of a Continuing academic appointee according to criteria in Part B,

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

7.2.2   Consideration in this case may result in the offer of a Continuing position, or a declaration that the incumbent does not meet the requirements of the Continuing position, or a decision to proceed to an advertised competition.

UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE

SUBJECT: **Catalyst Grants Program**

PROPONENT(S)/PRESENTER(S)

Dr. William Ghali, Vice-President (Research) (VPR)
Dr. Hector McIntyre, Manager, Postdoctoral Office and Internal Grants

PURPOSE

To provide the General Faculties Council with an update on the VPR Catalyst Grant program.

OVERVIEW

VPR Catalyst Grants are designed to catalyze research initiatives that will lead to substantial external funding and are intended to support well-defined early-stage research activities. The program asks researchers to think boldly and strategically about how to maximize the impact of downstream funding. These stimulus grants prioritize those who present a winning research context, including for example mentorship, strong collaborators, and knowledge engagement partnerships.

Value: $1,000 - $15,000. In rare cases, up to $20,000 may be awarded
Duration: 6 months. Maximum 12 months, after which unused funds must be returned
Deadline: 4 per year. Nov 15, Feb 16, May 15, Aug 15

KEY POINTS

Eligible Applications*	**310**
Awards to date	**174**
Intakes to date	**14**
Success rate (13 rounds)	**61.5%**
Total funding awarded	**$2,021,928**
Average award amount	**$11,620**
Includes 27 submissions currently under review.	

Budget
The program's consolidated budget is supported by VPR operating funds and by the university's externally restricted NSERC and SSHRC General Research Funds and SSHRC Institutional Grant. More than half of the awarded amount has come directly from VPR funds.

Awards by broad subject area
- 39.7% to health research
- 34.5% to natural sciences and engineering research
- 25.9% to social sciences and humanities research

Number of external grants applied for as a result of the VPR Catalyst Grants Program

- [*An update on external funding requests and funding awarded will be provided with the final slide deck*.]

BACKGROUND

The VPR Catalyst Grants program launched in Fall 2020 and serves as the flagship intramural sponsored research program offered by the Vice-President (Research) and Research Services. The review panel is chaired by Dr. Barry Sanders, Scientific Director of Quantum City. Fourteen rounds of applications have been adjudicated to date, the latest having been received on February 15, 2024.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Research and Scholarship Committee	2024-04-18				X
X	General Faculties Council	2024-05-09				X

NEXT STEPS

The next intake will be May 15, 2024.

SUPPORTING MATERIALS

Slide deck

GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE

SUBJECT: **Postdoctoral Match-Funding Program**

PROPONENT(S)/PRESENTER(S)

William Ghali, Vice-President Research
Katrina Milaney, Director, Postdoctoral Program and Associate Vice-President (Research)

PURPOSE

To update the General Faculties Council on the status of the University of Calgary's flagship postdoctoral funding program.

OVERVIEW

Starting in 2024 after the expiry of the Eyes High era, the Eyes High Postdoctoral Match-Funding Program has been re-styled as the Postdoctoral Match-Funding Program. Up to the end of March 2024, more than $3 million in matching funds has been invested by the Office of the Vice-President (Research) (VPRO) to support 150 postdoctoral appointments. 7 of these postdocs were offered funding through the CFREF training Accelerator funds as their research proposals were in alignment with One Child Every Child program objectives. The new program structure enables leaner budgeting while maintaining the same incentives for the pursuit of external fellowship support to recruit highly talented researchers from around the world.

KEY POINTS

- More than $3.08 million directly invested by VPRO, an amount matched 1:1 by faculty supervisors.

- Appointments valued at a minimum of $50,000 per year plus benefits, renewable up to two years.

- VPRO contributes $25,000 to be matched by a minimum of $25,000 by supervisors.

- Very high proportion of international applicants and recipients.

- Match-funded postdocs have secured highly competitive funding from CIHR, Alberta Innovates, Killam, the Banting Postdoctoral Fellowship program, and international foundations.

BACKGROUND

The Office of the Vice-President (Research) has administered a fellowship recruitment program since 2013. In 2020, the program converted to a match funding program to incentivize external fellowship applications. Through the original program structure, UCalgary invested more than $23 million to support over 230 postdoctoral researchers. The new program structure requires an investment from supervisors and introduces more supports for seeking external funding. The program has two intakes per year, in May and November.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Research and Scholarship Committee	2024-04-18				X
X	General Faculties Council	2024-05-09				X

NEXT STEPS

The spring 2024 intake deadline falls on May 13, 2024.

SUPPORTING MATERIALS

Slide deck

GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE

SUBJECT: **Transdisciplinary Connector Grants Program**

PROPONENT(S)/PRESENTER(S)

Dr. William Ghali, Vice-President (Research) (VPR)
Dr. Steven Bryant, Academic Lead, Transdisciplinary Scholarship
Mariska Span-Smeelen, Manager, Transdisciplinary Scholarship

PURPOSE

To inform the General Faculties Council of the first year of the Transdisciplinary Connector Grants program launched by the VPR in April, 2023.

OVERVIEW

The Transdisciplinary Connector Grants program is designed to promote initiatives that enable UCalgary teams to explore questions, challenges and opportunities that demand a transdisciplinary approach. Transdisciplinary Connector Grants are meant for activities that are typically brief in duration with highly targeted aims. Connector Grants may build on current programs but are intended to support work that goes beyond the current scope of those programs. Leverage of existing resources and contributions (financial and in-kind) is welcome but not required.

KEY POINTS

- Transdisciplinary activities are recognized as team-driven initiatives with equal importance and responsibility of each proposed team member.
- 4 competitions held:
    - 165 applications submitted
    - 94 applications awarded
    - 1120 team members total
    - $2,276,508 applied for, $1,116,548 awarded
- Connector grants have funded a variety of activities. From events and workshops to research activities. Examples include Just Breathe – a transdisciplinary, immersive dance experience addressing climate change; Transforming Masculinities – an international symposium with community involvement; and many more. A list of awarded applications is available on the Connector Grant website.

BACKGROUND

The Transdisciplinary Connector Grants program was launched on April 4, 2023 with funding provided by the President's Strategic Fund.   Applications are reviewed and adjudicated by an internal review committee consisting of 10 faculty members from diverse backgrounds.

Key aspects of Connector Grants:

- The team applying should consist of a minimum of two (2) scholars with diverse backgrounds.
- Transdisciplinary Connector Grants are offered in two streams
  - Initiating stream: up to $10,000
    - Duration: 6 months
  - Consolidating stream: up to $20,000
    - Duration: 12 months
- Deadlines: 4 intake dates per year

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Research and Scholarship Committee	2024-04-18				X
X	General Faculties Council	2024-05-09				X

NEXT STEPS

The Connector Grant program will continue to enhance transdisciplinary activities on campus and beyond.

SUPPORTING MATERIALS

Slide deck

GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE

SUBJECT: Industry Engagement (Research) Update

PROPONENT(S)

Dr William Ghali, Vice President (Research)
Dr Andre Buret, Associate Vice President (Research)

PURPOSE:

To provide the General Faculties Council with an update on progress made by the Industry Engagement (Research) initiative.

OVERVIEW

Launched in May 2022 with support from the Incremental Projects Grants (IPG) and reporting into the Office of the Vice-President (Research), the Industry Engagement team engages both externally (corporate partners, industry associations) and internally (faculty members, business units) for the purpose of initiating meaningful industry-university research collaborations.

KEY POINTS

The Industry Engagement (Research) team has three focus areas:
- **Strategy** - Strategic planning and identification of key institutional partners
- **Operations** - Cultivation, development, and management of institutional partnerships
- **Coordination** - Coordination and advice on faculty – or unit-level relationships with industry

Team
The Industry Engagement team has three members:
- Manager, Carmen Rieder, is responsible for strategic development of the team's activities and is advised by a committee made up of six members from the VPRO and Advancement.
- Industry engagement advisor, Susan Sun, brings more than 20 years' experience in the oil and gas, refinery, and petrochemical industries. Susan focuses on finding and developing research opportunities with companies in the energy and advanced technologies sectors.
- Industry engagement advisor, Sid Gunamalai, has experience in research collaboration and partnerships management in Canada and the US. With training in biotechnology and life sciences entrepreneurship, Sid fosters collaborations between companies and researchers in the fields of medicine and life sciences.

What we do for companies
The Industry Engagement (Research) team both solicits and responds to research requests from companies. For companies, we:
- Discuss how research capabilities at UCalgary might benefit the company
- Provide prompt and precise connections by being familiar with expertise and resources at UCalgary
- Advise on leveraging R&D funds through government matching programs at various levels
- Support research agreement and contact negotiations

What we do for faculty members

The Industry Engagement (Research) team also offers support to researchers who are developing research partnerships with companies. Our initial list of services for faculty members includes:

- Presenting research requests from companies to faculty members
- Inviting industry partners to industry-relevant events
- Accepting referrals when a company's direct request to a researcher is outside their research interests
- Advising faculty members on industry engagement plans and pitch materials
- Exploring industry-partnered funding programs with companies and faculty members
- Supporting research agreement negotiations

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Research and Scholarship Committee	14 Mar 2024				X
X	General Faculties Council	9 May 2024				X

SUPPORTING MATERIALS

PowerPoint presentation

GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE

SUBJECT: **Research Security Division Update**

PROPONENT(S):

Robert Thompson, Associate Vice-President Research, Executive Director, Research Services
Martha Wallace, Director - Research Security

PURPOSE

To share with the General Faculties Council the activities and accomplishments of the recently created Research Security Division (RSD).

OVERVIEW

The Research Security Division at UCalgary was established in December 2022. RSD works with the campus community to support researchers in complying with new federal research security requirements and ensures that they are able to establish transparent, secure, and mutually beneficial collaborations and partnerships. RSD is a one stop shop for research security that provides identification and mitigation of risks, open-source intelligence expertise, guidance on sanctions and export controls, and assistance in navigating federal, provincial, and international research security requirements.

KEY POINTS

- RSD supports researchers to ensure the security of their research while they pursue new opportunities both in Canada and around the world. When assessing potential partnerships and collaborations, the goal of RSD is to say "yes" while minimizing risks through appropriate mitigations.
- UCalgary is recognized nationally as a leader in research security. RSD is working with post-secondary institutions (PSIs) across Alberta and Canada to advance research security to the benefit of the post-secondary sector as a whole.
- Strong partners and collaborators recognize the value of having a culture of research security. A robust research security regime makes us a more attractive partner, helping to fuel new partnerships and secure grant funding.
- We work with PI's to both advance and protect their research by providing timely information and tools to help them make decisions.

We have seen evidence of culture shift throughout much of the University by many PI's reaching out proactively to our teams for information and guidance.

BACKGROUND

In response to a changing geopolitical climate and an increase in espionage and foreign interference targeting Canada's research enterprise, the Government of Canada (GoC) has taken steps to protect the research conducted at Canada's universities. In May 2020, CSIS issued warnings to Canadian universities about threats to intellectual property and data from hostile state actors. In September 2020, the GoC launched the Safeguarding Your Research online portal to provide the research community with guidance, information, and tools to protect research and intellectual property. In July

2021, this was followed by new federal guidelines for research partnerships, including the requirement to complete a risk assessment form for some federal granting programs. In Budget 2022, the GoC announced $125 million over 5 years beginning in 2022-23, and $25 million annually on an ongoing basis to support the creation of research security offices at Canadian universities. Most recently, in January 2024, the GoC announced the new policy on Sensitive Technology Research and Affiliations of Concern (STRAC), which includes a list of sensitive technology areas, as well as a list of named research organizations (NRO). STRAC will apply to all federal granting calls announced on or after May 1, 2024. Researchers working in a sensitive research area will be required to attest that they are not affiliated or receiving funding or in-kind support from an NRO.

In December 2022, in response to the new federal funding, UCalgary's first Director of Research Security was hired. A comprehensive research security plan was developed and is now being operationalized. RSD consists of three teams, each headed by a manager and supported by multiple analysts:

- **Education and Outreach**. Awareness has been a key piece of the RSD mission since it was established. Through Education and Outreach, RSD is introducing the concept of research security and the requirements that go with it to the UCalgary community through presentations, briefings, training, and workshops. Planning conference panels and events to build knowledge and and share best practices amongst research security professionals. Developing communication resources to educate and inform researchers about safeguarding research. Monitoring policy changes and communicating potential impacts to the research community.
- **Due Diligence.** Vets potential partners, collaborators, visiting student researchers, post-doctoral fellows, and foreign delegations through open-source intelligence. Advises researchers on potential risks, works with researchers to create risk mitigation plans, and ensures researchers are meeting research security requirements for granting programs.
- **Compliance.** Ensures mitigation plans are put in place once funding is awarded, provides personalized travel and security briefings, supports the travel loaner device program, ensures the university is in compliance with sanctions and export controls, has assumed responsibility for the Contract Security program and will be responsible for the controlled goods program.

Key Accomplishments

Outreach and Education
- Since April 2023, RSD has delivered 71 workshops and information sessions to 2,377 individuals at UCalgary. This included a CSIS information session, summer studentship workshop for undergraduate students, Eyes High Postdoctoral Training for post-doctoral fellows and supervisors, and the research security open house.

Due Diligence
- Between April 2023 and March 2024, RSD vetted 524 potential partners and collaborators for the university community. Vetting is done through the use of open-source intelligence techniques (OSINT). Researchers now reach out to our office to vet entities so they can have greater transparency regarding both the risks and benefits of potential partnerships. When vetting entities, RSD takes a comprehensive approach to assessing risk that considers a wide range of factors, including: partner affiliations, potential human rights and ethical concerns, the nature of the partnership, and the area of research.
- RSD supports researchers in the completion of Risk Assessment Forms required by a growing number of Tri-Agency and CFI granting programs. Since RSD started assisting researchers with the completion of these forms, not a single one has been returned by the granting agencies as incomplete or unsatisfactory.
- Together with the Faculty of Graduate Studies, RSD established and implemented a process for vetting all incoming Visiting Student Researchers. Multiple information sessions have been held to inform faculty about the new process, which as been positively received.

Compliance
- RSD implemented a compliance program and guidelines for research funding and assists researchers with the

implementation and maintenance of their risk mitigation plans and year-end compliance reporting requirements.
- RSD is assuming responsibility for UCalgary compliance requirements under export controls, controlled goods, and sanctions legislation. RSD has begun to assess potential partnerships and vendors to ensure compliance with sanctions laws.
- RSD has assumed responbility for the Government of Canada's Contract Security Program, which enables UCalgary to bid on and be awarded federal government contracts with security requirements. This program ensures that UCalgary meets the security requirements of a specific contract involving physical space, IT and personnel clearances.
- RSD created a travel security briefing program and worked with IT to streamline and enhance the international travel loaner program. Travel security briefings are now available to all researchers and university employees travelling internationally on university business.

Collaboration and Sectoral Leadership
- In October 2023, the UCalgary and UAlberta research security teams hosted a national research security conference at UCalgary. The conference was attended by 275 individuals, and included representation from 54 Canadian PSIs, 12 GoC departments and agencies, 3 provincial and territorial governments, and 26 other civil society and research organizations.
- As Alberta's research intensive universities received the bulk of federal research security funding amongst Alberta PSIs, UCalgary and UAlberta have assumed a leadership role amongst the sector. In advance of the research security conference, UCalgary and UAlberta hosted a workshop for small and medium sized universities. UAlberta and UCalgary have held joint meetings with Alberta PSIs to collaboratively advance a hub and spoke model. In January 2024, Alberta PSIs participated in shared training organized by UAlberta and UCalgary about how to recognize problematic entities. An additional two day workshop to share best practices and strengthen capabilities is planned for April 2024.
- UCalgary is providing research security support to TRIUMF (Canada's premier physics laboratory and one of the world's leading subatomic physics research centers). Support has included training on OSINT techniques, partner vetting, and assistance with risk mitigation plans.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Research and Scholarship Committee	Mar 14, 2024				X
X	General Faculties Council	May 9, 2024				X

SUPPORTING MATERIALS

PowerPoint presentation

UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE
Report to General Faculties Council
for the meeting held April 17, 2024

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

Recommendation of the Community Mental Health and Well-Being Strategy: Renewal of the Campus Mental Health Strategy

The EC received a presentation on the process followed in renewing the Campus Mental Health Strategy, the content of the new Community Mental Health and Well-Being Strategy (including that it has three priorities: a holistic approach to well-being, a focus on the upstream while continuing downstream supports and services, and creating a supportive academic and workplace culture), and the revisions made to the Strategy since the EC last discussed it. The EC heard that feedback provided during the approval process includes appreciation of the priorities, the clarity of scope, and the importance of equity, diversity, inclusion, and accessibility (EDIA) and it was reported that action and evaluation plans will be developed after the Strategy is approved.

In response to questions, it was reported that:

- A caring environment will include people showing civility and respect to one another
- The team will take a principles-based approach to evaluating the impacts of the Strategy, including using qualitative and quantitative data to demonstrate that the University is becoming an increasingly caring community

The EC's discussion included that:

- It is possible for the University to maintain its excellence in research and teaching while improving its caring environment
- The focus on a preventative approach to well-being is applauded. There will always be stressed and struggling individuals, but a preventative approach to well-being will help many.
- The proponents were thanked for listening to feedback during the consultation process and for incorporating concerns, such as about workload, into the current draft

The EC then voted to recommend that the GFC recommend that the Board of Governors approve the Community Mental Health and Well-Being Strategy, and authorized the proponents to make non-substantive changes to the strategy prior to the Board's approval.

Recommendation of Revisions to the GFC Academic Staff Criteria and Processes Handbook

The EC received an update on the revisions to the Academic Staff Criteria and Processes Handbook made since the EC last discussed the document.

The EC's discussion included whether the references to "undergraduate and graduate" students and courses includes professional programs with clinical training. The proponent reported that the Faculty Guidelines can

interpret Handbook sections as needed for a particular discipline. It was suggested that the general word 'student' could be used or the word 'trainees' could be added, and it was decided that the Academic Staff Criteria and Processes Handbook Working Group should consider this as part of next year's revisions, as changing the wording around students would need to be done in several sections and/or defining the meaning of 'student' in Section A.1 will require careful work.

The EC then voted to recommend that the GFC approve the revisions to the Academic Staff Criteria and Processes Handbook, effective July 1, 2024.

Appointment of One Academic Staff Member to the Academic Program Subcommittee

The EC named, in rank order, academic staff members to be approached by the University Secretariat to serve on the Academic Program Subcommittee.

Secretary's Note: Following the meeting, Donna Slater, Cumming School of Medicine, agreed to serve and is deemed to be appointed by the EC.

Appointment of One Academic Staff Member of GFC to the Graduate Academic Program Subcommittee

The EC named, in rank order, academic staff members to be approached by the University Secretariat to serve on the Graduate Academic Program Subcommittee.

Secretary's Note: Following the meeting, Jessalynn Keller, Faculty of Arts, agreed to serve and is deemed to be appointed by the EC.

Appointment of Two Academic Staff Members of GFC to the Academic Staff Criteria and Processes Handbook Working Group

The EC named, in rank order, academic staff members to be approached by the University Secretariat to serve on the Academic Staff Criteria and Processes Handbook Working Group.

Secretary's Note: Following the meeting, Jacqueline Jenkins, Faculty of Arts, and Bukola Salami, Cumming School of Medicine, agreed to serve and are deemed to be appointed by the EC.

Student Misconduct and Academic Appeals Policy Suite Revisions

The EC received a presentation on the consultation process for the revisions to the Student Misconduct and Academic Appeals Policy and three related procedures, saw data relating to recent appeals, and heard that the proposed changes include:

- To streamline the structure of student appeals to a single level of appeal for decisions in the scope of the Policy, with academic assessment appeals to be heard by Faculty appeals committees, academic progression appeals to be heard by the University Appeals Committee (UAC), and misconduct appeals to be heard by the University Appeals Tribunal (UAT)

- A second fail of a candidacy/thesis exam will be appealable to the Faculty of Graduate Studies appeals committee and the associated Required to Withdraw (RTW) will be appealable separately to the UAC

- There will be a single pool of UAC and UAT Appeal Review Administrators and panel members

- Clarifying the language to better explain the grounds for appeal, types of appealable decisions, and to enhance the Student Appeals Office oversight of Faculty appeals committees

It was reported that streamlining the process is intended to improve the student experience by reducing confusion for students and administrators, and by getting to a final decision more quickly. It was observed that the University's system prioritizes and provides procedural fairness for students.

In response to questions, it was reported that:

- Appeals by course-based graduate students go to the Home Faculty appeals committee and appeals by thesis-based graduate students go to the Faculty of Graduate Studies appeals committee

- The first fail of a candidacy/thesis exam is currently handled at the Faculty of Graduate Studies level

- The proposed policy and procedures are in compliance with the Post-Secondary Learning Act

The EC's discussion included that:

- Support for the revisions to the policy suite including eliminating an under-used level of appeal was expressed

- It is appreciated that an academic progression appeal is only on procedural grounds and not a *de novo* hearing

- The Students' Union has concerns about the proposed changes, and questioned the conclusion that a second level of University appeal is underutilised and does not impact outcomes. The Students' Union feels strongly that students should continue to have the option to access a second level of University appeal. The proponents and the Students' Union will have further dialogue regarding the proposal.

Revisions to the GFC Executive Committee Terms of Reference and GFC Standing Committees General Terms of Reference

The EC heard that a fulsome review of the GFC standing committees' Terms of Reference (TOR) is being conducted, and that the proposed changes to the EC TOR are to capture two responsibilities not currently specifically captured and changes to the General TOR are largely to align with the General TOR for the Board's standing committees. It was reported that the TORs will come to the EC for approval (or recommendation, in the case of its own TOR) at the next meeting.

There were no comments or questions.

Review of the Draft May 9 , 2024 GFC Agenda

The EC reviewed the draft May 9, 2024 GFC agenda.

There were no comments or questions.

Prepared by the University Secretariat on behalf of Ed McCauley, Chair, and Penny Werthner, Vice-Chair

UNIVERSITY OF CALGARY

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council
for the meeting held on March 25, 2024

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

Approval of the Termination of the Thesis-based Master of Engineering (MEng) Program

The Committee reviewed the proposal for the termination of the thesis-based stream of the Master of Engineering (MEng) program. The Committee heard that the thesis-based MEng has not been offered for several years and there are no students currently enrolled. The termination will provide a clear distinction between the MEng as a course-based degree for students seeking a professional program versus the thesis-based Master of Science (MSc) in Engineering degree for students interested in research. The Committee learned that because students did not receive funding in the thesis-based MEng, they are better served by the MSc program.

The Committee approved the termination of the thesis-based MEng program, effective immediately.

Approval of the Termination of the Graduate Certificate in Pipeline Engineering

The Committee reviewed the proposal for the termination of the Graduate Certificate in Pipeline Engineering within the Department of Mechanical and Manufacturing Engineering. The Committee learned that the certificate was originally developed as a condensed training program for working professionals in response to demand from industry partners and the primary reason for termination is insufficient interest from students. The Schulich School of Engineering also offers a Pipeline Engineering specialization in the MEng degree program, and the Committee heard that the shorter completion time of the certificate was not enough of an incentive to outweigh the higher tuition rates of the certificate courses relative to that of the MEng.

Although the 1-unit courses designed specifically for the certificate are no longer offered, the Committee heard that the one student who remains registered in the program has been offered the option to complete it with comparable 3-unit MEng courses.

The Committee approved the termination of the Graduate Certificate in Pipeline Engineering, effective July 1, 2025.

Approval of the Reactivation of the Bachelor of Science (BSc) and BSc Honours in Statistics, and Suspension leading to Termination of the Statistics Concentration in the BSc in Mathematics

The Committee reviewed the proposal for the reactivation of the Bachelor of Science (BSc) in Statistics program and the associated suspension of the Statistics Concentration in the BSc in Mathematics. The Committee learned that interest in the BSc in Statistics has grown since it was suspended due to the growth of the data science industry. Students interested in specializing in statistics are better served by a BSc in Statistics than by a Concentration, as the former makes their area of expertise more visible to employers. The proposed reactivation would also benefit students pursuing the BSc in Mathematics; the 2023 Faculty of Science curriculum review recommended several changes to the program that have not been implemented because they would negatively impact students concentrating in statistics. The Committee heard that all courses associated with the BSc in Statistics are still being offered due to ongoing student enrolment and demand from the Actuarial Science and Data Science and Analytics programs.

The Committee approved the reactivation of the BSc/BSc Honours in Statistics, effective July 1, 2024. Contingent upon the Ministry of Advanced Education's approval of the reactivation, the Committee approved the suspension leading to termination of the Statistics Concentration in the BSc in Mathematics.

Approval of the Changes to the Science Internship Program

The Committee reviewed the proposed changes to the Science Internship Program, which include: renaming it the "Science Co-operative Education Program"; allowing students flexibility to complete their required work placements either as separate four-month work terms or as continuous terms ranging in length from eight to sixteen months; and adding a new asynchronous online course, Science (SCIE) 505, that students would be permitted to take for academic credit while on their work term.

The Committee learned that the Faculty of Science's program does not align with Co-operative Education and Work-Integrated Learning (CEWIL) Canada's definition of a Co-op program but does align with the University's definition. Changes would be required for this program, as well as for other Faculties' internship/Co-op programs, should the University seek CEWIL accreditation in the future. The Committee discussed the importance of flexibility in WIL programs especially related to duration, noting that the University's ability to offer students quality WIL experiences is impacted by the broader economic climate.

The Committee approved the changes to the Faculty of Science's Internship Program, effective Fall 2024.

Discussion of APPC Mid-Year Member Survey Results

The Committee discussed the results of the mid-year member survey. Out of 16 APPC members polled, 7 responses were received. The Committee heard that, in response to the survey feedback, the University Secretariat will: i) work with the Program Innovation Hub on streamlining program proposals for ease of review, and ii) add information on the Committee's composition and purpose to the orientation presentation provided in the first meeting of the year. Technical upgrades currently underway in the Governors' Boardroom (A167) should address recent sound quality issues for members attending virtually.

Prepared by the Secretariat on behalf of Robin Yates, Co-Chair, and Dawn Johnston, Academic Co-Chair.

UNIVERSITY OF CALGARY

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council
for the meeting held on April 15, 2024

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

Approval of Revisions to 2024-2025 Graduate Admission Regulations

The Committee reviewed proposed revisions to the regulations for graduate admissions which included adding information regarding how grade point averages (GPAs) are calculated to provide clarity for applicants from institutions outside of North America; setting a deadline by which students must have applied for their study permits to have a deferral of admission request considered on these grounds; and adding graduate certificates to the regulations for advanced credit.

The Committee learned that graduate programs can recommend admission of students who do not meet the Faculty of Graduate Studies' (FGS) minimum GPA requirement by submitting a memo to FGS for approval. The Committee requested an amendment to Section G.A.1 *Qualifications* to clarify that the courses and grades used to calculate GPA depend on both the credit structure and grading scale of the institution that issued the transcript.

With this amendment, the APPC approved the revisions to the graduate admission regulations.

Discussion of Revisions to the APPC Terms of Reference

The Committee discussed proposed revisions to the APPC Terms of Reference (TOR). The changes include updated language for alignment with that of other Committee TORs and the new Academic Calendar, and the delegation of approval authority for program suspensions to the Academic Program Subcommittee (APS) and Graduate Academic Program Subcommittee (GAPS).

The membership of the Committee was discussed, with a particular focus on voting versus non-voting members. The Committee learned that the composition and structure of the General Faculties Council (GFC) Standing and Subcommittees was designed by a GFC task force in alignment with fundamental principles of post-secondary institutional governance and the requirements of the Alberta *Post-Secondary Learning Act* (PSLA). On recommendation of the task force, the GFC decided to add non-voting member seats representing each of the various staff groups on campus (AUPE, MaPS, TUCFA) to the academic committees to ensure these important voices are at the table. The potential for the voting versus non-voting member structure to create a hierarchical environment was contemplated.

The Committee recommended a further revision to the responsibilities section of the TOR for clarity on the APPC's role regarding program and unit review proposals and processed.

Prepared by the Secretariat on behalf of Robin Yates, Co-Chair, and Dawn Johnston, Academic Co-Chair.

RESEARCH AND SCHOLARSHIP COMMITTEE
Report to General Faculties Council
for the meeting held April 18, 2024

This report is submitted on behalf of the Research and Scholarship Committee (RSC).

Recommendation of Revisions to the RSC Terms of Reference

The RSC heard that the Terms of Reference (TOR) of the General Faculties Council (GFC) standing committees are reviewed every three years, and that two revisions to the RSC TOR are being recommended: to reflect that the RSC occasionally conducts some appointment work, and that the RSC currently has no responsibilities under the University's Enterprise Risk Management program.

There were no comments or questions, and the RSC voted to recommend that the GFC Executive Committee approve the revisions to the RSC TOR.

High Performance Computing / Secure Research Computing / Research Software Update

The RSC received a presentation on the three areas of Research Computing Services at the University (consulting and support, core facility infrastructure, and workflow/research data services), including that:

- Consulting and support includes responding to basic inquiries and requests, providing advanced scientific support and computing training, an annual June summer school, and grant proposal consultations. Data regarding advanced research computing usage, core facility services, and Research Computing Services supports through the Digital Research Alliance of Canada were shown.

- Workflow and research data services includes developing robust storage systems, supporting metadata, linking diverse data sets across disciplines, managing the capturing of the provenance of scientific workflows and providing data provenance training, supporting workflows running on central processing unit (CPU) and graphics processing unit (GPU) clusters, and supporting research and data that is findable, accessible, interoperable, and reproducible (FAIR)

- Future initiatives include support for research on cloud services and security controls for level 4 data, providing storage and support for the One Child Every Child project, submitting an Innovation Fund Core Facility proposal for an institutional GPU cluster to support Artificial Intelligence (AI) use, continuing workflow supports, and working with Information Technologies and the Vice-President (Research) office to develop a strategic plan to support the implementation of the University's *Ahead of Tomorrow* strategy

The RSC's discussion included:

- It will be interesting to see how the $2.4 billion in the April 16, 2024 federal budget for the AI sector will be distributed, and how this will impact research computing and existing infrastructures. The presenters noted that supply chain to support AI initiatives is an issue, and industry is using a lot of infrastructure.

- Expanding the use of AI will be beneficial. It will be necessary to have local storage of sensitive data to ensure privacy and security.

- Also in the federal budget relating to postsecondary was a $1.8 billion commitment to the Tri-Council and an almost $1 million commitment for graduate student scholarships and postdoctoral fellowships, which are positive things

In response to questions, it was reported that:

- The annual June summer school is a three-day session for researchers, graduate students, and others to learn about things such as leveraging infrastructure and the services available to them. Some vendors and industry partners are on campus at this time to share their information.

- The leveraging of project data will be up to the researcher, but Research Computing Services will provide services around this

- The University has been successful in receiving research computing-related investments in the past, and efforts will be made to attract more investments

Strategic Initiatives and Research Intelligence Unit Update

The RSC received a presentation that highlighted the history of the Strategic Initiatives and Research Intelligence (SIRI) Unit and that the unit has two intersecting activities: 1) identifying non-traditional funding opportunities and assisting researchers in applying for these, and 2) compiling metrics relating to the University's research ecosystem including funding received, bibliometrics, and collaborations. The intersection of these two activities is analytics, which are used in funding applications and metrics dashboards. The RSC heard:

- That non-traditional funding opportunities can be federal or provincial, can range in value ($100,000-$30 million), can have a short timeline for application, are normally non-recurring, can involve industry, Indigenous, or international partners, and can be leveraged

- Description of the optimised workflow for funding opportunities

- Data relating to the SIRI Unit's activities, the projects supported, the UCRED (University of Calgary Research Ecosystem Data) researcher database tool, and non-traditional funding successfully received

- That an AI-generated researcher biography/profile tool is being piloted. The tool pulls keywords from researcher publications, funding applications, and webpages to generate a 'researcher description'. The AI tool can also assess potential collaborators and industry partners and ideal funding sources.

- The SIRI Unit's goals for 2024 include: to continue to increase the number of funding applications submitted and increase success rates, to build relationships with funding agencies to better understand and prepare for upcoming opportunities, and to refine the use of AI

The RSC's discussion included:

- The metrics gathered by the SIRI Unit will be useful in demonstrating synergies, which information is required for a number of applications such as for Canada Research Chairs. The presenters indicated that the UCRED database could display this.

- The University's Research and Innovation Plan and the *Ahead of Tomorrow* strategy have matching people to opportunities as priorities, and the SIRI Unit is key to this

In response to questions, it was reported that:

- The number of researchers in each Faculty/unit posted in the UCRED database is provided by Human Resources every month. The presenters noted that this is a dynamic dashboard and will change based on the keywords searched.

- Deans and Associate Deans Research have access to the UCRED researcher database tool, and can use the built in query tools as well as make tailored enquiries

- The AI-generated researcher biography/profile tool captures available information about a researcher. It can be investigated whether the content of the 'researcher description' can include expression of a researcher's goals.

- Non-traditional funding opportunities can be communicated to Associate Deans Research who can identify researchers in their units who may be interested in these

VPR Funding Programs
    a) **Catalyst Grants Program**
    b) **Postdoctoral Match Funding Program**
    c) **Transdisciplinary Connector Grants Program**

The RSC received presentations on the three funding programs run by the Vice-President (Research) office, including about their histories and purposes, intake dates, review processes, mentorship available, and data about the grants awarded. The RSC specifically heard that:

- A variety of researchers apply to the Catalyst Grants program, including early career researchers, researchers looking to establish a research team, and researchers wanting to position a project for applying to another funding program

- Mentors can help applicants with portions of an application, such as how to effectively express the equity, diversity, inclusion and accessibility of a project

- The Transdisciplinary Connector Grant Program has two streams: the Initiating Stream and the Consolidating Stream. Only academic staff members of the University, including tenured, tenure-track, limited term, contingent term, and adjunct persons, are eligible to hold a Transdisciplinary Connector Grant but community members and others can be part of the project team.

In response to questions, it was reported that:

- A condition of the Catalyst Grants Program is that a researcher must have a plan for seeking additional funding. A Catalyst Grant cannot be used as a sole source of funding for a project.

- The Postdoctoral Match Funding Program is used for recruitment, but postdoctoral scholars already at the University can apply. Information about the program, including any limitations on when a scholar can apply, is on the website.

The RSC's discussion included:

- The increase in the funding amount for postdoctoral fellowships in the April 16, 2024 federal budget is a positive thing, but this may impact the Postdoctoral Match Funding Program. The presenters noted that a new minimum for postdoctoral scholar funding has not been set, and researchers can determine how much they can pay within their grant. It was also noted that a Dean's office can assist a researcher in coming up with the needed matching funds.

- The UCRED researcher database tool could be used to identify researchers who could be invited to become involved in a Transdisciplinary Connector Grant project

- The events hosted by the Institutes for Transdisciplinary Scholarship (ITS) are valuable in connecting people and raising awareness of the Transdisciplinary Connector Grants. The presenters noted that the ITS also has a bulletin that goes to subscribers and presentations are made to bodies like the RSC, but

that the ITS also relies on word of mouth to increase awareness and uptake of the Transdisciplinary Connector Grant Program.

These funding program presentations will be presented at the May 9, 2024 GFC meeting.

Prepared by the University Secretariat on behalf of Robert Thompson, RSC Co-Chair, and Sheri Madigan, Academic Co-Chair

TEACHING AND LEARNING COMMITTEE
Report to General Faculties Council
for the meeting held April 16, 2024

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

Recommendation of Revisions to the TLC Terms of Reference

The TLC heard that the Terms of Reference (TOR) of the General Faculties Council (GFC) standing committees are reviewed every three years, and that three revisions to the TLC TOR are being recommended: to reflect that the TLC reviews and provides feedback on curriculum review reports, that the TLC occasionally conducts some appointment work, and that the TLC currently has no responsibilities under the University's Enterprise Risk Management program.

There were no comments or questions, and the TLC voted to recommend that the GFC Executive Committee approve the revisions to the TLC TOR.

M1 (*Supporting Documentation*) Academic Regulation Review

The TLC heard that the M1 working group has appreciated the extensive engagement and feedback on the regulation to date. The proponent provided an overview of the revisions currently being proposed, noting that the essence of the M1 regulation is not changing (course instructors can ask for documentation; students decide what documentation to provide, and course instructors decide if they will accept it), and that effort is being made to achieve clarity in the wording and to support the University community in operationalising the regulation.

The TLC's discussion included:

- The use of the word 'verification' rather than 'documentation' is potentially problematic, as an instructor may interpret that they should be confirming the authenticity of the material provided by the student. There is no intent that instructors should be verifying the material provided and this should not be implied. An instructor should be considering the legitimacy of the reason for the absence and not the legitimacy of the material.

- The list of examples of supporting verification adds a lot of words to the regulation, but does not remove the problem of guessing and interpretation as the list includes "*other documentation that relates to their situation.*" Also, there is no indication if one type of verification carries more weight than another (e.g. whether a formal accident or illness report lands differently than a wedding invitation or account of family vacation), and it is unclear how "*personal statement*" and "*student declaration of absence*" differ.

- Some students may disclose more personal information than is needed

- Instructors should be compelled to accept valid reasons for absences, and instructors should be provided clear indication of what reasons must be accepted, but students should understand that an instructor does not have to grant all requests. Normally, students should be managing their time to complete course work and assessments as scheduled. An instructor may need to set a boundary for what alternate arrangements are possible to be offered, in order to be fair to the rest of the students in the course and to meet operational limitations.

- The M1 regulation should provide clarity around documentation, and if necessary be read in tandem with regulations E (*Course Information*) and G (*Academic Assessments and Examinations*) for appropriate course context; the M1 regulation does not replace the complex relationship between an instructor and a student and the importance of communication

- It was suggested that the M1 regulation be more strongly linked to related regulations of the Calendar

- The alternate arrangements described in regulation G1.2 (*In-Course Assessments and Absences*) should take into account that a student is to have received 30% of their grade by the withdrawal deadline

- Consistency of language between regulations M, E, and G is desirable. For example, the proposed M1 regulation uses the word "exemption" but regulation G uses the words "alternate arrangement", and it was suggested that M1 be made consistent with the other regulations. It was noted that the word "exemption" could also be misinterpreted as meaning that a student does not have to do an assessment, and this may not be the case.

- It was suggested that the M1 regulation could read "This **can** be for" rather than "*This may be for… a prolonged absence…*"

- Guidelines can be helpful in interpreting regulations. It was reported that a website to help instructors and students understand the Calendar regulations is being developed.

- Fairness to both students and instructors is needed

- The proposed M1 text only refers to 'extenuating circumstances' in relation to final examinations and not in reference to in-course assessments, and it was suggested that adding the wording "extenuating circumstances" to this section be considered for consistency

- The proposed M1 text clearly states that an instructor cannot request medical documentation, but it should be made clearer that a personal statement or student declaration of absence can be used in all situations, including illness. It was suggested that "medical documentation" be defined, and that the Freedom of Information and Protection of Privacy (FOIP) office be consulted regarding how much at risk an instructor is when being told information about a student's illness.

- A student with a full courseload may be communicating with several instructors about their absence, possibly while still dealing with the issue/event itself, and they may be receiving different responses and alternate arrangements from each instructor

- A student may find it difficult to communicate with an instructor, and so having clear information in the course outline about alternate arrangements or a few options for communicating with the instructor would be helpful

- The regulations or associated guidelines should support instructors and students navigating the processes around missed assessments, including being explicit on what steps instructors and students are each responsible for, and what paths of next steps there are if an instructor and student do not agree on a decision made. The proposed M1 language requires further edits to improve clarity and support instructors and students in understanding supporting documentation.

In response to a question, it was reported that the working group conducted a scan of the U15 practices relating to supporting documentation, and it was determined that institutions are handling this differently.

Teaching and Learning Updates and Emerging Issues Roundtable

The TLC was given an opportunity to discuss matters currently impacting teaching and learning, and topics mentioned included financial constraints, space planning, summer workshop programs, strategic planning, experience surveys, the 2024 Conference on Postsecondary Learning and Teaching, supporting neurodivergent

students, software and cloud storage, teaching development, Open Educational Resources (OERs), pathway and bridging programs, and the potential to use Artificial Intelligence (AI) in administrative and other processes.

It was reported that Continuing Education offers the free course *Essential Microsoft Office Skills for the Workplace* which members may be interested to take.

Standing Reports

The TLC received reports on the current activities of the Taylor Institute for Teaching and Learning and the Students' Union.

Wendy Benoit, Co-Chair, and Barbara Brown, Academic Co-Chair

Senate Report for General Faculties Council

Meeting date: 18 April 2024
Report prepared and submitted by: Jeffrey Priest, GFC Elected Representative
4:30 p.m. – 6:30 p.m. MST

1. Welcome and housekeeping (Chancellor)

2. Territorial acknowledgements (Chancellor).

3. Chancellor announced some changes in relation to University personnel involved with Senate, which included introduction of Corey Hogan, VP communications and Community Engagement, who will lead Communication and Community Events, along with Andrea Morris to lead Alumni and Development.

4. Consent agenda and approval of the meeting minutes of February 17, 2022.

5. In-Camera re-election of Senators Sangeetha Varghese and Graham Sucha

6. Presentation-The Disability Community and Visibility on Campus. Dr Stephanie Chipeur and Dr Laura St. John, presented on issues around accessibility for peoples with disability (Stephanie) and visibility of people with neuro-diversity (Laura) within the University. This was a thought-provoking presentation which elicited some questions from the audience, including how to 'ask' about disability, and what additional supports can the university/instructor provide to support students.

7. Vice-chancellor update: This included updates on federal budget, success of scholars in latest research grant allocation, update on conversation will Minister Sawney on Bill 18, which was positive. Questions were raised by the audience in relation to Bill 18 and tri-council funding among others.

8. Sarah Damberger (Vice Chair Honors committee) – renaming of Student Senate Award, aimed at Dino leadership awards for students, was renamed to Senate Student Athlete Community Leadership Award.

9. Committee updates: Senate committees summarized achievements over the last year

10. Presentation - One Child Every Child. Joanne Weninger and Benedikt Hallgrimsson provided a summary of the One Child Every Child program. The speakers outlined the challenges with child health (Canada 30 out of 38 in relation to child health), and highlighted the how researchers within the program were seeking to understand the determinants of child

health and then develop robust intervention plans.

11. Other business – Dr Kristin Baetz gave update on new Science Building, Chancellor provided reminders of upcoming events (lecture of lifetime, Convocation, next senate meeting: June 12th, Social invite to senators May 15th Petroleum Club)

12. Adjournment at 6:48 PM